



World Food Programme

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WFP EVALUATION

Mid-Term Evaluation of the WFP McGovern-Dole Funded School Feeding Programme in the Republic of Congo 2018-2022

Evaluation period - September 2018 to May 2021

Evaluation Report: Volume II - Annex

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WFP Country Office of Congo



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Disclaimer

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Annex 1. Summary Terms of Reference

Mid-Term Evaluation of the WFP McGovern Dole Funded School Feeding Programme in the Republic of Congo

This Terms of Reference (ToR) is for the mid-term evaluation of the World Food Programme (WFP) school meals programme funded by McGovern-Dole (MGD) Food for Education and Child Nutrition Program in Republic of Congo.

Reasons for and Objectives of the Evaluation

This mid-term evaluation will be commissioned by WFP Congo Country Office based on the baseline conducted in 2018 and a planned final evaluation to be conducted in 2022.

The grant agreement between WFP and USDA incorporates specific results and performance indicators against which performance of the programme will to be measured.

This evaluation is to assess progress towards achievement of the results at mid-term (2021) against benchmarks established at baseline (2018) to inform adjustments to programming and/or implementation and course correction as appropriate; and assess performance at the end of the program (2022).

For USDA, the purpose of the baseline was to establish benchmarks; and the purpose of the evaluations (mid-term and final evaluation) is to review and take stock of the program implementation critically and objectively

The evaluation will serve the two mutually reinforcing objectives of accountability and learning.

Stakeholders and Users

The primary users of this evaluation will be: WFP Congo and its partners, the RBJ, WFP HQ, the office of evaluation, USDA, The Government of Republic of Congo and Stakeholders including UNICEF and ACTED who are sub-recipients for the MGD.

Subject of the evaluation: School feeding

In September 2017, USDA signed an agreement to fund the WFP to implement a US\$30,022,053 school meals programme from 2018 to 2022. The objective of the programme is to improve literacy and nutrition of boys and girls. This objective will be achieved through a broad set of activities and inputs over five years including provision of hot

lunches served at mid-day to 54,000 primary school children (27,270 boys and 26,730 girls) in six departments (Pool, Bouenza, Cuvette, Plateaux, Lekoumou, and Likouala). The McGovern-Dole funded school feeding programme will target some of the same schools and children assisted under the CP 200648. Each child will receive a meal consisting of fortified rice, split yellow peas, and vegetable oil. The meal will be supplemented by iodized salt provided by the GRoC and canned fish provided by Japan which will be integrated into school feeding programme.

The programme will target girls and boys equally (given the existing gender parity in primary school enrolment), and 12 percent of the targeted children will be indigenous. WFP will leverage its home-grown school feeding pilot with a view to diversifying school menus, encouraging the consumption of local foods, advancing women's economic empowerment, and developing a system that can be brought to scale and integrated into the national school feeding programme.

The school feeding programme will use McGovern-Dole commodities and cash funding to contribute directly towards the two McGovern-Dole programme's highest-level Strategic Objectives namely Improved Literacy of School-Aged Children (MGD 1) and Increased Use of Health, and Dietary Practices (MGD 2). This contribution will be achieved through the following activities:

- Improve Student Enrolment by raising awareness on the Importance of Education;
- Distributing food to provide School Meals to school children;
- Promoting improved health by Building/Rehabilitation of Latrines; Building/Rehabilitation Water Stations and Hand Washing Kits; and Deworming;

- Supporting improved literacy by: Distributing School Supplies; supporting Revision of National Curriculum, distribution and training on the revised curriculum; Promoting Teacher Attendance; Training of Teachers; and Training of School Administrators and Officials;
- Promote Improved Nutrition by: Training and Raising Awareness on Good Health and Hygiene Practices; and Training and Raising Awareness on the Importance of Improved Nutrition, Health and Dietary Practices;
- Support Improved safe food preparation and storage by: Building/ Rehabilitation of Kitchens and Storerooms; and providing Energy Saving Stoves and Kitchen Utensils.

The programme also has a strong focus on institutional capacity building to ensure sustainability and to contribute to MGD foundational results namely increased capacity of Government institutions; improved policy and regulatory framework; increased Government support and engagement of local organizations and community groups. This will be achieved through the following activities:

- Building capacity by Support the Implementation of the Systems Approach for Better Education Results (SABER) Action Plan and Government National School Feeding Policy (NSFP);
- Establish/Strengthen local Agriculture and school communities to support graduation through the implementation of the national home-grown school feeding programme.
- Promote improved health by Training on Commodity Management, Food Preparation, and Storage.

Evaluation Approach

The mid-term and final evaluations will apply the international evaluation criteria of relevance, effectiveness, efficiency, impact and sustainability. Gender Equality and Women empowerment and human rights will be mainstreamed throughout these five criteria, with specific evaluation questions where appropriate.

Relevance.

1. Is the program's strategy relevant to the needs of beneficiaries, including girls, boys, men, women, and other groups such as indigenous peoples?
2. Is the program aligned with the national government's policies and strategies for education and school meals?

3. Do the design and implementation of the program complement other donor- and government-funded initiatives?

4. Is the program designed to reach the right people with the right type of assistance?

Effectiveness.

5. What is the progress of program implementation—is the program on track to carry out all activities as planned?

6. To what degree has the program resulted (or not) in the expected results (outputs and outcomes) for girls, boys, men and women?

7. What internal and external factors affect the program's achievement of intended results?

8. Are any changes required to increase the program effectiveness?

Efficiency.

9. How efficient is the targeting?

10. Did assistance reach the right beneficiaries (girls, boys, men, and women) in the right quantity, quality and at the right time?

11. Is the program efficient in terms of costs and costs per beneficiary?

Impact.

12. To what degree has, the program outcomes made progress toward positive long-term effects on targeted beneficiaries (girls, boys, men and women), households, Communities and institutions?

13. Have there been any unintended outcomes (positive, negative)?

14. What internal and external factors affected the program's results from leading to intended impact on targeted beneficiaries?

Sustainability.

15. Is the program sustainable/is there strategy for sustainability, sound policy alignment; stable funding/budgeting; quality program design; institutional arrangements; local production & sourcing; partnerships & coordination; community participation & ownership?

16. What progress has the government made toward developing a nationally owned school meals program?

17. How are local communities involved in and contributing toward school meals?

18. What needs to be done within the remaining period in order to transition to a nationally owned school meals program?

General.

19. What are lessons noted from the program up to this point?

20. Are there any recommendations for mid-course corrections to improve the program's relevance, efficiency, effectiveness, impact, and/or sustainability?

Methodology

The methodological approach for the baseline study, mid-term evaluation and the final evaluation was designed at baseline in accordance with WFP Decentralized Evaluation Quality Assurance System (DEQAS) as well as USDA's Monitoring and Evaluation Policy. The methodology was developed during inception phase at baseline by the evaluation team and has been updated for the mid-term evaluation. The evaluation will employ a mixed methods approach with quantitative mid-line and final surveys complemented by qualitative elements.

The quantitative surveys will be complemented by key informant interviews and/or focus group discussions with key stakeholders including USDA (DC-based program analysts and regional agricultural staff), UNICEF, World Bank, WHO, UNESCO, Ministry of Education, Ministry of Agriculture, Ministry of Health, Ministry of Economy, ACTED, FAO, farmer organizations, parents, students and school management committees, WFP school feeding and nutrition officers, UNICEF nutrition and education officers, school inspectors, school administrators, teachers, cooks, and farmers. The findings from these interviews will be used to put quantitative data into context and provide guidance for program implementation, communication of results, and formulation of action plans to address any weaknesses while enhancing strengths.

Quality Assurance and Quality Assessment

WFP DEQAS sets the quality standards expected from this evaluation and establishes processes with integrated steps for quality assurance, models for evaluation products and checklists for their review. DEQAS is based on UNEG standards and standards as well as the best practices of the international evaluation community.

The evaluation manager will review QS comments and recommendations and share it with the team leader, who should use them to finalize the inception and evaluation reports. The evaluation

team will be required to ensure the quality of the data (validity, consistency and accuracy) throughout the analysis and reporting phases. The regional office, through the Regional Evaluation Officer, will systematically support the country office to ensure that the evaluation provides a quality process and products. Mid-term and final evaluation reports will be subject to a post-hoc quality assessment by an independent entity through a process managed by OEV.

The evaluation must be conducted in line with the UNEG ethical guidelines.

Phases and Deliverables

Phase 1: Preparation (October - December 2017)

Phase 2: Inception (January - February 2018)

Phase 3: Baseline Study (February - June 2018)

Phase 4: Mid-term Evaluation (March 2021 - October 2021)

Phase 5: Final Evaluation (October 2021 - October 2022)

Roles and Responsibilities of Stakeholders

The **Evaluation Manager**, who will be answerable to the evaluation committee will Manage the evaluation process, Ensure quality assurance mechanisms are operational; Consolidate and share comments on draft inception and evaluation reports with the evaluation team; Ensure expected use of quality assurance mechanisms (checklists, quality support); Ensure that the team has access to all documentation and information necessary to the evaluation; facilitates the team's contacts with local stakeholders; set up meetings and field visits; provide logistic support during the fieldwork; and arrange for interpretation, if required; Organise security briefings for the evaluation team and provide any materials as required.

An internal **Evaluation Committee** has been established as part of ensuring the independence and impartiality of the evaluation. The committee comprises the WFP deputy country director, head of the program, M&E, VAM and the Regional Evaluation Officer. The EC will oversee the evaluation process, by making decisions, giving advice to the evaluation manager and clearing evaluation products submitted to the EC Chair for approval.

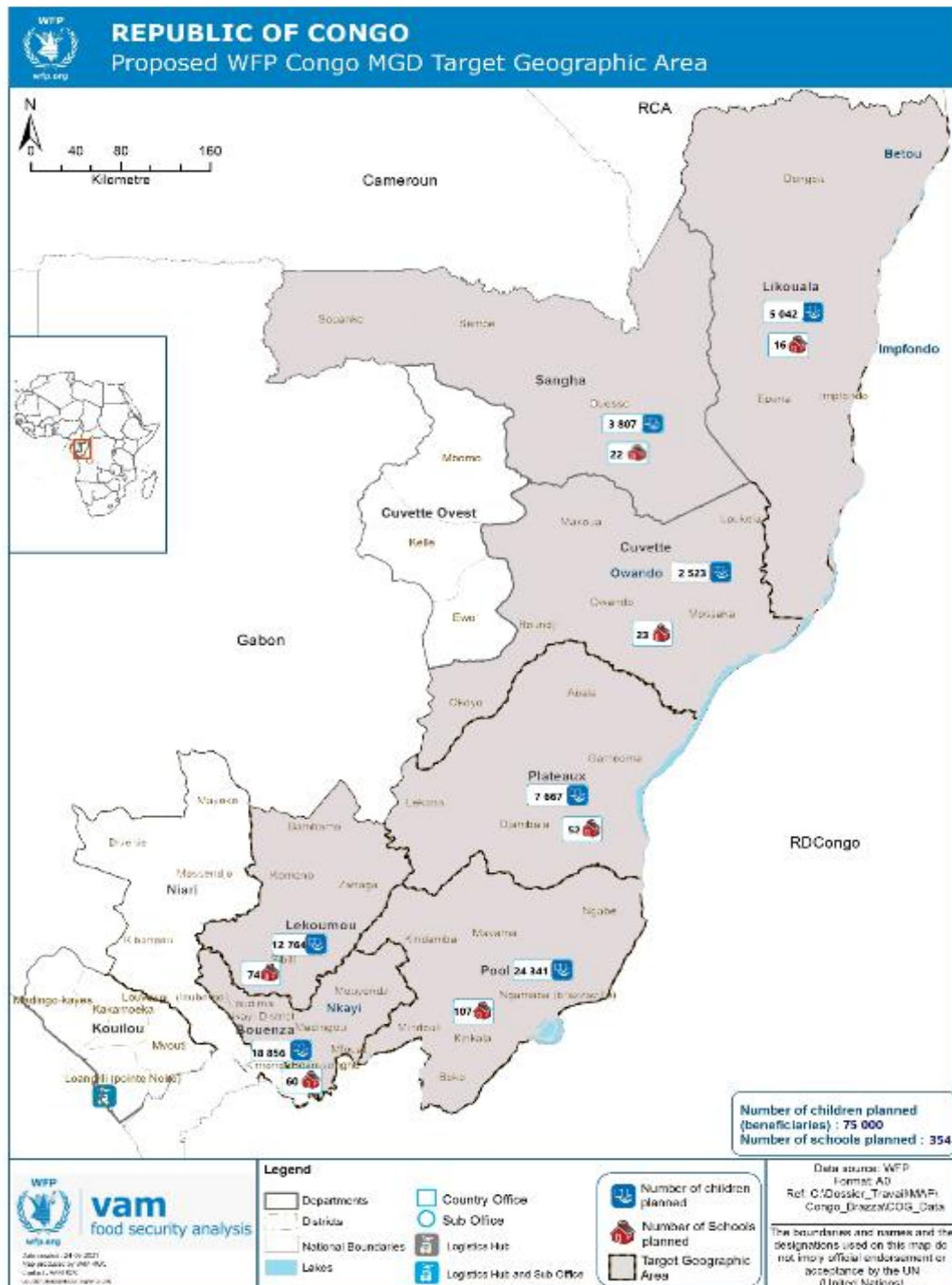
An **Evaluation Reference Group** has been established, composed of the members of the evaluation committee mentioned above,

representatives from relevant government ministries, key project partners, and other relevant stakeholders, including USDA and WFP Regional Bureau and OEV. The ERG members will review and comment on the draft evaluation products and act as key informants in order to further safeguard against bias and influence.

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Annex 2. Map of the intervention



Annex 3. Description of programme activities in the project agreement between WFP and USDA

Activity 1: Build capacity

WFP (\$129,116.23) will:

train government staff, organise workshops and provide advocacy
organise visit studies in order to learn from other countries. WFP envisions government staff visiting other countries that have been implementing a SABER action plan successfully in order to discuss it and learn from active HGSF programmes.

Activity 2: Improve pupil enrolment

Under this activity, WFP will execute subrecipient agreements with:

ACTED (\$13,257.78):

- to include discussions of the importance of education in the training modules that it provides to farmers organisations in Bouenza.

UNICEF (\$38,901.85):

- to develop material such as leaflets;
- organise training to school committees and PTAs;
- organise awareness raising sessions and radio broadcast set up.

Activity 3: Establish/Strengthen local agriculture and school communities to promote graduation

Under this activity, **WFP** (\$106,908.93) will:

- organise for studies in Bouenza;
- organise study visit for government officials to the WFP Centre of Excellence in Brazil;
- the study visit will be used to provide training and capacity building activities for the implementation of the Home-Grown School Feeding Programme.

Activity 4: Distribute food

Under this activity, WFP (\$593,617.00) will distribute food in all the schools participating in the MGD programme.

Activity 5: Promote improved health

Under this activity, WFP will execute sub recipient agreements with:

UNICEF (\$755,504.12):

• for building and rehabilitating 49 latrines in schools attended by indigenous children in Likouala; to procure and distribute 630 handwashing kits (3 per school) in five of the six departments where WFP will implement the MGD programme. ACTED will cover Bouenza.

ACTED (\$258,354.64):

• for the building and rehabilitating of latrines. (22 new, 22 rehabilitated); to procure and distribute 168 handwashing kits (3 per school) in Bouenza. Each school receiving handwashing kits will have their water source/station built/rehabilitated.

WFP (\$92,755.19) will:

- use communication material that illustrate (pictures and words) appropriate care and usage of the new or rehabilitated latrines;
- ensure logistics and distribution expenses of deworming tablets provided by the government through WHO and UNICEF;
- develop trainings WFP for transporters, school management committees, PTAs, schoolteachers and communities on commodity management, food preparation and storage.

Activity 6: Support improved literacy

Under this activity, WFP will execute sub recipient agreements with:

UNICEF (\$923,319.11):

- to provide indigenous children attending ORA school with a school kit. This school kit will also be distributed to schools located in Bouenza. The school kit will be distributed to 20,000 children in Bouenza and to 5,000 children in the ORA schools in the Likouala in Year 1. For the other years, only the ORA schools will be targeted for school supplies distribution (5,000 ORA pupils in Year 2, up to 8,500 in Y5);
- to train 800 school administrators in all the departments targeted by McGovern-Dole. MGD schools will select one to two school administrators to participate. In the 53 ORA schools, every school administrator (one school administrator/ORAs school) will be invited to participate.

UNESCO (\$122,716.33):

- to provide one ToT training in pedagogy and life skills at the national level for up to 160 selected teachers from MGD funded schools on nutrition education. This training is designed to include teachers for all twelve RoC departments;
- to work closely with other partners for the development of the new national curriculum to ensure a balance between the need to refocus the primary curriculum on literacy, and numeracy.

WFP (\$28,711.33) will:

- ensure the procurement of 40 mobile tablets and training to the government staff on the use of these tablets. These tablets will help monitors handover monitoring to government inspectors that will track and promote teacher attendance.

Activity 7: Promote improved nutrition

Under this activity, WFP will execute sub recipient agreements with:

UNICEF (\$38,901.85):

- to develop a nutrition guide;
- organise awareness campaigns on good health, nutrition and hygiene;
- support the Ministry of Health to establish a nutrition monitoring system;
- as well as to develop material such as leaflets, organise training to school committees and PTAs (4210 persons);
- awareness raising sessions and radio broadcast set up.

ACTED (\$13,257.78):

- to include discussions of the importance of good health and hygiene in communities.

WFP (\$40,287.04) will:

- develop a nutrition guide;
- organise awareness campaigns on good nutrition and hygiene;
- support the Ministry of Health to establish a nutrition monitoring system.

Activity 8: Support improved safe food storage and preparation

Under this activity, WFP will execute sub recipient agreements with:

ACTED (\$138,164.29):

- to construct/rehabilitate kitchens in 60 schools (60 schools in Bouenza department);
- to construct/rehabilitate storerooms in 60 schools (22 schools in Bouenza department);
- to provide efficient stoves to 60 schools in Bouenza and kitchen utensils (dishes, goblets, marmites).

Annex 4. Output indicators according to the PMP

As food distribution started one year late, the WFP CO did not always update the planned yearly target value for year one.

Sources: Final PMP and semi-annual reports, WFP country office (compiled by the evaluation team)

Standard indicator number	Performance Indicator	Baseline	Targets versus actually reached								Life of project
			Year 1		Year 2		Year 3		Year 4	Year 5	
			1 Oct, 2017 to 30 Sep, 2018		1 Oct, 2018 to 30 Sep, 2019		1 Oct, 2019 to 30 Sep, 2020				
			Planned	Actual	Planned	Actual	Planned	Actual	Planned	Planned	
1	Number of pupils regularly (80%) attending USDA supported classrooms/schools	55,496	43,000	0	55,496	-	59,381	-	63,537	67,985	103,030
	Female	27,748	21,500		27,748		29,690		31,769	33,993	51,515
	Male	27,748	21,500		27,748		29,690		31,769	33,993	51,515
2	Number of textbooks and other teaching and learning materials provided as a result of USDA assistance	0	50,000	0	12,342	12,342	7,300	-	7,300	7,300	84,242
	WFP comments	UNICEF will distribute textbooks (Horizons d'Afrique) as part of their school kits to students. These textbooks will be given to schools in Bouenza and ORA schools in Likouala and Sangha. The initial projections were too high and miscalculated. Furthermore, leaflets and brochures that UNICEF usually use are not devoted to French didactics, nor destined for teachers and students.									
4	Number of school administrators and officials trained or certified as a result of USDA assistance	0	800	276	153	153	124	164	124	123	800
	WFP comments	Only UNICEF, and not UNESCO is implementing this activity. UNESCO works with teachers.									
6	Number of teachers/educators/teaching assistants trained or certified as a result of USDA assistance	0	160	254	263	163	0	0	0	0	517
	WFP comments	This is being done by UNESCO, and just for one year.									

7	Number of educational facilities (i.e. school buildings, classrooms, and latrines) rehabilitated/constructed as a result of USDA assistance	0	18	25	49	20	29	2	7	7	92
	WFP comments	Construction of latrines by UNICEF and ACTED and kitchens with a storage by ACTED. ACTED will construct and rehabilitate 6 blocks (4 latrines per block) in the Y2 and 5 blocks (4 latrines per block) in the Y3. UNICEF will do 5 latrines in the year 2, and rehabilitate 7 latrines every year after. ACTED is supposed to build 22 kitchens over the length of the programme.									
8	Number of pupils enrolled in school receiving USDA assistance	The value for the LOP is calculated based on the actual value (0 for the year 1).	53,750	0	60,161	133,743	64,372	84,132	68,878	68,879	112,619
	Female	26,875	26,875	0	30,081	-	32,186	-	34,439	34,440	56,310
	Male	26,875	26,875	0	30,081	-	32,186	-	34,439	34,440	56,310
	WFP comments	These figures indicate the number of students, with a 7 % increase each year. This is higher than the number of those receiving school meals since this is about an enrolment.									
9	Number of Parent-Teacher Associations (PTAs) or similar "school" governance structures supported as a result of USDA assistance	0	362	137	362	230	362	0	362	362	362
	WFP comments	WFP expects to support all PTA's each in supported school. The number would change depending on the number of schools which is dependent on the quantity of food available and the size of schools.									
15	Number of daily school meals (breakfast, snack, lunch) provided to school-age children as a result of USDA assistance	0	9,675,000	0	10,828,980	8,133,994	11,587,009	13,322,954	12,398,099	13,265,966	48,080,054
16	Number of school-age children receiving daily school meals (breakfast, snack, lunch) as a result of USDA assistance	0	53,750	0	60,161	134,056	64,372	157,642	68,878	73,700	112,619
	Female	0	26,875	-	30,081	-	32,186	-	34,439	36,850	56,310
	Male	0	26,875	-	30,081	-	32,186	-	34,439	36,850	56,312
	New	0	53,750	-	60,161	-	12,874	-	13,776	14,740	101,551
	Continuing	0	0	-	0	-	51,498	-	55,103	58,960	73,700

17	Number of social assistance beneficiaries participating in productive safety nets as a result of USDA assistance	0	53,750	0	60,161	134,056	64,372	157,642	68,878	73,700	112,619
	Female	0	26,875	-	30,081	-	32,186	-	34,439	36,850	56,310
	Male	0	26,875	-	30,081	-	32,186	-	34,439	36,850	56,312
	New	0	53,750	-		-	12,874	-	13,776	14,740	101,551
	Continuing	0	0	-	0	-	51,498	-	55,103	58,960	73,700
	WFP comments	It's similar to indicator 16.									
18	Number of individuals trained in child health and nutrition as a result of USDA assistance	0	591	0	4,210	0	7,730	60	4,210	4,210	20,360
	Female	0	236	0	1,684	-	3,092	-	1,684	1,684	8,144
	Male	0	355	0	2,526	-	4,638	-	2,526	2,526	12,216
	WFP comments	UNICEF confirmed they reduced their target from 440 PTA members to 290 PTA members in Y2. YR 2 - ACTED trained 796 households (average 5 persons /household) during 9 training on the use of their kits. UNICEF trained 230 members of PTAs, thus total of 4,210 for year 2. YR 3 - ACTED added 704 households to make it 1500 (796+704) over two years, and UNICEF will train additional 4,210 individuals as they will also sensitise the households rather than schools For Y4 and Y5, UNICEF will target at least the same number of individuals.									
20	Number of individuals trained in safe food preparation and storage as a result of USDA assistance	0	960	0	2,901	338	3,300	1,203	3,300	3,300	5,376
	Female	0	384	0	1,756	-	1,756	-	1,756	1,320	3,226
	Male	0	576	0	1,170	-	1,170	-	1,170	1,980	2,150
	WFP comments	From the department level, there is one representative from the department direction of primary and secondary education (DDPSA) (thus total of 7), and there is one inspector per district (total of 35). For each school, 2 director and his alternate, and 2 members from PTA are directly trained. Those directly trained are expected to train a total of 5 people/school at the cascade level. While the numbers trained for each year remains the same, we expect that 25% will change each year, and the Life of Project figures adds this figure per year.									
22	Number of schools using an improved water source	110	115	5	124	9	135	10	142	149	149
	WFP comments	Extrapolation from the baseline report. 77 non-ORA MGD and 33 ORA MGD schools have a water source. Y1 starts with UNICEF's work at 5 schools. Y2, ACTED rehabilitated 6 hand washing station, and 3 by UNICEF. Estimation of Y3 includes the 3 solar water system planned to be rehabilitated through the additional fund from USDA (need to be confirmed by USDA for the transfer of the fund).									

23	Number of schools with improved sanitation facilities	113	119	25	170	20	197	42	204	211	211
	WFP comments	Baseline number was found by the evaluation team. The sanitation facilities include latrines and handwashing station. Y2, ACTED rehabilitated 24 latrines (6 blocks of 4 latrines) and 6 hand-washing stations, and for UNICEF rehabilitated 6 latrines and 3 hand-washing stations. The value the year 2 is based on the actual value for the year 1 (113).									
24	Number of pupils receiving deworming medication(s)	0	53,750	0	60,161	-	64,372	-	68,878	73,700	113,583
27	Number of individuals benefiting directly from USDA-funded interventions	0	56,261	0	67,688	134,056	75,526	157,642	76,512	81,333	148,061
	Female	0	27,879	-	32,315	-	37,083	-	37,928	39,903	64,650
	Male	0	28,382	-	33,432	-	38,069	-	38,210	41,430	68,286
	New	0	56,261	-	65,747	-	24,028	-	21,410	22,373	189,819
	Continuing	0	0	-	56,261	-	80,289	-	101,699	124,072	146,445
28	Number of individuals benefiting indirectly from USDA-funded interventions	0	268,750	0	192,515	567,262	205,991	669,920	220,411	235,839	363,467

Custom indicator number	Performance Indicator	Baseline	Targets versus actually reached								Life of project
			Year 1		Year 2		Year 3		Year 4	Year 5	
			1 Oct, 2017 to 30 Sep, 2018		1 Oct, 2018 to 30 Sep, 2019		1 Oct, 2019 to 30 Sep, 2020				
			Planned	Actual	Planned	Actual	Planned	Actual	Planned	Planned	
1	Number of PTAs, communities members; farmers organisation trained or sensitised about the importance of Health and Hygiene Practices	0	0	0	4,210	4,210	3,882	2,816	387	387	4800
	WFP comments	Reflects indicator 18, as well as ACTED's work for the first 2 years. They sensitised 798 people in Y1, and plan to do 704 in year 2.									
2	Number of PTAs, communities' members; farmers organisation trained or sensitised about the importance of education	0	960	0	960	4210	960	2816	960	960	4 800
	WFP comments	Reflects indicator 9.									
3	Percent of transfers made to the school inspectors as a % of planned	60,0%	100%	0%	100%	61%	100%	100%	100%	100%	100%

4	Number of textbooks and other teaching and learning revised materials (based on revised curriculum) provided to teachers at schools as a result of USDA assistance	0	1 038	0	0	-	0	-	1 038	0	2 076
5	Percentage of pupil who indicate they are attentive or very attentive during class/instruction	TBD	60%	-	65%	-	70%	-	75%	80%	80%
	Female	TBD	60%	-	65%	-	70%	-	75%	80%	80%
	Male	TBD	60%	-	65%	-	70%	-	75%	80%	80%
6	Number of government staff trained as a result of USDA assistance	0	300	276	300	338	300	1203	300	300	300
	Female	0	120	-	120	-	120	-	120	120	120
	Male	0	180	-	180	-	180	-	180	180	180
	WFP comments	Reflects indicators 4 and 6 added together.									
7	Percentage of school days missed due to illness (target < 3%)	TBD	TBD	0	TBD	-	TBD	-	TBD	3%	3%
8	Number of fuel-efficient stoves provided and rehabilitated	0	60	0	105	105	0	75	0	0	120
	WFP comments	ACTED will be part of this programme only until the end of 2019(first three months of year 3). Year 2, 35 large ones and 70 small ones are installed in the targeted schools during the academic year 2018 to 2019. By the end of 2019, an additional 25 schools will receive stoves.									
9	Percentage of female in school feeding committees having a lead position (disaggregated below)										
	% female presidents	2.4%	0.0%	-	2.5%	-	2.6%	-	2.8%	2.9%	2.9%
	% female vice-presidents	23.7%	0.0%	-	24.9%	-	27.4%	-	30.1%	33.1%	33.1%
	% female treasurer	52.6%	0.0%	-	55.2%	-	60.8%	-	66.8%	73.5%	73.5%
	% female vice-treasurer	22.2%	0.0%	-	23.3%	-	25.6%	-	28.2%	31.0%	31.0%
	% female administrators	16.7%	0.0%	-	17.5%	-	19.3%	-	21.2%	23.3%	23.3%
10	Percentage of the installed solar powered water systems adequately operated and maintained by the school they serve	0%	0%	-	100%	-	100%	-	100%	100%	100%
11	Number of schools including O&M costs of system into annual budget	0%	0%	-	300%	-	300%	-	300%	300%	300%

Annex 5. Outcome indicators according to the PMP

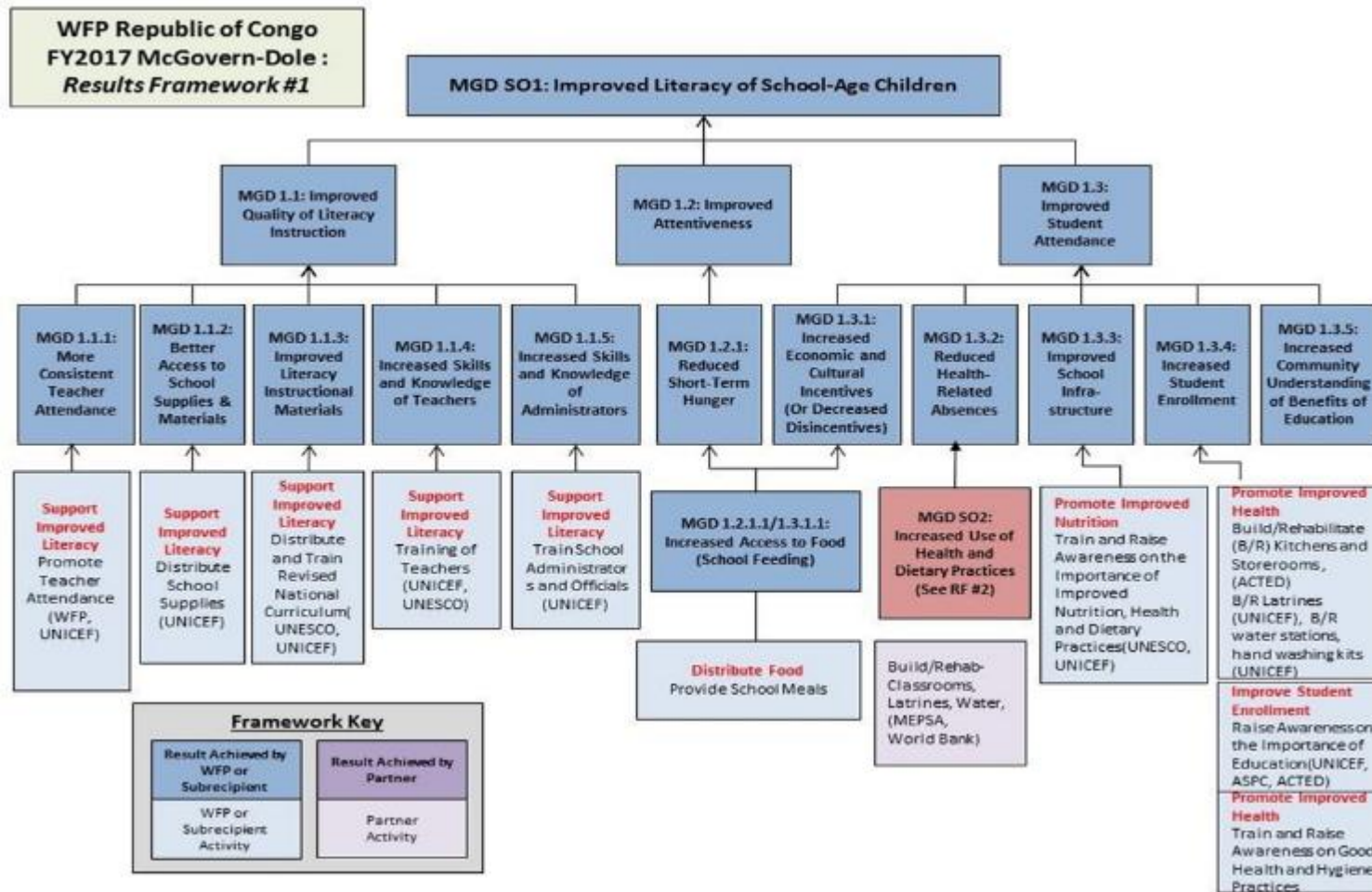
As food distribution started one year late, the WFP CO did not update the planned yearly targets value for year one.

Sources: Final PMP and semi-annual reports, WFP country office (compiled by the evaluation team)

Standard indicator number	Performance Indicator	Baseline	Targets versus actually reached								Life of project
			Year 1		Year 2		Year 3		Year 4	Year 5	
			1 Oct, 2017 to 30 Sep, 2018		1 Oct, 2018 to 30 Sep, 2019		1 Oct, 2019 to 30 Sep, 2020				
			Planned	Actual	Planned	Actual	Planned	Actual	Planned	Planned	
3	Number of school administrators and officials in target schools who demonstrate use of new techniques or tools as a result of USDA assistance	10	520	-	343	-	443	0	542	0	0
5	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	0	120	-	210	-	0	-	0	0	210
11	Value of new public and private sector investments leveraged as a result of USDA assistance	0	0	0	\$ 2,050,406	0	0	\$ 444,375	0	0	\$ 2,050,406
	WFP comments	This includes the amount of canned fish given by the Japanese government, which is US\$2 million for 2018-19 based of 54 000 students. This figure is also based on the value of 48MT of salt provided by the government of Congo, and includes logistics costs (total = US\$50,406). For the following year, WFP will have to request grants from Japan and the RoC governments each year, and none is guaranteed. Thus, WFP removed these targets.									
12	Number of educational policies, regulations and/or administrative procedures in each of the following stages of development as a result of USDA assistance: National School Feeding Directorate National Strategy on the Revision of the Education Sector Stage 1: Analysed Stage 2: Drafted and presented for public/stakeholder consultation Stage 3: Presented for legislation/decree Stage 4: Passed/Approved	0	NSFP Stage 5 (completed)	-	NSRES Stage 0 (discussed)	-	NSRES Stage 1 (analysed)	-	NSRES Stage 2 (presented for stakeholder consultation)	NSRES Stage 3 (presented for legislation)	2

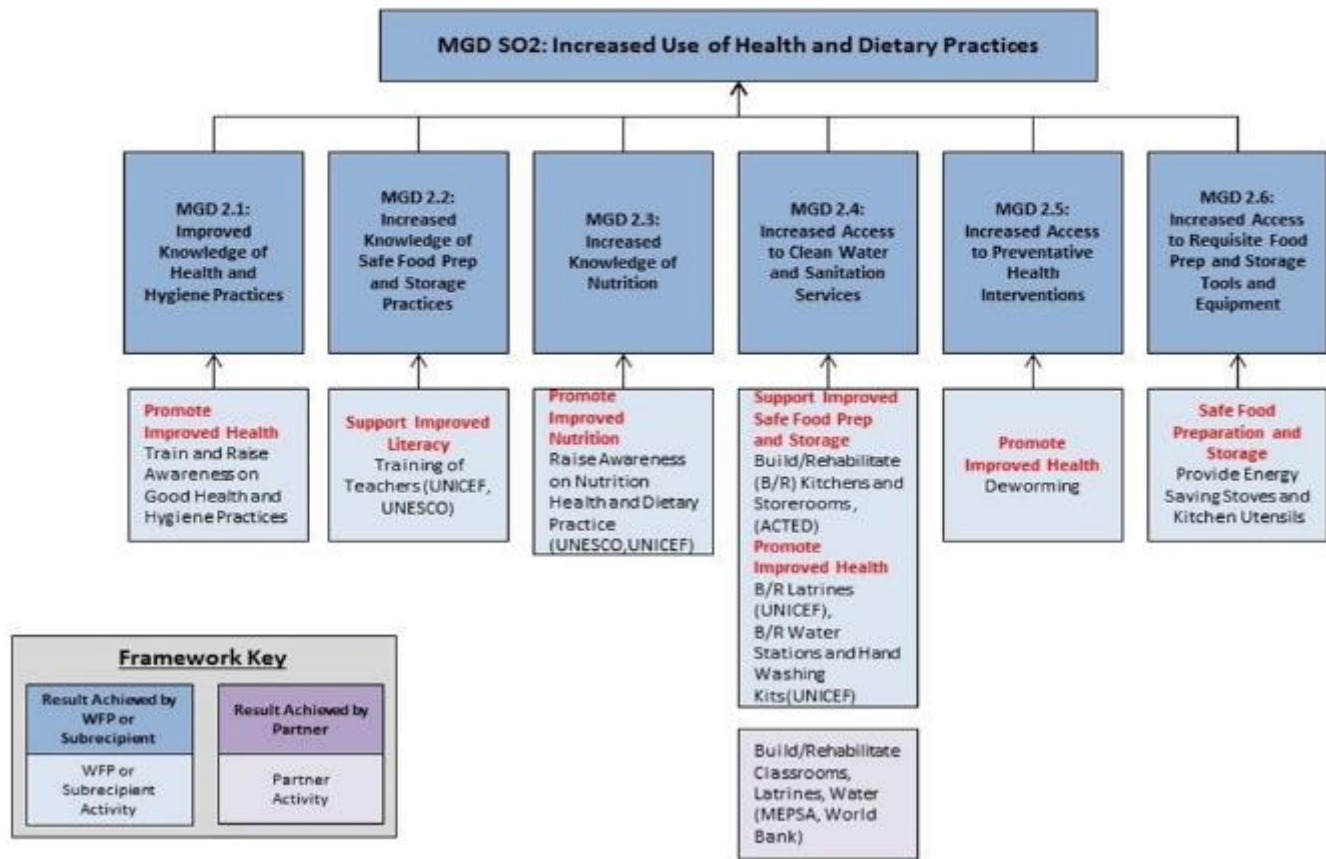
	Stage 5: Passed for which implementation has begun										
19	Number of individuals who demonstrate use of new child health and nutrition practices as a result of USDA assistance	0	384	-	3,368	-	9,552	-	12,920	16,288	16,288
21	Number of individuals who demonstrate use of new safe food preparation and storage practices as a result of USDA assistance	0	624	-	1,886	-	2,422	-	2,958	3,494	3,494
25	Number of child health and nutrition policies, regulations, or administrative procedures in each of the following stages of development as a result of USDA assistance: National Food Security and Nutrition Policy - Stage 1: Analysed - Stage 2: Drafted and presented for public/stakeholder consultation - Stage 3: Presented for legislation/decreed - Stage 4: Passed/Approved - Stage 5: Passed for which implementation has begun	0	1	-	1	-	1	-	1	1	1
26	Percent of pupils who, by the end of two grades of primary schooling, demonstrate that they can read and understand the meaning of grade-level text	9.9%	50.0%	-	11.2%	-	12.4%	-	13.7%	14.9%	14.9%
	Female	9.9%	50.0%	-	11.2%	-	12.4%	-	13.7%	14.9%	14.9%
	Male	9.9%	50.0%	-	11.2%	-	12.4%	-	13.7%	14.9%	14.9%

Annex 6. Result Framework 1

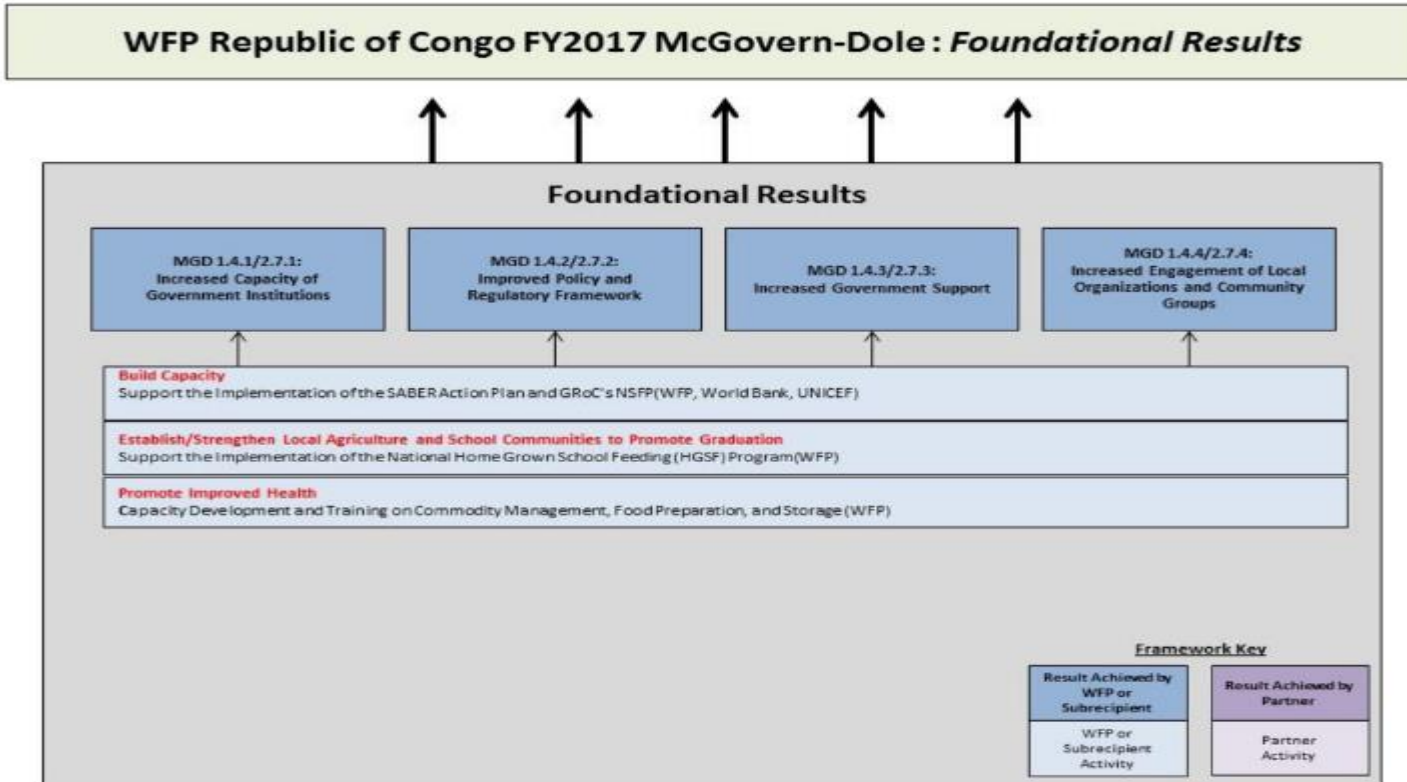


Annex 7. Result Framework 2

WFP Republic of Congo
 FY2017 McGovern-Dole :
 Results Framework #2



Annex 8. Foundational Results



Annex 9. Critical programme assumptions

Critical assumptions on which the overall success of the project is based were defined by WFP at the start in 2017:

- Continued national economic and political stability
- Strong government commitment to education, school feeding and handover
- Availability of government resources and other donors' contribution that complement McGovern-Dole
- Improvement of security in the Pool department
- Availability of partners and technical expertise to support implementation
- Prepositioning of stocks during the rainy season (June-December) for the department of Likouala because transport is only by the river, navigable only for six months.
- Stability of the food pipeline
- Local community and WFP capacity to leverage non-McGovern-Dole funds to support project implementation and local purchase
- Availability of teachers in schools located in rural areas
- Involvement of the community in preparing meals for children at school and running school canteens

Annex 10. Evaluation Matrix

MID-TERM EVALUATION MATRIX
FOR THE EVALUATION QUESTIONS

Relevance						
Num.	Questions	Measure/Indicator of progress	Main sources of information	Data collection methods	Methods of data analysis data analysis	Quality of evidence
1	Is the programme's strategy relevant to the beneficiaries' needs, including girls, boys, men, women and other groups such as indigenous people?	Attendance rates, drop-out rates, literacy assessment (reading test scores), poverty rates, food insecurity, health and nutrition indicators.	Monitoring reports from WFP and implementing partners, AGSAV 2014 ¹ and EDSC II. ² Beneficiaires' views.	Literature review, key informant interview	Review of WFP evaluation reports, qualitative analysis, triangulation between several key informants	High
2	Is the programme aligned with national government's education and school meals policies and strategies?	Compliance with the objectives and orientations of relevant government policies (food security, nutrition, school health, education, etc.).	Government policies on school feeding, nutrition, school health and social nets	Literature review, interviews with key informants from government staff	Qualitative analysis, triangulation	High
3	Does the programme design and implementation arrangements complement other donor-funded and government initiatives?	Consistency with the stated objectives and orientations of relevant policies of other development actors such as UN agencies and NGOs.	UNDAF DRC (2014 - 18, and following). Other policies and strategies of development actors, including implementing	Literature review, interviews with key informants from partner staff.	Qualitative analysis, triangulation	High

¹ PAM ; Analyse globale de la sécurité alimentaire et de la vulnérabilité ; 2014.

² République du Congo ; Enquête démographique et de santé du Congo, 2011-2012 (EDSC II).

			partners (UNICEF, UNESCO, ACTED) and PRAASED supported by the World Bank			
4	Is the programme designed to reach the right people with the right type of assistance?	Adherence to set objectives and scope. Consistency with WFP and government policies and strategies. Consistency with beneficiaries' expectations.	Review of relevant WFP and government policies (NDP 2018-2022). Beneficiaries' views.	Literature review, key informant interviews, focus group with beneficiaries	Qualitative analysis, triangulation	High

Effectiveness						
Num.	Questions	Measure/Indicator of progress	Main sources of information	Data collection methods	Methods of data analysis	Quality of evidence
5	What is the progress of the programme implementation—is the programme on track to carry out all activities as planned?	Number of beneficiaries receiving food aid - actual vs. planned; tonnage of food distributed - actual vs. planned; number of teachers trained; number of textbooks distributed, the number of schools using an improved water source, etc.	Monitoring and evaluation data and reports from the WFP CO; WFP staff; implementing partners; beneficiaries	Literature review, key informant interview	Quantitative analysis - comparison between 2018 baseline data and data collected during the mid-term evaluation; qualitative analysis and triangulation	High
6a	To what degree has the programme resulted (or not) in the expected results (outputs and outcomes) for girls, boys, men and women?	Number of beneficiaries receiving food aid - actual vs. planned; tonnage of food distributed - actual vs. planned; number of teachers trained; number of textbooks distributed, etc.	Monitoring and evaluation data and reports from the WFP CO; WFP staff; implementing partners; beneficiaries	Literature review, key informant interview, observation in the field	Quantitative analysis - comparison between 2018 baseline data and data collected during the mid-term evaluation; qualitative analysis and triangulation	High

6b	To what extent have USDA's activities improved student attendance, attention, the quality of literacy instruction and contributed to improved literacy among school-age children?	Attendance rate, drop-out rate, promotion rate, reading test scores	Monitoring and evaluation data and reports from the WFP CO; WFP staff; implementing partners; beneficiaries	Literature review, key informant interview, observation in the field, quantitative survey in schools	Quantitative analysis - comparison between 2018 baseline data and data collected during the mid-term evaluation; qualitative analysis and triangulation	High
6c	How effective has the programme been at reducing health-related absence?	Number of health-related absences	Monitoring and evaluation data and reports from the WFP CO; WFP staff; implementing partners; beneficiaries	Literature review, key informant interview, observation in the field, quantitative survey in schools	Quantitative analysis - comparison between 2018 baseline data and data collected during the mid-term evaluation; qualitative analysis and triangulation	Medium
6d	How effective has the programme been at improving knowledge of health, sanitation and hygiene practices	Percentage of schools with soap and handwashing facilities commonly used by students; number/percentage of schools with improved sanitation facilities	Monitoring and evaluation data and reports from the WFP CO; WFP staff; implementing partners; beneficiaries	Literature review, key informant interview, observation in the field, quantitative survey in schools	Quantitative analysis - comparison between 2018 baseline data and data collected during the mid-term evaluation; qualitative analysis and triangulation	Medium
6e	How effective has the programme been at increasing knowledge of safe food preparation and storage	Percentage of households and schools with clean storage and kitchen facilities	Monitoring and evaluation data and reports from the WFP CO; WFP staff; implementing partners; beneficiaries	Literature review, key informant interview, observation in the field, quantitative survey in schools	Quantitative analysis - comparison between 2018 baseline data and data collected during the mid-term evaluation; qualitative analysis and triangulation	High
6f	How effective has the programme been at increasing nutrition knowledge	Percentage of students (girls/boys) who are aware of the importance of better nutrition and dietary diversity; percentage of cooks and stock managers with	Monitoring and evaluation data and reports from the WFP CO; WFP staff; implementing partners; beneficiaries	Literature review, key informant interview, observation in the field, quantitative survey in schools	Quantitative analysis - comparison between 2018 baseline data and data collected during the mid-term evaluation; qualitative analysis and triangulation	High

		good knowledge of nutrition and feeding practices				
7	What internal and external factors affect the program's achievement of intended results?	Perception of management strengths/challenges by WFP staff, government staff and cooperation partners	WFP staff, government staff, implementing partners, programme participants	Interviews with implementing partners (WFP staff, government staff at national and decentralised levels, and cooperation partners); focus group meetings with participants	Qualitative assessment through triangulation	High
8	Are any changes required to increase the program effectiveness?	Perception of management strengths/challenges by WFP staff, government staff and cooperation partners	WFP staff, government staff, implementing partners, programme participants	Interviews with implementing partners (WFP staff, government staff at national and decentralised levels, and cooperation partners); focus group meetings with participants	Qualitative assessment through triangulation	High

Efficiency						
Num.	Questions	Measure/Indicator of progress	Main sources of information	Data collection methods	Methods of data analysis data analysis	Quality of evidence
9	How efficient is the targeting?	Food insecurity, poverty, low education, nutrition and gender indicators	NSI monitoring (school assessment, household	Literature review, key informant interviews	Qualitative assessment through triangulation	High

			assessment), CFSVA 2014, AEM 2019 ³			
10	Did assistance reach the right beneficiaries (girls, boys, men and women) in the right quantity, quality and at the right time?	Data on food delivery, data on non-food delivery, data on training, data on provision of school books	WFP CO, implementing partners	Literature review, key informant interviews	Qualitative assessment through triangulation	High
11	Is the program efficient in terms of costs and costs/beneficiary?	Budget data, budget revisions	WFP financial and operational information	Desk review, interview with relevant stakeholders (WFP finance and other support staff)	Qualitative assessment through triangulation	Medium (the notion of cost/benefit efficiency is subjective)

Impact						
Num.	Questions	Measure/Indicator of progress	Main sources of information	Data collection methods	Methods of data analysis data analysis	Quality of evidence
12	To what degree has, the program outcomes made progress toward positive long-term effects on targeted beneficiaries (girls, boys, men and women), households, Communities and institutions?	Assessment of progress towards positive or negative long-term effects by the ET in interviews or focus groups	WFP staff, government staff, implementing partners, programme beneficiaries	Interviews and focus groups with WFP staff, partners and beneficiaries.	Qualitative assessment through triangulation	Medium (because it is based on an assessment of the ET and the feelings of the beneficiaries)
13	Have there been any unintended outcomes (positive, negative)?	Positive or negative results mentioned by KI (beneficiaries, UN staff, implementing partners, etc.).	WFP staff, government staff, implementing	Interviews and focus groups with WFP staff, partners,	Qualitative assessment through triangulation	Medium (as the international team will not

³ PAM ; Analyse de l'économie des ménages ; décembre 2019.

			partners, programme beneficiaries	beneficiaries and non-beneficiaries as appropriate.		be travelling in country, it may be difficult for the ET to identify eventual unintended outcomes)
14	What internal and external factors affected the programme's results from leading to intended impact on targeted beneficiaries?	Internal and external problems/constraints encountered in the implementation of the programme	WFP staff, government staff, implementing partners, programme beneficiaries	Interviews and focus groups with WFP staff, partners and beneficiaries.	Qualitative assessment through triangulation	Medium (it may be difficult to identify all the factors that may influence the results)

Sustainability						
Num.	Questions	Measure/Indicator of progress	Main sources of information	Data collection methods	Methods of data analysis data analysis	Quality of evidence
15	Is the programme sustainable/is there strategy for sustainability, sound policy alignment; stable funding/budgeting; quality program design; institutional arrangements; local production & sourcing; partnerships & coordination; community participation & ownership?	Government policies, potential formulation of a transfer strategy based on SABER recommendations	WFP reports, Ministry of Education policy and strategy documents	Interviews and focus groups with WFP staff, partners, beneficiaries and non-beneficiaries as appropriate.	Qualitative assessment through triangulation	High

16	What progress has the government made toward developing a nationally owned school meals programme?	Establishment of a functional unit of the SF within the government at national and decentralised levels; budget line for the SF and actual contribution of the government to the SF; number of delivery models supported at national level	WFP reports, Ministry of Education policy and strategy documents.	Interviews and focus groups with WFP staff, partners, beneficiaries and non-beneficiaries as appropriate.	Qualitative assessment through triangulation	High
17	How are local communities involved in and contributing toward school meals?	Number and type of initiatives taken by PTAs and the community at large to support SF activities	WFP reports, direct observation (if field visits take place)	Focus groups with programme participants	Qualitative assessment through triangulation	High
18	What needs to be done within the remaining period in order to transition to a nationally owned school meals programme?	Steps towards an exit strategy according to SABER	WFP reports, Ministry of Education policy and strategy documents	Interviews and focus groups with WFP staff, partners, beneficiaries and non-beneficiaries as appropriate.	Qualitative assessment through triangulation	Medium (The parameters are multiple and sometimes beyond the reach of WFP programmes. Only the most obvious ones for discussion and analysis)

General questions						
Num.	Questions	Indicateurs et mesures	Sources principales d'information	Méthodes de collecte des données	Méthodes d'analyse des données	Qualité des preuves

19	What are lessons noted from the program up to this point?	Lessons learned from the interviews and focus groups	WFP staff, partners, beneficiaries	Interviews and focus groups, direct observation	Qualitative assessment through triangulation	High
20	Are there any recommendations for mid-course corrections to improve the program's relevance, efficiency, effectiveness, impact, and/or sustainability?	Recommendations mentioned in the interviews and focus groups.	WFP staff, partners, beneficiaries	Interviews and focus groups, direct observation	Qualitative assessment through triangulation	High

Annex 11. Evaluation team's schedule

Date	Activities	Place
May		
Thursday 6	Training of enumerator in by the national evaluation team and INS	Brazzaville
Friday 7	Training of enumerator in by the national evaluation team and INS	Brazzaville
Saturday 8	AM Testing questionnaire in 4 schools receiving WFP's assistance	Brazzaville
	PM Debrief with enumerators / additional training of enumerators	
Sunday 9		
Monday 10	Departure of the INS enumerator in the field for quantitative data collection	
Tuesday 11		
Wednesday 12		
Thursday 13		
Friday 14	AM Security brief for the national evaluation team	Brazzaville
Saturday 15	Departure in the field of the national evaluation team	Owando
Sunday 16	Trip to the North for the national evaluation team	Ouéso
Monday 17	AM Meeting with the Departmental Directorate of Education (DDE). Meeting with the School feeding service (SFS - SAS) Meeting with the Departmental Directorate of Women	Ouéso
	PM Meeting with the ONG PEDD	Ouéso
Tuesday 18	AM Trip to Pokola Visit of two ORA schools	Pokola
	PM Meeting with WFP staff Trip back to Ouéso	Pokola
Wednesday 19	AM Meeting with Departmental Directorate of Health	Ouéso
	PM Trip to Owando	
Thursday 20	AM Meeting with the Departmental Directorate of Education (DDE). Meeting with Departmental Directorate of Health Meeting with the Departmental Directorate of Women	Owando
	PM Interview with Deputy Country Director at WFP	International
	PM Meeting with the School feeding service (SFS - SAS) WFP field officer	Owando
Friday 21	AM Primary school OBEYA	Owando

		Primary school MOUNDZELI	
	PM		
Saturday 22			
Sunday 23			
Monday 24	AM	ACTED - Programme development officer	International
		Meeting with the Departmental Directorate of Education (DDE). Meeting with the Departmental Directorate of Women	Bouenza
	PM		
Tuesday 25	AM	School Feeding Directorate	International
		Primary school Kayes Centre Primary school Loudima Gare	Bouenza
	PM	WFP - Resource management	International
		WFP sub-office	Bouenza
Wednesday 26	AM	Meeting with Departmental Directorate of Health	Bouenza
	PM	Trip to the Pool department	
		WFP sub office	Kidamba Pool
Thursday 27	AM	Primary school Milongo Ngabandounnou School inspector	Pool
Friday 28	AM	Primary school Mbemba MAHOUNGOU A and B Mayor of Mindouli	Pool
	PM	Trip back to Brazzaville	
Saturday 29			
Sunday 30			
Monday 31		WFP - Nutrition and Gender officer WFP - McGovern-Dole manager ASPC - Director	Remote
June			
Tuesday 1		PEDD - Implementing partner in the Sangha UNICEF - Early Childhood Development Officer	Remote
Wednesday 2		MEPSA - Professional Training Focal Point	Remote
Thursday 3		MEPSA - Head of the Publishing Department (curriculum institute) Field visit team debrief	Remote
Friday 4			
Saturday 5			
Sunday 6			
Monday 7		UNICEF - Wash and Nutrition Officers WFP - Logistic department (CO)	Remote

	UNICEF – Deputy Representative & Resource Mobilization and Reporting Officer	
Tuesday 8	MEPSA - Director of Primary Education (DEP)	Remote
Wednesday 9	WFP – School Feeding Focal Point an (RBJ)	Remote
Thursday 10		
Friday 11		
Saturday 12		
Sunday 13		
Monday 14	WFP – School feeding officer	Remote
Tuesday 15	WFP – Former MGD external consultant for WFP RoC	Remote
Wednesday 16	Internal preliminary findings debrief	Remote
Thursday 17		
Friday 18		
Saturday 19		
Sunday 20		
Monday 21	External preliminary findings debrief	Remote
Tuesday 22		
Wednesday 23	WFP – Nutrition consultant	Remote
Thursday 24		
Friday 25		
Saturday 26		
Sunday 27		
Monday 28		
Tuesday 29	WFP – Former Country director	Remote
Wednesday 30		
July		
Thursday 1		
Friday 2		
Saturday 3		
Sunday 4		
Monday 5		
Tuesday 6	UNESCO - Education Programme Coordinator	Remote
Wednesday 7		
Thursday 8	World Bank - Operations Officer and Co-Task Team Leader of PRAASED	Remote

Annex 12. Summary of progress of activities based on the CO semi-annual reports

CAPACITY BUILDING	
October 1, 2018 – March 31, 2019	
	<ul style="list-style-type: none"> - Technical and financial support to the DAS & joint monitoring missions - A school feeding technical advisor supported the DAS to develop the action plan for the implementation of the National School Feeding Policy. - SABER was updated - Plan to hand over some schools to the Government was established - Legislation on school feeding was prepared
April 1, 2019 – September 30, 2019	
	<ul style="list-style-type: none"> - Technical and financial support to the DAS & joint monitoring missions - WFP involved DAS staff in the practical roll-out of the data digitisation and integration initiative. - WFP developed a three-year capacity building strategy - WFP trained the members of staff in DAS on how to use digital process monitoring questionnaires using Open Data Kit (ODK) software. - The validation of the action plan for the implementation of the National School Feeding Policy, developed as part of capacity building pillar of the MGD, is on-going at the ministry level - Decentralisation of the DAS and the department level
October 1, 2019 – March 30, 2020	
	<ul style="list-style-type: none"> - Technical and financial support to the DAS & joint monitoring missions - WFP trained the members of staff in DAS on how to use digital process monitoring questionnaires using Open Data Kit (ODK) software. - In October and November 2019, WFP provided training to school canteen managers and inspectors in the use of the new reports and the correct use of the ODK encoding system. - WFP has renewed its Memorandum of Understandings with DAS, the NGO partner PEDD in Sangha which works with ORA schools. - In December 2019, the government signed the decree approving the national school feeding policy. This decree will establish the two missing external steering bodies in order to make the school feeding programme effective in the Republic of Congo. This decree is an important institutional step forward.
April 1, 2020 – September 30, 2020	
	No activities done due to COVID-19
IMPROVE STUDENT ENROLMENT /ATTENDANCE	
October 1, 2018 – March 31, 2019	

<ul style="list-style-type: none"> - UNICEF: Sensitisation through community radio on children's rights, children and adolescent health, nutritional practices and the consequences of micronutrient deficiencies in school-aged children, hygiene promotion and the importance of education (4,210 persons). - In collaboration with the Ministry of Communication, students' clubs supported hygiene promotion in school activities, development and distribution of flyers. - ACTED: Awareness raising sessions on importance of education and hygiene practices at the school level and community level in the Bouenza department.
April 1, 2019 - September 30, 2019
<ul style="list-style-type: none"> - UNICEF: Started to use the module on awareness raising that integrates other subjects such as hygiene and sanitation at schools in addition to the importance of education. - Menstrual hygiene was also highlighted as one of the pillars with taking into account the absence and low attendance of girls. - ACTED: Awareness raising sessions on importance of education and hygiene practices at the school and community level (one session in Mansiedi in the district of Kayes and another session in Mandzatsi in the district of Loudima). - More absences were observed during the reporting period as this is the season of harvest of some vegetables and hunting where poor families, especially the indigenous populations (Likouala and Sangha), often take their children with them to carry out collecting, hunting and fishing.
October 1, 2019 - March 30, 2020
<ul style="list-style-type: none"> - ACTED and UNICEF have put system in place to raise awareness on the importance of education, through two radio broadcasts, three times a week for three weeks in French and in the local language (about the importance of education and school, and on good hygiene and sanitation practices). - ACTED: communities sensitisation in 22 villages in the Bouenza department. - UNICEF: a Small-Scale Funding Agreement (SSFA) was signed with the Congolese Association for Public and Community Health (CAPCH) which produced communication materials and radio broadcasts and trained 4 journalists and 56 community relays and their supervisors, in the Bouenza and the Plateaux regions. Local radio stations broadcasted a total of eight 8 awareness raising programmes on good health, good nutrition and hygiene. Community leaders, Students Parent Association, Heads of schools and Integrated Health Centers, local media, religious leader and Mayors were involved in raising awareness of beneficiaries.
April 1, 2020 - September 30, 2020
No activities done due to COVID-19
ESTABLISH/STRENGTHEN LOCAL AGRICULTURE AND SCHOOL COMMUNITIES TO PROMOTE GRADUATION
October 1, 2018 - March 31, 2019
<ul style="list-style-type: none"> - The importance of introducing locally produced agricultural products was articulated in the newly developed action plan for the implementation of National School Feeding Policy. - WFP with the DAS also raised awareness on importance of the community contribution of locally produced ingredients into school meals.
April 1, 2019 - September 30, 2019
<ul style="list-style-type: none"> - WFP and its partners have continued promoting Home Grown School Feeding (HGSF). - WFP with DAS continue raising awareness on importance of the community contribution of locally produced ingredients into school meals.

October 1, 2019 – March 30, 2020
<ul style="list-style-type: none"> - WFP and its partners have continued promoting Home Grown School Feeding (HGSF). - WFP with DAS continue raising awareness on importance of the community contribution of locally produced ingredients into school meals. - WFP has set up 5 pilot schools in the Pool, where cooks receive coupons to buy products in local markets and shops. The meals prepared for the children are entirely local and in accordance with food preferences of the students (cassava in different preparations, local vegetables prepared with salted fish). This was done in line with the Home-Grown School Feeding development initiative, through a campaign funded by Share the Meal and a German private donor.
April 1, 2020 – September 30, 2020
No activities done due to COVID-19
DISTRIBUTE FOOD
October 1, 2018 – March 31, 2019
<ul style="list-style-type: none"> - 1,208.842 MT of food commodities distributed for out 64,800 children (31,500 girls and 33,300 boys). Food basket was completed with canned mackerel, contributed by the Government of Japan, and salt from the RoC Government. - Cooking demonstration was also held at the school level by WFP staff and its cooperating partners.
April 1, 2019 – September 30, 2019
<ul style="list-style-type: none"> - 748.81 MT of foods commodities were distributed for about 73,584 children (34,945 girls and 38,639 boys). Food basket was completed with canned mackerel, contributed by the Government of Japan, and salt from the RoC Government. - During the monitoring missions, WFP made sure a good management of school feeding at each school visited and when necessary, WFP gave advice and instructions to improve the management. - WFP developed a poster explaining how to manage school feeding at the school level (see the photo). The posters will be put on in the kitchen and the warehouse at each school. - WFP organised a meeting with personnel of DAS, directors of education at the department level, cooperating partners, parent associations, UNICEF as well as NSIA, a private construction company. The objectives of the meeting were to exchange the lessons learned and to discuss the ways to improve the school feeding programme in the coming years.
October 1, 2019 – March 30, 2020
<ul style="list-style-type: none"> - 1,003.769 MT of foods were distributed serving up to 73,584 children (35,945 girls and 38,783 boys). Food basket was completed with canned mackerel, contributed by the Government of Japan, and salt from the RoC Government. - During the monitoring missions, WFP made sure a good management of school feeding at each school visited and when necessary, WFP gave advice and instructions to improve the management.
April 1, 2020 – September 30, 2020
<ul style="list-style-type: none"> - The provision of school meals has been adapted to the school closure. Children came at their school to receive dry rations to take home: Rations were pre-measured, either bags were provided, or children came with their own bags. In order to limit travel, the children got back the equivalent of 3 months of rations directly. - 573.204 mt of fortified rice, 155.01 mt of peas and 77.39 mt of vegetal oil (April to June) through take-home ration for 75,081 children.

PROMOTE IMPROVED HEALTH

October 1, 2018 – March 31, 2019

- With support of UNICEF, six latrines (two for girls, two for boys and two for teachers) were built in five targeted ORA schools in the Likouala department.
- Integrated awareness raising materials (booklets and posters) on hand washing and sanitation in schools and food and nutrition security were adapted on the Congo context. To be distributed in 40 ORA schools.
- In the Bouenza department, ACTED constructed 6 blocks of latrines (4 latrines per block) at the schools who had not had latrines amongst the 35 targeted schools. Once the construction was terminated, the latrines were handed over to the schools accompanied with sensitisation on maintenance and management of the infrastructures. Community hygiene groups were also formed and trained on the maintenance.
- UNICEF rehabilitated boreholes of three water points and safe water supply facilities in December 2018 and provided 69 handwashing kits to 3 ORA schools in Likouala department. Installation of water pump is on-going.
- In the Bouenza department, at the same 6 schools where the latrines were constructed, ACTED put in place the hand washing station. Additionally, ACTED formed and trained 7 community hygiene groups as planned on maintenance of the latrines, hand washing station as well as kitchen and warehouse stock management. Hygiene kits (containing 7 pair of gloves, one wheelbarrow, 2 buckets, 1 broom and 1 rake) were also distributed to these groups. ACTED held awareness raising sessions to sensitise children on importance of education and hygiene and sanitation good practices.
- Additionally, 9 mass awareness raising sessions were held on the day of distribution of WASH kits. The themes included importance of education, hygiene and sanitation good practices, and correct use of WASH kits. This mass awareness raising sessions reached total number of 796 households (3,980 individuals). The radio message was also diffused three times during three weeks in the districts of Loudima, Kayes and Madingou.

April 1, 2019 – September 30, 2019

- UNICEF conducted some missions to monitor the latrines and handwashing facility constructed by its cooperating partner, Handicap Afrique, in the departments of Likouala and Sangha.
- In the Bouenza department, ACTED identified, evaluated and selected 5 schools for the construction of latrines and handwashing station. A community meeting per school has been organised by ACTED in order to ensure the understanding and ownership of the project by all actors concerned. The emphasis was put on importance of community participation to the work to ensure the good progress of the activities as planned and the ownership and maintenance of the infrastructure after the construction by the community members.
- UNICEF has carried out monitoring missions to see the installation of handwashing facility constructed by Handicap Afrique. These missions allowed UNICEF to adapt the design, where necessary, and to reframe the options for the construction for the construction in new schools. During the missions, it was found that there are needs for awareness raising at the schools benefit from the facilities on right use, protection and maintenance of the facilities by the school and community.

October 1, 2019 – March 30, 2020

- ACTED has constructed 5 blocks of 4-door latrines (20 latrines in total) the 5 following schools: Boumoyo, Madoungou, Mouandi 1, Moussengue, Ntsika-Mboko.
- UNICEF supported the building of 16 latrines (two separate blocks for boys and girls) in four targeted ORA schools in the Likouala and Sangha regions, thus enabling access to improved sanitation for 800 children.
- ACTED identified 5 schools (the same schools benefiting from the construction of latrines) for the installation of handwashing station.

<ul style="list-style-type: none"> - A total of 4 Hygiene Brigades have been created and trained in good hygiene practices and proper maintenance techniques for latrine blocks and hand washing stations. Each committee is composed of the following members President, Vice President, Secretary, in charge of equipment and 2 mobilizers. These brigades support school principals in the maintenance of latrine blocks, hand washing stations, kitchens and storage facilities. These brigades have been provided with hygiene kits. They also ensure the good replication of good hygiene practices, to which the children have been sensitized. - UNICEF provided 220 handwashing kits and soap in 45 schools in Sangha and Likouala regions. In addition, hygiene promotion activities, in particular handwashing and school environment cleaning, were carried out in schools reaching 6,679 school children, including 3,120 girls.
April 1, 2020 – September 30, 2020
No activities done due to COVID-19
PROMOTE IMPROVED NUTRITION
October 1, 2018 – March 31, 2019
This activity is not explicitly covered in the semi-annual narrative report
April 1, 2019 – September 30, 2019
This activity is not explicitly covered in the semi-annual narrative report
October 1, 2019 – March 30, 2020
This activity is not explicitly covered in the semi-annual narrative report
April 1, 2020 – September 30, 2020
This activity is not explicitly covered in the semi-annual narrative report
SUPPORT IMPROVED LITERACY
October 1, 2018 – March 31, 2019
<ul style="list-style-type: none"> - Total of 12,342 students (95 percent of planned number of students) including 6,476 students (3,206 girls and 3,270 boys) in ORA schools in Likouala and Sangha departments, and 5,866 students (2,765 girls and 3,101 boys) in public primary schools in Bouenza department received school kits (Bag, slate, 2 notebooks, pencil, eraser, sharpener, chalk, textbooks, reading manual. For levels 2 and 3, also ruler, blue pen and red pen). - UNESCO led the nutrition focused training to teachers from the schools including MGD targeted schools. 110 MGD targeted teachers participated in the training. The training was complemented by UNICEF with the delivery of basic equipment and materials. - The teacher training module on food security and nutrition was developed and validated by the Government and the partners. A module for the young people out of school was also developed. - UNICEF conducted three trainings in the districts of Madingou (Bouenza department), Betou (Likouala department) and Pokola (Sangha department). 153 school administrators (21 women and 132 men) including 73 (8 women and 65 men) in Bouenza, 46 (6 women and 40 men) in Likouala and 34 (7 women and 27 men) in Sangha were trained and have improved their skills to manage schools. The school management training manual was developed and validated, and 400 copies were printed.
April 1, 2019 – September 30, 2019

- From April to September 2019, UNICEF held a discussion on needs for school kits with cooperating NGOs for Bouenza, Sangha and Likouala departments. Total of 16,500 children will receive school kits for the next academic year.
- After the validation of guides and tools on "Education on food security and nutrition and implementation of green classrooms" (Education à la Sécurité Alimentaire, Nutritionnelle et la Mise en oeuvre des classes vertes: EDUSAN) for teachers' training, UNESCO led the nutrition focused training to teachers from the MGD targeted zones in March 2019. A total of 163 teachers were trained with the newly developed guides and tools.
- Between April and September 2019, the evaluation of administrators was carried out by personnel of MEPPSA (supported by UNICEF) in August in the departments of Sangha, Likouala and Bouenza. The evaluation found (i) good understanding of administrative management despite difficulties in the report editing remarked amongst the administrators of ORA schools, (ii) progressive integration of teaching and learning techniques and methods as well as remediation, (iii) needs for further strengthen the skills in school meal management mechanism, (iv) imprecise apprehension of mechanism of elaboration and realization of school project, attribution of director as a manager, and process of monitoring on progress of children.
- The missions recommended (i) continuous trainings to make the achievements from the project durable, (ii) reinforcement of security condition of foods, (iii) further implication of communities in the management committee and clarification of roles of each principal actor involved in the school meal programme.

October 1, 2019 – March 30, 2020

- 12,515 students (5,834 girls and 6,681 boys) from the Bouenza department each received a school kit according to their respective levels: 15,000 school bags and 750 slates were ordered from the UNICEF central purchasing office in Copenhagen, the rest of the school materials were purchased on the local market, that is to say: 7,250 reading manuals and 2,350 mathematics manuals; 23,725 notebooks; 12,000 pencils; 12,000 erasers, 12,000 sharpeners, 4,000 rulers, 8,000 blue pens, 4,000 red pens and; 6,000 boxes of white and colour chalk.
- In ORA school in Sangha and Likouala, some operational funding problems were observed and caused disruptions along the school year. UNICEF school kits labeled "School in a carton" prepositioned for ORA school, were finally sent to children whose schools were affected by the floods in the departments of Cuvette and Likouala (A total of 56 schools have been destroyed by the floods, 14,600 students couldn't go to school and lost their school supplies.)
- Between October 2019 and March 2020, 164 school administrators were targeted and trained in three locations (Sibiti, Djambala, Gamboma). As usual, it was organised with the support of the Ministry of Primary Education and took into account the evaluation carried out by the ministry staff (supported by UNICEF) in August 2019 in the regions of Sangha, Likouala and Bouenza. The evaluation recommended to pursue and strengthen, the fields of the administrative, pedagogical and financial management of a school, the school canteen management and the monitoring and assessment of students' progress. A special mention on the exit strategy after the project implementation was strongly recommended. The School Management Training Guide, developed and printed in 2018 with McGovern Dole funds, was the basis for the training.

April 1, 2020 – September 30, 2020

- Since the beginning of the pandemic, UNICEF has supported the Ministry of Education to provide home-based learning during the 74 days of school closure during the country lockdown.
- Besides, MEPPSA undertook the elaboration of printed syllabus to students as well as TV and radio broadcasts. The support of many other partners included the distribution of school booklets, the provision of protective masks and handwashing devices, as well as sensitization activities on measures necessary to limit the spread of Covid-19 namely among students. This distribution included Lekoumou and Bouenza regions where school furniture was given to students at the beginning of the 2019-2020 school year.
- As a result, at national level, 240,560 students, including 98,472 students at the end of primary school, 86,868 at the end of lower secondary school, 51,793 students at the end of upper secondary school and

3,427 out-of-school students at the end of the cycle of re-schooling centers, were supported to prepare and present official exams in July and August 2020. At the end of the school year, when the results were announced, these two regions (Bouenza and Lekoumou) obtained at the national level respectively, the 4th rank (80.83%) and the 7th rank (77.33%) out of all those admitted to the Primary and Elementary Studies Certificate.

- As coordinating agency of Local Group of Education Partners, UNICEF coordinated the country's submission to the Global Partnership of Education (GPE) in collaboration with the three ministries of education, UNESCO, UNHCR and WFP.

SUPPORT IMPROVED SAFE FOOD PREPARATION AND STORAGE

October 1, 2018 – March 31, 2019

- Kitchens attached with storage were constructed in 20 schools (as planned) out of 35 ACTED.
- Kitchen utensils and cutleries / plates were distributed by ACTED in 35 ACTED and WFP targeted schools in the Bouenza department. The utensil kit is composed of 1 large pot, 2 small pots, 400 spoons and plates, 2 ladles, one large energy saving stove and 2 small energy saving stoves. Once the kit of utensils was delivered to the schools, children and directors of the school as well as community volunteer cooks were informed on correct use and maintenance of the material. The following utensils were shared between the other 6 departments: 656 small cooking pots, 5,056 spoons and 4,992 plates.
- Training on food preparation, food stock management and hygiene for school committee members, directors of school, inspectors and other national counterparts was held in Cuvette and Plateaux departments in November 2018. Total of about 290 persons were trained.
- In Likouala department an awareness raising session was held with about 48 participants (March 2019).
- In other departments, the direction was given along with an awareness raising at each school when the staff of WFP visit school.

April 1, 2019 – September 30, 2019

- ACTED has identified, evaluated and selected 2 schools (Mandsatsi and Mnomo-Centre) for the construction and rehabilitation of kitchen and storage.
- A community meeting per school has been organised to ensure the comprehension of the project by stakeholders. Importance of community participation for the success of the construction as planned and post construction maintenance were emphasised during the meeting.
- ACTED has identified, evaluated and selected 25 schools in the Bouenza department for the distribution of energy saving stoves and kitchen utensils. ACTED will purchase the utensils after the construction and rehabilitation of kitchen and storage planned to end in the first half of November.
- For the rest of MGD targeted departments, WFP has ordered the kitchen utensils (350 pots, 150 buckets and 25,000 plates) for the academic year 2019 – 2020 to replace the ones damaged and complete the ones distributed during the last academic year.

October 1, 2019 – March 30, 2020

- ACTED built 1 kitchen and 1 storage warehouse in Mandzatsi school and 1 kitchen and 1 storage warehouse in Mbomo-Centre school.
- In 25 schools previously identified, ACTED has identified a critical lack of food materials (preparation and consumption). Each of the 25 schools was provided with a Kitchen Kit composed of the following items: 1 spoon and 1 plate per child, 1 pot - large, 2 pots - small, 2 ladles, 1 energy-saving cooker - large, 2 energy-saving cookers - small.

April 1, 2020 – September 30, 2020

No activities done due to COVID-19

Annex 13. INS data collection report

MINISTÈRE DU PLAN, DE LA STATISTIQUE, DE
L'INTEGRATION REGIONALE, DES TRANSPORTS, DE
L'AVIATION CIVILE ET DE LA MARINE MARCHANDE

REPUBLIQUE DU CONGO
Unité* Travail* Progrès

INSTITUT NATIONAL DE LA STATISTIQUE

RAPPORT DE COLLECTE DE DONNEES

Mai 2021

Introduction

ENQUETE D'EVALUATION A MI-PAROURS SUR LES CANTINES SCOLAIRES

Coopération INS- KonTera-PAM

KONTERRA, un bureau d'étude spécialisé dans les systèmes de collectes de données et les technologies de l'information. Il a été retenu par le Programme Alimentaire Mondial (PAM) pour mettre en place un projet de suivi de la qualité de l'éducation, de la nutrition, de la sécurité alimentaire, de la santé dans le cadre du programme McGovern-Dole (MGD).

Ce programme est mené par le Programme Alimentaire Mondial (PAM) en République du Congo dans les cantines scolaires. Il envisage de réaliser des opérations de collecte de données dans le cadre de ce projet afin de pouvoir suivre l'évolution du programme McGovern-Dole (MGD) qui s'étale sur une période de 5 ans. Une étude de référence a été faite au début du programme.

La présente étude s'inscrit dans l'optique d'une évaluation à mi-parcours du dite programme. D'ici 2022, une évaluation finale du programme sera faite. Des agents de collecte de données ont été retenus. Après la formation des agents de collecte, une opération de terrain a été menée. Le présent rapport décrit le processus de collecte de données sur le terrain.

Objectifs de l'étude

Cette étude a pour objectif général d'évaluer à mi-parcours les indicateurs de référence au niveau des élèves, des écoles, des responsables des écoles, des enseignants(e) et des comités de gestion des cantines scolaires. De façon spécifique, il s'agit de :

Pour les responsables des établissements scolaires (directeurs), l'enquête se propose de :

- Collecter les données sur la carte scolaire ;
- Collecter les données sur les engagements des groupes locaux et des communautaires ;
- Collecter les données sur les caractéristiques des infrastructures ;
- Collecter les données sur l'utilisation des pratiques saines d'alimentation.

Pour les instituteurs, l'enquête se propose de :

- Collecter les données sur la présence ou non des enseignants dans l'établissement ;
- Collecter les données sur l'attitude des enseignants face à l'alimentation ;
- Collecter les données sur la formation des enseignants en éducation et pédagogie, en santé et nutrition.

Pour les comités de gestion des cantines scolaires, l'enquête se propose de :
 Collecter les données sur la gestion des aliments ;
 Collecter les données sur les infrastructures scolaires.
 Pour les élèves, l'enquête se propose de :
 Collecter les données sur la présence ou non des élèves dans l'établissement ;
 Collecter les données sur l'attitude des élèves face à l'alimentation et la nutrition.

Méthodologie d'échantillonnage de l'enquête

Champ géographique

Sur le plan géographique, l'enquête concerne les écoles primaires du milieu rural et couvre huit (7) départements du Congo notamment : la Lékoumou, la Bouenza, le Pool, les Plateaux, la Cuvette, la Sangha et la Likouala.

Unités statistiques et méthode de collecte

La bonne compréhension des questions liées aux cantines scolaires implique les différents acteurs de la communauté éducative que sont les élèves, les enseignants et les responsables des établissements (Directeurs). Sont considérés comme unités statistiques : le directeur, l'instituteur/trice, le responsable du comité de gestion des cantines scolaires et les élèves.

La collecte sera effectuée de manière directe, par interview directe en utilisant la tablette comme outil de collecte des données. Il s'agit de la méthode de collecte assistée par CAPI (Computer Assisted Personal Interview).

Base de sondage

Dans le cadre de cette étude, la base de sondage utilisée est le nombre d'écoles enquêtés lors de l'enquête précédente (2018). A côté de celle-ci une liste des établissements scolaires a été jointe faisant l'objet de remplacement en cas de besoins.

Charge de travail

Une évaluation de la charge de travail est présentée par département et par district selon le nombre des catégories du personnel à interroger dans le tableau suivant :

Tableau n°1 : Présentation des de la charge de travail de terrain par localité selon le nombre des catégories du personnel à interroger.

Localités d'enquête	Nombre d'Ecoles	Nombre de Directeurs	Nombre d'Enseignants	Nombre de Comités	Nombre d'Elèves	Total
LEKOU MOU	18	18	36	36	360	468
KOMONO	11	11	22	22	220	286
MAYEYE	2	2	4	4	40	52
ZANAGA	5	5	10	10	100	130
BOUENZA	26	26	52	52	520	676
BOUANSA	5	5	10	10	100	130
KAYES	3	3	6	6	60	78
KINGUE	1	1	2	2	20	26

Localités d'enquête	Nombre d'Ecoles	Nombre de Directeurs	Nombre d'Enseignants	Nombre de Comités	Nombre d'Elèves	Total
LOUDIMA	9	9	18	18	180	234
MADINGOU	3	3	6	6	60	78
MABOMBO	1	1	2	2	20	26
MOUYONDZI	4	4	8	8	80	104
POOL	28	28	56	56	560	728
BOKO	6	6	12	12	120	156
GOMA TSE-TSE	1	1	2	2	20	26
IGNIE	7	7	14	14	140	182
LOUINGUI	3	3	6	6	60	78
NGABE	11	11	22	22	220	286
PLATEAUX	18	18	36	36	360	468
DJAMBALA	3	3	6	6	60	78
LEKANA	2	2	4	4	40	52
LEKENA	4	4	8	8	80	104
NGO	5	5	10	10	100	130
OLLOMBO	1	1	2	2	20	26
ONGOGNI	3	3	6	6	60	78
CUVETTE	10	10	20	20	200	260
BOUNDJI	8	8	16	16	160	208
OWANDO 2	2	2	4	4	40	52
SANGHA	4	4	8	8	80	104
MOKEKO	2	2	4	4	40	52
SEMBE	2	2	4	4	40	52
LIKOUALA	12	12	24	24	240	312
BETOU	2	2	4	4	40	52
DONGOU	1	1	2	2	20	26

Localités d'enquête	Nombre d'Ecoles	Nombre de Directeurs	Nombre d'Enseignants	Nombre de Comités	Nombre d'Elèves	Total
ENYELLE	5	5	10	10	100	130
EPENA	1	1	2	2	20	26
IMPFONDO	3	3	6	6	60	78
TOTAL	116	116	232	232	2320	3016

Déroulement de la collecte des données

Constitution des équipes

Cinq équipes de terrain ont été constituées à savoir : Lékoumou, Bouenza, Plateaux, Cuvette-Sangha et Likouala. Chaque équipe a eu à sa charge une partie de travail du département du Pool excepté celle de la Likouala. La répartition de ces équipes se présente comme suit :

Tableau n°2 : Répartition du nombre d'établissements scolaires par départements

Département	Nombre d'établissements scolaires
LEKOUMOU, POOL (BOKO & LOUINGUI)	27
BOUENZA, POOL (GOMA TSE-TSE)	27
PLATEAUX, POOL (IGNIE)	26
CUVETTE, SANGHA, POOL (NGABE)	24
LIKOUALA	12
Total	116

Durée de la collecte

Le rassemblement des équipes de terrain, pour le déploiement, a eu lieu le 10 mai 2021 à l'INS. La collecte de données sur le terrain a duré 10 jours (du 10 au 20 mai 2021).

Exécution des activités

Une stratégie au préalable a été mise en place. Celle-ci a consisté à commencer la collecte des données dans les autres départements (Lékoumou, Bouenza, Plateaux, Cuvette, Sangha et Likouala). Concernant le département du Pool, la collecte des données a été effectuée en dernier lieu après que les autres départements soient bouclés.

Toutes les équipes, à leur arrivée dans les départements ont présenté les civilités auprès des autorités administratives et locales. Ceci dans le but de sensibiliser ces autorités mais aussi de faciliter l'exécution du travail sur le terrain. Des contacts ont été pris avec les responsables dans établissements scolaires avant l'arrivée des équipes sur le terrain. L'objet de ces contacts était de préparer les responsables des écoles sur la documentation à utiliser et la mobilisation des enseignants, des élèves et des membres de comités de gestion faisant sujet d'enquête.

Dans les écoles, les agents de collecte se sont répartis les cibles de population à interroger. La plupart des directeurs d'établissement ont été interrogés par les chefs d'équipes et les autres catégories de personnel, par les agents de collecte.

A la fin de chaque jour de collecte, pour des besoins de sauvegarde des données, les chefs d'équipe ont reçu les données des agents de collecte. En fonction de la disponibilité du réseau internet, les chefs d'équipes ont envoyés les données au serveur pour faciliter le suivi de la collecte de données sur le terrain.

Tous au long de la collecte, les chefs d'équipes ont été en communication permanente avec les superviseurs.

Participation des superviseurs

Les équipes de terrain ont été accompagnées par les superviseurs. Ces superviseurs ont joué un rôle important dans l'encadrement des équipes sur le terrain. Ils ont contribué efficacement à la facilitation de la tâche des équipes sur le terrain tant dans l'organisation de la collecte de données que dans les décisions et stratégies prises pour mener à bien le travail sur le terrain.

Dans le cadre du suivi des données de collecte, un rapport journal sous forme de tableau de bord a été édité et mis dans le groupe WhatAapp KONTERRA créée pour la circonstance. Ce rapport a permis de juger l'état d'avancement de la collecte des données mais aussi de recadrer l'organisation du travail de terrain.

Choix des établissements

Tous les établissements scolaires échantillons n'ont pas été enquêtés pour divers raisons. Ces établissements ont été remplacés par la liste des établissements de remplacements en accord avec l'équipe de supervision. Cette situation est perçue dans tous les départements.

Tableau n°3 : Présentation de la situation des écoles de remplacement

Département	District	Ecoles échantillons	Ecoles de remplacement	Observations
Bouenza	Bouansa	MBOUNOU 2	BODISSA (Kayes)	L'école est accessible par voie navigable
		KIMPOMBO	KIMPAMBOU-KAYES	L'école KIMPOMBO se trouve à Yamba dans un autre district
		BOUANSA B2	BOUANSA B1	Situation de vague de classe
			KIMBONGA-LOUAMBA (Kayes)	Une école en a été plus enquêtée
Pool	Ignié	DJIRI MATENSAMA	ECOLE PRIMAIRE DE KINTELE	Inaccessible
	Boko	MAZI	KIAZI	Inaccessible
	Louingi	BAKOUMA	(Voir Kiazi) KIMPANDZOU	Inaccessible
Plateaux	Lékana	LEKANA BIRI	MANGUELE	Inaccessible
		KOUTY	NKOUA	Inaccessible

		OSSIEKA	NTCHOUMOU	Ecole fermée
	Djambala	EBALA	TALANGAÛ	Inaccessible
	Ngo	IMBOULOU	OLONO	Inaccessible
	Ongogni	NGUIELAKOMO	OKASSA	Inaccessible
	Ignie	DJIRI MATTENSSAMA	LIFOULA	Inaccessible
Sangha	Sembe	BONDZOKOUA	ZELABOUTH	Ces écoles se trouvent dans le district de Kabo
		MATOTO	PARIS	
		MOKOUANGONDA	ELONGUE	Absence du personnel enseignant dans l'établissement
Likouala	Enyelle	BERANZOKO		Cette école a fermé et pas d'école ORA de remplacement

Résultats globaux

Les principaux résultats de la collecte de données se présente comme suit :

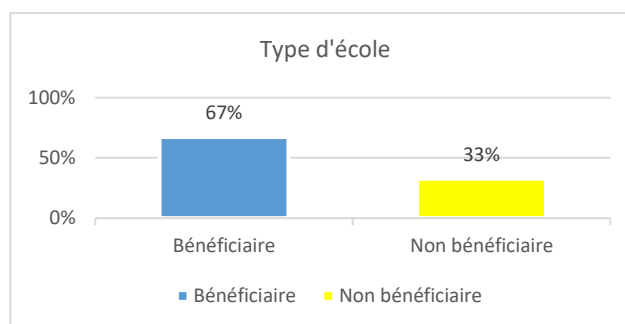
Tableau n° : Présentation des résultats globaux de la collecte

Département	Nombre d'Ecoles			Type de questionnaire				
	Attendues	Enquêtées	Non equities	Directeur/ Administrateur	Enseignant(e)	Elève	Comité de gestion	Total
LEKOUMOU	18	15	3	15	26	333	14	388
BOUENZA	26	28	-2	28	46	473	25	572
POOL	28	25	3	25	55	516	27	623
PLATEAUX	18	18	0	18	33	379	29	459
CUVETTE	10	10	0	10	17	198	8	233
SANGHA	4	4	0	4	6	73	7	90
LIKOUALA	10	9	1	9	15	179	0	203
Total effectué	114	109	5	109	198	2151	110	2568
Total attendu	114	114	114	114	232	2320	232	2784

Taux de réalisation	96%	4%	96%	85%	93%	47%	92%
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Au total 109 établissements scolaires ont été enquêtés pour une couverture de 96% à raison 96% des directeurs, 85% des enseignants, 93% des élèves et de 47% des membres de comités de gestion.

La proportion des membres de comités de gestion est faible (47%) pour la simple raison, tous les établissements scolaires ne sont pas bénéficiaires des cantines scolaires. Ainsi, dans ces écoles, aucun membre de comité de gestion n'a été interrogé.



Difficultés rencontrées

Les difficultés rencontrées pendant la collecte des données ont été les suivantes :

Le manque de sensibilisation une semaine avant le démarrage effectif de l'enquête a été l'origine de retard dans la collecte des informations ;

Les agents de collecte ont effectué le voyage dans les conditions difficiles suite à l'insuffisance des places dans les véhicules ;

Le manque de traitement financier des personnes ressources (Inspecteur, guide, ...) ;

Le manque de moyen financier programmé dans le contrat pour atteindre les écoles échantillons se trouvant dans les zones lacustres ;

Les jours fériés et non ouvrables ont failli retarder l'enquête ;

L'absence de la carte géographique pour faciliter l'accès à localités enclavées se trouvant les écoles échantillons ;

La difficile accès dans certaines localités.

Suggestions

Dans le souci de promouvoir le bon déroulement des futures opérations, les équipes de collecte de données suggèrent ce qui suit :

Sensibiliser les autorités administratives et locales ainsi que les cibles à enquêter une semaine avant le déploiement des équipes sur le terrain pour faciliter les entretiens des enquêteurs avec les enquêtés ;

Prévoir les moyens de transport ayant suffisamment de places ;

Prévoir un traitement financier pour les personnes ressources (inspecteurs, guides, ...) ;

Prévoir les moyens financiers permettant d'atteindre les établissements scolaires échantillons se trouvant dans les zones lacustres ;

Fixer la durée de l'opération en excluant les jours non ouvrables, du voyage aller et retour et fériés.

Mettre à la disposition des équipes des cartes actualisées de chaque département et district.

Conclusion

En somme, certaines des difficultés évoquées ci-dessus ont trouvé leur solution. Ainsi donc, au regard des résultats globaux présentés, il sied de signaler que la collecte des informations relative à l'évaluation à mi-parcours des cantines scolaires dans tous les départements a été une réussite. Ainsi, l'objectif de collecte des données auprès des établissements scolaires est atteint.

Sur le plan organisationnel

Le travail a été organisé selon les instructions des superviseurs ;

La reconnaissance de la zone d'enquête a été conduite ;

Les unités statistiques de l'échantillon ont été sensibilisées avant l'arrivée de la délégation dans l'établissement scolaire.

Sur le plan technique

La couverture effective de toutes les unités à enquêter pour chaque enquêteur a été rassurée ;
Les instructions provenant du superviseur ont été transmises aux enquêteurs ;
Le rappel des dispositions techniques indispensables au bon remplissage des questionnaires a été fait le cas échéant.

Sur le plan pratique

Il a été instauré un bon climat de confiance au sein des équipes, ceci a fait preuve d'une bonne fin de mission ;
La sécurité du matériel de collecte (Tablettes) a été assurée excepté le cas d'une tablette dans le département de la Lékoumou qui a été endommagée ;
Les données collectées par les enquêteurs ont été reçues et transférées à la centralisation ;
Toutefois, les difficultés ont été observées pendant l'exécution de cette tâche.

Annex 14. List of key-informants met

Semi-structured interviews

N°	Position	Female/male	Organisation	Date	Place
1	Director	Male	Department directorate of education (DDE)	May 17	Ouésso (Sangha)
	SAS Coordinator	Male			
	Head of Studies and Planning Department	Male			
2	Director	Male	School Feeding Service	May 17	Ouésso (Sangha)
3	Director	Female	Departmental directorate for the status of women	May 17	Ouésso (Sangha)
4	Coordinator	Female	Programme educative du développement durable (PEDD)	May 17	Ouésso (Sangha)
	Coordinator for ORA schools	Male			
	Main supervisor for ORA schools	Male			
5	Deputy director and teacher	Male	ORA school from Matoto	May 18	Pokola
6	Director and teacher	Female	ORA school BONDZOKOU	May 18	Pokola
7	Cook	Female	ORA school BONDZOKOU	May 18	Pokola
8	School feeding programme assistant	Male	WFP	May 18	Pokola
9	Head of hygiene	Male	Department directorate of Health	May 19	Ouésso
10	Deputy Country Director – Interim Director	Male	WFP	May 20	International
11	Director	Male	Department directorate of education (DDE)	May 20	Owando (Cuvette)

	School feeding officer	Female			
12	Director	Male	Department directorate of Health	May 20	Owando (Cuvette)
13	Director	Female	Departmental directorate for the status of women	May 20	Owando (Cuvette)
	Former Director	Female			
14	Director	Female	School Feeding Service	May 20	Owando (Cuvette)
15	Field officer	Female	WFP	May 20	Owando (Cuvette)
16	Director and teacher	Male	Primary school OBEYA	May 21	Owando (Cuvette)
17	Director	Male	Primary school MOUNDZELI	May 21	Owando (Cuvette)
18	Teacher	Female	Primary school MOUNDZELI	May 21	Owando (Cuvette)
	Teacher	Female			
19	Programme development officer	Male	ACTED	May 24	International
20	Director	Male	Department directorate of education (DDE)	May 24	Bouenza
21	Director	Female	Departmental directorate for the status of women	May 24	Bouenza
22	Director	Male	School Feeding Directorate	May 25	International
23	Deputy Country Director (Director a.i.)	Male	WFP	May 25	International
24	School feeding committee director	Male	Primary school KAYES CENTRE	May 25	Bouenza
25	Teacher	Female	Primary school KAYES CENTRE	May 25	Bouenza
	Teacher	Female			
26	Director	Male	Primary school KAYES CENTRE	May 25	Bouenza
	Deputy director	Female			
27	Cook	Female	Primary school KAYES CENTRE	May 25	Bouenza
	Cook	Female			

28	Programme officer	Female	WFP sub-office	May 25	Nkayi
29	Parent	Female	Primary school LOUDIMA GARE	May 25	Loudima
	President of the school feeding committee	Female			
30	Cook	Female	Primary school LOUDIMA GARE	May 25	Loudima
	Cook	Female			
31	Director	Male	Department directorate of Health	May 26	Bouenza
	Health Officer and Nutrition Focal Point	Male			
32	Cook	Female	Primary school Milongo Ngabandounnou	May 27	Pool
33	School inspector	Male	DDE	May 27	Pool
34	School director	Male	Primary school Mbemba MAHOUNGOU A	May 28	Pool
35	Mayor	Male	Mindouli City Hall	May 28	Mindouli
36	Nutrition and Gender officer	Female	WFP	May 31	International
37	MGD programme manager	Male	WFP	May 31	International
38	Director	Male	ASPC	May 31	International
39	Director	Female	PEDD	June 1	International
40	Early Childhood Development Officer	Male	UNICEF	June 1	International
41	Head of Training and Development Service	Male	MEPSA	June 2	International
42	Head of the Publishing Department at INRAP	Male	MEPSA	June 3	International
43	Director	Female	Departmental directorate for the status of women (Centre for Research, Information and Development on Women)	June 3	International
	Assistant	Female			
	Assistant	Female			

44	School inspector	Female	Department directorate of education	June 5	Phone / locally
45	Wash officer	Female	UNICEF	June 7	International
	Nutrition officer	Female			
46	Logistic officer	Female	WFP	June 7	International
	Assistant	Male			
47	School inspector	Male	Department directorate of education	June 7	Phone / locally
48	Resource mobilisation	Female	UNICEF	June 7	International
	Education specialist	Female			
49	Director, Primary Education	Female	Department directorate of education	June 8	Phone / locally
50	Director of Primary Education	Female	MEPSA	June 8	International
51	School feeding focal point	Female	WFP RB	June 9	International
52	School feeding officer	Female	WFP		
53	Former External Consultant for MGD	Male	WFP	June 15	International
54	Nutrition Consultant	Female	WFP CO	June 23	International
55	Former Country Director	Male	WFP	June 29	International
56	Education Programme Coordinator	Male	UNESCO	July 6	International
57	Operations Officer and Co-Task Team Leader of PRAASED	Female	World Bank	July 8	International
	Education Specialist and Task Team Leader of PRAASED	Female			

Focus group discussions (semi-guided)

N°	Position	Organisation	Date	Place
1	Parents (8 females, 6 males)	ORA school from Matoto	May 18	Pokola
2	Cooks (8 females)	ORA school from Matoto	May 18	Pokola
3	19 boys from grade ORA 2 and 3	ORA school from Matoto	May 18	Pokola
4	17 girls from grade ORA 2 and 3	ORA school from Matoto	May 18	Pokola
5	5 boys from grade ORA 2	ORA school BONDZOKOU	May 18	Pokola
6	5 girls from grade ORA 1 and 2	ORA school BONDZOKOU	May 18	Pokola
7	Parents (3 females, 11 males)	Primary school OBEYA	May 21	Owando
8	Cooks (4 females)	Primary school OBEYA	May 21	Owando
9	School feeding committee (4 females, 2 males)	Primary school MOUNDZELI	May 21	Owando
10	Cooks (5 females)	Primary school MOUNDZELI	May 21	Owando
11	5 girls from all grades except Grade 1	Primary school MOUNDZELI	May 21	Owando
12	5 boys from all grades except Grade 1	Primary school MOUNDZELI	May 21	Owando
13	5 girls from grades 2 and 3	Primary school KAYES CENTRE	May 25	Bouenza
14	5 boys from grades 2 and 3	Primary school KAYES CENTRE	May 25	Bouenza
15	School staff (director - female, teachers - 4 female and 1 male)	Primary school LOUDIMA GARE	May 25	Bouenza
16	5 girls	Primary school LOUDIMA GARE	May 25	Bouenza
17	5 boys	Primary school LOUDIMA GARE	May 25	Bouenza
18	Director (Male) Monitoring officer (Female) Second monitoring officer (Female)	WFP sub office	May 26	Kidamba
21	Director (Female) Teachers (1 female, 1 male)	Primary school Milongo Ngabandounnou	May 27	Pool
22	5 girls	Primary school Milongo Ngabandounnou	May 27	Pool
23	5 boys	Primary school Milongo Ngabandounnou	May 27	Pool

Annex 15. Semi-structured interview guides

The following semi-structured interview guides were used to provide some guidance for a conversation but were not intended to be read word for word or to be followed exactly as a fixed-response questionnaire could be. Different guides have been developed for each stakeholder group. However, within each group, certain questions may not have been relevant to certain interviewees. These guidelines were not used as they stand. They were tailored to capture the specific information needed from each individual interviewee. Other questions may have arisen throughout the evaluation process.

Evaluation team members did not assume that participants were familiar with the content of the McGovern-Dole programme and did not restrict the discussion to it.

The evaluation team began all meetings, interviews and focus group discussions with personal introductions, an exploration of participants' backgrounds and job descriptions, an explanation of the mid-term evaluation, an assurance of neutrality and confidentiality, and a check on participant willingness to proceed. They emphasised that participation would have no negative effects on participant interests, and that anyone who does not wish to take part was free to withdraw without negative consequences.

Interviews with WFP, CO and RB staff	Related area of inquiry
Name, position, gender	
Can you tell us about your role in WFP? How long have you been involved?	
Do you feel that the activities undertaken by WFP are well implemented and fully meet the needs of the beneficiaries? If not, how could these interventions be improved?	Effectiveness
How far were you able to implement the activities as foreseen in the work plan? <i>Put detailed activities here by sector (nutrition, health, etc.)</i> Did you train government staff as planned Did you build latrines (through partners) as planned Was the communication material produced as planned Were the hand-washing kits being distributed to all schools - as planned Did UNICEF implement nutrition training for school committees and PTAs Did you procure 40 tablets including training for government staff to support M&E (teacher attendance)	Effectiveness
Do you feel that the activities undertaken by WFP fully meet the needs of the beneficiaries? If not, how could these interventions be improved?	Effectiveness
Were the geographical areas targeted by WFP those where the most vulnerable are staying?	Efficiency
Are the resources (material, financial and human) available adequate to meet the needs and are they provided in a timely manner?	Effectiveness
What lasting capacity development and improvements is WFP building within specific Government Ministries and partners? At which level of the organisational structure, does this occur?	Sustainability
To what extent has there been effective cooperation and coordination until now in the implementation of the programme activities between WFP, Government, cooperating partners and beneficiary communities?	Efficiency
Do you feel adequate support is provided by the RB? If not, how could this be improved?	Efficiency

Interviews with Ministries	Related area of inquiry
Name, position, gender	
Can you tell us about your role in the ministry? How long have you been involved?	
Can you briefly expose your collaboration with WFP? <i>(The ET can also expose what it already knows and ask the interviewee to complete)</i>	

Do WFP activities contribute appropriately to the advancement of National Agendas and plans and do they complement the efforts of other partners?	Relevance
Do you feel that the activities undertaken by WFP are well implemented and will meet the needs of the beneficiaries? If not, how could these interventions be improved?	Effectiveness
To what extent has there been effective cooperation and coordination until now in the implementation of the programme activities between WFP, Government, cooperating partners and beneficiary communities?	Efficiency
What lasting capacity development and improvements is WFP building within your Ministry?	Sustainability
What are the challenges faced in working with WFP and what can be improved before the programme comes to its end?	Efficiency

Interviews with Ministries at the decentralised level	Related area of inquiry
Name, position, gender	
Can you tell us about your role in the ministry? How long have you been involved?	
How well do you know the McGovern-Dole programme run by WFP?	General
Were you involved in the design of the McGovern-Dole in the department before its launch in 2018?	Relevance
What is your role within this programme?	
If applicable, do you face any difficulties in fulfilling your obligations regarding school canteens?	
How were the schools that participate in the programme chosen? Do you feel that the beneficiaries are the people/communities most in need in your department? If not, explain.	Relevance
In your department, how many schools are you in charge of in total? How many schools benefit from school feeding activities (not only WFP)? How many schools benefit from school feeding activities under the McGovern-Dole programme? <i>(this question also gives an idea of how well the institution is aware of the activities going on in its area of intervention)</i>	General
Who are the other school feeding actor in the department?	General
What has been the nature of your relationship and partnership with WFP?	Effectiveness
Do you feel that the activities undertaken by WFP were well implemented until now and will fully meet the needs of the beneficiaries?	Effectiveness
Are the resources (material, financial and human) available adequate to meet the needs and are they provided in a timely manner?	Effectiveness
What, if any support, WFP has provided you until now in terms of strengthening your capacity?	Sustainability
How relevant was WFP's adaptation of the programme to respond to covid-19?	COVID
Is there a body/system at departmental level where partners (government representatives, NGOs, WFP field office, other UN agencies, private sector, etc.) discuss education issues, including school feeding? What about nutrition, hygiene and gender issues?	Relevance
Regarding the work that is done in school by NGO, UN agencies and other actors, do you feel that there is a good coordination? Whether yes or no, please give examples.	Relevance
What are the challenges in working with WFP?	Efficiency
Is there a need for improvement to make the programme work better? What would you suggest?	Effectiveness / Efficiency
Is there anything else you would like to share?	General

Interviews with UNICEF	Related area of inquiry
Name, position, gender	
Can you tell us about your role? How long have you been involved?	

Can you briefly expose your collaboration with WFP? <i>(If appropriate, as it may be that the NGO does not work with WFP. The ET can also expose what it already knows and ask the interviewee to complete)</i>	
How far is the construction of latrines and handwashing kits? How much were you able to support the ORA schools with school kits? How far did you advance with the training of school administrators? How far is the development of the nutrition guide? How many awareness campaigns took place (nutrition, health, hygiene)? What was the target group of these campaigns? How did you support the MoH in establishing a M&E system? How far is the development of communication material for school committees and PTAs Did you manage to set up the radio broadcasting?	Effectiveness

Interviews with ACTED	Related area of inquiry
Name, position, gender	
Can you tell us about your NGOs role? How long have you been involved?	
How far is the nutrition training in communities advanced How many - kitchens, - store rooms and - efficient stoves - latrines - Handwashing kits did you establish already (according to workplan) Did you include the importance of education into the training of farmer organisations in Bouenza	Workplan

Interview with other implementing partners (UNESCO, ASPC, PEDD)	Related area of inquiry
Name, position, gender	
Can you tell us about your NGOs role? How long have you been involved?	
How does your collaboration with WFP work?	General
Have you met the planned objectives? <i>(We need to have a details overview of the different objectives and the results achieved.)</i>	Effectiveness
Is the programme adapted to the most urgent need of the population?	Relevance
If applicable. How does the programme take into consideration the specific needs of the indigenous people?	Relevance
What is the major success of the McGovern-Dole programme?	Effectiveness
What are the major challenges encountered? How can they be solved?	Effectiveness
What most important recommendation would you make to WFP for the continuation for the McGovern-Dole Programme?	General

Interviews with school directors and teachers	Related area of inquiry
The meeting with the head teacher and the teachers will focus on the main following points: The objectives of the school canteen in general. The objectives of the McGovern-Dole programme in particular. The role and responsibility of the headmaster and teachers in the day-to-day running of the canteen within the school. Record keeping and reporting.	

The qualitative assessment and quantitative evaluation of the outputs and outcomes of the programme.	
Name, gender	
When did you start your work as director in this school? <i>(The longer the director has been around the more interesting for the evaluation team)</i>	General
Is the McGovern-Dole programme different from other school feeding programmes? If so, what is its specificity?	General
Were you involved in the design of the canteen activity? If so, how?	General
Have you or other teachers in the school received specific training in relation to the McGovern-Dole programme? If so, by whom? On what subject?	Effectiveness
Did the teachers receive any teaching materials related to the McGovern-Dole programme? If so, on what topics?	Effectiveness
Have students received teaching materials related to the McGovern-Dole programme? If so, on what topics?	Effectiveness
When teaching your children, deal with the topic of: Nutrition and food diversification The importance of hygiene (hand-washing, latrines, etc.) Gender equality	Effectiveness Gender
Have you received specific tools for the management and monitoring of the canteen? If so, by whom (which institution)? <i>(question mostly for directors)</i>	Effectiveness
Did the school benefit from new equipment in connection with the McGovern-Dole programme? <i>(question mostly for directors)</i>	Effectiveness
Are you responsible for reporting specifically on the activities of the McGovern-Dole programme? If so, what topics do you report on, how often, and to whom do you report? <i>(question mostly for directors)</i>	General
Are you experiencing difficulties in meeting your canteen obligations?	Efficiency
Do you think you would need further training? If so, on what particular subjects?	Efficiency
How successful do you think the school feeding programme is? What is the main benefit for the children and for their families?	Impact
If you have worked in a school without school canteens before: Do you feel that pupils are more attentive in class when they receive a meal at school? Do you feel that pupils are less absent from school? <i>(question mostly for teachers)</i>	Effectiveness
Are improvements needed for this programme? What do you propose?	General
What happened to your school when the Corona pandemic started	COVID
Were you able to support the children during lock down?	COVID
How did you manage to support school children with the planned curriculum	COVID
In addition to the meeting, the evaluation team will collect data on the previous 5 (6 if possible) school years showing enrolment, attendance, drop-out rate, by grade of primary education, disaggregated by gender.	

Interviews with school feeding committees	Related area of inquiry
Name, gender	
Since when do you have a school feeding programme at this school	
Did you receive any training from MGD	
What is your task with respect to the school feeding	
How do you see the implementation of the school feeding during the last years? Was there any problem? if yes, which problem did you encounter (apart from COVID)	
How do you see the food basket provided for school feeding?	
How many women are part of your committee? Which role?	

Interviews with cooks	Related area of inquiry
Name, gender	
How long have you been a cook in this school?	General
Do you have your own children or grandchildren in this school?	General
How did you find out that you could participate in the preparation of the canteen meals?	General
Why did you want to participate in this activity?	General
How were you recruited by whom?	General
Did you receive specific training for the preparation of canteen meals? Who gave it to you? For how long? On what subjects?	Effectiveness
Would you like to complete this training? On what subjects?	Effectiveness
How do you see the food basket provided by the programme? Do the pupils like it? Is it enough? Could it be better?	General
Do parents provide additional food to complement school meals? If so, how much?	General
Do you receive compensation, in cash or in kind, for the work you do? If so, what kind of compensation? Is it this satisfactory?	Gender
Do you think that actions are needed to improve the preparation of meals? If so, what?	General
Are there any issues we have not mentioned that are problematic in your works? <i>(Without influencing the answer, the interviewee needs to ensure the cooks are willing to talk about issues around payment, absenteeism of cooks, working environment, and other topics that could be problematic).</i>	General
What happened to the school feeding during the lock down?	COVID

Focus group discussion with school children	Related area of inquiry
Note the number and age of participants and their distribution by grade and gender before starting the meeting. Take 5 girls and 5 boys at random from a class (put the names in a container and draw randomly). Each day, do a different class. Interview children in grades 3, 4, 5 and 6 only. Be sure to tell the children that they are not obliged to participate, and that even if they decide to participate, they can withdraw afterwards by not answering the questions. The discussion should take place in a secluded area where children feel comfortable and safe to talk. No adults other than you and no other children should be involved in this discussion.	
Name, gender	
Can you please explain how you benefited from WFP's assistance? <i>(Even if the ET is aware of the programme the interviewee benefited from, it is important that the information come from the beneficiary)</i>	General
In your opinion, what is the reason(s) for going to school?	General
Do you think there is a canteen in every school in your area? (If answer = no) Why are the pupils in your school given food? <i>(only for children receiving school meals)</i>	General
Do you have enough to eat at home?	General
Would you come to school if there was no canteen? <i>(only for children receiving school meals)</i>	General
Do you participate in the running of the canteen?	General
Are you satisfied with the food served in the canteen? (If answer = no) What should be changed to improve the meal?	General
Only for girls	
Do you have problems with the boys in your class? Do they harass you?	Gender
Do you think girls and boys are treated the same? I have heard that some boys&men beat up girls/women - have you ever seen this - in class - at home - in the neighbourhood?	Gender
If they report these problems: Is there anything that can be done to change the situation	Gender
Only for boys	

Do you think that boys and girls are treated the same at home/school?	Gender
Is it true that boys like to harass girls in your school? - Are girls/women sometimes mistreated/beaten in your village at home (your mother) - in the neighbourhood	Gender
Do you think this should change?	Gender

Interviews with Donors	Related area of inquiry
Name, position, gender	
Can you tell us about your role in your agency? How long have you been involved?	
Do you believe WFP activities are of good quality, and appropriate to the needs of the beneficiaries?	Efficiency
Do WFP activities contribute appropriately to the advancement of National Agendas and strategies and do they complement the efforts of other partners?	Relevance
What do you believe is WFP's comparative advantage that makes them best placed to do the work they are doing?	Efficiency
Are there any challenges in supporting WFP? If so, what are these?	Sustainability

Annex 16. List of replacement schools

Department	District	Sample schools	Replacement schools	Observations
Bouenza	Bouansa	MBOUNOU 2	BODISSA (Kayes)	The school is accessible by water
		KIMPOMBO	KIMPAMBOU-KAYES	KIMPOMBO School is located in Yamba in another district
		BOUANSA B2	BOUANSA B1	Class wave situation
			KIMBONGA-LOUAMBA (Kayes)	One school was more investigated
Pool	Ignié	DJIRI MATENSAMA	KINTELE PRIMARY SCHOOL	Inaccessible
	Boko Haram	Small	KIAZI	Inaccessible
	Louingi	BAKOUMA	(See Kiazi) KIMPANDZOU	Inaccessible
trays	Lékana	LEKANA IS ONE	MANGUELE	Inaccessible
		corners	NKOUA	Inaccessible
		OSSIEKA	NTCHOUMOU	School closed
	Djambala	EBALA	TALANGAÎ	Inaccessible
	Ngo	IMBOULOU	OLONO	Inaccessible
	Ongogni	NGUIELAKOMO	OKASSA	Inaccessible
	Ignie	DJIRI MATTENSAMA	LIFOULA	Inaccessible
Sangha	Sembe	BONDZOKOUA	ZELABOUTH	These schools are in Kabo district
		MATOTO	PARIS	
		MOKOUANGONDA	ELONGUE	Lack of teachers in the school
Likouala	Enyelle	BERANZOKO		This school has closed and no replacement ORA school

Annex 17. Various concepts of dietary diversity in Congo

During secondary data collection and informal interviews, the ET team realised that there is a high need to harmonise the approach to improved nutrition outcomes as envisaged in the conceptual framework (Result Framework 2)

The following observations have been made in this context:

1. Dietary Diversity

Working on improved dietary intake would need clear key messages which will be used for these activities. In this context, the documents reviewed by the ET show a lack of coherence. The Republic of Congo has historically used four food groups, provided in the table below:

Food Groups and Main Nutrients

<p>Group I. Energy foods (carbohydrates):</p> <ul style="list-style-type: none"> - Roots, tubers, starch (yams, cassava, potato, plantain, taro, ...), - Cereals (rice, corn, millet, sorghum, pasta, bread, wheat semolina, ...) 	<p>Group II. Body building nutrients (protein):</p> <ul style="list-style-type: none"> -Animal origin (meat, fish, eggs, milk and milk products, poultry, insects, ...) - plant origin (beans, lentils, peas, groundnuts, soy bean, squash seeds, sesame ...)
<p>Group III. Complementary energy foods (fats):</p> <ul style="list-style-type: none"> - Oils and fats (groundnut oil, palm oil, margarine, butter, palm kernel nut sauce, ...) - protein (avocado, safou, peanut, soy, squash, sesame...) 	<p>Group IV. Protective foods (vitamins and minerals):</p> <ul style="list-style-type: none"> -Vegetables (tomatoes, aubergines, spinach, amaranth, « saka-saka », « matembélé », carrots, ...) -Fruits (pineapple, mango, papaya, oranges, tangerines, bananas, wild fruits like malombos, tondolos, ...)

UNICEF also used four food groups in the booklet on key messages for community education. However, these food groups are very different from those defined by the Republic of the Congo (

Figure 1 Food Groups, Defined by UNICEF Health Promotion Materials



This counselling card was prepared for children under 2 years of age and has therefore at the centre the continuation of breastfeeding. Looking at the 4 food groups it is evident, that there is a tremendous difference which is explained as well in the key messages under the picture.

1. The group of the most commonly eaten basic foods like grains, roots and tubers are used the same way
2. In the group of fruits and vegetables, there is a distinction between those rich in Vitamin A (on top) and other fruits and vegetables
3. The protein foods are grouped as well in (a) meat and fish, (b) eggs and (c) milk and milk products
4. There is one group on legumes which includes of groundnuts and sesame seeds, which are of course as well rich in plant-based oils. Fats and oils are not specifically mentioned

The Ministry of Health provided another list of 8 food groups – see table below

	Food group	Main nutrients
01	Cassava (Chikwangue)/Foufou, Rice, Bread or donuts, other cereals (pasta, etc.), other roots or tubers (sweet potatoes, Irish potatoes, Yams) and plantains, sugar, honey and other sweets	Carbohydrates
02	Beans, peas, lentils Haricot, Pois, lentils, cowpeas, squash, soy bean, groundnut (paste), sesame and other legumes, amaranth	Rich in protein (mix of protein and lipids)
03	Légumes (Amaranths, cassava leaves, endives, spinach, sorrel, aubergines, zucchini...)	Minerals (iron, ...)
04	Orange fleshed vegetables (squash, carrots, orange fleshed sweet potatoes), orange fruits	Vitamin A, other vitamins

	(papaya, mango, oranges), wild fruits, other fresh fruits	
05	Meat including bush meat, poultry, snails, shrimps, fish (fresh, salted, smoked), edible insects, giblets etc.	Protein and heme iron
06	Eggs	Protein, minerals and vitamins
07	Milk, cheese, yogurt and other milk products	Protein, calcium
08	Oil/Butter/Margarine	Lipids

Except the 8th food group (oil, butter, margarine), the 7 remaining food groups are completely identical with the ones used in the dietary diversity score for small children, which has been proposed by the World Health organisation – see list below.

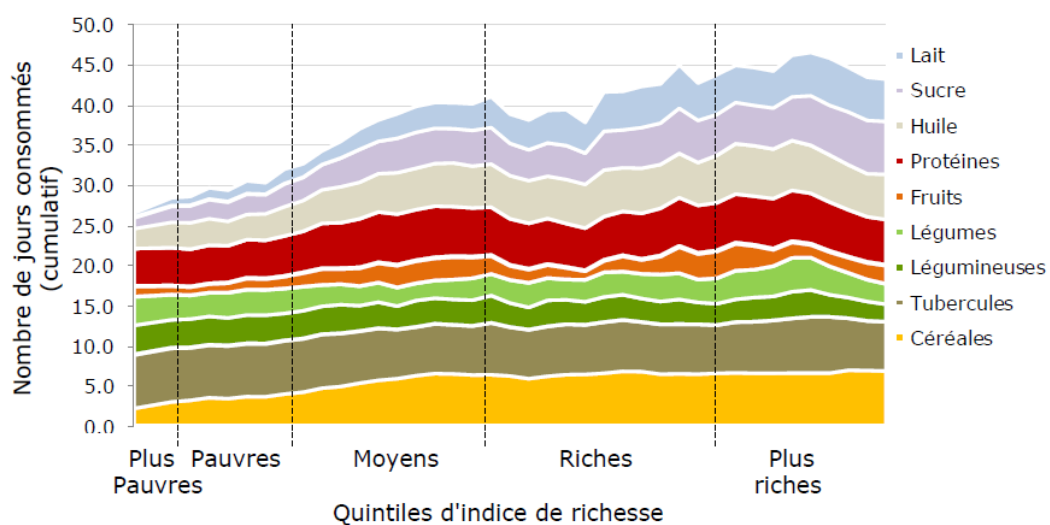
- | | |
|-------------------------------|--|
| (1) Grains, roots, and tubers | (5) Eggs |
| (2) Legumes and nuts | (6) Vitamin-A rich fruits and vegetables |
| (3) Dairy products | (7) Other fruits and vegetables |
| (4) Flesh foods | |

The total number of food groups consumed is summed. The population level indicator is calculated based on the following formula:

$$\frac{\text{Children 6-23 months of age who received foods from } \geq 4 \text{ food groups during the previous day}}{\text{Total number of children 6-23 months of age surveyed}}$$

The ET decided to use the above mentioned 7 food groups to indicate dietary diversity among the school age children. They are close to the 8 food groups but are more in line with international recommendations. WFP used in its CFSVA altogether 9 different food groups, including oil and even sugar. In addition, WFP did not make a distinction between Vitamin A rich fruits and vegetables.

Figure 22: Consommation Alimentaire par Quintiles de Richesse



2. Nutrition education should include education on WASH

WASH and nutrition education are treated as two different activities. However, looking at the UNICEF conceptual framework of malnutrition, it is clear that improved nutrition outcomes will only be possible if both activities are put into place. The fact, that UNICEF will do nutrition training for 800 people as planned in the PMP and will do WASH training only for 290 people in the first year of implementation shows that WASH and nutrition education are not perfectly synchronised. UNICEF has worked out key messages for infant and young child feeding and they have included both in the document. (Livret de messages clés – Le paquet des Counseling Communautaire pour l’Alimentation du Nourrisson et du Jeune Enfant (ANJE)).

Annex 18. School feeding dashboard

In view of the launch of the CSP and the McGovern Dole school feeding programme, the Congo CO consciously focused on improving its capacity to analyse school feeding data. ⁴

The Congo CO therefore developed an end-to-end, integrated and automated monitoring platform from scratch. The platform relies on:

- Open Data Kit (ODK) to collect data digitally.
- Tableau Prep to integrate programme, logistics and M&E data through automated process flows.
- Tableau to produce automated dynamic visualisations.
- analytics.wfp.org to share visualisations with WFP staff in any office (subject to stable connectivity).

The indicators collected are presented in the table below. An example of the dashboard is also provided.

	Indicators
Global situation	Pupils: Actual vs Plan
	% school feeding days
	LESS: Commodities dispatched vs. delivered
	% of girls per school
	% of monthly reports received vs. non-received
	% of monthly reports received vs. non-received per month
	Quarterly reports received vs. non-received
Status of monthly reports	Number and % of monthly reports by district
	Status of monthly reports
	% of monthly reports received vs. non-received
Status of quarterly reports	Number and % of quarterly reports by district
	Status of quarterly reports
	% of quarterly reports received vs. not received
Status of checklist reports	Number and % of checklist reports by district
	Status of quarterly reports

⁴ WFP (M&E/VAM), Analysis of School Feeding Data, 2018-2019

	% of checklist reports received vs. not received
Characteristics of the schools visited	Management
	Infrastructure
	Community participation
	Gender
	Warehousing
	Toilets
	State of sanitation
	Function of visitors
	Map of schools visited
Student attendance	Pupil numbers
	Enrolment of indigenous students
	Daily attendance of pupils
	Number of pupils per class
	Pupils having eaten at the school canteen
School canteen data	Average number of planned ration days vs. canteen days vs. school days
	Consumption in the school canteen vs. plan
	Stock remaining at the end of the month after school (MT)
	Food Management (MT)
	Control of the daily ration used (Kg/pupil)
Profile of the students	Student profile
Food consumption	Profile of pupils who ate at the school canteen
Profile of indigenous students	Profile of indigenous students
Directory	Directors' telephone numbers
Distribution report	Assisted pupils
	% of quarterly reports received vs. not received: Departmental level

Overall status of reports received	Monthly reports received vs. not received: departmental level
	% of checklist reports received vs. not received: Departmental level
	% of monthly reports received vs. not received: National level
	% of quarterly reports received vs. not received: national level
	% of checklist reports received vs. not received: National level



CSP Act.2 : Caractéristique des écoles visités

DEPARTEMENT: (All) |
 DISTRICT: (All) |
 ECOLE: (All) |
 MOIS: (All)

■ Non
 ■ Oui

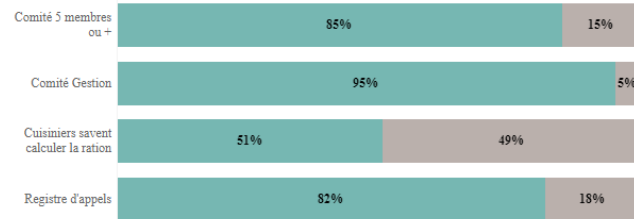
Ecole(s) visitée(s)

380

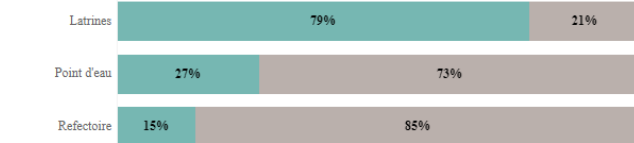
Visite(s) réalisée(s)

386

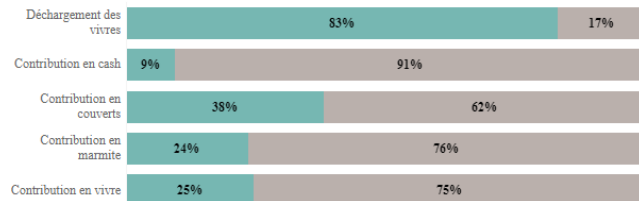
17. Gestion



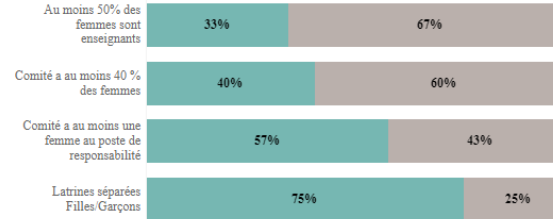
18. Infrastructure



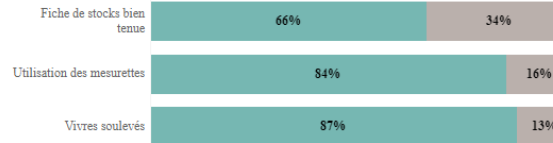
19. Participation communautaire



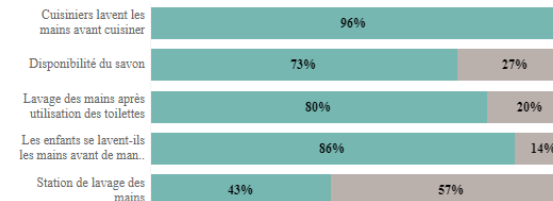
20. Genre



21. Entreposage

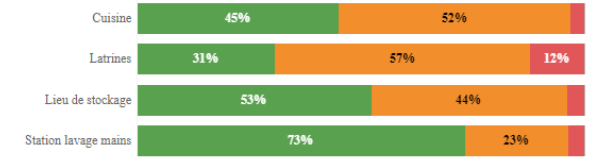


22. Sanitaire



23. Etat de salubrité

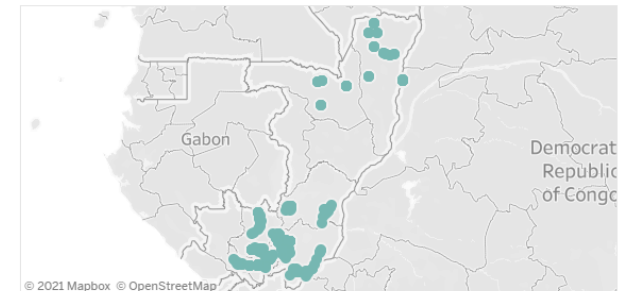
Salubre Sale mais utilisable Insalubres Non-applicable



24. Fonction des Visiteurs



25. Cartes des écoles visitées



Annex 19. Data from the school director survey

SCHOOL ADMINISTRATORS SURVEY RESULTS

Table 1. Surveyed schools and administrators by department and school type. Sex of administrators -MIDLINE.

Dept.	MGD Supported Schools			Unsupported Schools			Total				
	#Schools	# Male admin.	# Female admin.	#Schools	# Male admin.	# Female admin.	#Schools	# Male admin.	# Female admin.		
CaseG1			CompG1			CaseG1+CompG1					
BOUENZA	15	13	2	13	11	2	28	24	4		
CUVETTE	5	5	0	5	3	2	10	8	2		
LEKOU MOU	7	7	0	8	7	1	15	14	1		
PLATEAUX	10	4	6	8	3	5	18	7	11		
POOL	13	8	5	10	5	5	23	13	10		
LIKOUALA	1	1	0	0	0	0	1	1	0		
SUBTOTAL	51	38	13	44	29	15	95	67	28		
		74.5%	25.5%			65.9%			70.5%	29.5%	
CaseG2						CaseG2					
LIKOUALA	8	5	3				8	5	3		
SANGHA	4	4	0				4	4	0		
SUBTOTAL	12	9	3				12	9	3		
		75.0%	25.0%						75.0%	25.0%	
TOTAL	71	52	7	36	25	11	107	76	31		
		73.2%	9.8%			69.4%	30.6%			71.0%	29.0%

Table 1. Surveyed schools and administrators by department and school type. Sex of administrators. BASELINE

Dept.	MGD Supported schools			Unsupported schools			Total		
	#Schools	# Male admin.	# Female admin.	#Schools	# Male admin.	# Female admin.	#Schools	# Male admin.	# Female admin.
CaseG1			CompG1			CaseG1+CompG1			
BOUENZA	13	13		13	10	3	26	23	3
CUVETTE	5	5		5	3	2	10	8	2
LEKOUMOU	9	9		9	8	1	18	17	1
PLATEAUX	9	6	3	8	5	3	17	11	6
POOL	13	9	4	14	8	6	27	17	10
SUBTOTAL	49	42	7	49	34	15	98	76	22
		85.7%	4.3%			69.4%	30.6%	77.6%	22.4%
CaseG2						CaseG2			
LIKOUALA	8	8					8	8	
SANGHA*	4	2					4	2	
SUBTOTAL	12	10					12	10	
		83.3%	0.0%					83.3%	0.0%
TOTAL	61	52	7	49	34	15	110	86	22
		85.2%	1.5%			69.4%	30.6%	78.2%	20.0%

* Sex unknown for 2 school administrators

Table 2. Average number of students and perc. of girls -- MIDLINE

	Average number of students					Percentage of girls			
	n*	Mean	Std. dev.	Lower CI	Upper CI	Mean	Std. dev.	Lower CI	Upper CI
Non-ORA schools	95	271.9	243.1	222.5	321.5	47.6%	6.3%	46.3%	46.1%
MGD supported schools	51	289.2	261.0	215.8	362.1	46.3%	4.7%	45.0%	47.6%
Non-supported schools	44	252.0	221.8	184.6	319.5	49.1%	7.6%	46.8%	51.3%
ORA schools	12	115.4	108.9	46.1	184.4	52.5%	10.0%	46.1%	58.8%

*n = number of surveyed schools; All confidence intervals (CI) are of level 95%.

Table 2. Average number of students and perc. of girls - BASELINE

	Average number of students								
	n*	Mean	Std. dev.	Lower CI	Upper CI	Mean	Std. dev.	Lower CI	Upper CI
Non-ORA schools	95	247.1	211.2	204.1	290.1	45.1%	7.8%	43.5%	46.7%
MGD supported schools	47	258.2	235.4	189.1	327.4	44.6%	8.7%	42.0%	47.2%
Non-supported schools	48	236.3	186.3	182.1	290.4	45.6%	6.7%	43.6%	47.5%
ORA schools	12	160.4	162.7	57.1	263.8	47.8%	13.0%	39.5%	56.1%

number of surveyed schools; All confidence intervals (CI) are of level 95%.

Table 2M1. Student enrolment -- MIDLINE

	No of schools	No of grades#	Total number of enrolments			Average enrolment per school		
			Boys	Girls	Total	Boys	Girls	Total
Non-ORA schools	95	567	13794	12321	26115	145.2	129.7	274.9
MGD supported schools	51	304	7905	7153	15058	155.0	140.3	295.3
Non-supported schools	44	263	5889	5168	11057	133.8	117.5	251.3
ORA schools	12	24	648	664	1312	54.0	55.3	109.3

#These are number of grades: If a Non-ORA schools has students in CP1, CP2, CE1, CE2, CM1, and CM2, the sum of grades IS a total of six grades. For ORA schools, N1, N2, N3, and N4 make a total of 4 grades.

Table 2M2. Student's grade promotion -- MIDLINE

	No of schools	No of grades#	Total number of promotions			Average promotion per school		
			Boys	Girls	Total	Boys	Girls	Total
Non-ORA schools	95	567	9449	8033	17482	99.5	84.6	184.0
MGD supported schools	51	304	5648	4449	10097	110.7	87.2	197.9
Non-supported schools	44	263	3801	3584	7385	86.4	81.5	167.8
ORA schools	12	24	339	335	674	28.3	27.9	56.2

#These are number of grades: If a Non-ORA schools has students in CP1, CP2, CE1, CE2, CM1, and CM2, the sum of grades IS a total of six grades. For ORA schools, N1, N2, N3, and N4 make a total of 4 grades.

Table 2M3. Student's grade repetition -- MIDLINE

	No of schools	No of grades#	Total number of repetitions			Average repetition per school		
			Boys	Girls	Total	Boys	Girls	Total
Non-ORA schools	95	567	4397	3936	8333	46.3	41.4	87.7
MGD supported schools	51	304	2500	2290	4790	49.0	44.9	93.9
Non-supported schools	44	263	1897	1646	3543	43.1	37.4	50.5
ORA schools	12	24	279	272	551	23.3	22.7	45.9

#These are number of grades: If a Non-ORA schools has students in CP1, CP2, CE1, CE2, CM1, and CM2, the sum of grades IS a total of six grades. For ORA schools, N1, N2, N3, and N4 make a total of 4 grades.

Table 2M4. Student's drop out -- MIDLINE

	No of schools	No of grades#	Total number of drop out			Average drop out per school		
			Boys	Girls	Total	Boys	Girls	Total
Non-ORA schools	95	567	830	691	1521	8.74	7.27	16.01
MGD supported schools	51	304	355	281	636	6.96	5.50	12.47

Non-supported schools	44	263	475	410	885	10.80	9.32	20.11
ORA schools	12	24	158	182	340	13.2	15.2	28.3

#These are number of grades: If a Non-ORA schools has students in CP1, CP2, CE1, CE2, CM1, and CM2, the sum of grades IS a total of six grades. For ORA schools, N1, N2, N3, and N4 make a total of 4 grades.

Table 2B. Average number of students by sex (extracted from school effectifs for Ind. #1 - enrolled minus drop outs): MIDLINE

	No of schools	No of grades#	Average per school			Total		
			Boys	Girls	Total	Boys	Girls	Total
Non-ORA schools	95	567	136.5	122.4	258.9	12964	11630	24594
MGD supported schools	51	304	148.04	134.8	282.8	7550	6872	14422
Non-supported schools	44	263	123.1	108.1	231.2	5414	4758	10172
ORA schools	12	24	40.8	40.2	81.0	490	482	972

#These are number of grades: If a Non-ORA schools has students in CP1, CP2, CE1, CE2, CM1, and CM2, the sum of grades IS a total of six grades. For ORA schools, N1, N2, N3, and N4 make a total of 4 grades.

Table 2B. Average number of students by sex (extracted from school effectifs for Ind. #1 - enrolled minus drop outs): BASELINE

	Average per school			Total			
	Boys	Girls	Total	# Schools	Boys	Girls	Total
MGD supported schools				318	35,207	32,443	67,420
ORA school	53.2	49.0	98.6	65	3,455	3,185	6,410
Non-ORA school (5 depts)	125.5	115.6	241.1	253	31,752	29,258	61,010

Table 2C. Drop out rates (% of total): MIDLINE

n	No of grades#	Average of percent drop out (of total)				Average of percent drop out (of girls)			
		Mean	Std. dev.	Lower CI	Upper CI	Mean	Std. dev.	Lower CI	Upper CI
Non-ORA schools	95	6.12	10.2	4.04	8.20	6.13	10.39	4.02	8.25
MGD supported schools	51	3.64	5.41	2.11	5.16	3.59	5.63	2.01	5.18
Non-supported schools	44	9.00	13.34	2.01	4.94	9.08	13.52	4.96	13.19
ORA schools	12	16.2	21.5	2.59	29.93	19.50	28.81	1.20	37.8

#These are number of grades: If a Non-ORA schools has students in CP1, CP2, CE1, CE2, CM1, and CM2, the sum of grades IS a total of six grades. For ORA schools, N1, N2, N3, and N4 make a total of 4 grades.

All confidence intervals (CI) are of level 95%.

Table 2C. Drop out rates: BASELINE

	ALL					FEMALES				
	n*	Mean	Std. dev.	Lower CI	Upper CI	n*	Mean	Std. dev.	Lower CI	Upper CI
Non-ORA schools	558	5.0%	9.6%	4.2%	5.8%	555	4.9%	10.8%	4.0%	5.8%
MGD supported schools	278	4.1%	9.0%	3.1%	5.2%	277	3.9%	9.9%	2.7%	5.1%
Non-supported schools	280	5.8%	10.1%	4.6%	7.0%	278	5.9%	11.6%	4.5%	7.2%
ORA schools	34	10.3%	13.6%	5.6%	15.1%	32	12.8%	17.5%	6.5%	19.1%

n* = number of classes for which data is collected

Table 3. Perc. of schools with attendance sheets/ books: MIDLINE

	Non-ORA schools	MGD supported schools	Non-supported schools	ORA schools
n	95	51	44	12
Yes	84.2%	86.3%	81.8%	91.7%
No	15.8%	13.7%	18.2%	8.3%

NOTE: AT BASELINE, THERE ARE THREE CATEGORIES, BUT IN MIDLINE, ONLY TWO CATEGORIES.

Table 3. Perc. of schools with attendance sheets/ books: BASELINE

	Non-ORA schools	MGD supported schools	Non-supported schools	ORA schools
n	98	49	49	12
Yes, observable	67.3%	63.3%	71.4%	75.0%
Yes, unobservable	14.3%	12.2%	16.3%	8.3%
No	18.4%	24.5%	12.2%	16.7%

Table 4. Average number of days of absence per student in the week before the survey: MIDLINE

	#n	Mean	Std. dev.	Lower CI	Upper CI
Non-ORA schools	80	2.63 NS¹	1.72	2.14	3.11
MGD supported schools	44	2.59* ²	1.73	2.98	3.12
Non-supported schools	36	3.53	1.61	2.53	4.07
ORA schools	11	3.27	1.10	2.53	3.39

#n = number of surveyed schools

¹ Mean comparison (t-test) between Non-ORA schools and ORA schools is statistically not significant.

² Mean comparison (t-test) between MGD supported schools and non-supported schools is statistically significant at 0.05 alpha-level.

All confidence intervals (CI) are of level 95%.

Table 4. Average number of days of absence per student in the week before the survey: BASELINE

	n*	Mean	Std. dev.	Lower CI	Upper CI
Non-ORA schools	63	0.27	0.48	0.15	0.39
MGD supported schools	29	0.13	0.18	0.06	0.20
Non-supported schools	34	0.39	0.62	0.18	0.60
ORA schools	9	0.34	0.27	0.13	0.54

* n = number of surveyed schools

NUMBER AND ATTENDANCE OF TEACHERS

Table 5. Average number of teachers (average per school): MIDLINE

Schools	n	Mean	Std. dev.	Lower CI	Upper CI
Non-ORA schools	95	4.88*¹	4.07	4.05	5.71
MGD supported schools	51	4.57* ¹	3.11	3.69	5.44
Non-supported schools	44	5.25	4.97	3.74	6.76
ORA schools	12	2.08	0.90	1.51	2.66

¹ Mean comparison (t-test) between Non-ORA schools and ORA schools is statistically significant at .05 alpha-level.

All confidence intervals (CI) are of level 95%.

Table 5. Average number of teachers (average per school): BASELINE

Schools	n	Mean	Std. dev.	Lower CI	Upper CI
Non-ORA schools	98	4.6	5.6	3.5	5.7
MGD supported schools	49	4.8	7.5	2.6	7.0
Non-supported schools	49	4.3	2.6	3.6	5.1
ORA schools	12	2.3	0.9	1.8	2.9

Table 6. Perc. of female teachers (average per school): MIDLINE

Schools	n	Mean	Std. dev.	Lower CI	Upper CI
Non-ORA schools	95	38.22^{NS1}	30.69	31.97	44.47
MGD supported schools	51	38.08 ^{NS2}	30.09	21.62	46.54
Non-supported schools	44	38.37	31.71	28.73	48.02

ORA schools	12	44.70	42.54	16.12	73.27
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¹ Mean comparison (t-test) between Non-ORA schools and ORA schools is statistically NOT significant at .05 alpha-level.

² Mean comparison (t-test) between MGD supported schools and MGD non-supported schools is statistically NOT significant at .05 alpha-level.

All confidence intervals (CI) are of level 95%.

Table 6. Perc. of female teachers (average per school): BASELINE

	n	Mean	Std. dev.	Lower CI	Upper CI
Non-ORA schools	98	28.1%	30.6%	22.0%	34.3%
MGD supported schools	49	23.7%	32.2%	14.5%	32.9%
Non-supported schools	49	32.6%	28.6%	24.4%	40.8%
ORA schools	12	31.9%	38.6%	7.4%	56.5%

Table 7. Perc. of volunteer (contractual) teachers per school: MIDLINE

Schools	n	Mean	Std. dev.	Lower CI	Upper CI
Non-ORA schools	95	69.91^{NS1}	23.42	65.14	74.68
MGD supported schools	51	70.27 ^{NS2}	24.63	63.35	77.20
Non-supported schools	44	69.49	22.22	62.74	76.24
ORA schools	12	83.33	38.92	58.60	108.65

¹ Mean comparison (t-test) between Non-ORA schools and ORA schools is statistically NOT significant at .05 alpha-level.

² Mean comparison (t-test) between MGD supported schools and MGD non-supported schools is statistically NOT significant at .05 alpha-level.

All confidence intervals (CI) are of level 95%.

Table 7. Perc. of volunteer (contractual?) teachers per school: BASELINE

	n	Mean	Std. dev.	Lower CI	Upper CI
Non-ORA schools	98	57.7%	23.5%	53.0%	62.4%
MGD supported schools	49	52.0%	23.6%	45.2%	58.8%
Non-supported schools	49	63.4%	22.1%	57.0%	69.7%
ORA schools	12	86.1%	30.0%	67.0%	105.2%

Table 8. Children per teacher ratio: MIDLINE

Schools	n	Mean	Std. dev.	Lower CI	Upper CI
Non-ORA schools	95	55.23^{NS1}	29.92	49.14	61.33
MGD supported schools	51	60.25 ^{**2}	34.78	50.47	70.04
Non-supported schools	44	49.41	22.02	42.71	56.10
ORA schools	12	55.11	30.85	35.51	74.72

¹ Mean comparison (t-test) between Non-ORA schools and ORA schools is statistically NOT significant at .05 alpha-level.

² Mean comparison (t-test) between MGD supported schools and MGD non-supported schools is statistically significant at 01 alpha-level.

All confidence intervals (CI) are of level 95%.

Table 8. Children per teacher ratio

	n	Mean	Std. dev.	Lower CI	Upper CI
Non-ORA schools	95	56.5	31.0	50.2	62.8
MGD supported schools	47	57.3	30.2	48.4	66.1
Non-supported schools	48	55.8	32.1	46.5	65.1
ORA schools	12	64.2	48.8	33.1	95.2

Table 9. Average perc. of days that a teacher is absent: MIDLINE

Schools	N	# of teachers	Mean (%)	Std. dev. (%)	Lower CI (%)	Upper CI (%)
Non-ORA schools	95	462	6.79	15.64	5.36	8.22
MGD supported schools	51	252	8.5	16.57	6.43	10.54
Non-supported schools	44	210	4.75	14.20	2.82	6.68
ORA schools	11[#]	23	4.95	15.37	5.33	8.07

[#]One ORA school is missing.

All confidence intervals (CI) are of level 95%.

Table 9. Average perc. of days that teachers are absent

	# schools	# teachers	Mean	Std. dev.	Lower CI	Upper CI
Non-ORA schools	86	322	8.2%	36.4%	4.3%	12.2%
MGD supported schools	41	153	11.8%	51.3%	3.6%	20.0%
Non-supported schools	45	169	5.0%	11.3%	3.3%	6.8%
ORA schools	10	23	0.2%	1.0%	-0.2%	0.7%

SCHOOL FEEDING COMMITTEES

Table 10. Perc. of schools with SFC: MIDLINE

Schools	n	Schools with SFC			Percent with operational SFC		
		Percent	Lower CI	Upper CI	Percent	Lower CI	Upper CI
Non-ORA schools	95	61.1%	51.1%	71.1%	52.6%	42.4%	62.9%
MGD supported schools	51	98.1%	94.1%	1.02%	86.3%	76.5%	96.1%
Non-supported schools	44	18.2%	0.1%	0.30%	13.6%	3.1%	24.2%
ORA schools	12	83.3%	58.6%	71.0%	25.0%	-3.7%	53.7%

All confidence intervals (CI) are of level 95%.

LATRINES

Table 10. Perc. of schools with SFC: BASELINE

Schools	n	Schools with SFC			Percent with operational SFC		
		Percent	Lower CI	Upper CI	Percent	Lower CI	Upper CI
Non-ORA schools	98	52.0%	42.1%	61.9%	41.8%	32.1%	51.6%
MGD supported schools	49	91.8%	84.2%	99.5%	77.6%	65.9%	89.2%
Non-supported schools	49	12.2%	3.1%	21.4%	6.1%	0.0%	12.8%
ORA schools	12	91.7%	76.0%	100.0%	91.7%	76.0%	100.0%

Table 11. Perc. of schools with functional latrines: MIDLINE

Schools	n	Schools with Latrines	Schools with functional latrines separated by sex
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		Percent	Lower CI	Upper CI	Percent	Lower CI	Upper CI
Non-ORA schools	95	80.0%	71.8%	88.2%	41.1%	31.0%	51.1%
MGD supported schools	51	78.4%	66.8%	90.1%	41.2%	27.2%	55.2%
Non-supported schools	44	81.8%	70.0%	93.7%	40.9	25.8%	56.0%
ORA schools	12	66.7%	35.4%	98.0%	58.3%	25.6%	91.1%

All confidence intervals (CI) are of level 9

Table 11. Perc. of schools with functional latrines: BASELINE

Schools	n	Schools with Latrines			Schools with functional latrines separated by sex		
		Percent	Lower CI	Upper CI	Percent	Lower CI	Upper CI
Non-ORA schools	98	68.4%	59.2%	77.6%	25.5%	16.9%	34.1%
MGD supported schools	49	61.2%	47.6%	74.9%	30.6%	17.7%	43.5%
Non-supported schools	49	75.5%	63.5%	87.6%	20.4%	9.1%	31.7%
ORA schools	12	83.3%	62.2%	100.0%	33.3%	6.0%	60.0%

Table 12A. Ratios of pupils per functional latrine only for schools: MIDLINE

Schools	n	No. of pupils per functional latrine			
		Mean	Std. dev.	Lower CI	Upper CI
Non-ORA schools	76	118.7^{NS1}	117.7	91.8	145.6
MGD supported schools	40	118.8 ^{NS}	127.9	77.9	159.7
Non-supported schools	36	118.5	106.9	82.3	154.7
ORA schools	8	47.5	35.6	12.6	136.7

¹ Mean comparison (t-test) between Non-ORA schools and ORA schools is statistically NOT significant.

² Mean comparison (t-test) between MGD supported schools and MGD non-supported schools is statistically NOT significant.

All confidence intervals (CI) are of level 95%.

Table 12B. Ratios boy and girls students per functional latrine separated for boys and girls for schools only: MIDLINE

Schools	N	No. of boys per functional separated latrine for boy use only				No. of girls per functional separated latrine for girls use only				
		Mean	Std. dev.	Lower CI	Upper CI	n	Mean	Std. dev.	Lower CI	Upper CI
Non-ORA schools	39	168.60^{*1}	133.20	125.41	211.78	39	148.12^{*1}	126.59	107.08	189.16
MGD supported schools	21	177.57 ^{NS2}	138.74	114.41	240.72	21	159.52 ^{NS2}	134.68	98.22	220.83
Non-supported schools	18	158.13	129.62	93.67	222.59	18	134.81	118.89	75.70	193.94
ORA schools	7	43.57	26.44	19.11	68.03	7	48.14	27.06	23.11	73.16

¹ Mean comparison (t-test) between Non-ORA schools and ORA schools is statistically significant at 5% alpha level.

² Mean comparison (t-test) between MGD supported schools and MGD non-supported schools is statistically NOT significant.

All confidence intervals (CI) are of level 95%

Table 12. Ratios pupils per latrine, for schools with certain types of latrines only: BASELINE

	Number of pupils per latrine					Number of pupils per functional latrine				
	n	Mean	Std. dev.	Lower CI	Upper CI	n	Mean	Std. dev.	Lower CI	Upper CI
Non-ORA schools	64	136.9	128.1	104.9	168.9	62	159.9	143.4	123.5	196.3
MGD supported schools	27	137.5	103.2	96.7	178.3	26	170.4	144.7	112.0	228.9
Non-supported schools	37	136.5	145.0	88.1	184.8	36	152.3	144.0	103.6	201.0
ORA schools	9	83.1	67.7	31.0	135.1	8	100.0	61.1	48.9	151.0
	Number of boys per functional separated latrine for boy use					Number of girls per functional separated latrine for girl use				
	n	Mean	Std. dev.	Lower CI	Upper CI	n	Mean	Std. dev.	Lower CI	Upper CI
Non-ORA schools	24	165.8	110.8	119.0	212.6	24	143.9	117.6	94.2	193.5
MGD supported schools	14	179.8	130.8	104.3	255.3	15	149.4	134.9	74.7	224.2
Non-supported schools	10	146.2	76.9	91.2	201.2	9	134.6	88.1	66.9	202.4
ORA schools	3	54.3	10.1	29.2	79.5	3	31.0	16.5	-10.0	72.0

WATER SOURCES AND HANDWASHING STATIONS

Table 13. Perc. of schools with water source: MIDLINE

Schools	n	Schools with water source			Schools with improved vs. unimproved water sources (at least one improved or unimproved)		
		Percent	Lower CI	Upper CI	N	Improved	Unimproved
Non-ORA schools	95	33.7%	24.0%	43.4%	32	84.4%	25.0%
MGD supported schools	51	41.2%	27.2%	55.2%	21	85.7%	23.8%
Non-supported schools	44	25.00%	11.7%	38.3%	11	23.8%	27.3%
ORA schools	12	25.0%	-3.4%	53.7%	3	66.7%	33.3%

All confidence intervals (CI) are of level 95%.

*Improved drinking water sources include piped water into dwelling or yard, public tap or standpipe, tube-well or borehole, protected dug well, protected spring and rainwater.

**Unimproved water sources are bottled water, surface water, tanker-truck, cart with tank/drum, unprotected dug well, and unprotected spring.

Table 13. Perc. of schools with water source: BASELINE

Schools	n	Schools with water source			Schools with improved vs. unimproved water sources (at least one improved or unimproved)		
		Percent	Lower CI	Upper CI	N	Improved	Unimproved
Non-ORA schools	98	32.7%	23.4%	41.9%	32	87.5%	12.5%
MGD supported schools	49	32.7%	19.5%	45.8%	16	93.8%	6.3%
Non-supported schools	49	32.7%	19.5%	45.8%	16	81.3%	18.8%
ORA schools	12	58.3%	30.4%	86.2%	7	85.7%	0.0%

*Improved drinking water sources include piped water into dwelling or yard, public tap or standpipe, tube-well or borehole, protected dug well, protected spring and rainwater.

**Unimproved water sources are bottled water, surface water, tanker-truck, cart with tank/drum, unprotected dug well, and unprotected spring.

Table 14. Perc. of schools with handwashing station: MIDLINE

Schools	n	Schools with handwashing station			Station conditions					Ratio pupils per hand-washing station
		Percent	Lower CI	Upper CI	N	Good conditions and functioning	Poor conditions and functioning	Out of service	Other conditions	
Non-ORA schools	95	46.3%	36.1%	56.5%	44	81.8%	4.5%	4.5%	9.1%	206.03*¹
MGD supported schools	51	50.9%	36.8%	65.2%	26	80.8%	3.8%	7.7%	7.7%	199.56NS ²
Non-supported schools	44	40.9%	25.8%	56.0%	18	83.3%	5.6%	0.0%	11.1%	210.32
ORA schools	12	50.0%	16.8%	83.2%	6	66.7%	16.7%	16.7%	0.0%	186.25

¹ Mean comparison (t-test) between Non-ORA schools and ORA schools is statistically significant at 5% alpha level.

² Mean comparison (t-test) between MGD supported schools and MGD non-supported schools is statistically NOT significant.

All confidence intervals (CI) are of level 95%.

Table 14. Perc. of schools with handwashing station: BASELINE

	School with handwashing				Station conditions				Ratio pupils per hand-washing station
	n	Perc.	Lower CI	Upper CI	n	Good conditions and functioning	Poor conditions and functioning	Out of service	
Non-ORA schools	98	15.3	8.2	22.4%	1	60.0%	33.3%	6.7%	232.3
MGD supported	49	16.3	6.0	26.7%	8	87.5%	12.5%	0.0%	321.9
Non-supported	49	14.3	4.5	24.1%	7	28.6%	57.1%	14.3%	129.9
ORA schools	10	10.0	0.0	28.6%	1	100.0%	0.0%	0.0%	63.0

DISPOSAL MANAGEMENT

Table 15. Perc. of schools with solid waste disposal management equipment: MIDLINE

	Non-ORA schools	MGD supported schools	Non-supported schools	ORA schools
n	95	51	36	12
Yes	14.7%	13.7%	15.9%	25.0%
No	85.3%	86.3%	84.1%	75.0%
TOTAL	100.0%	100.0%	100.0%	100.0%

Table 15. Perc. of schools with solid waste disposal management equipment: BASELINE

	Non- ORA schools	MGD supported schools	Non- supported schools	ORA schools
n	98	49	49	10
Yes, observable	20.4%	12.2%	28.6%	30.0%
Yes, unobservable	7.1%	6.1%	8.2%	20.0%
No	72.4%	81.6%	63.3%	50.0%
TOTAL	100.0%	100.0%	100.0%	100.0%

Table 16. Is solid waste collected daily and disposed of safely? MIDLINE

	Non- ORA schools	MGD supported schools	Non- supported schools	ORA schools
n	14	7	7	3
Yes	92.9%	100.0%	85.7%	66.7%
No	7.1%	0.0%	14.3%	33.3%
Total	100.0%	100.0%	100.0%	100.0%

Table 16. Frequency of disposal collection: BASELINE

	Non- ORA schools	MGD supported schools	Non- supported schools	ORA schools
n	27	9	18	5
Everyday	85.2%	66.7%	94.4%	0.0%
Every 2 or 3 days	3.7%	11.1%	0.0%	80.0%
Every week	11.1%	22.2%	5.6%	20.0%

TEACHING MATERIALS

Table 18. Perc. of schools with teaching materials in class: MIDLINE

	Non- ORA schools	MGD supported schools	Non- supported schools	ORA schools
N	95	51	44	12
None	21.1%	17.6%	25.0%	50.0%
Yes (some)	78.9%			50.0%
n (with some materials)	75	51	26	6
Poster with letters (reading material)	40.0%	31.4%	31.8%	25.0%
Poster with numbers (math material)	42.7%	41.2%	25.0%	16.7%
Descriptive picture (human body,	41.3%	33.3%	31.8%	8.3%
Science related poster	36.0%	27.5%	29.5%	8.3%
Other to be specified	12.0%	9.8%	9.1%	0.0%

MAP POSTER	1%	2.0%	3.0%	0.0%
OLD GEOGRAPHICAL MAPS	1%	2.0%	0.0%	0.0%
GEOGRAPHICAL MAP	1%	0.0%	3.0%	0.0%
MAPS OF CONGO	1%	2.0%	0.0%	0.0%
MAPS OF THE CONGO AND THE	1%	2.0%	0.0%	0.0%
MY SCIENCE WEEK BOOK	1%	0.0%	3.0%	0.0%
SVT BOOKS	1%	2.0%	0.0%	0.0%
PHOTOCOPY OF READING MATERIAL	1%	2.0%	0.0%	0.0%
NOTHING AT ALL	1%	0.0%	3.0%	0.0%

Table 18. Perc. of schools with teaching materials in class: BASELINE

	Non- ORA schools	MGD supported schools	Non-supported schools	ORA schools
N	98	49	49	12
Yes (Some)	59.2%	63.3%	55.1%	66.7%
No (None)	40.8%	36.7%	44.9%	33.3%
TOTAL	40.8%	36.7%	44.9%	33.3%

New Tables added in MIDLINE only

Increased use of Healthy Eating Practices

Table D301. Does the school have soap and water for a handwashing station this school year, 2020-2021? MIDLINE

	Non- ORA schools	MGD supported schools	Non-supported schools	ORA schools
n	95	51	44	12
Yes	51.6%	64.7%	35.3%	16.7%
No	48.4%	36.4%	63.6%	83.3%
TOTAL	100.0%	100.0%	100.0%	100.0%

Table D302. Who provided handwashing soaps at school (Yes % response only)? MIDLINE

	Non- ORA schools	MGD supported schools	Non-supported schools	ORA schools
n	49#	33	16	2##
Don't know	48.4%	0.0%	0.0%	83.3%
PB budget	28.6%	24.2%	37.5%	0.0%
WFP/UNICEF/ACTED	36.7%	29.4%	18.8%	50.0%
Community	12.2%	9.1%	18.80%	0.0%
Donors	0.0%	0.0%	0.0%	50.0%
Other NGOs	0.0%	0.0%	0.0%	0.0%
Enterprises	0.0%	0.0%	0.0%	0.0%
Other	20.4%	21.2%	18.8%	100.0%

#Among 95 Non-ORA schools, 36 (48.4%) reported a Ne sait pas (Don't response). ##Similarly, among 12 ORA schools, 10 schools (83.3%) reported a Don't know response. The response in this table are out of remaining responses.

Table D305. Is meal distribution done directly from the cooking pot? (observe) 1=Yes 2=No? MIDLINE

	Non- ORA schools	MGD supported schools	Non- supported schools	ORA schools
N	95	51	44	12
Yes	46.3%	80.4%	6.8%	25.0%
No	53.7%	19.6%	93.2%	75.0%
TOTAL	100.0%	100.0%	100.0%	100.0%

Table D306. Is the distribution of meals carried out in classes in stainless containers (observe) MIDLINE

	Non- ORA schools	MGD supported schools	Non- supported schools	ORA schools
N	95	51	44	12
Yes	51.6%	86.3%	13.7%	25.0%
No	48.4%	11.4%	88.6%	75.0%
TOTAL	100.0%	100.0%	100.0%	100.0%

Table D307. Has the school benefited from training on food preparation and storage practices in the past year? MIDLINE

	Non- ORA schools	MGD supported schools	Non- supported schools	ORA schools
N	95	51	44	12
Yes	49.5%	76.5%	18.2%	41.7%
No	48.4%	21.6%	79.5%	33.3%
Don't know	2.1%	2.0%	2.3%	25.0%
TOTAL	100.0%	100.0%	100.0%	100.0%

D308. What has the school implemented for food preparation and storage practices [Only those that reported benefitted from training on floor preparation: MIDLINE

	Non- ORA schools	MGD supported schools	Non- supported schools	ORA schools
N	47	39	8	5
Clean the kitchen area	80.9%	82.1%	75.0%	80.0%
Store food at appropriate temperatures (not in plastic containers, cans of gasoline)	91.5%	92.3%	87.5%	80.0%
Cover cooked food and store it in a safe	78.7%	76.9%	87.5%	100.0%
Wash hands before cooking	85.1%	87.2%	75.0%	100.0%
Others	8.5%	7.7%	12.5%	0.0%

D309. Do teachers/workers know the right way to store food? (meat, vegetables, ready meals, etc.) MIDLINE

	Non- ORA schools	MGD supported schools	Non- supported schools	ORA schools
N	95	51	44	12
Yes	60.0%	96.1%	18.2%	58.3%
No	40.0%	3.9%	81.8%	41.7%
TOTAL	100.0%	100.0%	100.0%	100.0%

D310. Has the school benefited from training on good health and nutrition practices? MIDLINE

	Non- ORA schools	MGD supported schools	Non- supported schools	ORA schools
N	95	51	44	12
Yes	37.9%	52.9%	20.5%	66.7%
No	62.1%	47.1%	79.5%	62.1%
TOTAL	100.0%	100.0%	100.0%	100.0%

MGD and ORA Schools Only

Table D401. During the period of school closures due to COVID, did you continue to distribute food to children? MIDLINE

	MGD supported schools	ORA schools
N	51	12
Yes	86.3%	25.0%
No	9.8%	75.0%
The school did not* close	3.9%	0.0%
Total	100.0%	100.0%

*Only three schools reported that the school was not closed.

Table D402. If not, what did you make food that you had in stock? MIDLINE

	MGD supported schools	ORA schools
N	7	9
Keep food in stock	85.7%	0.0%
Return food to WFP	0.0%	0.0%
No food in stock	14.3%	100.0%
Total	100.0%	100.0%

Table D403. If so, did the food you distributed, did it allow you to properly cover this period without school? MIDLINE

	MGD supported schools	ORA schools
N	44	3
Yes, enough	40.9%	0.0%
Yes, but it wasn't enough	34.1%	33.3%
No	22.7%	66.7%
Don't know	2.3%	0.0%

Total	100.0%	100.0%
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Annex 20. Data from the teacher survey

ACTUAL SAMPLE DISTRIBUTION SUMMARY

Table 1. Surveyed schools and teachers: MIDLINE

Dept.	MGD Supported schools				Non-supported schools				
	#Schools	# Teachers	#Male teachers	#Female teachers	#Schools	# Teachers	#Male teachers	#Female teachers	
Non-ORA schools, CaseG1					Non-ORA schools, CompG1				
BOUENZA	13	22	19	3	12	24	18	6	
CUVETTE	5	7	4	3	5	10	4	6	
LEKOU MOU	5	8	8	0	8	16	15	1	
PLATEAUX	10	19	12	7	7	14	11	3	
POOL	13	25	7	18	10	20	10	10	
LIKOUALA	1	2	2	0	0	0			
SUBTOTAL	47	83	52	31	42	84	58	26	
% by sex		62.6%		37.3%		69.0%		30.9%	
ORA schools, CaseG2									
LIKOUALA	8	13	9	1					
SANGHA	4	6	5	4					
SUBTOTAL	12	19	14	5					
% by sex		73.7%		26.3%					
TOTAL	59	117	66	36	42	84	58	26	
% by sex		64.7%		34.6%		69.0%		30.9%	

Table 1. Surveyed schools and teachers: BASELINE

Dept.	MGD Supported schools				Non-supported schools				
	#Schools	# Teachers	#Male teachers	#Female teachers	#Scho ols	# Teachers	#Male teachers	#Female teachers	
Non-ORA schools, CaseG1					Non-ORA schools, CompG1				
BOUENZA	13	26	22	4	12	21	17	4	
CUVETTE	5	10	10		5	9	4	5	
LEKOU MOU	9	18	16	2	9	17	13	4	
PLATEAUX	8	17	11	6	9	15	10	5	
POOL	13	26	14	12	14	28	17	11	
SUBTOTAL	48	97	73	24	49	90	61	29	
% by sex		75.3%		24.7%		67.8%		32.2%	

ORA schools, CaseG2							
LIKOUALA	8	16	10	6			
SANGHA	4	7	4	3			
SUBTOTAL	12	23	14	9			
% by sex			60.9%	39.1%			
TOTAL	60	120	87	33	49	90	61
% by sex			72.5%	27.5%			67.8%
							32.2%

Table 2. Age of surveyed teachers: MIDLINE

Population group	Age - All teachers			Age - Male teachers			Age - Female teachers		
	n	Mean	Std. dev.	n	Mean	Std. dev.	n	Mean	Std. dev.
Non-ORA schools	167	40.1	9.9	110	40.9	11.1	57	38.6	6.7
MGD supported schools	83	39.9	9.2	52	40.5	10.6	31	38.9	6.3
Non-supported schools	84	40.3	10.3	58	41.3	11.7	26	38.1	7.3
ORA schools	19	33.0	10.2	14	33.9	10.7	5	30.6	9.5

Table 2. Age of surveyed teachers: BASELINE

Population group	Age - All teachers			Age - Male teachers			Age - Female teachers		
	n	Mean	Std. dev.	n	Mean	Std. dev.	n	Mean	Std. dev.
Non-ORA schools	187	40.3	9.7	134	41.0	10.2	53	38.6	8.0
MGD supported schools	97	39.8	9.6	73	40.8	10.2	24	36.5	6.9
Non-supported schools	90	41.0	9.8	61	41.2	10.4	29	40.4	8.6
ORA schools	23	37.4	9.9	14	37.9	9.1	9	36.7	11.7

Table 3. Highest educational diploma: MIDLINE

	Non-ORA MGD supported All			Non-ORA non-supported All			ORA MGD supported All		
	Males	Females		Males	Females		Males	Females	
n	83	84	26	84	58	26	19	14	5
Primary	7.2%	9.6%	3.2%	8.3%	5.2%	15.4%	15.8%	21.4%	0.0%
Secondary	78.3%	78.8%	77.5%	82.1%	84.5%	76.9%	84.2%	78.6%	100.0%
Higher	14.5%	11.5%	19.4%	9.5%	10.3%	7.75%	0.0%	0.0%	0.0%
TOTAL	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%

NOTE: Codes have been changed between baseline and midline

Table 3. Highest educational diploma: BASELINE

	Non-ORA MGD supported All			Non-ORA non-supported All			ORA MGD supported All		
	Males	Females		Males	Females		Males	Females	
n	97	73	24	90	61	29	23	14	9
College certificate	46.4%	54.8%	20.8%	61.1%	67.2%	48.3%	65.2%	64.3%	66.7%
Baccalaureate	41.2%	38.4%	50.0%	20.0%	21.3%	17.2%	26.1%	35.7%	11.1%
Bachelor degree	1.0%	1.4%	0.0%	4.4%	4.9%	3.4%	0.0%	0.0%	0.0%

Master degree	9.3%	5.5%	20.8%	13.3%	4.9%	31.0%	4.3%	0.0%	11.1%
Ph. D	2.1%	0.0%	8.3%	1.1%	1.6%	0.0%	4.3%	0.0%	11.1%
TOTAL	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%

Table 4. Highest professional diploma: MIDLINE

Samples	Diploma	Frequency	Percent
MGD Supported schools - CaseG1	0 Aucun	3	3.6
	1 CEPE	6	7.2
	2 BEPC/BMG/BET	25	30.1
	3 BEP	5	6.0
	4 BAC Technique	22	26.5
	5 BAC Général	11	13.3
	6 CFEEN/ CFECN	4	4.8
	10 Licence	6	7.2
	14 CFEEN/ CFECN	1	1.2
	16 CAP	83	100.0
	Total	3	3.6
MGD Unsupported schools - CompG1	0 Aucun	2	2.4
	1 CEPE	7	8.3
	2 BEPC/BMG/BET	23	27.4
	4 BAC Technique	2	2.4
	5 BAC Général	4	4.8
	6 CFEEN/ CFECN	17	20.2
	8 Bac Pédagogique	19	22.6
	9 BTS	2	2.4
	10 Licence	1	1.2
	14 CFEEN/ CFECN	1	1.2
	Total	6	7.1
ORA schools - CaseG2	0 Aucun	2	10.5
	1 CEPE	3	15.8
	2 BEPC/BMG/BET	11	57.9
	5 BAC Général	2	10.5
	8 Bac Pédagogique	1	5.3
	Total	19	100.0

Table 4. Highest professional diploma: BASELINE

n	Non-ORA MGD supported			Non-ORA non-supported			ORA MGD supported		
	All	Males	Females	All	Males	Females	All	Males	Females
	97	73	24	90	61	29	23	14	9
None	59.8%	71.2%	25.0%	58.9%	68.9%	37.9%	73.9%	92.9%	44.4%
CFEEN	36.1%	24.7%	70.8%	38.9%	29.5%	58.6%	17.4%	0.0%	44.4%
CAPEL	1.0%	1.4%	0.0%	1.1%	1.6%	0.0%	4.3%	7.1%	0.0%
CAPCEG	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	4.3%	0.0%	11.1%
CAPES	3.1%	2.7%	4.2%	1.1%	0.0%	3.4%	0.0%	0.0%	0.0%
TOTAL	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%

GIRLS' PRESENCE IN CLASS

Table 5. Average number of students and average percent of girl pupils IN CLASS – MIDLINE

	Average number of students					Percentage of girls			
	n*	Mean	Std. dev.	Lower CI	Upper CI	Mean	Std. dev.	Lower CI	Upper CI
Non-ORA schools	167	47.1	31.4	42.3	51.9	48.8%	11.3%	47.1%	50.5%
MGD supported schools	83	49.6	35.3	41.9	57.3	48.9%	10.4%	46.6%	51.1%
Non-supported schools	84	44.7	27.1	38.9	50.6	48.8%	12.3%	46.1%	51.4%
ORA schools	19	49.6	33.1	33.6	65.5	53.2%	11.5%	47.6%	50.9%

*n=number of surveyed schools; All confidence intervals (CI) are of level 95%.

Table 5. Average percent of girl pupils – BASELINE

	Percentage of girls			
	n*	Mean	Std. dev.	Upper CI
Non-ORA schools	187	45.1%	12.8%	47.3%
MGD supported schools	97	45.1%	11.9%	47.5%
Non-supported schools	90	45.7%	13.8%	48.6%
ORA schools	23	48.5%	15.7%	55.3%

*n=number of surveyed schools; All confidence intervals (CI) are of level 95%.

PUPIL ABSENCES

Table 6. Absence rate. Average perc. of pupils absent on the day of the survey IN CLASS – MIDLINE

	Average number of ALL students absent				Percentage of ALL students absent				Attendance Rate
	N	Mean	Std. dev.	Upper CI	Mean	Std. dev.	Upper CI		
Non-ORA schools	167	9.2	14.2	11.3	18.6%	21.4%	21.8%	81.4%	
MGD supported schools	83	10.4	17.2	14.3	18.5%	19.9%	22.9%	81.5%	
Non-supported schools	84	7.8	10.5	10.3	18.6%	22.9%	23.6%	81.4%	
ORA schools	19	19.4	19.7	28.8	36.1%	24.2%	47.7%	63.9%	

* n = number of teacher reports

Table 6. Absence rate. Average perc. of pupils absent on the day of the survey: BASELINE

	Percentage of ALL students absent				Estimated attendance rate
	n	Mean	Std. dev.	Upper CI	
Non-ORA schools	187	18.5%	20.2%	21.5%	81.0%
MGD supported schools	97	20.7%	22.0%	25.1%	79.0%
Non-supported schools	90	16.3%	17.9%	20.0%	84.0%
ORA schools	23	26.0%	17.3%	33.5%	74.0%

Table 7. Absence rate. Average perc. of GIRLS pupils absent on the day of the survey IN CLASS – MIDLINE

	Average number of GIRLS students absent				Percentage of GIRLS students absent				
	n*	Mean	Std. dev.	Lower CI	Upper CI	Mean	Std. dev.	Lower CI	Upper CI
Non-ORA schools	121	5.7	8.0	4.3	7.2	23.9%	22.9%	19.8%	28.0%
MGD supported schools	62	6.8	9.9	4.2	9.3	25.5%	22.5%	19.7%	31.1%
Non-supported schools	59	4.6	5.1	3.3	5.9	22.3%	23.5%	16.2%	28.4%
ORA schools	18	10.9	12.0	5.0	17.0	39.2%	21.7%	28.4%	50.0%

Table 7. Female absence rate. Average perc. of female pupils absent on the day of the survey: BASELINE

	n*	Mean	Std. dev.	Lower CI	Upper CI
Non-ORA schools	183	18.1%	21.1%	15.1%	21.2%
MGD supported schools	95	19.2%	20.4%	15.1%	23.4%
Non-supported schools	88	17.0%	21.9%	12.3%	21.6%
ORA schools	22	31.8%	27.3%	19.7%	43.9%

* n = number of teacher reports

Table 8. Reasons for absence. Perc. of teachers mentioning each reason for absence: MIDLINE

	Non-ORA schools	MGD supported sch.	Non-supported sch.	ORA schools
Reasons	167	83	84	19
1. Sickness	17.4%	14.5%	20.2%	5.3%
2. Distance to school	3.0%	3.6%	2.4%	5.3%
3. Work at home	0%	0%	0%	0%
4. Field work	5.4%	7.2%	3.6%	36.8%
5. No answer	12.0%	14.5%	9.5%	5.3%
6. Other response	34.7%	34.9%	34.5%	42.1%
Missing response	27.5%	25.3%	29.8%	5.3%

Table 8. Reasons for absence. Perc. of teachers mentioning each reason for absence: BASELINE

	Non-ORA schools	MGD supported sch.	Non-supported sch.	ORA schools
Reasons	135	69	66	22
Sickness	27.4%	24.6%	30.3%	13.6%
Distance to school	3.7%	1.4%	6.1%	9.1%
Work at home	5.2%	7.2%	3.0%	13.6%
Financial reason	65.9%	68.1%	63.6%	13.6%
Hunger	7.4%	4.3%	10.6%	22.7%
Family moved out	4.4%	5.8%	3.0%	18.2%
Work in the fields	4.4%	7.2%	1.5%	59.1%
Unknown	12.6%	11.6%	13.6%	13.6%

ATTENTIVENESS

Table 9. Average perc. of ALL pupils reported to be inattentive (everyday or sometimes) IN CLASS – MIDLINE

	n*	% Inattentive everyday				% Inattentive sometimes			
		Mean	Std. dev.	Lower CI	Upper CI	Mean	Std. dev.	Lower CI	Upper CI
Non-ORA schools	167	17.5%	17.3%	14.8%	20.1%	7.5%	8.5%	6.2%	8.8%
MGD supported schools	83	14.4%	15.1%	11.1%	17.7%	6.3%	9.5%	4.2%	6.2%
Non-supported schools	84	20.4	18.8%	16.4%	24.5%	7.8%	7.6%	6.2%	9.4%
ORA schools	19	17.1%	16.8%	8.4%	19.5%	8.6%	8.1%	4.7%	12.5%

* n = number of teacher reports

Table 9. Average perc. of pupils reported to be inattentive (everyday or sometimes) : BASELINE

	n*	Everyday				Sometimes			
		Mean	Std. dev.	Lower CI	Upper CI	Mean	Std. dev.	Lower CI	Upper CI
Non-ORA schools	187	14.7%	12.0%	13.0%	16.4%	12.0%	13.0%	10.1%	13.9%
MGD supported schools	97	13.9%	12.5%	11.4%	16.4%	12.3%	14.0%	9.5%	15.2%
Non-supported schools	90	15.6%	11.5%	13.2%	17.9%	11.7%	11.9%	9.2%	14.1%
ORA schools	23	13.7%	9.9%	9.4%	18.0%	11.3%	12.5%	5.9%	16.7%

* n = number of teacher reports

Table 10. Average perc. of FEMALE pupils reported to be inattentive (everyday or sometimes) IN CLASS – MIDLINE

	n*	% Inattentive everyday				% Inattentive sometimes			
		Mean	Std. dev.	Lower CI	Upper CI	Mean	Std. dev.	Lower CI	Upper CI
Non-ORA schools	167	16.6%	19.3%	13.6%	19.5%	9.9%	15.2%	7.6%	12.3%
MGD supported schools	83	12.5%	14.9%	9.3%	15.8%	8.2%	12.4%	5.5%	10.9%
Non-supported schools	84	20.5%	22.1%	15.7%	25.3%	11.7%	17.4%	7.9%	15.5%
ORA schools	19	15.7%	17.3%	7.3%	24.0%	12.3%	16.4%	4.4%	20.2%

* n = number of teacher reports

Table 10. Average perc. of female pupils reported to be inattentive (everyday or sometimes) : BASELINE

	n*	Everyday				Sometimes			
		Mean	Std. dev.	Lower CI	Upper CI	Mean	Std. dev.	Lower CI	Upper CI
Non-ORA schools	186	13.4%	15.6%	11.1%	15.7%	10.6%	13.8%	8.6%	12.6%
MGD supported schools	96	12.2%	13.3%	9.5%	14.9%	10.8%	13.4%	8.1%	13.5%
Non-supported schools	90	14.7%	17.7%	11.0%	18.4%	10.4%	14.3%	7.5%	13.4%
ORA schools	22	16.1%	14.6%	9.6%	22.6%	12.4%	15.1%	5.7%	19.1%

* n = number of teacher reports

Table 11. Average perc. of pupils reported to be inattentive (Total = everyday + sometimes) IN CLASS – MIDLINE

	n*	% Inattentive (everyday + sometimes)			
		Mean	Std. dev.	Lower CI	Upper CI
Non-ORA schools	167	16.6%	19.3%	13.6%	19.5%
MGD supported schools	83	22.5%	22.6%	17.5%	27.4%
Non-supported schools	84	31.1%	28.4%	24.9%	37.3%
ORA schools	19	22.3%	17.4%	13.9%	30.6%

* n = number of teacher reports

Table 11. Average perc. of pupils reported to be inattentive (Total = everyday + sometimes) : BASELINE

	n*	Mean	Std. dev.	Lower CI	Upper CI
Non-ORA schools	187	26.7%	21.8%	23.6%	29.9%
MGD supported schools	97	26.2%	23.7%	21.5%	31.0%
Non-supported schools	90	27.2%	19.8%	23.1%	31.3%
ORA schools	23	25.0%	19.8%	16.4%	33.5%

* n = number of teacher reports

Table 12. Average perc. of female pupils reported to be inattentive (Total = everyday + sometimes) IN CLASS – MIDLINE

	% Inattentive (everyday + sometimes)				
	n*	Mean	Std. dev.	Lower CI	Upper CI
Non-ORA schools	167	26.5%	30.6%	21.8%	31.2%
MGD supported schools	83	20.7%	23.0%	15.6%	25.7%
Non-supported schools	84	32.2%	35.7%	24.5%	39.9%
ORA schools	19	27.9%	32.3%	12.4%	43.5%

Table 12. Average perc. of female pupils reported to be inattentive (Total = everyday + sometimes) : BASELINE

	n*	Mean	Std. dev.	Lower CI	Upper CI
Non-ORA schools	186	24.0%	23.6%	20.6%	27.5%
MGD supported schools	96	23.0%	23.0%	18.3%	27.7%
Non-supported schools	90	25.2%	24.3%	20.1%	30.2%
ORA schools	22	28.5%	26.6%	16.6%	40.3%

* n = number of teacher reports

NEW TABLES FOR MIDLINE ONLY

Table 13. M211. Does it change according to the season/ month? IN CLASS – MIDLINE

	n*	Yes (%)	No (%)
Non-ORA schools	167	25.7%	74.3%
MGD supported schools	83	20.5%	79.5%
Non-supported schools	84	31.0%	69.0%
ORA schools	19	21.1%	78.9%

SHORT-TERM HUNGER

Table 14. Average perc. of ALL pupils reported to be hungry (everyday or sometimes) IN CLASS – MIDLINE

	% Hungry everyday				% Hungry sometimes				
	n*	Mean	Std. dev.	Lower CI	Upper CI	Mean	Std. dev.	Lower CI	Upper CI
Non-ORA schools	167	35.9%	32.0%	31.1%	40.9%	7.5%	8.5%	6.2%	8.8%
MGD supported schools	83	33.4%	32.7%	26.3%	40.6%	24.9%	30.2%	18.3%	31.5%
Non-supported schools	84	35.5%	31.3%	16.8%	47.1%	27.3%	27.7%	21.3%	33.3%

ORA schools	19	31.9%	31.5%	16.8%	47.1%	30.7%	34.9%	13.8%	47.5%
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* n = number of teacher reports

Table 15. Average perc. of FEMALE pupils reported to be HUNGRY (everyday or sometimes) IN CLASS – MIDLINE

	n*	% Hungry everyday			% Hungry sometimes				
		Mean	Std. dev.	Lower CI	Upper CI	Mean	Std. dev.	Lower CI	Upper CI
Non-ORA schools	167	35.1%	32.8%	30.1%	40.2%	27.4%	31.4%	22.6%	32.2%
MGD supported schools	83	32.1%	33.3%	24.8%	39.3%	26.2%	31.1%	19.4%	32.9%
Non-supported schools	84	38.2%	32.2%	31.2%	53.1%	28.6%	31.7%	21.7%	35.4%
ORA schools	19	36.6%	34.3%	20.0%	53.1%	32.9%	36.9%	15.1%	50.7%

* n = number of teacher reports

Table 16. Have you received any teacher training on nutrition and health in the last 12 months? – MIDLINE

	n*	Yes (%)	No (%)
Non-ORA schools	167	21.0%	79.0%
MGD supported schools	83	28.9%	71.1%
Non-supported schools	84	13.1%	86.9%
ORA schools	19	42.1%	57.9%

COVID IN SCHOOLS (All schools)

M301. In class, do you talk to children about the importance of good hygiene? MIDLINE

	n*	Yes often (%)	Yes sometimes (%)	No (%)
Non-ORA schools	167	90.4%	7.8%	1.8%
MGD supported schools	83	92.8%	6.0%	1.2%
Non-supported schools	84	88.1%	9.5%	2.4%
ORA schools	19	100.0%	0.0%	0.0%

M302. In class, do you talk to children about the importance of good nutrition? MIDLINE

	n*	Yes often (%)	Yes sometimes (%)	No (%)
Non-ORA schools	167	80.8%	13.2%	6.0%
MGD supported schools	83	86.7%	12.0%	1.2%
Non-supported schools	84	75.0%	14.3%	10.7%
ORA schools	19	84.2%	15.8%	0.0%

M303. In class, do you talk to students about topics related to gender, violence against women and/or the respect that must be had between men and women?: MIDLINE

	n*	Yes often (%)	Yes sometimes (%)	No (%)
Non-ORA schools	167	56.3%	34.1%	9.6%
MGD supported schools	83	49.4%	39.8%	10.8%

Non-supported schools	84	63.1%	28.6%	8.3%
ORA schools	19	63.2%	15.8%	21.1%

Annex 21. Data from the pupil survey

ACTUAL SAMPLE DISTRIBUTION SUMMARY

Table 1. Surveyed schools and students by department and school type: MIDLINE

	MGD Supported schools		Non-supported school		Total	
	#Schools	# Students	#Schools	# Students	#School	# Students
	Non-ORA schools,		Non-ORA schools, CompG1		Non-ORA schools	
BOUENZA	15	241	13	232	28	473
CUVETTE	5	98	5	100	10	198
LEKOU MOU	7	114	8	175	15	289
PLATEAUX	10	225	8	154	18	379
POOL	13	288	10	161	23	449
LIKOUALA	1	17	0	0	1	17
SUBTOTAL	51	983	44	822	95	1805
CaseG2 (ORA Schools)						
LIKOUALA	8	160	Total schools: 107 Total students: 2038			
SANGHA	4	73				
SUBTOTAL	12	233				

Table 1. Surveyed schools and students by department and school type: BASELINE

Dept.	MGD Supported schools		Non supported schools		Total		
	#Schools	#Students	#Schools	#Students	#Schools	#Students	%
CaseG1			CompG1		CaseG1+CompG1		
BOUENZA	13	208	13	208	26	416	23%
CUVETTE	5	77	5	80	10	157	9%
LEKOU MOU	9	144	9	144	18	288	16%
PLATEAUX	9	145	9	141	18	286	16%
POOL	14	233	14	230	28	463	25%
SUBTOTAL	50	807	50	803	100	1610	88%
CaseG2					CaseG2		
LIKOUALA	10	159			10	159	9%
SANGHA	4	60			4	60	3%
SUBTOTAL	14	219			14	219	12%
TOTAL	64	1026	50	803	114	1829	100%

Table 2. Surveyed students by department, school type and sex: MIDLINE

	MGD Supported schools			Non-supported school			Total		
	#Schools	# Male	# Female	#Schools	# Male	# Female	#Schools	# Male	# Female
	Non-ORA schools, CaseG1			Non-ORA schools, CompG1			Non-ORA schools		
BOUENZA	15	131	110	13	129	103	25	260	213
CUVETTE	5	54	44	5	50	50	10	104	94
LEKOU MOU	7	60	54	8	89	86	14	149	140
PLATEAUX	10	118	107	8	81	73	17	199	180
POOL	13	140	148	10	74	87	23	214	235
LIKOUALA	1	8	9	0	0	0	1	8	9
SUBTOTAL	51	511	472	44	423	399	89	934	871
CaseG2 (ORA Schools)						Total schools: 107			
LIKOUALA	8	77	83				Total male students: 1045 (51.3%)		
SANGHA	4	34	39				Total female students: 993 (48.7%)		
SUBTOTAL	12	111	122						

Table 2. Surveyed students by department, school type and sex: BASELINE

Dept.	MGD Supported schools			Non supported schools			Total		
	#Students	#Boys	#Girls	#Students	#Boys	#Girls	#Students	#Boys	#Girls
	CaseG1			CompG1			CaseG1+CompG1		
BOUENZA	208	112	96	208	106	102	416	218	198
CUVETTE	77	41	36	80	40	40	157	81	76
LEKOU MOU	144	75	69	144	76	68	288	151	137
PLATEAUX	145	73	72	141	73	68	286	146	140
POOL	233	114	119	230	116	114	463	230	233
SUBTOTAL	807	415	392	803	411	392	1610	826	784
% of Total students		51%	49%		51%	49%		51%	49%
	CaseG2						CaseG2		
LIKOUALA	159	80	79				159	80	79
SANGHA	60	29	31				60	29	31
SUBTOTAL	219	109	110				219	109	110
TOTAL	1026	524	502	803	411	392	1829	935	894
% of Total students		51%	49%		51%	49%		51%	49%

A total of 1829 school students surveyed, of which 1610 will be used for impact assessment through quasiexperimental design (casesample, CaseG1, 807 students from 50 schools; comparison sample, CompG1, 803 students from 50 schools). Balance by gender was achieved across all groups (51% boys, 49% girls)

STUDENT ABSENCES

Table 3. Perc. of students reporting absences within last four weeks: MIDLINE

Population group	N	Percent	Lower CI (95%)	UpperCI(95%)
Non-ORA schools (5 depts, G1)	1805	29.0%	26.0%	31.0%
MGD supported schools	983	25.6%	22.9%	28.4%
Non supported schools	822	32.0%	28.8%	35.2%
Boys	934	29.0%	26.1%	31.9%
Girls	871	28.0%	25.0%	31.0%
MGD supported school boys	511	25.6%	21.8%	29.4%
MGD supported school girls	472	25.6%	21.7%	29.6%
Non supported school boys	423	33.1%	28.6%	37.6%
Non supported school girls	399	30.8%	26.3%	35.4%
ORA schools (2 depts, G2)	233	32.0%	26.0%	32.0%
Boys	111	23.4%	15.4%	31.4%
Girls	122	39.3%	30.5%	48.1%

Table 3. Perc. of students reporting absences within last four weeks: BASELINE

Population group	n	Frequency	Lower CI (90%)	UpperCI(90%)
Non-ORA schools (5 depts, G1)	1610	43.0%	41.0%	45.0%
MGD supported schools	807	39.8%	36.9%	42.6%
Non supported schools	803	46.2%	43.3%	49.1%
Boys	826	42.3%	39.4%	45.1%
Girls	784	43.8%	40.8%	46.7%
MGD supported school boys	415	39.0%	35.1%	43.0%
MGD supported school girls	392	40.6%	36.5%	44.6%
Non supported school boys	411	45.5%	41.5%	49.5%
Non supported school girls	392	46.9%	42.8%	51.1%
ORA schools (2 depts, G2)	219	10.0%	6.7%	13.4%
Boys	109	13.8%	8.3%	19.2%
Girls	110	6.4%	2.5%	10.2%

Table 4. Average number of days missed by students within last four weeks: MIDLINE

Population group	n	Mean	Std. Dev	LowerCI(95%)	Upper CI (95%)
Non-ORAschools(5depts,G1)	515	3.33	3.02	3.60	
MGD supported schools	252	3.52	3.79	3.05	3.99
Non supported schools	263	3.11	2.82	2.76	3.45
Boys	271	3.17	2.59	2.86	3.48
Girls	244	3.47	4.00	2.96	3.97
MGD supported school boys	131	3.38	2.89	2.88	3.88
MGD supported school girls	121	3.67	4.57	2.85	4.49
Non supported school boys	140	2.96	2.25	2.59	3.34
Non supported school girls	123	3.27	3.36	2.67	3.87
ORA schools (2 depts, G2)	74	2.66	2.66	2.05	3.28
Boys	26	2.96	1.46	2.37	3.55
Girls	48	2.50	3.12	1.59	3.41

Table 4. Average number of days missed by students within last four weeks: BASELINE

Population group	n	Mean	Std. Dev	LowerCI(90%)	Upper CI (90%)
Non-ORAschools(5depts, G1)	1610	1.33	2.21		
MGD supported schools	807	1.26	2.25	1.13	1.39
Non supported schools	803	1.40	2.16	1.27	1.52
Boys	826	1.37	2.34	1.24	1.50
Girls	784	1.29	2.06	1.17	1.41
MGD supported school boys	415	1.39	2.51	1.19	1.59
MGD supported school girls	392	1.13	1.94	0.96	1.29
Non supported school boys	411	1.35	2.15	1.18	1.53
Non supported school girls	392	1.45	2.17	1.27	1.63
ORA schools (2 depts, G2)	219	0.28	0.99	0.17	0.39
Boys	109	0.36	1.12	0.18	0.54
Girls	110	0.21	0.85	0.08	0.34

Table 5. Average length of absence (in number of days): NO MIDLINE

Table 5. Average length of absence (in number of days) : BASELINE

Populationgroup	n	Mean	Std. Dev	Lower CI (90%)	Upper CI (90%)
Non-ORAschools(5depts, G1)	692	3.09	2.42	2.94	3.25
MGD supported schools	321	3.17	2.60	2.93	3.41
Non supported schools	371	3.03	2.26	2.84	3.22
Boys	349	3.24	2.61	3.01	3.47
Girls	343	2.94	2.20	2.75	3.14
MGD supported school boys	162	3.56	2.90	3.18	3.93
MGD supported school girls	159	2.97	2.17	2.49	3.06
Non supported school boys	187	2.77	2.30	2.70	3.25
Non supported school girls	184	3.09	2.22	2.82	3.36
ORAschools(2depts, G2)	22	2.82	1.65	2.21	3.42
Boys	15	2.60	1.84	1.76	3.44
Girls	7	3.29	1.11	2.47	4.10

The perc. of students reporting absences in non ORA schools (5 target depts.) is 39.8% in MGD supported schools and 46.2% in non MGD-supported schools. Absences are significantly more frequent in schools not receiving MGD support. However, average length of absence and average number of missed days within last month remain similar in both types of schools, the former being 3.1 days and the latter 1.3 days. No significant differences are observed depending on the sex of the student.

IMPORTANT: Absences in ORA schools are much less frequent according to student reports (10.0%, against 43.0%). For ORA school girls, only 6.4% report absence in the last month.

Table 6: Children who report missing less than 20% of school days in prior month: MIDLINE

	n	TOTAL	BOYS	GIRLS
Non-ORA schools	1763	91.7%	91.9%	92.4%
MGD supported schools	966	91.2%	90.7%	93.1%
Non-supported schools	797	91.6%	91.5%	91.7%
ORA schools	232	92.7%	92.8%	92.6%

Note: 18 MGD supported schools, 24 MGD Non-supported schools and one OR school have a don't response (a total of 42 don't response with missing data). Total number of schools days in the past month considered as 20. Less than 20 percent is considered as the cut-off.

Table 6: Children who report missing less than 20% of school days in prior month: BASELINE

	n	TOTAL	BOYS	GIRLS
Non-ORA schools	1590	91.5%	90.9%	92.1%
MGD supported schools	791	91.5%	89.1%	94.1%
Non-supported schools	799	91.5%	92.7%	90.2%
ORA schools	219	98.2%	97.2%	99.1%

Table 6. Reasons for absence: MIDLINE

Non-ORA schools (5 depts, G1)					
	Students	Boys	Girls	MGD supported schools	Non supported schools
n	515	271	244	252	263
1. Sickness	70.3%	98.60%	72.1%	71.4%	69.2%
2. Distance	1.7%	2.2%	1.2%	2.4%	1.1%
3. Work at home	2.3%	1.8%	2.9%	1.6%	3.0%
4. Country work	2.5%	2.2%	2.9%	2.4%	2.7%
5. No answer	6.0%	7.0%	4.9%	7.9%	4.2%
6. Other	17.1%	18.1%	16.0%	14.3%	19.8%
ORA schools (2 depts, G2)					
	Students	Boys	Girls		
n	74	26	48		
1. Sickness	17.6%	26.9%	12.5%		
2. Distance	6.8%	11.5%	4.2%		
3. Work at home	2.7%	3.8%	2.1%		
4. Country work	45.9%	30.8%	54.2%		
5. No answer	16.2%	7.7%	20.8%		
6. Other	10.8%	19.2%	6.3%		

Table 6. Reasons for absence: BASELINE

Non-ORA schools (5 depts, G1)					
	Students	Boys	Girls	MGD supported schools	Non supported schools
n	692	349	343	321	371
Sickness	59.0%	56.2%	61.8%	60.4%	57.7%
Distance	2.6%	3.2%	2.0%	3.7%	1.6%
Work at home	1.4%	1.4%	1.5%	1.2%	1.6%
Financial reasons	29.2%	30.4%	28.0%	26.8%	31.3%
Hunger	1.3%	2.0%	0.6%	1.6%	1.1%
Family moved out	3.0%	2.9%	3.2%	3.7%	2.4%
Work in the fields	0.6%	0.9%	0.3%	0.9%	0.3%
No response	2.0%	1.7%	2.3%	0.9%	3.0%
Other	0.9%	1.4%	0.3%	0.6%	1.1%
ORA schools (2 depts, G2)					
	Students	Boys	Girls		
n	22	15	7		
Sickness	54.5%	60.0%	42.9%		
Distance	9.1%	6.7%	14.3%		
Work at home	18.2%	26.7%	0.0%		
Financial reasons	4.5%	6.7%	0.0%		
Hunger	4.5%	0.0%	14.3%		
Family moved out	4.5%	0.0%	14.3%		
Work in the fields	4.5%	0.0%	14.3%		
No response	0.0%	0.0%	0.0%		
Other	0.0%	0.0%	0.0%		

Table 7. Absences due to sickness. Symptoms and sicknesses as reported by students. Non ORA schools: MIDLINE

	Non ORA schools				
	All students	Boys	Girls	MGD supported schools	Non supported schools
n	362	184	178	181	181
1. Fever	88.4%	88.6%	88.2%	85.1%	91.7%
2. Vomiting	58.3%	60.9%	55.6%	54.7%	61.9%
3. Fatigue/weakness	59.7%	57.6%	61.8%	49.7%	69.6%
4. Stomach ache	52.2%	56.5%	47.8%	48.6%	55.8%
5. Headache	71.0%	70.7%	71.3%	65.2%	76.8%
6. Body pain	39.2%	44.6%	33.7%	34.3%	44.2%
7. Diarrheal reactions	31.2%	37.0%	25.3%	27.1%	35.4%
8. Cold (rhume)	38.1%	42.9%	33.1%	32.0%	44.2%
9. Cold (froid)	57.2%	63.0%	51.1%	53.6%	60.8%
10. Other (Autres à préciser)	3.6%	3.3%	3.9%	2.8%	4.4%

*To be interpreted carefully, as self-reported by students

Table 7. Absences due to sickness. Symptoms and sicknesses as reported by students. Non ORA schools: BASELINE

	Non ORA schools				
	All students	Boys	Girls	MGD supported schools	Non supported schools
n	408	196	212	194	214
Weakness/sleepyness	2.7%	2.6%	2.8%	0.5%	4.7%
Diarrheal reactions	1.5%	2.0%	0.9%	1.5%	1.4%
Vomiting	8.8%	11.7%	6.1%	12.4%	5.6%
Fever	36.0%	30.6%	41.0%	35.1%	36.9%
Stomach ache	27.5%	27.0%	27.8%	25.8%	29.0%
Head ache	37.0%	38.3%	35.8%	32.5%	41.1%
Body pain	3.9%	4.1%	3.8%	3.6%	4.2%
Cold (coughing)	3.7%	1.0%	6.1%	5.7%	1.9%
Cold (Low temperature)	1.7%	1.0%	2.4%	1.0%	2.3%
Malaria*	35.8%	38.3%	33.5%	36.1%	35.5%
Other	7.6%	6.6%	8.5%	8.2%	7.0%

*To be interpreted carefully, as self-reported by students

Table 7bis. Absences due to sickness. Symptoms and sicknesses as reported by students. ORA schools: MIDLINE

	ORA schools		
	All students	Boys	Girls
n*	13	7	6
1. Fever	30.8%	28.6%	33.3%
2. Vomiting	30.8%	14.3%	50.0%
3. Fatigue/weakness	30.8%	0%	66.7%
4. Stomach ache	61.5%	57.1%	66.7%
5. Headache	53.8%	57.1%	50.0%
6. Body pain	7.7%	0%	16.7%
7. Diarrheal reactions	0%	0%	0%
8. Cold (rhume)	7.7%	0%	16.7%
9. Cold (froid)	7.7%	0%	16.7%
10. Other (Autres Ã prÃ©cise)	0%	0%	0%

*Results presented in this table to be interpreted carefully, as n is small

Table 7bis. Absences due to sickness. Symptoms and sicknesses as reported by students. ORA schools: BASELINE

	ORA schools		
	All students	Boys	Girls
n*	12	9	3
Weakness/sleepyness	0%	0%	0%
Diarrheal reactions	0%	0%	0%
Vomiting	8%	11%	0%
Fever	17%	22%	0%
Stomach ache	58%	56%	67%
Head ache	25%	22%	33%
Body pain	17%	22%	0%
Cold (coughing)	0%	0%	0%
Cold (Low temperature)	0%	0%	0%
Malaria*	8%	0%	33%
Other	8%	0%	33%

*Results presented in this table to be interpreted carefully, as n is small

SHORT TERM HUNGER

Table 8. Food before school. Do you usually eat before school? MIDLINE

	ORA Schools			Non ORA schools				
	All students	Boys	Girls	All students	Boys	Girls	MGD supported schools	Non supported schools
n	233	111	122	1805	934	871	983	822
Everyday	27.5%	42.3%	13.9%	25.0%	28.2%	21.6%	27.7%	21.8%
Sometimes/Rarely	41.2%	25.2%	55.7%	15.7%	14.9%	16.5%	16.6%	14.5%
Never	31.3%	32.4%	30.3%	59.3%	57.0%	61.9%	55.6%	63.7%

Table 8. Food before school. Do you usually eat before school? : BASELINE

	ORA Schools			Non ORA schools				
	All students	Boys	Girls	All students	Boys	Girls	MGD supported schools	Non supported schools
n	219	109	110	1610	826	784	807	803
Everyday	51.1%	57.8%	44.5%	29.5%	29.3%	29.7%	29.9%	29.1%
Sometimes	23.3%	19.3%	27.3%	15.4%	16.9%	13.8%	14.5%	16.3%
Rarely	8.7%	0.9%	16.4%	4.9%	5.3%	4.5%	5.6%	4.2%
Never	16.9%	22.0%	11.8%	50.2%	48.4%	52.0%	50.1%	50.3%

Eating before school in ORA schools follows a different frequency pattern from that of non-ORA schools. In the former 51.1% of children report to eat everyday before school. This percentage is only 29.5% in non-ORA schools, where one in 2 children report to never eat before school. Within non-ORA schools, response patterns don't differ by sex or by type of school (receiving MGD support or not). However, in ORA schools, patterns do differ by sex. ORA school boys more often reported extreme responses: 57.8% of boys reported to eat everyday before school (against 44.5% of girls) and 22.0% of boys reported to never eat before school (against 11.8% of girls). Nevertheless, if responses are aggregated in two categories (Everyday+sometimes and Rarely+never) differences by sex are not as significant: 77.1% of boys report to eat everyday or sometimes before school (against 71.8% of girls) and 22.9% of boys report to eat rarely or never before school (against 28.2% of girls). While the given sample size does not prove the latter differences by sex to be significant, a larger sample could prove significance true.

Table 9. Seasonality. Perc. of students reporting that before school eating frequency changes depending on the season: MIDLINE

	ORA Schools			Non ORA schools				
	All students	Boys	Girls	All students	Boys	Girls	MGD supported schools	Non supported schools
n	160	75	85	734	402	332	436	298
%	1.3%	0.9%	0.8%	5.5%	6.9%	4.0%	5.4%	5.6%

Table 9. Seasonality. Perc. of students reporting that before school eating frequency changes depending on the season: BASELINE

	ORA Schools			Non ORA schools				
	All students	Boys	Girls	All students	Boys	Girls	MGD supported schools	Non supported schools
n	70	22	48	325	184	141	160	165
%	30.0%	31.8%	29.2%	23.4%	26.1%	19.9%	21.9%	24.8%

Table 10. Food before school. Seasonality: MIDLINE

Seasonality	ORA students	Non-ORA students		
		Non-ORA all	MGD supported schools	Non supported schools
n	2	99	53	46
Big raining season	100.0%	93.9%	90.6%	97.8%
Small dry season	0.0%	81.8%	73.6%	91.3%
Small raining season	50.0%	84.8%	75.5%	95.7%
Big dry season	0.0%	75.8%	64.2%	89.1%

Table 10. Food before school. Seasonality: BASELINE

	ORA students	Non-ORA students
n	21	76
Big raining season	71.4%	67.1%
Small dry season	0.0%	28.9%
Small raining season	19.0%	13.2%
Big dry season	19.0%	14.5%

Table 11. Bringing food to school. Perc. of students reporting that they bring food to school: MIDLINE

	ORA Schools			Non ORA schools				
	All students	Boys	Girls	All students	Boys	Girls	MGD supported schools	Non supported schools
n	233	111	122	1805	934	871	983	822
%	5.2%	8.1%	2.5%	24.8%	25.8%	23.7%	21.3%	29.0%

Table 11. Bringing food to school. Perc. of students reporting that they bring food to school: BASELINE

	ORA Schools			Non ORA schools				
	All students	Boys	Girls	All students	Boys	Girls	MGD supported schools	Non supported schools
n	219	109	110	1610	826	784	807	803
%	5.0%	9.2%	0.9%	32.2%	31.2%	33.3%	30.6%	33.9%

As it was the case in many of the questions analysed above, reports on bringing food to school are significantly different between ORA and non-ORA schools (only 5.0% of ORA students reporting to bring food to school against 32.2% of non-ORA students). Also, significant differences are observed for boys and girls, but again, restricted to those in ORA schools (9.2% of ORA school boys reporting to bring food to school against only 0.9% of ORA school girls).

Table 12. School meals. Do you receive school meals?: MIDLINE

	ORA Schools			Non ORA schools				
	All students	Boys	Girls	All students	Boys	Girls	MGD supported schools	Non supported schools
n	233	111	122	1805	934	871	983	822
Yes %	33.5%	35.1%	32.0%	59.6%	60.1%	59.0%	95.2%	16.9%

Table 12. School meals. Do you receive school meals?: BASELINE

	ORA Schools		Non ORA schools		
	All students	All students	MGD supported schools	Non supported schools	
n	219	1610	807	803	
Yes	80.8%	52.2%	63.2%	41.2%	
No	19.2%	47.8%	36.8%	58.8%	

Table 13. Food after school. How many meals do you eat after school?: MIDLINE

	ORA Schools			Non ORA schools				
	All students	Boys	Girls	All students	Boys	Girls	MGD supported schools	Non supported schools
n	233	111	122	1805	934	871	983	822
None	0.0%	0.0%	0.0%	1.6%	1.5%	1.6%	0.3%	3.0%
One meal	54.5%	55.0%	54.1%	57.8%	57.6%	58.1%	60.8%	54.3%
Two meals	45.5%	45.0%	45.9%	40.5%	40.7%	40.3%	38.7%	42.7%
Snacks only	0.0%	0.0%	0.0%	0.1%	0.2%	0.0%	0.2%	0.0%

Table 13. Food after school. How many meals do you eat after school? : BASELINE

	ORA Schools			Non ORA schools				
	All students	Boys	Girls	All students	Boys	Girls	MGD supported schools	Non supported schools
n	219	109	110	1610	826	784	807	803
None	77.2%	75.2%	79.1%	24.6%	25.2%	24.0%	28.9%	20.3%
One meal	22.4%	24.8%	20.0%	49.3%	49.3%	49.4%	48.1%	50.6%
Two meals	0.5%	0.0%	0.9%	26.0%	25.3%	26.7%	22.9%	29.0%
Snacks only	0.0%	0.0%	0.0%	0.1%	0.2%	0.0%	0.1%	0.1%

Results in table 13 are incoherent with those of table 14, extracted from the analysis of consumed food groups (database shared by INS on June 1st).

DIETARY DIVERSITY

Table 14. Perc. of students who report not to eat anything by meal / eating time: MIDLINE

	ORA Schools			Non ORA schools				
	All students	Boys	Girls	All students	Boys	Girls	MGD supported schools	Non supported schools
n	233	111	122	1805	934	871	983	822
Before school meal	31.3%	32.4%	30.3%	59.3%	57.0%	61.9%	55.6%	63.7%
Atschool meal/snack (brought by student)	5.2%	8.1%	2.5%	75.2%	74.2%	76.3%	78.7%	71.0%
Atschool meal (school meal only)	33.5%	35.1%	32.0%	59.6%	60.1%	59.0%	4.8%	83.1%
After school meal	66.5%	64.9%	68.0%	40.4%	39.9%	41.0%	6.6%	95.2%

Table 14. Perc. of students who report not to eat anything by meal / eating time: BASELINE

	ORA Schools			Non ORA schools				
	All students	Boys	Girls	All students	Boys	Girls	MGD supported schools	Non supported schools
n	219	109	110	1610	826	784	807	803
Before school meal	2.7%	2.8%	2.7%	10.2%	10.4%	9.9%	8.9%	11.5%
Atschool meal/snack (brought by student)	5.9%	0.0%	11.8%	31.0%	30.5%	31.5%	28.4%	33.6%
After school meal	0.5%	0.0%	0.9%	2.4%	2.4%	2.3%	1.9%	2.9%

Table 15. Dietary diversity by food meal / eating time, 0-7 scale (7 food groups): MIDLINE

Population group	n	Food before school		Food at school*		Food afterschool		School meal**	
		Mean	Std.Dev	Mean	Std. Dev	Mean	Std. Dev	Mean	Std. Dev
Non-ORA schools (G1)	1805	0.56	0.81	0.28	0.55	2.69	1.14	2.64	1.44
MGD supported schools	983	0.61	0.82	0.24	0.55	2.66	1.13	3.56	0.84
Non supported schools	8229	0.50	0.80	0.33	0.55	2.74	1.15	1.55	1.22
Boys	934	0.58	0.81	0.29	0.52	2.65	1.21	2.68	1.49
Girls	871	0.54	0.82	0.27	0.58	2.74	1.05	2.61	1.38
MGD supported school boys	511	0.61	0.82	0.23	0.49	2.68	1.25	3.60	0.92
MGD supported school girls	472	0.61	0.83	0.25	0.61	2.63	0.98	3.52	0.75
Non supported school boys	423	0.54	0.80	0.35	0.55	2.61	1.16	1.56	1.27
Non supported school girls	399	0.45	0.79	0.30	0.55	2.87	1.11	1.54	1.17
ORA schools (G2)	233	0.98	1.10	0.05	0.22	2.65	0.64	1.92	1.49
Boys	111	0.97	0.92	0.08	0.27	2.72	0.62	1.95	1.49
Girls	122	0.99	1.25	0.02	0.16	2.59	0.65	1.89	1.49

* It refers to food brought to school by students, not to school meal.

** Includes ate school meals plus food taken at school.

Table 15. Dietary diversity by food meal / eating time, 0-7 scale (7 food groups) : BASELINE

Population group	n	Food before school		Food at school*		Food afterschool	
		Mean	Std.Dev	Mean	Std. Dev	Mean	Std. Dev
Non-ORA schools (5 depts, G1)	1610	0.71	0.90	0.77	0.61	2.50	0.86
MGD supported schools	807	0.73	0.94	0.79	0.58	2.52	0.82
Non supported schools	803	0.68	0.86	0.76	0.63	2.48	0.90
Boys	826	0.72	0.91	0.77	0.59	2.45	0.83
Girls	784	0.69	0.88	0.78	0.62	2.55	0.88
MGD supported school boys	415	0.75	0.96	0.79	0.56	2.44	0.81
MGD supported school girls	392	0.71	0.91	0.80	0.60	2.61	0.82
Non supported school boys	411	0.70	0.87	0.75	0.63	2.47	0.85
Non supported school girls	392	0.66	0.85	0.76	0.64	2.48	0.94
ORA schools (2 depts, G2)	219	1.24	0.93	0.95	0.27	2.43	0.87
Boys	109	1.02	0.85	1.02	0.19	2.55	0.73
Girls	110	1.46	0.96	0.88	0.32	2.31	0.98

* It refers to food brought to school by students, not to school meal.

Table 15a. Dietary diversity by food meal / eating time, 0-7 scale (7 food groups) by Departments: MIDLINE

Population group	n	Food before school		Food at school*		Food afterschool		School meal**	
		Mean	Std.Dev	Mean	Std. Dev	Mean	Std. Dev	Mean	Std. Dev
	1805	0.56	0.81	0.28	0.55	2.69	1.14	2.64	1.44
Bouenza	473	0.82	0.83	0.37	0.68	2.01	1.15	2.53	1.40
Cuvette	198	0.84	0.95	0.17	0.40	2.67	1.27	2.41	1.55
Lekoumou	289	0.40	0.71	3.00	0.83	2.65	1.21	2.14	1.26
Plateaux	379	0.24	0.66	0.10	0.33	3.00	0.77	3.17	1.31
Pool	449	0.53	0.79	0.27	0.51	2.95	1.21	2.70	1.49
Likouala	177	1.12	1.11	0.02	0.17	2.74	0.59	1.32	1.14
Sangha	73	0.51	0.90	0.15	0.36	2.53	7.48	3.88	0.62

* It refers to food brought to school by students, not to school meal.

** Includes ate school meals plus food taken at school.

Table 16a. Overall dietary diversity*, 0-7 scale (7 food groups): MIDLINE

Populationgroup	n	Mean	Std. Dev	LowerCI(95%)	Upper CI (95%)
Non-ORAschools(5depts,G1)	1805	2.88	1.10	2.83	2.93
MGD supported schools	983	2.83	1.10	2.76	2.89
Non supported schools	822	2.87	1.09	2.87	3.02
Boys	934	2.83	1.16	2.76	2.91
Girls	871	2.93	0.71	2.86	2.94
MGD supported school boys	511	2.83	1.21	2.72	2.93
MGD supported school girls	472	2.82	0.97	2.74	2.91
Non supported school boys	423	2.84	1.10	2.73	2.94
Non supported school girls	399	3.06	1.08	2.95	3.16
ORA schools (2 depts, G2)	233	2.76	0.69	2.67	2.84
Boys	111	2.81	0.71	2.68	3.94
Girls	122	2.70	0.68	2.58	2.83

*Overall dietary diversity does not include school meal

Table 16b. Overall dietary diversity*, 0-7 scale (7 food groups): MIDLINE

Populationgroup	n	Mean	Std. Dev	LowerCI(95%)	Upper CI (95%)
Non-ORAschools(5depts,G1)	1805	3.45	0.95	3.41	3.50
MGD supported schools	893	3.72	0.75	3.67	3.76
Non supported schools	822	3.14	1.06	3.07	3.21
Boys	934	3.43	1.02	3.36	3.49
Girls	871	3.48	0.87	3.43	3.54
MGD supported school boys	511	3.73	0.83	3.66	3.81
MGD supported school girls	472	3.70	0.65	3.64	3.76
Non supported school boys	423	3.06	1.10	2.95	3.16
Non supported school girls	399	3.23	1.02	3.13	3.33
ORA schools (2 depts, G2)	233	3.21	0.81	3.10	3.31
Boys	111	3.29	0.78	3.14	3.71
Girls	122	3.13	0.83	3.39	3.49

*Overall dietary diversity includes school meal

Table 16. Overall dietary diversity*, 0-7 scale (7 food groups): BASELINE

Populationgroup	n	Mean	Std. Dev	LowerCI(90%)	Upper CI (90%)
Non-ORAschools(5depts,G1)	1610	2.94	0.91	2.90	2.97
MGD supported schools	807	2.87	0.89	2.82	2.93
Non supported schools	803	3.00	0.93	2.94	3.05
Boys	826	2.92	0.93	2.87	2.97
Girls	784	2.95	0.90	2.90	3.01
MGD supported school boys	415	2.84	0.89	2.76	2.91
MGD supported school girls	392	2.92	0.89	2.84	2.99
Non supported school boys	411	3.00	0.95	2.92	3.08
Non supported school girls	392	2.99	0.91	2.92	3.07
ORA schools (2 depts, G2)	219	2.85	0.89	2.75	2.95
Boys	109	2.97	0.76	2.85	3.09
Girls	110	2.73	0.99	2.57	2.88

*Overall dietary diversity does not include school meal

Table 17a. Overall food consumption by food group - not including school meal: MIDLINE

	ORA Schools			Non ORA schools								
	Total	Boys	Girls	MGD supported schools (CaseG1)			MGD non-supported schools (CompG1)			Total non-ORA schools		
				Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls
n	233	111	122	983	511	472	822	423	399	1805	934	871
A - Cereals and tubers	96.6%	96.4%	96.7%	95.2%	94.5%	96.0%	95.0%	93.6%	96.5%	95.1%	96.4%	96.7%
B - Peanuts and pulses	19.3%	31.5%	8.2%	28.8%	30.9%	26.5%	27.1%	23.6%	30.8%	28.0%	27.6%	28.5%
C - Green vegetables	61.6%	89.2%	90.2%	58.6%	57.5%	59.7%	65.2%	62.9%	67.7%	89.7%	60.0%	63.4%
D - Orange vegetables	5.2%	5.4%	4.9%	8.1%	10.0%	6.1%	9.6%	8.7%	10.5%	8.8%	9.4%	8.2%
E - Meat and fish	62.7%	55.0%	69.7%	82.9%	79.8%	86.2%	86.3%	83.7%	89.0%	84.4%	81.6%	87.5%
F - Eggs	0.9%	1.8%	0%	2.0%	2.7%	1.3%	1.6%	1.9%	1.3%	1.8%	2.4%	1.3%
G - Dairy products	1.3%	1.8%	0.8%	6.9%	7.2%	6.6%	8.5%	9.2%	9.8%	8.1%	8.1%	8.0%
Ate nothing	0.4%	0%	0.8%	0.3%	0.2%	0.4%	1.1%	0.9%	1.3%	0.7%	0.5%	0.8%

Table 17b. Overall food consumption by food group -including school meal: MIDLINE

	ORA Schools			Non ORA schools								
	Total	Boys	Girls	MGD supported schools (CaseG1)			MGD non-supported schools (CompG1)			Total non-ORA schools		
				Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls
n	233	111	122	983	511	472	822	423	399	1805	934	871
A - Cereals and tubers	98.7%	100.0%	97.5%	99.9%	99.8%	100.0%	95.3%	93.9%	96.7%	97.8%	100.0%	100.0%
B - Peanuts and pulses	45.1%	57.7%	33.6%	96.7%	96.9%	96.6%	41.5%	38.8%	44.4%	71.6%	70.6%	72.7%
C - Green vegetables	61.6%	89.2%	90.2%	58.6%	57.5%	59.7%	65.2%	62.9%	67.7%	89.7%	60.0%	63.4%
D - Orange vegetables	5.2%	5.4%	4.9%	8.1%	10.0%	6.1%	9.6%	8.7%	10.5%	8.8%	9.4%	8.2%
E - Meat and fish	79.8%	73.0%	86.1%	99.2%	99.6%	99.6%	91.4%	90.3%	92.5%	95.7%	95.2%	96.3%
F - Eggs	0.9%	1.8%	0%	2.0%	2.7%	1.3%	1.6%	1.9%	1.8%	1.8%	2.4%	1.3%
G - Dairy products	1.3%	1.8%	0.8%	6.9%	7.2%	6.6%	9.5%	9.2%	9.8%	8.1%	8.1%	8.0%
Ate nothing	0.4%	0%	0.8%	0.1%	0.2%	0.0%	1.2%	0.9%	1.5%	0.6%	0.5%	0.7%

Table 17. Overall food consumption by food group: BASELINE

	ORA Schools			Non ORA schools		
	All students	Boys	Girls	All students	Boys	Girls
n	219	109	110	1610	826	784
A - Cereals and tubers	100%	95%	97%	97%	98%	97%
B - Peanuts and pulses	58%	21%	39%	38%	39%	38%
C - Green vegetables	50%	65%	58%	56%	56%	56%
D - Orange vegetables	19%	19%	19%	11%	11%	11%
E - Meat and fish	70%	71%	70%	79%	77%	81%
F - Eggs	0%	0%	0%	1%	1%	1%
G - Dairy products	0%	2%	1%	11%	11%	12%

Table 18a. Number of food groups eaten per day: MIDLINE ONLY Not including school meal

Number of food groups eaten per 24 hours (%)	ORA Schools			Non-ORA schools					
	All students	Boys	Girls	MGD supported schools (CaseG1)			MGD non-supported schools (CompG1)		
				Total	Boys	Girls	Total	Boys	Girls
N	233	111	122	983	511	472	822	423	331
0	0.4%	0.0%	0.8%	0.3%	0.2%	0.4%	1.1%	0.9%	1.3%
1	1.3%	0.9%	1.6%	8.5%	11.2%	5.7%	6.7%	8.3%	5.0%
2	31.8%	32.4%	31.1%	30.7%	30.3%	31.1%	23.7%	26.5%	20.8%
3	56.2%	52.3%	59.8%	37.6%	34.4%	41.1%	43.2%	44.0%	42.4%
4	9.2%	13.5%	5.7%	17.0%	16.2%	17.8%	18.4%	14.2%	22.8%
5	0.9%	0.9%	0.8%	4.3%	5.1%	3.4%	5.1%	3.8%	6.5%
6	0%	0%	0%	0.3%	0.6%	0%	1.2%	1.7%	0.8%
7	0%	0%	0%	1.2%	2.0%	0.4%	0.6%	0.7%	0.5%
≥ 4	33.9%	14.4%	6.6%	22.8%	22.4%	19.8%	25.3%	22.1%	35.3%
Avg. # of food groups	2.76	2.81	2.70	2.83	2.83	2.82	2.94	2.84	3.07

Table 18b. Number of food groups eaten per day: MIDLINE ONLY School meal included

Number of food groups eaten per 24 hours (%)	ORA Schools			Non-ORA schools					
	All students	Boys	Girls	MGD supported schools (CaseG1)			MGD non-supported schools (CompG1)		
				Total	Boys	Girls	Total	Boys	Girls
N	233	111	122	983	511	472	822	423	399
0	0.4%	0.0%	0.8%	0.1%	0.2%	0.0%	1.1%	0.9%	1.3%
1	0.4%	0.9%	0.8%	0.1%	0.2%	0.0%	4.3%	5.9%	2.5%
2	15.9%	15.3%	16.4%	1.0%	1.0%	1.1%	18.4%	20.6%	16.0%
3	49.4%	45.0%	53.3%	37.6%	38.7%	36.4%	41.8%	41.6%	42.1%
4	29.2%	35.1%	23.8%	51.8%	48.9%	54.9%	27.1%	24.1%	30.3%
5	4.7%	4.5%	4.9%	7.8%	8.4%	7.2%	5.5%	4.5%	6.5%
6	0%	0%	0%	0.3%	0.6%	0%	1.2%	1.7%	0.8%
7	0%	0%	0%	1.2%	2.0%	0.4%	0.6%	0.7%	0.5%

≥ 4	33.9%	39.6%	28.7%	61.1%	59.9%	62.5%	34.4%	31.0%	38.1%			
Avg. # of food groups	3.21	3.29	3.13	3.72	3.73	3.70	3.14	3.06	3.23			

TABLES FOR MIDLINE ONLY

NUTRITIONAL TRAINING

Table 21. Nutritional training. Have you ever received training in nutrition and health at school?

	ORA Schools			Non ORA schools				
	All students	Boys	Girls	All students	Boys	Girls	MGD supported schools	Non supported schools
n	233	111	122	1805	934	871	983	822
Yes %	37.3%	18.0%	54.9%	63.4%	61.7%	65.2%	62.1%	65.0%

Table 22. Perc. of students who report types of topics covered in the training

	ORA Schools			Non ORA schools				
	All students	Boys	Girls	All students	Boys	Girls	MGD supported schools	Non supported schools
n	233	111	122	1805	934	871	983	822
Hygiene	36.5%	18.0%	53.3%	62.8%	61.3%	64.3%	61.1%	64.7%
Sanitation	30.0%	6.3%	51.6%	53.1%	52.5%	53.8%	52.7%	53.6%
Food diversification	26.6%	6.3%	51.6%	49.4%	48.5%	50.3%	47.5%	51.6%
Micronutrients	27.0%	3.6%	48.4%	20.5%	20.4%	20.6%	19.0%	27.0%

COVID IN SCHOOLS (MGD and ORA Schools)

Table 23. Percent of students who reported receiving food to take home during the school closure during COVID-19.

	ORA Schools			MGD supported schools		
	All students	Boys	Girls	All students	Boys	Girls
n	233	111	122	983	511	472
Yes	29.6%	27.0%	32.0%	58.6%	56.9%	60.4%
No	70.4%	43.0%	68.0%	34.1%	35.2%	32.8%
School has not closed during COVID-19	0.0%	0.0%	0.0%	5.4%	6.3%	4.4%

Table 24. If take home food was received during school closure during COVID-19, was it enough food to eat during the school closure?

	ORA Schools			MGD supported schools		
	All students	Boys	Girls	All students	Boys	Girls
n	69	30	39	576	291	285
Yes	75.4%	66.7%	82.1%	72.4%	69.1%	75.8%
No	24.6%	33.3%	17.9%	27.6%	30.9%	24.2%

Table 25. If take home food was received during school closure during COVID-19, If so, what kind of food did you receive?

	ORA Schools			MGD supported schools		
	All students	Boys	Girls	All students	Boys	Girls
n	69	30	39	576	291	285
A. Rice	98.6%	100.0%	97.4%	97.4%	96.6%	98.2%
B. Split peas	14.5%	16.7%	12.8%	39.2%	41.6%	36.8%
C. Olive oil	20.3%	20.0%	20.5%	62.5%	55.3%	69.8%
D. Can of sardines or fish	5.8%	5.1%	6.7%	83.9%	83.2%	84.6%
E. Salt	29.0%	6.7%	46.2%	21.9%	22.3%	21.4%
F. Beans	81.2%	83.3%	79.5%	26.0%	23.7%	28.4%
G. G. Others	1.4%	0.0%	2.6%	16.3%	15.5%	17.2%

Table 26. Percent of students who reported the normal opening of school canteen during Covid-19 pandemic (only among those who reported that school was not closed during the pandemic) .

	Percent
n	65
Yes, always	6.2%
Yes, a little	6.2%
No	87.7%

Note: Only 65 Students From MGD Supported Schools Reported That The School Was Not Closed During Covid-19.

Table 27. At school, does your teacher talk to you about the importance of good hygiene?

	ORA Schools			MGD supported schools		
	All students	Boys	Girls	All students	Boys	Girls
n	233	111	122	983	511	540
Yes, always	59.1%	87.4%	33.1%	63.0%	71.4%	53.8%
Yes, sometimes	27.6%	10.8%	43.0%	24.2%	21.3%	27.3%
No	12.5%	1.8%	22.3%	7.8%	3.7%	11.9%
I don't know	0.9%	0%	1.7%	3.3%	1.8%	4.9%
Missing information	0.4%	0%	0%	1.9%	1.8%	2.1%

Table 28. At school, does your teacher talk to you about the importance of good nutrition?

	ORA Schools			MGD supported schools		
	All students	Boys	Girls	All students	Boys	Girls
n	233	111	122	983	511	472
Yes, always	38.6%	87.4%	32.8%	41.9%	47.2%	36.2%
Yes, sometimes	35.2%	10.8%	42.6%	34.0%	32.5%	35.6%
No	25.3%	1.8%	22.1%	17.7%	15.9%	19.7%
I don't know	0.4%	0.0%	1.6%	4.5%	2.7%	6.4%
Missing response	0.4%	0.0%	0.8%	1.9%	1.8%	2.1%

Table 30. At school, does your teacher talk to you about the problems related to violence against women and the respect that must be had between men and women?

	ORA Schools			MGD supported schools		
	All students	Boys	Girls	All students	Boys	Girls
n	233	111	122	983	511	472
Yes, always	28.3%	42.3%	15.6%	35.0%	36.8%	33.1%
Yes, sometimes	33.5%	25.2%	41.0%	30.1%	30.7%	30.1%
No	35.2%	30.6%	39.3%	26.1%	26.2%	26.6%
I don't know	2.6%	1.8%	3.3%	6.8%	4.5%	9.5%
Missing response	0.4%	0.0%	0.8%	1.9%	1.8%	2.1%

Annex 22. Data from the school feeding committee survey

ACTUAL SAMPLE DISTRIBUTION SUMMARY

Table 1. Surveyed MGD supported schools: MIDLINE

Dept.	MGD Supported schools			
	#Schools	# SFC reps.*	#Male reps.	#Female reps.
Non-ORA schools, CaseG1				
BOUENZA	14	23	15	8
CUVETTE	5	8	5	3
LEKOUMOU	7	10	8	8
PLATEAUX	10	21	8	8
POOL	11	23	9	14
SUBTOTAL	47	85	45	40
% by sex			53.0%	47.0%
ORA schools, CaseG2				
LIKOUALA	0	0	0	0
SANGHA	4	7	3	4
SUBTOTAL	4	7	3	4
% by sex			42.8%	57.2%
TOTAL	51	92	48	44
% by sex			52.0%	48.0%

Reps. stands for representatives

Table 1. Surveyed MGD supported schools: BASELINE

Dept.	MGD Supported schools			
	#Schools	# SFC reps.*	#Male reps.	#Female reps.
Non-ORA schools, CaseG1				
BOUENZA	9	9	8	1
CUVETTE	4	4	3	1
LEKOUMOU	9	9	9	
PLATEAUX	8	8	8	
POOL	12	12	10	2
SUBTOTAL	42	42	38	4
% by sex			90.5%	9.5%
ORA schools, CaseG2				
LIKOUALA	10	10	6	4
SANGHA	3	3	2	1
SUBTOTAL	13	13	8	5

% by sex			61.5%	38.5%
TOTAL	55	55	46	9
% by sex			83.6%	16.4%

Reps. stands for representative

COMMITTEE'S COMPOSITION

Table 2. FSC size and female presence: MIDLINE

MGD Non-ORA schools (CaseG1)					
	n	Average	Std. Dev	Lower CI*	Upper CI
# parents in FSC	85	7.7	4.1	6.8	8.6
# parents in FSC females	85	3.6	4.1	2.7	4.4
% female parents	84	42.16%	26.9%	36.3%	47.9%
ORA schools (CaseG2)					
	N	Average	Std. Dev	Lower CI	Upper CI
# parents in FSC	7	3.7	1.8	2.1	5.4
# parents in FSC females	7	2.3	1.4	1.016	3.6
% female parents	7	61.91%	34.3%	30.22%	93.6%

* All confidence intervals (CI) in the present FSC data analysis are of level=95%

Table 2. FSC size and female presence: BASELINE

Non-ORA schools					
	n	Average	Std. Dev	Lower CI*	Upper CI
# parents in FSC	42	5.8	3.1	4.8	6.8
% female parents	42	27.3%	25.0%	19.5%	35.1%
ORA schools					
	n	Average	Std. Dev	Lower CI	Upper CI
# parents in FSC	13	4.1	2.4	2.6	5.5
% female parents	13	59.7%	32.1%	40.3%	79.1%

* All confidence intervals (CI) in the present FSC data analysis are of level=95%

Table 3. Female presence in lead positions: MIDLINE

	MGD Non-ORA schools (CaseG1)				ORA schools (CaseG2)			
	n	%	Lower CI	Upper CI	n	%	Lower CI	Upper CI
% female presidents	85	15.3%	7.5%	2.3%	7	42.9%	6.5%	92.3%
% female vice presidents	60	18.3%	8.3%	28.4%	3	0.0%	-	-
% female treasurer	55	56.4%	42.8%	69.9%	1	0.0%	-	-
% female vice treasurer	27	55.6%	35.2	75.6	0	0.0%	-	-
% female administrators	67	76.1%	65.6%	86.6%	7	85.7.0%	50.8.0%	100.0%

Table 3. Female presence in lead positions: BASELINE

	Non-ORA schools				ORA schools			
	n	%	Lower CI	Upper CI	n	%	Lower CI	Upper CI

% female presidents	42	2.4%	0.0%	7.0%	13	30.8%	5.7%	55.9%
% female vice presidents	38	23.7%	10.2%	37.2%	11	63.6%	35.2%	92.1%
% female treasurer	38	52.6%	36.8%	68.5%	9	77.8%	50.6%	100.0%
% female vice treasurer	27	22.2%	6.5%	37.9%	5	40.0%	0.0%	82.9%
% female administrators	36	16.7%	4.5%	28.8%	5	60.0%	17.1%	100.0%

SCHOOL INFRASTRUCTURE

Table 4. School infrastructure. Perc. of schools equipped with the following infrastructures: MIDLINE

	MGD Non-ORA schools (CaseG1)				ORA schools (CaseG2)			
	n	%	Lower CI	Upper CI	n	%	Lower CI	Upper CI
Kitchen	85	82.3%	74.1%	90.6	7	57.1%	7.8.0%	106.0%
Energy-saving stoves#	70	8.6%	1.9%	15.3%	4	0.0%	0.0%	0.0%
Food storage facility (reserve)	85	84.7%	76.9%	92.5%	7	71.4%	26.3%	116.6%

among those who reported having a kitchen.

Table 4. School infrastructure. Perc. of schools equipped with the following infrastructures: BASELINE

	Non-ORA schools				ORA schools			
	n	%	Lower CI	Upper CI	n	%	Lower CI	Upper CI
Kitchen	42	69.0%	55.1%	83.0	13	76.9%	54.0%	99.8%
Energy-saving stoves	29	0.0%	0.0%	0.0	10	0.0%	0.0%	0.0%
Food storage facility	42	76.2%	63.3%	89.1	13	69.2%	44.1%	94.3%

Table 5. Kitchen conditions

	Non-ORA schools				ORA schools			
	n	%	Lower CI	Upper CI	n	%	Lower CI	Upper CI
Good condition	70	40.0%	28.2%	51.8%	4	75.0%	-4.5%	155.0%
Lacking kitchen utensils	70	60.0%	48.2%	71.7%	4	0.0%	0.0%	0.0%
Clean cooking & eating	70	10.0%	2.8%	17.2%	4	100.0%	100.0%	100.0%
Leaking roofs	70	28.6%	17.7%	39.4%	4	0.0%	0.0%	0.0%
Flooded during rainy season	70	22.9%	12.8%	32.9%	4	50.0%	-41.9%	141.9%
Using rocks as stove	70	57.1%	45.3%	69.0%	4	50.0%	-41.87%	141.9%
Non observables	70	35.7%	24.2%	47.2%	4	0.0%	0.0%	0.0%

Table 5. Kitchen conditions: BASELINE

	Non-ORA schools				ORA schools			
	n	%	Lower CI	Upper CI	n	%	Lower CI	Upper CI
Good condition	29	37.9%	20.3%	55.6%	10	80.0%	55.2%	100.0%
Clean cooking & eating	29	20.7%	5.9%	35.4%	10	40.0%	9.6%	70.4%
Lacking kitchen utensils	29	65.5%	48.2%	82.8%	10	90.0%	71.4%	100.0%
Leaking roofs	29	41.4%	23.5%	59.3%	10	10.0%	0.0%	28.6%
Flooded during rainy season	29	10.3%	0.0%	21.4%	10	10.0%	0.0%	28.6%
Using rocks as stove	29	44.8%	26.7%	62.9%	10	100.0%	100.0%	100.0%

Table 6. Food storage facility conditions

	Non-ORA schools				ORA schools			
	n	%	Lower CI	Upper CI	n	%	Lower CI	Upper CI
Positive aspects								
Well cleaned	72	87.5%	79.7%	95.3%	5	100.0%	100.0	100.0
Floor is dry	72	83.3%	74.5%	92.2%	5	100.0%	100.0	100.0
Pallets for food storage	72	62.0%	51.0%	73.9%	5	100.0%	100.0	100.0
Door is locked well	72	88.9%	81.4%	96.3%	5	100.0%	100.0	100.0
Security guard at night time	72	34.7%	23.5%	45.9%	5	100.0%	100.0	100.0
Foods are stored in order	72	83.3%	74.5%	92.2%	5	100.0%	100.0	100.0
Negative aspects								
Leaking roofs	72	6.9%	0.9%	13.0%	5	0.0%	-	-
Broken windows/doors	72	9.7%	2.7%	16.7%	5	0.0%	-	-
Damaged walls	72	2.8%	-1.1%	6.7%	5	0.0%	-	-
No walls	72	8.3%	1.8%	14.9%	5	0.0%	-	-
Food was stored off ground	72	38.9%	27.4%	50.4%	5	60.0%	-8.0%	128.0%
The reserve had a breakdown	72	22.2%	12.4%	32.1%	5	0.0%	-	-

Table 6. Food storage facility conditions: BASELINE

	Non-ORA schools				ORA schools			
	n	%	Lower CI	Upper CI	n	%	Lower CI	Upper CI
Positive aspects								
Well cleaned	32	81.3%	67.7%	94.8	9	100.0%	100.0%	100.0%
Floor is dry	32	71.9%	56.3%	87.5	9	88.9%	68.4%	100.0%
Pallets for food storage	32	21.9%	7.6%	36.2	9	0.0%	0.0%	0.0%
Door is locked well	32	62.5%	45.7%	79.3	9	88.9%	68.4%	100.0%
Security guard at night time	32	12.5%	1.0%	24.0	9	0.0%	0.0%	0.0%
Foods are stored in order	32	12.5%	1.0%	24.0	9	0.0%	0.0%	0.0%
Negative aspects								
Leaking roofs	32	3.1%	0.0%	9.2%	9	0.0%	0.0%	0.0%
Broken windows/doors	32	3.1%	0.0%	9.2%	9	0.0%	0.0%	0.0%
Damaged walls	32	9.4%	0.0%	19.5	9	0.0%	0.0%	0.0%
No walls	32	25.0%	10.0%	40.0	9	11.1%	0.0%	31.6%
Food was stored off ground	32	9.4%	0.0%	19.5	9	0.0%	0.0%	0.0%
Storeroom had ventilation	32	0.0%	0.0%	0.0%	9	0.0%	0.0%	0.0%

Note: Perc. of use of pallets for use of storage is low. Perc. of food stored off the ground is even lower. It could be interesting to clarify how food is stored (on shelves?) in future survey rounds.

MIDLINE ONLY
COVID IN SCHOOLS (MGD and ORA Schools)

Table 7. During the period of school closures due to COVID, did you continue to distribute food to children? MIDLINE

Did you distribute food to children?	MGD Non-ORA schools (CaseG1)		ORA schools (CaseG2)	
	n	%	n	%
Yes	36	42.9%	3	42.9%
No	43	51.2%	4	57.1%
The school did not close	5	6.0%	0	0.0%
Total	102	100.0%	7	100.0%

Table 10. Have you received improved fireplaces for meal preparation? MIDLINE

Received improved fireplaces	MGD Non-ORA schools (CaseG1)		ORA schools (CaseG2)	
	n	%	n	%
Yes, in sufficient quantity	18	21.4%	1	14.3%
Yes, but not enough	11	12.9%	2	28.6%
No, nothing received	55	64.7%	4	57.1%
Total	84	100.0%	7	100.0%

Table 11. Are there enough utensils in the kitchen for meal preparation? MIDLINE

Enough utensils?	MGD Non-ORA schools (CaseG1)		ORA schools (CaseG2)	
	n	%	n	%
Yes, it's enough	25	29.8%	5	71.4%
Yes, but it's missing	36	42.9%	2	28.6%
No, it's missing a lot	23	27.4%	0	0.0%
Total	84	100.0%	7	100.0%

Table 12. Are there enough cutlery to make the children eat? MIDLINE

Enough cutlery for children?	MGD Non-ORA schools (CaseG1)		ORA schools (CaseG2)	
	n	%	n	%
Yes, it's enough	22	26.2%	5	71.4%
Yes, but it's missing	31	36.9%	2	28.6%
No, it's missing a lot	31	36.9%	0	0.0%
Total	84	100.0%	7	100.0%

Annex 23. Concordance table between EQ and paragraph numbers

This table provides a direct link between the evaluation questions and the answers in the report. Paragraph number has been associated with each evaluation question. This relation between evaluation question and answers should not be narrowed down to this table as evaluation questions are interlinked. In this sense, the report has to be read as a whole, rather than through a binary question-answer lens.

Evaluation question	Paragraph numbers
Relevance	
EQ. 1	105-109
EQ. 2	110-112
EQ. 3	200-207
EQ. 4	196
Effectiveness	
EQ. 5	113-195 (information throughout the section)
EQ. 6a	113-195 (information throughout the section)
EQ. 6b	115-120/124-128/129/131-133
EQ. 6c	160, 225
EQ. 6d	138-141
EQ. 6e	142
EQ. 6f	146-154
EQ. 7	86, 134-136, 176
EQ. 8	120-121/ 149-150/160/164-165/168-169/184-187/191/194
Efficiency	
EQ. 9	196
EQ. 10	198, 105-109
EQ. 11	199
Impact	
EQ. 12	208-227 (information throughout the entire section)
EQ. 13	228
EQ. 14	208-227 (information throughout the entire section)
Sustainability	
EQ. 15	229-235
EQ. 16	229-231
EQ. 17	232-234
EQ. 18	230
General	
EQ. 19	250-252
EQ. 20	253

Annex 24. Synergy between USDA McGovern-Dole programme and PRAASED⁵ supported by the World Bank.

Component 1 of the PRAASED (“Providing Quality Education for All”) seeks to improve the quality of education with a strong focus on providing both teachers and students with an appropriate teaching and learning. This component comprises five subcomponents as follows:

- Subcomponent 1.1 “Curriculum revision and implementation” supports the revision of all primary and lower secondary school curricula with a focus on French, mathematics and science. This subcomponent is in line with MGD 1.1.3: Improved literacy instructional materials.
- Subcomponent 1.2. “Provision of learning material” supports the procurement of textbooks and didactic materials. This subcomponent is in line with MGD 1.1.2.: Better access to school supplies & materials.
- Subcomponent 1.3. “Improved Assessment” supports activities to improve national examinations and tests and to better measure learning outcomes. This subcomponent is in line with the Early Grade Reading Assessment (EGRA) implemented to document the literacy MGD indicator.
- Subcomponent 1.4. “Expand use of remediation in schools and classrooms” supports remediation activities for teachers and students; and
- Subcomponent 1.5. “Improvement to School Environments” finances the construction and rehabilitation of schools. This subcomponent is in line with MGD 1.3.3: Improved school infrastructure.

Most activities under Component 1 have not started since a large portion of this component (especially with regard to learning materials and school construction and rehabilitation) was to be fully financed by the Government.

Component 2 of the PRAASED (“Improving Scope, Quality and Management of Human Resources”) comprises two subcomponents as follows:

- Subcomponent 2.1 “Personnel recruitment, deployment, remuneration, advancement and exit” which supports, inter alia, the creation of a digital personnel database to help uniquely identify personnel, and the development of a standard system for teacher recruitment; and
- Subcomponent 2.2 “Training and Professional Development” supports the training of key education personnel with a priority focus on teachers and other school-level actors. This subcomponent is in line with MGD 1.14.: Improved skills and knowledge of teachers and MGD 1.1.5.: Increased skills and knowledge of administrators.

This component was downgraded to “Moderately Unsatisfactory” for the same reason as above.

The Government (through its official request submitted to the Bank on March 6, 2019) and the Bank agreed on restructuring the Project by recalibrating the scope of the Project and target values and focusing on project activities that can still have an impact on the quality of learning and teaching, as well as improving the efficiency and sustainability of the education system. Thus, the restructuring would allow for further focus on activities related to curriculum revision, teacher professional development and management, provision of learning materials, learning assessment and remediation in schools and classrooms, as well as activities to

⁵ Projet d'appui à l'amélioration du système éducatif.

strengthen the capacities of institutions in planning and management and monitoring and evaluation (M&E). It was also agreed with the Government that the DEP (Direction des Études et de la Planification) at MEPPSA (Ministry of Primary, Secondary and Literacy Education, Youth and Civil Education) will adjust its sectoral plan to revise its activities and budget considering this restructuring.

Annex 25. Various concepts of dietary diversity in Congo

During secondary data collection and informal interviews, the ET team realised that there is a high need to harmonise the approach to improved nutrition outcomes as envisaged in the conceptual framework (Result Framework 2)

The following observations have been made in this context:

Dietary Diversity

Working on improved dietary intake would need clear key messages which will be used for these activities. In this context, the documents reviewed by the ET show a lack of coherence. The Republic of Congo has used for a long time 4 food groups, which are shown in the box below:

Food Groups and Main Nutrients

<p>Group I. Energy foods (carbohydrates):</p> <p>Roots, tubers, starch (yams, cassava, potato, plantain, taro, ...),</p> <p>Cereals (rice, corn, millet, sorghum, pasta, bread, wheat semolina, ...)</p>	<p>Group II. Body building nutrients (protein):</p> <p>-Animal origin (meat, fish, eggs, milk and milk products, poultry, insects, ...)</p> <p>- plant origin (beans, lentils, peas, groundnuts, soy bean, squash seeds, sesame ...)</p>
<p>Group III. Complementary energy foods (fats):</p> <p>Oils and fats (groundnut oil, palm oil, margarine, butter, palm kernel nut sauce, ...)</p> <p>protein (avocado, safou, peanut, soy, squash, sesame...)</p>	<p>Group IV. Protective foods (vitamins and minerals):</p> <p>-Vegetables (tomatoes, aubergines, spinach, amaranth, « saka-saka », « matembélé », carrots, ...)</p> <p>-Fruits (pineapple, mango, papaya, oranges, tangerines, bananas, wild fruits like malombos, tondolos, ...)</p>

UNICEF has used 4 food groups as well in the booklet on key messages for community education. However, these food groups are very different – see image below:



This counselling card was prepared for children under 2 years of age and has therefore at the centre the continuation of breastfeeding. Looking at the 4 food groups it is evident, that there is a tremendous difference which is explained as well in the key messages under the picture.

1. The group of the most commonly eaten basic foods like grains, roots and tubers are used the same way
2. In the group of fruits and vegetables, there is a distinction between those rich in Vitamin A (on top) and other fruits and vegetables
3. The protein foods are grouped as well in (a) meat and fish, (b) eggs and (c) milk and milk products
4. There is one group on legumes which includes of groundnuts and sesame seeds, which are of course as well rich in plant-based oils. Fats and oils are not specifically mentioned

The Ministry of Health provided another list of 8 food groups – see table below

	Food group	Main nutrients
01	Cassava (Chikwangue)/Foufou, Rice, Bread or donuts, other cereals (pasta, etc.), other roots or tubers (sweet potatoes, Irish potatoes, Yams) and plantains, sugar, honey and other sweets	Carbohydrates
02	Beans, peas, lentils Haricot, Pois, lentils, cowpeas, squash, soy bean, groundnut (paste), sesame and other legumes, amaranth	Rich in protein (mix of protein and lipids)
03	Légumes (Amaranths, cassava leaves, endives, spinach, sorrel, aubergines, zucchini...)	Minerals (iron, ...)

04	Orange fleshed vegetables (squash, carrots, orange fleshed sweet potatoes), orange fruits (papaya, mango, oranges), wild fruits, other fresh fruits	Vitamin A, other vitamins
05	Meat including bush meat, poultry, snails, shrimps, fish (fresh, salted, smoked), edible insects, giblets etc.	Protein and heme iron
06	Eggs	Protein, minerals and vitamins
07	Milk, cheese, yogurt and other milk products	Protein, calcium
08	Oil/Butter/Margarine	Lipids

Except the 8th food group (oil, butter, margarine), the 7 remaining food groups are completely identical with the ones used in the dietary diversity score for small children, which has been proposed by the World Health organisation – see list below.

(1) Grains, roots, and tubers	(5) Eggs
(2) Legumes and nuts	(6) Vitamin-A rich fruits and vegetables
(3) Dairy products	(7) Other fruits and vegetables
(4) Flesh foods	

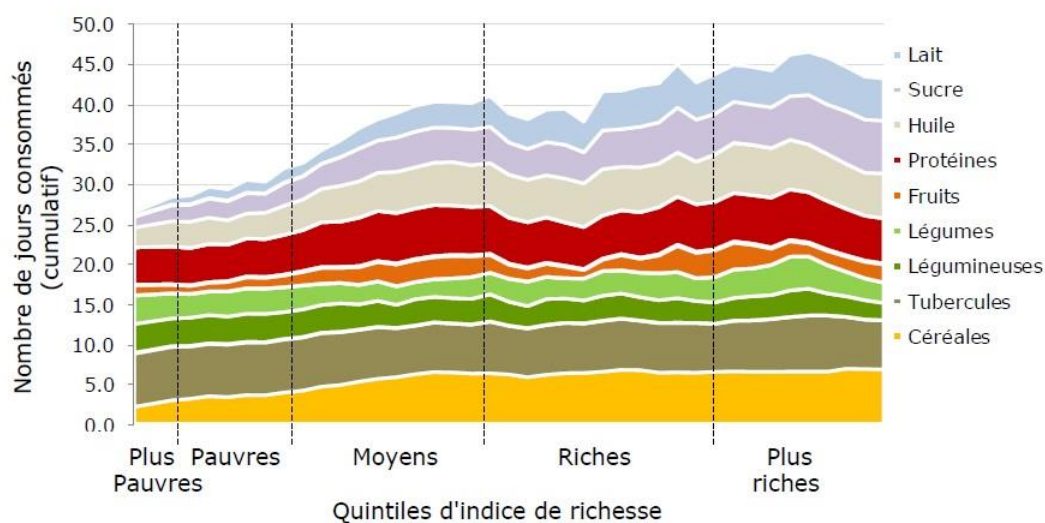
The total number of food groups consumed is summed. The population level indicator is calculated based on the following formula:

$$\text{Children 6-23 months of age who received foods from } \geq 4 \text{ food groups during the previous day} / \text{Total number of children 6-23 months of age surveyed}$$

The ET decided to use the above mentioned 7 food groups to indicate dietary diversity among the school age children. They are close to the 8 food groups but are more in line with international recommendations.

WFP used in its CFSVA altogether 9 different food groups, including oil and even sugar. In addition, WFP did not make a distinction between Vitamin A rich fruits and vegetables.

Figure 22: Consommation Alimentaire par Quintiles de Richesse



Nutrition education should include education on WASH

WASH and nutrition education are treated as two different activities. However, looking at the UNICEF conceptual framework of malnutrition, it is clear that improved nutrition outcomes will only be possible if both activities are put into place. The fact that UNICEF will do nutrition training for 800 people as planned in the PMP and will do WASH training only for 290 people in the first year of implementation shows that WASH and nutrition education are not perfectly synchronised. UNICEF has worked out key messages for infant and young child feeding and they have included both in the document. (Livret de messages clés – Le paquet des Counseling Communautaire pour l’Alimentation du Nourrisson et du Jeune Enfant (ANJE)).

Annex 26. Comprehensive description of all programme indicators

This annex summarises all the achievements of the McGovern-Dole outputs and outcomes from the Programme Monitoring Plan (PMP). For ease, the baseline figures and yearly targets presented in this section are also presented in Annex 17 and 18. This annex also provides comments from WFP that were added in the final PMP for better understanding. Data is from the final version of the PMP provided by WFP CO (planned objectives) and from WFP’s semi-annual reports to USDA (actual objectives).⁶ The latest semi-annual report available at the time of the report writing is April to September 2020, the second half of year 3. Custom indicators 9, 10 and 11 have been added in the latest version of the PMP, however they have not yet been reported in the semi-annual reports to USDA. Each indicator is presented below according to their appropriate Result Framework.

- **Note:** Year 1 objectives are not included because of the late reception on food and late start to the programme, one year later than planned.
- **Note:** The numbering of the standard indicators given in latest handbook on Food Assistance Indicators and Definitions (2019) have changed since the baseline. For consistency, this report has kept the former numbering of indicators.
- **Note:** The PMP refers to US federal government fiscal years (October 1 to September 30) which are like the school years in Congo.

RF1: Improved Literacy of School-age Children

Standard Ind. # 1 Number of pupils regularly (80%) attending USDA supported classrooms/schools										
	Baseline	Year 1 (2017-18)		Year 2 (2018-19)		Year 3 (2019-20)		Year 4	Year 5	Life of project
		Planned	Actual	Planned	Actual	Planned	Actual	Planned	Planned	
Total	55,496	43,000	0	55,496	-	59,381	-	63,537	67,985	103,030
Female	27,748	21,500		27,748		29,690		31,769	33,993	51,515
Male	27,748	21,500		27,748		29,690		31,769	33,993	51,515

The data for this indicator is not provided in the semi-annual reports to USDA so it was provided by the CO. The data is based on calendar year, not school year. For 2019, WFP estimates that 107,245 pupils attended USDA supported schools (51,478 girls and 55,767 boys), increasing to 126,114 pupils in 2020 (59,273 girls and 66,840 boys).⁷ These numbers do not align with the number of pupils receiving school meals [Error! Reference source not found.138,679 in 2019 and 91,941 in 2020⁸].

Also, USDA’s indicator handbook notes that attendance should be measured over the years and should not reflect a single point in time. However, this data is not available in Congo. Even if school attendance books were available in a sufficient number of schools, it was not possible for INS enumerators to extract appropriate attendance data.

At baseline, the ET had planned to triangulate data with the education statistical yearbook that should have been carried out in 2019. However, the education statistical yearbook has not yet been done hence no official data exists regarding this indicator.

Standard Ind. # 2 Number of textbooks and other teaching and learning materials provided as a result of USDA assistance										
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⁶ The ET used the most up to date PMP Excel file provided by WFP CO. However, the planned indicators reported in the semi-annual report have not been updated since the baseline in 2018.

⁷ Information received per mail from the M&E unit on July 1.

⁸ Figures from the ACRs, hence expressed in calendar years.

	Baseline	Year 1		Year 2		Year 3		Year 4	Year 5	Life of project
		Planned	Actual	Planned	Actual	Planned	Actual	Planned	Planned	
Total	0	50,000	0	12,342	12,342	7,300	-	7,300	7,300	84,242

Standard Ind. # 3
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		Year 4	Year 5	Life of project
		Planned	Actual	Planned	Actual	Planned	Actual	Planned	Planned	
Total	10	520	-	343	-	443	0	542	0	0

Standard Ind. # 4
Number of school administrators and officials trained or certified as a result of USDA assistance

	Baseline	Year 1		Year 2		Year 3		Year 4	Year 5	Life of project
		Planned	Actual	Planned	Actual	Planned	Actual	Planned	Planned	
Total	0	800	276	153	153	124	164	124	123	800

Standard Ind. # 3 and Standard Ind. # 4 are related. Standard Ind. # 4 is the output indicator, and Standard Ind. # 3 is the outcome indicator, measuring the increase skills and knowledge of school administrators, will support the improved quality of literacy instruction by fostering an environment that promotes quality teaching and that is conducive to student learning. According to the comment given in the final version of the PMP, St. Ind. # 3, and hence St. Ind. # 4, are related to the activities agreed upon in the MoUs signed each year between WFP and UNICEF.

Furthermore, figures between both indicators do not match. Planned numbers should represent a percentage of the figures of Standard Ind. # 4.⁹ It seems those figures have no relation. Standard Ind. # 3 has not been reported by WFP in the semi-annual report provided to USDA regardless the fact that USDA has asked for explanation after the semi-annual report of October 2019 to March 2020.

As expressed by the ET during the baseline, it would be important to be specific on the type of training provided (school management, wash sensitisation, school canteen management, literacy pedagogy, etc.). This would allow to better see how this indicator contributes to the Result Framework and to the SOs.

Standard ind. # 5
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		Year 4	Year 5	Life of project
		Planned	Actual	Planned	Actual	Planned	Actual	Planned	Planned	
Total	0	120	-	210	-	0	-	0	0	210

Standard ind. # 6
Number of teachers/educators/teaching assistants trained or certified as a result of USDA assistance

	Baseline	Year 1		Year 2		Year 3		Year 4	Year 5	Life of project
		Planned	Actual	Planned	Actual	Planned	Actual	Planned	Planned	

⁹ In the baseline report, the ET suggested a 65 percent of administrators demonstrating the use of new techniques in year one, reaching 85 percent in year five.

Total	0	160	254	263	163	0	0	0	0	517
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Standard Ind. # 5 and Standard Ind. # 6 are related. The former is the outcome indicator, and the latter, the output indicator. The rationale is the same as for #3 and #4 above: support the improved quality of literacy instruction by fostering an environment that promotes quality teaching and that is conducive to student learning.

According to the comment given in the final version of the PMP, St. Ind. # 5, and hence St. Ind. # 6, are related to the activities agreed upon in the MoU signed between WFP and UNESCO. As the agreement was only for one year, no expected output (St. Ind. # 6) is expected since 2018.

As expressed by the ET during the baseline, it would be important to be specific on the type of training provided (school management, wash sensitisation, school canteen management, literacy pedagogy, etc.). This would allow to better see how this indicator contributes to the Result Framework and to the SOs.

Standard ind. # 7										
Number of educational facilities (i.e. school buildings, classrooms, and latrines) rehabilitated/constructed as a result of USDA assistance										
	Baseline	Year 1		Year 2		Year 3		Year 4	Year 5	Life of project
		Planned	Actual	Planned	Actual	Planned	Actual	Planned	Planned	
Total	0	18	25	49	20	29	2	7	7	92

According to the results given in the effectiveness sub-section above, this indicator relates mainly to the construction or rehabilitation of latrines. The figures above from the semi-annual reports, do not match the data from ACTED and UNICEF reports to WFP. As per Section 3.2, ACTED and UNICEF combined to construct latrines in 30 schools during the first three years. The indicator could be presented in a more explicit manner in order for the reader to have a clear visualisation of the progress made.

Further, aside from counting the construction of facilities it makes sense to investigate the current need (creating the inventory with facilities for each school) and identifying the gaps. Gaps can be identified by calculating the need according to the SPHERE standards.

Standard ind. # 8										
Number of pupils enrolled in school receiving USDA assistance										
	Baseline	Year 1		Year 2		Year 3		Year 4	Year 5	Life of project
		Planned	Actual	Planned	Actual	Planned	Actual	Planned	Planned	
Total	53,750	53,750	0	60,161	73,584*	64,372	84,132*	68,878	68,879	112,619
Female	26,875	26,875	-	30,081	-	32,186	-	34,439	34,440	56,310
Male	26,875	26,875	-	30,081	-	32,186	-	34,439	34,440	56,310

* Highest figure between semi-annual reports related to the fiscal year have been used.

The figures in the PMP do not match with the figures in the ACR 2018 and 2019. This is most likely to be because the PMP and the ACRs use different years (calendar year versus US fiscal year). WFP does not provide disaggregated data in the PMP.

Standard ind. # 9										
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		Year 4	Year 5	Life of project
		Planned	Actual	Planned	Actual	Planned	Actual	Planned	Planned	
Total	0	362	137	362	230	362	0	362	362	362

According to interviews with WFP and implementing partners, at least one member of the PTA is trained at the beginning of each school year together with the directors, the deputy director and a cook. However, according to the PMP, it seems that not all PTAs have been trained on a yearly basis.

Standard ind. # 11 Value of new public and private sector investments leveraged as a result of USDA assistance										
	Baseline	Year 1		Year 2		Year 3		Year 4	Year 5	Life of project
		Planned	Actual	Planned	Actual	Planned	Actual	Planned	Planned	
Total	0	0	0	\$ 2,050,406	0	0	\$ 444,375	0	0	\$ 2,050,406

Initially, the US\$2,050,406 planned value included the amount for canned fish given by the Japanese Government (\$2 million for 2018-19 based on 54,000 students) and 48 MT of salt provided by the RoC government (US\$50,406). However, the actual amount of investment contributed by both these partners are not provided by the CO in the latest version of the PMP. The actual value of US\$444,375 in Year 3 is funds received from the government of Canada for the Share the Meal campaign, a cash-based school meal programme in five pilot schools in the Pool department.

Standard ind. # 12 Number of educational policies, regulations and/or administrative procedures in each of the following stages of development as a result of USDA assistance: National School Feeding Policy National Strategy on the Revision of the Education Sector Stage 1: Analysed Stage 2: Drafted and presented for public/stakeholder consultation Stage 3: Presented for legislation/decreed Stage 4: Passed/Approved Stage 5: Passed for which implementation has begun										
	Baseline	Year 1		Year 2		Year 3		Year 4	Year 5	Life of project
		Planned	Actual	Planned	Actual	Planned	Actual	Planned	Planned	
Total	0	NSFP Stage 5 (completed)	-	NSRES Stage 0 (discussed)	-	NSRES Stage 1 (analysed)	-	NSRES Stage 2 (presented for stakeholder consultation)	NSRES Stage 3 (presented for legislation)	2

In December 2019, the government signed the decree approving the NSFP (Stage 5 of the indicator). The development of the National Strategy for the Revision of the Education Sector (NSRES) was added after the baseline. However, evaluation interviews indicate that WFP has not been involved in this work.

Standard ind. # 15 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		Year 4	Year 5	Life of project
		Planned	Actual	Planned	Actual	Planned	Actual	Planned	Planned	
Total	0	9,675,000	0	10,828,980	8,133,994	11,587,009	18,962,974	12,398,099	13,265,966	48,080,054

Standard Indicator # 15 is calculated using the average monthly number of children benefitting from school meals, multiplied by the number of school days over the reporting period. It therefore results in a theoretical number which may not reflect the reality. For example, it does not consider days where meals may not have been served because the school director is absent (example seen in the field by the ET), or because no more food is in stock or because the cooks are not available.

The ET suggests that this number should come directly from the canteen registers that are filled on a daily basis by the school feeding committee or by the school director.

Standard ind. # 16 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		Year 4	Year 5	Life of project
		Planned	Actual	Planned	Actual	Planned	Actual	Planned	Planned	

Total	0	53,750	0	60,161	73,584	64,372	84,058	68,878	73,700	112,619
Female	0	26,875	-	30,081	-	32,186	-	34,439	36,850	56,310
Male	0	26,875	-	30,081	-	32,186	-	34,439	36,850	56,312
New	0	53,750	-	60,161	-	12,874	-	13,776	14,740	101,551
Continuing	0	0	-	0	-	51,498	-	55,103	58,960	73,700

Disaggregated data by sex as well a data on new and continuing pupils have not been provided by WFP in the semi-annual report sent to USDA.

Standard ind. # 17										
Number of social assistance beneficiaries participating in productive safety nets as a result of USDA assistance										
	Baseline	Year 1		Year 2		Year 3		Year 4	Year 5	Life of project
		Planned	Actual	Planned	Actual	Planned	Actual	Planned	Planned	
Total	0	53,750	0	60,161	73,584	64,372	84,058	68,878	73,700	112,619
Female	0	26,875	-	30,081	-	32,186	-	34,439	36,850	56,310
Male	0	26,875	-	30,081	-	32,186	-	34,439	36,850	56,312
New	0	53,750	-	60,161	-	12,874	-	13,776	14,740	101,551
Continuing	0	0	-	0	-	51,498	-	55,103	58,960	73,700

Due to the nature of the programme, the ET understands that this standard indicator is the same as the previous indicator. The ET suggested in the baseline report to therefore remove this indicator as it does not bring any new information.

Standard ind. # 26										
Percent of pupils who, by the end of two grades of primary schooling, demonstrate that they can read and understand the meaning of grade level text										
	Baseline	Year 1		Year 2		Year 3		Year 4	Year 5	Life of project
		Planned	Actual	Planned	Actual	Planned	Actual	Planned	Planned	
Total	9.9%	50.0%	-	11.2%	-	12.4%	-	13.7%	14.9%	14.9%
Female	9.9%	50.0%	-	11.2%	-	12.4%	-	13.7%	14.9%	14.9%
Male	9.9%	50.0%	-	11.2%	-	12.4%	-	13.7%	14.9%	14.9%

The literacy test requested by the ET was carried out at baseline (2018) and mid-term (2021) and will be repeated at endline (2022). There is currently no mechanism in Congo that enables a systematic yearly assessment of student's performance in literacy at the end of two grades of primary schooling, so it is not possible to provide annual figures as indicated in the table above. Further, the planned percentage for Year 1 (50 %) is inconsistent with the baseline, and the figures for each progressive year. Also, the planned figures for girls and boys are the same in the PMP throughout the life of project, despite clear gender difference being present at baseline: total was 9.9 percent; girls 4.2 percent; boys 5.7 percent. At mid-term (Year 4), the total is 11,7 percent with 9,7 percent for girls and 10,7 percent for boys.

Apart from the incoherence for Year 1, planned results have been revised to better align with the effective 9.9 percent result at baseline, however, it is unclear how the planned annual increase factor was calculated.

Standard ind. # 27										
Number of individuals benefiting directly from USDA-funded interventions										

	Baseline	Year 1		Year 2		Year 3		Year 4	Year 5	Life of project
		Planned	Actual	Planned	Actual	Planned	Actual	Planned	Planned	
Total	0	56,261	0	67,688	73,584	75,526	84,058	76,512	81,333	148,061
Female	0	27,879	-	32,315	-	37,083	-	37,928	39,903	64,650
Male	0	28,382	-	33,432	-	38,069	-	38,210	41,430	68,286
New	0	56,261	-	65,747	-	24,028	-	21,410	22,373	189,819
Continuing	0	0	-	56,261	-	80,289	-	101,699	124,072	146,445

As pointed out in the baseline, this is an aggregate indicator which should consider St. Ind. # 4, 6, 17, 18 and 20, as pupils are not the only beneficiaries of a McGovern-Dole programme. However, it seems that WFP has not taken this into account in the semi-annual reports and that this indicator was been used to give the number of pupils who receive school meals as St. Ind. # 16.

Standard ind. # 28 Number of individuals benefiting indirectly from USDA-funded interventions										
	Baseline	Year 1		Year 2		Year 3		Year 4	Year 5	Life of project
		Planned	Actual	Planned	Actual	Planned	Actual	Planned	Planned	
Total	0	268,750	0	192,515	367,920	205,991	420,290	220,411	235,839	363,467

WFP considers indirect beneficiaries as the family of each pupil receiving school meals, estimated to be an average of five members in Congo. The figures presented as yearly targets therefore align with the number of school children benefiting from school meals multiplied by five. However, as specified during the baseline, this calculation presumes that each family has only one child receiving a school meal, which is not accurate. For this reason, when WFP revised the PMP in 2019, they decided to multiply the number of those receiving school feeding times four¹⁰. However, when consulting the semi-annual PMPs, the figure given is still the number of pupils receiving meals time five. WFP should reconsider this indicator.

Custom ind. # 2 Number of PTAs, community members or farmers organisation trained or sensitised about the importance of education										
	Baseline	Year 1		Year 2		Year 3		Year 4	Year 5	Life of project
		Planned	Actual	Planned	Actual	Planned	Actual	Planned	Planned	
Total	0	960	0	960	4210	960	2816	960	960	4 800

According to the final PMP, this indicator is supposed to reflect St. Ind. # 9. However, the figures given in the semi-annual PMPs do not match with the St. Ind. # 9 which is the number of PTAs supported as a result of USDA assistance. At the beginning of each school year, one member of the PTA is trained on school canteen management together with the school director, the deputy school director and one cook (four people per school). The latest email sent to the CO on this matter was on July 4.

Custom ind. # 3 Percent of transfers made to the school inspectors as a % of planned										
	Baseline	Year 1		Year 2		Year 3		Year 4	Year 5	Life of project
		Planned	Actual	Planned	Actual	Planned	Actual	Planned	Planned	
Total	60,0%	100%	0%	100%	61%	100%	23%	100%	100%	100%

¹⁰ Comment given in the final PMP from October 2019

The transfers referred to in the indicator consist of giving petrol to inspectors for field travel. In Year 2, it is explained in the semi-annual report that only 61 percent of transfers were given as this corresponds to the number of inspectors that provided the reports. In Year 3, according to the CO, the poor result is because schools were closed so inspectors did not report as much.

The money provided to the inspectors is for them to be able to put petrol in their motorbike to visit schools and collect data on school canteens. However, if this payment is given to them only after the work is done, this means that they need to advance payment for transportation. The ET does not recommend working this way with inspectors, especially in low-income areas. Although providing the money in advance may enable inspectors to benefit without eventually doing the work, it would also prevent inspectors from borrowing money for travelling or preventing them from travel. The ET recommends compensating inspectors in advance and trust them as any other state official.

Custom ind. # 4 Number of textbooks and other teaching and learning revised materials (based on revised curriculum) provided to teacher's schools as a result of USDA assistance										
	Baseline	Year 1		Year 2		Year 3		Year 4	Year 5	Life of project
		Planned	Actual	Planned	Actual	Planned	Actual	Planned	Planned	
Total	0	1 038	0	0	-	0	-	1 038	0	2 076

This indicator has been removed from the latest version of the PMP in 2019.

Custom ind. # 5 Percentage of pupil who indicate they are attentive or very attentive during class/instruction										
	Baseline	Year 1		Year 2		Year 3		Year 4	Year 5	Life of project
		Planned	Actual	Planned	Actual	Planned	Actual	Planned	Planned	
Total	73.80%	0%	-	76%	-	78%	-	80%	82%	82%
Female	77%	0%	-	79%	-	81%	-	83%	85%	85%
Male	70.60%	0%	-	73%	-	75%	-	77%	79%	79%

This indicator has been adapted according to the baseline, with a target of a 2 percent increase per year. However, WFP indicated to the ET that they are not able to collect this data through programme monitoring. The ET therefore collects this data as part of the evaluation (see Section 3.2). The ET collected data on the attentiveness through asking teachers rather than pupils; in the ET's experience, it is unlikely that children will admit to a lack of concentration in class. To collect attentiveness rates the ET concluded that it is more efficient to collect inattentiveness rate. Hence attentiveness rate can be calculated by subtracting the inattentiveness rate from 100.

Custom ind. # 6 Number of government staff trained as a result of USDA assistance										
	Baseline	Year 1		Year 2		Year 3		Year 4	Year 5	Life of project
		Planned	Actual	Planned	Actual	Planned	Actual	Planned	Planned	
Total	0	300	276	416	338	124	1203	124	123	1,317
Female	0	120	-	166	-	50	-	50	49	527
Male	0	180	-	250	-	74	-	74	74	790

During the PMP revision in 2019, it was suggested to the CO to remove this indicator as it was supposed to be an aggregate indicator for St. Ind. # 4 and 6 (number of school administrators and teachers trained). However, this indicator has been kept in the semi-annual reports to reflect St. Ind. # 20 (number of individuals trained in safe food preparation and storage as a result of USDA assistance). See comment on the St. Ind. # 20 below.

RF2: Increased Use of Health and Dietary Practices

Standard ind. # 18 Number of individuals trained in child health and nutrition as a result of USDA assistance							
	Baseline	Year 1	Year 2	Year 3	Year 4	Year 5	

		Planned	Actual	Planned	Actual	Planned	Actual	Planned	Planned	Life of project
Total	0	591	0	4,210	0	7,730	60	4,210	4,210	20,360
Female	0	236	0	1,684	0	3,092	0	1,684	1,684	8,144
Male	0	355	0	2,526	0	4,638	0	2,526	2,526	12,216

Standard indicator #18 still requires more clarification, as requested in the baseline report. The data is not being completed by the CO and gender disaggregated data are largely missing. It is therefore not possible to evaluate the progress on this indicator.

There is also a need to investigate the approach taken by the implementing partners. UNICEF has taken the lead in training on child health and nutrition and in their semi-annual reports they have sub-contracted a local NGO in charge of radio communication. In this context, radio programs have been developed by UNICEF and broadcasting started in October 2019.

The actual number of 60 in Year 3, refers to the 60 people UNICEF trained - 4 journalists and 56 community relays - to disseminate global messages on education necessity, nutrition, and hygiene. Two programs were broadcast 3 times a week for 3 weeks in Moyoundzi, Loudima, Kayes and Madingou districts. There is no information on how many people listened to the broadcasts.

In addition, UNESCO started training teachers in food and nutrition security and hygiene. The number of trainees does not appear in the semi-annual excel sheets but need to be entered there. Likewise, UNICEF implemented a ToT that resulted in 36 people trained (24 men and 12 women) in Food and nutrition security and hygiene. The table above therefore does not yet account for all ToT activities (UNESCO and UNICEF) nor for all health sensitization activities from ACTED. UNICEF also confirmed they reduced their target from 440 to 290 PTA members in Year 2. In the same year ACTED trained 796 households (average 5 persons /household) during 9 trainings on the use of their hygiene kits. UNICEF trained 230 members of PTAs, totalling 4,210 for year 2.

In Year 3, ACTED added 704 households, making their total of two years, 1500 households. UNICEF will train an additional 4,210 individuals as they will also sensitise the households rather than schools. For Year 4 and Year 5, UNICEF will target at least the same number of individuals. The ET could not establish why these figures are not included in the PMP.

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		Year 4	Year 5	Life of project
		Planned	Actual	Planned	Actual	Planned	Actual	Planned	Planned	
Total	0	384	-	3,368	-	9,552	-	12,920	16,288	16,288

This indicator does not appear in the semi-annual report send by WFP to USDA. Looking into the semi-annual reports, the data were not changed according to the baseline recommendation. The Excel sheets provided by the CO do not show any achievements. Knowing that children should be the final beneficiaries of improved health and nutrition practices, the numbers should be much higher (as indicated in the baseline report). In any case, the standard indicator does not indicate who should demonstrate the new child health and nutrition practice and what this means in detail. How the results of MGD interventions can contribute to the standard indicator #19 is difficult to say, as there is no difference between the supported and non-supported schools (see effectiveness section).

Standard ind. # 20 Number of individuals trained in safe food preparation and storage as a result of USDA assistance										
	Baseline	Year 1		Year 2		Year 3		Year 4	Year 5	Life of project
		Planned	Actual	Planned	Actual	Planned	Actual	Planned	Planned	
Total	0	960	0	2,901	338	3,300	1,203	3,300	3,300	5,376
Female	0	384	0	1,756	93*	1,756	344*	1,756	1,320	3,226
Male	0	576	0	1,170	245*	1,170	859*	1,170	1,980	2,150

* Those disaggregated figures do not appear in the semi-annual PMPs. They have been provided by email on request of the ET.

According to the PMP revision in 2019, this indicator is about a direct training with supervisors (at the department level), inspectors (at district level), school directors and their alternate, and PTA members. Cascade training occurs with other PTA and community members (assuming there are 5 additional people trained through this cascade training). The ET is waiting for further explanation on the data provided. The latest email on the matter was sent on July 4.

Standard ind. # 21 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		Year 4	Year 5	Life of project
		Planned	Actual	Planned	Actual	Planned	Actual	Planned	Planned	
Total	0	624	-	1,886	-	2,422	-	2,958	3,494	3,494

As per St. Ind. # 19, this indicator does not appear in the semi-annual report send by WFP to USDA. Unfortunately, the semi-annual Excel sheets do not provide any information as to whether these planned figures have been reached. Also, the safety of food preparation can only be judged through participant observation. This may need to be done during the final evaluation process so that data can be collected for this indicator.

Standard ind. # 22 Number of schools using an improved water source ¹¹										
	Baseline	Year 1		Year 2		Year 3		Year 4	Year 5	Life of project
		Planned	Actual	Planned	Actual	Planned	Actual	Planned	Planned	
Total	110	115	5	124	9	135	10	142	149	149

The baseline figure was provided as an estimate from the baseline data. The ET recommended preparation of an inventory of all schools under the McGovern-Dole programme, which provided information on the state of infrastructure and identifying construction or rehabilitation need.

Standard ind. # 23 Number of schools with improved sanitation facilities										
	Baseline	Year 1		Year 2		Year 3		Year 4	Year 5	Life of project
		Planned	Actual	Planned	Actual	Planned	Actual	Planned	Planned	
Total	113	119	25	170	20	197	42	204	211	211

UNICEF and ACTED have been active in the constructing and rehabilitating latrines. Whilst ACTED took decisions based on a complete inventory of schools, UNICEF decided in collaboration with the Ministry, which school should be supported. A complete inventory of schools is needed as it is more important to know the number and condition of latrines in each school to identify the need.

Standard ind. # 24 Number of pupils receiving deworming medication(s)										
	Baseline	Year 1		Year 2		Year 3		Year 4	Year 5	Life of project
		Planned	Actual	Planned	Actual	Planned	Actual	Planned	Planned	
Total	0	53,750	0	60,161	-	64,372	-	68,878	73,700	113,583

Deworming is done on a yearly basis by the World Health Organisation in all schools in the country including ORA schools. However, this indicator is not confirmed by WFP in the semi-annual PMPs.

Standard ind. # 25 Number of educational policies, regulations and/or administrative procedures in each of the following stages of development as a result of USDA assistance: National Food Security and Nutrition Policy Stage 1: Analysed Stage 2: Drafted and presented for public/stakeholder consultation										
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¹¹ Improved drinking water sources include piped water into dwelling or yard, public tap or standpipe, tube-well or borehole, protected dug well, protected spring and rainwater. Unimproved water sources are bottled water, surface water, tanker-truck, cart with tank/drum, unprotected dug well, and unprotected spring.

Stage 3: Presented for legislation/decreed Stage 4: Passed/Approved Stage 5: Passed for which implementation has begun										
	Baseline	Year 1		Year 2		Year 3		Year 4	Year 5	Life of project
		Planned	Actual	Planned	Actual	Planned	Actual	Planned	Planned	
Total	0	1	-	1	-	1	-	1	1	1

This indicator has been removed from the semi-annual PMPs. An email has been sent to WFP CO on the matter on July 4 requesting data. As has been already stated in the baseline report, this indicator refers to the National Food Security and Nutrition Policy that has been drafted by the WHO and UNICEF as a result of the second International Conference on Nutrition (ICN2) and financed by FAO. The validation process is already under way. The ET recommends this indicator be removed since there is no work planned under the McGovern-Dole programme related to the NSFP development.

Custom ind. # 1 Number of PTAs, community members; farmers organisation trained or sensitised about the importance of Health and Hygiene Practices										
	Baseline	Year 1		Year 2		Year 3		Year 4	Year 5	Life of project
		Planned	Actual	Planned	Actual	Planned	Actual	Planned	Planned	
Total	0	0	0	4,210	4,210	3,882	2,816	387	387	4800

In the updated version of the PMP, this indicator should reflect St. Ind. #18. However, instead, it provides the same figures as for Cust. Ind. #2. The ET has not been able to establish where this figure comes from. The latest email sent to the CO on this matter was on July 4.

In trying to understand the planned versus actual figures, the following needs to be summarized. In Year 2, UNICEF stated that they reached 3,980 people during the mass awareness session. In addition, 390 PTA members were trained by UNICEF. ACTED also did community sensitisation in Year 2, reaching 319 women and 477 men – altogether 796 people. From January 2019 – January 2020 they reached out to 192 men, 99 women and 777 children. This is the first time that children are specifically mentioned as beneficiaries of this type of intervention and fortunately, ACTED provides gender disaggregated data. ACTED has also trained WASH committees in all communities receiving improved WASH facilities.

To estimate the number of beneficiaries reached through radio programmes, however, is rather difficult. ACTED mentioned in their reports, that some communities cannot be reached due to broadcasting limitations and other do not possess functional radios to receive this mass media messages.

In summary, the figures provided in the table are not convincing. It would be helpful to have a breakdown of the planned and actual beneficiaries, including the regional distribution and the mode of training applied. In addition, it is important to have gender disaggregated data.

Custom ind. # 8 Number of fuel-efficient stoves provided and rehabilitated										
	Baseline	Year 1		Year 2		Year 3		Year 4	Year 5	Life of project
		Planned	Actual	Planned	Actual	Planned	Actual	Planned	Planned	
Total	0	60	0	105	105	0	75	0	0	120

Custom ind. # 9 (added after the baseline) Percentage of female in school feeding committees having a lead position										
	Baseline	Year 1		Year 2		Year 3		Year 4	Year 5	Life of project
		Planned	Actual	Planned	Actual	Planned	Actual	Planned	Planned	
% female presidents	2.4%	0.0	-	2.5%	-	2.6%	20.0	2.8%	2.9%	2.9%
% female vice-presidents	23.7%	0.0	-	24.9%	-	27.4%	16.1	30.1%	33.1%	33.1%

% female treasurer	52.6%	0.0	-	55.2%	-	60.8%	56.6	66.8%	73.5%	73.5%
% female vice-treasurer	22.2%	0.0	-	23.3%	-	25.6%	53.8	28.2%	31.0%	31.0%
% female administrators	16.7%	0.0	-	17.5%	-	19.3%	75.8	21.2%	23.3%	23.3%

This indicator was added to the PMP during its revision in 2019. However, it does not appear in the semi-annual PMPs.

Custom ind. # 7 Percentage of school days missed due to illness (target < 3%)										
	Baseline	Year 1		Year 2		Year 3		Year 4	Year 5	Life of project
		Planned	Actual	Planned	Actual	Planned	Actual	Planned	Planned	
Total	4.0%	TBD	0	4.0%	-	3.5%	-	3.0%	2.5%	2.5%

This indicator has been revised to reflect the baseline findings. However, it has not been collected by the CO. As has been demonstrated above, the percentage of children missing school days has considerably reduced from baseline to midline and the average duration slightly increased.

ET ind. # 3 Percentage of children always/sometimes/rarely/never having had breakfast before coming to school										
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The results of the midline survey in terms of nutrition behaviour are not encouraging at all. As can be seen from the table below, the situation of school children has deteriorated in all groups and the percentage of children reaching school on an empty stomach is very high. The situation of students in ORA schools is surprisingly better, perhaps because they need to walk a distance before reaching school. The message about the importance of having breakfast before going to school is either not part of nutrition education or has not been transferred to the respective parents.

MIDLINE	ORA Schools			Non-ORA schools				
	All students	Boys	Girls	All students	Boys	Girls	MGD supported schools	Non supported schools
n	233	111	122	1805	934	871	1116	689
Everyday	27.5%	42.3%	13.9%	25.0%	28.2%	21.6%	27.8%	20.5%
Sometimes/Rarely	41.2%	25.2%	55.7%	15.7%	14.9%	16.5%	15.7%	15.7%
Never	31.3%	32.4%	30.3%	59.3%	57.0%	61.9%	56.5%	63.9%
BASELINE								
n	219	109	110	1590	816	774	791	799
Everyday	51.1%	57.8%	44.5%	29.4%	29.4%	29.5%	29.7%	29.2%
Sometimes/ rarely	32.0%	20.2%	43.7%	20.5%	22.6%	18.3%	20.5%	20.6%
Never	16.9%	22.0%	11.8%	50.1%	48.0%	52.2%	49.8%	50.3%

The situation does not look better, if one looks at the number of children bringing food to school. Whilst there seems to be no difference in the ORA schools, the situation in McGovern-Dole supported non-ORA schools deteriorated since baseline. In the non-supported schools, it is common (67%) for children to take food to school since there is no school meal provided.

- Percentage of children bringing food to school

	ORA Schools			Non-ORA schools				
	All students	Boys	Girls	All students	Boys	Girls	MGD supported schools	Non supported schools
MIDLINE								
n	233	111	122	1805	934	871	1116	689
%	5.2%	8.1%	2.5%	24.8%	25.8%	23.7%	19.9%	67.3%

BASELINE								
n	219	109	110	1610	826	784	807	803
%	5.0%	9.2%	0.9%	32.2%	31.2%	33.3%	30.6%	33.9%

ET ind. # 4

Dietary diversity of school age children -

Adapted from the dietary diversity score of small children, the ET decided to use 7 food groups to measure dietary diversity. It is internationally accepted, that if children reach 4 out of 7 food groups, they enjoy most likely an adequate diet as there is a high probability that they enjoy animal source foods as well as fruits and vegetables.

ET ind. # 5

Percentage of children washing hands after going to the toilet

ET ind. # 6

Percentage of children washing hands before and after eating

Due to a problem in the process of communicating the questionnaire design with INS, the questions on hand washing (ET #5 and 6) dropped from the mid-term survey questionnaire. This unfortunate omission will be corrected in the endline survey

ET ind. # 7

Percentage of children absent from school within the last four weeks and why

- Percentage of absences from school and average duration of absence (Baseline and Midline)

	Midline				Baseline			
	absence		Average duration		absence		Average duration	
Population group	N	percent	N	mean	N	percent	N	mean
Non-ORA schools (5 depts, G1)	1805	29%	598	3,31	1610	43.0%	692	3,07
MGD supported schools	1116	26.0%	293	3,78	807	39.8%		
Non supported schools	689	32.0%	222	2,63	803	46.2%		
Boys	934	29.0%	271	3,17	826	42.3%		
Girls	871	28.0%	244	3,47	784	43.8%		
MGD supported school boys	576	28.0%	160	3,24	415	39.0%		
MGD supported school girls	540	25.0%	133	3,73	392	40.6%		
Non supported school boys	358	31.0%	111	3,06	411	45.5%		
Non supported school girls	331	34.0%	111	3,15	392	46.9%		
ORA schools (2 depts, G2)	233	32.0%	74	2,66	219	10.0%		
Boys	111	23.0%	26	2,96	109	13.8%		
Girls	122	39.0%	48	2,50	110	6.4%		

Annex 27. Comparison of results of literacy test at the end of two grades of primary schooling

Levels	MGD Baseline 2018		MGD Midline 2021	PASEC2014		PASEC2019
	Description of Competencies	Distribution of Pupils throughout the Levels of the Scale	Distribution of Pupils throughout the Levels of the Scale	Description of Competencies	Distribution of Pupils throughout the Levels of the Scale	Distribution of Pupils throughout the Levels of the Scale
Level 4	<i>Students have achieved a level of written comprehension that allows them to understand information in words, sentences and texts of about twenty words.</i>	3.0%	5.4%	<i>Intermediate reader: enhanced reading autonomy is bolstering their understanding of sentences and texts. Pupils have acquired written language decoding and listening comprehension competencies that enable them to understand explicit information in words, sentences and short passages. They can combine their decoding skills and their mastery of the oral language to grasp the literal meaning of a short passage.</i>	16.6%	36.1%
Level 3	<i>Students are able to identify the meaning of isolated words, to understand short sentences and have difficulties in understanding texts of around twenty words.</i>	6.9%	6.3%	<i>Novice reader: gradual improvement of written language decoding, listening comprehension and reading comprehension skills. Pupils have improved their listening comprehension and decoding skills and can concentrate on understanding the meaning of words. In listening comprehension, they can understand explicit information in a short passage containing familiar vocabulary. They gradually develop links between the oral and written language and thus improve their decoding skills and expand their vocabulary. In reading comprehension, they can identify the meaning of isolated words.</i>	21.4%	27.2%

	<i>Capacity to read and understand the meaning of grade level text</i>			<i>"Sufficient" Competency Threshold¹²</i>		
Level 2	<i>Students can identify the meaning of isolated words, understand short sentences, and have difficulty understanding texts.</i>	17.3%	15.4%	<i>Emerging reader: gradual development of written language decoding skills and reinforcement of listening comprehension skills. Pupils have improved their listening comprehension skills and are able to identify a lexical field. They are in the process of developing the first basic links between the oral and written language and can perform basic graphophonological decoding, recognition and identification tasks (letters, syllables, graphemes and phonemes).</i>	28.6%	24%
Level 1	<i>Students do not have the first contact with written language. They have great difficulty in deciphering and identifying letters and syllables.</i>	27.2%	32.5%	<i>Early reader: first contact with the oral and written language. Pupils can understand very short and familiar oral messages to recognize familiar objects. They have great difficulty decoding written language and performing graphophonological identification (letters, syllables, graphemes and phonemes).</i>	28.6%	10.9%
Below Level 1	<i>Students experience significant difficulties in first contact with written language.</i>	45.6%	39.4%	<i>Pupils at this level do not display the competencies measured by this test. These pupils are in difficulty when it comes to Level 1 knowledge and competencies.</i>	4.8%	1.8%

¹² For each competency scale, a "sufficient" threshold has been set, that makes it possible to determine the share of pupils who face a greater probability of mastering (above the threshold) or not mastering (below the threshold) the knowledge and abilities deemed indispensable to pursue their schooling in good conditions. The thresholds are defined on the basis of the concepts assessed in the PASEC tests and according to the priority goals of school curricula in language-reading and mathematics, at the beginning and the end of the primary cycle.

Annex 28. PASEC data collection report

REPUBLIQUE DU CONGO

Unité* Travail* Progrès



MINISTERE DE L'ENSEIGNEMENT PRESCOLAIRE, PRIMAIRE, SECONDAIRE ET DE
L'ALPHABETISATION

(MEPPSA)

CABINET

**EQUIPE NATIONALE DU PROGRAMME D'ANALYSE DESSYSTEMES
EDUCATIFS DE LA CONFEMEN**

(PASEC)



Test McGovern-Dole
Année scolaire 2020/2021

**PERFORMANCES DES ELEVES
DE DEUXIEME ANNEE DU PRIMAIRE ENCOMPREHENSION
DE L'ECRIT**

Brazzaville, juillet 2021

ÉQUIPE NATIONALE PASEC CONGO

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Dans le cadre du suivi de l'évolution de la mise en œuvre des activités de cantines scolaires du programme McGovern-Dole (MGD) en République du Congo pour une période de cinq (5) (2018- 2023), par le Programme Alimentaire Mondial (PAM) à travers le bureau d'étude KonTerra en collaboration avec le Ministère de l'Enseignement Préscolaire, Primaire, Secondaire et de l'Alphabétisation (MEPPSA) par son Equipe nationale PASEC.

Une deuxième étude à mi-parcours similaire à celle de 2018 a été réalisée par l'équipe nationale du programme d'analyse des systèmes éducatifs de la CONFEMEN (PASEC) sur les performances des élèves de la deuxième année (CP2) du primaire en compréhension de l'écrit.

Cette étude va permettre d'établir un deuxième bilan du programme McGovern-Dole qui sera comparé au bilan de 2018. Et assurément un troisième bilan sera fait en 2023 en fin de programme, afin d'identifier les capacités et les difficultés des élèves en compréhension de l'écrit ; ce qui donnera une vision de l'impact des cantines scolaires sur les performances des élèves.

Ce rapport composé de cinq (5) parties se propose de présenter les résultats de cette étude à mi- parcours comparés à la première.

La première partie présente la démarche de l'évaluation. La deuxième partie décrit la mesure de l'évaluation, la troisième partie donne les compétences des élèves en compréhension de l'écrit, la quatrième partie fait ressortir les principaux constats et les pistes de réflexion, et la cinquième partie résume les difficultés rencontrées et les pistes de remédiation.

DEMARCHE DE L'EVALUATION

Conformément aux prescriptions des termes de référence édictés par le bureau d'étude Kon-Terra et les exigences pédagogiques du PASEC, la démarche suivante du test a été adoptée :

- Validation des items de l'évaluation ;
- Examen, validation et impression des supports de passation ;
- Recrutement des administrateurs, renforcement des capacités des administrateurs et des superviseurs à l'administration de test ;
- Colisage et administration du test sur le terrain ;
- Réception et vérification des instruments d'enquête ;
- Codage, saisie des outils d'enquête finaux, nettoyage des données et rangement des instruments d'enquête.

1.1 Validation des items d'évaluation

L'équipe nationale a retenu les mêmes items testés à l'évaluation de 2018 comme prescrit dans les TDRs ceci pour donner de l'équité à la mesure du test. La même série de quatre (4) exercices était retenu pour l'administration du test. Quatre (4) exercices comprenant chacun une particularité :

- Exercice 1 : Décoder le sens des mots.

L'élève lit en silence ou à voix haute les mots proposés et montre l'image qui va avec chacun de ces mots. Il n'est pas évalué sur sa capacité à lire le mot mais uniquement sur sa capacité à identifier le sens du mot écrit.

- **Exercice 2** : Lire et comprendre des phrases.

L'élève lit à voix haute les phrases proposées et répond à une question de compréhension pour chaque phrase. Il est évalué à la fois sur sa capacité à lire correctement la phrase et sur sa capacité à comprendre l'information.

- **Exercices 3 et 4**: Comprendre un texte.

L'élève lit en silence ou à voix haute un texte simple de trois phrases proposé puis répond à une série de quatre (4) questions de compréhension. Il est évalué uniquement sur sa capacité à répondre correctement aux questions, la précision de sa lecture n'est pas évaluée ici.

Ces items ont été testés dans quatre (4) classes de deuxième année du primaire. Les observations et les suggestions faites par les enseignants avaient permis à l'équipe nationale du Programme d'Analyse des Systèmes Educatifs de la CONFEMEN (PASEC) de les valider.

1.2. Examen, validation et impression des supports de passation

Les supports de passation sont au nombre de cinq (5) :

- La fiche de suivi-écoles ;
- La fiche de suivi-élèves ;
- Le support de l'élève ;
- Le cahier de l'élève ;
- Le cahier de l'administrateur.

Tous ces instruments hérités de la première enquête ont été examinés, amendés et validés. Après quoi, ils ont été reprographiés en nombre suffisant.

1.3. Recrutement des administrateurs, renforcement des capacités des administrateurs et des superviseurs à l'administration de test

Par note de service n°120 /MEPPSA-CAB-PASEC du 04 juin 2021 portant formation des administrateurs à l'administration de test McGovern-Dole, Huit (8) membres de l'équipe nationale PASEC et trente (30) inspecteurs et conseillers pédagogiques de l'enseignement primaire ont pris part, pendant deux jours, à l'atelier de renforcement des capacités à l'administration du test.

Au cours de cet atelier les participants se sont davantage imprégnés des supports mis à leur disposition et ont eu à simuler sur quelques cas pratiques sur le terrain. Un test de sélection a permis de retenir 28 administrateurs.

1.4. Colisage et administration du test sur le terrain

Par la circulaire n°113/MEPPSA-CAB-PASEC du 31 mai 2021 adressée aux directeurs départementaux et aux inspecteurs, chefs de circonscription des sept (7) départements scolaires concernés, la Directrice de Cabinet les a informés de la tenue de l'enquête prévue du 07 au 11 juin 2021. Elle a par la même occasion demandé, en conséquence, à ces derniers de prendre toutes les dispositions pratiques pour le bon déroulement de cette activité.

Ainsi par ordre de service n°060 /MEPPSA-CAB-PASEC du 04 juin 2021, après vérification de leurs colis et perception de leurs émoluments, les superviseurs et administrateurs ont quittés la capitale Brazzaville, le 7 juin pour certains et le 8 juin 2021 pour d'autres.

En prévision, mille deux cent quatre-vingt (1280) élèves répartis en quatre-vingt (80) écoles devraient être enquêtés dans sept (7) départements du pays, à savoir : le Pool, la Bouenza, la Lekoumou, les Plateaux, la Cuvette, la Sangha et la Likouala.

Chaque administrateur avait pour mission d'enquêter deux à trois écoles. Le test a été administré de façon individuelle pour chaque élève ; conformément aux consignes.

L'administrateur a procédé à l'évaluation de seize (16) élèves par classe tirés aléatoirement en fonction des élèves présents.

Dans les classes à effectif inférieur ou égale à seize (16) élèves, tous sont sélectionnés pour l'évaluation.

1.5. Réception et vérification des instruments d'enquête

La réception des instruments d'enquête a été faite au fur et à mesure que les administrateurs rentraient du terrain. Du fait de l'enclavement de certaines localités enquêtées ; le cas de la sangha, la Likouala et le Pool nord axe fluvial, elle s'est effectuée durant une semaine du 12 au 18 juin 2021.

Au dépôt des colis, les administrateurs ont été soumis à un contrôle sur la cohérence des informations contenus dans les fiches de suivi écoles, de suivi élèves, les cahiers de l'élève.

1.6. Codage, saisie des outils d'enquête finaux, nettoyage des données et rangement des instruments

Le codage a porté sur quatre (4) variables consignées dans le tableau ci-dessous et s'est effectué suivant les normes PASEC.

Variables	Codes de modalité
sexe :	masculin = 1; féminin = 2
nom du département :	Lékoumou = 1 ; Bouenza = 2 ; Pool = 3 Plateaux = 4 ; Cuvette = 5 ; Sangha = 6 ; Likouala = 7
préscolaire oui ou non :	Oui = 1 ; Non = 2
nouveau ou redoublant :	Nouveau = 1; Redoublant = 2

La saisie s'est effectuée sur Epidata (progiciel de collecte des données) comme lors de l'évaluation PASEC2019. Il a porté sur les variables suivantes: nom de l'élève, prénom de l'élève, sexe, âge, nom de l'école, le département, la circonscription scolaire, la note pour décoder le sens des mots, la note pour lire et comprendre des phrases, la note pour la compréhension du texte 1, la note pour la compréhension du texte 2.

Toutes ces opérations de codage, de saisie et de nettoyage des données se sont effectuées dans la période allant du 19 au 28 juin 2021.

LA MESURE DE L'ÉVALUATION

Les différents exercices proposés à l'évaluation ont été construits sur la base de l'avancement du programme. Pour éviter les disparités entre les élèves évalués, les notions étudiées au troisième trimestre de l'année scolaire ont été écartées. C'est ainsi que nous avons retenu dans les mots contenant les dividendes comme **en, an, on, ai, ec, ou, ch, gu, qu** supposés être vus au premier et deuxième trimestre.

Le test a été administré en français, langue d'enseignement.

Les exercices soumis à l'évaluation du test sont présentés en annexe de ce rapport.

2.1. Le test

Le test a été administré individuellement aux élèves et comprennent quatre exercices dont le contenu est donné ci haut.

L'encadré II.1.1 : Présentation du domaine évalué à travers le libellé d'une série d'exercices et le temps de passation du test.

Domaine évalué	Libellés des exercices	Temps de passation approximatif (consignes et exemples compris)
Compréhension à l'écrit	<ul style="list-style-type: none">• Décoder le sens des mots• Lire et comprendre des phrases• Comprendre le texte 1• Comprendre le texte 2	<ul style="list-style-type: none">• 2 minutes• 4 minutes• 6 minutes• 6 minutes

L'encadré II.1.2 : Description du domaine évalué

Compréhension de l'écrit : La compréhension de l'écrit est évaluée à travers des situations de lecture de mots et phrases isolés et de textes dans lesquels l'élève est amené à retrouver, combiner et interpréter des informations. Le développement des compétences dans ce domaine permet aux élèves de lire en autonome dans des situations quotidiennes variées, pour développer leurs savoirs et participer à la vie en société.

2.2. L'échantillonnage du test et le taux de participation

II.1.1. L'échantillonnage

Les données de l'évaluation ont été collectées à partir d'un échantillon de quatre-vingt (80) écoles dont trente-cinq (35) écoles bénéficiaires des cantines scolaires PAM, trente-quatre (34) écoles non bénéficiaires et onze (11) écoles ORA (Observer-Réfléchir-Agir) : écoles fréquentées par les élèves autochtones. Ce choix a été réalisé par le Programme Alimentaire Mondial.

II.1.2. Le taux de participation

Après la collecte des données, les 80 écoles échantillonnées ont effectivement été enquêtées d'où le taux de participation des écoles est de 100 %

Tableau II.2 2 1: Échantillons d'écoles et d'élèves prévus et réalisés et taux de participation

Soixante-dix-huit (78) écoles sélectionnées ont été enquêtées et deux écoles remplacées et enquêtées avec un

Département	Echantillon d'écoles			Echantillon d'élèves		
	Prévu	Réalisé	Taux de participation	Prévu	Réalisé	Pourcentage de participation
Bouenza	17	17	100	272	250	91,91
Cuvette	6	6	100	96	81	84,38
Lékoumou	14	14	100	224	196	87,5
Likouala	8	8	100	128	127	99,22
Plateaux	14	14	100	224	191	85,27
Pool	18	18	100	288	204	70,83
Sangha	3	3	100	48	32	66,67
Total	80	80	100	1280	1081	84,45

Soixante-dix-huit (78) écoles sélectionnées ont été enquêtées et deux écoles remplacées et enquêtées avec un pourcentage de participation des élèves de 84,45 %.

Tableau II.2 2 2 : Effectifs des élèves administrés par type d'école, par sexe et selon le département en 2021

Départements	Ecoles PAM		Total1	% de participation des garçons	Ecoles non PAM		Total2	% de participation des garçons	Ecoles ORA		Total3	% de participation des garçons	Total4	
	Garçons	Filles			Garçons	Filles			Garçons	Filles				
Bouenza	62	69	131	56,36	71	48	119	59,66	/	/	/	/	250	
Cuvette	23	10	33	69,70	24	24	48	50,0	/	/	/	/	81	
Lekoumou	60	52	112	53,57	47	37	84	55,95	/	/	/	/	196	
Likouala	/	/	/	/	/	/	/	/	53	74	127	41,73	127	
Plateaux	56	43	99	56,57	42	50	92	45,65	/	/	/	/	191	
Pool	60	60	120	50,0	36	48	84	42,86	/	/	/	/	204	
Sangha	/	/	/	/	/	/	/	/	16	16	32	50,0	32	
Total	261	234	495	52,73	220	207	427	43,95	69	90	157	43,95	1081	
% de participation des garçons Ecoles PAM				52,73	% de participation des garçons Ecoles non PAM				43,95	% de participation des garçons Ecoles ORA			43,95	
Pourcentage général de participation des garçons									$(261 + 220 + 69) \times 100 / 1081 =$				50,88	

Le pourcentage de participation des garçons aux écoles PAM de 52,73% est nettement au-dessus de celui (43,95 %) des écoles non PAM.

LES COMPETENCES DES ELEVES EN COMPREHENSION DE L'ECRIT

3.1. Performance sur l'échelle des compétences en compréhension de l'écrit

Le tableau III. 1 présente l'échelle de compétences de début de scolarité primaire. Cette échelle rend compte des performances des élèves à l'évaluation au test. Elle présente les intervalles des points pour chaque niveau, le pourcentage des élèves aux différents niveaux de l'échelle et la description des connaissances et compétences correspondant à ces niveaux.

Les élèves situés à un niveau donné sont susceptibles de mener couramment à bien les tâches de ce niveau, moins bien les tâches situées aux niveaux supérieurs et mieux celles des niveaux inférieurs. Le seuil « suffisant » de compétences en compréhension de l'écrit est défini par une bande rouge dans le tableau.

Tableau III.1 : Echelle de compétences en compréhension de l'écrit

Total des points	Niveaux de compétence	Pourcentage d'élèves	Description des compétences
15 à 20	Niveau 4	5,4	Les élèves ont atteint un niveau de compréhension à l'écrit qui leur permet de lire en autonome des mots, une phrase un texte, dans lesquels ils sont amenés à retrouver, combiner et interpréter des informations. Ainsi ils sont capables de développer leurs savoirs et participer à la vie en société.
10 à 14	Niveau 3	6,3	Les élèves sont capables d'identifier le sens de mots isolés, de comprendre des phrases courtes et accusent des difficultés à la compréhension des textes d'une vingtaine de mots.
Seuil « suffisant » de compétences			
5 à 9	Niveau 2	15,4	Les élèves sont capables d'identifier le sens de mots isolés, de comprendre des phrases courtes et accusent des difficultés à la compréhension des textes.
2 à 4	Niveau 1	33,5	Les élèves sont à peine capables d'identifier le sens des mots écrits. Ils connaissent de grandes difficultés dans le déchiffrement et l'identification des lettres et syllabes.
0 à 1	Niveau 0	39,4	Les élèves éprouvent d'importantes difficultés à décoder le sens des mots, à lire et à comprendre des phrases et à comprendre un texte dans les premiers contacts avec le langage écrit.

De ce tableau, il ressort globalement que près de 11,7 % des élèves se situent au-dessus du « seuil » de compétences en compréhension de l'écrit. Cependant 88,3% des élèves n'ont pas atteint ce seuil de compétences dont 39,4 % dans une situation critique avec des difficultés sur les connaissances et compétences du niveau 1. Ces élèves sont incapables d'identifier le sens de mots écrits. Ils connaissent des difficultés dans le déchiffrement et l'identification des lettres des syllabes.

3.1. Pourcentage d'élèves par niveau de compétences

II.1.3. Selon le type d'école

Tableau III.2.1.1 : Pourcentage des élèves par niveau de compétences et selon le type d'école

Type d'école	Pourcentage par niveau de compétences					Total
	0	1	2	3	4	
Ecole non PAM	16,1%	11,5%	5,0%	3,3%	1,1%	40,1%
Ecole ORA	4,5%	4,0%	4,7%	1,0%	0,5%	14,6%
Ecole PAM	18,8%	18,8%	5,7%	1,9%	0,8%	45,3%
Total	39,4%	33,5%	15,4%	6,3%	5,4%	100,0%

Sur les 39,4 % des élèves en difficulté il y a 18,8 % des élèves des écoles PAM, 16,1% des élèves des écoles non PAM et 4,5 % des élèves des écoles ORA.

Le pourcentage le plus élevé au niveau 4 est atteint par les élèves des écoles non PAM (1,6%).

III.1.1. Selon le département

Tableau III.2.2 1 : Pourcentage d'élèves par niveau de compétences et selon le département

Département	Pourcentage par niveau de compétences					Total
	0	1	2	3	4	
BOUENZA	12,8%	5,0%	3,8%	0,5%	1,0%	23,0%
CUVETTE	2,4%	2,5%	1,9%	0,6%	0,1%	7,5%
LEKOU MOU	7,3%	7,7%	1,7%	0,8%	0,6%	18,0%
LIKOUALA	3,3%	2,4%	4,7%	0,8%	0,5%	11,7%
PLATEAUX	5,7%	7,1%	0,6%	1,6%	2,6%	17,6%
POOL	6,7%	7,3%	2,7%	1,8%	0,7%	19,2%
SANGHA	1,2%	1,6%	0%	0,2%	0%	2,9%
Total	39,4%	33,5%	15,4%	6,3%	5,4%	100,0%

Sur les 39,4 % des élèves en difficulté ceux de la Bouenza présentent le pourcentage le plus élevé (12,8%). Par contre les élèves du département des Plateaux au niveau 4 présentent le pourcentage le plus élevé (2,6%)

III.1.2. Selon le genre

Tableau III.2.3.1 : Pourcentage des élèves par niveau de compétences et selon le genre

Genre de l'élève	Pourcentage par niveau de compétences					Total
	0	1	2	3	4	
Masculin	19,8%	16,2%	8,1%	8,1%	2,6%	49,5%
Féminin	19,7%	17,3%	7,3%	3,4%	2,9%	50,5%
Total	39,4%	33,5%	15,4%	6,3%	5,4%	100,0%

On constate que les garçons comme les filles ont pratiquement les mêmes performances en compréhension de l'écrit.

III.1.3. Selon l'âge

Tableau III.2.4.1 : Pourcentage des élèves par niveau de compétences et selon l'âge

Tranche d'âge	Note par niveau					Total
	0	1	2	3	4	
Age inférieur à 8 ans	13,9%	12,1%	5,4%	1,6%	1,8%	34,8%
8 ans	13,3%	6,7%	4,5%	2,9%	2,8%	30,1%
Age supérieur à 8 ans	12,2%	14,7%	5,4%	1,8%	0,8%	35,1%
Total	39,4%	33,5%	14,4%	6,3%	5,4%	100,0%

Dans les élèves en difficulté, il y a moins de ceux dont l'âge est supérieur à huit (8) ans. Au niveau 4 les élèves dont l'âge est à huit (8) présentent le pourcentage le plus élevé.

Pourcentage d'élèves ayant obtenu au moins la moyenne des points dans chaque exercice

III.1.4. par département

Tableau III.3.1.1 : Pourcentage des élèves ayant obtenu au moins la moyenne des points dans chaque exercice et par département

Exercice	Département						
	Bouenza	Cuvette	Lekoumou	Likouala	Plateaux	Pool	Sangha
Exercice 1	8,5%	2,8%	10,5%	7,4%	11,9%	11,0%	1,7%
Exercice 2	1,9%	0,8%	1,5%	1,3%	4,1%	2,9%	0,1%
Exercice 3	2,6%	1,9%	2,2%	3,5%	4,0%	3 ;3%	0,2%
Exercice 4	1,2%	1,1%	1,4%	1,1%	4,1%	2,1%	0,2%

L'exercice 1 a été noté sur 4. Plus de 10 % d'élèves ont obtenu au moins la moyenne des points dans les départements des Plateaux, du Pool et de la Lekoumou.

Les exercices 2, 3 et 4 ont été notés respectivement sur 8, 4 et 4. Aucun département n'atteint la moyenne.

III.1.5. par type d'écoles

Tableau III.3.1.2 : Pourcentage des élèves ayant obtenu au moins la moyenne des points dans chaque exercice et par type d'école.

Exercice	Type d'école		
	PAM	NOM PAM	ORA
Exercice 1	21,6%	9,1%	22,9%
Exercice 2	7,6%	1,4%	3,9%
Exercice 3	9,5%	3,7%	4,5%
Exercice 4	6,8%	1,3%	3,0%

Les élèves des écoles PAM ont obtenu le pourcentage le plus élevé dans les trois derniers exercices par rapport aux autres élèves. Les élèves des écoles ORA l'ont obtenu par rapport à l'exercice 1.

PRINCIPAUX CONSTANTS ET PISTES DE RÉFLEXION

4.1. Du taux de participation des écoles et des élèves

Toutes les quatre-vingt (80) écoles échantillonnées ont été enquêtées avec un de taux de participation des élèves de 84,45 %.

4.2. Des compétences des élèves en compréhension de l'écrit

11,7 % des élèves des niveaux 3 et 4 se situent au-dessus du « seuil » de compétences en compréhension de l'écrit : ces élèves dont 5,4% ont atteint un niveau de compréhension à l'écrit

qui leur permet de lire en autonome des mots, une phrase un texte, dans lesquels ils sont amenés à retrouver, combiner et interpréter des informations et 6,3% accusent encore des difficultés à la compréhension des textes d'une vingtaine de mots.

- ▶ 88,3% des élèves n'ont pas atteint ce seuil de compétences dont 39,4 % dans une situation critique avec des difficultés sur les connaissances et compétences du niveau 1. Ces élèves sont incapables d'identifier le sens de mots écrits. Ils connaissent des difficultés dans le déchiffrage et l'identification des lettres des syllabes.

4.3. Des pistes de réflexion

- ▶ Mettre en place les mesures et les activités d'adaptation scolaire en faveur des élèves en difficultés d'apprentissage. Ainsi, on devrait aider les élèves en difficultés d'apprentissage à réussir sur le plan de l'instruction, de la scolarisation, de la socialisation et de la qualification. Cette prise en charge des élèves en difficulté, mettant à contribution enseignants, directeurs d'école, psychologues, assistants sociaux, parents d'élèves ..., pourrait contribuer à l'amélioration de la performance de notre système éducatif.
- ▶ La tenue des classes pédagogiques par les bénévoles qui n'ont ni formation initiale, ni formation continue et aux conditions de rémunération incertaine ne peut pas permettre à un maximum d'élèves d'atteindre le seuil « suffisant » de compétences. Il faut penser à la formation pédagogique des enseignants.
- ▶ Les redoublements nombreux sont à relier à l'insuffisance des enseignants, des infrastructures et des équipements à tous les niveaux d'enseignement. Le cumul des redoublements se traduit dans l'âge moyen des élèves aux différents niveaux, toutefois amorti par les abandons probablement plus importants pour les élèves les plus âgés.
- ▶ la langue d'enseignement devrait être parlée à la maison en début de scolarité primaire pour faire assoir sa compréhension en classe. L'utilisation de la langue d'enseignement à la maison impacte significativement sur la performance des élèves. On devrait approfondir les expériences d'articulation de la langue d'enseignement entre la maternelle et le début scolarité primaire à la maison ; ce qui pourrait être déterminant pour la réussite des élèves au primaire.
- ▶ Accroître la quantité et améliorer la qualité de l'alimentation des écoles bénéficiaires des cantines scolaires afin de maintenir l'assiduité des élèves à l'école pour une meilleure prise en charge des activités d'enseignement-apprentissage aux fins d'améliorer les performances des élèves.

DIFFICULTES RENCONTREES ET PISTES DE REMEDIATION

5.1. Des difficultés rencontrées

- ▶ Du fait de l'enclavement de certains districts des départements de la Sangha, la Likouala et du Pool nord axe fluvial les frais prévus pour le transport de Brazzaville aux chefs-lieux des départements n'ont plus suffi.
- ▶ Les frais de transport inter écoles n'ont pas été considérés dans le budget ; ce qui a mis en

difficulté les administrateurs sur le terrain. Ces derniers étaient obligés d'utiliser leur frais de séjour pour résoudre ce problème.

- Le montant reçu pour le démarrage de l'enquête n'a pas permis de faire face aux charges globales de la mission qui devrait correspondre à 55% du budget comme le prévoyait le contrat de service.

5.2. Pistes de remédiation

Notre souhait le plus ardent est que pour la tenue de l'enquête finale du programme McGovern- Dole qu'un budget conséquent vu à la hausse, tenant compte des exigences pédagogiques PASEC, soit mis à la disposition de l'équipe nationale qui serait appelé à fournir ses services aux bénéficiaires de la République et aux partenaires de l'Education.

Qu'il plaise au groupe d'étude Konterra de voir comment voir à la hausse le pourcentage de démarrage des activités de l'enquête finale.

Fait à Brazzaville, le 5 juillet 2021

Le Responsable National PASEC

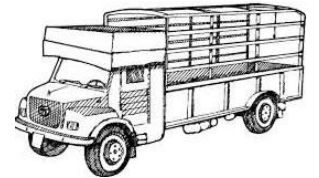
A circular official stamp of the PASEC National Responsible is visible, with a handwritten signature in blue ink overlaid on it. The stamp contains the text 'RESPONSABLE NATIONAL PASEC' and 'UNION DES ETATS AFRICAINS'.

MASSEMBO - BALO

Annexe : Les items du test

EXERCICE 1 : DECODER LE SENS DES MOTS

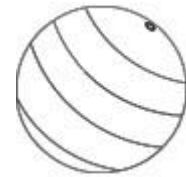
vélo



balle



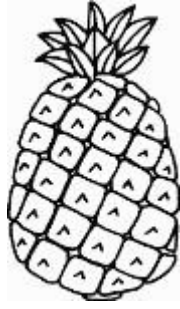
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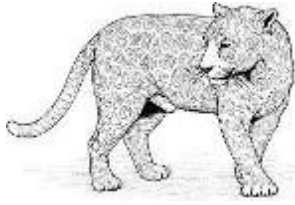
pantalon



banane



chat



EXERCICE 2 : LIRE ET COMPRENDRE DES PHRASES

émile dessine.

magui découpe les légumes.

samedi, safou défilera devant la fanfare.

monique repasse ses habits.

EXERCICE 3 : COMPRENDRE UN TEXTE 1

papa est dans la forêt avec son ami. la forêt est humide. il ramène une biche.

- 1- qui est dans la forêt ?
- 2- avec qui est-il dans la forêt ?
- 3- comment est la forêt ?
- 4- comment s'appelle l'animal que ramène papa?

EXERCICE 4 : COMPRENDRE UN TEXTE 2

catherine aime sa maman. à 6 heures, elle se lève et balaie la maison. elle va à la fontaine et allume le feu. elle est une enfant modèle.

- 1- qui aime sa maman ?
- 2- à quelle heure se lève catherine ?
- 3- que fait-elle à 6 heures?
- 4- comment est Catherine?

Annex 29. List of documents consulted

ACTED, 2018	Programme d'alimentation scolaire et de nutrition des enfants dans le département de la Bouenza
ACTED, 2018	ENQUÊTE CAP ACCÈS À L'ÉDUCATION
ACTED, 2019	RAPPORT MI-PARCOURS, Période de couverture 01/01/2018 – 30/06/2018
ACTED, 2019	RAPPORT FINAL, 1er janvier 2018 – 31 décembre 2018
ACTED, 2020	RAPPORT FINAL DES ACTIVITÉS CONDUITES EN 2019
ACTED, 2020	Programme d'alimentation scolaire et de nutrition des enfants dans le département de la Bouenza, RAPPORT FINAL 1er janvier 2019 – 31 janvier 2020
FAO, 2020	L'impact du Covid-19 sur les systèmes alimentaires locaux du Congo et la réponse des institutions
Republic of Congo, 2015	Stratégie sectorielle de l'éducation 2015-2025
Republic of Congo, 2018	Plan National de Développement (2018-2022)
Republic of Congo, 2018	Revue stratégique nationale "ODD2, Fain Zéro d'ici à 2030" au Congo
Republic of Congo, 2019	Revue conjointe du secteur de l'éducation/formation
UNICEF, 2019	Implementation of McGovern-Dole International School feeding and Child Nutrition Programmes, Final report for USDA McGovern-Dole (March 2018 – December 2018)
UNICEF, 2020	Implementation of McGovern-Dole International School feeding and Child Nutrition Programmes, Report for World Food Programme (April 2019 – March 2020)
UNESCO, 2018	Projet d'élaboration des modules d'éducation à la sécurité alimentaire et nutritionnelle et formation des formateurs / Réunion préliminaire
UNESCO, 2018	Projet d'élaboration des modules d'éducation à la sécurité alimentaire et nutritionnelle et formation des formateurs / Démarrage des travaux de rédaction des modules
UNESCO, 2019	MODULES DE FORMATION, ÉDUCATION A LA SÉCURITÉ ALIMENTAIRE ET NUTRITIONNELLE POUR L'ENSEIGNANT ET L'ANIMATEUR D'ALPHABÉTISATION
USDA, 2013	Annex IV Monitoring and Evaluation Policy
USDA, 2016	Food for Progress and McGovern-Dole Indicators and Definitions
USDA, 2017	Fiscal Year (FY) 2017 Food Assistance Proposal Guidance and Notice of Funding Opportunity
USDA	APPENDIX C – Manual for the Use of Results Frameworks and Indicators
WFP, 2013	School Feeding Policy (Revised)
WFP, 2015	WFP Gender Policy (2015-2020)
WFP, 2017	Project Agreement between the Foreign Agricultural Services and the World Food Programme for the Donation of Agricultural Commodities and Related Assistance Under the McGovern-Dole Food for Education and Child Nutrition Program.
WFP, 2017	WFP Republic of Congo FY2017 McGovern Dole Proposal

WFP, 2017	Nutrition Policy
WFP, 2019	Performance Monitoring Plan (final)
WFP, 2019	Annual Work Plan (2019), McGovern-Dole International Food for Education and Nutrition Program
WFP, 2019	Capacity-Building Strategy 2019-2021
WFP, 2019	Semi-annual Narrative Report, 1st October 2018 – 31st March 2019, Republic of Congo
WFP, 2019	Semi-annual PMP, 1st October 2018 – 31st March 2019
WFP, 2019	Semi-annual Narrative Report, 1st April 2019 – 30st September 2019, Republic of Congo
WFP, 2019	Semi-annual PMP, 1st April 2019 – 30st September 2019
WFP, 2019	Rapport de mission School Feeding dans la Lekoumou (Du 15 au 19 janvier 2019)
WFP, 2019	Résumé de la mission de suivi des écoles (du 24 au 25 janvier 2019)
WFP, 2019	Rapport de mission School Feeding dans les districts de Bétou (12 au 14 février 2019) et d'Enyelle (19 au 22 février 2019)
WFP, 2019	Rapport de mission dans les écoles à cantines scolaires (Du 04 au 16 mars 2019) dans la cuvette et les plateaux.
WFP, 2019	Rapport de mission et de monitoring dans les écoles de la Likoula et de la Sangha du 04 au 11 avril 2019
WFP, 2019	Rapport de mission (du 14 au 18 mai 2019)
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WFP, 2019	M&E Support and Oversight Mission RoC, 10-12 June 2019
WFP, 2019	Analysis of school feeding data, 2018-19
WFP, 2019	Republic of Congo Country Office Gender Action Plan (2019 – 2023)
WFP, 2019	Joint Mission Report ROC (22-26 July 3019)
WFP, 2019	Congo Country Strategic plan (2019-2023)
WFP, 2020	Annual Country Report 2019
WFP, 2020	Semi-annual Narrative Report, 1st October 2019 – 30st March 2020, Republic of Congo
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WFP, 2020	Semi-annual PMP, 1st April 2020 – 30st September 2020
WFP, 2021	Annual Country Report 2020
WFP, 2021	Revision of the Congo country strategic plan (2019–2023) and corresponding budget increase
WFP, 2021	Resource situation (29/03/2021)
WFP, 2021	Analysis of school feeding data, 2019-20
WFP, 2021	Semi-annual PMP, 1st October 2020 – 30st March 202& (in progress)
World Bank, 2015	Alimentation scolaire, SABER Rapport Pays 2015

WFP Congo

<https://fr.wfp.org/countries/congo>

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