



WFP EVALUATION



WFP
World Food Programme

SAVING LIVES
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@WFP-Alexis Masciarelli

**ENDLINE EVALUATION OF WFP’s USDA McGovern-Dole
INTERNATIONAL FOOD FOR EDUCATION AND CHILD NUTRITION
PROGRAMME’S SUPPORT IN HAITI**

SEPTEMBER 2020 TO APRIL 2023

Decentralized Evaluation Report – Annexes - Volume 2

Final Version
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Annex 1. Summary Terms of Reference

Context

This decentralized evaluation is commissioned by WFP Haiti Country office (CO) and will look at the World Food Programme (WFP)'s United States Department of Agriculture (USDA) McGovern-Dole International **Food for Education and Child Nutrition Programme's** support in North, Northeast and Grand-Anse Departments in Haiti. Building on the successes of the previous McGovern-Dole project, this new round provides the opportunity to operationalize and monitor agreed upon results with an emphasis on systematic engagement with the Government and targeted schools and communities, on implementation of the learning agenda, and on sustainability of the country's largest safety net.

Why this evaluation?

The Haiti Country Strategic Plan (CSP) contains activity 3 of the Strategic outcome 2 which is related to school meals programme, to which the McGovern-Dole evaluation will contribute to in terms of for programmatic learning and CSP's implementation decision-making.

USDA is one of the long-standing key donors to WFP's school feeding programme in Haiti and the 2020-2023 grant agreement includes an evaluation plan where WFP commits to conduct:

- a baseline study
- a Systems Approach for Better Education Results (SABER) assessment
- a final project evaluation.

The baseline and end line evaluations will serve the dual and mutually reinforcing objectives of accountability and learning, and this ToR covers both.

What are we going to evaluate?

WFP's school meals programme (CSP Activity 3) has the following objectives:

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

This CSP activity is linked with **McGovern-Dole Strategic Objectives:**

- SO1: Improved Literacy of School-Aged Children
- SO2: Increased Use of Health, Nutrition and Dietary Practices

The two McGovern-Dole Strategic Objectives contribute to **Strategic outcome 2 of Haiti CSP** that address the chronic elements of food insecurity in Haiti.

For the two McGovern-Dole Strategic Objectives the implementation starting date will be September 2020, and the end date will be September 2023.

The **beneficiaries by year and geographic scope**:

Departments	2020-2021	2021-2022	2022-2023
Grand-Anse	33,000	28,000	18,000
Nord	35,000	35,000	35,000
North East	32,000	32,000	32,000
Total	100,000	95,000	85,000

The **budget** amount for the MGD school feeding activities is USD 22,998,976, covering 3 school years in total:

School year 2020-2021	School year 2021-2022	School year 2022-2023
9,175,174	7,073,697	6,750,095

Scope

This 3-year evaluation is conceived to systematically establish benchmarks against which to measure progress of the programme from its start in 2020 through to the end of the programme in 2023. It will use the USDA MGD results frameworks and performance indicators as the basic pillars for performance measurement.

The **2020 baseline study** will focus on confirming **performance indicators** and targets and stablishing **baseline values** to inform the foundation of the final evaluation. The Evaluation Team (ET) will ensure ensure the programme is **sufficiently monitored** by informing how each indicator should be measured to. To document what the **conditions for the implementation** are at the baseline and anticipate key shortcomings or challenges, the ET will conduct a situational analysis based on a desk review of documentation and qualitative interviews. The ET will design the methodology for the entire evaluation, incorporating three of **USDA's MGD learning agenda's questions**:

School meal program implementation

What community-level systems of governance and management are required for the successful implementation and sustainability of school meal programs?

Agriculture evidence gaps

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

Government investment

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

They will review the **theory of change** and will include a **gender analysis** that will inform the final evaluation findings.

The **2023 Final evaluation** will answer **the evaluation questions (EQ) and learning agenda questions** based on triangulated evidence, and elaborate conclusions and actionable recommendations based on findings. The 14 EQ take the internationally agreed **criteria** as a reference for the programme's assessment, as follows:

Coverage and Relevance

1. Did the project reach the intended beneficiaries with the right mix of assistance?
2. Is the project aligned with and complementing other national governments and donor education and school feeding policies and strategies?

Effectiveness

3. Did the interventions produce the expected results and outcomes – were the set targets achieved?
4. Did the intervention deliver results for men and women, boys and girls?

Efficiency and Effectiveness

5. What was the efficiency of the programme, in terms of transfer cost, cost/beneficiary, logistics, and timeliness of delivery?
6. What was most effective methods for ensuring food safety within school meal programme taking into consideration the different system of national, regional, local and community governance?
7. What community-level systems of governance and management are required for the successful implementation and sustainability of school meal programs? (*USDA learning agenda*)

Impact and Coverage

8. What are the effects of the project on beneficiaries, as well as community-level systems of governance and management?
9. Have there been any unintended outcomes, either positive or negative?
10. What were the gender-specific effects? Did the intervention influence the gender context?
11. What internal and external factors affected the project's ability to deliver the impact?

Sustainability

12. Is the programme sustainable in the following areas: strategy for sustainability; sound policy alignment; stable funding and budgeting; quality programme design; institutional arrangements; local production and sourcing; partnership and coordination; community participation and ownership?
13. What needs to remain to achieve a full handover and nationally owned school feeding programmes?
14. How can a combination of local procurement during harvest time be supplemented with international food aid to promote locally and/or nationally sustainable school meals programme? (*USDA learning agenda*)

The ET has also been asked to:

- > Mainstream **Gender Equality and the Empowerment of Women** (GEEW) throughout the evaluation design, the data recollection, analysis and interpretation phase, and reporting.
- > Identify **meaningful lessons learned** that WFP, USDA, and other relevant stakeholders can apply to future programming.
- > Where possible look into aspects relevant to **overall school feeding strategy** and country-specific school feeding issues in Haiti.
- > Where possible **compare the performance** of school feeding in Haiti with other relevant food security and safety net interventions in the country.

Annex 2. Main changes after the four amendments

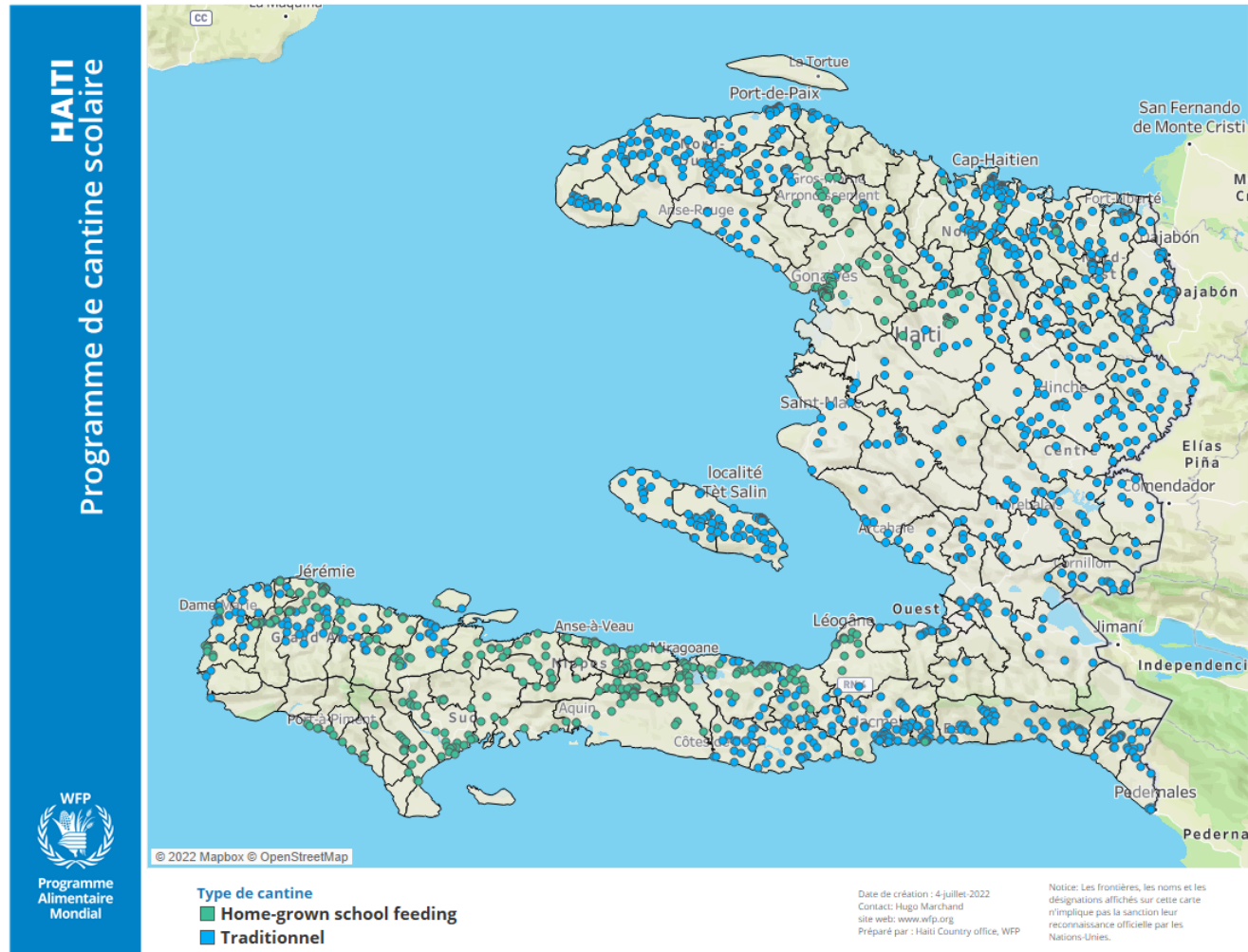
<p>Amendment 1 <i>November 27, 2019</i></p>	<p>Increase of attentiveness is no longer a project objective.</p> <p>Adding the programme implementation plan</p> <p>Programme description</p> <p>Handling of donated commodities</p> <p>Adding commodity specifications</p> <p>Providing detail budget and its narrative</p> <p>Providing the performance indicators</p> <p>Providing the project-level result framework</p>
<p>Amendment 2 <i>December 9, 2020</i></p>	<p>Added CRS, AMURT, BND and Plan International as sub-recipients and their respective fundings per activity.</p>
<p>Amendment 3 <i>February 25, 2022</i></p>	<p>Activity 1: Food Distribution. The 15,000 beneficiaries that are supposed to transition from the McGovern Dole-supported programme to the WFP HGSP programme will be funded by the government of Canada.</p> <p>Reduction of commodities sent by USDA for 6,700 tons was originally agreed to 6,740 tonnes. The commodity basket was shifted to include pinto beans instead of black beans and soy-fortified bulgur was swapped for regular bulgur.</p> <p>In response to the COVID-19 pandemic and school closures in 2021, WFP will distribute approximately 805 metric tons as Take-Home Rations (THR). All programme beneficiaries will receive a one-time distribution of consisting of 1.14 kilograms (KG) of fortified rice, 4.66 KG of soy-fortified bulgur or regular bulgur, 0.68 KG of black or pinto beans, 0.64 KG of lentils and 0.83 KG of vegetable oil.</p> <p>Activity 2: Promote Improved Health. As part of the implementation of the "Municipal Development and Urban Resilience Project" between WFP and the Ministry of the Interior of the Republic of Haiti, WFP has entered an agreement with United Nations Children's Fund (UNICEF) to install and maintain new handwashing stations. UNICEF will target 64 USDA-supported schools in addition to the 100 schools where WFP and its co-recipient CRS will install handwashing stations within the Promote Improved Health Pillar of the McGovern Dole Programme.</p> <p>Activity 4: Promote Improved Nutrition. Cancellation of "the development of a comprehensive SBCC package that will employ several different mediums to reinforce messages on nutrition". Replacement by "a set of activities aimed at promoting nutrition and hygiene at the school community level". The implementing partner changes for Plan International to AMURT.</p> <p>Plan International is no longer an implementing partner in this agreement onwards.</p>
<p>Amendment 4 <i>July 20, 2022</i></p>	<p>The total amount awarded for this project increased from US\$22,998,967 to US\$25,169,652.</p>

Annex 3. Maps

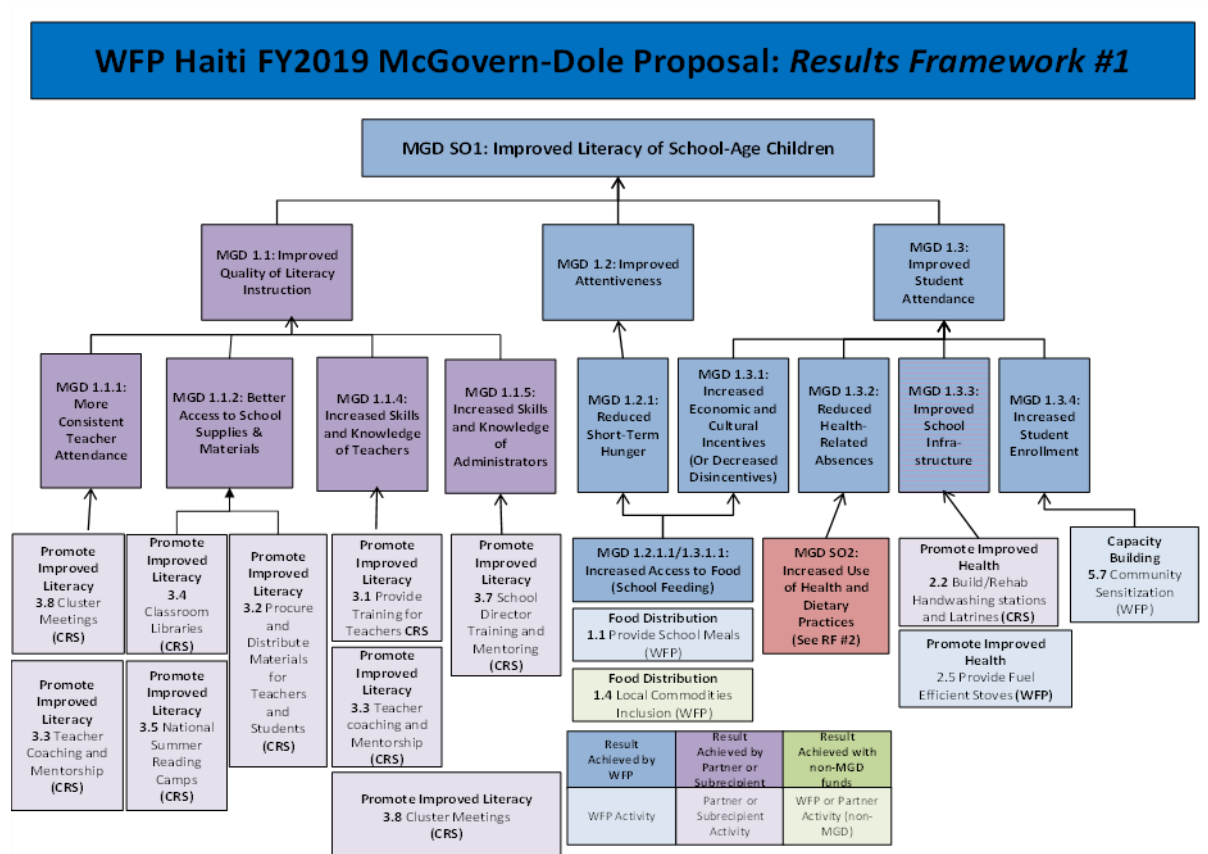
Map 1: Intervention of WFP's McGovern-Dole programme, 2020-2023



Map 2: All schools receiving school feeding programme by WFP in Haiti, July 2022

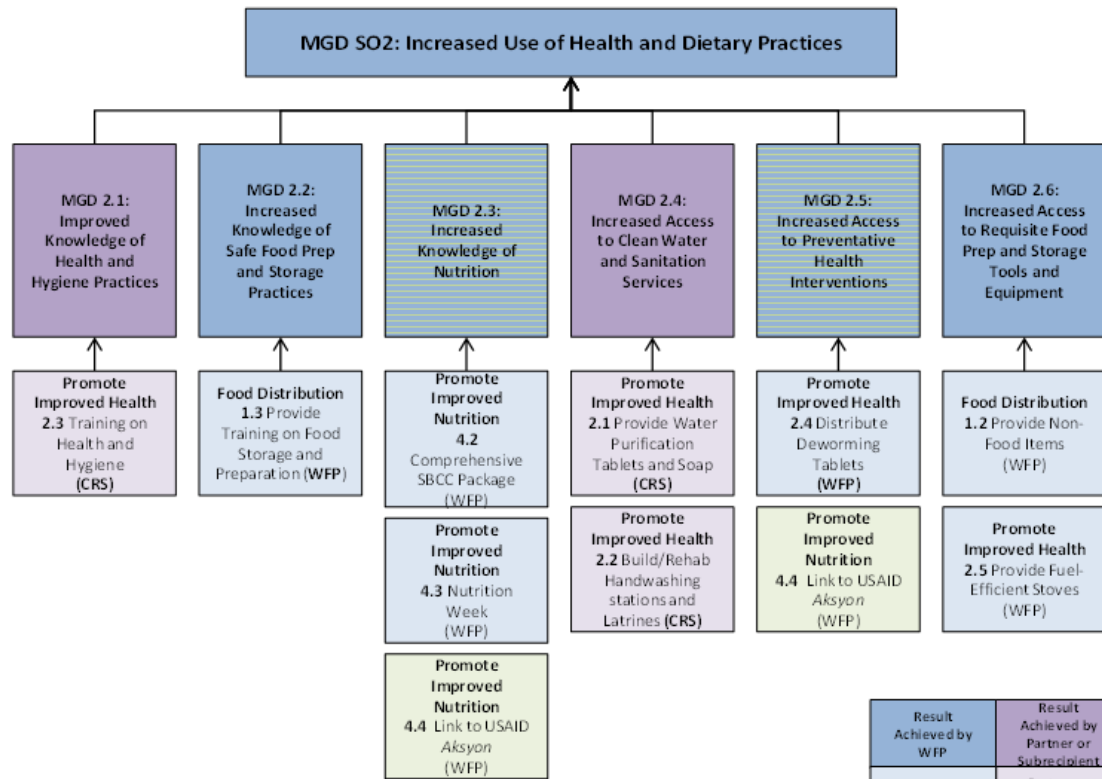


Annex 4. Results framework 1: Improved literacy of school-age children



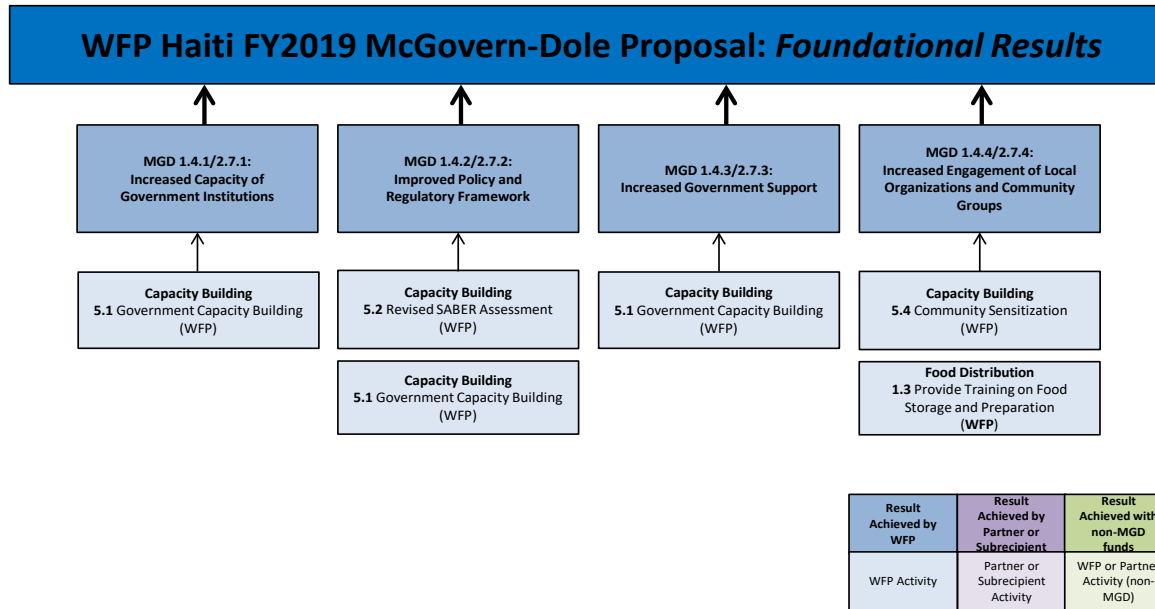
Annex 5. Result framework 2: Increased use of health, nutrition and dietary practices

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



Result Achieved by WFP	Result Achieved by Partner or Subrecipient	Result Achieved with non-MGD Funds
WFP Activity	Partner or Subrecipient Activity	WFP or Partner Activity (non-MGD)

Annex 6. Foundational Results



WFP Haiti FY2019 McGovern-Dole Proposal: *Critical Assumptions*

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

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

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

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

Annex 7. Detailed description of all McGovern-Dole activities according to workplan

The following table provides an overview of the activities agreed upon between WFP and FAS. Since the original agreement dated on September 26, 2019, four amendments have been signed: November 27, 2019; December 9, 2020; February 25, 2022; and July 20, 2022. Annex 2 provides further details.

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

2.1. Provide water purification tablets, soap and water buckets

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

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

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

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

2.3. Health and hygiene training

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

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

2.4. Distribution of deworming tablets

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

2.5. Provide fuel-efficient stoves

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

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

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

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

3.1. Procurement and distribution of materials for teachers and students.

WFP will work with the CRS to procure and distribute the Map Li Nèt Ale (MLNA) curriculum¹ to the first and second grades at 50 public schools in the Grande-Anse department. First graders will be targeted during the first academic school year and first and second graders during the second (2021-2022) and third SY (2022-2023).

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

3.2. Provide training for teachers

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

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

3.3. Teacher coaching and mentorship

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

3.4. Provision of classroom libraries

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

¹ MLNA is a holistic, evidence-based, early grade reading (EGR) and writing program developed through close collaboration by the US Agency for International Development (USAID), the GoH's MENFP, and other education development partners. Materials include reading textbooks and workbooks for first- and second-grade students, teacher guides, accompanying curriculum-related instructional materials, and a classroom library of Creole and French reading books appropriate for early readers.

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

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

3.6. Conduct national summer reading camps

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

3.7. School Director training and mentoring

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

3.8. Cluster meetings

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

Activity 4: Promote improved nutrition

4.1. Conduct SBCC study

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

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

4.2. Comprehensive SBCC package

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

Amended on February 25, 2022. Following this assessment, WFP with the support of AMURT, will implement a set of activities to promote nutrition and hygiene at the school community level. Activities will include community theatre, radio emissions, and school-based sessions. Sessions will include general nutrition with a focus on raising awareness on healthy eating habits, specific nutrition needs for different populations, and community contribution to the school canteens.

4.3. Nutrition Week – activity cancelled by amendment on February 25, 2022

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

Activity 5: Build capacity

5.1. Revised SABER assessment

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

5.2. Build government capacity

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

5.3. Department-level trainings

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

5.4. Conduct a South-South exchange visit

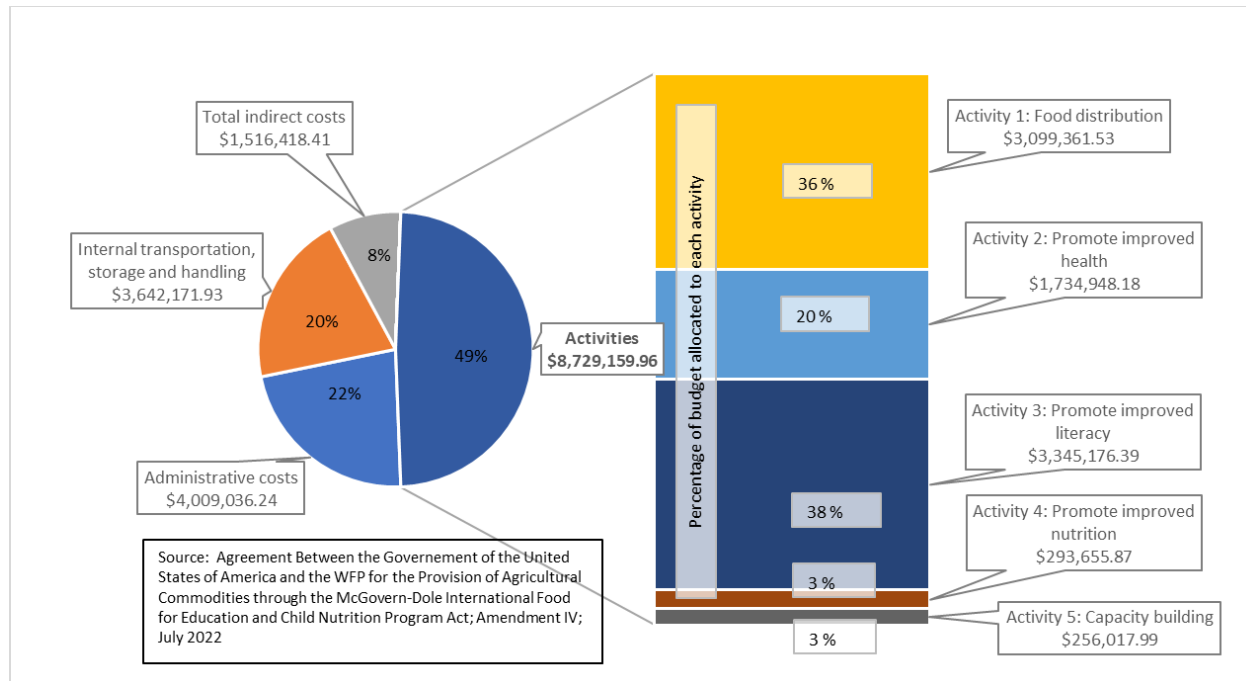
WFP will facilitate learning exchange visits to the newly established WFP Regional Centre of Excellence in Cote d'Ivoire, for MENFP and PNCS stakeholders to learn about the Government of Cote d'Ivoire's increased ownership of and commitment to the national school feeding programme

5.5. Community sensitisation

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

Annex 8. Budget breakdown

Figure 1: Breakdown of the total operational budget (\$17,896,786)



Activity 1: Food distribution	\$3,099,361.53	AMURT	\$286,752.96
		BND	\$230,850.49
		WFP	\$2,581,758.08
Activity 2: Promote Improved Health	\$1,734,948.18	CRS	\$1,154,822.53
		WFP	\$580,125.65
Activity 3: Promote Improved Literacy	\$3,345,176.39	CRS	\$3,345,176.39
Activity 4: Promote Improved Nutrition	\$293,655.87	AMURT	\$14,000
		WFP	\$279,655.87
Activity 5: Capacity Building	\$256,017.99	AMURT	\$67,562.79
		WFP	\$188,455.20
Total budget per implementing partner			
WFP	CRS	AMURT	BND
\$3,629,994.8	\$4,499,998.92	\$368,315.75	\$230,850.49

Annex 9. Output indicator tracking

Standard or Custom indicator	Performance Indicator	Disaggregation	Baseline figure	Targets				Life of project
				Achieved by WFP and partners				
				School year 2020/21	School year 2021/22	School year 2022/23		
St. #3	Number of teaching and learning materials provided as a result of USDA assistance		0	6,900	6,900	6,900	20,700	
		Total:	0	11,639	39,203		-	
			<p>Year 1. Apart from the other materials (picture books, exercise books, reading books, pencils, chalk boxes, erasers, sharpeners- 6900 items listed below) distributed during the first semester 2020, WPF distributed 1521 picture books that are aligned with the early grade reading competencies required for first graders, 107 guides (Creole and French), 1498 exercise books, 1613 reading books and 1593 notebooks (4,739 items).</p> <p>The project distributed additional items mentioned in the SAPRs including during the summer reading camps (Creole reading books, dictionaries, bags, school supplies) and books provided for the school libraries; these are not considered for inclusion in the indicator as they are not considered teaching and learning materials.</p> <p>Initially, CRS had ordered the student and teacher workbooks and training materials following the M ap Li Nèt Ale curriculum. Due to unexpected delays in procurement processes and shipment caused by the COVID-19 pandemic caused, WFP and CRS decided to print copies of the first twenty school curriculum lessons of each textbook (Creole and French exercise books, reading books and training materials) to ensure availability for the school teachers and directors' training sessions in October 2020, as well as for the start of the new academic year 2020-2021. The MLNA early grade reading materials and school supplies for first graders and teachers were delivered to the 50 USDA-supported schools between November 2020 and January 2021. Distribution of materials for second graders and teachers was delayed during the first semester of the school-year due to the postponement of the school year following the earthquake on 14 August 2021. By January 2022, all schools had received the education kits for both first and second grades, either as hard copies or photocopies. Each kit included</p>					

Standard or Custom indicator	Performance Indicator	Disaggregation	Baseline figure	Targets			Life of project
				Achieved by WFP and partners			
				School year 2020/21	School year 2021/22	School year 2022/23	
			(i) for first grade: a reading book in Creole, a picture book and an exercise book; (ii) for second grade: a reading book in Creole, an exercise book; a reading book in French and an exercise book; (iii) for teachers: a 3-volume guide in Creole and a guide in French.				
		Creole Workbook - First Grade	1,605	2,028			
		Creole Reading book - First Grade	1,605	2,028			
		French Picture book - First Grade	1,605	2,028			
		Creole Guide (Tome 1, 2 & 3) - Teacher First Grade	57	216			
		French Guide (Tome 1&2) - Teacher First Grade	57	136			
		School supplies (Pencils, Erasers, Sharpeners, Student Notebooks) - First Grade	1,605	12,534			

Standard or Custom indicator	Performance Indicator	Disaggregation	Baseline figure	Targets						Life of project
				Achieved by WFP and partners						
				School year 2020/21	School year 2021/22	School year 2022/23				
		School supplies (Pencils, Erasers, Chalk boxes, Rule, Teacher Notebooks) - First Grade		57		1,100				
		Creole Workbook - Second Grade				2,253				
		French Workbook - Second Grade				2,186				
		Creole Reading book - Second Grade				2,194				
		French Workbook - Second Grade				2,159				
		Creole Guide (Tome 2&3) - Teacher Second Grade				50				
		French Guide (Tome 1, 2 & 3) -				217				

Standard or Custom indicator	Performance Indicator	Disaggregation	Baseline figure	Targets				Life of project
				Achieved by WFP and partners				
				School year 2020/21	School year 2021/22	School year 2022/23		
		Teacher Second Grade						
		School supplies (Pencils, Erasers, Sharpeners, Student Notebooks) - Second Grade			9,050			
		School supplies (Pencils, Erasers, Chalk boxes, Rule, Teacher Notebooks) - Second Grade			1,024			
St. #5	Number of teachers/educators/ teaching assistants trained or certified as a result of USDA assistance	Total	0	120	120	120	120	
			-	170	112			
		Female	0	78	78	78	78	
			-	120	84			
		Male	0	42	42	42	42	
-	50		28					

Standard or Custom indicator	Performance Indicator	Disaggregation	Baseline figure	Targets			Life of project
				Achieved by WFP and partners			
				School year 2020/21	School year 2021/22	School year 2022/23	
			Years 1 & 2. Trained on MLNA Methodology, on the integration of social and emotional learning skills, how to create a positive-school climate and classroom, learning environment, and on Peer tutoring. The target number (120) was not reached because some schools had less teachers than planned at the first and second grades.				
St. #7	Number of school administrators and officials trained or certified as a result of USDA assistance	Total	0	40	58	58	58
			137	69			
		Female	0	4	10	10	10
			72	13			
		Male	0	36	48	48	48
			65	56			
			Year 1 & 2. Trained on MLNA Methodology, on the integration of social and emotional learning skills, how to create positive-school climate and classroom, learning environment, and on Peer tutoring. The target was exceeded because in some schools more than one Director was trained. Figures also include school inspectors (see semi-annual reports for more details)				
St. #8	Number of educational facilities (i.e. school buildings, classrooms, improved water sources, and latrines)	Total	0	162	162	162	486
			0	152	152	152	456

Standard or Custom indicator	Performance Indicator	Disaggregation	Baseline figure	Targets			Life of project
				Achieved by WFP and partners			
				School year 2020/21	School year 2021/22	School year 2022/23	
	rehabilitated/constructed as a result of USDA assistance	Improved water sources		83	20		
		Latrines construction	0	5	5	5	15
					5		
		Latrine rehabilitation	0	5	5	5	15
					9		
		FIGURES FOR HAND WASHING NEED TO BE REVISED					
St. #10	Number of policies, regulations, and administrative procedures in each of the following stages of development as a result of USDA assistance		-	-	-	-	-
			-	-	1	-	-
			Year 2. SABER workshop took place.				
		No clear guidance had been provided at the start of the programme in the ITT.					

Standard or Custom indicator	Performance Indicator	Disaggregation	Baseline figure	Targets				Life of project
				Achieved by WFP and partners				
				School year 2020/21	School year 2021/22	School year 2022/23		
St. #11	Value of new USG commitments, and new public and private sector investments leveraged by USDA to support food security and nutrition (in US dollars)	Total	0	7,700 ²	6,500	6,750	20,950	
			0	7,700	10,800	5,692	31,369	
		USG commitment amount	0	7,700	6,500	6,750	20,950	
		Other public sector	0	0	0	0	0	
			0	0	0	0	31,369	
		Private amount	0	0	0	0	0	
Host Government	0	0	0	0	0			
No information in the semi-annual reports.								
St. #12	Number of public-private partnerships formed as a result of USDA assistance		0	1	1	0	2	
			-	-	-		3	
		No information in the semi-annual reports.						
St. #13			0	400	380	340	400	

² The figure includes US\$ 700 investment provided before the beginning of school year 2020/21

Standard or Custom indicator	Performance Indicator	Disaggregation	Baseline figure	Targets			Life of project
				Achieved by WFP and partners			
				School year 2020/21	School year 2021/22	School year 2022/23	
	Number of Parent-Teacher Associations (PTAs) or similar "school" governance structures supported as a result of USDA assistance		0	447	451		451
		<p>Year 1. Trainings were delivered in the 39 schools that have been added to the programme in April 2021 and refresher trainings were provided to schools where parents were not participating in school canteens</p> <p>Year 2. 451 schools have been supported by the programme in year 2021/22</p>					
St. #16	Number of daily school meals (breakfast, snack, lunch) provided to school-age children as a result of USDA assistance		0	13,500,000	14,250,000	12,750,000	42,000,000
			0	7,798,667	16,513,624		42,450,000
		<p>Year 1. Insecurity situation and Covid-19 pandemic lead to school closures. During the first semester, schools functioned for a period of 72 out of 87 school days planned by the Ministry of Education. Further to this, only 59 school feeding days were achieved during this reporting period. During the second semester, schools functioned for a period of 42 out of 60 school days planned by the Ministry of Education. Further to this, only 42 school feeding days were achieved during this reporting period. This indicator is calculated based on the number of students assisted multiplied by the number of feeding days.</p>					
St. #17	Number of school-age children receiving daily school meals (breakfast, snack, lunch) as a result of USDA assistance	Total	0	100,000	95,000	85,000	100,000
				89,416	103,443		
		Female	0	50,000	47,500	42,500	50,000
				43,437	49,833		
		Male	0	50,000	47,500	42,500	50,000
				45,979	53,610		

Standard or Custom indicator	Performance Indicator	Disaggregation	Baseline figure	Targets				Life of project
				Achieved by WFP and partners				
				School year 2020/21	School year 2021/22	School year 2022/23		
		New	0	1,518	6,481		0	
		Continuing	0	89,416	96,962		0	
		Year 1 & 2. First semester: The COVID-19 pandemic and socio-political insecurities nationwide impacted the return of the students to school, for these reasons, of the 99,837 students enrolled, 88% (87,898) were assisted during the reported period.						
St. #18	Number of social assistance beneficiaries participating in productive safety nets as a result of USDA assistance	SAME AS ST.#17						
St. #22	Number of individuals trained in safe food preparation and storage as a result of USDA assistance	Total	0	1,600	1,520	1,360	1,600	
				2,084	1,774		1,672	
		Female	0	800	760	680	800	
				1,335	1,068		418	
		Male	0	800	760	680	800	
				749	706		1,254	
		Year 1. More individuals were reached vs planned participants, as some schools involved the participation of 4 -5 participants instead of 1 member of the school management committee etc, which was initially planned, plus an additional 2 members/staffs were trained.						

Standard or Custom indicator	Performance Indicator	Disaggregation	Baseline figure	Targets				Life of project
				Achieved by WFP and partners				
				School year 2020/21	School year 2021/22	School year 2022/23		
		Year 2. An average of three people per school were trained.						
7	Number of individuals trained in child health and nutrition as a result of USDA assistance	Total	0	1,600	1,520	1,360	1,600	
				2,084	1,774		1,672	
		Female	0	800	760	680	800	
				1,335	1,068		418	
		Male	0	800	760	680	800	
				749	706		1,254	
		Year 1. More individuals were reached vs planned participants, as some schools involved the participation of 4 -5 participants instead of 1 member of the school management committee etc, which was initially planned, plus an additional 2 members/staffs were trained. Year 2. An average of three people per school were trained.						
St. #27	Number of schools using an improved water source		-	Targets not defined by WFP during baseline				
				-	103		147	
		Activity started in year 2						
St. #28	Number of schools with improved sanitation facilities		-	Targets not defined by WFP during baseline				
				-	14		30	

Standard or Custom indicator	Performance Indicator	Disaggregation	Baseline figure	Targets				Life of project
				Achieved by WFP and partners				
				School year 2020/21	School year 2021/22	School year 2022/23		
		Activity started in year 2						
St. #29	Number of students receiving deworming medication(s)		0	100,000	95,000	85,000	100,000	
			0	19,573/5,007	99,414			
		Year 1. Only done by the cooperating partner BND in the Grand- Anse department.						
St. #30	Number of individuals participating in USDA food security programmes	Total	0	113,359	107,699	96,379	113,359	
					139,109		113,935	
		Students Female	0	50,000	47,500	42,500	50,000	
					49,833		50,000	
		Students Male	0	50,000	47,500	42,500	50,000	
					53,610		50,000	
School administrators and officials Female	0				80			
			89		80			
School administrators and officials Male	0				320			
			450		320			

Standard or Custom indicator	Performance Indicator	Disaggregation	Baseline figure	Targets				Life of project
				Achieved by WFP and partners				
				School year 2020/21	School year 2021/22	School year 2022/23		
		Teachers Female	0				98	
					1,103		98	
		Teachers Male	0				52	
					1,579		52	
		People in Government Female	0				0	
					3		1	
		People in Government Male	0				9	
					25		8	
		People in Civil Society Female	0				7,680	
					16,735		8,026	
		People in Civil Society Male	0				5,120	
					15,685		5,350	
St. #31	Number of individuals benefiting indirectly from USDA-funded interventions		0	400,000	380,000	340,000	400,000	
				351,592/409,092	35,666			

Standard or Custom indicator	Performance Indicator	Disaggregation	Baseline figure	Targets			Life of project
				Achieved by WFP and partners			
				School year 2020/21	School year 2021/22	School year 2022/23	
		<p>Year 1. To calculate this figure, WFP has multiplied the number of pupils received food by four. The rational needs to be identified during data collection (household size?).</p> <p>Year 2. This is the sum of all the people but the students that benefited from the programme (please refer to the previous indicator).</p>					
St. #32	Number of schools reached as a result of USDA assistance		0	400	380	340	400
				379/416	451		418
		Year 1. Additional schools were added to the programme in April 2021 to increase the USDA supported programme caseload and reach the 100,000-beneficiary target.					
Ct. #1	Number of classroom libraries distributed		0	100	50	0	150
				47/3	100		107
Ct. #2	Number of students attending summer reading camp	Total	0	300	300	300	900
					321	600	
		Female	0	150	150	150	450
					153	275	
		Male	0	150	150	150	450

Standard or Custom indicator	Performance Indicator	Disaggregation	Baseline figure	Targets			Life of project
				Achieved by WFP and partners			
				School year 2020/21	School year 2021/22	School year 2022/23	
				168	325		450
Ct. #3	Number of schools receiving WASH hygiene trainings	-	0	400	380	360	400
				379	349		380
Ct. #4	Number of students participating in peer tutoring	Total	0	300	300	300	900
				321	600		1,500
		Female	0	150	150	150	450
				247	256		764
		Male	0	150	150	150	450
				74	344		736
<p>Year 1. This number is only about the tutors, but the peer tutoring was done with 221 tutorees and 100 tutors. Year 2. Peer tutoring carried out in 20 schools 2 times per week after class (200 tutors and 400 tutorees)</p>							
Ct. #5		Total	0	100	150	150	150

Standard or Custom indicator	Performance Indicator	Disaggregation	Baseline figure	Targets				Life of project
				Achieved by WFP and partners				
				School 2020/21	year	School 2021/22	year	
	Number of teachers receiving bi-monthly coaching and monitoring support			49		109		107
		Female	0					98
				37		83		54
		Male	0					52
				12		26		53
Ct. #6	Number of local commodities added to the food basket	-	0	2	2	2	2	
				0	1		1	
		Year 2. Only salt has been added to the food basket.						
Ct. #7	Number of tonnes of salt provided	-	0	45	42.75	38.25	126.00	
				18	51		128.25	
Ct. #8	Number of cluster meetings held	TOTAL	0	48	48	48	144	
					7		24	

Standard or Custom indicator	Performance Indicator	Disaggregation	Baseline figure	Targets			Life of project			
				Achieved by WFP and partners						
				School year 2020/21	School year 2021/22	School year 2022/23				
		Cluster meetings (school directors)	0	3	5		18			
		PTA meetings								
			16	2			6			
		Cluster meeting with school directors are mainly dedicated to the literacy activities PTA meetings are done each year to provide basic training on how to manager school feeding activities in schools.								
Ct. #9	Number of fuel-efficient stoves provided	-	0	105	106	106	317			
			0	166	186		317			
		Year 1. Semester 1: In March, WFP distributed 12 gas stoves in 12 schools in urban and peri-urban areas in North and North-East departement. The cooperating partners, BND distributed in Grand- Anse department 30 fuel-efficient stoves (using firewood) in 11 school. Semester 2: Two improved charcoal stoves per school to 52 schools for a total of 104 improved charcoal stoves.								
Ct. #10	Number of schools with proper NFI due to USDA assistance	-	150	275	350	400	400			
				129	414		418			
		Year 2. School having received NFI during the school year.								
Ct. #14		-	0	2	2	2	6			

Standard or Custom indicator	Performance Indicator	Disaggregation	Baseline figure	Targets			Life of project			
				Achieved by WFP and partners						
				School year 2020/21	School year 2021/22	School year 2022/23				
	Number of training sessions with government stakeholders		0		9		8			
		Year 2. Semester 1: 11 staffs from the PNCS and the DDEs have been trained by WFP and CRS on good health practices in schools. Semester 2: One training with CRS on the MLNA , One training with WFP on Monitoring, and 4 departmental trainings on School Feeding Programme Management.								

Annex 10. Outcome indicator tracking table

Standard or Custom indicator	Performance Indicator	Disaggregation	Baseline figure	Targets			Life of project
				Achieved by WFP and partners			
				School year 2020/21	School year 2021/22	School year 2022/23	
St. #1	Percentage of students who, by the end of two grades of primary schooling, can demonstrate that they can read and understand the meaning of grade-level text	Total	3%	25%	25%	50%	50%
			8.9%	9,6%		26%	
		Female	3%	25%	25%	50%	50%
			10.1%	10,44%		26%	
		Male	3%	25%	25%	50%	50%
			7.4%	9,43%		26%	
According to semi-annual report #5, the EGRA mid-term evaluation is planned to start in May and by completed by June 2022							
St. #2	Average student attendance rate in USDA supported classrooms/schools	Total	70%	80%	80%	83%	85%
			82%	94%			
		Female	70%	80%	80%	83%	85%

Standard or Custom indicator	Performance Indicator	Disaggregation	Baseline figure	Targets			Life of project
				Achieved by WFP and partners			
				School year 2020/21	School year 2021/22	School year 2022/23	
				82%	94%		
		Male	70%	80%	80%	83%	85%
				82%	94%		
		<p>Year 1. According to semi-annual report #5, a data collection is currently ongoing in a sample of USDA supported school to calculate this indicator. The updated value will be reported in the next semester.</p> <p>Year 2. This rate is calculated by taking the number of students present over a 5-day period divided by the number of students actually expected over 5 days (the actual enrolment). Note that the week that was considered for data collection for this indicator preceded an exam period. This may explain why the majority of children were present in class.</p>					
St. #4	Number of teachers/educators/teaching assistants in target schools who demonstrate use of new and quality teaching techniques or tools as a result of USDA assistance	Total	0	90	102	108	108
				57	108		96
		Female	0	58	66	70	70
				41	82		49
		Male	0	32	36	38	38
				16	26		47

Standard or Custom indicator	Performance Indicator	Disaggregation	Baseline figure	Targets			Life of project
				Achieved by WFP and partners			
				School year 2020/21	School year 2021/22	School year 2022/23	
		<p><i>The target figures represent 75%, 85% and 95% of the total of teachers trained. To properly evaluate if targets are reached, this indicator needs to be read in relation to the standard indicator #5. It is the actual figures that should be used, not the expected one.</i></p> <p>Year 1 & 2. These figures have been collected by the CRS. They show the number of teachers that have been implementing MLNA reading methodology and apply teaching techniques learned during the training sessions.</p>					
St. #6	Number of school administrators and officials in target schools who demonstrate use of new techniques or tools as a result of USDA assistance		0	30	30	30	30
		Total		49	61		38
			0	3	3	3	3
		Female		12	11		7
			0	27	27	27	27
		Male		37	50		31
		<p><i>The figure provided in the ITT are not correct. The number of officials that are applying new technique are in certain cases higher than the official being trained (see St. Ind #7).</i></p> <p>Year 1. These numbers include 6 schools inspectors and 12 female school directors.</p>					
St. #9		Total	0	100,000	95,000	85,000	100,000

Standard or Custom indicator	Performance Indicator	Disaggregation	Baseline figure	Targets			Life of project	
				Achieved by WFP and partners				
				School year 2020/21	School year 2021/22	School year 2022/23		
	Number of students enrolled in school receiving USDA assistance			99,837	118,408			
		Female	0	50,000	47,500	42,500	50,000	
					48,805	57,444		
		Male	0	50,000	47,500	42,500	50,000	
					51,032	60,964		
St. #19	Number of individuals who demonstrate use of new child health and nutrition practices as a result of USDA assistance	Total	0	960	912	816	960	
						1,007		1,087
		Female	0	480	456	408	480	
						595		543
		Male	0	480	456	408	480	
						412		543
		<p>Year 1. Indicator not reported.</p> <p>Year 2. An interview was conducted in a sample of USDA supported school with the trainees in order to assess their level of learning and application of the lessons learned during the training sessions on new child health and nutrition practices that were conducted in the school. According to the data</p>						

Standard or Custom indicator	Performance Indicator	Disaggregation	Baseline figure	Targets			Life of project
				Achieved by WFP and partners			
				School year 2020/21	School year 2021/22	School year 2022/23	
		collected, 73 percent of them were able to actually demonstrate the use of these new practices. This corresponds to a total of 1007 people, of which 595 were women and 412 were men.					
St. #20	Number of individuals who demonstrate use of new safe food preparation and storage practices as a result of USDA assistance	Total	0	960	912	816	960
					1,214		1,087
		Female	0	480	456	408	480
					717		543
		Male	0	480	456	408	480
					497		543
<p>Year 1. Indicator not reported.</p> <p>Year 2. An interview was conducted in a sample of USDA supported school with the trainees in order to assess their level of learning and application of the lessons learned during the training sessions on new safe food preparation and storage practices that were conducted in the school. According to the data collected, 88 percent of them were able to actually demonstrate the use of these new practices. This corresponds to a total of 1,214 people, of which 717 were women and were 497 men.</p>							
Ct. #11	Retention rate of students in USDA		91%	91%	91%	95%	95%
		Total	91%	-	92%		95%

Standard or Custom indicator	Performance Indicator	Disaggregation	Baseline figure	Targets			Life of project
				Achieved by WFP and partners			
				School year 2020/21	School year 2021/22	School year 2022/23	
		Female			91%		
		Male			92%		
<p>Year 2. An ad-hoc survey was conducted in April and May 2022 in a sample of USDA supported school to calculate this indicator. As the inverse of the dropout rate, this rate is calculated using the number of dropouts since the beginning of the school year and the number of enrolled students for the current school year 2021-2022.</p>							
Ct. #12	Percentage of students who pass the grade in USDA-supported schools	Total	73%	73%	73%	77%	77%
			73%	-			77%
		Female	72%	72%	72%	76%	76%
				72%			76%
		Male	74%	74%	74%	78%	78%
				74%			78%
<p>Year 1. Indicator only for school benefiting from the literacy programme</p>							

Standard or Custom indicator	Performance Indicator	Disaggregation	Baseline figure	Targets			Life of project
				Achieved by WFP and partners			
				School year 2020/21	School year 2021/22	School year 2022/23	
		Year 2. WFP will collect this data during its annual outcome monitoring exercise across selected number of USDA-supported schools. So, this indicator will be reported on during the next reporting period					
Ct. #13	Consistent teacher attendance in USDA-supported schools		50%	65%	70%	75%	75%
				50%/82%	69%/74%		
Ct. #15	Percentage of students identified as attentive by their teachers		60%	60%	60%	75%	75%
		Total		-	64%		
		Female			66%		
		Male			61%		
		Year 2. This year, an ad-hoc survey was conducted in April and May in a sample of USDA supported school to calculate this indicator. The information used in the calculation of this indicator is collected through an interview with a minimum of 3 teachers in each target school. According to the teachers,					

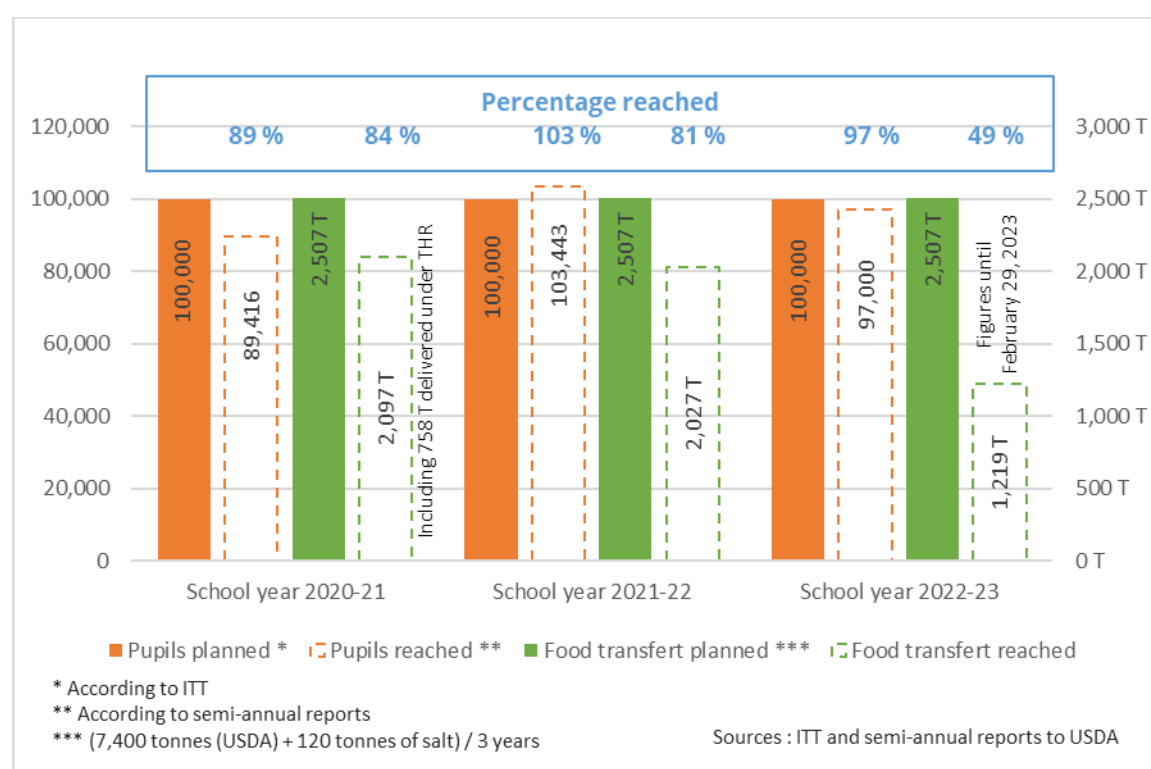
Standard or Custom indicator	Performance Indicator	Disaggregation	Baseline figure	Targets			Life of project
				Achieved by WFP and partners			
				School year 2020/21	School year 2021/22	School year 2022/23	
		an attentive student is one who most often listens in class, is active, asks questions, and memorizes some lessons.					

Annex 11. Narrative description of intermediary results

Activity 1: Distribute food:

In terms of pupils reached, WFP reached 89 percent of planned targets in year one and 103 percent in year two. As of February 2023, WFP had reached 97 percent of planned beneficiaries. Figures from the final semi-annual report will provide final reached figures. Regarding food distribution, target for year one and two are respectively 84 and 81 percent (Figure 1 below).

Figure 2 Pupils and amount of food distributed against planned



WFP has trained all school feeding committee as planned (Annex 8 Standard Indicator #22). SAPRs are not very detailed regarding the provision of schools with non-food item. In year one, 129 schools out of 275 planned received some NFIs. In year 2, 414 schools out of 350 planned received some NFIs (Annex 9 Custom Indicator #10)

Activity 2: Promote Improved Health:

There is no standard or custom indicator added to measure performance for the provision of water purification tablets, soap and NFIs. Based on the activity plan, partners were to distribute soap to every school every three months, though no precise targets were set. In the Nord, AMRUT provided soap during the second year to 51 percent of all school. With an average of two units per school³. BND reached all schools with around 6 boxes per school in the first year, with reduced quantities to all schools in the third year (about 2

boxes per school). In year three, 81 percent of schools have been reached by April 2023, with around 2 boxes per school (see Annex 11).

However, CRS distributed water buckets, soap and chlorine (in containers) in all 127 schools of the Grande-Anse in 2020, and a restricted number of schools in 2021 (7 schools) and 2022 (9 schools). BND also distributed soap and chlorine in 127 schools and buckets in 88 schools during school year 2020/21 in the Grande-Anse.⁴ BND reached 108 schools during the second school year with only Aquatabs and Soap, and for the third year, BND reached up to now 103 schools with soap and 13 with buckets. AMURT started its collaboration in year two only. According to their reports, they provided water purification tablets to 120 schools in the Nord and 44 schools in the Nord-Est. Very few buckets were distributed. Some 42 schools benefitted from soap in the Nord-Est and 119 schools in the North with a mean of 2 soaps per school (Annex 10). Data on the last school year were not available at the time of the evaluation.

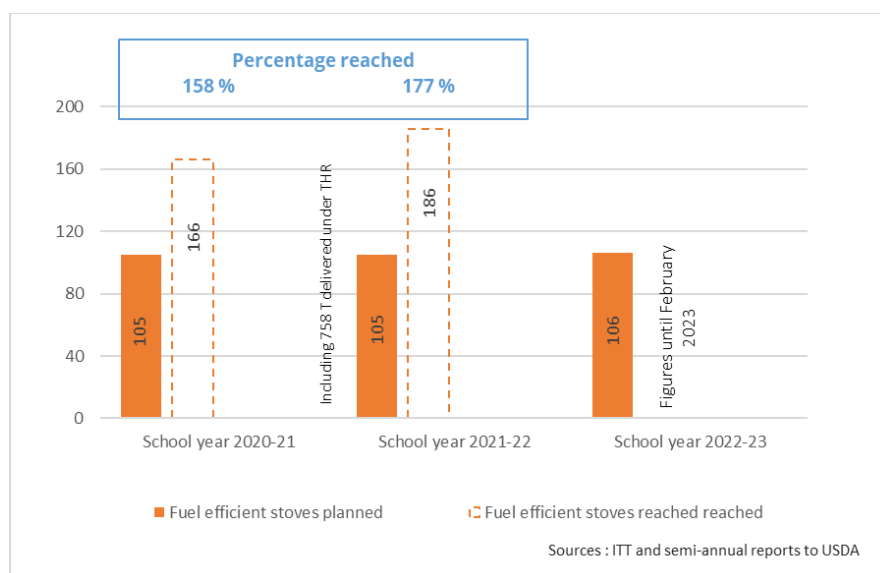
Distribution of deworming medications achieved less than 25% of planned outputs in year one but reached objectives in school year two (see annex 9, Standard Indicator #29).

WFP provided more fuel-efficient stoves than planned for both years. In year three, WFP is distributing heat retention bags that enable cook food for only 20 minutes of cooking using the heat trapped in the bag for the rest requiring less fuel, though cooking must times are much longer. At the time of writing g this report, 271 bags have been distributed in 43 schools.⁵ BND plans to distribute additional bags before the end of the programme.

The distribution of fuel-efficient stoves was also part of this activity. WFP provided more fuel-efficient stoves than planned for both years (Figure 2). In year three, WFP is distributing heat retention bags that require less fuel, though cooking must times are much longer. At the time of writing g this report, 271 bags have been distributed in 43 schools.⁶ BND plans to distribute additional bags before the end of the programme.

In addition to the above activities, CRS held three orientation workshops on health and hygiene promotion

Figure 3 Fuel-efficient stove distributed against numbers planned



in schools in three departments⁷ for various clusters. A total of 65 participants took part including 11 Government staff from the PNCS and the decentralised institutions of the MEVT (DDE).⁸

⁵ Figure provided by BND. 143 small bags, 76 medium and 61 large.

⁶ Figure provided by BND. 143 small bags, 76 medium and 61 large.

⁷ Departments of Grande-Anse, Nord and Ouest, the latter not being part of the McGovern-Dole programme.

⁸ WFP; Haiti Semi-annual Report Narrative - 1 October 2021 – 31 March 2022.

Activity 3: Promote Improved Literacy

Before launching the Early Grade Reading (EGR) programme activities, CRS recruited a Senior Project Officer and Literacy Supervisors (9 men, 3 women) to provide close monitoring, technical support and oversight to the targeted project schools. CRS implemented the M'ap Li Nèt Ale (MLNA) methodology and carried out the diverse activities listed in the agreement with WFP (see Annex 12 for details on the EGR and the MLNA).

Intermediary result MGD 1.14: Increased Skills and Knowledge of Teachers

Implementation of the EGR programme by CRS in the 50 schools selected in the department of Grande-Anse started according to a cascade training system: Training of Trainers (ToT) sessions to 12 literacy supervisors (nine men, three women) were held on the MLNA methodology to enable close monitoring and oversight on the teachers involved in the implementation of the EGR programme. These literacy supervisors then replicated the training for 80 first grade teachers and school directors (37 women, 43 men) and 4 school inspectors from the MENFP amongst 36 of the newly integrated WFP school feeding schools through a cluster approach. A refresher training was also conducted for 32 school teachers and school directors (17 women, 15 men) and 4 MENFP's school inspectors for the remaining 14 targeted literacy schools, as they had previously received CRS's EGR programme.⁹ During the remaining part of the first school year of implementation (2020-2021) training sessions were held for a total of 101 teachers, (74 women, 27 men), from grades one and two. During the second-year, training sessions were held for a total of 112 teachers (84 women, 28 men). Altogether, there were more teachers trained than anticipated, 75 percent of whom were women (see output indicator # ITT in annex 9).

Teacher coaching and mentoring: As an initial training follow-up, literacy supervisors carried out monitoring visits throughout the school year to ensure that teachers acquire proper techniques for the application of the MLNA reading method in classes, and coaching sessions on aspects related to classroom management, the relevance of good lessons preparation, phonemic awareness, alphabetic principles, and respect for instructions. Coaching sessions were an opportunity to refresh teacher's awareness regarding the technical competencies of early grade reading and contributed to ensuring comprehension of the MLNA methodology. According to CRS, these sessions were also intended to increase teachers' attendance (custom indicator #5, Annex 8). Achievements were below targets because some schools had less than three teachers for both first and second grades. Like the initial training, there were more women than men trained, 75.5 percent and 76.1 percent respectively.

Based on the ITT, the number of teachers involved in MLNA training and applying teaching techniques acquired during the training sessions increased from 33 percent in year one to 95 percent in year two (see annex 9, Standard Indicator #4). This was below the year one target of 75 percent but above the year two (85 percent) and year three (90 percent).

Intermediary result MGD 1.1.5: Increased Skills and Knowledge of Administrators

School directors training and mentoring: CRS delivered training to school administrators in the supported schools in year one. The directors of the 50 schools receiving the EGR programme and school inspectors from the MENFP participated in a cluster meeting. The objective of the training was to equip school officials in the areas of school leadership, pedagogical leadership and supervision. School administrators trained exceeded the number of supported schools because trainings included both school directors and school inspectors (one inspector per Bureau de district scolaire - BDS) as well as assistants and substitutes for school administrators(output indicator #7, Annex 9).

The figures provided in the ITT are not correct as the reported number of officials that are applying new technique are, in certain cases, higher than the official being trained (comparison between St. Ind #6 and St. Ind #7).

Complementary activities: In addition to the standard activities CRS undertook complementary activities; the ITT includes custom indicators to track these activities.

⁹ From 2017 to 2019, with the support of WFP, CRS implemented a reading programme in 40 public schools as part of a previous USDA FY16 McGovern-Dole International Food for Education and Child Nutrition Program.

Intermediary result MDG 1.2: Improved Attentiveness: WFP did not systematically collect information for the third custom indicator added: #15: Percentage of students identified as attentive by their teachers. Values are calculated based on an Ad-Hoc survey conducted by WFP in April 2022 through interviews with a minimum of three teachers in each target school. According to the teachers, an attentive student is one who most often listens in class, is active, asks questions, and memorises some lessons. Teachers reported that girls pay more attention in class than boys (66% compared to 61%, respectively). This is over the 60 percent initially planned target but below the final target is 75 percent (see annex 9 for disaggregated figures).

Provision of classroom libraries: CRS delivered a variety of children's book to support the establishment of library corners within first and second year classrooms in all USDA-supported literacy schools. These libraries provide school children the opportunity to read at their level and select texts that are of interest to them, promoting a positive reading culture. These libraries are intended to be used particularly during reading time on Fridays and peer-to-peer tutoring activities (see below). Per school, first year's library contains 55 titles; second year's library contains about 110 in the 50 schools benefitting from the literacy component (custom indicator #1, Annex 9).¹⁰

Peer-to-peer tutoring: Peer-to-peer tutoring was designed to provide additional time for pupils with reading weaknesses to focus on basic foundational literacy skills through access to remediation activities and opportunities for differentiated learning in smaller groups. Tutors were selected among school children in the fourth and fifth grades, with a ratio of one tutor per two tutorees; activities were monitored by selected teachers and school.

Peer tutoring workshops were organised for 47 school teachers, school directors and volunteers (28 women, 19 men) amongst 10 targeted schools in year one. One hundred fourth to fifth grader learners were selected and trained as peer tutors (74 girls and 26 boys), in consultation with their parents.

Between April 2021 and September 2021 peer-to-peer tutoring activities were held twice a week in all 10 schools targeted with 321 (100 tutors and 221 tutorees) students participating (247 girls, 74 boys). One meeting of Parents and Teachers' association (PTA) was held during which parents reported that they felt valued by this structure that allowed them to get involved in the community development. As per the project's workplan, 10 additional schools were added to this activity during the academic year 2021-2022, for a total of 20 supported schools. By February 2022, peer-to-peer activities were functioning in 18 of the 20 targeted schools and were intended to be launched in the two remaining schools in April 2022. A total of 600 students (200 tutors and 400 tutorees - 256 girls, 344 boys) participated in these activities during that year. 107 percent of planned objectives were reached in year one and 200 percent in year two (see Annex 8, Custom Indicator #4). In year three an additional ten school have been added.

Summer reading camps have been organised over a period of five days per week from 8 a.m. to 1 p.m. over four weeks in July. Camp activities include morning meetings to focus on relationship building, remediation activities, peer tutoring, recreation time and classroom library activities with a hot meal prepared by parents/school staff and served daily.

In June 2021, CRS organised a training session for eight supervisors (two women, six men) for the camps. These activities were disrupted due to socio-political crisis. Some activities resumed in late July, others in August. Forty-six people (30 women, 16 men) were trained to become summer reading camp facilitators starting in August. The last week of training was delayed until early September due to the earthquake affecting Grande-Anse and the South. The activity ended successfully with the 100 tutors each receiving a school kit. A total of 321 students (168 girls, 153 boys) participated in this activity. The following summer, 600 students (325 girls, 275 boys) attended the summer reading camp. Among them 400 were tutorees (186 girls, 214 boys from first and second grades) and 200 tutors (139 girls, 61 boys from 4th, 5th, 6th grades) (custom indicator #2, Annex 9). The targets planned have be reached by respectively 107 percent and 200 percent for years one and two. No summer reading camps will be done in 2023 as originally planned.¹¹

Cluster meeting: Within the framework of the MLNA programme, CRS organised two types of cluster meetings: PTA cluster meetings were intended to reinforce key messages on the various components and

¹⁰ There is no target for this indicator.

¹¹ The reason given to the ET is that this activity had not been planned because the end of the programme is July 31, 2023.

activities of the project, increase parental ownership of roles and responsibilities and foster collaboration between schools and families. One objective included promoting the importance of learning in Creole.

Other cluster meetings were intended for directors and teachers of the first and second grades. The first cluster meeting of this kind was held at the beginning of the academic year 2021-2022 with all 50 supported schools. It aimed to allow participants to discuss the difficulties encountered in the programme's application and to identify solutions collectively. A total of 160 participants (95 women, 65 men), took part in this activity. The second cluster meeting was held at the end of January 2022. According to CRS, cluster meetings have proven to be particularly useful to increase teachers' attendance and sensitisation to the MLNA programme.

Social Emotional Learning: The agreement between WFP and CRS indicates that, outside of the McGovern-Dole programme, CRS will continue to implement an integrated literacy programme, which includes activities focused on Social Emotional Learning (SEL) and Early Childhood Development (ECD) in five departments of the country (Plateau Central, South, Artibonite, North and North-East).

CRS implemented SEL activities starting in the 2021-2022 school years with materials adapted from the University of Notre Dame (UND) using complementary funding. UND created an aligned SEL curriculum for first and second-grade Haitian classrooms based on the SEL Framework. In January 2022, as part of the EGR programme, first and second grade teachers, directors and inspectors in USDA supported schools receiving the MLNA programme were trained to understand the relevance of SEL and to master strategies and techniques to facilitate SEL in the classroom. Another training was held in March with 155 participants and covered classroom management, SEL and positive discipline. This activity is not linked to any indicator in the ITT.

Activity 4: Promote improved nutrition

Before the start of project activities, WFP conducted a gender analysis of the school feeding programme and nutrition across all school feeding interventions as well as a Knowledge, Attitude and Practices (KAP) study to better understand social norms and perceptions amongst school feeding communities (school children, parents, teachers, cooks) around healthy eating, local food produce and hygiene.¹² WFP organised a workshop to prioritise key focus areas based on the evidence generated by the gender analysis and a social and behaviour communication change (SBCC) study conducted in targeted school feeding departments with the participation of staff members from BND and Plan International Haiti.

In September 2020, WFP signed a cooperating partner agreement with Plan International Haiti for the implementation of a pilot project in 25 USDA-supported schools in the Nord-Est. This included the development of a comprehensive SBCC package to reinforce tailored messages on gender, nutrition, and hygiene to school children of different age groups and genders, parents and the wider school feeding community. The SBCC package includes community theatre scripts developed with a local community theatre company. In addition, WFP and Plan International also produced a compilation of radio material to be promoted locally. These materials include short pieces (30) and longer programmes/formats. It was foreseen that the SBCC package would include innovative methods and materials that resonate with local communities through media such as theatre, storytelling, etc. The initial plan to roll this out to all McGovern-Dole assisted schools was not feasible under the prevailing conditions and these plans have subsequently been scaled down.

After the end of the cooperation agreement with Plan International, WFP partnered with AMURT to implement LENDI (SBCC) since the second school year in 25 McGovern-Dole supported schools in the Nord-Est department. The transformative package included an eight-week learning journey, curriculum-based activities and activities at the school community level. The material produced and used in the LENDI approach has been validated by WFP and AMURT and the approach has been presented during the High-Level Regional School Feeding Seminar held in Columbia in April 2022 with the presence of the Haitian Minister of Education. The LENDI programme is being implemented again in 25 different schools during the third school year.

Under the SBCC component, the project developed nine key messages, which are at the centre of the LENDI implementation, and which include some gender equality aspects as well. These are:

¹² Using external funding

- It is good to consume five times fruits or vegetables every day
- Too much of sugary food is bad for our health;
- Our body needs three types of food groups every day¹³
- Hand washing protects our health;
- It is important to drink enough water during the day;
- About half of what we eat should come from the foods that protect our body
- The other half of the food we take should provide energy and protein, which helps to construct the body (the formulation is a bit different);
- Girls and boys should all eat well;
- Girls and boys should always share the work that is attached to the school meal.

WFP amended the project plan, stating that WFP, with support of AMURT, will implement a set of activities to promote nutrition and hygiene at school community level. These activities include community theatre, radio transmissions and school-based sessions. In August 2022, WFP conducted a workshop to discuss the strengths and weaknesses of this approach during which, several recommendations were formulated. Additionally, the project has worked on manuals for radio broadcasting and theatre to attract the attention of communities.

¹³ Haiti is still working with 3 food groups: 1. energy foods, 2. body building foods (protein rich), and 3. health protecting foods (fruits and vegetables). The importance of fruits and vegetables is emphasized in the key messages.

Annex 12. Evaluation Matrix

Coverage and Relevance						
No.	Sub-questions	Measure/Indicator of progress	Main sources of information	Data collection methods	Data analysis methods	Availability and reliability of evidence
1	Did the project reach the intended beneficiaries with the right mix of assistance for boys and girls and for females and males?	Planned beneficiaries against reached beneficiaries. Voices of beneficiaries regarding the assistance delivered (pupils and teachers mainly)	WFP reports and polices, CRS report, WFP programme officers, CRS and other implementing partners, ITT	Desk review Semi-structured interviews	Qualitative analysis Triangulation and narrative description	Strong
2	Is the project aligned with and complementing other national governments and donor education and school feeding policies and strategies?	Compliance with stated aims and directions of relevant policies of other development actors such as UN agencies and NGOs	National school feeding policies, NSFP, MoE, Donors (Canada, Japan, France)	Semi-structured interviews Desk review	Qualitative analysis Triangulation and narrative description	Strong
Effectiveness						
3	Did the interventions produce the expected results and outcomes – were the set targets achieved?	Number of beneficiaries receiving food assistance - actual vs planned; tonnage of food distributed -actual vs planned; number of teachers trained; number of textbooks distributed, etc.	Monitoring data from WFP and CRS, school-level stakeholders	Desk review Quantitative data collection via surveys	Triangulation of desk review Quantitative and qualitative analysis	Strong

4	Did the intervention deliver results for men and women, boys and girls?	Disaggregated figures Gender indicators	Monitoring data from WFP, CRS and partners Informal interviews with different stakeholders	Desk review Data collection Endline survey Informal interviews,	Qualitative and quantitative data analysis	Strong
Efficiency¹⁴						
5	What was the efficiency of the programme, in terms of transfer cost, cost/beneficiary, logistics, and timeliness of delivery?	Budget data, budget revisions	WFP financial and operational information	Desk review Interviews with relevant stakeholders (WFP finance and other support staff)	Qualitative and quantitative analysis	Strong
6	What was most effective methods for ensuring food safety within school meal programme taking into consideration the different system of national, regional, local and community governance?	Opinion of various stakeholders concerned by food safety	Cooks, SFMC, school directors	Surveys, semi-structured interviews	Qualitative and quantitative data analysis	Strong
Impact and coverage						
7	What are the effects of the project on beneficiaries, as well as community-level systems of governance and management?	Attendance rate Drop-out rate Promotion rate Results of EGRA Is there a difference between these rates for boys and girls?	WFP CO M&E data and reports MoE statistics CPs surveys and reports School feeding committees	Desk review Field visits	Quantitative analysis- Comparison between baseline and endline Qualitative analysis - Secondary data	Medium

¹⁴ In the ToR, this section was entitled Efficiency and Effectiveness. The ET has changed it to Efficiency.

		Number and types of initiatives taken by PTAs and community at large to support SF activities			review and triangulation between multiple key informants	
8	Have there been any unintended outcomes, either positive or negative? (Including on GEEW)	Positive or negative issues mentioned during interviews or FGDs	WFP staff, government staff, implementing partners, programme beneficiaries	Interviews and FGDs with WFP, partner staff, and beneficiaries and non-beneficiaries	Qualitative analysis Triangulation of results	Medium to strong (It is difficult to capture all of the program's intended effects, specially considering that the programme has not yet ended.)
9	What were the gender-specific effects? Did the intervention influence the gender context?	Notable gender-specific effects due to the programme	WFP staff, implementing partners, programme beneficiaries, school committees	Semi-structured interviews, cook, teacher and pupil survey,	Qualitative and quantitative analysis Triangulation of results	Strong
10	What internal and external factors affected the project's ability to deliver the impact? (Factors within WFP's control and factors outside WFP's control)	Internal and external problems/constraints encountered during programme implementation Positive or negative internal/external issues mentioned during interviews or FGDs Number of internal/external problems/constraints which have been appropriately addressed vs. Number of ongoing problems/constraints	WFP staff, implementing partners, programme beneficiaries	Interviews and FGDs with WFP and partner staff and beneficiaries	Qualitative analysis Triangulation of results	Medium

Sustainability						
11	Is the programme sustainable in the following areas: strategy for sustainability; sound policy alignment; stable funding and budgeting; quality programme design; institutional arrangements; local production and sourcing; partnership and coordination; community participation and ownership?	Interviewees' opinions of sustainability according to the areas of concern (policy, funding, etc.)	NSFP, MoE, World Bank, implementing partners	Semi-structured interviews Desk review	Triangulation Narrative description	Strong
12	What needs to remain to achieve a full handover and nationally owned school feeding programmes (including gender-related issues)?	Main obstacle identified by the major actors in school feeding in Haiti	NSFP, MoE, World Bank, implementing partners	Semi-structured interviews Desk review	Triangulation Narrative description	Strong

USDA's MGD learning agenda's questions						
No.	MGD Learning Agenda question	Measure/Indicator of progress	Main sources of information	Data collection methods	Data analysis methods	Evidence availability and reliability

LA.1	What community-level systems of governance and management are required for the successful implementation and sustainability of school meal programmes? (USDA learning agenda)	Feedback from different stakeholders: <ul style="list-style-type: none"> • School feeding committees • Teachers • Decentralized institution • Implementing partners • WFP staff 	NSFP, MoE, School directors, School feeding committees, Cooks	Semi-structured interview	Triangulation	Strong
LA.2	How can a combination of local procurement during harvest time be supplemented with international food aid to promote locally and/or nationally sustainable school meals programme? (USDA learning agenda)	N/A	NSFP, FAO, World Bank, Inter-American Development Bank, implementing partners, desk review	Semi-structured interview	Triangulation	Strong
LA.3	What types of incentives (and in which contexts) are the most effective at securing local or national government investment into school meal programmes? What are the barriers and challenges in securing investment? (USDA learning agenda)	Feedback from national and decentralized institutions. Feedback from WFP staff Feedback from other school feeding humanitarian actors	Government officials (MoE, MoH) at centralized and decentralised level Donors (Canada, France, Japan, etc.) Desk review	Semi-structured interview	Triangulation	Medium (Answering this question requires a deep understanding of the Haitian context which the ET could acquire in the timeframe of this evaluation. Hence, desk review has been the main source of information)

Annex 13. Purposes of the different tools

Tools used	Baseline	Final evaluation
Desk review	<p>Determine the general context of the evaluation (school feeding, McGovern-Dole, RF, etc.)</p> <p>Validate PMP against existing data</p> <p>Design baseline survey and scope</p> <p>Identify case and control groups</p>	<p>Determine evolution of context</p> <p>Follow the implementation of the programme (SPRs, monitoring reports, etc.)</p>
Quantitative data collection Survey	<p>Establish baseline values for the beneficiary (case) and control/comparison groups (where relevant).</p> <p>Determine whether programme targets as outlined in the PMP are appropriate and realistic or aim too low or high.</p>	<p>Compare final achievements to baseline values and to comparison group where relevant.</p>
Qualitative data collection Key informant interview Semi-structured questionnaires Focus group discussion	<p>Key informant interview and FGD to be used to:</p> <p>Determine whether the programme targets outlined in the PMP are appropriate and realistic, too low or high</p> <p>Inform for regular monitoring</p> <p>Ensure all the data requirements for the final evaluation are covered.</p>	<p>All the qualitative data collection tools proposed will be used to determine the following:</p> <p>assess relevance, effectiveness, efficiency, impact and sustainability of the McGovern-Dole programme (evaluation questions);</p> <p>determine whether programme objectives, outputs and outcomes have been achieved and targets have been met;</p> <p>highlight lessons learnt and formulate recommendations for future implementation.</p>

Annex 14. List of interviewees (KIIs & FDGs)

KIIs

#	Gender	Position	Organization	Place	
WFP					
1	Woman	Programme associate	Haiti CO	Cap-Haïtien	
1	Woman	Associate Hygiene Genre			
1	Man	Deputy Country Director			Remote
1	Woman	Head of supply chain			
1	Man	Logistic officer			
1	Woman	Gender officer			
1	Woman	In charge of SBCC			
1	Woman	M&E			
1	Woman	Procurement			
1	Man	School feeding officer			
1	Woman	School feeding assistant			
1	Woman	Head of programme			
1	Woman	School Feeding Officer			Jérémie
1	Man	M&E Officer			
1	Woman	School feeding advisor	RB	Remote	
1	Woman	Gender advisor			
1	Woman	Nutrition advisor			
IP					
1	Man	Field coordinator	AMURT	Limonade	
1	Woman	Data entry operator			
1	Man	School feeding coordinator			Remote
1	Man	Wash Officer	CRS	Remote	
1	Man	Deputy director	BND		
1	Woman	Programme coordinator	BND		
1	Woman	Accountant	BND	Remote	

1	Woman	School feeding programme officer	BND	Jérémie
1	Man	School feeding programme manager	CRS	
1	Man	Wash Officer	CRS	
Government				
1	Woman	Sub-office coordinator	PNCS	Cap-Haïtien
1	Man	Sub-office coordinator	PNCS	Fort Liberté
1	Woman	National Coordinator	PNCS	Remote
2	Man	School inspector	Ministry of Education	Fort Liberté
1	Man	Departmental Director of Education	Ministry of Education	Fort Liberté
1	Man	M&E	Ministry of Education	Remote
1	Man	Special Advisor to the Minister	Ministry of Education	Remote
1	Man	Member of the Minister's office	Ministry of Education	Remote
1	Man	Departmental Director	Ministry of Health	Cap-Haïtien
1	Man	Departmental Director	Ministry of Health	Ouanaminthe
1	Man	Programme departmental focal point	Ministry of Education	Jérémie
1	Woman	Departmental Coordinator	Ministry of Women	
1	Man	Deputy Departmental Director	Ministry of Education	
2	Man	School inspector	Ministry of Education	
1	Man	Departmental Director	Ministry of Health	
1	Man	Director	Directorate for Support to Private Education and Partnership	
Schools & SFMC				
1	Man	Director	Public	Madeline
1	Man	Teacher		
1	Woman	Teacher		
2	Woman	Cook		
1	Man	Director		
1	Woman	Teacher		Dondon
1	Man	Teacher		

1	Woman	Director		Sainte Suzanne
1	Woman	Teacher		
1	Man	Teacher		
1	Man	SFMC Management		
1	Woman	Co-director		Trou du Nord
1	Man	Teacher/SFMC Member		
1	Woman	Teacher/SFMC Member		
1	Woman	Cook		
1	Man	Director		Abricot
2	Women	Teacher		
2	Women	Cook		
1	Man	Director		Bonbon
2	Woman	Cook		
1	Woman	Teacher		
1	Man	Teacher		
1	Woman	SFMC Member		Pestel
1	Man	SFMC Member		
1	Woman	Deputy director		
1	Man	Director		
1	Woman	Cook		
2	Man	Teacher		
1	Man	Co-director		Jérémie
1	Man	SFMC		
1	Woman	SFMC		
1	Man	Teacher		
1	Woman	Teacher		
1	Man	Director	Non-Public	Moron
2	Woman	Cook		
1	Woman	Teacher		
1	Man	Teacher		
USDA				
1	Man	Programme manager		Remote
1	Man	Agriculture specialist		
1	Man	Supervisor		
Other				

1	Woman	Education specialist	UNICEF	Remote
1	Woman	Education officer		
1	Man	Nutrition officer		
1	Woman	Education assistant	World Bank	
1	Woman	In charge of education		

FGDs

Total participants	Number of women	Respondent group	Place
3	2	School feeding committee (1 teachers, 1 parent, 1 pupil)	Madeline
3	3	Pupils	Madeline
3	0	Pupils	Madeline
4	1	School feeding committee (2 teachers, 1 parent, 1 village official)	Dondon
3	2	Cooks	Dondon
3	3	Pupils	Dondon
3	0	Pupils	Dondon
3	3	Cooks	Sainte Suzanne
3	3	Pupils	Sainte Suzanne
3	0	Pupils	Sainte Suzanne
3	2	School feeding committee (1 teachers, 1 parent, 1 pupil)	Abricot
3	3	Pupils	Abricot
3	0	Pupils	Abricot
3	1	School feeding committee	Bonbon
3	3	Pupils	Bonbon
3	0	Pupils	Bonbon
3	2	School feeding committee (2 parents, 1 pupil)	Moron
3	3	Pupils	Moron
3	0	Pupils	Moron
3	3	Pupils	Pestel
3	0	Pupils	Pestel
4	4	Cooks	Jérémie
3	3	Pupils	Jérémie
3	0	Pupils	Jérémie

Total participants (% women)	74 (55%)
Total FGDs	24

Annex 15. Sampling methodology

The ET used a conservative approach to calculate the sample size for the quasi-experimental approach based on a 95 percent confidence level and a margin of error of 8 percent. The response distribution for primary school enrolment rate of 88 percent as reported was applied to a total of 131 schools in Grand-Anse. The calculated sample size was 44 case schools. Since 50 schools in Grand-Anse have separate school feeding programmes including the whole literacy package, and another 81 schools had a separate component, for comparative analysis the ET proposed to divide the 44 case schools into 22 full-package schools (CaseG1) and the remaining 22 schools (CaseG2). The required number of schools was selected using systematic random sampling sorted by public vs. private schools and whether or not schools had received WFP school feeding assistance in the past.

As the ET proposed a quasi-experimental design in Grande-Anse department, the evaluation design also required a comparison group, ControlG, drawn from children attending schools in the Grande-Anse department which have never received WFP support but were similar to the case schools based on certain. ControlG has been used as a reference against which to assess the impact of the McGovern-Dole programme and includes schools only in districts where there are McGovern-Dole schools.

In Nord and Nord-Est, the ET proposed a before/after comparison evaluation approach (one group pre- & post-test design) for quantitative data collection, with data collected from the same group of schools before the intervention (pre-test) and after the intervention (post-test). The ET used the same approach to calculate the sample size based on a 95 percent confidence level with a margin of error of 8 percent. The same response distribution for an 88 percent primary school enrolment rate was applied to a total of 257 schools. The calculated sample size is 52 case schools. This sample was then proportionately allocated to the Nord and Nord-Est departments and samples were selected randomly by the ET.

Annex 16. Quantitative surveys' link to USDA result frameworks

	Surveys				
	School administrator	Teachers	Pupils	Cooks	SFMC
MGD SO1: Improved literacy of school aged children	EGRA test (done by WFP and CRS)				
MGD 1.1 Improved quality of literacy instruction		✓			
MGD 1.1.1 More consistent teacher attendance	✓				
MGD 1.1.2 Better access to school supplies & materials	✓	✓			
MGD 1.1.3 Improved skills and knowledge of teachers		✓			
MGD 1.1.4 Improved skills and knowledge of administrator	✓				
MGD 1.2 Improved attentiveness		✓	✓		
MGD 1.2.1 Reduced short-term hunger			✓	✓	
MGD 1.2.1.1 /1.3.1.1 Increased access to food				✓	✓
MGD 1.3 : Improved student attendance	✓	✓	✓		
MGD 1.3.2 Reduced health-related absences			✓		
MGD 1.3.3 Improved school infrastructure	✓				
MGD 1.3.4 Increased student enrolment	✓				
MGD SO2 Increased use of health and dietary practices	✓	✓	✓	✓	
MGD 2.1 Improved knowledge of health and hygiene - practices		✓			
MGD 2.2 Increased knowledge of safe food preparation and storage practices				✓	✓
MGD 2.3 Increased knowledge of nutrition		✓			
MGD 2.4 Increased access to clean water and sanitation practices	✓				
MGD 2.5 Increased access to preventative health interventions	✓				
MGD 2.6 Increased access to requisite food preparation and storage tools and equipment				✓	✓

Annex 17. School Administrators Survey

Type d'enquête : 1=enquête de référence enquête finale								
INFORMATIONS GÉNÉRALES								
A. Identification et localisation de l'école								
Département : 1=Grande-Anse Nord Nord-Est								
Arrondissement :								
Commune :								
B. Équipe de collecte								
Enquêteur 1								
Enquêteur 2								
Chef d'équipe								
Superviseur								
C. Information sur l'école et les caractéristiques de/de la directeurs-rices								
Nom de l'école :								
Type d'école : Publique Non publique								
Avec ou sans programme du PAM : avec sans								
L'école a-t-elle bénéficiée de cantines scolaires au moins durant un an pendant ces cinq dernières années ? Oui/non								
Pour les cycles 1 et 2, l'école à lieu le matin l'après-midi le matin et l'après midi								
Nom de la personne interviewée :								
Sexe : féminin masculin								
Age :								
Quel est le dernier diplôme obtenu par le/la directeur-riche ? BEPC BAC Licence Maitrise Doctorat other à préciser								
Quel est le dernier diplôme professionnel obtenu ? 1=Ecole Normale Jardinière Ecole normale d'instituteur Ecole normale supérieure Science de l'éducation Certificat d'aptitude pédagogique (CAP) Formation initiale accélérée(FIA) 7=Pas de diplôme 8=Other, Spécifier.....								
En place dans cette école depuis combien d'années : 1=première année moins de 3 ans trois ans ou plus								
Section 1 : INFORMATIONS SUR L'ÉCOLE								
Niveau	Nb d'élèves inscrit cette année		Nb d'élèves promus de l'année dernière		Nb d'élèves redoublant cette année		Nb d'élèves ayant abandonné en fin d'années dernières	
	Total	Dont filles	Total	Dont filles	Total	Dont filles	Total	Dont filles
1 ^{re} année (cycle 1)								

2 ^e année (cycle 1)								
3 ^e année (cycle 1)								
4 ^e année (cycle 1)								
5 ^e année (cycle 2)								
6 ^e année (cycle 2)								
7 ^e année (cycle 3)								
8 ^e année (cycle 3)								
9 ^e année (cycle 3)								
L'école a-t-elle des cahiers de présence par classe sur les trois dernières années scolaires ? oui, observable par les enquêteurs oui, observable, mais il manque certains registres oui, observable, mais c'est majoritairement manquant non, ou pratiquent non existant								
AUGMENTATION DE L'INSCRIPTION SCOLAIRE (MGD 1.3.4)								
Votre école connaît-elle une augmentation de l'inscription scolaire ces trois dernières années ? Oui Non								
Avez-vous les registres scolaires de ses trois dernières années ? Oui Non								
Si oui, merci de préciser cette augmentation scolaire selon les registres scolaires (les registres doivent-être vu par les enquêteur·trice·s). année en cour année dernière année d'avant la dernière								
(Question uniquement pour les écoles suivies par le PAM) Les nouveaux élèves qui arrivent chez vous, sont-ils des élèves qui quittent une école sans cantine scolaire pour venir dans votre école ou est-ce que ce sont des élèves qui viennent à l'école pour la première fois ? Ce sont majoritairement des enfants qui quittent une école sans cantines Ce sont majoritairement des enfants qui viennent à l'école pour la première fois C'est un peu des deux Je ne sais pas								
(Question pour les écoles sans cantines) Avez-vous des enfants qui quittent votre école qui n'a pas de cantines scolaires pour aller vert des écoles avec des cantines scolaires ? Oui, beaucoup Oui, mais c'est peu non								
AMÉLIORATION DE LA FRÉQUENTATION SCOLAIRE (MGD 1.3)								
Votre école connaît-elle une augmentation de la fréquentation scolaire ces trois dernières années ? Oui Non								
Avez-vous les registres scolaires présentant la fréquentation scolaire de ses trois dernières années ? Oui Non								
Si oui, merci de préciser la fréquentation scolaire selon les registres scolaires (les registres doivent-être vu par les enquêteur·trice·s). année en cour année dernière année d'avant la dernière								
UNE PRÉSENCE PLUS RÉGULIÈRE DES ENSEIGNANT·E·S (MGD 1.1.1)								
Quel est le nombre d'enseignantes (femmes) dans l'école (directeur·trice compris·e) ?								
Quel est le nombre d'enseignants (masculin) dans l'école (directeur·trice compris·e) ?								
Avez-vous un registre de présence des enseignant·e·s ? Oui Non								

De manière générale comment qualifieriez-vous le degré de présence des enseignant·e·s ? Toujours présents pour faire la classe aux élèves Rarement absent Régulièrement absent Un peu trop absents Souvent absents pour faire la classe aux élèves	
UN MEILLEUR ACCÈS AUX FOURNITURES ET MATÉRIELS SCOLAIRES (MGD 1.1.2)	
Fournitures	
Votre classe a-t-elle suffisamment de matériel didactique pour un enseignement efficace cette année scolaire ? (<i>Remarque pour l'enquêteur : observez la classe</i>)	Oui/Non
<ul style="list-style-type: none"> ▪ Craies ▪ Brosse pour effacer le tableau ▪ Règle pour le tableau ▪ Crayons pour les élèves ▪ Règles pour les élèves ▪ Cahiers d'écriture pour les élèves ▪ Livres de lectures pour les élèves ▪ Livres de mathématique pour les élèves ▪ Affiches pédagogiques dans la classe 	
AMÉLIORATION DES COMPÉTENCES ET DES CONNAISSANCES DE L'ADMINISTRATEUR·TRICE (MGD 1.1.5)	
Avez-vous reçu de la formation professionnelle pour directeur·trice d'école durant ces trois dernières années ? Oui Non	
Si oui, par qui ? Le MENFP Le Catholique Relief Service et/ou le Programme alimentation mondial UNICEF Other, précisez	
Pour chaque type de suivi, merci de préciser ce que pensez-vous de la qualité du suivi :	
Le MENFP Très bon suivi, rien à ajouter Bon suivi, mais pas assez complet Suivi médiocre qui nécessite encore beaucoup d'amélioration	
La CRS et/ou le PAM Très bon suivi, rien à ajouter Bon suivi, mais pas assez complet Suivi médiocre qui nécessite encore beaucoup d'amélioration	
UNICEF Très bon suivi, rien à ajouter Bon suivi, mais pas assez complet Suivi médiocre qui nécessite encore beaucoup d'amélioration	
Other Très bon suivi, rien à ajouter Bon suivi, mais pas assez complet Suivi médiocre qui nécessite encore beaucoup d'amélioration	
AMÉLIORATION DE LA LECTURE DES ÉLÈVES (MGD SO1)	
Comment qualifieriez-vous la capacité de lecture de vos élèves en tenant compte de leur classe ? (pas de l'âge)	

Très bonne Bonne Moyenne Médiocre Très médiocre Mauvaise	
INFORMATION COVID-19	
Est-ce que dans le contexte du COVID-19 les enfants se lavent les mains plus souvent que d'habitude ? 1=oui non	
Si oui, combien de fois en moyenne par jour quand ils sont à l'école ?	
AMÉLIORATION DES CONNAISSANCES EN MATIÈRE DE SANTÉ ET DE PRATIQUES D'HYGIÈNE (MGD 2.1)	
Avez-vous reçu de la formation sur le thème de la santé et des pratiques d'hygiène ces trois dernières années ? Oui Non	
Si oui, par qui ? Le MENFP Le Programme alimentation mondial ou ses partenaire (BND ¹⁵ pour Grand-Anse et le FEPH ¹⁶ pour le Nord et Nord-Est) Other, précisez	
Pour chaque source de formation, merci de préciser le type de formation :	
Le MENFP sur le lavage des mains sur l'hygiène sur l'eau potable sur l'assainissement sur la prévention des maladies	
Le PAM est ses partenaires sur le lavage des mains sur l'hygiène sur l'eau potable sur l'assainissement sur la prévention des maladies	
Other sur le lavage des mains sur l'hygiène sur l'eau potable sur l'assainissement sur la prévention des maladies	
Durant ces trois dernières années, avez-vous mis en place de nouvelles choses dans votre école en matière de prévention sanitaire et de pratiques d'hygiène ? Oui Non	
Si oui, merci de préciser les nouvelles mesures mises en place. sur le lavage des mains sur l'hygiène sur l'eau potable sur l'assainissement sur la prévention des maladies	
AMÉLIORATION DE L'ACCÈS À L'EAU POTABLE ET A L'ASSAINISSEMENT (MGD 2.4)	
AMÉLIORATION DES INFRASTRUCTURES SCOLAIRES (MGD 1.3.3)	
Latrines	
L'école a-t-elle des latrines Oui Non, allez à la section suivante	
Si oui, combien y en a-t-elles ?	

¹⁵ Bureau de nutrition et de développement

¹⁶ Fédération des écoles protestantes d'Haïti

Parmi ces latrines combien sont fonctionnelles ?	
Combien de latrines fonctionnelles sont réservées pour les élèves ?	
Les latrines fonctionnelles pour les élèves sont-elles séparées pour les garçons et les filles ? Oui Non allez à la section suivante	
Si oui, combien de latrines fonctionnelles pour les garçons	
Si oui, combien de latrines fonctionnelles pour les filles :	
Les latrines pour les filles comportent-elles un espace spécifique pour les informations sur les menstruations et des kits d'hygiène ? (si oui l'enquêteur doit procéder à une observation) Oui Non	
Les latrines pour filles et celles pour garçons sont-elles situées dans des endroits différents de la cour ? Oui Non	
Les latrines peuvent-elles être fermées de l'intérieure ? Oui Non	
Nombre de latrines fonctionnelles non séparées	
<p>Veuillez catégoriser les latrines (par observation directe)</p> <p>Chasse d'eau ou système d'évacuation raccordé à un réseau d'égouts, un système septique ou une latrine à fosse</p> <p>Chasse d'eau ou système d'évacuation sans système d'égout</p> <p>Latrines à fosse avec dalle</p> <p>Latrines à fosse sans dalle/ouvertes</p> <p>Toilettes à compost</p> <p>Latrines à fosse améliorées ventilées</p> <p>Other, à préciser</p>	
<p>Comment gérez-vous et entretenez-vous les latrines ? (plusieurs réponses possibles)</p> <p>Forme les élèves et organise des rotations pour le nettoyage des latrines</p> <p>Assure la présence de savon et de matériel pour le lavage des mains à l'intérieur ou à proximité des toilettes</p> <p>Ferme les latrines pendant les vacances scolaires</p> <p>S'assure que le lavabo est plein d'eau</p> <p>Invite les utilisateurs à laisser leurs chaussures à l'extérieur des latrines</p> <p>Other, spécifiez :</p>	
Lavage des mains	
L'école a-t-elle un poste de lavage des mains ? (L'enquêteur doit procéder à une observation) 1=Oui Non, allez à la section suivante	
Si oui, il y a combien de postes de lavage des mains dans l'école ?	
<p>Si oui, quelles sont les conditions actuelles de la station de lavage des mains ?</p> <p>1=Bon état et bon fonctionnement toute l'année</p> <p>Bon état et bon fonctionnement seulement pendant la saison des pluies</p> <p>Mauvais état, mais fonctionne toute l'année</p> <p>Mauvais état, mais ne fonctionne que pendant la saison des pluies</p> <p>Hors d'état de service, ne fonctionne pas</p> <p>Other, à préciser _____</p>	
<p>Quel est le type du dispositif de lavage de main ?</p> <p>Une bassine avec de l'eau</p> <p>Un système de seau à robinet</p> <p>Un système de bidon d'eau que se déverse avec l'aide d'une cordelette (tippy-tap)</p> <p>Un évier avec de l'eau courante</p>	
Savon	
Avez-vous assez de savon pour les besoins de votre école ?	
Oui	
Non, mais nous avons en avons une bonne quantité de savon	

Non, nous avons environ la moitié des besoins couverts Non, il nous manque plus de la moitié des besoins Non, nous n'avons pas ou quasiment pas de savon	
Source d'eau améliorée	
L'école a-t-elle une source d'approvisionnement en eau ? 1=Oui Non, allez à la section suivante	
Veuillez décrire la source d'approvisionnement en eau (observation et cochez les réponses correspondantes) : <ul style="list-style-type: none"> ▪ a) Eau canalisée dans les locaux, la parcelle, ou la cour ▪ b) Robinet/tuyau public ▪ c) Puits canalisé/forage ▪ d) Puits creusé protégé ▪ e) Puits creusé non protégé ▪ f) Source protégée ▪ g) Source non protégée ▪ h) Collecte des eaux pluviales ▪ i) Chariot avec petit réservoir/tambour ▪ j) Camion-citerne ▪ k) Eau de surface (rivière, barrage, lac, étang) ▪ l) Eau de bidon/gourdes ▪ m) Other à préciser 	
Préciser la source principale (exemple b qui représente le robinet/tuyau public)	
L'eau est-elle bien disponible à partir de cette source d'eau ? 1=Oui Non, si non aller à la section suivante	
Est-ce que l'eau n'a-t-elle pas été disponible à partir de cette source d'approvisionnement au cours des 2 dernières semaines durant au moins une journée ? 1=Oui Non Ne sais pas	
Traitement de l'eau potable	
Avez-vous de quoi traiter l'eau dans votre école pour la rendre potable ? Oui, nous avons de quoi traiter toute l'eau dont nous avons besoin Oui, mais nous n'avons pas assez pour traiter toute l'eau dont nous avons besoin. Non, nous n'avons rien ou presque rien pour traiter l'eau dont nous avons besoin Non, notre eau n'a pas besoin d'être traitée	
Poubelles	
L'école a-t-elle des poubelles ou d'autres équipements pour gérer les déchets solides ? 1=Oui observable oui observable Non	
À quelle fréquence les déchets solides sont-ils collectés ? 1=tous les jours tous les deux ou trois jours toutes les semaines	
Comment les déchets solides sont-ils éliminés ? 1=incinérés jetés hors de l'école enterrés vider aux environs de l'école jetés dans la nature	
MEILLEUR ACCÈS AUX INTERVENTIONS SANITAIRES PRÉVENTIVES (MGD 2.5)	
Déparasitage	
Les enfants du cycle 1 et 2 ont-ils reçu un traitement de déparasitage ses trois dernières années Année en cours 1=Oui Non Année dernière 1=Oui Non Année avant la dernière 1=Oui Non	

OTHER	
Si vous avez des questions ou des problèmes liés au programme du PAM, vous est-il facile de contacter quelqu'un ? 1=Oui Non	
A votre connaissance, y a-t-il un numéro de téléphone gratuit pour avoir des renseignements ou déposer une plainte ? 1=Oui Non	
L'avez-vous déjà utilisé ? 1=Oui Non	
Si oui en êtes vous satisfait oui moyennement non	

Annex 18. Teachers Survey

Type d'enquête : 1=enquête de référence enquête finale	
INFORMATIONS GÉNÉRALES	
A. Identification et localisation de l'école	
Département : 1=Grande-Anse Nord Nord-Est	
Arrondissement :	
Commune :	
B. Équipe de collecte	
Enquêteur 1	
Enquêteur 2	
Chef d'équipe	
Superviseur	
C. Information sur l'école et les caractéristiques de/de la directeurs-rices	
Nom de l'école :	
Type d'école : Publique Non publique	
Avec ou sans programme du PAM : avec sans	
Nom de la personne interviewée :	
Sexe : féminin masculin	
Âge :	
En place dans cette école depuis combien d'années : 1=première année moins de 3 ans trois ans ou plus	
Niveau d'enseignement (plusieurs réponses possibles pour les classe à niveaux multiples) : 1 ^{ère} année 2 ^{ème} année 3 ^{ème} années 4 ^{ème} année 5 ^{ème} année 6 ^{ème} année	
AMÉLIORATION DE LA QUALITÉ DE L'ENSEIGNEMENT (MGD 1.1)	
AMÉLIORATION DES COMPÉTENCES ET DES CONNAISSANCES DE L'ENSEIGNANT·E (MGD 1.1.4)	
Quel est le dernier diplôme obtenu par l'enseignant-e ? BEPC BAC Licence Maitrise Doctorat other à préciser	
Quel est le dernier diplôme professionnel obtenu ? 1=École Normale Jardinière École normale d'instituteur École normale supérieure Science de l'éducation Certificat d'aptitude pédagogique (CAP) Formation initiale accélérée(FIA) 7=Pas de diplome 8=Other, Spécifier.....	
Pensez-vous avoir assez d'outils pédagogiques pour pouvoir bien exercer votre métier d'enseignant-e ? Oui Non	
Pensez-vous avoir suffisamment de connaissances pour bien enseigner à vos élèves ? Oui Non	
Avez-vous reçu une formation professionnelle durant ces trois dernières années ? Oui Non	
Si oui, par qui ? Le MENFP Le Catholique Relief Service et/ou le Programme alimentation mondial UNICEF Other, précisez	
Pour chaque source de formation, merci de préciser le type de formation :	

Le MENFP (plusieurs choix possibles) Les techniques de lecture Les techniques d'écriture Les mathématiques Other	
La CRS et/ou le PAM Les techniques de lecture Les techniques d'écriture Les mathématiques Other	
UNCEF Les techniques de lecture Les techniques d'écriture Les mathématiques Other	
Other Les techniques de lecture Les techniques d'écriture Les mathématiques Other	
Avez-vous vous un suivi pédagogique régulier qui vous permette de progresser dans votre métier ?	
Si oui, qui s'occupe de votre suivi pédagogique ? (plusieurs choix possibles) Le MENFP Le Catholique Relief Service et/ou le Programme alimentation mondial Other, précisez	
Pour chaque type de suivi, merci de préciser ce que pensez-vous de la qualité du suivit :	
Le MENFP Très bon suivi, rien à ajouter Bon suivi, mais pas assez complet Suivit médiocre qui nécessite encore beaucoup d'amélioration	
La CRS et/ou le PAM Très bon suivi, rien à ajouter Bon suivi, mais pas assez complet Suivit médiocre qui nécessite encore beaucoup d'amélioration	
Other Très bon suivi, rien à ajouter Bon suivi, mais pas assez complet Suivit médiocre qui nécessite encore beaucoup d'amélioration	
UN MEILLEUR ACCES AUX FOURNITURES ET MATERIELS SCOLAIRES (MGD 1.1.2)	
Votre classe a-t-elle suffisamment de matériel didactique pour un enseignement efficace cette année scolaire ? (<i>Remarque pour l'enquêteur : observez la classe</i>)	Oui/Non
<ul style="list-style-type: none"> ▪ Craies ▪ Brosse pour effacer le tableau ▪ Règle pour le tableau ▪ Crayons pour les élèves ▪ Règles pour les élèves 	

<ul style="list-style-type: none"> ▪ Cahiers d'écriture pour les élèves ▪ Livres de lectures pour les élèves ▪ Livres de mathématique pour les élèves ▪ Affiches pédagogiques dans la classe 	
AMÉLIORATION DE LA FRÉQUENTATION DES ÉLÈVES (MGD 1.3)	
Combien d'élèves filles avez-vous au total dans votre classe (y compris les absents) ?	
Combien d'élèves garçons avez-vous au total dans votre classe (y compris les absents) ?	
Combien d'élèves filles sont aujourd'hui absentes dans votre classe ?	
Combien d'élèves garçons sont aujourd'hui absents dans votre classe ?	
Pour quelles raisons les enfants sont-ils le plus souvent absents ? malade la maison est éloignée de l'école l'enfant travail raisons financières l'enfant à trop faim pour venir grossesse précoce 7=mariage précoce ne sais pas 9= other, précisez.	
AMÉLIORATION DE L'ATTENTION DES ÉLÈVES (MGD 1.2)	
Veillez estimer le nombre de filles qui sont souvent inattentives en classe (somnolentes, inactives)	
Veillez estimer le nombre de garçons qui sont souvent inattentifs en classe (somnolents, inactifs)	
Veillez estimer le nombre de filles qui sont parfois inattentives en classe (somnolentes, inactives)	
Veillez estimer le nombre de garçons qui sont parfois inattentifs en classe (somnolents, inactifs)	
Est-ce que cela change selon la saison/mois ? Oui Non si non, Fin du questionnaire:	
Si oui, veuillez préciser s'il y a des moment de l'année durant lesquelles des élèves sont plus inattentifs : Début de la saison sèche (novembre/décembre) Fin de la saison sèche (février/mars) Début de la saison des pluies (avril mai) Fin de la saison des pluies (septembre/octobre)	
AMÉLIORATION DES CONNAISSANCES EN MATIÈRE DE SANTÉ ET D'HYGIÈNE (MGD 2.1)	
Avez-vous reçu de la formation sur le thème de la santé et des pratiques d'hygiène ces trois dernières années ? Oui Non	
Si oui, par qui ? Le MENFP Le Programme alimentation mondial ou ses partenaire (BND ¹⁷ pour Grand-Anse et le FEPH ¹⁸ pour le Nord et Nord-Est) Other, précisez	
Pour chaque source de formation, merci de préciser le type de formation :	
Le MENFP (plusieurs choix possibles) sur le lavage des mains sur l'hygiène sur l'eau potable sur l'assainissement sur la prévention des maladies	

¹⁷ Bureau de nutrition et de développement

¹⁸ Fédération des écoles protestantes d'Haïti

Le PAM est ses partenaires sur le lavage des mains sur l'hygiène sur l'eau potable sur l'assainissement sur la prévention des maladies	
Other sur le lavage des mains sur l'hygiène sur l'eau potable sur l'assainissement sur la prévention des maladies	
Durant ces trois dernières années, avez-vous mis en place des nouvelles choses dans votre école en matière de prévention sanitaire et de pratiques d'hygiène ? Oui Non	
Si oui, merci de préciser les nouvelles mesures mis en place. sur le lavage des mains sur l'hygiène sur l'eau potable sur l'assainissement sur la prévention des maladies	
AUGMENTATION DE L'USAGE DES BONNES PRATIQUES DE SANTÉ ET D'HYGIÈNE (MGD SO2)	
Les enfants se lavent-ils les mains avant de manger ? oui, toujours Parfois non, rarement ou jamais	
Les enfants se lavent-ils les mains après manger ? oui, toujours Parfois non, rarement ou jamais	
Les enfants se lavent-ils les mains après avoir été aux toilettes ? oui, toujours Parfois non, rarement ou jamais	
En classe, est-ce que vous avez de cours de sensibilisation à l'hygiène ? oui non	
Y-a-t-il des supports pédagogiques en classe concernant les bonnes pratiques liées à l'hygiène (l'équipe d'enquêteurs doit voir le matériel) ? oui non	
Selon vous, la maladie est-elle une cause importante de l'absence des élèves dans votre classe ? Oui, c'est la raison majeure Oui, c'est une cause importante, mais ce n'est pas la cause principale Non, la maladie n'est pas une cause principale de l'absence des enfants	
Si réponses 1 ou 2, quelles sont les maladies les plus fréquentes ? Fièvre Paludisme Diarrhée Rhume CONTINUER LA LISTE LORS DE LA FORMATION POUR L'ADAPTER AU CONTEXT	
Selon vous, est-ce que la santé de vos élèves à une influence sur leurs capacités scolaires ? Oui, beaucoup Oui, un peu Non, pas du tout	
AMÉLIORATION DES CONNAISSANCES EN MATIÈRE DE NUTRITION (MGD 2.2)	
Avez-vous reçu de la formation au sujet de la nutrition ou des bonnes pratiques alimentaire ? oui non	
Si oui, par qui Le MENFP	

Le Programme alimentation mondial ou ses partenaire (BND ¹⁹ pour Grand-Anse et le FEPH ²⁰ pour le Nord et Nord-Est) Other, précisez	
A l'école, durant la classe, y a-t-il des cours concernant l'alimentation et les bonnes habitudes alimentaires? oui non	
Si oui: quels sont les messages clés que vous pouvez retenir : Il est bon de consommer 5 portions de fruits et légumes chaque jour Consommer beaucoup de sucrerie est nuisible à notre santé Notre corps a besoin des 3 types d'aliments journellement Se laver les mains protège notre santé Il est important de boire suffisamment d'eau tous les jours La moitié de ce que nous mangeons tous les jours doit être constitué d'aliments qui protègent le corps L'other moitié doit être constitué d'aliments qui construisent et donnent force et énergie au corps je ne sais pas 9= others: Précisez	
Si others :	
AMÉLIORATION DES CONNAISSANCES EN MATIÈRE DE GENRE	
Avez-vous reçu de la formation au sujet de genre? oui non	
A l'école, durant la classe, y a-t-il des cours concernant les attitudes à l'égard de l'égalité des sexes? oui non	
Si oui: quels sont les messages clés que vous pouvez retenir : Filles ou garçons, ils peuvent tous bien faire à manger Filles et garçons peuvent partager les tâches qui ont à voir avec les repas others , preciser	
Si others :	
AMÉLIORATION DES CONNAISSANCES EN MATIÈRE DE LECTURE	
Selon vous, y a-t-il une amélioration dans la capacité de lecture des enfants depuis ces deux dernières années ? 1=Oui, beaucoup Oui, un peu Non, c'est pareil Non, c'est pire Je ne sais pas vraiment dire	

¹⁹ Bureau de nutrition et de développement

²⁰ Fédération des écoles protestantes d'Haïti

Annex 19. Pupils survey

INFORMATIONS GÉNÉRALES	
Identification et localisation de l'école	
Département : 1=Grande-Anse Nord Nord-Est	
Arrondissement :	
Commune :	
Équipe de collecte	
Enquêteur 1	
Enquêteur 2	
Chef d'équipe	
Superviseur	
Information sur l'élève	
Nom de l'école :	
Type d'école : Publique Non publique	
Avec ou sans programme du PAM : avec sans	
Nom de la personne interviewée :	
Sexe : féminin masculin	
Âge :	
Niveau scolaire :	
1 ^{re} année 2 ^e année 3 ^e années 4 ^e année 5 ^e année 6 ^e année	
Les cours de l'enfants ont lieu	
le matin l'après-midi	
RÉDUCTION DE LA FAIM À COURT TERME (MGD 1.2.1)	
Manges-tu habituellement quelque chose à la maison avant de venir à l'école le matin ?	
Oui, tous les jours Parfois Rarement Jamais	
Est-ce que ça change selon les saisons ? Oui Non (si non, allez à la question XX)	
Si oui, précise la saison durant laquelle tu ne manges pas avant d'aller à l'école	
Début de la saison sèche (novembre/décembre)	
Fin de la saison sèche (février/mars)	
Début de la saison des pluies (avril mai)	
Fin de la saison des pluies (septembre/octobre)	
Qu'as-tu mangé ce matin avant de venir à l'école (plusieurs réponses possibles)	
Manioc(, Riz, petit mil, maïs, blé, Pain ou beignets, others céréales (pâtes, etc.), others tubercules (Patate douce/Pomme de terre, Igname) et banane plantain, sucre, miel et others sucreries	
Haricot, Pois, lentilles, niébé, courge, soja, Pâte d'arachide, arachide, sésame et others légumineuses	
Légumes (Amarantes, , chou, cresson, , lalo, épinards, Oseille...), others légumes (aubergines, courgette, concombre, navet, betterave ...)	
Légumes oranges (courge, carottes, patate douce à chair rouge...), Fruits oranges (papaye, mangue, oranges, melon), fruits sauvages, others fruits frais	
Viande d'élevage et viande de brousse (bœuf, cabri, porc, cheval, gibiers), Volailles, , crevettes, poissons (frais, salé et fumé), abats, etc.	
Œufs	
Lait/Fromage/Yaourt/Produits laitiers	
As-tu apporté de la nourriture à manger pendant que tu es à l'école ?	

Oui Non (si non, allez à la question XX)	
Si oui, qu'as-tu apporté ? Manioc(Chikwangue)/Foufou, Riz, Pain ou beignets, others céréales (pates, etc.), others tubercules (Patate douce/Pomme de terre, Igname) et banane plantain, sucre, miel et others sucreries Haricot, Pois, lentilles, niébé, courge, soja, Pâte d'arachide, arachide, sésame et others légumineuses Légumes (Amarantes, Feuilles de manioc , Endives, épinards, Oseille...) , others légumes (aubergines, courgette ...) Légumes oranges (courge, carottes, patate douce à chair rouge...), Fruits oranges (papaye, mangue, oranges), fruits sauvages, others fruits frais Viande d'élevage et viande de brousse (gibiers), Volailles, escargot, crevettes, poissons (frais, salé et fumé), Insectes comestibles (Chenilles...), abats, etc. Œufs Lait/Fromage/Yaourt/Produits laitiers	
Reçois-tu des repas à l'école ? Oui Non	
Si oui, as-tu encore faim après le repas que tu reçois à l'école ? oui souvent oui parfois non, jamais	
Combien de repas manges-tu à la maison après ton retour de l'école ? Rien Un repas deux repas Seulement des casse-croûtes	
Quel type de nourriture as-tu reçu à la maison, après ton retour de l'école (la veille ou le jour d'école précédent) : Manioc(Chikwangue)/Foufou, Riz, Pain ou beignets, others céréales (pates, etc.), others tubercules (Patate douce/Pomme de terre, Igname) et banane plantain, sucre, miel et others sucreries Haricot, Pois, lentilles, niébé, courge, soja, Pâte d'arachide, arachide, sésame et others légumineuses Légumes (Amarantes, Feuilles de manioc , Endives, épinards, Oseille...) , others légumes (aubergines, courgette ...) Légumes oranges (courge, carottes, patate douce à chair rouge...), Fruits oranges (papaye, mangue, oranges), fruits sauvages, others fruits frais Viande d'élevage et viande de brousse (gibiers), Volailles, escargot, crevettes, poissons (frais, salé et fumé), Insectes comestibles (Chenilles...), abats, etc. Œufs Lait/Fromage/Yaourt/Produits laitiers	
AUGMENTATION DE L'USAGE DES BONNES PRATIQUES DE SANTÉ ET D'HYGIÈNE (MGD SO2)	
As-tu l'habitude de laver les mains avant le repas ? 1=Tous les jours Parfois rarement Jamais	
As-tu l'habitude de laver les mains après le repas ? 1=Tous les jours Parfois rarement Jamais	
As-tu l'habitude de laver les mains avant d'aller aux toilettes ? 1=Tous les jours Parfois rarement Jamais	
As-tu l'habitude de laver les mains après avoir été aux toilettes ? 1=Tous les jours Parfois rarement Jamais	
Y a-t-il des toilettes à l'école ? Oui Non	

Trouves-tu ces toilettes bien à utiliser ? Oui Non	
Si oui, les utilises-tu ? Oui Non	
Si non, qu'est ce qui ne va pas (plusieurs choix possibles) ? Elles sont souvent ou toujours fermées Elles sont sales Je n'aime pas les toilettes Je ne sais pas Others, précisez	
INFORMATION COVID-19	
Pourquoi faut-il se laver les mains à votre avis ? (NE PAS INFLUENCER LA RÉPONSE) Tuer les microbes Avoir les mains propres Lutter contre le Covid Je ne sais pas Other	
Est-ce que à cause du Covid-19 vous vous lavez plus les mains que d'habitude ? 1=oui non	
Si oui, combien de fois en moyenne par jour ?	
Si oui, quand il n'y a pas le Covid-19 est-ce que vous vous lavez les mains avant de manger à l'école ? (QUESTION SEULEMENT POUR LES ÉCOLES AVEC CANTINE)	
AMÉLIORATION DE L'ATTENTION DES ÉLÈVES (MGD 1.2)	
As-tu faim quand tu es en cours le matin à l'école ? Oui, souvent Oui, parfois Pas trop souvent Non	
Si tu as faim, est-ce ça t'empêche de bien travailler et écouter à l'école	
AMÉLIORATION DE LA FRÉQUENTATION DES ÉLÈVES (MGD 1.3) RÉDUCTION DES ABSENCES LIÉES À LA SANTÉ (MGD 1.3.2)	
Es-tu souvent absent Oui, souvent Oui, parfois Non, c'est rare	
Pourquoi as-tu été absent(e) ? 1=malade la maison est éloignée de l'école travail à la maison raison financière Faim déplacement familiale travaux de champs prendre soins d'un membre de la famille 9=pas de réponse 10= other à préciser : _____	
Si tu as été malade, quelle maladie as-tu souffert ? fièvre vomissement faiblesse fatigue mal au ventre mal à la tête douleur corporelle réactions diarrhéiques 8 rhume 9= froid 10= other à préciser : _____	

Annex 20. Cooks Survey

INFORMATIONS GÉNÉRALES	
Identification et localisation de l'école	
Département : 1=Grande-Anse Nord Nord-Est	
Arrondissement :	
Commune :	
Équipe de collecte	
Enquêteur 1	
Enquêteur 2	
Chef d'équipe	
Superviseur	
Information sur l'équipe de cuisine	
Nom de l'école :	
Type d'école : Publique Non publique	
Nom de la personne interviewée :	
Sexe : féminin masculin	
Âge :	
Travaille comme cuisinier·ère dans cette école depuis combien d'années : 1=première année moins de 3 ans trois ans ou plus	
Combien y a-t-il de cuisinière dans l'équipe ?	
Combien de femmes ?	
Combien hommes ?	
AMÉLIORATION DE L'ACCÈS AUX OUTILS ET ÉQUIPEMENTS NÉCESSAIRES À LA PRÉPARATION DES ALIMENTS (MGD 2.6)	
Êtes-vous satisfait des infrastructures pour faire votre travail ? Oui, très satisfait Oui, mais ça pourrait être mieux Non	
Sur quel type de feu faites-vous la cuisine ? Trois pierres / feu ouvert dans un endroit bien aéré Trois pierres / feu ouvert dans un endroit non aéré Réchaud simple avec charbon de bois Réchaud amélioré avec briquette Foyers amélioré à bois Foyers amélioré à gaz	
Si reponse 5 ou 6, les foyers ont-ils été fournis par le PAM ? 1=oui non	
Les marmites que vous utilisez sont-elles : En nombre suffisant Oui Non En bon état Oui Non Fourni par les parents Oui Non Fourni par le PAM Oui Non	
Les ustensiles pour préparer la nourriture sont-ils : En nombre suffisant Oui Non En bon état Oui Non Fourni par les parents Oui Non Fourni par le PAM Oui Non	

Les assiettes, cuillères couteaux, fourchettes ou gobelets sont-ils : En nombre suffisant Oui Non En bon état Oui Non Fourni par les parents Oui Non Fourni par le PAM Oui Non	
Avez-vous des tabliers en nombre suffisant ? oui Pas tout à fait Non	
Les tabliers sont-ils en bon état ? Oui Plus ou moins Non	
Avez-vous des fichus pour mettre sur la tête en nombre suffisant ? oui Pas tout à fait Non	
Les fichus sont-ils en bon état ? Oui Plus ou moins Non	
RÉDUCTION DE LA FAIM À COURT TERME (MGD 1.2.1)	
Pouvez-vous servir de la nourriture soit en quantité suffisante tous les jours de classe ? Oui, toujours Presque tous les jours La nourriture est régulièrement manquante La nourriture est souvent manquante	
À votre avis, les repas fournis par la cantine nourrissent-ils assez les enfants le midi ? Oui Pas toujours Non	
AUGMENTATION DE L'USAGE DES BONNES PRATIQUES DE SANTÉ ET D'HYGIÈNE (MGD SO2)	
Les repas sont-ils souvent enrichis d'aliments others que ceux livrés par le PAM ? Oui Non	
Si oui, à quelle fréquence ? tous les jours 2 à 4 fois par semaine une fois par semaine rarement (moins d'une fois par semaine)	
Si oui, d'où vient cette nourriture ? des parents sous forme d'argent ou de nourriture d'une other organization ou programme des fonds propres de l'école Du gouvernement D'un jardin scolaire Other, précisez	
Si oui, quelle est la source principale de la nourriture supplémentaire ? Première source 1,2,3,4,5 ou 6 Seconde source 1,2,3,4,5 ou 6 Troisième source 1,2,3,4,5 ou 6	
AMÉLIORATION DES CONNAISSANCES SUR LES BONNES PRATIQUES DE PRÉPARATION ET DE STOCKAGE DES ALIMENTS (MGD 2.2)	
Les aliments que vous recevez des stocks sont-ils avariés ? Oui, souvent Oui, parfois Non, c'est rare Non, jamais	
Avez-vous reçu de la formation sur les bonnes pratiques de préparation et de stockage des aliments au cours de ces trois dernières années ?	
Si oui, par qui ? Le MENFP	

Le PAM ou ces partenaires de mise en oeuvre (BND, CRS, , FEPH) Other, précisez Ne sais pas	
Cette formation vous paraît-elle complète et appropriée ? Oui Non, précisez	
Y a-t-il de nouvelles choses que vous avez mises en place suite à ces formations oui non	
Si non, pourquoi ? Nous n'avons rien appris de nouveau Nous n'avons pas les moyens de mettre les choses en place Other, précisez	
GENRE	
Êtes-vous content-e de travailler comme cuisinier·ère·s ? Oui, très Oui, un peu Non, pas vraiment	
Est-ce qu'il y a beaucoup de personnes dans la communauté qui aimeraient travailler à la cantine scolaire ? Oui Non Je ne sais pas	
Est-ce que vous collaborez avec le comité de gestion de cantines scolaires ? Oui Non	
Faites-vous parfois des propositions au comité de gestion des cantines ? Oui Non	
Si oui, ces remarques sont-elles prise en compte ? Oui Non Je ne sais pas	
Recevez-vous une contrepartie pour votre travail ? Oui Non	
Si oui, en nature ou en espèce ?	
Combien en espèce ?	
Quoi en nature ? un plat De la nourriture à rapporter pour la famille other, précisez	
De qui recevez vous la contrepartie pour votre travail ? (Plusieurs réponses possibles) 1=PAM Gouvernement École la communauté other	
Considérez-vous cette rémunération (nature ou espèce) suffisante ? Oui Non	
FERMETURE DES ECOLES	
Durant les périodes de fermeture liées au Covid , les enfants ont-ils eu accès à la nourriture par des distributions de rations à emporter à la maison ? oui, et les rations à emporter ont couvert tous les jours d'écoles manqués. oui, mais les rations à emporter ont couvert un peu moins que les jours d'écoles manqués. oui, mais les rations à emporter ont couvert moins de la moitié des jours d'école manqués. 4 = Oui, mais les rations à emporter n'ont presque pas couvert les jours d'écoles manqués. Non, il n'y a pas eu de rations à emporter. Je ne sais pas	
Durant les périodes de fermeture liées à des grèves, à des mouvements sociaux ou a des problèmes de sécurité les enfants ont-ils eu accès à la nourriture par des distributions de rations à emporter à la maison ? oui, et les rations à emporter ont couvert tous les jours d'écoles manqués.	

<p>oui, mais les rations à emporter ont couvert un peu moins que les jours d'écoles manqués.</p> <p>oui, mais les rations à emporter ont couvert moins de la moitié des jours d'école manqués.</p> <p>4 = Oui, mais les rations à emporter n'ont presque pas couvert les jours d'écoles manqués.</p> <p>Non, il n'y a pas eu de rations à emporter.</p> <p>Je ne sais pas</p>	
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Annex 21. School Feeding Management Committees Survey

De préférence, ne pas faire avec le/la directeur·rice qui est souvent le/la président·e du CGCS	
INFORMATIONS GÉNÉRALES	
Identification et localisation de l'école	
Département : 1=Grande-Anse Nord Nord-Est	
Arrondissement :	
Commune :	
Équipe de collecte	
Enquêteur 1	
Enquêteur 2	
Chef d'équipe	
Superviseur	
Information sur le comité	
Nom de l'école :	
Type d'école : Publique Non publique	
Avec ou sans programme du PAM : avec sans	
Nom des personnes du comité :	
Poste dans le comité	
Présence lors de la discussion	
Sexe : féminin masculin	
Âge :	
Lister les autres membres du CGCS (poste, sexe, métier, âge)	
AMÉLIORER L'ACCÈS À LA NOURRITURE (MGD 1.2.1.1)	
Y a-t-il des ruptures de nourriture entre les livraisons du PAM ? Oui, souvent Oui, de temps en temps Oui, mais c'est rare non, jamais	
La nourriture livrée par le PAM arrive-t-elle en bon état ? Oui, toujours La nourriture livrée est parfois abîmée La nourriture livrée est souvent abîmée	
Recevez-vous de la nourriture pour agrémenter le repas scolaire de la part des parents ? tous les jours 2 à 4 fois par semaine une fois par semaine rarement (moins d'une fois par semaine)	
AMÉLIORATION DES CONNAISSANCES SUR LES BONNES PRATIQUES DE PRÉPARATION ET DE STOCKAGE DES ALIMENTS (MGD 2.2)	

Avez-vous reçu de la formation sur les bonnes pratiques de préparation et de stockage des aliments au cours de ces trois dernières années ?	
Si oui, par qui ? Le MENFP Le PAM et/ou ces partenaires (BND, CRS, FEPH, etc.) Other, précisez	
Cette formation vous paraît-elle complète et appropriée ? Oui Non, précisez	
MEILLEUR ACCÈS AUX OUTILS ET ÉQUIPEMENTS NÉCESSAIRES À LA PRÉPARATION ET AU STOCKAGE DES ALIMENTS (MGD 2.6)	
L'école a-t-elle une réserve où entreposer les aliments ? (L'entrepôt doit être visitée par l'équipe d'enquêteurs). Oui Non	
Si oui, quel est l'état actuel de l'entrepôt ? Bien nettoyé (observer) Oui Non Le plancher est sec (observer) Oui Non Palettes pour le stockage des aliments (observer) Oui Non La porte est bien verrouillée Oui Non Garde de sécurité pendant la nuit/pendant les vacances scolaires Oui Non Les aliments sont stockés en bon ordre (observer) Oui Non Toitures qui fuient Oui Non Fenêtres/portes cassées (observer) Oui Non 9= Murs endommagés (observer) Oui Non 10= Pas de murs Il y a des murs Il manque certains ou tous les murs 1La nourriture a été stockée hors sol (elle n'est pas part terre) Oui Non 1La réserve a une ventilation Oui Non 1La date de péremption ou de fabrication est-elle visible sur les stocks ? Oui, toujours Pas toujours Jamais 1 Certaines dates de péremptions ou de fabrication ont-elles expirées ? Oui, toujours Pas toujours Jamais 1 Other, préciser :	
Au niveau de la sécurité de votre lieu de stockage, pensez-vous qu'il peut y avoir un problème ? (Plusieurs réponses possibles) Non, l'entrepôt est bien sécurisé (cadenas, gardes, etc.) Non, la communauté veille sur l'entrepôt. Oui, c'est difficile de sécuriser l'endroit malgré qu'il soit fermé Oui, le fait d'avoir un entrepôt de nourriture crée une tension dans la communauté ou avec les communautés voisines	
Comment qualifieriez-vous la qualité de votre lieu de stockage des aliments ? (Sans prendre en compte la sécurité) Très bien, rien à améliorer en particulier Bien, certaines améliorations mineures pourraient être envisageables. Moyen, des améliorations devraient être faites, la nourriture pourrait s'abîmer Mauvaise, la nourriture n'est pas stockée convenablement.	
FERMETURE DES ECOLES	
Durant les périodes de fermeture liées au Covid , les enfants ont-ils eu accès à la nourriture par des distributions de rations à emporter à la maison ? oui, et les rations à emporter ont couvert tous les jours d'écoles manqués.	

<p>oui, mais les rations à emporter ont couvert un peu moins que les jours d'écoles manqués.</p> <p>oui, mais les rations à emporter ont couvert moins de la moitié des jours d'école manqués.</p> <p>4 = Oui, mais les rations à emporter n'ont presque pas couvert les jours d'écoles manqués.</p> <p>Non, il n'y a pas eu de rations à emporter.</p> <p>Je ne sais pas</p>	
<p>Durant les périodes de fermeture liées à des grèves, à des mouvements sociaux ou a des problèmes de sécurité les enfants ont-ils eu accès à la nourriture par des distributions de rations à emporter à la maison ?</p> <p>oui, et les rations à emporter ont couvert tous les jours d'écoles manqués.</p> <p>oui, mais les rations à emporter ont couvert un peu moins que les jours d'écoles manqués.</p> <p>oui, mais les rations à emporter ont couvert moins de la moitié des jours d'école manqués.</p> <p>4 = Oui, mais les rations à emporter n'ont presque pas couvert les jours d'écoles manqués.</p> <p>Non, il n'y a pas eu de rations à emporter.</p> <p>Je ne sais pas</p>	

Annex 22. School administrator survey results

Letters in blue colour are endline results

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Table 1 Benefited from school canteens for at least one year in the last five years

Q1.10 Has the school benefited from school canteens for at least one year in the last five years?	Departments				
	Grand-Anse			Nord	Nord-Est
	Case 1	Case 2	Control		
Baseline					
1= yes	24 (96%)	13 (62%)	2 (18%)	16 (64%)	22 (85%)
2= no	1 (4%)	8 (38%)	9 (82%)	9 (36%)	4 (15%)
Total	25 (100%)	21 (100%)	11 (100%)	25 (100%)	26 (100%)
Endline					
1= yes	25 (100%)	21 (100%)	6 (55%)	25 (100%)	24 (96%)
2= no	0 (0%)	0 (0%)	5 (45%)	0 (0%)	1 (4%)
Total	25 (100%)	21 (100%)	11 (100%)	25 (100%)	25 (100%)

Table 2 Student enrolment and drop out (grade 1-6)

Q1.22-q1.73 Departments	Enrolment*				Drop-out rate (%)**			
	Total (mean)	# boys (mean)	# girls (mean)	% girls	Total (%)	# boys (%)	# girls (%)	% girls dropped out
Baseline								
Grand-Anse								
case 1 (n=24)	5042 (210)	2476 (103)	2566 (107)	51%	358 (7.1%)	193 (7.8%)	165 (6.4%)	46%
case 2 (n=16)	3025 (189)	1459 (97)	1330 (83)	44%	436 (14.4%)	204 (14.0%)	232 (17.4%)	53%
control (n=9)	1689 (188)	874 (97)	815 (91)	48%	210 (12.4%)	127 (14.5%)	83 (10.2%)	40%
Nord (n=24)	5454 (227)	2996 (125)	2458 (102)	45%	806 (14.8%)	459 (15.3%)	347 (14.1%)	43%
Nord-Est (n=22)	4710 (214)	2950 (141)	1599 (76)	34%	274 (5.8%)	186 (6.3%)	88 (5.5%)	32%
Total	19920 (210)	10755 (116)	8768 (93)	44%	2084 (10.4%)	1169 (10.9%)	915 (10.0%)	44%
Endline								
Grand-Anse								
case 1 (n=25)	5439 (218)	2726 (109)	2713 (109)	50%	466 (8.6%)	249 (9.1%)	217 (8.0%)	47%
case 2 (n=18)	4511 (261)	2454 (136)	2057 (114)	46%	351 (7.8%)	189 (7.7%)	162 (7.9%)	46%
control (n=4)	557 (139)	317 (79)	240 (60)	43%	37 (6.6%)	17 (5.4%)	20 (8.3%)	54%
Nord (n=24)	6174 (257)	3416 (142)	2811 (112)	46%	605 (9.8%)	356 (10.4%)	249 (8.9%)	41%
Nord-Est (n=24)	5798 (242)	3799 (158)	1999 (83)	34%	872 (15.0%)	483 (12.7%)	389 (19.4%)	45%
Total (95)	22479 (237)	12712 (158)	9820 (102)	44%	2331 (10.4%)	1294 (10.2%)	1037 (10.6%)	45%

*baseline - enrolment is missing from 13 schools due to missing in one or more cycle's education (Nord=1, Nord-Est=4, ga case 1=1, ga case 5 and ga control=2). Endline: 3 missing from case2, 7 missing from ga control and 2 missing from Nord. For comparison, enrolment and drop out are set to 95 schools.

**baseline - dropout rate is missing from 33 schools (Nord=5, Nord-Est=6, ga case 1=8, ga case 7, ga control=7)

Table 3 Student new enrolment (grade 1-6)

Q1.22-q1.73 Departments	Baseline: enrolment*			Endline: enrolment*			
	Total (average)	New (average)	% new	N	Total (average)	New (average)	% new
Grand-Anse							
case 1 (n=21)	4309 (205)	1235 (59)	28.7%	25	5439 (218)	1729 (69)	31.8%
case 2 (n=15)	2738 (183)	1096 (73)	40.0%	18	4511 (251)	1873 (105)	43.5%
control (n=9)	1689 (188)	709 (79)	42.0%	4	557 (139)	149 (37)	78.0%
Nord (n=23)	5178 (225)	1523 (66)	29.4%	24	6174 (257)	2117 (88)	29.4%
Nord-Est (n=21)	4598 (219)	1147 (55)	24.9%	24	5798 (242)	1382 (58)	24.9%
Total (89)	18512 (208)	5710 (64)	30.8%	95	22479 (237)	7250 (76)	32.3%

*baseline: for estimation, only 89 schools with no missing data on total and new enrolment have been included. [Endline: estimation for 95 schools only for comparison purposes.](#)

Table 4 New enrolment per school year (grade 1-6)

Q1.22 to q1.74 Departments	Baseline: new enrolment*			Endline: new enrolment*			
	Total (mean)	# boys (mean)	# girls (mean)	N	Total (mean)	# boys (mean)	# girls (mean)
Grand-Anse							
case 1 (n=21)	1235 (59)	621 (30)	614 (29)	25	1729 (69)	880 (35)	849 (34)
case 2 (n=15)	1096 (73)	564 (40)	544 (36)	21	1961 (93)	1040 (50)	921 (44)
control (n=9)	709 (79)	323 (36)	386 (43)	11	435 (40)	243 (22)	192 (18)
Nord (n=23)	1523 (66)	811 (35)	712 (31)	26	2176 (84)	1302 (50)	874 (34)
Nord-Est (n=21)	1147 (55)	704 (35)	384 (19)	24	1382 (58)	854 (36)	528 (22)

Total	5710 (64)	3023 (35)	2640 (30)	107	7683 (72)	4319 (40)	3364 (31)
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*at baseline, new enrolment is missing from 19 schools due to missing in one or more cycle's education (Nord=2,

Nord-Est=5, ga case 1=4, ga case 6 and ga control=2).

Table 5 New enrolment per school year (grade 1-9)

Q1.22 to q1.74 Departments	Baseline: enrolment*			Endline: enrolment*			
	Total (average)	New (average)	% new	N	Total (average)	New (average)	% new
Grand-Anse							
case 1 (n=13)	3584 (276)	960 (74)	27%	25	5439 (218)	1729 (69)	32%
case 2 (n=10)	2190 (219)	994 (99)	45%	18	4511 (251)	1873 (104)	42%
control (n=3)	632 (211)	337 (112)	53%	4	557 (139)	149 (37)	27%
Nord (n=14)	3636 (259)	947 (68)	26%	24	6174 (257)	2117 (88)	34%
Nord-Est (n=16)	4502 (281)	1132 (71)	25%	24	5798 (242)	1382 (58)	24%
Total (56)	14544 (260)	4370 (78)	30%	95	22479 (237)	7250 (76)	32%

Note: baseline - included are 56 schools where there is no missing value. Endline - for comparison purposes, missing schools are removed from analysis (only 95 schools used for analysis)

Table 6 Continuing students (grades 2-6)

Number of continuing new students	Enrolment*				
	A. Total	B. Grade 2-6 total (average)	C. New enrolment in grade 2-6 (average)	D. Continuing in grade 2- 6	E.% continuing (d/a)*100
Baseline					
Grand-Anse					
case 1 (n=21)	4309	3609 (172)	535 (26)	3074	71.3%
case 2 (n=15)	2738	2188 (146)	546 (36)	1642	60.0%
control (n=9)	1689	1201 (133)	221 (25)	980	58.0%
Nord (n=23)	5178	4135 (180)	480 (21)	3655	70.6%
Nord-Est (n=21)	4598	3790 (181)	339 (16)	3451	75.1%

Total (89)	18512	14923 (168)	2121 (24)	12802	69.2%
Endline					
Grand-Anse					
case 1 (n=25)	5439 (218)	4622 (185)	1096 (44)	3526	76.3%
case 2 (n=21)	4511 (251)	3643 (202)	1183 (66)	2460	67.5%
control (n=4)	557 (139)	430 (108)	72 (18)	358	83.3%
Nord (n=24)	6174 (257)	4970 (207)	1061 (44)	3909	78.7%
Nord-Est (n=24)	5798 (242)	4755 (198)	516 (22)	4239	73.1%
Total (95)	22479 (237)	18420 (194)	3928 (41)	14492	78.7%

*for estimation, only 89 schools with no missing data on total and new enrolment have been included. [Endline](#) -

for comparison purposes, missing schools are removed from analysis (only 95 schools used for analysis).

Table 7 Increase in students

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

Baseline					
Grand-Anse					
case 1 (n=25)	1913 (76)	796 (32)	381 (15)	736	29
case 2 (n=21)	2051 (114)	539 (30)	302 (17)	1210	67
control (n=4)	199 (50)	67 (17)	37 (9)	95	24
Nord (n=24)	2265 (94)	798 (33)	457 (19)	1010	42
Nord-Est (n=24)	1559 (65)	759 (32)	663 (28)	137	6
Total (95)	7987 (64)	2959 (31)	1840 (19)	3188	34

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

INCREASE IN SCHOOL ENROLMENT (MGD 1.3.4)

Table 8 Increased enrolment in the last three years

Q1.75 Has your school experienced an increase in enrolment in the last three years?	Departments				
	Grand-Anse			Nord	Nord-Est
	Case 1	Case 2	Control		
Baseline					
1= yes	16 (64%)	13 (62%)	8 (73%)	16 (64%)	16 (62%)
2=no	9 (36%)	8 (38%)	3 (27%)	9 (36%)	10 (38%)
Total	25 (100%)	21 (100%)	11 (100%)	25 (100%)	26 (100%)
Endline					
1= yes	13 (52%)	14 (67%)	4 (36%)	15 (58%)	12 (50%)
2=no	12 (48%)	7 (33%)	7 (64%)	11 (42%)	12 (50%)
Total	25 (100%)	21 (100%)	11 (100%)	26 (100%)	24 (100%)

Table 9 Presence of school records

Q1.751	Departments
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Do you have the school records for his last three years?	Grand-Anse			Nord	Nord-Est
	Case 1	Case 2	Control		
Endline only					
1= yes	17 (68%)	12 (57%)	9 (82%)	24 (92%)	24 (100%)
2=no	8 (32%)	9 (43%)	2 (18%)	2 (8%)	0 (0%)
Total	25 (100%)	21 (100%)	11 (100%)	26 (100%)	24 (100%)

Table 10 Magnitude of increase in enrolment

Q1.76 if so, how would you qualify this increase?	Departments				
	Grand-Anse			Nord	Nord-Est
	Case 1	Case 2	Control		
Baseline					
very strong	4 (25%)	3 (23%)	1 (13%)	0	4 (25%)
strong	4 (25%)	6 (46%)	2 (25%)	2 (13%)	4 (25%)
average	7 (44%)	3 (23%)	2 (25%)	13 (81%)	5 (31%)
low	1 (64%)	1 (8%)	3 (38%)	1 (6%)	3 (19%)
Total	16 (100%)	13 (100%)	8 (100%)	16 (100%)	16 (100%)
Endline: this question has been changed at endline					

Table 11 Enrolment: what year did this increase happen?

Enrolment: if so, how would you qualify this increase?	Departments (total, per school)				
	Grand-Anse			Nord	Nord-Est
	Case 1	Case 2	Control		
Baseline: no data at baseline					
Endline: this question has been changed at endline					
Current year	1994 (117)	1967 (164)	381 (42)	2328 (97)	1779 (74)
Last year	2146 (126)	1550 (129)	514 (57)	2250 (94)	1859 (78)
Year before last	1991 (117)	1153 (144)	418 (60)	1675 (88)	1538 (73)

Table 12 Presence of school canteen in new students schools

Q1.77 Are the new students coming to your school leaving a school without a school canteen to come to your school or are they students coming for the first time?	Departments				
	Grand-Anse			Nord	Nord-Est
	Case 1	Case 2	Control		
Baseline					
most of them are children who leave a school without canteens	9 (36%)	5 (24%)	0	2 (8%)	11 (42%)
most of them are children who are coming to school for the first time.	0	2 (10%)	0	3 (12%)	2 (8%)
it's a bit of both	6 (24%)	11 (52%)	0	8 (32%)	4 (15%)

don't know	5 (20%)	1 (5%)	0	6 (24%)	4 (15%)
other reason	4 (16%)	0	0	5 (20%)	4 (15%)
Missing information**	1 (4%)	2 (10%)	11 (100%)	1 (4%)	1 (4%)
Total	25 (100%)	21 (100%)	11 (100%)	25 (100%)	26 (100%)
Endline					
most of them are children who leave a school without canteens	2 (8%)	4 (19%)	1 (9%)	12 (46%)	7 (29%)
most of them are children who are coming to school for the first time.	2 (8%)	1 (5%)	0	3 (12%)	0
it's a bit of both	17 (68%)	6 (29%)	1 (9%)	7 (27%)	16 (67%)
don't know	0	0	0	2 (8%)	0
other reason	4 (16%)	10 (48%)	0	0	0
Missing information**	0	0	9 (82%)	2 (8%)	1 (4%)
Total	25 (100%)	21 (100%)	11 (100%)	26 (100%)	24 (100%)

IMPROVING SCHOOL ATTENDANCE (MGD 1.3)

Table 13 Regularity of student attendance

Q1.79. Do you think children come to school on a regular basis, or do they only come from time to time depending on the time of year?	Departments				
	Grand-Anse			Nord	Nord-Est
	Case 1	Case 2	Control		
Baseline					
All children come to school on a regular basis	12 (48%)	9 (43%)	1 (9%)	8 (32%)	10 (39%)
A large proportion of the children come on a regular basis.	7 (28%)	7 (33%)	5 (45%)	12 (48%)	12 (46%)
About half of the children come to school on a regular basis	1 (4%)	2 (10%)	2 (18%)	1 (4%)	0
Less than half of the children come to school regularly	0	1 (5%)	1 (9%)	0	1 (4%)
Few children come to school on a regular basis	0	0	1 (9%)	0	0
No response	5 (20%)	2 (10%)	1 (9%)	4 (16%)	3 (12%)
Total	25 (100%)	21 (100%)	11 (100%)	25 (100%)	26 (100%)
Endline [at endline, this has been changed]					
Q1_791: has your school seen an increase in school attendance over the past three years?					
Yes	18 (72%)	17 (81%)	4 (36%)	15 (58%)	17 (71%)
No	7 (28%)	4 (19%)	7 (64%)	Aa (42%)	7 (29%)
Total	25 (100%)	21 (100%)	11 (100%)	26 (100%)	24 (100%)
Q1_792: do you have school records showing school attendance for the last three years?					
Yes	23 (92%)	17 (81%)	9 (82%)	24 (93%)	24 (100%)

No	2 (8%)	4 (19%)	2 (18%)	2 (8%)	0
Total	25 (100%)	21 (100%)	11 (100%)	26 (100%)	24 (100%)

Table 14 Availability of attendance data

Q1.82 Do you have an attendance register for teachers?	Departments				
	Grand-Anse			Nord	Nord-Est
	Case 1	Case 2	Control		
Baseline					
yes	25 (100%)	19 (90%)	10 (91%)	24 (96%)	26 (100%)
no	0	2 (10%)	1 (9%)	1 (4%)	0
Total	25 (100%)	21 (100%)	11 (100%)	25 (100%)	26 (100%)
Endline					
yes	24 (96%)	19 (91%)	7 (64%)	25 (96%)	24 (100%)
no	1 (4%)	2 (10%)	4 (36%)	1 (4%)	0
Total	25 (100%)	21 (100%)	11 (100%)	26 (100%)	24 (100%)

MORE REGULAR TEACHER ATTENDANCE (MGD 1.1.1)

Table 15 Teacher attendance according to school directors

Q1.83 Generally speaking, how would you qualify the level of attendance of teachers?	Departments				
	Grand-Anse			Nord	Nord-Est
	Case 1	Case 2	Control		
Baseline					
always present to teach the students	7 (28%)	9 (43%)	4 (36%)	7 (28%)	15 (58%)
rarely absent	15 (60%)	10 (48%)	5 (46%)	16 (64%)	11 (42%)
regularly absent	0	0	0	2 (8%)	0
a little too absent	3 (12%)	1 (5%)	0	0	0
often absent to give classes to students	0	0	2 (18%)	0	0
I don't know, because I'm not the director	0	1 (5%)	0	0	0
Total	25 (100%)	21 (100%)	11 (100%)	25 (100%)	26 (100%)
Endline					
always present to teach the students	11 (44%)	10 (48%)	1 (9%)	10 (39%)	6 (25%)
rarely absent	13 (52%)	10 (48%)	7 (64%)	16 (61%)	13 (54%)
regularly absent	1 (4%)	1 (5%)	3 (27%)	0	5 (21%)
a little too absent	0	0	0	0	0
often absent to give classes to students	0	0	0	0	0
I don't know, because I'm not the director	0	0	0	0	0
Total	25 (100%)	21 (100%)	11 (100%)	26 (100%)	24 (100%)

IMPROVED ACCESS TO SCHOOL SUPPLIES AND MATERIALS (MGD 1.1.2)

Q1.84 to q1.92 are provided in the teachers survey.

IMPROVING ADMINISTRATOR SKILLS AND KNOWLEDGE (MGD 1.1.5)

Table 16 Director's vocational training over the last 3 years

Q1.93	Departments		
	Grand-Anse		

Have you received any vocational training for director school for the past three years?	Case 1	Case 2	Control	Nord	Nord-Est
Baseline					
Yes, received	19 (76%)	14 (67%)	4 (36%)	12 (48%)	14 (54%)
No, not received	1 (4%)	5 (24%)	96(55%)	9 (36%)	9 (35%)
Missing (not a director)	5 (20%)	2 (10%)	1 (9%)	4 (16%)	3 (12%)
Total	25 (100%)	21 (100%)	11 (100%)	25 (100%)	26 (100%)
Endline					
Yes, received	24 (96%)	11 (52%)	3 (27%)	13 (50%)	22 (92%)
No, not received	1 (4%)	10 (48%)	8 (73%)	13 (50%)	2 (8%)
Total	25 (100%)	21 (100%)	11 (100%)	26 (100%)	24 (100%)

Table 17 Providers of director's training over the last 3 years

Q1.94	Departments				
	Grand-Anse			Nord (n=12)	Nord-Est (n=14)
	Case (19)	Case 2 (n=14)	Control (n=4)		
Baseline					
MENFP	2	2	1	2	2
CRS and/or WFP	10	1		0	2
UNICEF	0	0	0	0	0
MENFP, other	2	1	0	1	2
MENFP, CRS and/or WFP, other	2	1	0	2	0
CRS and/or WFP, other	0	0	0	1	0
MENFP, UNICEF	0	0	0	0	1
MENFP, CRS and/or WFP	0	1	0	0	0
MENFP, CRS and/or WFP, UNICEF, other	0	1	0	0	0
Other	3	7	3	4	7
Endline	Case (24)	Case 2 (n=11)	Control (n=3)	Nord (n=13)	Nord-Est (n=22)
MENFP	4	6	2	7	13
CRS and/or WFP	20	2	0	7	6
UNICEF	0	0	0	1	0
Other	5	4	1	3	5
BDE	3	0	0	0	0
Prodev	1	0	0	0	0
Save the children	1	0	0	0	0
Care	0	1	0	0	0
Cefef	0	1	0	0	0
Peq	0	1	0	0	0

PEHQ	0	1	0	0	0
Oim	0	0	1	0	0
Bureau diocésain du cap-haitien	0	0	0	1	0
Haiti gagne	0	0	0	1	1
Henri des champs/ dawill	0	0	0	1	0
Haiti gagne, belp, mipo, noah	0	0	0	0	1
Mspp	0	0	0	0	1
Plan	0	0	0	0	1
Universite UFCH	0	0	0	0	1

Table 18 Quality of vocational training according to directors

Q1.96 - q1.99 Please specify what you think of the quality of the training	Departments				
	Grand-Anse			Nord	Nord-Est
	Case 1	Case 2	Control		
Baseline					
MENFP					
Very good training, nothing to add	2	4	5	3	1
Good training, but not complete enough	3	1	0	3	4
Poor training that still requires a lot of improvement	1	1	0	0	0
CRS and/or WFP					
Very good training, nothing to add	10	3	0	3	2
Good training, but not complete enough	2	1	0	0	0
Poor training that still requires a lot of improvement	0	0	0	0	0
UNICEF					
Very good training, nothing to add	0	0	0	0	1
Good training, but not complete enough	0	1	0	0	0
Poor training that still requires a lot of improvement	0	0	0	0	0
Other					
Very good training, nothing to add	3	5	3	9	8
Good training, but not complete enough	1	4	0	1	1
Poor training that still requires a lot of improvement	1	1	0	0	0
Endline					
MENFP					
Very good training, nothing to add	4	5	2	4	7
Good training, but not complete enough	0	1	0	3	6
Poor training that still requires a lot of improvement	0	0	0	0	0
CRS and/or WFP					
Very good training, nothing to add	17	2	0	7	5
Good training, but not complete enough	3	0	0	0	1
Poor training that still requires a lot of improvement	0	0	0	0	0
UNICEF					

Very good training, nothing to add	0	0	0	0	1
Good training, but not complete enough	0	1	0	0	1
Poor training that still requires a lot of improvement	0	0	0	0	0
Other					
Very good training, nothing to add	4	3	1	2	4
Good training, but not complete enough	1	1	0	1	1
Poor training that still requires a lot of improvement	0	0	0	0	0

IMPROVING PUPILS' READING SKILLS (MGD SO1)

Table 19 Pupil reading competency

Q1.100 How would you rate the reading ability of your pupils in relation to their class?	Departments				
	Grand-Anse			Nord	Nord-Est
	Case 1	Case 2	Control		
Baseline					
Very good	2 (10%)	0	1 (10%)	0	1 (4%)
Good	4 (20%)	2 (11%)	1 (10%)	3 (14%)	7 (30%)
Average	8 (30%)	10 (53%)	3 (30%)	11 (52%)	10 (43%)
Poor	4 (20%)	4 (21%)	3 (30%)	6 (29%)	5 (22%)
Very poor	2 (10%)	5 (26%)	1 (10%)	1 (5%)	0
Bad	0	6 (32%)	1 (10%)	0	0
Total	20 (100%)	19 (100%)	10 (100%)	21 (100%)	23 (100%)
Missing	5	2	1	4	3
Endline ONLY					
Very good	0	0	0	4 (15%)	1 (4%)
Good	11 (44%)	5 (24%)	0	4 (15%)	5 (21%)
Average	14 (56%)	12 (57%)	4 (36%)	14 (54%)	13 (54%)
Poor	0	4 (15%)	6 (55%)	4 (15%)	5 (21%)
Very poor	0	0	1 (9%)	0	0
Bad	0	0	0	0	0
Total	25 (100%)	21 (100%)	11 (100%)	26 (100%)	24 (100%)

COVID RELATED QUESTIONS

Table 20 Hand washing in COVID context

Q1.101 In the context of COVID-19, are children washing their hands more often	Departments				
	Grand-Anse			Nord	Nord-Est
	Case 1	Case 2	Control		
Baseline					
Yes	23 (92%)	20 (95%)	9 (82%)	25 (100%)	24 (92%)
No	2 (8%)	1 (5%)	2 (18%)	0	2 (8%)
Total	25 (100%)	21 (100%)	11 (100%)	25 (100%)	26 (100%)
Endline ONLY					
Yes	24 (96%)	20 (95%)	9 (82%)	25 (96%)	24 (100%)
No	1 (4%)	1 (5%)	2 (18%)	1 (4%)	0 (0%)
Total	25 (100%)	21 (100%)	11 (100%)	26 (100%)	24 (100%)

Table 21 Frequency of hand washing in COVID context

Q1.102 If so, how many times a day on average when they are in school?	Departments				
	Grand-Anse			Nord	Nord-Est
	Case 1	Case 2	Control		
Baseline					
1 time	0	0	0	1 (4%)	0
2 times	5 (23%)	4 (21%)	5 (56%)	13 (52%)	12 (50%)
3 times	6 (27%)	7 (37%)	2 (22%)	9 (36%)	6 (25%)
4 times	5 (23%)	5 (26%)	1 (11%)	1 (4%)	5 (21%)
5 times	5 (23%)	2 (21%)	1 (11%)	1 (4%)	1 (4%)
6 times	1 (5%)	1 (5%)	0	0	0
Total	22 (100%)	19 (100%)	9 (100%)	25 (100%)	24 (100%)
Missing (No in q1.101)	3	2	2	0	2
Endline					
1 time	0	1 (5%)	0	0	0
2 times	7 (29%)	7 (35%)	8 (89%)	5 (20%)	14 (58%)
3 times	11 (16%)	9 (45%)	1 (11%)	10 (40%)	10 (42%)
4 times	5 (20%)	3 (15%)	0	7 (28%)	0
5 times	1 (4%)	0	0	5 (8%)	0
6 times	0	0	0	6 (4%)	0
Total	24 (100%)	20 (100%)	9 (100%)	25 (100%)	24 (100%)
Missing (No in q1.101)	1	1	2	1	1

IMPROVING KNOWLEDGE OF HEALTH AND HYGIENE PRACTICES (MGD 2.1)

Table 22 Training of directors on hygiene practices

Q1.103 Have you received training on health and hygiene practices in the last three years?	Departments				
	Grand-Anse			Nord	Nord-Est
	Case 1	Case 2	Control		
Baseline					
yes	13 (65%)	8 (42%)	4 (40%)	12 (57%)	12 (52%)
no	7 (35%)	11 (58%)	6 (60%)	9 (43%)	11 (48%)
Total	20 (100%)	19 (100%)	10 (100%)	21 (100%)	23 (100%)
Endline					
yes	21 (84%)	14 (67%)	6 (55%)	17 (65%)	20 (83%)
no	4 (16%)	7 (33%)	5 (45%)	9 (35%)	4 (17%)
Total	25 (100%)	21 (100%)	11 (100%)	26 (100%)	24 (100%)

Table 23 Training of directors on hygiene practices

Q1.104 if so, by whom?	Departments				
	Grand-Anse			Nord	Nord-Est
	Case 1	Case 2	Control		
Baseline					
the MENFP	1 (8%)	0	0	2 (17%)	0
the world food programme or its partners	9 (69%)	3 (38%)	1 (25%)	1 (8%)	1 (8%)
other	3 (23%)	4 (50%)	3 (75%)	8 (40%)	8 (40%)

le MENFP le programme alimentaire mondial ou ses partenaire (bnd[1] pour Grand-Anse et le feph[2] pour le nord et Nord-Est)		1 (12%)			2 (16%)
le MENFP other				1 (8%)	1 (8%)
Total	13 (100%)	8 (100%)	4 (100%)	12 (100%)	12 (100%)
Endline					
the MENFP	1 (5%)	1 (5%)	0	2 (17%)	0
the world food programme or its partners	12 (57%)	14 (50%)	0	9 (35%)	15 (75%)
other	11 (52%)	7 (50%)	6 (100%)	8 (47%)	7 (35%)
le MENFP le programme alimentaire mondial ou ses partenaire (bnd[1] pour Grand-Anse et le feph[2] pour le nord et Nord-Est)	0	0	0	0	0
le MENFP other	0	0	0	0	0
Total	21 (100%)	14 (100%)	6 (100%)	12 (100%)	20 (100%)

Table 24 New health prevention and hygiene activities

Q1.109 In the last three years, have you implemented new things in your school in terms of health prevention and hygiene	Departments				
	Grand-Anse			Nord	Nord-Est
	Case 1	Case 2	Control		
Baseline					
yes	18 (90%)	14 (74%)	4 (40%)	20 (95%)	19 (83%)
no	2 (10%)	5 (26%)	6 (60%)	1 (5%)	4 (17%)
Total	20 (100%)	19 (100%)	10 (100%)	21 (100%)	23 (100%)
Endline					
yes	25 (100%)	20 (95%)	8 (73%)	21 (81%)	24 (100%)
no	0	1 (5%)	3 (27%)	5 (19%)	0
Total	25 (100%)	21 (100%)	11 (100%)	26 (100%)	24 (100%)

Table 25 Measures put in place

Q1.110 If so, please clarify the new measures put in place. (several possible answers)		Frequency
Departments	New measures	
Ga case 1	sur le lavage des mains	3
	sur le lavage des mains sur l'hygiène	1
	sur le lavage des mains sur l'hygiène sur l'eau potable	2
	sur le lavage des mains sur l'hygiène sur l'eau potable sur l'assainissement	1
	sur le lavage des mains sur l'hygiène sur l'eau potable sur l'assainissement sur la prévention des maladies	2
	sur le lavage des mains sur l'hygiène sur l'eau potable sur la prévention des maladies	2
	sur le lavage des mains sur l'hygiène sur la prévention des maladies	3
	sur le lavage des mains sur l'assainissement	1
	sur le lavage des mains sur la prévention des maladies	1
	sur le lavage des mains other	2

	Total	25
Ga case 2	sur le lavage des mains sur l'hygiène	3
	sur le lavage des mains sur l'hygiène sur l'eau potable	1
	sur le lavage des mains sur l'hygiène sur l'eau potable sur l'assainissement sur la prévention des maladies	3
	sur le lavage des mains sur l'hygiène sur l'eau potable sur la prévention des maladies	1
	sur le lavage des mains sur l'hygiène sur l'assainissement sur la prévention des maladies	1
	sur le lavage des mains sur l'hygiène sur la prévention des maladies	1
	sur le lavage des mains sur l'hygiène other	1
	sur le lavage des mains sur la prévention des maladies	1
	sur l'hygiène sur l'eau potable	1
	other	1
	Total	21
Ga control	sur le lavage des mains	2
	sur le lavage des mains sur l'hygiène	1
	sur le lavage des mains sur l'hygiène sur l'eau potable	0
	sur le lavage des mains sur l'hygiène sur l'eau potable sur la prévention des maladies	0
	sur le lavage des mains sur l'hygiène sur la prévention des maladies	1
	sur le lavage des mains sur l'eau potable	0
	sur le lavage des mains sur la prévention des maladies	0
	Total	19
Nord	sur le lavage des mains	3
	sur le lavage des mains sur l'hygiène	5
	sur le lavage des mains sur l'hygiène sur l'eau potable sur la prévention des maladies	2
	sur le lavage des mains sur l'hygiène sur l'assainissement sur la prévention des maladies	1
	sur le lavage des mains sur l'hygiène sur l'assainissement other	1
	sur le lavage des mains sur l'hygiène sur la prévention des maladies	3
	sur le lavage des mains sur l'eau potable	2
	sur le lavage des mains sur l'eau potable sur la prévention des maladies	2
	sur l'eau potable	1
	Total	25
Nord-Est	sur le lavage des mains sur l'hygiène	3
	sur le lavage des mains sur l'hygiène sur l'eau potable sur l'assainissement sur la prévention des maladies	6
	sur le lavage des mains sur l'hygiène sur l'eau potable sur l'assainissement sur la prévention des maladies other	1
	sur le lavage des mains sur l'hygiène sur l'eau potable sur la prévention des maladies	4
	sur le lavage des mains sur l'hygiène sur la prévention des maladies	2
	sur le lavage des mains sur l'eau potable	3
	Total	26

Table 26 New measures put in place (endline only)

Q1.110 In the last three years, have you implemented new things in your school in terms of health prevention and hygiene	Departments (number of schools)				
	Grand-Anse			Nord	Nord-Est
	Case 1	Case 2	Control		

On hand washing	25	20	8	20	24
On hygiene	18	10	5	20	11
On drinking water	1	1	0	11	4
On sanitation	25	1	2	10	12
On disease prevention	12	7	4	14	8
Total responses (implemented new things)	25	20	8	21	24

IMPROVING ACCESS TO SAFE WATER AND SANITATION (MGD 2.4) IMPROVEMENT OF SCHOOL INFRASTRUCTURE (MGD 1.3.3) LATRINES

Table 27 Latrines in schools

Q1.112 Does the school have a latrine?	Departments				
	Grand-Anse			Nord	Nord-Est
	Case 1	Case 2	Control		
Baseline					
yes	25 (100%)	19 (91%)	5 (46%)	23 (92%)	25 (96%)
no	0	2 (9%)	6 (55%)	2 (8%)	1 (4%)
Total	25 (100%)	21 (100%)	11 (100%)	25 (100%)	26 (100%)
Endline					
yes	25 (100%)	17 (81%)	4 (36%)	26 (100%)	24 (100%)
no	0	4 (19%)	7 (64%)	0	0
Total	25 (100%)	21 (100%)	11 (100%)	26 (100%)	24 (100%)

Table 28 Numbers of latrines

Q1.113 How many latrines?	Departments				
	Grand-Anse			Nord	Nord-Est
	Case 1	Case 2	Control		
Baseline					
Average	5.60	2.84	4.20	5.96	7.76
Sd	2.33	1.71	1.92	3.98	11.37
Min-max	2-10	1-6	1-6	1-18	1-48
Sample	25	19	5	23	25
Endline					
Average	6.76	3.35	5.25	6.77	9.25
Sd	3.55	1.90	1.89	4.42	8.29
Min-max	2-15	1-8	4-8	1-18	1-40
Sample	25	17	4	26	24

Table 29 Gender-separated functional latrines for students

Q1.116 Are functional latrines for students separate for boys and girls?	Departments				
	Grand-Anse			Nord	Nord-Est
	Case 1	Case 2	Control		
Baseline					
yes	20 (80%)	9 (47%)	2 (40%)	20 (80%)	15 (60%)
no	5 (20%)	10 (53%)	3 (60%)	3 (20%)	10 (40%)
Total	25 (100%)	19 (100%)	5 (100%)	23 (100%)	25 (100%)
Endline					
yes	19 (76%)	10 (59%)	2 (50%)	23 (89%)	19 (79%)
no	6 (24%)	7 (41%)	2 (50%)	5 (21%)	5 (21%)
Total	25 (100%)	17 (100%)	4 (100%)	24 (100%)	24 (100%)

Table 30 Functional latrines per girls and boys in grade 1-9 schools

Descriptive Statistics						
	N	Minimum	Maximum	Sum	Mean	Std. Deviation
Baseline						
GRADE1_9_ENROL_TOT GRADE 1 TO 9 TOTAL ENTOLLMENT IN SCHOOLS	61	49.00	782.00	16822.00	275.7705	167.19803
GRADE1_9_ENROL_GIRLS GRADE 1 TO 9 GIRLSL ENTOLLMENT IN SCHOOLS	61	.00	312.00	7282.00	119.3770	73.67771
GRADE1_9_ENROL_BOYS GRADE 1 TO 9 BOYS ENROLMENT IN SCHOOLS	61	27.00	782.00	9540.00	156.3934	140.81043
q1_115 How many functional latrines are reserved for students?	61	0	18	197	3.23	2.969
# of total (grade 1-9) students per functional latrines = 16822/197= 85.4 students						
# of total girls (grade 1-9) students per functional latrines = 7282/197= 37.0 girl students						
# of total boys (grade 1-9) students per functional latrines = 9540/197= 48.4 boy students						
Endline						
GRADE1_9_ENROL_TOT GRADE 1 TO 9 TOTAL ENROLLMENT IN SCHOOLS	53	39.00	856.00	19219.00	362.6226	215.15962
GRADE1_9_ENROL_GIRLS GRADE 1 TO 9 TOTAL GIRLS ENROLLMENT IN SCHOOLS	53	0.00	433.00	8053.00	151.9434	104.50919
GRADE1_9_ENROL_BOYS GRADE 1 TO 9 BOYS TOTAL ENROLMENT IN SCHOOLS	53	18.00	760.00	11166.00	210.6792	162.13097
q1_115 How many functional latrines are reserved for students?	53	0	20	249	4.70	3.775
# of total (grade 1-9) students per functional latrines = 19219/249= 77.2 students						
# of total girls (grade 1-9) students per functional latrines = 8053/1932.3 girl students						
# of total boys (grade 1-9) students per functional latrines = 11166/1944.8 boy students						

Table 31 Latrines for girls with specific space for information on menstruation and hygiene kits

Q1.119 Do latrines for girls have a specific space for information on menstruation and hygiene kits?	Departments				
	Grand-Anse			Nord	Nord-Est
	Case 1	Case 2	Control		
Baseline					
yes	6 (24%)	1 (5%)	1 (9%)	1 (4%)	2 (8%)
no	14 (56%)	8 (38%)	1 (9%)	19 (76%)	13 (50%)
No separate latrines for girls and boys	5 (20%)	12 (57%)	9 (82%)	5 (20%)	11 (42%)
Total	25 (100%)	21 (100%)	11 (100%)	25 (100%)	26 (100%)
Endline					
yes	0	1 (5%)	0	2 (8%)	1 (4%)
no	19 (76%)	9 (43%)	2 (18%)	21 (81%)	18 (75%)
No separate latrines for girls and boys	6 (24%)	11 (52%)	9 (82%)	3 (12%)	5 (21%)
Total	25 (100%)	21 (100%)	11 (100%)	26 (100%)	24 (100%)

Table 32 Percentage of improved toilet facilities

Q1.123	Departments		
	Grand-Anse		

Categories of latrines	Case 1	Case 2	Control	Nord	Nord-Est
Baseline					
Improved source	18 (72%)	16 (76%)	3 (73%)	17 (68%)	18 (69%)
Unimproved source	7 (28%)	5 (24%)	8 (27%)	8 (32%)	8 (31%)
Total	25 (100%)	21 (100%)	11 (100%)	25 (100%)	26 (100%)
Endline					
Improved source	23 (92%)	15 (71%)	4 (36%)	24 (92%)	22 (92%)
Unimproved source	2 (8%)	6 (29%)	7 (64%)	2 (8%)	2 (8%)
Total	25 (100%)	21 (100%)	11 (100%)	26 (100%)	24 (100%)

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

Table 33 Latrine maintenance

Q1.125 How do you manage and maintain latrines?	Departments				
	Grand-Anse			Nord	Nord-Est
	Case 1	Case 2	Control		
Baseline					
1=Train students and organize rotations for latrine cleaning	6 (24%)	4 (21%)	0	10 (44%)	6 (24%)
Ensures the presence of soap and handwashing equipment in or near toilets	3 (36%)	2 (42%)	2 (20%)	2 (22%)	2 (40%)
Closes the latrines during school holidays	9 (36%)	3 (21%)	2 (40%)	3 (52%)	9 (36%)
Make sure the sink is full of water	1 (4%)	0	0	0	4 (8%)
Invites users to leave their shoes outside the latrine	2 (8%)	1 (5%)	0	1 (4%)	2 (8%)
Other	11 (44%)	8 (42%)	3 (60%)	11 (48%)	13 (53%)
Total	25 (100%)	19 (100%)	5 (100%)	23 (100%)	25 (100%)
Missing	0	2	6	2	1
Endline ONLY					
1=Train students and organize rotations for latrine cleaning	3 (12%)	4 (19%)	1 (9%)	12 (46%)	7 (29%)
Ensures the presence of soap and handwashing equipment in or near toilets	1 (4%)	0	0	9 (35%)	16 (67%)
Closes the latrines during school holidays	4 (16%)	0	1 (9%)	12 (46%)	21 (88%)
Make sure the sink is full of water	0	0	0	1 (4%)	0
Invites users to leave their shoes outside the latrine	0	0	0	0	0
Other	21 (84%)	13 (62%)	2 (18%)	10 (39%)	1 (4%)
Total	25 (100%)	21 (100%)	11 (100%)	26 (100%)	24 (100%)

HAND WASHING

Table 34 Handwashing stations

Q1.127 Does the school have a handwashing station?	Departments				
	Grand-Anse			Nord	Nord-Est
	Case 1	Case 2	Control		

Baseline					
yes	23 (92%)	20 (95%)	6 (55%)	21 (84%)	25 (96%)
no	2 (8%)	1 (5%)	5 (45%)	4 (16%)	1 (4%)
Total	25 (100%)	21 (100%)	11 (100%)	25 (100%)	26 (100%)
Endline					
yes	22 (88%)	19 (91%)	4 (36%)	26 (100%)	20 (83%)
no	3 (12%)	2 (9%)	7 (64%)	0	4 (17%)
Total	25 (100%)	21 (100%)	11 (100%)	26 (100%)	24 (100%)

Table 35 Number of handwashing stations

Q1.128 If yes, how many handwashing stations are there in the school?	Departments				
	Grand-Anse			Nord	Nord-Est
	Case 1	Case 2	Control		
Baseline					
Mean (sd)	3.13 (2.20)	1.85 (0.875)	1.50 (0.84)	2.90 (2.43)	3.16 (2.64)
Min-max	1-9	1-4	1-3	1-10	1-11
Number of schools	23	20	6	21	25
Endline					
Mean (sd)	2.05 (1.36)	2.00 (1.97)	1.00 (0.00)	2.62 (2.62)	3.20 (4.02)
Min-max	1-6	1-8	1-1	1-13	1-17
Number of schools	22	19	4	26	20

Table 36 Handwashing station conditions

Q1.129 If yes, what are the current conditions of the handwashing stations?	Departments				
	Grand-Anse			Nord	Nord-Est
	Case 1	Case 2	Control		
Baseline					
1=good condition and functioning all year round	21 (91%)	16 (80%)	1 (25%)	16 (76%)	13 (52%)
good condition and functioning only during the rainy season	1 (4%)	1 (5%)	1 (25%)	1 (5%)	2 (8%)
bad condition, but works all year round	0	3 (15%)	0	2 (10%)	6 (24%)
poor condition, but only works during the rainy season	0	0	1 (25%)	0	0
out of order, does not work	1 (4%)	0	0	1 (5%)	3 (12%)
other	0	1 (5%)	1 (25%)	1 (5%)	1 (4%)
Total	23 (100%)	20 (100%)	4 (100%)	21 (100%)	25 (100%)
Endline					
1=good condition and functioning all year round	13 (59%)	12 (63%)	2 (50%)	20 (77%)	9 (45%)
good condition and functioning only during the rainy season	6 (27%)	6 (32%)	2 (50%)	0	1 (5%)
bad condition, but works all year round	3 (12%)	0	0	3 (12%)	4 (20%)
poor condition, but only works during the rainy season	0	0	0	0	4 (20%)
out of order, does not work	0	1 (5%)	0	2 (8%)	2 (10%)
other	0	0	0	0	0
Total	22 (100%)	19 (100%)	4 (100%)	26 (100%)	20 (100%)

Table 37 Adequacy of soap supply

Q1.133 Do you have enough soap for the needs of your school?	Departments				
	Grand-Anse			Nord	Nord-Est
	Case 1	Case 2	Control		
Baseline					
yes	7 (30%)	8 (40%)	1 (17%)	2 (10%)	4 (16%)
no, but we do have a good amount of soap	7 (30%)	3 (15%)	0	3 (14%)	6 (24%)
no, we have about half of the needs covered.	3 (13%)	2 (10%)	0	0	4 (16%)
no, we are missing more than half of the needs	5 (22%)	5 (25%)	2 (34%)	4 (19%)	6 (24%)
no, we have no or almost no soap	1 (4%)	2 (10%)	3 (50%)	12 (57%)	5 (20%)
Total	23 (100%)	20 (100%)	6 (100%)	21 (100%)	25 (100%)
Endline					
yes	11 (44%)	8 (38%)	2 (18%)	3 (12%)	3 (13%)
no, but we do have a good amount of soap	2 (8%)	2 (10%)	0	4 (15%)	9 (38%)
no, we have about half of the needs covered.	3 (12%)	2 (10%)	0	3 (12%)	2 (8%)
no, we are missing more than half of the needs	6 (24%)	7 (33%)	1 (9%)	6 (23%)	7 (29%)
no, we have no or almost no soap	3 (12%)	2 (10%)	8 (73%)	10 (39%)	3 (13%)
Total	25 (100%)	21 (100%)	11 (100%)	26 (100%)	24 (100%)

IMPROVED WATER SOURCE

Table 38 Water supply in school

Q1.134 Does the school have a water supply?	Departments				
	Grand-Anse			Nord	Nord-Est
	Case 1	Case 2	Control		
Baseline					
yes	17 (68%)	16 (76%)	6 (55%)	21 (84%)	13 (50%)
no	8 (32%)	5 (24%)	5 (45%)	4 (16%)	13 (50%)
Total	25 (100%)	21 (100%)	11 (100%)	25 (100%)	26 (100%)
Endline					
yes	23 (92%)	18 (86%)	6 (55%)	24 (92%)	13 (54%)
no	2 (8%)	3 (14%)	5 (45%)	2 (8%)	11 (46%)
Total	25 (100%)	21 (100%)	11 (100%)	26 (100%)	24 (100%)

Table 39 Percentage of school using an improved water source

Q1.135a	Departments				
	Grand-Anse			Nord	Nord-Est
	Case 1	Case 2	Control		
Baseline					
Improved source	15 (60%)	14 (67%)	3 (27%)	18 (72%)	12 (54%)
Unimproved source	10 (40%)	7 (33%)	8 (73%)	7 (28%)	14 (46%)
Total	25 (100%)	21 (100%)	11 (100%)	25 (100%)	26 (100%)
Endline					
Improved source	20 (80%)	16 (76%)	2 (18%)	20 (77%)	12 (50%)
Unimproved source	5 (20%)	5 (24%)	9 (82%)	6 (23%)	12 (50%)
Total	25 (100%)	21 (100%)	11 (100%)	26 (100%)	24 (100%)

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

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

Table 40 Percentage of school using an improved water source (public vs. Private)

Q1.135b Hand washing	Departments														
	Grand-Anse									Nord			Nord-Est		
	Case 1			Case 2			Control			Total			Total	Pub	Non
	Total	Pub	Non	Total	Pub	Non	Total	Pub	Non	Total	Pub	Non	Total	Pub	Non
Baseline															
Improved source	15 (60%)	60%	0	14 (67%)	60%	73%	3 (27%)	27%	0	18 (72%)	69%	75%	12 (46%)	54%	39%
Unimproved source	10 (40%)	40%	0	7 (33%)	40%	27%	8 (73%)	73%	0	7 (28%)	31%	25%	14 (54%)	46%	61%
Total schools	25	25	0	21	10	11	11 (100%)	11	0	25	13	12	26	13	13
Endline															
Improved source	20 (80%)	80%	0	16 (76%)	90%	64%	2 (18%)	18%	0	20 (77%)	69%	85%	12 (50%)	54%	46%
Unimproved source	5 (20%)	20%	0	5 (24%)	10%	36%	9 (82%)	82%	0	6 (23%)	31%	15%	12 (50%)	46%	54%
Total schools	25	25	0	21	10	11	11 (100%)	11	0	26	13	13	24	13	13

Table 41 Type of water sources

Q1.137 Specify the main source	Departments				
	Grand-Anse			Nord	Nord-Est
	Case 1	Case 2	Control		
Baseline					
Water channeled into the premises, plot, or yard	0	2 (13%)	0	2 (10%)	5 (39%)
Public tap/pipe	4 (24%)	0	0	1 (5%)	1 (8%)
Piped well/borehole	0	1 (6%)	0	2 (10%)	0
Protected dug wells	3 (18%)	3 (19%)	0	8 (38%)	6 (46%)
Unprotected dug wells	0	1 (6%)	0	0	1 (8%)
Protected source	0	6 (38%)	1 (17%)	0	0
Unprotected source	1 (6%)	1 (6%)	3 (50%)	0	0
Rainwater harvesting	8 (47%)	1 (6%)	1 (17%)	3 (14%)	0
Trolley with small tank/drum	0	0	0	0	0
Tanker truck	0	1 (6%)	0	0	0
Surface water (river, dam, lake, pond)	0	0	0	0	0
Water from cans/gourds	0	0	0	0	0

Other to be specified	0	0	1 (17%)	5 (24%)	0
Total	17 (100%)	16 (100%)	6 (100%)	21 (100%)	25 (100%)
Missing	8	5	5	4	1
Endline ONLY					

Table 42 Availability of water

Q1.1371 Is water available from this source?	Departments				
	Grand-Anse			Nord	Nord-Est
	Case 1	Case 2	Control		
Baseline	NO BASELINE DATA				
Endline ONLY					
Yes	17 (74%)	15 (83%)	6 (100%)	23 (96%)	11 (85%)
No	6 (26%)	3 (17%)	0	1 (4%)	2 (15%)
Total	23 (100%)	18 (100%)	6 (100%)	24 (100%)	13 (100%)
Missing	2	3	5	2	11

Table 43 Availability of water over the last two days

Q1.139: Has water not been available from this supply source in the last 2 weeks for at least one day?	Departments				
	Grand-Anse			Nord	Nord-Est
	Case 1	Case 2	Control		
Baseline					
Yes	5 (29%)	10 (63%)	2 (33%)	4 (19%)	7 (54%)
No	12 (71%)	6 (38%)	4 (67%)	17 (81%)	6 (46%)
Total	17 (100%)	16 (100%)	6 (100%)	21 (100%)	13 (100%)
Missing	8	5	5	4	13
Endline ONLY					
Yes	12 (52%)	8 (44%)	2 (33%)	3 (13%)	3 (23%)
No	11 (48%)	10 (56%)	4 (67%)	21 (87%)	10 (77%)
Total	23 (100%)	18 (100%)	6 (100%)	24 (100%)	13 (100%)
Missing	2	3	5	2	11

Table 44 Capacity to purify drinking water

Q1.140 Are you able to purify water in your school to make it drinkable?	Departments				
	Grand-Anse			Nord	Nord-Est
	Case 1	Case 2	Control		
Baseline					
Enough to treat all water	15 (60%)	14 (67%)	3 (27%)	1 (4%)	10 (38%)
Enough to treat some water	6 (24%)	5 (24%)	1 (9%)	9 (36%)	7 (27%)
Nothing/almost nothing to treat water	4 (16%)	2 (10%)	7 (64%)	15 (60%)	9 (35%)
No need to treat water	0	0	0	0	0
Total	25 (100%)	21 (100%)	6 (100%)	25 (100%)	26 (100%)
Endline ONLY					
Enough to treat all water	7 (28%)	6 (29%)	1 (9%)	6 (23%)	0
Enough to treat some water	13 (52%)	9 (43%)	0	7 (27%)	12 (50%)

Nothing/almost nothing to treat water	5 (20%)	5 (24%)	8 (73%)	8 (31%)	12 (50%)
No need to treat water	0	1 (5%)	2 (18%)	4 (19%)	0
Total	25 (100%)	21 (100%)	11 (100%)	26 (100%)	24 (100%)
Missing	2	3	5	2	11

WASTE

Table 45 Garbage cans or other equipment to manage solid waste

Q1.141 Does the school have garbage cans or other equipment to manage solid waste?	Departments				
	Grand-Anse			Nord	Nord-Est
	Case 1	Case 2	Control		
Baseline					
Yes	12 (48%)	13 (62%)	1 (9%)	13 (52%)	11 (42%)
No	13 (52%)	8 (38%)	10 (91%)	12 (48%)	15 (58%)
Total	25 (100%)	21 (100%)	11 (100%)	25 (100%)	26 (100%)
Endline					
Yes, observable	17 (68%)	12 (57%)	2 (18%)	20 (77%)	18 (75%)
Yes not observable	0	2 (10%)	0	0	0
No	8 (32%)	7 (33%)	9 (82%)	6 (23%)	6 (25%)
Total	25 (100%)	21 (100%)	11 (100%)	26 (100%)	24 (100%)

Table 46 Frequency of waste collection

Q1.142 How often is waste collected?	Departments				
	Grand-Anse			Nord	Nord-Est
	Case 1	Case 2	Control		
Baseline					
Everyday	6 (50%)	6 (46%)	0	9 (69%)	8 (73%)
Every two or three days	1 (8%)	3 (23%)	0	0	3 (27%)
Weekly	5 (42%)	4 (31%)	1 (100%)	4 (31%)	0
Total	12 (100%)	13 (100%)	1 (100%)	13 (100%)	11 (100%)
Endline					
Everyday	12 (71%)	9 (75%)	2 (100%)	12 (60%)	8 (44%)
Every two or three days	1 (6%)	0	0	2 (10%)	8 (44%)
Weekly	4 (24%)	3 (25%)	0	6 (30%)	2 (11%)
Total	17 (100%)	12 (100%)	2 (100%)	20 (100%)	18 (100%)

Table 47 Waste disposal

Q1.143 How is solid waste disposed of?	Departments				
	Grand-Anse			Nord	Nord-Est
	Case 1	Case 2	Control		
Baseline					
Burned	13 (52%)	14 (67%)	6 (55%)	20 (80%)	16 (62%)
Thrown out of school	5 (20%)	4 (19%)	1 (9%)	2 (8%)	4 (15%)
Buried	3 (12%)	0	0	0	0
Empty in the vicinity of the school	1 (4%)	1 (5%)	0	0	4 (8%)
Thrown into the wild	1 (4%)	2 (10%)	4 (36%)	2 (8%)	3 (12%)
Other	2 (8%)	0	0	1 (4%)	1 (4%)
Total	25 (100%)	21 (100%)	11 (100%)	25 (100%)	26 (100%)

Endline					
Burned	17 (68%)	16 (76%)	5 (46%)	18 (69%)	18 (75%)
Thrown out of school	4 (16%)	1 (5%)	2 (18%)	1 (4%)	0
Buried	1 (4%)	0	0	0	0
Empty in the vicinity of the school	2 (8%)	1 (5%)	1 (9%)	3 (12%)	0
Thrown into the wild	1 (4%)	3 (14%)	3 (27%)	4 (15%)	6 (25%)
Other	0	0	0	0	0
Total	25 (100%)	21 (100%)	11 (100%)	26 (100%)	24 (100%)

BETTER ACCESS TO PREVENTIVE HEALTH INTERVENTIONS (MGD 2.5)

Table 48 Deworming in cycle 1 and 2 current year

Q1.144 Have children in cycle 1 and 2 received deworming treatment during the current year?	Departments				
	Grand-Anse			Nord	Nord-Est
	Case 1	Case 2	Control		
Baseline					
Yes	6 (24%)	5 (24%)	1 (9%)	2 (8%)	6 (23%)
No	19 (76%)	16 (76%)	10 (91%)	23 (92%)	19 (73%)
Don't know	0	0	0	0	1 (4%)
Total	25 (100%)	21 (100%)	11 (100%)	25 (100%)	26 (100%)
Endline					
Yes	25 (100%)	17 (81%)	6 (55%)	1 (4%)	0
No	0	4 (19%)	5 (45%)	25 (96%)	24 (100%)
Don't know	0	0	0	0	0
Total	25 (100%)	21 (100%)	11 (100%)	26 (100%)	24 (100%)

Table 49 Deworming in cycle 1 and 2 previous year

Q1.145 Did children in cycle 1 and 2 receive deworming treatment last year?	Departments				
	Grand-Anse			Nord	Nord-Est
	Case 1	Case 2	Control		
Baseline					
Yes	19 (76%)	13 (62%)	3 (27%)	14 (56%)	12 (46%)
No	5 (20%)	8 (38%)	8 (73%)	10 (40%)	13 (50%)
Don't know	1 (4%)	0	0	1 (4%)	1 (4%)
Total	25 (100%)	21 (100%)	11 (100%)	25 (100%)	26 (100%)
Endline					
Yes	24 (96%)	21 (100%)	4 (36%)	19 (73%)	21 (88%)
No	1 (4%)	0	7 (64%)	6 (23%)	3 (12%)
Don't know	0	0	0	1 (4%)	0
Total	25 (100%)	21 (100%)	11 (100%)	26 (100%)	24 (100%)

Table 50 Deworming in cycle 1 and 2 year before the last year

Q1.146 Did children in cycle 1 and 2 receive deworming treatment the year before the last one?	Departments				
	Grand-Anse			Nord	Nord-Est
	Case 1	Case 2	Control		
Baseline					
Yes	22 (88%)	13 (62%)	4 (36%)	20 (80%)	13 (50%)
No	2 (8%)	8 (38%)	7 (64%)	1 (4%)	12 (46%)

Don't know	1 (4%)	0	0	4 (16%)	1 (4%)
Total	25 (100%)	21 (100%)	11 (100%)	25 (100%)	26 (100%)
Endline					
Yes	25 (100%)	21 (100%)	4 (36%)	21 (81%)	22 (92%)
No	0	0	7 (64%)	3 (12%)	2 (8%)
Don't know	0	0	0	2 (8%)	0
Total	25 (100%)	21 (100%)	11 (100%)	26 (100%)	24 (100%)

CONTACTING WFP / TOLL-FREE NUMBER

Table 51 Contacting WFP

Q1.147 If you have any questions or problems related to the WFP programme, is it easy for you to contact someone?	Departments				
	Grand-Anse			Nord	Nord-Est
	Case 1	Case 2	Control		
Baseline					
Yes	17 (68%)	15 (71%)	1 (9%)	19 (76%)	14 (54%)
No	8 (32%)	6 (29%)	10 (91%)	6 (24%)	12 (46%)
Total	25 (100%)	21 (100%)	11 (100%)	25 (100%)	26 (100%)
Endline					
Yes	23 (92%)	16 (76%)	1 (9%)	24 (92%)	20 (96%)
No	2 (8%)	5 (24%)	1 (9%)	0	0
No response/missing	0	0	9 (82%)	2 (8%)	1 (4%)
Total	25 (100%)	21 (100%)	11 (100%)	26 (100%)	24 (100%)

Table 52 Knowledge of the existence of a toll-free number to file a complaint

Q1.148 To your knowledge, is there a toll-free number for information or to file a complaint?	Departments				
	Grand-Anse			Nord	Nord-Est
	Case 1	Case 2	Control		
Baseline					
Yes	19 (76%)	10 (48%)	0	15 (60%)	11 (43%)
No	4 (16%)	5 (24%)	6 (55%)	5 (20%)	8 (31%)
Don't know	2 (8%)	6 (29%)	5 (45%)	5 (20%)	7 (27%)
Total	25 (100%)	21 (100%)	11 (100%)	25 (100%)	26 (100%)
Endline					
Yes	23 (92%)	14 (67%)	1 (9%)	23 (89%)	23 (96%)
No	2 (8%)	7 (33%)	1 (9%)	1 (4%)	0
No response/missing	0	0	9 (82%)	2 (8%)	1 (4%)
Total	25 (100%)	21 (100%)	11 (100%)	26 (100%)	24 (100%)

Table 53 Has the number been used?

q1.149 Have you used it (toll-free number) before?	Departments				
	Grand-Anse			Nord	Nord-Est
	Case 1	Case 2	Control		
Baseline					
Yes	8 (42%)	4 (40%)	0	5 (33%)	8 (73%)
No	11 (58%)	6 (60%)	0	10 (67%)	3 (27%)
Total	19 (100%)	10 (100%)	0	15 (100%)	11 (100%)

Endline					
Yes	8 (35%)	0	1 (100%)	10 (43%)	10 (43%)
No	15 (65%)	14 (100%)	0	13 (57%)	13 (57%)
Total	23 (100%)	14 (100%)	1 (100%)	23 (100%)	23 (100%)

Table 54 Satisfaction in using the toll-free number

Q1.150 If yes, are you satisfied with it (toll-free number)?	Departments				
	Grand-Anse			Nord	Nord-Est
	Case 1	Case 2	Control		
Baseline					
Yes	8 (42%)	4 (40%)	0	5 (33%)	8 (73%)
No	11 (58%)	6 (60%)	0	10 (67%)	3 (27%)
Total	19 (100%)	10 (100%)	0	15 (100%)	11 (100%)
Endline					
Yes	5 (63%)	0	1 (100%)	6 (60%)	7 (70%)
Moderately	1 (13%)	0	0	4 (40%)	2 (20%)
No	2 (25%)	0	0	0	1 (10%)
Total	8 (100%)	0	1 (100%)	10 (100%)	10 (100%)

Annex 23. Teachers survey results

LETTERS IN BLUE COLOR ARE ENDLINE RESULTS

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IMPROVING THE QUALITY OF EDUCATION (MGD 1.1)

Table 1 Teacher's last degree

Q2.15 What is the last degree obtained by the teacher?	Departments				
	Grand-Anse			Nord	Nord-Est
	Case 1	Case 2	Control		
Baseline					
0= No diploma	9 (18%)	8 (20%)	5 (23%)	1 (2%)	2 (4%)
BEPC	3 (6%)	4 (10%)	2 (9%)	3 (6%)	4 (8%)
BAC	21 (42%)	19 (46%)	11 (50%)	33 (66%)	31 (60%)
Licence	4 (8%)	5 (12%)		5 (10%)	10 (19%)
Masters	0	0	0	0	0
Doctorate	0	0	0	0	0
other	13 (26%)	5 (12%)	4 (18%)	8 (16%)	5 (10%)
Total	50 (100%)	41 (100%)	22 (100%)	50 (100%)	52 (100%)
Endline					
0= No diploma	0	0	3 (14%)	0	6 (13%)
BEPC	2 (4%)	2 (5%)	17 (77%)	38 (73%)	26 (54%)
BAC	44 (88%)	39 (93%)	2 (9%)	12 (23%)	16 (33%)
Licence	1 (2%)	1 (2%)		0	0
Masters	0	0	0	0	0
Doctorate	0	0	0	0	0
other	3 (6%)	0	0	2 (4%)	0
Total	50 (100%)	42 (100%)	22 (100%)	52 (100%)	48 (100%)

Table 2 Teacher's latest professional degree

Q2.17 What is the last professional degree obtained?	Departments				
	Grand-Anse			Nord	Nord-Est
	Case 1	Case 2	Control		
Baseline					
0= No diploma	5 (10%)	13 (32%)	12 (32%)	26 (52%)	11 (22%)
1=École Normale jardinière	4 (8%)	1 (2%)	0	0	2 (4%)
École normale d'instituteur	30 (60%)	15 (37%)	10 (46%)	11 (22%)	12 (23%)
École normale supérieure	0	2 (5%)	0	0	1 (2%)
Science de l'éducation	1 (2%)	0	0	2 (4%)	8 (15%)
Certificat d'aptitude pédagogique (CAP)	0	1 (2%)		3 (6%)	2 (4%)
Formation initiale accélérée (FIA)	3 (6%)	0	0	0	4 (8%)
8=other	7 (14%)	9 (22%)	0	8 (16%)	12 (23%)
Total	50 (100%)	41 (100%)	22 (100%)	50 (100%)	52 (100%)
Endline					
0= No diploma	7 (17%)	13 (31%)	12 (55%)	19 (37%)	18 (35%)
1=École Normale jardinière	4 (8%)	2 (5%)	0	5 (10%)	1 (2%)
École normale d'instituteur/ Teacher Training College	33 (66%)	24 (57%)	7 (32%)	16 (31%)	12 (25%)
École normale supérieure	1 (2%)	0	0	1 (2%)	0
Science de l'éducation	0	0	0	2 (4%)	10 (21%)
Certificat d'aptitude pédagogique (CAP)	3 (6%)	2 (5%)	2 (9%)	6 (12%)	1 (2%)
Formation initiale accélérée (FIA)	0	0	1 (5%)	1 (2%)	1 (0%)
8=other	2 (4%)	1 (2%)	0	2 (4%)	5 (10%)
Total	50 (100%)	42 (100%)	22 (100%)	52 (100%)	48 (100%)

Table 3 Sufficiency of teaching tools

Q2.19 Do you think you have enough teaching tools to be able to do your job as a teacher well?	Departments				
	Grand-Anse			Nord (n=50)	Nord-Est (n=52)
	Case 1 (n=50)	Case 2 (n=41)	Control (n=22)		
Baseline					
Yes	24 (48%)	15 (37%)	9 (41%)	25 (50%)	34 (65%)
Total	50	41	22	50	52
Endline					
Yes	25 (50%)	11 (26%)	1 (5%)	15 (29%)	7 (15%)
Total	50	42	22	52	48

Table 4 Sufficiency of teacher capacity

Do you think you have enough knowledge to teach your students well?	Departments				
	Grand-Anse			Nord (n=50)	Nord-Est (n=52)
	Case 1 (n=50)	Case 2 (n=41)	Control (n=22)		
Baseline					
Enough knowledge to teach your students well (Yes)	41 (82%)	34 (83%)	16 (73%)	33 (66%)	48 (92%)
Total	50	41	22	50	52
Endline					
Enough knowledge to teach your students well (Yes)	44 (88%)	38 (91%)	18 (82%)	52 (100%)	45 (94%)
Total	50	42	22	52	48

Table 5 Teacher's training over the last 3 years

Q2.21 Have you received any vocational training in the last three years?	Departments				
	Grand-Anse			Nord	Nord-Est
	Case 1	Case 2	Control		
Baseline					
Yes	33 (66%)	22 (54%)	9 (41%)	32 (64%)	35 (67%)
No	17 (34%)	19 (46%)	13 (59%)	18 (36%)	17 (33%)
Total	50	41	22	50	52
Baseline					
Yes	47 (94%)	16 (38%)	2 (9%)	28 (54%)	34 (71%)
No	3 (6%)	26 (62%)	20 (91%)	24 (46%)	14 (29%)
Total	50	42	22	52	48

Table 6 Teacher's training providers over the last 3 years

Q2.22 Who provided teacher's training over the last 3 years (among those who received training)?	Departments				
	Grand-Anse			Nord	Nord-Est
	Case 1	Case 2	Control		
Baseline					
MENFP	1 (3%)	4 (18%)	3 (33%)	5 (16%)	5 (14%)

CRS and/or WFP	7 (21)	0	2 (22%)	0	0
MENFP & CRS and/or WFP	5 (15%)	1 (5%)	0	1 (3%)	1 (3%)
MENFP & CRS and/or WFP, UNICEF	1 (3%)	0	0	0	0
MENFP & CRS and/or WFP Other	1 (3%)	0	0	0	0
MENFP, UNICEF, Other	0	0	0	1 (3%)	1 (3%)
CRS and/or WFP, Other	1 (3%)	1 (2%)	0	1 (3%)	2 (6%)
Other	15 (45%)	16 (73%)	4 (44%)	20 (63%)	23 (44%)
UNICEF	0	0	0	1 (3%)	0
MENFP, UNICEF	0	0	0	0	1 (3%)
MENFP, Other	2 (6%)	0	0	0	2 (6%)
Total	33	22	9	32	35
Endline					
MENFP	3 (6%)	6 (38%)	1 (50%)	15 (54%)	16 (47%)
CRS and/or WFP	1 (83)	1 (19%)	0	4 (14%)	14 (41%)
UNICEF	0	0	0	0	0
Other	1 (31%)	8 (50%)	1 (50%)	1 (36%)	1 (21%)
Total	47	16	2	28	34

Table 7 Regular pedagogical follow-up

Q2.28 Do you have regular pedagogical follow-up that allows you to progress in your profession?	Departments				
	Grand-Anse			Nord	Nord-Est
	Case 1	Case 2	Control		
Baseline					
Grades 1 & 2: Yes	12 (75%)	2 (17%)	4 (57%)	10 (83%)	12 (71%)
Grades 1 & 2: No	4 (25%)	10 (83%)	3 (43%)	2 (17%)	5 (29%)
Total	16 (100%)	12 (100%)	7 (100%)	12 (100%)	17 (100%)
Grade 3 thru 6: Yes	10 (31%)	11 (55%)	4 (40%)	18 (56%)	16 (53%)
Grade 3 thru 6: No	22 (89%)	9 (45%)	6 (60%)	14 (44%)	14 (47%)
Total	32 (100%)	20 (100%)	10 (100%)	32 (100%)	30 (100%)
Endline					
Grades 1 & 2: Yes	49 (100%)	11 (73%)	1 (8%)	12 (71%)	11 (69%)
Grades 1 & 2: No	0	4 (27%)	11 (92%)	5 (30%)	5 (31%)
Total	49 (100%)	15 (100%)	12 (100%)	17 (100%)	16 (100%)
Grade 3 thru 6: Yes	0	11 (65%)	5 (71%)	12 (40%)	15 (52%)
Grade 3 thru 6: No	1 (100%)	6 (35%)	2 (29%)	18 (60%)	14 (48%)
Total	1 (100%)	17 (100%)	7 (100%)	30 (100%)	29 (100%)

IMPROVED ACCESS TO SCHOOL SUPPLIES AND MATERIALS (MGD 1.1.2)

Table 8 Summary of teaching material available in classrooms

Q2.34 - Q2.42 Does your class have enough? (Yes, there are enough)	Departments				
	Grand-Anse			Nord	Nord-Est
	Case 1	Case 2	Control		
Baseline					
Chalk	58%	54%	32%	70%	64%
Brushes for blackboard	42%	39%	23%	66%	54%
Rulers for blackboard	22%	27%	23%	34%	40%
Pencils for pupils	8%	20%	18%	26%	33%

Rule for pupils	2%	15%	9%	22%	27%
Writing books for pupils	14%	15%	14%	34%	40%
Reading books for pupils	8%	7%	9%	16%	37%
Math books available for pupils	4%	12%	18%	16%	37%
Instructional posters in classroom	4%	2%	9%	2%	21%
Total	50	41	22	50	52
Endline					
Chalk	80%	67%	18%	75%	42%
Brushes for blackboard	52%	57%	27%	75%	50%
Rulers for blackboard	52%	33%	32%	46%	23%
Pencils for pupils	68%	19%	5%	15%	0
Rule for pupils	24%	17%	5%	12%	0
Writing books for pupils	58%	21%	5%	12%	0
Reading books for pupils	86%	26%	0	10%	0
Math books available for pupils	6%	14%	0	8%	0
Instructional posters in classroom	12%	5%	5%	12%	0
Total	50	42	22	52	48

Table 9 Chalk availability

Q2.34 Does your class have enough chalk for effective teaching this school year?	Departments				
	Grand-Anse			Nord	Nord-Est
	Case 1	Case 2	Control		
Baseline					
Yes, there is enough	29 (58%)	22 (54%)	7 (32%)	35 (70%)	33 (64%)
There are some, but a little bit missing	11 (22%)	9 (22%)	1 (5%)	9 (18%)	11 (21%)
There are some, but many are missing	9 (18%)	9 (22%)	11 (50%)	4 (8%)	8 (15%)
There are none.	1 (2%)	1 (2%)	2 (4%)	2 (4%)	0
Total	50 (100%)	41 (100%)	22 (100%)	50 (100%)	52 (100%)
Endline					
Yes, there is enough	40 (80%)	28 (67%)	4 (18%)	39 (75%)	20 (42%)
There are some, but a little bit missing	7 (14%)	7 (17%)	7 (32%)	4 (8%)	13 (27%)
There are some, but many are missing	3 (6%)	3 (7%)	8 (36%)	8 (15%)	15 (31%)
There are none.	0	4 (10%)	3 (14%)	1 (2%)	0
Total	50	42	22	52	48

Table 10 Brush availability

Q2.35 Does your class have enough Brush to erase the picture for effective teaching this school year?	Departments				
	Grand-Anse			Nord	Nord-Est
	Case 1	Case 2	Control		
Baseline					
Yes, there is enough	21 (42%)	16 (39%)	5 (23%)	33 (66%)	28 (54%)

There are some, but a little bit missing	14 (28%)	11 (27%)	1 (5%)	8 (16%)	10 (19%)
There are some, but many are missing	5 (10%)	9 (22%)	12 (55%)	4 (8%)	9 (17%)
There are none.	10 (20%)	5 (12%)	4 (18%)	5 (10%)	5 (10%)
Total	50	41	22	50	52
Endline					
Yes, there is enough	26 (52%)	24 (57%)	6 (27%)	39 (75%)	24 (50%)
There are some, but a little bit missing	16 (32%)	10 (24%)	3 (14%)	4 (8%)	10 (21%)
There are some, but many are missing	5 (10%)	4 (10%)	5 (23%)	3 (6%)	7 (15%)
There are none.	3 (6%)	4 (10%)	8 (36%)	6 (12%)	7 (15%)
Total	50	42	22	52	48

Table 11 Rules for table availability

Q2.36: Does your class have enough Rule for the table for effective teaching this school year?	Departments				
	Grand-Anse			Nord (n=50)	Nord-Est (n=52)
	Case 1 (n=50)	Case 2 (n=41)	Control (n=38)		
Baseline					
Yes, there is enough	11 (27%)	11 (27%)	5 (23%)	17 (34%)	21 (40%)
There are some, but a little bit missing	12 (24%)	6 (15%)	0	12 (24%)	14 (27%)
There are some, but many are missing	18 (36%)	12 (29%)	9 (41%)	11 (22%)	13 (25%)
There are none.	9 (18%)	12 (29%)	8 (36%)	10 (20%)	4 (8%)
Total	50	41	22	50	52
Endline					
Yes, there is enough	26 (52%)	14 (33%)	7 (32%)	24 (46%)	11 (23%)
There are some, but a little bit missing	8 (16%)	16 (38%)	2 (9%)	10 (19%)	10 (21%)
There are some, but many are missing	9 (18%)	6 (14%)	3 (14%)	14 (27%)	21 (44%)
There are none.	7 (14%)	6 (14%)	10 (46%)	4 (8%)	6 (13%)
Total	50	42	22	52	48

Table 12 Pencil availability

Q2.37 Does your class have enough Pencils for students for effective teaching this school year?	Departments				
	Grand-Anse			Nord (n=50)	Nord-Est (n=52)
	Case 1 (n=50)	Case 2 (n=41)	Control (n=22)		
Baseline					
Yes, there is enough	4 (8%)	8 (20%)	4 (18%)	13 (26%)	17 (33%)
There are some, but a little bit missing	14 (28%)	8 (20%)	2 (9%)	16 (32%)	10 (19%)
There are some, but many are missing	19 (38%)	13 (32%)	10 (46%)	13 (26%)	18 (35%)
There are none.	13 (26%)	12 (29%)	6 (27%)	8 (16%)	7 (14%)
Total	50 (100%)	41 (100%)	22 (100%)	50 (100%)	52 (100%)

Endline					
Yes, there is enough	34 (68%)	8 (19%)	1 (5%)	8 (15%)	0
There are some, but a little bit missing	8 (16%)	3 (7%)	2 (9%)	2 (4%)	3 (6%)
There are some, but many are missing	3 (6%)	2 (5%)	3 (14%)	9 (17%)	2 (4%)
There are none.	5 (10%)	29 (69%)	16 (73%)	33 (64%)	43 (90%)
Total	50	42	22	52	48

Table 13 Rules for students

Q2.38 Does your class have enough Rules for Students for Effective Education This School Year?	Departments				
	Grand-Anse			Nord (n=50)	Nord-Est (n=52)
	Case 1 (n=50)	Case 2 (n=41)	Control (n=22)		
Baseline					
Yes, there is enough	1 (2%)	6 (15%)	2 (9%)	11 (22%)	14 (27%)
There are some, but a little bit missing	9 (18%)	6 (15%)	1 (5%)	14 (28%)	9 (17%)
There are some, but many are missing	17 (34%)	13 (32%)	9 (41%)	15 (30%)	19 (37%)
There are none.	23 (46%)	16 (39%)	10 (46%)	10 (20%)	10 (19%)
Total	50 (100%)	41 (100%)	22 (100%)	50 (100%)	52 (100%)
Baseline					
Yes, there is enough	12 (24%)	7 (17%)	1 (5%)	6 (12%)	0
There are some, but a little bit missing	4 (8%)	3 (7%)	2 (9%)	2 (4%)	0
There are some, but many are missing	3 (6%)	2 (5%)	1 (5%)	8 (15%)	1 (2%)
There are none.	31 (62%)	30 (71%)	18 (82%)	36 (69%)	47 (98%)
Total	50 (100%)	42 (100%)	22 (100%)	52 (100%)	48 (100%)

Table 14 Writing book availability

Q2.39 Does your class have enough writing books for students for effective teaching this school year?	Departments				
	Grand-Anse			Nord (n=50)	Nord-Est (n=52)
	Case 1 (n=50)	Case 2 (n=41)	Control (n=22)		
Baseline					
Yes, there is enough	7 (14%)	6 (15%)	3 (14%)	17 (34%)	21 (40%)
There are some, but a little bit missing	8 (16%)	12 (29%)	2 (9%)	13 (26%)	10 (19%)
There are some, but many are missing	22 (44%)	12 (29%)	10 (46%)	11 (22%)	15 (29%)
There are none.	13 (26%)	11 (27%)	7 (32%)	9 (18%)	6 (12%)
Total	50 (100%)	41 (100%)	22 (100%)	50 (100%)	52 (100%)
Endline					
Yes, there is enough	29 (58%)	9 (21%)	1 (5%)	6 (12%)	0
There are some, but a little bit missing	8 (16%)	4 (10%)	3 (14%)	3 (6%)	0
There are some, but many are missing	2 (4%)	2 (5%)	2 (9%)	9 (17%)	1 (2%)
There are none.	11 (22%)	27 (64%)	16 (73%)	34 (65%)	47 (98%)
Total	50 (100%)	42 (100%)	22 (100%)	52 (100%)	48 (100%)

Table 15 Reading books for students availability

Q2.40 Does your class have enough reading books for students for effective teaching this school year?	Departments				
	Grand-Anse			Nord (n=50)	Nord-Est (n=52)
	Case 1 (n=50)	Case 2 (n=41)	Control (n=22)		
Baseline					
Yes, there is enough	4 (8%)	3 (7%)	2 (9%)	8 (16%)	19 (37%)
There are some, but a little bit missing	5 (10%)	16 (39%)	1 (5%)	19 (38%)	15 (29%)
There are some, but many are missing	27 (54%)	12 (29%)	11 (50%)	15 (30%)	14 (27%)
There are none.	14 (28%)	10 (24%)	8 (36%)	8 (16%)	4 (8%)
Total	50 (100%)	41 (100%)	22 (100%)	50 (100%)	52 (100%)
Baseline					
Yes, there is enough	43 (86%)	11 (26%)	0	5 (10%)	0
There are some, but a little bit missing	3 (6%)	2 (5%)	1 (5%)	5 (10%)	1 (2%)
There are some, but many are missing	3 (6%)	2 (5%)	3 (14%)	5 (10%)	2 (4%)
There are none.	1 (2%)	27 (64%)	18 (82%)	37 (71%)	4 (94%)
Total	50 (100%)	42 (100%)	22 (100%)	52 (100%)	48 (100%)

Table 16 Math books for students availability

Q2.41 Does your class have enough Math Books for students for effective teaching this school year?	Departments				
	Grand-Anse			Nord (n=50)	Nord-Est (n=52)
	Case 1 (n=50)	Case 2 (n=41)	Control (n=22)		
Baseline					
Yes, there is enough	2 (4%)	5 (12%)	4 (18%)	8 (16%)	19 (37%)
There are some, but a little bit missing	9 (18%)	13 (32%)	1 (5%)	20 (40%)	12 (23%)
There are some, but many are missing	28 (56%)	12 (29%)	12 (55%)	14 (28%)	19 (37%)
There are none.	11 (22%)	11 (27%)	5 (23%)	8 (16%)	2 (4%)
Total	50 (100%)	41 (100%)	22 (100%)	50 (100%)	52 (100%)
Endline					
Yes, there is enough	3 (6%)	6 (14%)	0	4 (8%)	0
There are some, but a little bit missing	4 (8%)	2 (5%)	1 (5%)	6 (12%)	0
There are some, but many are missing	5 (10%)	3 (7%)	3 (14%)	4 (8%)	1 (2%)
There are none.	38 (76%)	31 (74%)	18 (82%)	38 (73%)	47 (98%)
Total	50 (100%)	42 (100%)	22 (100%)	52 (100%)	48 (100%)

Table 17 Instructional poster availability

Q2.42 Does your class have enough instructional posters in the	Departments				
	Grand-Anse			Nord (n=50)	Nord-Est (n=52)

classroom for effective teaching this school year?	Case 1 (n=50)	Case 2 (n=41)	Control (n=22)		
Baseline					
Yes, there is enough	2 (4%)	1 (2%)	2 (9%)	1 (2%)	11 (21%)
There are some, but a little bit missing	11 (22%)	7 (17%)	1 (5%)	11 (22%)	8 (15%)
There are some, but many are missing	11 (22%)	6 (15%)	0 (0%)	4 (8%)	13 (25%)
There are none.	26 (52%)	27 (66%)	19 (86%)	34 (68%)	20 (39%)
Total	50 (100%)	41 (100%)	38 (100%)	50 (100%)	52 (100%)
Endline					
Yes, there is enough	6 (12%)	2 (5%)	1 (5%)	6 (12%)	0
There are some, but a little bit missing	15 (30%)	3 (7%)	0	2 (4%)	1 (2%)
There are some, but many are missing	6 (12%)	5 (12%)	1 (5%)	6 (12%)	8 (17%)
There are none.	23 (46%)	32 (76%)	20 (91%)	38 (73%)	39 (81%)
Total	50 (100%)	42 (100%)	22 (100%)	52 (100%)	48 (100%)

IMPROVING STUDENT ATTENDANCE (MGD 1.3)

Table 18 Attendance of pupils according to teachers

Q2.45	Departments				
	Grand-Anse			Nord	Nord-Est
	Case 1	Case 2	Control		
Baseline					
All children come to school on a regular basis	14 (28%)	16 (39%)	2 (9%)	20 (40%)	23 (44%)
A large proportion of the children come on a regular basis.	25 (50%)	18 (44%)	9 (41%)	23 (46%)	21 (40%)
About half of the children come to school on a regular basis	6 (12%)	3 (7%)	7 (32%)	5 (10%)	3 (6%)
Less than half of the children come to school regularly	4 (8%)	2 (5%)	3 (14%)	2 (4%)	3 (6%)
Few children come to school on a regular basis	1 (2%)	2 (5%)	1 (5%)	0	0
No response	0	0	0	0	0
Total	50 (100%)	41 (100%)	22 (100%)	50 (100%)	52 (100%)
Endline	THIS QUESTION REMOVED AT ENDLINE BY MISTAKE				

IMPROVING STUDENT ATTENTION (MGD 1.2)

Table 19 Attentiveness of pupils in the classroom according to teachers

Q2.48-Q2.51 Please estimate the number of pupils who are often inattentive in class (sleepy, inactive)	Often inattentive			Sometimes inattentive		
	Total* (%)	# Boys* (%)	# Girls* (%)	Total* (%)	# Boys* (%)	# Girls* (%)
Baseline						
Grand-Anse						

Case 1	304 (6.0%)	153 (6.2%)	153 (6.0%)	241 (4.8%)	108 (4.4%)	133 (5.2%)
Case 2	217 (7.2%)	111 (7.6%)	106 (8.0%)	158 (5.2%)	87 (6.0%)	71 (5.3%)
Control	120 (7.1%)	62 (7.1%)	58 (7.1%)	126 (7.5%)	72 (8.2%)	54 (6.6%)
Nord	209 (3.8%)	114 (3.8%)	96 (3.9%)	160 (2.9)	73 (2.4%)	88 (3.6%)
Nord-Est	396 (8.4%)	236 (8.0%)	160 (10.0%)	214 (4.5%)	120 (4.1%)	96 (6.0%)
Total	1337 (6.3%)	728 (6.3%)	612 (6.5%)	976 (4.6%)	504 (4.3%)	475 (5.1%)
Endline						
Grand-Anse						
Case 1	140 (3.0%)	66 (2.4%)	74 (2.7%)	193 (3.5%)	140 (5.1%)	93 (3.4%)
Case 2	153 (3.3%)	78 (3.2%)	75 (3.6%)	131 (2.9%)	66 (2.7%)	65 (3.2%)
Control	115 (20.6%)	55 (17.4%)	60 (25%)	83 (14.9%)	42 (13.2%)	41 (17.1%)
Nord	205 (3.3%)	101 (2.9%)	104 (3.7%)	188 (3.0)	96 (2.8%)	92 (3.3%)
Nord-Est	105 (1.8%)	54 (1.4%)	51 (2.6%)	115 (1.9%)	61 (1.6%)	54 (2.7%)
Total	718 (3.2%)	354 (2.8%)	364 (3.7%)	710 (3.2%)	358 (2.8%)	352 (3.6%)

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

Table 20 Change of attentiveness partners according to the seasons

Q2.52 Does it change according to the season/month?	Departments				
	Grand-Anse			Nord	Nord-Est
	Case 1	Case 2	Control		
Baseline					
Yes	24 (48%)	20 (49%)	11 (50%)	27 (54%)	23 (44%)
No	26 (52%)	21 (51%)	11 (50%)	23 (46%)	29 (56%)
Total	50	41	22	50	52
Endline					
Yes	33 (72%)	23 (77%)	15 (83%)	25 (68%)	31 (89%)
No	13 (28%)	7 (23%)	3 (17%)	12 (32%)	4 (11%)
Total	46	30	18	37	35

Table 21 Times of year students are more inattentive

Q2.53 If yes, please specify if there are times of the year when students are more inattentive	Departments				
	Grand-Anse			Nord	Nord-Est
	Case 1	Case 2	Control		
Baseline					
Start of the dry season (November/December)	8 (33%)	9 (45%)	4 (36%)	6 (22%)	14 (61%)
End of the dry season (February/March)	9 (38%)	3 (15%)	4 (36%)	4 (15%)	2 (9%)
Beginning of the rainy season (April-May)	12 (50%)	8 (40%)	3 (27%)	14 (52%)	5 (22%)

End of the rainy season (September/October)	4 (17%)	2 (10%)	4 (9%)	6 (22%)	0
5 = other moments	1 (4%)	0	0	1 (4%)	0
Total	24	20	11	27	23
Endline					
Start of the dry season (November/December)	0	5 (17%)	2 (13%)	1 (4%)	3 (9%)
End of the dry season (February/March)	20 (61%)	22 (73%)	10 (63%)	11 (41%)	20 (61%)
Beginning of the rainy season (April-May)	13 (39%)	3 (10%)	4 (25%)	15 (56%)	10 (30%)
End of the rainy season (September/October)	0	0	0	0	0
Total	33	30	16	27	33

IMPROVING HEALTH AND HYGIENE KNOWLEDGE (MGD 2.1)

Table 22 Training of teacher on hygiene practices

Q2.55 Have you received training on health and hygiene practices in the last three years?	Departments				
	Grand-Anse			Nord	Nord-Est
	Case 1	Case 2	Control		
Baseline					
Yes	23 (46%)	22 (54%)	10 (46%)	23 (46%)	24 (46%)
No	27 (54%)	19 (46%)	12 (55%)	27 (54%)	28 (54%)
Total	50 (100%)	41 (100%)	22 (100%)	50 (100%)	52 (100%)
Endline					
Yes	33 (66%)	23 (55%)	10 (46%)	20 (39%)	28 (58%)
No	17 (34%)	19 (45%)	12 (55%)	32 (61%)	20 (42%)
Total	50 (100%)	42 (100%)	22 (100%)	52 (100%)	48 (100%)

Table 23 Provider of training of teacher on hygiene practices

Q2.56 Training by whom?	Departments				
	Grand-Anse			Nord	Nord-Est
	Case 1	Case 2	Control		
Baseline					
The MENFP	2 (9%)	2 (9%)	1 (10%)	1 (4%)	4 (17%)
WFP or its partners	1 (4%)	3 (14%)	2 (20%)	0	1 (4%)
Other	16 (70%)	14 (64%)	6 (60%)	21 (91%)	17 (71%)
The MENFP, & WFP or its partners	1 (4%)	3 (14%)	0	0	0
The MENFP, & Others	1 (4%)	0	0		1 (4%)
WFP or its partners & Others	2 (9%)	0	1 (10%)	1 (4%)	1 (4%)
Total	23 (100%)	22 (100%)	10 (100%)	23 (100%)	24 (100%)
Endline					
The MENFP	1 (3%)	1 (4%)	0	2 (10%)	1 (4%)
WFP or its partners	9 (27%)	1 (39%)	0	7 (35%)	21 (75%)
Other	24 (73%)	14 (61%)	10 (46%)	12 (60%)	1 (29%)
Total	33 (100%)	23 (100%)	10 (100%)	20 (100%)	28 (100%)

Table 24 Implementation of new things in school for health prevention and hygiene practices

	Departments
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Q2.64 In the last three years, have you implemented new things in your school in terms of health prevention and hygiene practices?	Grand-Anse			Nord	Nord-Est
	Case 1	Case 2	Control		
Baseline					
Yes	36 (72%)	30 (73%)	9 (41%)	36 (72%)	31 (60%)
No	14 (28%)	11 (27%)	13 (59%)	14 (28%)	21 (52%)
Total	50 (100%)	41 (100%)	22 (100%)	50 (100%)	52 (100%)
Endline					
Yes	49 (98%)	37 (88%)	13 (59%)	49 (94%)	47 (98%)
No	1 (2%)	2 (12%)	9 (41%)	3 (6%)	1 (2%)
Total	50 (100%)	42 (100%)	22 (100%)	52 (100%)	48 (100%)

Table 25 New measures put in place regarding health and hygiene

Q2.65 If so, what new measures have you put in place?	Departments				
	Grand-Anse			Nord	Nord-Est
	Case 1	Case 2	Control		
Baseline					
1) on hand washing	3	4	1	8	3
(2) on hygiene	2	0	0	2	0
(3) on drinking water	0	0	0	0	0
(4) on sanitation	0	0	0	0	0
(5) on disease prevention	3	1	1	0	0
(1)(2)	12	6	6	4	12
(1)(2)(3)	2	0	0	2	2
(1)(2)(3)(4)		1	0	1	0
(1)(2)(3)(5)	1	4	0	3	2
(1)(2)(4)	1		0	2	1
(1)(2)(5)	3	5	1	2	3
(1)(4)	1		0	2	0
(1)(4)(5)	1	0	0	0	0
(1)(5)	5	4	0	3	0
(1)(2)(3)(4)(5)	0	1	0	1	3
(2)(3)(5)	1	0	0	0	0
(2)(4)	1	0	0	0	0
(2)(5)	0	0	0	2	0
(3)(4)(5)	0	1	0	0	0
(1)(3)	0	0	0	1	2
(1)(3)(4)	0	0	0	1	0
(1)(3)(4)(5)	0	0	0	1	0
(1)(3)(5)	0	0	0	1	0
Total	36	27	9	36	28
Endline					
1) on hand washing	48	37	15	51	45
(2) on hygiene	29	26	9	46	35
(3) on drinking water	5	8	3	15	5
(4) on sanitation	2	2	0	12	11
(5) on disease prevention	25	20	15	25	4
Total	49	37	13	49	47

INCREASE IN THE USE OF GOOD HEALTH AND HYGIENE PRACTICES (MGD SO2)

Table 26 Pupils use of hand washing before eating

Q2.66 Do children wash their hands before eating?	Departments				
	Grand-Anse			Nord	Nord-Est
	Case 1	Case 2	Control		
Baseline					
Yes, always	45 (90%)	35 (85%)	9 (41%)	40 (80%)	42 (81%)
Sometimes	4 (8%)	4 (10%)	6 (27%)	6 (4%)	6 (12%)
No, rarely or never	1 (2%)	2 (5%)	1 (5%)	2 (4%)	3 (6%)
I don't know	0	0	6 (27%)	2 (4%)	1 (2%)
Total	50 (100%)	41 (100%)	22 (100%)	50 (100%)	52 (100%)
Baseline					
Yes, always	30 (60%)	31 (74%)	6 (27%)	44 (85%)	Q29 (60%)
Sometimes	18 (36%)	10 (24%)	8 (36%)	8 (15%)	19 (40%)
No, rarely or never	2 (4%)	1 (2%)	8 (36%)	0	0
I don't know	0	0	0	0	0
Total	50 (100%)	42 (100%)	22 (100%)	52 (100%)	48 (100%)

Table 27 Pupils use of hand washing after eating

Q2.67 Do children wash their hands after eating?	Departments				
	Grand-Anse			Nord	Nord-Est
	Case 1	Case 2	Control		
Baseline					
Yes, always	10 (20%)	14 (34%)	3 (14%)	16 (32%)	7 (14%)
Sometimes	11 (22%)	9 (22%)	5 (23%)	6 (12%)	13 (25%)
No, rarely or never	18 (36%)	14 (34%)	5 (23%)	25 (50%)	20 (39%)
I don't know	11 (22%)	4 (10%)	9 (41%)	3 (6%)	12 (23%)
Total	50 (100%)	41 (100%)	22 (100%)	50 (100%)	52 (100%)
Baseline					
Yes, always	1 (2%)	1 (2%)	3 (14%)	7 (14%)	1 (2%)
Sometimes	14 (28%)	16 (38%)	5 (23%)	31 (60%)	16 (33%)
No, rarely or never	35 (70%)	25 (60%)	14 (64%)	14 (27%)	31 (65%)
I don't know	0	0	0	0	0
Total	50 (100%)	42 (100%)	22 (100%)	52 (100%)	48 (100%)

Table 28 Pupils use of hand washing after using the toilet

Q2.68 Pupils use of hand washing: Do children wash their hands after using the toilet?	Departments				
	Grand-Anse			Nord	Nord-Est
	Case 1	Case 2	Control		
Baseline					
Yes, always	32 (64%)	37 (90%)	16 (73%)	36 (72%)	42 (81%)
Sometimes	5 (10%)	3 (7%)	2 (9%)	4 (8%)	4 (8%)
No, rarely or never	13 (26%)	1 (2%)	0 (0%)	3 (6%)	2 (4%)
I don't know	0	0	4 (18%)	7 (14%)	4 (8%)
Total	50 (100%)	41 (100%)	22 (100%)	50 (100%)	52 (100%)
Endline					
Yes, always	34 (68%)	36 (86%)	10 (46%)	47 (90%)	31 (65%)
Sometimes	14 (28%)	4 (10%)	5 (23%)	4 (8%)	17 (35%)
No, rarely or never	2 (4%)	2 (5%)	3 (32%)	1 (2%)	0
I don't know	0	0	0	0	0
Total	50 (100%)	42 (100%)	22 (100%)	52 (100%)	48 (100%)

Table 29 Hygiene sensitisation in class

Q2.69 In class, do you have hygiene awareness classes?	Departments				
	Grand-Anse			Nord	Nord-Est
	Case 1	Case 2	Control		
Baseline					
Yes	45 (90%)	33 (81%)	18 (82%)	41 (82%)	39 (75%)
No	5 (10%)	8 (19%)	4 (18%)	9 (18%)	13 (25%)
Total	50 (100%)	41 (100%)	22 (100%)	50 (100%)	52 (100%)
Endline					
Yes	48 (96%)	40 (95%)	20 (91%)	52 (100%)	48 (100%)
No	2 (4%)	2 (5%)	2 (9%)	0	0
Total	50 (100%)	42 (100%)	22 (100%)	52 (100%)	48 (100%)

Table 30 Classroom teaching material on good hygiene practices

Q2.70 Is there classroom teaching material on good hygiene practices?	Departments				
	Grand-Anse			Nord	Nord-Est
	Case 1	Case 2	Control		
Baseline					
Yes	17 (34%)	11 (27%)	2 (9%)	5 (10%)	15 (29%)
No	33 (66%)	30 (73%)	20 (91%)	45 (90%)	37 (71%)
Total	50 (100%)	41 (100%)	22 (100%)	50 (100%)	52 (100%)
Endline					
Yes	9 (18%)	10 (24%)	1 (5%)	4 (8%)	2 (4%)
No	41 (82%)	32 (76%)	21 (95%)	48 (92%)	46 (96%)
Total	50 (100%)	42 (100%)	22 (100%)	52 (100%)	48 (100%)

Table 31 Illness as a cause of missing class

Q2.71 In your opinion, is illness a significant cause of students missing from your classroom?	Departments				
	Grand-Anse			Nord (n=50)	Nord-Est (n=52)
	Case 1 (n=50)	Case 2 (n=41)	Control (n=22)		
Baseline					
Yes, this is the major reason	10 (20%)	15 (37%)	6 (27%)	13 (26%)	19 (37%)
Yes, it is an important cause, but it is not the main cause	25 (50%)	17 (42%)	8 (36%)	19 (38%)	10 (19%)
No, the disease is not a main cause of children's absence	15 (30%)	9 (22%)	8 (36%)	18 (36%)	23 (44%)
Total	50	41	22	50	52
Endline					
Yes, this is the major reason	4 (8%)	6 (14%)	0	19 (37%)	10 (21%)
Yes, it is an important cause, but it is not the main cause	20 (40%)	20 (48%)	9 (41%)	25 (48%)	17 (35%)
No, the disease is not a main cause of children's absence	26 (52%)	16 (38%)	13 (59%)	8 (15%)	21 (44%)
Total	50	42	22	52	48

Table 32 Most common diseases causing absence

Q2.72 If answers 1 or 2, what are the most common diseases?	Departments				
	Grand-Anse			Nord	Nord-Est
	Case 1	Case 2	Control		
Baseline					
Fever	27 (77%)	20 (63%)	12 (86%)	29 (91%)	26 (90%)
Malaria	12 (34%)	12 (38%)	7 (50%)	0	0
Diarrhoea	2 (6%)	5 (16%)	3 (9%)	3 (14%)	1 (4%)
Cold	19 (54%)	16 (50%)	12 (86%)	19 (59%)	20 (69%)
Don't know	2 (6%)	3 (9%)	5 (14%)	0	0
Other	7 (20%)	10 (31%)	1 (7%)	7 (22%)	8 (28%)
Total	35	32	14	32	29
Endline					
Fever	22 (92%)	23 (89%)	8 (89%)	40 (91%)	19 (70%)
Malaria	0	0	0	0	0
Diarrhoea	0	1 (4%)	0	0	1 (4%)
Cold	1 (4%)	1 (4%)	0	3 (7%)	6 (22%)
Demengaison	1 (4%)	0	0	0	1 (4%)
Measles	0	1 (4%)	1 (11%)	0	0
Ganglion	0	0	0	0	0
Conjunctivitis	0	0	0	1 (2%)	0
Other	0	0	0	0	0
Total	24	26	9	44	48

Table 33 Health influence on pupils' academic abilities

q2_74 In your opinion, does the health of your students have an influence on their academic abilities?	Departments				
	Grand-Anse			Nord	Nord-Est
	Case 1	Case 2	Control		
Baseline					
Yes, a lot	17 (71%)	15 (75%)	6 (55%)	17 (63%)	14 (61%)
Yes, a little	6 (25%)	4 (20%)	3 (27%)	7 (26%)	8 (35%)
No, not at all	1 (4%)	0	2 (18%)	2 (7%)	1 (4%)
Don't know	0	1 (5%)	0	1 (4%)	0
Total	24	20	11	27	23
Endline					
Yes, a lot	4 (8%)	7 (17%)	2 (9%)	29 (56%)	5 (10%)
Yes, a little	35 (70%)	28 (67%)	14 (64%)	19 (37%)	23 (48%)
No, not at all	11 (22%)	7 (17%)	6 (27%)	4 (8%)	20 (42%)
Total	50	42	22	52	48

IMPROVING NUTRITION KNOWLEDGE (MGD 2.2)

Table 34 Training on nutrition and good food practices

Q2.75 Have you been trained about nutrition or good food practices?	Departments				
	Grand-Anse			Nord	Nord-Est
	Case 1	Case 2	Control		
Baseline					
Yes	8 (16%)	10 (24%)	6 (27%)	12 (24%)	13 (25%)
No	42 (84%)	31 (76%)	16 (73%)	38 (76%)	39 (75%)

Total	50	41	22	50	52
Endline					
Yes	15 (30%)	8 (19%)	7 (29%)	15 (29%)	21 (44%)
No	35 (70%)	34 (81%)	15 (68%)	37 (71%)	27 (56%)
Total	50	42	22	52	48

Table 35 Nutrition training provider

Q2.76 If so, by whom?	Departments				
	Grand-Anse			Nord	Nord-Est
	Case 1	Case 2	Control		
Baseline					
The MENFP	1 (13%)	3 (30%)	0	0	0
WFP or its partners	3 (38%)	6 (60%)	4 (67%)	5 (42%)	2 (15%)
Other, specify	4 (50%)	3 (30%)	2 (33%)	7 (58%)	11 (85%)
Total	8	10	6	12	13
Endline					
The MENFP	0	1 (13%)	0	1 (7%)	1 (5%)
WFP or its partners	7 (47%)	5 (63%)	0	7 (47%)	18 (86%)
Other, specify	8 (53%)	2 (25%)	7 (100%)	7 (47%)	3 (14%)
Total	15	8	7	15	21

Table 36 Other actors for nutrition training

Q2.77	Who? Specify	Frequency
BASELINE		
1 GA CASE 1	directeur	1
	HHF	1
	IDETH	2
	Total	4
2 GA CASE 2	Physical person	1
	Fondation Paradis des Indiens	1
	Service de Sante de la communaute	1
3 GA CONTROL	Croix rouge suisse et haitienne	1
	HCHÉF	1
	Total	2
4 NORD	ecole normale	1
	Hopital Bienfaisance	1
	institution sanite belair	1
	L'ecole	1
	P4H	1
	PAM	2
	Total	8
5 NORD-EST	Centre de Santé de Capotille	1
	FIA (formation initiale accélérée)	1
	Foyer joie	1

	KLE	2
	LAMINE	1
	le directeur	1
	Ministere de la sante publique	1
	PAM	1
	un pasteur	1
	Wolfer	1
	Total	11
		Frequency
ENDLINE		
1 GA CASE 1	Association des Femmes	1
	FNGA	1
	Fon koze	1
	MSP	1
	OFAGDEM	1
	Prodev	1
	Save the children	1
	Solidarité International	1
2 GA CASE 2	ACTED	1
	ESTRELLA	1
3 GA CONTROL	ACTED	2
	Cesvi	1
	HHF	2
	Medecin du monde	1
	Ministere de la sante public	1
4 NORD	ADRA	1
	Agents de santé communautaire	1
	CESVI	1
	Fondation Vincent	1
	Fondation vincent	1
	L'eglise adventiste	1
	Ph4 henry deschamps	1
5 NORD-EST	MSP	1
	ONG	1
	PLAN	1

Table 37 Courses on diet and good eating habits

Q2.78 At school, during class, are there classes on nutrition and good eating habits?	Departments				
	Grand-Anse			Nord	Nord-Est
	Case 1	Case 2	Control		
Baseline					

Yes	15 (63%)	15 (75%)	6 (55%)	15 (56%)	10 (44%)
No	9 (37%)	5 (25%)	5 (45%)	12 (44%)	13 (57%)
Total	24	20	11	27	23
Endline					
Yes	35 (70%)	31 (74%)	13 (59%)	44 (85%)	40 (83%)
No	15 (30%)	11 (26%)	9 (41%)	8 (15%)	8 (17%)
Total	50	42	22	52	48

Table 38 Key "good eating habits" remembered

Q2.79 If yes: what are the key messages you can remember? YES	Departments				
	Grand-Anse			Nord	Nord-Est
	Case 1	Case 2	Control		
Baseline	NOT COLLECTED				
Endline					
It is good to consume 5 servings of fruits and vegetables every day	18 (51%)	18 (58%)	9 (69%)	22 (50%)	35 (88%)
Consuming a lot of sweets is harmful to our health	3 (9%)	2 (7%)	2 (15%)	18 (41%)	5 (13%)
Our body needs the 3 types of food daily	30 (86%)	24 (77%)	11 (85%)	35 (80%)	33 (83%)
Washing our hands protects our health	10 (29%)	10 (32%)	6 (46%)	20 (46%)	21 (53%)
It is important to drink enough water every day	7 (20%)	8 (26%)	3 (23%)	27 (61%)	25 (63%)
Half of what we eat every day should be foods that protect the body	6 (17%)	7 (23%)	3 (23%)	27 (61%)	20 (50%)
The other half should be foods that build and give strength and energy to the body.	4 (11%)	4 (13%)	2 (15%)	17 (39%)	22 (55%)
I don't know	0	0	0	0	0
Other , specify	1 (3%)	0	1 (8%)	0	0
Total	35	31	13	44	40

IMPROVING GENDER - ENDLINE ONLY

Table 39 Training on gender

Q2.81 Have you received any training on gender?	Departments				
	Grand-Anse			Nord	Nord-Est
	Case 1	Case 2	Control		
Endline					
Yes	23 (46%)	11 (26%)	8 (36%)	14 (27%)	25 (52%)
No	27 (54%)	31 (74%)	14 (64%)	38 (73%)	23 (48%)
Total	50 (100%)	42 (100%)	22 (100%)	52 (100%)	48 (100%)

Table 40 Classes on attitudes towards gender equality

Q2.82 At school, during the classroom, are there classes on attitudes towards gender equality?	Departments				
	Grand-Anse			Nord	Nord-Est
	Case 1	Case 2	Control		
Endline					

Yes	19 (38%)	22 (52%)	10 (46%)	44 (85%)	47 (98%)
No	31 (62%)	20 (48%)	12 (55%)	8 (15%)	1 (2%)
Total	50 (100%)	42 (100%)	22 (100%)	52 (100%)	48 (100%)

Table 41 Key message you remember

Q2.83 At school, If yes: what are the key messages you can remember?	Departments				
	Grand-Anse			Nord	Nord-Est
	Case 1	Case 2	Control		
Endline					
Girls or boys, they can all make good food	9 (47%)	9 (41%)	7 (70%)	33 (75%)	43 (92%)
Girls and boys can share tasks that have to do with meals	11 (58%)	12 (54%)	3 (30%)	29 (66%)	18 (38%)
Others	3 (16%)	3 (14%)	1 (10%)	0	2 (4%)
Total	19 (100%)	22 (100%)	10 (100%)	44 (100%)	47 (100%)

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SHORT-TERM HUNGER REDUCTION

Table 1 Food eaten before school

Q3.15 Do you usually eat something at home before you come to school in the morning?	Departments				
	Grand-Anse			Nord	Nord-Est
	Case 1	Case 2	Control		
Baseline					
Yes, everyday	60 (40%)	57 (45%)	25 (38%)	75 (50%)	96 (62%)
Sometimes	58 (39%)	42 (33%)	24 (36%)	62 (41%)	39 (25%)
Rarely	12 (8%)	11 (9%)	5 (8%)	5 (3%)	11 (7%)
Never	20 (13%)	16 (13%)	12 (18%)	8 (5%)	9 (6%)
Total	150 (100%)	126 (100%)	66 (100%)	150 (100%)	155 (100%)
Endline					
Yes, everyday	47 (31%)	35 (28%)	7 (11%)	72 (46%)	58 (40%)
Sometimes	86 (57%)	77 (61%)	43 (65%)	65 (42%)	70 (49%)
Rarely	14 (8%)	12 (10%)	16 (24%)	15 (10%)	11 (8%)
Never	2 (2%)	2 (2%)	0	4 (3%)	5 (4%)
Total	150 (100%)	126 (100%)	66 (100%)	156 (100%)	144 (100%)

Table 2 Seasonal changes to eating before school

Q3.16 Does it change with the seasons?	Departments				
	Grand-Anse			Nord	Nord-Est
	Case 1	Case 2	Control		
Baseline					
Yes	58 (45%)	54 (49%)	27 (50%)	39 (28%)	45 (31%)
No	72 (55%)	56 (51%)	27 (50%)	103 (73%)	101 (69%)
Total	130 (100%)	110 (100%)	54 (100%)	142 (100%)	146 (100%)
Endline					
Yes	94 (64%)	80 (65%)	52 (79%)	60 (40%)	87 (63%)
No	53 (36%)	44 (35%)	14 (21%)	92 (60%)	52 (37%)
Total	147 (100%)	124 (100%)	66 (100%)	152 (100%)	139 (100%)

Table 3 Season during which pupils eat less before going to school

Q3.17 If yes, specify the season in which you do not eat before going to school	Departments				
	Grand-Anse			Nord	Nord-Est
	Case 1	Case 2	Control		
Baseline					
Start of the dry season (November/December)	16 (28%)	11 (20%)	4 (15%)	7 (18%)	20 (44%)
End of the dry season (February/March)	8 (14%)	11 (20%)	10 (37%)	7 (18%)	4 (9%)
Beginning of the rainy season (April-May)	9 (16%)	17 (32%)	6 (22%)	10 (26%)	4 (9%)
End of the rainy season (September/October)	8 (14%)	5 (9%)	3 (11%)	5 (13%)	0
Other	17 (29%)	10 (19%)	4 (15%)	10 (26%)	17 (38%)
Total	58 (100%)	54 (100%)	27 (100%)	39 (100%)	45 (100%)
Endline					
Start of the dry season (November/December)	14 (15%)	11 (14%)	2 (4%)	8 (13%)	10 (12%)

End of the dry season (February/March)	72 (77%)	63 (79%)	47 (90%)	38 (63%)	53 (61%)
Beginning of the rainy season (April-May)	7 (7%)	3 (4%)	3 (6%)	12 (20%)	15 (17%)
End of the rainy season (September/October)	1 (1%)	3 (4%)	0	2 (3%)	9 (10%)
Total	94 (100%)	80 (100%)	52 (100%)	60 (100%)	87 (100%)

Table 4 % if pupils who have eaten in the morning on the day of the interview

Q3.19. What did you eat this morning before coming to school?	Departments				
	Grand-Anse			Nord	Nord-Est
	Case 1	Case 2	Control		
Baseline					
Anything	121 (81%)	104 (83%)	48 (73%)	122 (81%)	128 (83%)
Nothing	29 (19%)	22 (18%)	18 (27%)	28 (19%)	27 (17%)
Total	150	126	66	150	155
Missing Response	0	0	0	0	0
Grand Total	150 (100%)	126 (100%)	66 (100%)	150 (100%)	155 (100%)
Endline					
Anything	95 (65%)	80 (65%)	27 (41%)	110 (72%)	101 (73%)
Nothing	52 (35%)	44 (35%)	39 (59%)	42 (28%)	38 (27%)
Total	147 (100%)	124 (100%)	66 (100%)	152 (100%)	139 (100%)
Missing Response	3	2	0	4	5
Grand Total	150 (100%)	126 (100%)	66 (100%)	156 (100%)	144 (100%)

Table 5 Food groups eaten by a child during the day (before school, at school and after school)

Q3.15-q3.25 Food groups	Before school	Bring food to school	After school	School meal provided	Food group touched for the day
Baseline					
All cases					
manioc	78%	7%	98%	74%	100%
peanuts and pulses	13%	1%	53%	74%	88%
green vegetables	6%	0.5%	24%	0	28%
orange vegetables	10%	2%	18%	0	26%
meat and fish	11%	1%	46%	0	50%
eggs	10%	1%	3%	0	13%
dairy products	6%	1%	4%	0	11%
nothing	19%	92%	2%	0	
Average # of food groups touched (0-7 food groups) *	1.34 (0.98)	0.12 (0.469)	2.46 (1.209)		3.13 (1.27)
Min-max	0-7	0-4	0-7		0-7
Sample size	647	647	647	647	647
Endline					
All cases					
manioc	62%	4%	99%	82%	99%
peanuts and pulses	8%	0%	53%	82%	90%
green vegetables	9%	0.2%	20%	0	25%
orange vegetables	3%	0.3%	5%	0	7%
meat and fish	12%	1%	41%	0	47%

eggs	10%	1%	2%	0	14%
dairy products	11%	0.2%	2%	0	5%
nothing	2%	96%	0.5%	0	
Average # of food groups touched (0-7 food groups) *	1.07 (0.92)	0.06 (0.331)	2.20 (0.70)	Only two food groups	2.86 (0.85)
Min-max	0-4	0-4	0-5		0-6
Sample size	642	642	642	642	642

Table 6 Food groups eaten by a child during the day (before school, at school and after school) - BY DEPARTMENT

Q3.19-Q3.25. Food groups	Before school	Bring food to school	After school	School meal provided	Food group touched for the day
Grand-Anse (Case 1)	Before school	Bring food to school	After school	School meal provided	Food group touched for the day
Baseline					
Manioc	78%	8%	96%	94%	100%
Peanuts and pulses	16%	2%	53%	94%	100%
Green vegetables	7%	1%	27%	0	32%
Orange vegetables	13%	2%	15%	0	25%
Meat and fish	20%	1%	51%	0	57%
Eggs	13%	2%	2%	0	15%
Dairy products	7%	1%	7%	0	12%
Nothing	19%	90%	3%	0	
Average # of food groups touched (0-7 food groups) *	1.54 (1.21)	0.18 (0.63)	2.51 (1.16)		3.41 (1.19)
Min-Max	0-7	0-4	0-7		1-7
Sample size	150	150	150	150	150
Endline					
Manioc	61%	2%	100%	99%	100%
Peanuts and pulses	9%	0%	46%	99%	100%
Green vegetables	9%	0%	17%	0	17%
Orange vegetables	5%	0%	5%	0	8%
Meat and fish	14%	0%	49%	0	55%
Eggs	3%	1%	0%	0	3%
Dairy products	1%	0%	1%	0	2%
Nothing	37%	97%	0%	0	
Average # of food groups touched (0-7 food groups) *	1.01 (0.90)	0.03 (0.16)	2.18 (0.69)		2.91 (0.78)
Min-Max	0-3	0-1	0-5		2-6
Sample size	150	150	150	150	150
Grand-Anse (Case 2)	Before school	Bring food to school	After school	School meal provided	Food group touched for the day
Baseline					
Manioc	80%	10%	98%	82%	98%
Peanuts and pulses	7%	0%	36%	82%	93%

Green vegetables	6%	1%	18%	0	24%
Orange vegetables	22%	3%	27%	0	40%
Meat and fish	10%	0%	52%	0	54%
Eggs	7%	2%	3%	0	11%
Dairy products	6%	5%	5%	0	14%
Nothing	18%	87%	2%	0	
Average # of food groups touched (0-7 food groups) *	1.39 (0.94)	0.21 (0.57)	2.38 (1.25)		3.34 (1.32)
Min-Max	0-7	0-4	0-7		0-7
Sample size	126	126	126	126	126
Endline					
Manioc	63%	2%	99%	82%	100%
Peanuts and pulses	6%	0%	42%	82%	87%
Green vegetables	9%	0%	16%	0	16%
Orange vegetables	2%	0%	7%	0	9%
Meat and fish	17%	0%	52%	0	52%
Eggs	3%	0%	41%	0	4%
Dairy products	3%	0%	1%	0	4%
Nothing	37%	98%	0%	0	
Average # of food groups touched (0-7 food groups) *	1.02 (0.89)	0.16 (0.13)	2.18 (0.69)		2.79 (0.82)
Min-Max	0-3	0-1	1-4		1-5
Sample size	126	126	126	126	126
Grand-Anse (Control)	Before school	Bring food to school	After school	School meal provided	Food group touched for the day
Baseline					
Manioc	71%	3%	99%	0%	100%
Peanuts and pulses	9%	0%	35%	0%	36%
Green vegetables	17%	0%	32%	0	42%
Orange vegetables	15%	0%	20%	0	32%
Meat and fish	11%	2%	27%	0	30%
Eggs	8%	0%	8%	0	15%
Dairy products	5%	0%	3%	0	8%
Nothing	27%	97%	2%	0	0
Average # of food groups touched (0-7 food groups) *	1.35 (0.94)	0.05 (0.27)	2.23 (1.28)		2.64 (1.30)
Min-Max	0-7	0-4	0-7		1-7
Sample size	66	66	66	66	66
Baseline					
Manioc	41%	0%	96%	36%	96%
Peanuts and pulses	3%	0%	35%	36%	58%
Green vegetables	9%	0%	17%	0	17%
Orange vegetables	3%	0%	3%	0	6%
Meat and fish	9%	0%	29%	0	30%
Eggs	0%	0%	2%	0	2%
Dairy products	0%	0%	6%	0	6%
Nothing	59%	100%	0%	0	0
Average # of food groups touched (0-7 food groups) *	1.00 (0.90)	0.00 (0.0)	1.86 (0.72)		2.18 (0.82)
Min-Max	0-3	0-0	1-4		1-4
Sample size	66	66	66	66	66

Nord	Before school	Bring food to school	After school	School meal provided	Food group touched for the day
Baseline					
Manioc	77%	3%	99%	73%	100%
Peanuts and pulses	14%	0%	67%	73%	89%
Green vegetables	3%	0%	25%	0	27%
Orange vegetables	2%	0%	9%	0	11%
Meat and fish	12%	1%	49%	0	51%
Eggs	9%	1%	4%	0	13%
Dairy products	8%	0%	3%	0	11%
Nothing	19%	97%	1%	0	0
Average # of food groups touched (0-7 food groups) *	1.26 (0.85)	0.05 (0.30)	2.55 (0.97)		3.02 (0.90)
Min-Max	0-7	0-4	0-7		1-7
Sample size	150	150	150	150	150
Baseline					
Manioc	66%	6%	99%	813%	99%
Peanuts and pulses	10%	0%	57%	81%	92%
Green vegetables	10%	0%	24%	0	24%
Orange vegetables	2%	1%	5%	0	7%
Meat and fish	11%	2%	43%	0	51%
Eggs	21%	3%	4%	0	25%
Dairy products	4%	1%	1%	0	6%
Nothing	30%	93%	1%	0	0
Average # of food groups touched (0-7 food groups) *	1.24 (0.94)	0.12 (0.50)	2.33 (0.75)		3.09 (0.86)
Min-Max	0-4	0-4	0-4		0-6
Sample size	156	156	156	156	156
Nord-Est	Before school	School meal	After school		Food group touched for the day
Baseline					
Manioc	81%	7%	97%	81%	99%
Peanuts and pulses	16%	1%	59%	81%	92%
Green vegetables	1%	0%	20%	0	21%
Orange vegetables	3%	2%	24%	0	26%
Meat and fish	4%	1%	42%	0	45%
Eggs	10%	0%	2%	0	12%
Dairy products	5%	1%	4%	0	7%
Nothing	17%	96%	1%	0	0
Average # of food groups touched (0-7 food groups) *	1.19 (0.77)	0.10 (0.38)	2.48 (1.39)		3.02 (1.43)
Min-Max	0-7	0-4	0-7		1-7
Sample size	155	155	155	155	155
Baseline					
Manioc	68%	6%	99%	86%	100%
Peanuts and pulses	10%	0%	72%	86%	96%
Green vegetables	7%	1%	24%	0	24%
Orange vegetables	3%	1%	3%	0	3%
Meat and fish	6%	1%	35%	0	38%
Eggs	19%	1%	1%	0	21%

Dairy products	5%	1%	1%	0	6%
Nothing	30%	94%	1%	0	0
Average # of food groups touched (0-7 food groups) *	1.18 (0.89)	0.10 (0.42)	2.34 (0.61)		2.95 (0.82)
Min-Max	0-3	0-2	0-4		2-5
Sample size	144	144	144	144	144

Table 7 Food groups eaten by a child during the day – disaggregated by sex of a child – ALL CASES

Q3.15-Q3.25 Food groups	Food groups consumed	Girls	Boys
Baseline			
Manioc	100%	99%	100%
Peanuts and pulses	88%	88%	87%
Green vegetables	28%	31%	25%
Orange vegetables	26%	28%	23%
Meat and fish	50%	53%	46%
Eggs	13%	13%	13%
Dairy products	11%	10%	11%
Nothing	1%	1%	0%
Average # of food groups touched (0-7 food groups) *	3.13 (1.27)	3.22 (1.26)	3.05 (1.27)
Min-Max	0-7	0-7	1-7
Sample size	647		
Endline	Total	Girls	Boys
Manioc	99%	100%	99%
Peanuts and pulses	90%	90%	90%
Green vegetables	25%	24%	27%
Orange vegetables	7%	7%	8%
Meat and fish	47%	45%	49%
Eggs	14%	12%	13%
Dairy products	5%	2%	7%
Nothing		0.3%	0%
Average # of food groups touched (0-7 food groups) *	2.86 (0.85)	2.80 (0.82)	2.93 (0.89)
Min-Max	0-6	0-6	1-5
Sample size	642	322	320

Table 8 Food groups eaten by a child during the day – disaggregated by department and sex of a child

Q3.15-Q3.25 Food groups	Food groups consumed	Girls	Boys
Baseline			
Grand-Anse (Case 1)	Food groups consumed	Girls	Boys
Manioc	100%	100%	100%
Peanuts and pulses	100%	100%	100%
Green vegetables	32%	33%	31%
Orange vegetables	25%	26%	23%
Meat and fish	57%	58%	56%
Eggs	15%	15%	16%
Dairy products	12%	10%	14%
Nothing	0%	9%	0%

Average # of food groups touched (0-7 food groups) *	3.41 (1.19)	3.41 (1.23)	3.40 (1.16)
Min-Max	1-7	2-7	2-7
Sample size	150		
Endline	Food groups consumed	Girls	Boys
Manioc	100%	100%	100%
Peanuts and pulses	100%	100%	100%
Green vegetables	17%	19%	26%
Orange vegetables	8%	8%	8%
Meat and fish	55%	54%	57%
Eggs	3%	4%	1%
Dairy products	2%	1%	3%
Nothing		9%	0%
Average # of food groups touched (0-7 food groups) *	2.91 (0.78)	2.86 (0.80)	2.96 (0.76)
Min-Max	2-6	2-6	2-5
Sample size	150	78	72
Baseline			
Grand-Anse (Case 2)	Food groups consumed	Girls	Boys
Manioc	98%	97%	100%
Peanuts and pulses	93%	93%	92%
Green vegetables	24%	26%	22%
Orange vegetables	40%	43%	37%
Meat and fish	54%	59%	49%
Eggs	11%	15%	8%
Dairy products	14%	16%	12%
Nothing		%	%
Average # of food groups touched (0-7 food groups) *	3.34 (1.32)	3.49 (1.39)	3.20 (1.24)
Min-Max	0-7	0-7	1-7
Sample size	126		
Endline			
Manioc	100%	100%	100%
Peanuts and pulses	87%	84%	90%
Green vegetables	16%	12%	34%
Orange vegetables	9%	8%	10%
Meat and fish	52%	48%	55%
Eggs	4%	5%	3%
Dairy products	4%	0%	8%
Nothing		%	%
Average # of food groups touched (0-7 food groups) *	2.79 (0.82)	2.57 (0.69)	2.98 (0.87)
Min-Max	1-5	1-4	1-5
Sample size	126	61	65
Baseline			
Grand-Anse (Control)	Food groups consumed	Girls	Boys
Manioc	100%	100%	100%
Peanuts and pulses	36%	35%	38%
Green vegetables	42%	47%	38%
Orange vegetables	32%	32%	31%
Meat and fish	30%	29%	31%
Eggs	15%	15%	16%
Dairy products	8%	6%	9%

Nothing			
Average # of food groups touched (0-7 food groups) *	2.64 (1.30)	2.65 (1.25)	3.62 (1.39)
Min-Max	1-7	1-6	1-6
Sample size	66		
Endline	Food groups consumed	Girls	Boys
Manioc	96%	100%	91%
Peanuts and pulses	58%	63%	53%
Green vegetables	17%	22%	21%
Orange vegetables	6%	9%	3%
Meat and fish	30%	34%	27%
Eggs	2%	3%	0%
Dairy products	6%	0%	12%
Nothing	0		
Average # of food groups touched (0-7 food groups) *	2.18 (0.82)	2.25 (0.72)	2.12 (0.91)
Min-Max	1-4	1-4	1-4
Sample size	66	32	34
Baseline			
Nord	Food groups consumed	Girls	Boys
Manioc	100%	100%	100%
Peanuts and pulses	89%	92%	87%
Green vegetables	27%	32%	22%
Orange vegetables	11%	17%	4%
Meat and fish	51%	54%	59%
Eggs	13%	17%	10%
Dairy products	11%	12%	10%
Nothing			
Average # of food groups touched (0-7 food groups) *	3.02 (0.90)	3.24 (1.09)	2.80 (0.79)
Min-Max	1-7	2-7	1-4
Sample size	150		
Endline			
Nord	Food groups consumed	Girls	Boys
Manioc	99%	99%	100%
Peanuts and pulses	92%	92%	93%
Green vegetables	24%	29%	29%
Orange vegetables	7%	6%	8%
Meat and fish	51%	49%	52%
Eggs	25%	24%	26%
Dairy products	6%	4%	8%
Nothing	0		
Average # of food groups touched (0-7 food groups) *	3.09 (0.86)	3.02 (0.86)	3.16 (0.87)
Min-Max	0-6	0-6	2-5
Sample size	156	83	73
Baseline			
Nord-Est	Food groups consumed	Girls	Boys
Manioc	99%	98%	100%
Peanuts and pulses	92%	91%	92%
Green vegetables	21%	22%	20%
Orange vegetables	26%	27%	26%

group s/ 24 hours										al					
	Total	Girls	Boys	Total	Girls	Boys	Total	Girls	Boys	Total	Girls	Boys	Total	Girls	Boys
Baseline															
Samples	150	80	70	126	61	65	66	34	32	150	76	74	155	63	92
None	0%	0%	0%	2%	3%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%
1 food group only	0%	0%	0%	2%	0%	5%	21%	21%	22%	1%	0%	1%	5%	5%	4%
2 food groups	24%	25%	23%	22%	20%	25%	29%	27%	31%	32%	25%	39%	41%	37%	45%
3 food groups	35%	35%	36%	32%	28%	35%	27%	29%	25%	41%	45%	38%	31%	33%	29%
4 food groups	25%	23%	29%	28%	31%	25%	15%	18%	13%	19%	17%	22%	7%	11%	4%
5 food groups	9%	11%	6%	8%	10%	6%	3%	3%	3%	5%	9%	0%	7%	8%	7%
6 food groups	5%	4%	6%	3%	5%	2%	5%	3%	6%	1%	3%	0%	5%	6%	4%
7 food groups	2%	3%	1%	3%	3%	3%	0%	0%	0%	1%	1%	0%	4%	0%	7%
Average food groups		3.41NS	3.40		3.49NS	3.20		2.65NS	2.63		3.24**	2.80		3.00NS	3.03
Endline															
Samples	150	78	72	126	61	65	66	32	34	156	83	73	144	68	76
None	0	0	0	0	0	0	0	0	0	0	1%	0	0	0	0
1 food group only	0	0	0	2%	3%	2%	20%	9%	29%	1%	23%	0	0	0	0
2 food groups	32%	35%	29%	37%	44%	29%	49%	63%	35%	24%	51%	26%	33%	34%	33%
3 food groups	48%	49%	47%	44%	44%	43%	26%	22%	29%	44%	23%	36%	41%	44%	38%
4 food groups	18%	14%	22%	15%	8%	22%	6%	6%	6%	28%	1%	34%	23%	19%	26%
5 food groups	1%	1%	1%	2%	0	5%	0	0	0	3%	1%	4%	3%	3%	3%
6 food groups	1%	0	0	0	0	0	0	0	0	1%	0	0	0	0	0
7 food groups	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Average food groups		2.86	2.96		2.57***	2.98		2.25	2.22		3.02	3.16		2.91	2.99

Independent sample t-test ** $p < .01$; *** $p < .001$ (two tailed)

Table 11 Children enjoying X meals per day

Q3.15-Q3.25	Baseline		Endline	
	% of children	No of children	% of children	No of children
None	0.3%	2	0.3%	2
1	9.3%	66	10.6%	68
2	28.9%	204	34.3%	220
3	37.9%	268	36.0%	221
4	20.8%	147	17.8%	114

5	2.8%	20	1.1%	7
Total #	100%	707	100%	642

Table 12 Children enjoying X meals per day by sex of a child

Q3.1 5- Q3.2 5 No of meals	D e p a r t m e n t s														
	Grand - Anse									Nord			Nord-Est		
	Case 1			Case 2			Control								
	Total	Girls	Boys	Total	Girls	Boys	Total	Girls	Boys	Total	Girls	Boys	Total	Girls	Boys
Baseline															
Samples	150	80	70	126	61	65	66	34	32	150	76	74	155	63	92
None	0%	0%	0%	1%	2%	0%	2%	3%	0%	0%	0%	0%	0%	0%	0%
1	4%	1%	7%	10%	7%	12%	35%	38%	31%	8%	5%	11%	8%	10%	8%
2	32%	35%	29%	25%	23%	26%	41%	35%	47%	34%	42%	26%	20%	18%	22%
3	43%	40%	46%	36%	33%	39%	21%	21%	22%	37%	28%	47%	40%	48%	35%
4	19%	20%	17%	22%	26%	19%	2%	3%	0%	20%	24%	16%	28%	22%	33%
5	3%	4%	1%	7%	10%	5%	0%	0%	0%	1%	1%	0%	3%	3%	3%
Total	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%
Endline															
Samples	150	78	72	126	61	65	66	32	34	156	83	73	144	68	76
None	0	0	0	0	0	0	2%	3%	0	1	1%	0	0	0	0
1	0	0	0	11%	13%	9%	39%	38%	41%	11%	12%	10%	8%	7%	8%
2	43%	39%	49%	34%	36%	32%	41%	38%	44%	22%	28%	16%	35%	31%	38%
3	38%	39%	38%	39%	36%	42%	15%	22%	9%	42%	41%	43%	35%	35%	34%
4	19%	23%	14%	15%	15%	15%	3%	0	6%	23%	17%	30%	20%	24%	17%
5	0	0	0	1%	0	2%	0	0	0	1%	1%	1%	3%	3%	3%
Total	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%

Table 13 Do pupils receive school meals

Q3.22 Do you receive meals at school?	Departments				
	Grand-Anse			Nord	Nord-Est
	Case 1	Case 2	Control		
Baseline					
Yes	141 (94%)	103 (82%)	0	110 (73%)	126 (81%)
No	9 (6%)	23 (18%)	0	40 (27%)	29 (19%)
Total	150 (100%)	126 (100%)	66 (100%)	150 (100%)	155 (100%)
Endline					
Yes	149 (99%)	103 (82%)	24 (36%)	126 (81%)	124 (86%)
No	1 (1%)	23 (18%)	42 (64%)	30 (14%)	20 (14%)
Total	150 (100%)	126 (100%)	66 (100%)	156 (100%)	144 (100%)

Explanation of results according to DemDev: "The question was asked normally. But there are schools in the treatment group that no longer benefit from the PAM canteen, and then there are schools that are still in the programme but whose supply has been delayed. For the Grande-Anse, this may be linked

to the blockage of the southern part of Port au Prince which allows goods to be transported to the south of the country, but it may also be linked to the lack of fuel. In the North, it's the same thing: a supply problem due to the shortage of fuel or the school no longer benefiting from the school canteen programme.”

Table 14 Number of pupils saying not receiving a meal at school (By grade level)

Q3.22 Do you receive meals at school? NO	Department				
	Grand-Anse			Nord	Nord-Est
	Case 1	Case 2	Control		
Baseline					
Grade 1	0	0	100%	0	1 (50%)
Grade 2	1 (3%)	2 (11%)	100%	9 (25%)	7 (30%)
Grade 3	0	6 (24%)	100%	12 (50%)	6 (40%)
Grade 4	1 (5%)	4 (10%)	100%	0	5 (16%)
Grade 5	4 (13%)	1 (7%)	100%	12 (32%)	1 (4%)
Grade 6	3 (8%)	10 (50%)	100%	7 (33%)	9 (15%)
Total	150	126	66	150	155
Endline					
Grade 1	0	0	0	0	0
Grade 2	0	0	1 (100%)	0	0
Grade 3	0	1 (33%)	7 (78%)	0	0
Grade 4	0	12 (29%)	16 (62%)	10 (19%)	0
Grade 5	0	7 (18%)	11 (65%)	12 (22%)	6 (15%)
Grade 6	1 (2%)	3 (7%)	7 (58%)	8 (16%)	2 (28%)
Total	150	126	66	156	144

Table 15 Sufficiency of school meal according to pupils

Q3.23 If so, are you still hungry after the meal you get at school? (only for those who reported having received)	Departments				
	Grand-Anse			Nord	Nord-Est
	Case 1	Case 2	Control		
Baseline					
Yes, often	8 (6%)	9 (9%)	Control	4 (4%)	14 (11%)
Yes, sometimes	46 (33%)	20 (19%)	0	9 (8%)	33 (26%)
No, never	87 (62%)	74 (72%)	0	97 (88%)	79 (63%)
Total	141 (100%)	103 (100%)	0	110 (100%)	126 (100%)
Endline					
Yes, often	20 (13%)	20 (19%)	8 (33%)	6 (5%)	8 (7%)
Yes, sometimes	64 (43%)	48 (47%)	11 (46%)	22 (18%)	41 (33%)
No, never	65 (44%)	35 (34%)	5 (21%)	98 (78%)	75 (61%)
Total	149 (100%)	103 (100%)	24	126 (100%)	124 (100%)

INCREASE IN THE USE OF GOOD HEALTH AND HYGIENE PRACTICES

Table 16 Pupil's hand washing before meals

Q3.26 Do you usually wash your hands after meals?	Departments														
	Grand-Anse									Nord			Nord-Est		
	Case 1			Case 2			Control			Total					
	Total	Girls	Boys	Total	Girls	Boys	Total	Girls	Boys	Total	Girls	Boys	Total	Girls	Boys
Baseline															
Samples	150	80	70	126	61	65	66	34	32	150	76	74	155	63	92
Everyday	126 (84%)	83%	86%	110 (87%)	90%	85%	48 (73%)	74%	72%	132 (88%)	88%	88%	132 (88%)	86%	85%
Sometimes	20 (13%)	16%	10%	15 (12%)	8%	15%	12 (18%)	18%	19%	10 (7%)	5%	8%	20 (13%)	14%	12%
Rarely	4 (3%)	1%	4%	1 (1%)	2%	0%	5 (8%)	9%	6%	5 (3%)	4%	3%	3 (2%)	0%	3%
Never	0 (0%)	0%	0%	0 (0%)	0%	0%	1 (2%)	0%	3%	3 (2%)	3%	1%	0 (0%)	0%	0%
Baseline															
Samples	150	78	72	126	61	65	66	32	34	156	83	73	144	68	76
Everyday	110 (73%)	79%	78%	93 (74%)	69%	79%	36 (55%)	69%	41%	134 (86%)	84%	88%	109 (76%)	77%	75%
Sometimes	34 (23%)	26%	19%	30 (24%)	28%	20%	23 (35%)	22%	47%	20 (13%)	15%	11%	29 (20%)	21%	20%
Rarely	4 (3%)	4%	1%	3 (2%)	3%	2%	7 (11%)	9%	12%	1 (1%)	1%	0%	4 (3%)	3%	3%
Never	2 (1%)	1%	1%	0 (0%)	0%	0%	0	0%	0%	1 (1%)	0%	1%	2 (1%)	0%	3%

Table 17 Pupil's hand washing after meals

Q3.27 Do you usually wash your hands after meals?	Departments														
	Grand-Anse									Nord			Nord-Est		
	Case 1			Case 2			Control			Total					
	Total	Girls	Boys	Total	Girls	Boys	Total	Girls	Boys	Total	Girls	Boys	Total	Girls	Boys
Baseline															
Samples	150	80	70	126	61	65	66	34	32	150	76	74	155	63	92
Everyday	47 (31%)	34%	29%	50 (40%)	43%	37%	21 (32%)	32%	31%	66 (44%)	49%	39%	51 (33%)	33%	33%
Sometimes	28 (19%)	18%	20%	24 (19%)	15%	23%	12 (18%)	24%	13%	26 (17%)	20%	15%	32 (21%)	24%	19%
Rarely	42 (28%)	28%	29%	19 (15%)	15%	15%	18 (27%)	21%	34%	13 (9%)	8%	10%	24 (16%)	16%	15%
Never	33 (22%)	21%	23%	33 (26%)	28%	25%	15 (23%)	24%	22%	45 (30%)	24%	37%	48 (31%)	27%	34%
Endline															
Samples	150	78	72	126	61	65	66	32	34	156	83	73	144	68	76

Everyday	12 (8%)	6%	10%	6 (5%)	7%	3%	0	0	0	25 (16%)	13%	19%	55 (38%)	41%	36%
Sometimes	27 (18%)	22%	14%	36 (29%)	26%	31%	19 (28%)	19%	38%	46 (30%)	29%	30%	21 (15%)	13%	16%
Rarely	46 (31%)	22%	40%	31 (25%)	13%	35%	19 (28%)	28%	44%	56 (36%)	43%	27%	9 (6%)	4%	8%
Never	65 (43%)	50%	36%	65 (43%)	54%	31%	19 (28%)	53%	18%	29 (19%)	15%	23%	59 (41%)	41%	41%

Table 18 Handwashing before going to the toilet

Q3.28 Do you usually wash your hands before going to the toilet?	Departments				
	Grand-Anse			Nord	Nord-Est
	Case 1	Case 2	Control		
Baseline					
Yes always	17 (11%)	27 (21%)	19 (29%)	23 (15%)	14 (9%)
2 Sometimes	8 (5%)	6 (5%)	2 (3%)	3 (2%)	8 (5%)
3 Rarely	18 (12%)	7 (6%)	4 (6%)	1 (1%)	15 (10%)
4 Never	107 (71%)	86 (68%)	41 (62%)	123 (82%)	118 (76%)
Total	150 (100%)	126 (100%)	66 (100%)	150 (100%)	155 (100%)
Endline					
Yes always	0	1 (1%)	0	5 (3%)	36 (25%)
2 Sometimes	3 (2%)	3 (2%)	2 (3%)	12 (8%)	10 (7%)
3 Rarely	18 (12%)	16 (13%)	16 (24%)	32 (21%)	2 (1%)
4 Never	129 (86%)	106 (84%)	48 (73%)	2 (1%)	96 (67%)
Total	150 (100%)	126 (100%)	66 (100%)	156 (100%)	144 (100%)

Table 19 Pupil's hand washing after going to the toilet

Q3.29 Do you usually wash your hands after going to the toilet?	Departments														
	Grand-Anse									Nord			Nord-Est		
	Case 1			Case 2			Control			Total			Total	Girls	Boys
	Total	Girls	Boys	Total	Girls	Boys	Total	Girls	Boys	Total	Girls	Boys	Total	Girls	Boys
Baseline															
Samples	150	80	70	126	61	65	66	34	32	150	83	73	155	63	92
Everyday	17 (11%)	14%	9%	27 (21%)	26%	17%	19 (29%)	27%	31%	23 (15%)	98%	97%	14 (9%)	11%	7%
Sometimes	8 (5%)	8%	3%	6 (5%)	5%	5%	2 (3%)	3%	3%	3 (2%)	2%	1%	8 (5%)	6%	4%
Rarely	18 (12%)	14%	10%	7 (6%)	5%	6%	4 (6%)	3%	9%	1 (1%)	0	1%	15 (10%)	10%	10%
Never	107 (71%)	65%	79%	86 (68%)	64%	72%	41 (62%)	68%	56%	123 (82%)	0	0	118 (76%)	73%	78%

Endline															
Samples	150	78	72	126	61	65	66	32	34	156	76	74	144	68	76
Everyday	136 (91%)	87%	92%	119 (94%)	92%	97%	54 (82%)	84%	79%	152 (97%)	15%	16%	136 (94%)	94%	95%
Sometimes	14 (9%)	13%	7%	5 (4%)	7%	2%	9 (14%)	16%	12%	3 (2%)	1%	3%	8 (6%)	6%	5%
Rarely	0	0	2%	2 (2%)	2%	2%	3 (5%)	0	9%	1 (1%)	0%	1%	0	0	0
Never	0	0	0%	0	0	0	0	0	0	0	84%	80%	0	0	0

Table 20 Presence of toilets in schools

Q3.30 Are there toilets at the school?	Departments				
	Grand-Anse			Nord	Nord-Est
	Case 1	Case 2	Control		
Baseline					
Yes	149 (99%)	115 (91%)	28 (42%)	140 (93%)	150 (97%)
No	1 (1%)	11 (9%)	38 (58%)	10 (7%)	5 (3%)
Total	150 (100%)	126 (100%)	66 (100%)	150 (100%)	155 (100%)
Endline					
Yes	150 (100%)	102 (81%)	24 (36%)	156 (100%)	144 (100%)
No	0	24 (19%)	42 (44%)	0	0
Total	150 (100%)	126 (100%)	66 (100%)	156 (100%)	144 (100%)

Table 21 Quality of toilet according to pupils

Q3.31 Do you find these toilets good to use?	Departments				
	Grand-Anse			Nord	Nord-Est
	Case 1	Case 2	Control		
Baseline					
Yes	74 (49%)	61 (48%)	5 (8%)	84 (56%)	87 (56%)
No	34 (23%)	26 (21%)	14 (21%)	38 (25%)	34 (22%)
Prefer not to answer	25 (17%)	15 (12%)	6 (9%)	14 (9%)	28 (18%)
I don't know	16 (11%)	13 (10%)	3 (5%)	4 (3%)	1 (1%)
Missing from above	1 (0.7%)	11 (9%)	38 (58%)	10 (7%)	5 (3%)
Total	150 (100%)	126 (100%)	66 (100%)	150 (100%)	155 (100%)
Endline					
Yes	91 (61%)	87 (85%)	18 (75%)	137 (88%)	112 (78%)
No	59 (39%)	15 (15%)	6 (25%)	19 (12%)	32 (22%)
Total	150 (100%)	102 (100%)	24 (100%)	156 (100%)	144 (100%)

Table 22 Use of toilets by pupils

Q3.32 If so, do you use them?	Departments				
	Grand-Anse			Nord	Nord-Est
	Case 1	Case 2	Control		
Baseline					
Yes, often	51 (34%)	33 (26%)	7 (11%)	55 (37%)	72 (47%)
Yes, sometimes	54 (36%)	48 (38%)	11 (17%)	58 (39%)	63 (41%)
No, never	45 (30%)	45 (36%)	48 (73%)	37 (25%)	20 (13%)
Total	150 (100%)	126 (100%)	66 (100%)	150 (100%)	155 (100%)
Endline					
Yes	96 (64%)	80 (78%)	16 (67%)	117 (73%)	105 (73%)
No	54 (36%)	22 (22%)	8 (33%)	39 (27%)	39 (27%)
Total	150 (100%)	102 (100%)	24 (100%)	156 (100%)	144 (100%)

Table 23 Reasons pupils do not use toilets

Q3.33 If not, what's wrong?	Departments				
	Grand-Anse			Nord	Nord-Est
	Case 1	Case 2	Control		
Baseline					
They are often or always closed	4 (10%)	1 (1%)	1 (2%)	0	0
They are dirty	2 (41%)	2 (22%)	1 (2%)	2 (41%)	2 (56%)
I don't like toilets	15 (39%)	8 (20%)	4 (8%)	4 (13%)	6 (38%)
I don't know	2 (5%)	9 (22%)	2 (4%)	3 (9%)	0

Other	0	0	0	0	0
Total	39 (100%)	41 (100%)	48 (100%)	32 (32%)	16 (9%)
Endline					
They are often or always closed	5 (9%)	0	1 (2%)	6 (32%)	3 (9%)
They are dirty	50 (85%)	13 (87%)	6 (100%)	18 (95%)	29 (91%)
I don't like toilets	7 (12%)	7 (47%)	0	7 (37%)	5 (16%)
I don't know	0	0	0	0	0
Other	15 (25%)	0	0	3 (16%)	2 (6%)
Total	150 (100%)	102 (100%)	24 (100%)	156 (100%)	144 (100%)

Table 24 Other reasons not to use the school toilets

Q3_34 If other, specify		
Baseline		Frequency
1 GA CASE 1	À la maison	1
	J'ai peur	1
	Je fais mes besoins avant de venir à l'école	1
	Je fais mes besoins physiologiques avant de venir à l'école	1
	Je fais mon besoin physiologique avant de venir à l'école	1
	Je n'en ai pas envie	6
	Mauvaise odeur	1
	Très sales, sont utilisées par les habitants de la zone	1
	Utilise les toilettes chez lui	1
2 GA CASE 2	Pas de mur	2
	Construction en cours	1
	Elle est en construction	3
	Elle n'est pas encore construite	1
	Je n'en ai pas envie	3
	Pas de toilettes	10
3 GA CONTROL	Doivent être vidées	5
	Il n'y a pas	1
	Il n'y en a pas	3
	Il n'y en a pas.	1
	Je n'en ai pas envie	1
	N'y en a pas	1
	Ne fonctionne pas	1
	Pas de toilettes	25
	Toilettes sont en construction	1
	Très mauvais état	1
	Utilise les toilettes chez lui	1
4 NORD	Je ne les ai jamais encore utilisées	2
	Je viens tout juste de m'inscrire à l'école	1
	Latrine inachevée	1
	Les toilettes sont en construction	1

	Les toilettes sont en construction	4
	Les toilettes sont en construction, car l'école vient tout juste d'emménager sur l'espace	1
	Peur d'attraper une maladie	1
	Toilette est inachevé	1
	Utilise les toilettes chez lui	2
5 NORD-EST	Je n'en ai pas envie	2
	Ne fonctionne pas	1
	Pas de toilettes	3
	Très sales	1
Q3_34 If other, specify		
Endline		Frequency
1 GA CASE 1	Cause pas de l'eau	1
	Les besoins se faire à la maison	2
	Les latrines se dégagent une mauvaise odeur	1
	Les latrines sont remplies, elles se dégagent une mauvaise odeur.	1
	MAUVAISE ODEUR	3
	Mauvaises odeurs	2
	Mauvaises odeurs	1
	Pas de l'eau	3
	Pas de porte	1
2 GA CASE 2	None	126
3 GA CONTROL	None	66
4 NORD	Les élèves son sali les murs	1
	Mauvaise odeur	1
	Odeur désagréable	1
	Total	156
5 NORD-EST	Elle n'en a aucun besoin physiologique à satisfaire	1
	L,odeur désagréable	1
	Total	144

COVID RELATED QUESTIONS

Table 25 Reasons why pupils think they need to wash their hands

Q3.35 Why do you think you need to wash your hands?	Departments				
	Grand-Anse			Nord	Nord-Est
	Case 1	Case 2	Control		
Baseline					
Killing microbes	115 (77%)	98 (78%)	37 (56%)	94 (63%)	129 (83%)
Have clean hands	35 (23%)	25 (20%)	16 (24%)	37 (25%)	60 (39%)
Fighting Covid	101 (67%)	84 (67%)	33 (50%)	105 (70%)	108 (70%)
I don't know	2 (1%)	4 (3%)	9 (14%)	3 (2%)	2 (1%)
Other	14 (9%)	12 (10%)	12 (18%)	16 (11%)	2 (1%)
Total	150 (100%)	126 (100%)	66 (100%)	150 (100%)	155 (100%)
Endline					
Killing microbes	137 (91%)	113 (89%)	62 (94%)	143 (92%)	118 (82%)
Have clean hands	55 (37%)	38 (30%)	20 (30%)	90 (58%)	24 (17%)
Fighting Covid	101 (67%)	70 (56%)	45 (68%)	79 (51%)	40 (28%)

I don't know	0	0	0	1 (1%)	0
Other	0	0	0	8 (5%)	38 (26%)
Total	150 (100%)	126 (100%)	66 (100%)	156 (100%)	144 (100%)

Table 26 Other reasons for washing hands

BASELINE	Frequency
1 GA CASE 1	
contre malaria ou typhoide	3
contre maladies comme malaria et cholera	1
pour eviter le cholera	2
pour ne pas tomber malade et ne pas avoir d'infection	8
2 GA CASE 2	
il faut toujours se laver les amins avant de manger	1
pour etre propre	1
pour eviter le cholera	6
pour eviter les maladies comme la grippe, la fièvre et les maux de ventre	1
pour ne pas tomber malade et ne pas avoir d'infection	3
3 GA CONTROL	
contre malaria ou typhoide	2
pour ma sante	2
pour ne pas tomber malade et ne pas avoir d'infection	7
pour se maintenir en sante	1
4 NORD	
pour eviter le cholera	9
pour ne pas tomber malade et ne pas avoir d'infection	6
se laver les mains c'est une obligation	1
5 NORD-EST	
pour eviter le cholera	1
pour maintenir les mains propres	1
ENDLINE	Frequency
1 GA CASE 1	0
2 GA CASE 2	0
3 GA CONTROL	0
4 NORD	
Ne pas attraper de la maladie et de la mort.	1
Ne pas attraper de la maladie, pour rester en santé	1
Pour eviter cholera	1
Pour eviter des maladies	1
Pour eviter mal au ventre	1
Pour ne pas attraper le cholera	1
Pour ne pas être malade	1
Rester en santé	1

5 NORD-EST	
Ne pas attraper de la Choléra	3
Ne pas attraper de la Choléra.	1
Ne pas attraper de la maladie	10
Ne pas attraper de la maladie et rester en bonne santé	1
Ne pas attraper de la maladie.	2
Pour éviter cholera	7
Pour éviter maladie	1
Pour hygiène	1
Pour lutter contre cholera	1
Pour ne pas attraper de la maladie	1
Pour ne pas attraper de la maladie.	1
Pour ne pas mourir	1
Pour protéger notre corps	1
Pour respecter les règles d'hygiène.	1
Protection contre les maladies	1
Protéger notre santé	1
Rester en bonne santé	1
Rester en bonne santé, etc.	1
Rester en santé	2

Table 27 Increased handwashing due to COVID

Q3.37 Is it because of Covid-19 that you are washing your hands more than usual?	Departments				
	Grand-Anse			Nord	Nord-Est
	Case 1	Case 2	Control		
Baseline					
Yes	127 (85%)	118 (94%)	53 (80%)	139 (93%)	113 (73%)
No	23 (15%)	8 (6%)	13 (20%)	11 (7%)	42 (27%)
Total	150 (100%)	126 (100%)	66 (100%)	150 (100%)	155 (100%)
Endline					
Yes	147 (98%)	119 (94%)	62 (94%)	154 (98%)	129 (90%)
No	3 (2%)	7 (6%)	4 (6%)	2 (2%)	15 (10%)
Total	150 (100%)	126 (100%)	66 (100%)	156 (100%)	144 (100%)

Table 28 Frequency of hand washing per day during COVID

Q3.38 If so, how many times on average per day?	Departments				
	Grand-Anse			Nord	Nord-Est
	Case 1	Case 2	Control		
Baseline					
Average days	4.21	4.25	3.98	3.28	4.02
Minimum-Maximum days	2-15	2-20	2-10	1-10	1-10
Total	127	118	52	139	113
Endline					
Average days	3.34	3.11	3.00	4.42	3.73
Minimum-Maximum days	2-8	2-7	1-5	1-10	1-20
Total	147	119	62	154	129

Table 29 Hand washing not considering COVID

Q3.39 If so, when there is no Covid-19 do you wash your hands before eating at school?	Departments				
	Grand-Anse			Nord	Nord-Est
	Case 1	Case 2	Control		
Baseline					
Yes	112 (93%)	93 (83%)	2 (100%)	107 (81%)	92 (87%)
No	9 (7%)	19 (17%)	0	13 (10%)	14 (13%)
N/A, c'est une école sans cantine	0	0	0	13 (10%)	0
Total	121 (100%)	112 (100%)	2 (100%)	133 (100%)	106 (100%)
Endline					
Yes	120 (80%)	109 (87%)	13 (93%)	135 (97%)	99 (72%)
No	30 (20%)	17 (13%)	1 (7%)	6 (4%)	39 (28%)
Total	150 (100%)	126 (100%)	14 (100%)	141 (100%)	138 (100%)

Table 30 Do pupils wash hands before eating when no COVID

Q3.39 If so, when there is no Covid-19 do you wash your hands before eating at school?	Departments				
	Grand-Anse			Nord	Nord-Est
	Case 1	Case 2	Control		
Endline ONLY					
Yes	120 (80%)	109 (87%)	13 (20%)	135 (87%)	99 (69%)
No	30 (20%)	17 (14%)	1 (2%)	6 (4%)	39 (27%)
Missing response	0	0	52 (79%)	15 (10%)	6 (4%)
Total	150 (100%)	126 (100%)	66 (100%)	156 (100%)	144 (100%)

IMPROVING STUDENT ATTENTION

Table 31 Student hunger

Q3.40 Are you hungry when you are at school in the morning?	Departments				
	Grand-Anse			Nord	Nord-Est
	Case 1	Case 2	Control		
Baseline					
Yes, often	33 (22%)	29 (23%)	40 (61%)	23 (15%)	37 (24%)
Yes, sometimes	47 (31%)	40 (32%)	12 (18%)	52 (35%)	43 (28%)
Not too often	19 (13%)	15 (12%)	3 (5%)	9 (6%)	19 (12%)
No	51 (34%)	42 (33%)	11 (17%)	66 (44%)	56 (36%)
Total	150 (100%)	126 (100%)	66 (100%)	150 (100%)	155 (100%)
Endline					
Yes, often	32 (21%)	31 (25%)	36 (55%)	29 (17%)	29 (20%)
Yes, sometimes	91 (61%)	64 (51%)	24 (36%)	62 (40%)	71 (49%)
Not too often	12 (8%)	11 (9%)	1 (2%)	15 (10%)	0
No	15 (10%)	20 (16%)	20 (16%)	50 (32%)	44 (31%)
Total	150 (100%)	126 (100%)	66 (100%)	156 (100%)	144 (100%)

Table 32 Pupils' attentiveness when hungry

Q3.41	Departments		
	Grand-Anse		

If you are hungry, does that stop you from working and listening well at school?	Case 1	Case 2	Control	Nord	Nord-Est
Baseline					
Yes	50 (51%)	47 (56%)	36 (55%)	36 (43%)	57 (58%)
No	49 (49%)	37 (44%)	19 (29%)	48 (57%)	42 (42%)
Total	99 (100%)	84 (100%)	55 (100%)	84 (100%)	99 (100%)
Endline					
Yes	53 (39%)	46 (43%)	37 (61%)	37 (35%)	33 (33%)
No	82 (61%)	60 (57%)	24 (39%)	69 (65%)	67 (67%)
Total	135 (100%)	106 (100%)	61 (100%)	106 (100%)	100 (100%)

REDUCTION OF HEALTH-RELATED ABSENCES

Table 33 Pupil's absence

Q3.42 Are you often absent?	Departments				
	Grand-Anse			Nord	Nord-Est
	Case 1	Case 2	Control		
Baseline					
Yes, often	9 (6%)	5 (4%)	8 (12%)	0	5 (3%)
Yes, sometimes	41 (27%)	30 (24%)	12 (18%)	38 (25%)	39 (25%)
NOT TOO OFTEN/No	100 (67%)	91 (72%)	46 (70%)	112 (75%)	111 (72%)
Total	150 (100%)	126 (100%)	66 (100%)	150 (100%)	155 (100%)
Endline					
Yes, often	3 (2%)	4 (3%)	4 (6%)	3 (2%)	0
Yes, sometimes	39 (26%)	33 (26%)	26 (39%)	54 (35%)	48 (33%)
Not too often	108 (72%)	89 (71%)	36 (55%)	99 (64%)	96 (67%)
Total	150 (100%)	126 (100%)	66 (100%)	156 (100%)	144 (100%)

Table 34 Reason of pupils' absence

Q3.43 Reasons for absence?	Departments				
	Grand-Anse			Nord	Nord-Est
	Case 1	Case 2	Control		
Baseline					
sick	43 (29%)	29 (23%)	12 (18%)	32 (21%)	37 (24%)
the house is far from the school	6 (4%)	2 (2%)	6 (9%)	0 (0%)	0 (0%)
work at home	1 (1%)	2 (2%)	2 (3%)	0 (0%)	1 (1%)
financial reason	4 (3%)	3 (2%)	4 (6%)	9 (6%)	0 (0%)
Hunger	0 (0%)	1 (1%)	5 (9%)	0 (0%)	0 (0%)
family relocation	3 (2%)	3 (2%)	5 (8%)	0 (0%)	0 (0%)
field work	1 (1%)	0 (0%)	10 (15%)	0 (0%)	0 (0%)
taking care of a family member	2 (1%)	2 (2%)	1 (2%)	3 (2%)	1 (1%)
no answer	0 (0%)	1 (1%)	1 (2%)	0 (0%)	1 (1%)
Other	0 (0%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)
Never absence	100 (67%)	91 (72%)	46 (70%)	112 (75%)	111 (72%)
Total	150 (100%)	126 (100%)	66 (100%)	150 (100%)	155 (100%)
Endline					
sick	34 (23%)	31 (25%)	13 (20%)	36 (23%)	43 (30%)
the house is far from the school	0	0	0	0	0
work at home	2 (1%)	2 (2%)	0	4 (3%)	1 (1%)
financial reason	0	4 (3%)	1 (2%)	5 (3%)	1 (1%)
Hunger	0	0	0	0	1 (1%)

family relocation/travel	1 (1%)	0	0	4 (3%)	0
field work	1 (1%)	0	4 (6%)	1 (1%)	0
taking care of a family member	0	0	0	2 (1%)	0
no answer	0	0	0	0	0
Other	1(1%)	1 (1%)	8 (12%)	5 (3%)	2 (1%)
Never absent	108 (72%)	89 (71%)	36 (55%)	57 (37%)	96 (67%)
Total	150 (100%)	126 (100%)	66 (100%)	156 (100%)	144 (100%)

Table 35 Type of sickness/illness

Q3:45 If you have been ill, what illness have you suffered?	Departments				
	Grand-Anse			Nord	Nord-Est
	Case 1	Case 2	Control		
Baseline					
fever	52 (70%)	36 (77%)	20 (77%)	44 (70%)	46 (60%)
vomiting	4 (5%)	7 (15%)	0 (0%)	2 (3%)	1 (1%)
weakness fatigue	0 (0%)	2 (4%)	0 (0%)	1 (2%)	0 (0%)
stomachache	37 (50%)	24 (51%)	15 (58%)	40 (64%)	25 (33%)
headache	31 (42%)	23 (49%)	17 (65%)	31 (49%)	29 (38%)
body pain	0 (0%)	2 (4%)	1 (4%)	3 (5%)	0 (0%)
Diarrhoeal reactions	4 (5%)	2 (4%)	1 (4%)	2 (3%)	1 (1%)
Having a cold	19 (26%)	12 (26%)	13 (50%)	16 (25%)	12 (16%)
Being cold	0 (0%)	2 (4%)	0 (0%)	0 (0%)	0 (0%)
Other	9 (12%)	7 (15%)	0 (0%)	4 (6%)	14 (18%)
Total	74 (100%)	47 (100%)	26 (100%)	63 (100%)	77 (100%)
Endline					
fever	21 (62%)	20 (65%)	7 (54%)	15 (42%)	17 (40%)
vomiting	0	0	0	0	0
weakness fatigue	1 (3%)	0	0	0	0
stomachache	5 (15%)	5 (16%)	2 (15%)	14 (39%)	9 (21%)
headache	4 (12%)	3 (10%)	3 (23%)	5 (14%)	4 (9%)
body pain	1 (3%)	0	0	2 (6%)	0
Diarrhoeal reactions	0	1 (1%)	0	0	1 (3%)
Having a cold	0	0	0	0	0
Being cold	0	0	0	0	0
Measles	0	1 (3%)	0	0	0
Conjunctivitis	0	0	1 (8%)	0	0
Other	2 (6%)	1 (3%)	0	0	12 (28%)
Total	34 (100%)	31 (100%)	13 (100%)	36 (100%)	43 (100%)

Annex 25. Cooks survey results

[BLUE COLOR TEXT IS FOR ENDLINE]

NOTE: Cook survey was not administered to control schools.

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IMPROVING ACCESS TO TOOLS AND EQUIPMENT FOR FOOD PREPARATION

Table 1 Satisfaction of cooking infrastructures

Q4.15 Are you satisfied with the infrastructure to do your job?	Departments				
	Grand-Anse			Nord	Nord-Est
	Case 1	Case 2	Control*		
Baseline					
Yes, very satisfied	16 (33%)	8 (23%)	-	19 (51%)	6 (16%)
Yes, but it could be better	21 (44%)	20 (57%)	-	14 (38%)	20 (54%)
No	11 (23%)	7 (20%)	-	4 (11%)	11 (30%)
Total	48 (100%)	35 (100%)	-	37 (100%)	9 (100%)
Endline					
Yes, very satisfied	10 (20%)	7 (19%)	-	25 (52%)	18 (39%)
Yes, but it could be better	28 (56%)	18 (50%)	-	23 (48%)	24 (52%)
No	12 (24%)	11 (31%)	-	0	4 (9%)
Total	50 (100%)	36 (100%)	-	48 (100%)	46 (100%)

Table 2 Type of cooking fire available for school meal preparation

q4_16 What type of fire do you cook on?	Departments				
	Grand-Anse			Nord	Nord-Est
	Case 1	Case 2	Control		
Baseline					
Three stones / open fire in a well-ventilated area	22 (46%)	19 (54%)	-	22 (60%)	21 (57%)
Three stones / open fire in an unventilated area	3 (6%)	6 (17%)	-	0	1 (3%)
Simple charcoal stove	13 (27%)	6 (17%)	-	9 (24%)	2 (5%)
Improved stove with briquette	0	0	-	0	0
Wood-burning fireplaces	4 (8%)	0	-	4 (11%)	6 (16%)
Improved gas fireplaces	2 (4%)	0	-	0	1 (3%)
Other	0	0	-	0	3 (8%)
Three stones / open fire in a well-ventilated area & Simple charcoal stove	0	2 (6%)	-	0	1 (3%)
Three stones / open fire in a well-ventilated area & Wood-burning fireplaces	2 (4%)	1 (3%)	-	0	0
Three stones / open fire in an unventilated area & Improved stove with briquette	2 (4%)	0	-	0	0
Simple charcoal stove & Improved gas fireplaces	0	0	-	2 (11%)	0
Simple charcoal stove; Improved stove with briquette & Improved gas fireplaces	0	0	-	0	1 (3%)
Simple charcoal stove & Wood-burning fireplaces	0	1 (3%)	-	0	0
Wood-burning fireplaces & Improved gas fireplaces	0	0	-	0	1 (3%)
If others, specify			-		
Four a gaz propane	0	0	-	0	1 (3%)

un rechaud en argile avec une plaquette de fer où déposer la marmite	0	0	-	0	2 (5%)
Total number schools	48 (100%)	35 (100%)	-	28 (100%)	37 (100%)
1= Three stones / open fire in a well-ventilated area	14 (28%)	8 (44%)	-	8 (33%)	9 (38%)
1= Three stones / open fire in a well-ventilated area and 3= Simple charcoal stove	2 (8%)	0	-	0	0
2= Three stones / open fire in an unventilated area	3 (12%)	8 (44%)	-	4 (17%)	4 (17%)
2= Three stones / open fire in an unventilated area and 5= Improved wood-burning fireplaces	1 (4%)	0	-	0	0
2= Three stones / open fire in an unventilated area and 6= Improved gas fireplaces	0	0	-	0	4 (17%)
3= Simple charcoal stove	6 (24%)	1 (6%)	-	7 (29%)	2 (8%)
3= Simple charcoal stove and 4= Improved stove with briquette	0	0	-	1 (4.2%)	-
3= Simple charcoal stove and 5= Improved wood-burning fireplaces	0	0	-	0	1 (4.2%)
4= Improved stove with briquette	0	0	-	1 (4%)	0
5= Improved wood-burning fireplaces	5 (20%)	1 (6%)	-	4 (17%)	4 (17%)
6= Improved gas fireplaces	1 (4%)	0	-	0	2 (8%)
6= Improved gas fireplaces and 5= Improved wood-burning fireplaces	0	0	-	0	1 (4%)
Total number schools interviewed	25 (100%)	18 (100%)	-	24 (100%)	24 (100%)

Table 3 Improved fireplaces

q4_18 Were the improved fireplaces provided by the WFP?	Departments				
	Grand-Anse			Nord	Nord-Est
	Case 1	Case 2	Control*		
Baseline					
Yes	4 (50%)	1 (50%)	-	2 (33%)	1 (11%)
No	4 (50%)	1 (50%)	-	4 (67%)	8 (89%)
Total	8 (100%)	2 (100%)	-	6 (100%)	9 (100%)
Endline					
Yes	7 (100%)	1 (100%)	-	0	7 (78%)
No	0	0	-	4 (100%)	2 (22%)
Total	7 (100%)	1 (100%)	-	4 (100%)	9 (100%)

Table 4 Cooking equipment available in school canteens

q4_19 Are there enough pots you use?	Departments				
	Grand-Anse			Nord	Nord-Est
	Case 1	Case 2	Control		
Baseline					
Yes	9 (19%)	5 (14%)	-	12 (32%)	9 (24%)
Yes, but a little short of it	0	0	-	0	0
A lot is missing	21 (44%)	10 (29%)	-	4 (11%)	13 (35%)
No, we don't have any	18 (38%)	20 (57%)	-	21 (57%)	15 (41%)
Total	48 (100%)	35 (100%)	-	37 (100%)	37 (100%)
Endline					
Yes	5 (10%)	9 (25%)	-	31 (65%)	23 (50%)

No	45 (90%)	27 (75%)	-	17 (35%)	23 (50%)
Total	50 (100%)	36 (100%)	-	48 (100%)	46 (100%)

Table 5 Condition of cooking pots

q4_20 Are the pots you use in good condition?	Departments				
	Grand-Anse			Nord	Nord-Est
	Case 1	Case 2	Control		
Baseline					
Very good condition	21 (44%)	16 (46%)	-	21 (57%)	5 (14%)
Average condition	25 (52%)	17 (49%)	-	15 (41%)	29 (78%)
Bad condition	2 (4%)	2 (6%)	-	1 (3%)	3 (8%)
Total	48 (100%)	35 (100%)	-	37 (100%)	37 (100%)
Endline					
Yes	40 (80%)	30 (83%)	-	42 (88%)	34 (74%)
No	10 (20%)	6 (17%)	-	6 (12%)	12 (26%)
Total	50 (100%)	36 (100%)	-	48 (100%)	46 (100%)

Table 6 Cooking pots provided by parents

q4_21 Are the pots you use provided by the parents?	Departments				
	Grand-Anse			Nord	Nord-Est
	Case 1	Case 2	Control		
Baseline					
Yes, all of them	0	4 (11%)	-	2 (5%)	0
Some of them	7 (15%)	6 (17%)	-	6 (16%)	1 (3%)
No	41 (85%)	25 (71%)	-	29 (78%)	36 (97%)
Total	48 (100%)	35 (100%)	-	37 (100%)	37 (100%)
Endline					
Yes	7 (14%)	7 (19%)	-	1 (2%)	5 (11%)
No	43 (86%)	29 (81%)	-	47 (88%)	41 (89%)
Total	50 (100%)	36 (100%)	-	48 (100%)	46 (100%)

Table 7 Cooking pots provided by WFP

Q4.22 Are the pots you use provided by WFP?	Departments				
	Grand-Anse			Nord	Nord-Est
	Case 1	Case 2	Control		
Baseline					
Yes, all of them	19 (40%)	7 (20%)	-	14 (38%)	5 (14%)
Some of them	17 (35%)	7 (20%)	-	8 (22%)	13 (35%)
No	12 (25%)	21 (60%)	-	15 (40%)	19 (51%)
Total	48 (100%)	35 (100%)	-	37 (100%)	37 (100%)
Endline					
Yes	42 (84%)	20 (56%)	-	39 (81%)	44 (96%)
No	8 (16%)	16 (44%)	-	9 (19%)	2 (4%)
Total	50 (100%)	36 (100%)	-	48 (100%)	46 (100%)

Table 8 Availability of kitchen utensils

Q4.23 Are there enough utensils to prepare food?	Departments				
	Grand-Anse			Nord	Nord-Est
	Case 1	Case 2	Control		
Baseline					
Yes	4 (8%)	4 (11%)	-	12 (32%)	6 (16%)
Yes, but in lack a little	18 (38%)	10 (29%)	-	16 (43%)	13 (35%)

It lacks a lot	23 (48%)	16 (46%)	-	8 (22%)	17 (46%)
No, we don't have one	3 (6%)	5 (14%)	-	1 (3%)	1 (3%)
Total	48 (100%)	35 (100%)	-	37 (100%)	37 (100%)
Endline					
Yes	6 (12%)	5 (14%)	-	39 (81%)	20 (44%)
No	44 (88%)	31 (86%)	-	9 (19%)	26 (56%)
Total	50 (100%)	36 (100%)	-	48 (100%)	46 (100%)

Table 9 Condition of kitchen utensils

Q4.24 Are the food preparation utensils in good condition?	Departments				
	Grand-Anse			Nord	Nord-Est
	Case 1	Case 2	Control		
Baseline					
Very good condition	0	0	-	0	0
Average condition	20 (42%)	17 (49%)	-	20 (54%)	8 (22%)
Bad condition	28 (58%)	18 (51%)	-	17 (46%)	29 (78%)
Total	48 (100%)	35 (100%)	-	37 (100%)	37 (100%)
Endline					
Yes	37 (74%)	31 (86%)	-	44 (92%)	34 (74%)
No	13 (26%)	5 (14%)	-	4 (8%)	12 (26%)
Total	50 (100%)	36 (100%)	-	48 (100%)	46 (100%)

Table 10 Kitchen utensils provided by parents

Q4.25 Food preparation utensils provided by parents	Departments				
	Grand-Anse			Nord	Nord-Est
	Case 1	Case 2	Control		
Baseline					
Yes, all of them	0	4 (11%)	-	6 (16%)	0
Some of them	6 (13%)	5 (14%)	-	5 (14%)	0
No	42 (88%)	26 (74%)	-	26 (70%)	37 (100%)
Total	48 (100%)	35 (100%)	-	37 (100%)	37 (100%)
Endline					
Yes	2 (4%)	3 (8%)	-	2 (4%)	6 (13%)
No	48 (96%)	33 (92%)	-	46 (96%)	40 (87%)
Total	50 (100%)	36 (100%)	-	48 (100%)	46 (100%)

Table 11 Kitchen utensils provided by WFP

Q4.26 Are food preparation utensils provided by WFP?	Departments				
	Grand-Anse			Nord	Nord-Est
	Case 1	Case 2	Control		
Baseline					
Yes, all of them	16 (33%)	7 (20%)	-	8 (22%)	5 (14%)
Some of them	13 (27%)	6 (17%)	-	13 (35%)	12 (32%)
No	19 (40%)	22 (62%)	-	16 (43%)	20 (54%)
Total	48 (100%)	35 (100%)	-	37 (100%)	37 (100%)
Endline					
Yes	38 (78%)	31 (86%)	-	38 (79%)	38 (83%)
No	11 (22%)	5 (14%)	-	10 (21%)	8 (17%)
Total	49 (100%)	36 (100%)	-	48 (100%)	46 (100%)

Table 12 Availability of plates, spoons, knives, forks and cups

	Departments
--	-------------

Q4.27 Are there enough plates, spoons, knives, forks or cups?	Grand-Anse			Nord	Nord-Est
	Case 1	Case 2	Control		
Baseline					
Yes	3 (6%)	4 (11%)	-	11 (30%)	2 (5%)
Yes, but lacking a little	16 (33%)	11 (31%)	-	12 (32%)	11 (30%)
It lacks a lot	22 (46%)	10 (29%)	-	8 (22%)	16 (43%)
No, we don't have one	7 (15%)	10 (29%)	-	6 (16%)	8 (22%)
Total	48 (100%)	35 (100%)	-	37 (100%)	37 (100%)
Endline					
Yes	3 (6%)	4 (11%)	-	24 (50%)	16 (35%)
No	47 (94%)	32 (89%)	-	24 (50%)	30 (65%)
Total	50 (100%)	36 (100%)	-	48 (100%)	46 (100%)

Table 13 Condition of plates, spoons, knives, forks and cups

Q4.28 Are plates, knife spoons, forks or cups in good condition?	Departments				
	Grand-Anse			Nord	Nord-Est
	Case 1	Case 2	Control		
Baseline					
Very good condition	15 (31%)	17 (49%)	-	14 (38%)	5 (14%)
Average condition	29 (60%)	10 (29%)	-	17 (46%)	24 (65%)
Bad condition	4 (8%)	8 (33%)	-	6 (16%)	8 (22%)
Total	48 (100%)	35 (100%)	-	37 (100%)	37 (100%)
Endline					
Yes	32 (64%)	28 (78%)	-	44 (92%)	30 (65%)
No	18 (36%)	8 (22%)	-	4 (8%)	16 (35%)
Total	50 (100%)	36 (100%)	-	48 (100%)	46 (100%)

Table 14 Plates, spoons, knives, forks or cups provided by parents

Q4.29 Are the plates, spoons, knives, forks or cups provided by the parents?	Departments				
	Grand-Anse			Nord	Nord-Est
	Case 1	Case 2	Control		
Baseline					
Yes, all of them	3 (6%)	10 (29%)	-	3 (8%)	1 (3%)
Some of them	2 (4%)	4 (11%)	-	5 (14%)	4 (11%)
No	43 (90%)	21 (60%)	-	29 (78%)	32 (87%)
Total	48 (100%)	35 (100%)	-	37 (100%)	37 (100%)
Endline					
Yes	1 (2%)	4 (11%)	-	1 (2%)	3 (7%)
No	49 (98%)	32 (89%)	-	47 (98%)	43 (93%)
Total	50 (100%)	36 (100%)	-	48 (100%)	46 (100%)

Table 15 Plates, spoons, knives, forks or cups provided by WFP

Q4.30 Are the plates, spoons, knives, forks or cups provided by WFP?	Departments				
	Grand-Anse			Nord	Nord-Est
	Case 1	Case 2	Control		
Baseline					
Yes, all of them	24 (50%)	9 (26%)	-	17 (46%)	6 (16%)
Some of them	8 (17%)	3 (9%)	-	8 (22%)	11 (30%)
No	16 (33%)	23 (66%)	-	12 (33%)	20 (54%)
Total	48 (100%)	35 (100%)	-	37 (100%)	37 (100%)

Endline					
Yes	49 (98%)	34 (94%)	-	44 (92%)	46 (100%)
No	1 (2%)	4 (6%)	-	4 (8%)	0
Total	50 (100%)	36 (100%)	-	48 (100%)	46 (100%)

Table 16 Availability of kerchief

Q4.31 Do you have a kerchief to put on your head in sufficient numbers?	Departments				
	Grand-Anse			Nord	Nord-Est
	Case 1	Case 2	Control		
Baseline					
Yes	22 (46%)	18 (51%)	-	9 (24%)	6 (16%)
Yes, but lacking a little	14 (29%)	8 (23%)	-	2 (5%)	7 (19%)
It lacks a lot	9 (19%)	7 (20%)	-	4 (11%)	5 (14%)
No, we don't have one	3 (6%)	2 (6%)	-	22 (60%)	19 (51%)
Total	48 (100%)	35 (100%)	-	37 (100%)	37 (100%)
Endline					
Yes	9 (18%)	13 (36%)	-	16 (33%)	9 (20%)
Not quite	16 (32%)	6 (17%)	-	8 (17%)	5 (11%)
No	25 (50%)	17 (47%)	-	24 (50%)	32 (70%)
Total	50 (100%)	36 (100%)	-	48 (100%)	46 (100%)

Table 17 Condition of kerchief

Q4.32 If so, are the they in good condition?	Departments				
	Grand-Anse			Nord	Nord-Est
	Case 1	Case 2	Control		
Baseline					
Very good condition	14 (64%)	13 (72%)	-	6 (67%)	0
Average condition	7 (32%)	5 (28%)	-	3 (33%)	6 (100%)
Bad condition	1 (5%)	0	-	0	0
Total	22 (100%)	18 (100%)	-	9 (100%)	6 (100%)
Endline					
Yes	13 (52%)	15 (79%)	-	16 (67%)	13 (93%)
More or less	10 (40%)	2 (11%)	-	6 (25%)	1 (7%)
No	2 (8%)	2 (11%)	-	2 (8%)	0
Total	25 (100%)	19 (100%)	-	24 (67%)	14 (100%)

Table 18 Availability of aprons

Q4.33 Do you have enough aprons?	Departments				
	Grand-Anse			Nord	Nord-Est
	Case 1	Case 2	Control		
Baseline					
Yes	25 (52%)	17 (49%)	-	7 (19%)	6 (16%)
Yes, but lacking a little	16 (33%)	11 (31%)	-	5 (14%)	4 (11%)
It lacks a lot	7 (15%)	6 (17%)	-	8 (22%)	15 (41%)
No, we don't have one	0	1 (3%)	-	17 (46%)	12 (32%)
Total	48 (100%)	35 (100%)	-	37 (100%)	37 (100%)
Endline					
Yes	7 (14%)	16 (44%)	-	11 (23%)	7 (15%)
Not quite	15 (30%)	3 (8%)	-	14 (29%)	4 (9%)
No	28 (56%)	17 (47%)	-	23(48%)	35 (76%)
Total	50 (100%)	36 (100%)	-	48 (100%)	46 (100%)

Table 19 Condition of aprons

Q4.34 If so, are the aprons in good condition?	Departments				
	Grand-Anse			Nord	Nord-Est
	Case 1	Case 2	Control		
Baseline					
Very good condition	21 (84%)	15 (88%)	-	5 (71%)	1 (17%)
Average condition	3 (12%)	2 (12%)	-	2 (29%)	5 (83%)
Bad condition	1 (4%)	0	-	0	0
Total	25 (100%)	17 (100%)	-	7 (100%)	6 (100%)
Endline					
Yes	14 (28%)	19 (53%)	-	27 (56%)	21 (46%)
More or less	21 (42%)	6 (17%)		13 (27%)	5 (11%)
No	15 (30%)	1 (31%)	-	8 (17%)	20 (44%)
Total	50 (100%)	36 (100%)	-	48 (100%)	46 (100%)

SHORT-TERM HUNGER REDUCTION

Table 20 Availability of sufficient food for school meals

Q4.35 Can you serve sufficient food every school day?	Departments				
	Grand-Anse			Nord	Nord-Est
	Case 1	Case 2	Control		
Baseline					
Yes, always	27 (56%)	25 (71%)	-	35 (95%)	20 (54.)
Almost every day	13 (27%)	8 (23%)	-	0	14 (38%)
Food is regularly missing	7 (15%)	2 (6%)	-	2 (5%)	0
Food is often missing	1 (2%)	0	-	0	3 (8%)
Total	48 (100%)	35 (100%)	-	37 (100%)	37 (100%)
Baseline					
Yes, always	41 (82%)	32 (89%)	-	42 (88%)	35 (76%)
Almost every day	6 (12%)	1 (3%)	-	4 (8%)	6 (13%)
Food is regularly missing	3 (6%)	0	-	2 (4%)	0
Food is often missing	0	3 (8%)	-	0	5 (11%)
Total	50 (100%)	36 (100%)	-	48 (100%)	46 (100%)

Table 21 Sufficiency of school meals according to cooks

Q4.36 Do the meals provided by the canteen feed the children enough at lunchtime?	Departments				
	Grand-Anse			Nord	Nord-Est
	Case 1	Case 2	Control		
Baseline					
Yes	24 (50%)	27 (77%)	-	23 (62%)	16 (43%)
Not always	20 (42%)	7 (20%)	-	11 (30%)	15 (41%)
No	4 (8%)	1 (3%)	-	3 (8%)	6 (16%)
Total	48 (100%)	35 (100%)	-	37 (100%)	37 (100%)
Endline					
Yes	14 (28%)	13 (36%)	-	28 (58%)	23 (50%)
Not always	20 (40%)	10 (28%)	-	14 (29%)	13 (28%)
No	16 (32%)	13 (36%)	-	6 (13%)	10 (22%)
Total	50 (100%)	36 (100%)	-	48 (100%)	46 (100%)

INCREASE IN THE USE OF GOOD HEALTH AND HYGIENE PRACTICES

Table 22 Meals complemented with additional food

Q4.37 Are meals sometimes supplemented with food other than those delivered by WFP?	Departments				
	Grand-Anse			Nord	Nord-Est
	Case 1	Case 2	Control		
Baseline					
Yes	16 (33%)	19 (54%)	-	21 (57%)	16 (43%)
No	32 (67%)	16 (46%)	-	16 (43%)	21 (57%)
Total	48 (100%)	35 (100%)	-	37 (100%)	37 (100%)
Endline					
Yes	0	0	-	6 (13%)	7 (15%)
No	50 (100%)	36 (100%)	-	42 (88%)	39 (85%)
Total	50 (100%)	36 (100%)	-	48 (100%)	46 (100%)

Table 23 Frequency meals are complemented with additional food

Q4.38 Are meals sometimes supplemented with food other than those delivered by WFP? If so, how often?	Departments				
	Grand-Anse			Nord	Nord-Est
	Case 1	Case 2	Control		
Baseline					
Every day	10 (63%)	4 (21%)	-	7 (33%)	10 (63%)
2-4 times a week	2 (13%)	7 (37%)	-	0 (0%)	1 (6%)
Once a week	3 (19%)	5 (26%)	-	11 (52%)	5 (31%)
Rarely (less than once a week)	1 (6%)	3 (16%)	-	3 (14%)	0 (0%)
Total	16 (100%)	19 (100%)	-	21 (100%)	16 (100%)
Baseline					
Every day	0	0	-	2 (33%)	2 (29%)
2-4 times a week	0	0	-	0	3 (43%)
Once a week	0	0	-	1 (17%)	0
Rarely (less than once a week)	0	0	-	3 (50%)	2 (29%)
Total	0	0	-	6 (100%)	7 (100%)

Table 24 Origin of additional food

Q4.39 If so, where does this food come from?	Departments				
	Grand-Anse			Nord	Nord-Est
	Case 1	Case 2	Control		
Baseline					
Parents in the form of money or food	10 (63%)	7 (37%)	-	4 (19%)	0
From another organisation or programme	3 (19%)	0	-	0	0
The school's equity	0	6 (32%)	-	14 (67%)	15 (94%)
Government	0	0	-	0	0
From a school garden	0	0	-	0	0
Parents in the form of money or food & school's equity	0	4 (21%)	-	1 (5%)	0
Parents in the form of money or food & Government	0	1 (5%)	-	0	0

The school's equity & a school garden	0	1 (5%)	-	2 (10%)	0
The school's equity & Other	0	0	-	0	0
Other	3 (19%)	0	-	0	1 (6%)
Total	16 (100%)	19 (100%)	-	21 (100%)	16 (100%)
Parents in the form of money or food	0	0	-	5 (83%)	1 (14%)
From another organisation or program	0	0	-	0	2 (29%)
The school's equity	0	0	-	4 (67%)	4 (57%)
Government	0	0	-	0	0
From a school garden	0	0	-	1 (17%)	0
Other	0	0	-	0	0
Total	0	0	-	6 (100%)	7 (100%)

IMPROVING KNOWLEDGE OF GOOD FOOD PREPARATION AND STORAGE PRACTICES

Table 25 Quality of food coming from school warehouse

Q4.47 Are the foods you receive from stocks spoiled?	Departments				
	Grand-Anse			Nord	Nord-Est
	Case 1	Case 2	Control*		
Baseline					
Yes, often	0	2 (8%)	-	0	0
Yes, sometimes	5 (10%)	5 (14%)	-	3 (8%)	4 (11%)
No, its rare	13 (27%)	3 (9%)	-	11 (30%)	8 (22%)
No, never	30 (63%)	25 (71%)		23 (62%)	25 (68%)
Total	48 (100%)	35 (100%)	-	37 (100%)	37 (100%)
Endline					
Yes, often	0	0	-	1 (2%)	0
Yes, sometimes	23 (46%)	18 (50%)	-	18 (38%)	23 (50%)
No, its rare	11 (22%)	7 (19%)	-	12 (25%)	3 (7%)
No, never	16 (32%)	11 (31%)		17 (35%)	20 (44%)
Total	50 (100%)	36 (100%)	-	48 (100%)	46 (100%)

Table 26 Training of cooks

Q4.48 Have you received training on good food preparation and storage practices in the last three years?	Departments				
	Grand-Anse			Nord	Nord-Est
	Case 1	Case 2	Control		
Baseline					
Yes	41 (85%)	25 (71%)	-	25 (68%)	21 (57%)
No	7 (15%)	10 (29%)	-	12 (32%)	16 (43%)
Total	48 (100%)	35 (100%)	-	37 (100%)	37 (100%)
Endline					
Yes	44 (88%)	29 (81%)	-	36 (75%)	36 (78%)
No	6 (12%)	7 (19%)	-	12 (25%)	10 (22%)
Total	50 (100%)	36 (100%)	-	48 (100%)	46 (100%)

Table 27 Provider of cooks training

Q4.49 If so, by whom?	Departments				
	Grand-Anse			Nord	Nord-Est
	Case 1	Case 2	Control		
Baseline					

The MENFP	0	1 (4%)		0	0
WFP or its implementing partners (BND, CRS, EDF)	37 (90%)	21 (84%)		22 (88%)	19 (90%)
Other	0	0		1 (4%)	1 (5%)
I don't know the name of the organisation	4 (10%)	3 (12%)		2 (8%)	1 (5%)
Total	41 (100%)	25 (100%)		25 (100%)	21 (100%)
Endline					
The MENFP	0	0		0	4 (11%)
WFP or its implementing partners (BND, CRS, EDF)	44 (100%)	29 (81%)		23 (92%)	32 (89%)
Other	0	0		3 (8%)	0
I don't know the name of the organisation	0	0		0	0
Total	44 (100%)	29 (100%)		26 (100%)	21 (100%)

Q4.51: Training of cooks. Does this training provided by MENFP seem complete and appropriate to you? Only one cook reported the training received by the MENFP (from Table above). The cook reported that the training was very good.

Table 28 Quality of MENFP training of cooks

Q4.51 Does this training seem comprehensive and appropriate to you?	Departments				
	Grand-Anse			Nord	Nord-Est
	Case 1	Case 2	Control		
	QUESTION MODIFIED AT ENDLINE				
Endline					
Yes	44 (100%)	29 (100%)	-	36 (100%)	36 (100%)
No	0	0	-	0	0
Total	44 (100%)	29 (100%)	-	36 (100%)	36 (100%)

Table 29 Quality of WFP's training of cooks

Q4.52 Does this training provided by the WFP or its implementing partners (BND, CRS, EDF) seem to you to be complete and appropriate?	Departments				
	Grand-Anse			Nord	Nord-Est
	Case 1	Case 2	Control		
Baseline					
very good training	35 (95%)	21 (100%)	-	20 (91%)	20 (95%)
good training, but not complete enough	1 (3%)	0	-	2 (11%)	1 (5%)
poor training that needs improvement	1 (3%)	0	-	0	0
Total	37 (100%)	21 (100%)	-	22 (100%)	21 (100%)
Endline	NOT ASKED AT ENDLINE				

Q4.53: Training of cooks by Other: only two cooks reported the training received by the other organisations – 1 from nord and another from Nord-Est. Both cooks reported that the training was very good. Not asked at endline

GENDER

Table 30 Perception of the role of cooks

Q4.55 Are you happy working as cooks?	Departments				
	Grand-Anse			Nord	Nord-Est
	Case 1	Case 2	Control		
Baseline					
Yes, very much	24 (50%)	26 (74%)	-	29 (78%)	26 (70%)
Yes, a little	12 (25%)	8 (23%)	-	6 (16%)	10 (27%)
No, not really	12 (25%)	1 (3%)	-	2 (5%)	1 (3%)
Total	48 (100%)	35 (100%)	-	37 (100%)	37 (100%)
Endline					
Yes, very much	33 (66%)	35 (97%)	-	38 (79%)	19 (41%)
Yes, a little	14 (28%)	1 (3%)	-	10 (21%)	25 (54%)
No, not really	3 (6%)	0	-	0	2 (4%)
Total	50 (100%)	36 (100%)	-	48 (100%)	46 (100%)

Table 31 People in the community who would like to work in the school canteen

Q4.56 Are there many people in the community who would like to work in the school canteen?	Departments				
	Grand-Anse			Nord	Nord-Est
	Case 1	Case 2	Control		
Baseline					
Yes	19 (40%)	16 (46%)	-	15 (41%)	11 (30%)
No	8 (17%)	4 (11%)	-	7 (18%)	5 (14%)
Don't know	21 (44%)	15 (43%)	-	15 (41%)	21 (57%)
Total	48 (100%)	35 (100%)	-	37 (100%)	37 (100%)
Endline					
Yes	36 (72%)	35 (97%)	-	19 (40%)	4 (9%)
No	14 (28%)	1 (3%)	-	26 (54%)	27 (59%)
Don't know	0	0	-	3 (6%)	15 (33%)
Total	50 (100%)	36 (100%)	-	48 (100%)	46 (100%)

Table 32 Coordination of cooks with SFMC: work together

Q4.57 Do you work with the school canteen management committee?	Departments				
	Grand-Anse			Nord	Nord-Est
	Case 1	Case 2	Control*		
Baseline					
Yes, often	32 (67%)	29 (83%)	-	25 (68%)	33 (89%)
No, never	16 (33%)	6 (17%)	-	12 (32%)	4 (11%)
Total	48 (100%)	35 (100%)	-	37 (100%)	37 (100%)
Endline					
Yes, often	48 (96%)	36 (100%)	-	46 (96%)	44 (96%)
No	2 (4%)	0	-	2 (4%)	2 (4%)
Total	50 (100%)	36 (100%)	-	48 (100%)	46 (100%)

Table 33 Coordination of cooks with SFMC: make proposals

Q4.58	Departments				
	Grand-Anse				

Do you sometimes make proposals to the canteen management committee?	Case 1	Case 2	Control*	Nord	Nord-Est
Baseline					
Yes	27 (56%)	23 (66%)	-	24 (65%)	29 (78%)
No	21 (44%)	12 (34%)		13 (35%)	8 (22%)
Total	48 (100%)	35 (100%)	-	37 (100%)	37 (100%)
Endline					
Yes	41 (82%)	36 (100%)	-	42 (88%)	32 (70%)
No	9 (18%)	0		6 (12%)	14 (30%)
Total	50 (100%)	36 (100%)	-	48 (100%)	46 (100%)

Table 34 Cooks proposals taken into account by SFMC

Q4.59 If so, are these remarks taken into account?	Departments				
	Grand-Anse			Nord	Nord-Est
	Case 1	Case 2	Control*		
Baseline					
Yes	21 (78%)	23 (100%)	-	23 (96%)	28 (97%)
No	2 (7%)	0		1 (4%)	1 (3%)
3. Don't know	4 (15%)	0		0	0
Total	27 (100%)	23 (100%)	-	24 (100%)	29 (100%)
Endline					
Yes	40 (98%)	35 (97%)	-	41 (98%)	30 (94%)
No	1 (2%)	1 (3%)		1 (2%)	2 (6%)
Total	41 (100%)	36 (100%)	-	42 (100%)	32 (100%)

Table 35 Cook's compensation

Q4.60 Do you receive compensation for your work?	Departments				
	Grand-Anse			Nord	Nord-Est
	Case 1	Case 2	Control		
Baseline					
Yes	18 (37%)	14 (40%)	-	22 (60%)	17 (46%)
No	30 (63%)	21 (60%)	-	15 (40%)	20 (54%)
Total	48 (100%)	35 (100%)	-	37 (100%)	37 (100%)
Endline					
Yes	25 (50%)	20 (56%)	-	38 (79%)	26 (57%)
No	25 (50%)	16 (44%)	-	10 (21%)	20 (44%)
Total	50 (100%)	36 (100%)	-	48 (100%)	46 (100%)

Table 36 Source of cook's compensation

Q4.61 If so, from whom do you receive compensation for your work? (Several answers possible)	Departments				
	Grand-Anse			Nord	Nord-Est
	Case 1	Case 2	Control		
Baseline					
WFP	0	1 (7%)	-	0	0
Government	4 (22%)	0	-	0	1 (6%)
School	14 (78%)	13 (93%)	-	21 (91%)	16 (94%)
the community	0	0	-	0	0

other	0	0	-	1 (9%)	0
Total	18 (100%)	14 (100%)	-	22 (100%)	17 (100%)
Baseline					
WFP	0	0	-	0	0
Government	4 (16%)	0	-	0	0
School	21 (84%)	20 (100%)	-	38 (100%)	26 (100%)
the community	0	0	-	0	0
other	0	0	-	1 (9%)	0
Total	25 (100%)	20 (100%)	-	38 (100%)	26 (100%)

Table 37 Cash or in-kind

Q4.62 If so, in cash or in-kind?	Departments				
	Grand-Anse			Nord	Nord-Est
	Case 1	Case 2	Control		
Endline					
In kind	1 (4%)	3 (15%)	-	1 (3%)	1 (4%)
Cash	24 (96%)	17 (85%)	-	37 (97%)	25 (96%)
Total	25 (100%)	20 (100%)	-	38 (100%)	26 (100%)

BASELINE

- Only 1 schools from GA Case 2 reported receiving compensation from WFP.
- One school in GA Case 2 reported receiving compensation in kind (in-kind).
- One school that received in cash (GA Case 2) received compensation in the form of OTHER - (other) – “nous ne savons pas encore ce que nous allons recevoir”

PAYMENT FOR SERVICES

Table 38 Amount of cash received by cooks

Q4.63 How much cash do you receive per month?	Departments				
	Grand-Anse			Nord	Nord-Est
	Case 1	Case 2	Control		
Baseline - Not collected					
Endline					
Cash - number (Average)	24 (4813)	17 (2897)	-	37 (3228)	25 (2680)

Table 39 Sufficiency of payment

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

BASELINE

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

ENDLINE

- 3 schools in Nord and 1 school in Nord-Est that received in cash reported that the WFP remuneration is sufficient (Yes).

SCHOOL CLOSURES

Table 40 Take Home Rations during COVID-19

Q4.87	Departments		
	Grand-Anse		

During Covid-related closures, did children have access to food through take-home rations?	Case 1	Case 2	Control	Nord	Nord-Est
NO BASELINE DATA					
Endline					
Yes, and takeaway rations covered every day of missed schools	0	0	-	10 (21%)	6 (13%)
Yes, but takeaway rations covered a little less than missed school days	0	1 (3%)	-	16 (33%)	4 (9%)
Yes, but take-home rations covered less than half of the missed school days	0	2 (6%)	-	5 (10%)	11 (24%)
Yes, but takeaway rations hardly covered missed school days	16 (32%)	15 (42%)	-	2 (4%)	14 (30%)
No, there were no take-home rations	34(68%)	18 (50%)	-	13 (27%)	10 (22%)
I don't know	0	0	-	2 (4%)	1 (2%)
Total	50 (100%)	36 (100%)	-	48 (100%)	46 (100%)

Table 41 Take Home Rations during strikes

q4.88 During periods of closure related to strikes, social movements or safety problems, have children had access to food through take-home rations?	Departments				
	Grand-Anse			Nord	Nord-Est
	Case 1	Case 2	Control		
NO BASELINE DATA					
Endline					
Yes, and takeaway rations covered every day of missed schools	0	0	-	10 (21%)	6 (13%)
Yes, but takeaway rations covered a little less than missed school days	0	1 (3%)	-	10 (21%)	3 (7%)
Yes, but take-home rations covered less than half of the missed school days	0	2 (6%)	-	2 (4%)	16 (35%)

Yes, but takeaway rations hardly covered missed school days	16 (32%)	7 (19%)	-	2 (4%)	14 (30%)
No, there were no take-home rations	34 (68%)	26 (72%)	-	23 (48%)	6 (13%)
I don't know	0	0	-	2 (2%)	1 (2%)
Total	50 (100%)	36 (100%)	-	48 (100%)	46 (100%)

Annex 26. SFMC survey results

ALL BLUE COLORED LETTERS ARE FINAL FOR ENDLINE

NOTE: SFMC survey was not administered to control schools.

Table 1 SFMC members disaggregated by sex – BY COMMITTEE ROLES	178
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Table 1 SFMC members disaggregated by sex - BY COMMITTEE ROLES

Position/Roles	Departments											
	Grand-Anse1			Grand-Anse2			Nord			Nord-Est		
	Total	Male	Female	Total	Male	Female	Total	Male	Female	Total	Male	Female
Baseline												
Chairman (Q5.13)	36	75%	25%	32	72%	28%	28	68%	32%	33	85%	15%
Vice-Chairman (Q5.17)	29	76%	24%	18	67%	33%	17	47%	53%	23	70%	30%
Treasurer (Q5.21)	23	48%	52%	23	35%	65%	19	11%	89%	16	37%	63%
Vice Treasurer (Q5.25)	2	0	100%	3	0	100%	4	25%	75%	0	0	0
Secretary (Q5.29)	29	52%	48%	24	72%	38%	13	54%	46%	20	50%	50%
Deputy-Secretary (Q5.33)	1	100%	0	2	50%	50%	2	50%	50%	0	0	0
Endline												
Chairman (Q5.13)	50	58%	42%	36	53%	47%	48	60%	40%	47	64%	36%
Vice-Chairman (Q5.17)	50	64%	36%	36	75%	25%	47	62%	38%	47	43%	57%
Treasurer (Q5.21)	48	50%	50%	20	56%	44%	47	49%	51%	47	62%	38%
Vice Treasurer (Q5.25)	36	53%	47%	26	54%	46%	42	57%	43%	37	65%	35%
Secretary (Q5.29)	29	66%	34%	23	70%	30%	35	37%	63%	18	44%	56%
Deputy-Secretary (Q5.33)	15	47%	53%	14	64%	36%	35	43%	57%	5	60%	40%

IMPROVING ACCESS TO FOOD

Table 2 Food shortages between WFP deliveries

Q5.36 Are there food shortages between WFP deliveries?	Departments				
	Grand-Anse			Nord	Nord-Est
	Case 1	Case 2	Control		
Baseline					
Yes, often	0	1 (6%)	-	0	7 (23%)
Yes, from time to time	0	2 (13%)	-	4 (14%)	4 (13%)
Yes, but its rare	20 (59%)	4 (25%)		18 (64%)	14 (47%)
No, never	14 (41%)	9 (56%)		6 (21%)	5 (17%)
Total	34 (100%)	16 (100%)	-	28 (100%)	30 (100%)
Endline					
Yes, often	1 (2%)	0	-	2 (4%)	3 (6%)
Yes, from time to time	2 (4%)	3 (8%)	-	7 (15%)	8 (17%)
Yes, but its rare	35 (70%)	24 (67%)		25 (52%)	26 (55%)
No, never	12 (24%)	9 (25%)		14 (29%)	10 (21%)
Total	50 (100%)	36 (100%)	-	48 (100%)	47 (100%)

Table 3 Condition of food delivered by WFP

Q5.37 Does the food delivered by WFP arrive in good condition?	Departments				
	Grand-Anse			Nord	Nord-Est
	Case 1	Case 2	Control		
Baseline					
Yes, always	30 (83%)	29 (91%)	-	24 (86%)	27 (82%)
The food delivered is sometimes damaged	5 (14%)	3 (9%)	-	4 (14%)	6 (18%)
Food delivered is often damaged	1 (3%)	0		0	0

Total	36 (100%)	32 (100%)	-	28 (100%)	33 (100%)
Endline					
Yes, always	39 (78%)	26 (72%)	-	37 (77%)	41 (87%)
The food delivered is sometimes damaged	11 (22%)	10 (28%)	-	11 (23%)	6 (13%)
Food delivered is often damaged	0	0		0	0
Total	50 (100%)	36 (100%)	-	48 (100%)	47 (100%)

Table 4 Food received from parents to complement school meals

Q5.38 Do you receive food from parent to complement school meals?	Departments				
	Grand-Anse			Nord	Nord-Est
	Case 1	Case 2	Control		
Baseline					
Every day	5 (14%)	4 (13%)	-	0 (0%)	1 (3%)
2-4 times a week	1 (3%)	1 (3%)	-	3 (11%)	0 (0%)
Once a week	1 (3%)	1 (3%)	-	4 (14%)	1 (3%)
Rarely (less than once a week)	9 (25%)	6 (19%)	-	7 (25%)	3 (9%)
No, never	20 (56%)	20 (63%)	-	14 (50%)	28 (85%)
Total	36 (100%)	32 (100%)	-	28 (100%)	33 (100%)
Endline					
Every day	0 (0%)	0 (0%)	-	0 (0%)	0 (0%)
2-4 times a week	0 (0%)	0 (0%)	-	1 (2%)	0 (0%)
Once a week	0 (0%)	0 (0%)	-	2 (4%)	3 (6%)
Rarely (less than once a week)	50 (100%)	36 (100%)	-	45 (94%)	44 (96%)
No, never	0 (0%)	0 (0%)	-	0 (0%)	0 (0%)
Total	50 (100%)	36 (100%)	-	48 (100%)	47 (100%)

IMPROVING KNOWLEDGE OF GOOD FOOD PREPARATION AND STORAGE PRACTICES

Table 5 Training of school feeding management committees

Q5.39 Have you received training on good food preparation and storage practices in the last three years?	Departments				
	Grand-Anse			Nord	Nord-Est
	Case 1	Case 2	Control		
Baseline					
Yes	25 (69%)	16 (50%)	-	12 (43%)	15 (46%)
No	11 (31%)	16 (50%)	-	16 (57%)	18 (54%)
Total	36 (100%)	32 (100%)	-	28 (100%)	33 (100%)
Endline					
Yes	35 (70%)	20 (56%)	-	27 (56%)	34 (72%)
No	15 (30%)	16 (44%)	-	21 (44%)	13 (28%)
Total	50 (100%)	36 (100%)	-	48 (100%)	47 (100%)

Baseline: A total of 2 members from case1 of Grand-Anse reported the training received by the MENFP (from Table above). Both members reported that the training was very good.

Table 6 Providers of cooks training

Q5.40 Training by whom?	Departments				
	Grand-Anse			Nord	Nord-Est
	Case 1	Case 2	Control		
Baseline					

The MENFP	2 (8%)	0	-	0	0
WFP and/or partners	23 (92%)	16 (100%)	-	13 (100%)	15 (94%)
Other	0	0	-	0	1 (6%)
Total	25 (100%)	16 (100%)	-	13 (100%)	16 (100%)
Endline					
The MENFP	0	0	-	0	0
WFP and/or partners	35 (100%)	20 (100%)	-	25 (93%)	34 (100%)
Other	0	0	-	0	0
Total	35 (100%)	20 (100%)	-	27 (100%)	34 (100%)

Table 7 Quality of training by MENFP

Q4.42 Training seems complete and appropriate	Departments				
	Grand-Anse			Nord	Nord-Est
	Case 1	Case 2	Control		
Baseline					
A total of 2 members from case1 of Grand-Anse reported the training received by the MENFP (from Table above). Both members reported that the training was very good.					
Endline					
Yes	35 (100%)	20 (100%)	-	27 (100%)	34 (100%)
No	0	0	0	0	0
Total	35 (100%)	20 (100%)	-	27 (100%)	34 (100%)

Table 8 Quality of training by WFP and partners

Q5.43 If by the WFP and/or partners (BND, CRS, EDF, etc.), does this training seem complete and appropriate to you?	Departments				
	Grand-Anse			Nord	Nord-Est
	Case 1	Case 2	Control		
Baseline					
very good training	19 (83%)	15 (94%)	-	12 (100%)	14 (100%)
good training, but not complete enough	3 (13%)	0	-	0	0
poor training that needs improvement	1 (4%)	1 (6%)	-	0	0
Total	23 (100%)	16 (100%)	-	12 (100%)	14 (100%)
Endline: This item was omitted at endline.					

BETTER ACCESS TO TOOLS AND EQUIPMENT FOR FOOD PREPARATION AND STORAGE

Table 9 Presence of storeroom for the school

Q5.450 Does the school have a food storeroom?	Departments				
	Grand-Anse			Nord	Nord-Est
	Case 1	Case 2	Control		
Baseline	NOT ASKED AT BASELINE				
Endline					
Yes	25 (100%)	18 (100%)	-	24 (100%)	23 (100%)
No	0	0	-	0	0
Total	25 (100%)	18 (100%)	-	24 (100%)	23 (100%)

Table 10 Quality of the warehouse

Q5.45-Q5.58 FOOD Storage Conditions	Departments								
	Grand-Anse					Nord	Nord-Est		
	Case 1		Case 2		Control				
	Baseline	Endline	Baseline	Endline		Baseline	Endline	Baseline	Endline
Baseline									
The depot is clean	36 (100%)	50 (100%)	31 (97%)	29 (81%)	-	27 (96%)	48 (100%)	29 (88%)	41 (87%)
The floor is dry	35 (97%)	50 (100%)	27 (84%)	36 (100%)	-	27 (96%)	47 (98%)	33 (100%)	47 (100%)
There are pallets for food storage	30 (83%)	50 (100%)	27 (84%)	33 (92%)	-	28 (100%)	47 (98%)	31 (94%)	45 (96%)
The food is stored above ground	5 (14%)	49 (98%)	8 (25%)	33 (92%)	-	1 (4%)	41 (85%)	2 (6%)	47 (100%)
Food is stored in good order	26 (72%)	50 (100%)	15 (47%)	32 (89%)	-	27 (96%)	47 (98%)	19 (58%)	45 (96%)
Does the door locked	33 (92%)	50 (100%)	31 (97%)	32 (89%)	-	28 (100%)	48 (100%)	29 (88%)	43 (92%)
It has a security guard overnight or during school holidays	14 (39%)	12 (24%)	15 (47%)	4 (11%)	-	23 (82%)	33 (69%)	19 (58%)	14 (30%)
Roofs are leaking	8 (22%)	1 (2%)	6 (19%)	0	-	7 (25%)	5 (10%)	1 (3%)	1 (2%)
Certain windows and/or doors are damaged	17 (47%)	0	9 (28%)	2 (6%)	-	7 (25%)	5 (10%)	7 (21%)	1 (2%)
The deposit is ventilated	32 (89%)	32 (89%)	25 (78%)	25 (78%)	-	20 (71%)	20 (71%)	28 (85%)	28 (85%)
The expiry or manufacturing dates are visible	23 (64%)	23 (64%)	10 (31%)		-	14 (50%)		24 (73%)	
Certain expiry date has passed	12 (33%)	12 (33%)	11 (34%)		-	7(25%)		7(21%)	
Total school visited	36	50	32		-	28		33	

Table 11 Quality of the warehouse: No walls

Q5.53 No walls	Departments				
	Grand-Anse			Nord	Nord-Est
	Case 1	Case 2	Control		
Baseline					
There are walls	36 (100%)	30 (94%)	-	25 (89%)	33 (100%)
Some or all of the walls are missing	0	2 (6%)	-	3 (11%)	0
Total	36 (100%)	32 (100%)	-	28 (100%)	33 (100%)
Endline					
There are walls	46 (92%)	36 (100%)	-	48 (100%)	45 (96%)
Some or all of the walls are missing	4 (8%)	0	-	0	2 (4%)
Total	50 (100%)	36 (100%)	-	48 (100%)	35 (100%)

Table 12 Quality of the warehouse: Damaged wall

Q5.54 Damaged wall	Departments				
	Grand-Anse			Nord	Nord-Est
	Case 1	Case 2	Control		
Baseline					
Yes	4 (11%)	1 (3%)	-	0	0
Partially	0	1 (3%)	-	5 (18%)	0
No	32 (89%)	30 (94%)	-	23 (82%)	33 (100%)
Total	36 (100%)	32 (100%)	-	28 (100%)	33 (100%)
Baseline					
Yes	49 (98%)	33 (92%)	-	41 (85%)	47 (100%)
Partially	0	0	-	0	0
No	1 (2%)	3 (8%)	-	41 (85%)	0
Total	50 (100%)	36 (100%)	-	48 (100%)	47 (100%)

Table 13 Quality of the warehouse: Food has been stored above ground (not on the ground)

Food has been stored above ground	Departments				
	Grand-Anse			Nord	Nord-Est
	Case 1	Case 2	Control		
Baseline					
Yes	5 (14%)	8 (25%)	-	1 (4%)	2 (6%)
Partially	6 (17%)	1 (3%)	-	0	5 (15%)
No	25 (69%)	23 (72%)	-	27 (96%)	26 (79%)
Total	36 (100%)	32 (100%)	-	28 (100%)	33 (100%)
Endline					
Yes	49 (98%)	33 (92%)	-	6 (75%)	41 (85%)
No	1 (2%)	2 (8%)	-	7 (15%)	47 (100%)
Total	50 (100%)	36 (100%)	-	48 (100%)	47 (100%)

Table 14 Warehouse ventilation

Q5.56 Is the warehouse ventilated	Departments				
	Grand-Anse			Nord	Nord-Est
	Case 1	Case 2	Control		
Baseline					
Yes	32 (89%)	25 (78%)	-	20 (71%)	28 (85%)
No	4 (11%)	7 (22%)	-	8 (29%)	5 (15%)
Total	36 (100%)	32 (100%)	-	28 (100%)	33 (100%)
Endline					
Yes	45 (90%)	34 (94%)	-	27 (57%)	38 (81%)

No	5 (10%)	2 (6%)	-	21 (44%)	9 (19%)
Total	50 (100%)	36 (100%)	-	48 (100%)	47 (100%)

Table 15 Visibility of the expiry or manufacturing date

Q5.57 Is the expiry or manufacturing date visible on stock?	Departments				
	Grand-Anse			Nord	Nord-Est
	Case 1	Case 2	Control		
Baseline					
Yes, always	23 (64%)	10 (31%)	-	14 (50%)	24 (73%)
Not always	8 (22%)	13 (41%)	-	13 (46%)	8 (24%)
Never	5 (14%)	9 (28%)	-	1 (4%)	1 (3%)
Total	36 (100%)	32 (100%)	-	28 (100%)	33 (100%)
Baseline					
Yes, always	23 (46%)	25 (70%)	-	36 (75%)	24 (73%)
Not always	27 (54%)	10 (28%)	-	10 (21%)	8 (24%)
Never	0	1 (3%)	-	1 (2%)	1 (3%)
Other	0	0	-	1 (2%)	0
Total	50 (100%)	36 (100%)	-	48 (100%)	47 (100%)

Table 16 Presence of expired food

Q5.58 Have certain expiry or manufacturing dates expired?	Departments				
	Grand-Anse			Nord	Nord-Est
	Case 1	Case 2	Control		
Baseline					
Yes, always	3 (8%)	1 (3%)	-	4 (14%)	1 (3%)
Not always	9 (25%)	10 (31%)	-	3 (11%)	6 (18%)
Never	24 (67%)	21 (66%)	-	21 (75%)	26 (79%)
Total	36 (100%)	32 (100%)	-	28 (100%)	33 (100%)
Endline					
Yes, always	3 (6%)	0	-	1 (2%)	2 (4%)
Not always	10 (20%)	2 (6%)	-	2 (4%)	7 (15%)
Never	37 (74%)	34 (94%)	-	44 (92%)	38 (91%)
Other	0	0	-	1 (2%)	0
Total	50 (100%)	36 (100%)	-	48 (100%)	47 (100%)

Table 17 Problem in security of storage location

Q5.60 In terms of the security of your storage location, do you think there could be a problem? (Several answers possible)	Departments				
	Grand-Anse			Nord	Nord-Est
	Case 1	Case 2	Control		
Baseline					
No, the warehouse is well secured (padlocks, guards, etc.)	24 (67%)	20 (63%)	-	23 (82%)	23 (70%)
No, the community watches over the warehouse.	17 (47%)	13 (41%)	-	9 (32%)	7 (21%)
Yes, it is difficult to secure the place even though it is closed.	3 (8%)	4 (13%)	-	1 (4%)	8 (24%)
Yes, having a food warehouse creates tension in the community or with neighboring communities.	2 (6%)	0	-	1 (4%)	0

Total	36	32	-	28	33
Endline					
No, the warehouse is well secured (padlocks, guards, etc.)	44 (88%)	26 (72%)	-	42 (88%)	31 (66%)
No, the community watches over the warehouse.	8 (16%)	15 (42%)	-	17 (35%)	32 (68%)
Yes, it is difficult to secure the place even though it is closed.	5 (10%)	0	-	4 (8%)	2 (4%)
Yes, having a food warehouse creates tension in the community or with neighboring communities.	0	1 (3%)	-	1 (2%)	0
Total	50	36	-	48	47

Table 18 Quality of food storage location

Q5.61 How would you describe the quality of your food storage location?	Departments				
	Grand-Anse			Nord	Nord-Est
	Case 1	Case 2	Control		
Baseline					
Very good, nothing to improve in particular	19 (53%)	15 (47%)	-	16 (57%)	15 (46%)
Well, some minor improvements might be possible.	12 (33%)	13 (41%)	-	11 (39%)	13 (39%)
Medium, some improvements should be made, food might get damaged	4 (11%)	3 (9%)	-	1 (4%)	5 (15%)
Poor, food is not stored properly.	1 (3%)	1 (3%)	-	0	0
Total	36 (100%)	32 (100%)	-	28 (100%)	33 (100%)
Endline					
Very good, nothing to improve in particular	21 (42%)	11 (31%)	-	19 (40%)	25 (53%)
Well, some minor improvements might be possible.	29 (58%)	20 (56%)	-	29 (60%)	17 (36%)
Medium, some improvements should be made, food might get damaged	1 (2%)	5 (14%)	-	6 (13%)	5 (11%)
Poor, food is not stored properly.	0	0	-	0	0
Total	21 (42%)	11 (31%)	-	19 (40%)	(53%)

SCHOOL CLOSURE

Table 19 Take Home Rations during COVID-19

Q5.62 Did children have access to food through take-home rations?	Departments				
	Grand-Anse			Nord	Nord-Est
	Case 1	Case 2	Control		
Baseline	NO DATA COLLECTED AT BASELINE				
Endline					
Yes, and takeaway rations covered every day of missed schools	0	0	-	10 (21%)	4 (9%)
Yes, but takeaway rations covered a little less than missed school days	0	1 (3%)	-	17 (35%)	8 (17%)

Yes, but take-home rations covered less than half of the missed school days	1 (2%)	0	-	7 (15%)	24 (51%)
Yes, but takeaway rations hardly covered missed school days	13 (26%)	16 (44%)	-	1 (2%)	7 (15%)
No, there were no take-home rations	36 (72%)	19 (53%)	-	11 (23%)	3 (6%)
I do not know	0	0	-	2 (4%)	1 (2%)
Total	50 (100%)	36 (100%)	-	48 (100%)	47 (100%)

Table 20 Take Home Rations during civil unrest

Q5.63 Have children had access to food through take-home rations?	Departments				
	Grand-Anse			Nord	Nord-Est
	Case 1	Case 2	Control		
Baseline	NO DATA COLLECTED AT BASELINE				
Endline					
Yes, and takeaway rations covered every day of missed schools	0	0	-	7 (15%)	5 (11%)
Yes, but takeaway rations covered a little less than missed school days	0	1 (3%)	-	10 (21%)	15 (32%)
Yes, but take-home rations covered less than half of the missed school days	1 (2%)	0	-	1 (2%)	13 (28%)
Yes, but takeaway rations hardly covered missed school days	12 (24%)	9 (25%)	-	1 (2%)	3 (6%)
No, there were no take-home rations	37 (74%)	26 (72%)	-	28 (58%)	10 (21%)
I do not know	0	0	-	1 (2%)	1 (2%)
Total	50 (100%)	36 (100%)	-	48 (100%)	47 (100%)

Annex 27. EGRA results

In August 2020 WFP signed a cooperating partner agreement with Catholic Relief Services (CRS) for the implementation of a holistic Early Grade Reading (EGR) programme to improve literacy outcomes of grade 1 and grade 2 students in 50 schools in the Grande-Anse department.

In accordance with the agreement with WFP, CRS carried out an evaluation using the Early Grade Reading Assessment (EGRA) methodology at the end of each school year during the McGovern-Dole programme implementation period.²¹ Although these EGRA exercises were not limited to the second grade (2nd AF) but covered also the first grade (1st AF), in line with the USDA indicator the present project evaluation focuses on the 2nd grade only. In addition to measuring the level of competence of the learners, the EGRA also sought to identify certain factors related to the school and social environment of the pupils favoring learning.

The sample of students tested was randomly selected from a total of 77 schools including:

- A. 22 schools assisted by the project benefiting from the reading component and the school canteen, referred as "Treatment school". This group is made up of 22 public schools.
- B. 22 schools supported by USDA that do not benefit from the reading component but have the canteen component, referred as "Canteen school". This group includes 12 public schools and 10 non-public schools.
- C. 22 schools not supported by USDA but having a similar reading component, referred as "Reading school". All 22 are non-public or public schools run by the congregation. The last category of schools operates as private establishments.²²
- D. 11 schools not supported by USDA having no canteen or reading, referred as "School without reading/canteen". This group contains 5 public schools and 6 non-public schools.

The EGRA test measured the learner's nine reading skills:

- knowledge of letter names
- phonemic awareness
- knowledge of letter sounds
- reading common words
- reading invented words
- **reading text**
- **reading comprehension**
- oral comprehension
- dictation

School Year 2020-2021²³

In 2021, a sample of 1401 students (715 in 1st grade including 339 girls, and 686 in 2nd grade including 343 girls) was randomly selected from the 77 selected schools. The 686 students of the second year (50 percent girls) were assessed in Creole and French with all 9 subtasks indicated above.

Results

The first EGRA results showed that the level of students in the assisted schools was very low in all subtasks offered to them for both languages. Considering the main indicator, on average, 2nd grade students in assisted schools could only read 7 words in a short text of 63 words in Creole. As underlined in the CRS report, this was far from the standard defined by MENFP for 2nd grade students, which is 30 words per minute in Creole reading. Schools without school feeding/reading had similar results (not statistically different) to those of the assisted schools in Creole for 2nd graders (9.8 words). In contrast, students in the reading control

²¹ The EGRA for SY 2022-2023, scheduled in May 2023, had not been carried out at the time of this report writing.

²² <https://education-profiles.org/fr/amerique-latine-et-les-caraibes/haiti/~acteurs-non-etatiques-dans-leducation>

²³ Source : McGovern-Dole Food For Education Program, Evaluation des compétences en lecture des élèves de 1^{ère} et 2^{ème} année fondamentale (EGRA), Département de la Grand-Anse, CRS, Juin 2021.

schools came slightly closer to the standard with 21.7 words read by second graders in Creole and those in the school feeding control schools read 11.5 Creole words on average in the text. The latter two categories outperformed the assisted schools.

In almost all subtasks and for both languages, students in assisted schools performed worse than those in reading control schools and those in school feeding control schools. The most comparable category to the assisted schools was those with no school feeding/reading where the results were similar in almost all subtasks.

School Year 2021-2022²⁴

In 2022, 1,292 students (639 girls and 653 boys), i.e., 645 (312 girls and 333 boys) in the first fundamental year (1st grade) and 647 (327 girls and 320 boys) in the second fundamental year (2nd grade) passed the EGRA test and answered the socio-economic survey and the socio-emotional survey. The evaluation was based on a sample of 73 schools proportionally distributed in the same groups as the previous year.

Results

The results of the second EGRA showed that the reading skills of pupils were still low for all grades (1st and 2nd grades) and all the languages considered (Creole, French) but improving at the level of 2nd grade. The pupils of the 1st grade passed the complete test in Creole. For French, they only had the oral comprehension subtask. At the level of the 2nd grade, the students took the complete test in Creole and French.

For French, at the level of the 2nd grades, it should be noted that for all subtasks of the test in both Creole and French, students in the “reading” control school showed more ability than those in the “treatment” group. Overall, the results of the students in the “canteen school” group were superior to or like those of the students in the “treatment” group. Finally, for certain sections of the test, the pupils of the “no reading/canteen schools” presented higher performances than those of the pupils of the schools benefiting from the complete package of the project.

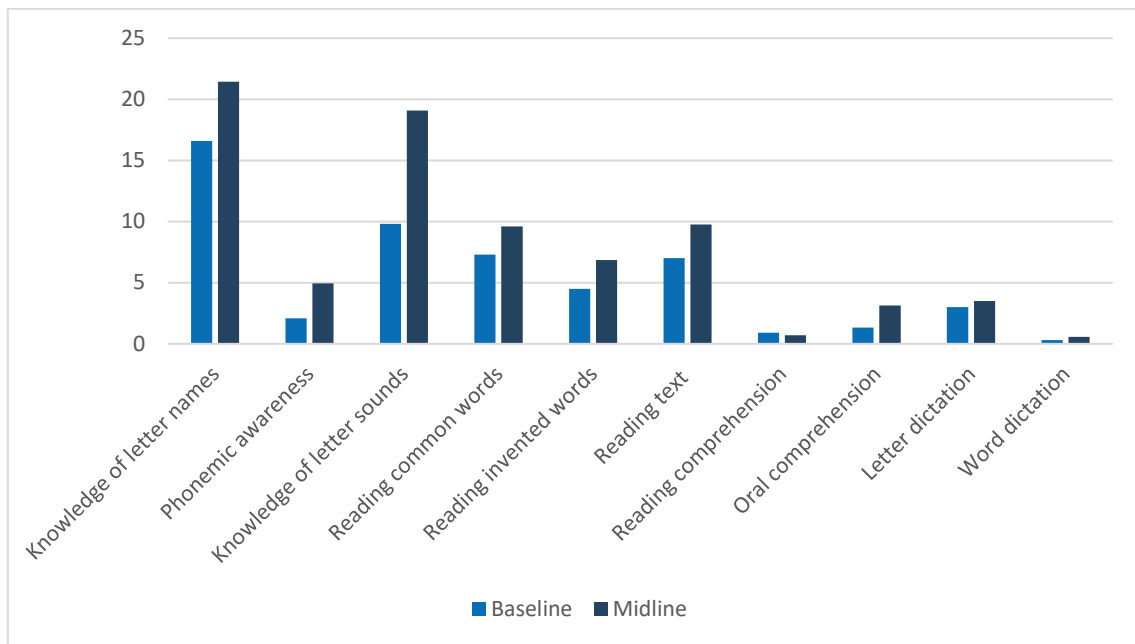
Comparison between baseline and midline

The first EGRA was conducted almost one year of project activities had started, with literacy activities starting approximately four months prior to assessment. There is therefore no objective data on the baseline reading proficiency within the four types of school considered in the EGRAs.

The results obtained at the level of the 2nd grade in Creole seem higher than those observed in the baseline EGRA except for reading comprehension. The differences observed between the two EGRAs do not seem to be significant except for the knowledge of the names of the letters where the difference is 4.84 and for the identification of the sounds of the letters where the difference is wider, i.e., 9.29, as can be seen in the following graph.

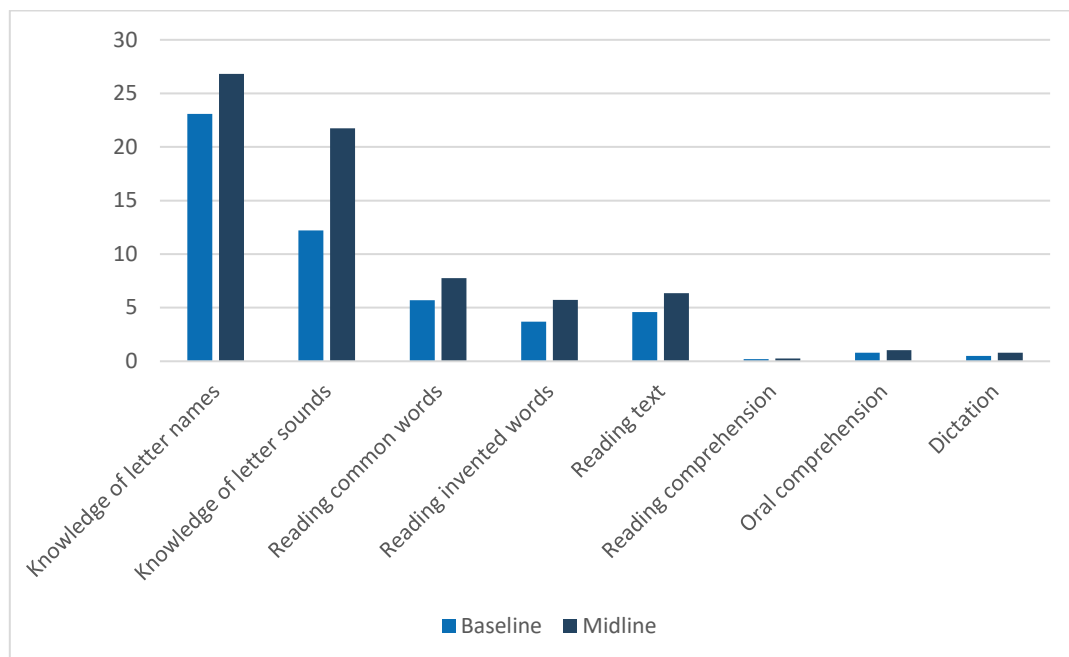
²⁴ Source: Analyse des compétences en lecture en créole et en français dans le cadre du programme : « McGovern-Dole International Food For Education and Child Nutrition », JL Consulting, CRS, août 2022.

Graph 1: Comparison of 2nd grade Creole assessments: treatment group



For all the tasks of the French test, the results obtained in 2nd grade seem to be superior to those obtained by the first EGRA. The average differences observed are low except for the identification of letter sounds where the difference is 9.53.

Graph 2: Comparison of 2nd grade French assessments: treatment group



Source of data for both graphs: CRS reports 2021, 2022.

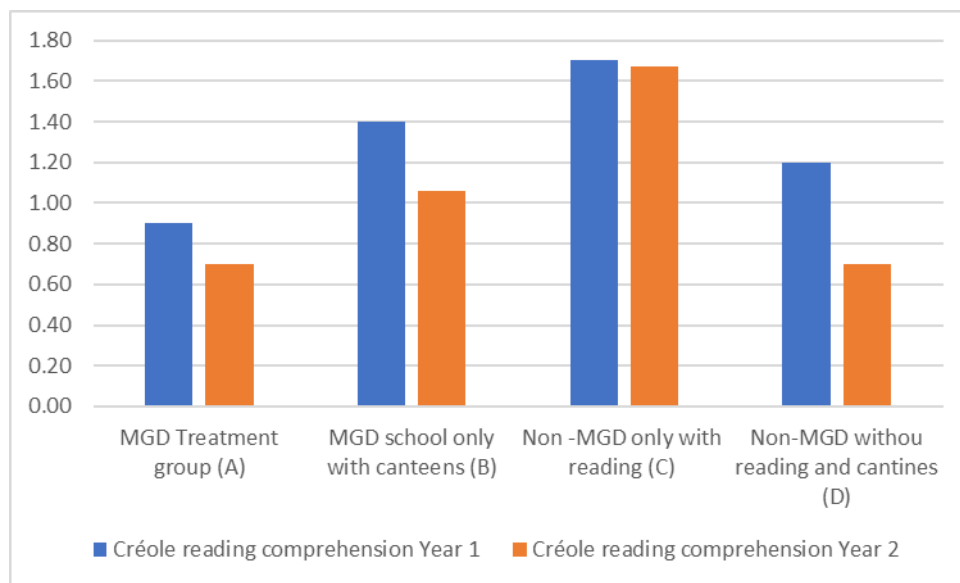
For both languages, it seems impossible to comment on the statistical significance of the differences observed.

Comparison between school groups

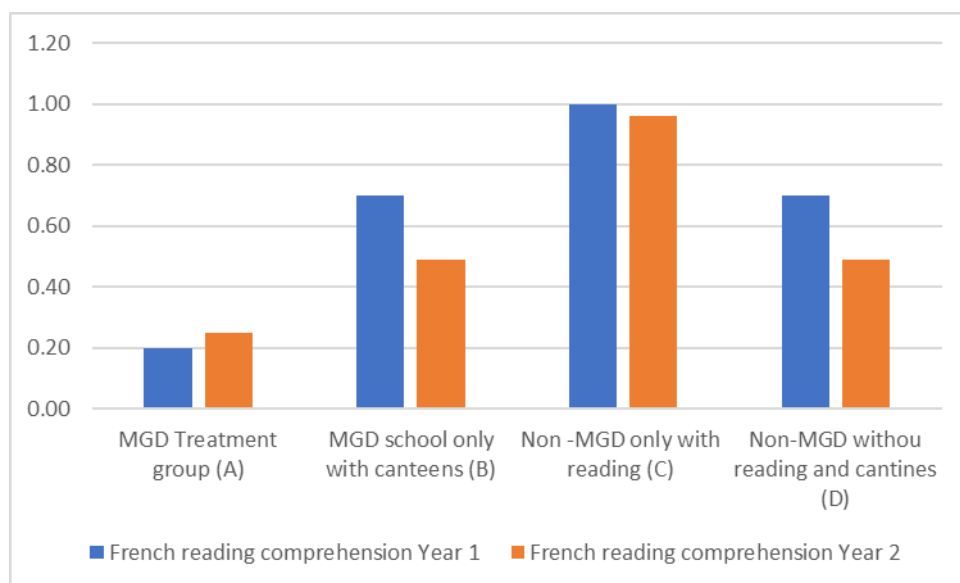
Students in schools benefiting from the complete package of the project perform weakest for many of the tasks. Schools that received only reading support show better performance for all sections of the EGRA

regardless of the language considered. This general trend was replicated from one schoolyear to the other as shown in the graph below.

Graph 3: Reading comprehension in Creole at baseline and midline



Graph 4: Reading comprehension in French at baseline and midline



Source of data for both graphs: CRS reports 2021, 2022.

Overall, students in assisted schools have the lowest level of performance in all subtasks particularly in terms of reading comprehension. The group that is more comparable to assisted schools are schools without canteen/reading.

Factors explaining the difference between the school groups

To test the link with students' reading skills, CRS considered a certain number of factors supposed to affect students' achievements. Their measurements come from socio-emotional and socio-economic surveys carried out among students as part of the EGRA. These factors include type of school, attendance at kindergarten, help received at home for homework and attitude of teachers towards pupils. According to CRS, other variables tested (emotional state of students, having a meal at school, being regular at school) do not have a statistically significant link with the dependent variable. The ET noted that, to some extent, this

latter finding is in contradiction with the McGovern-Dole logic model, notably regarding MGD 1.2.1 (Reduced Short Term Hunger) supporting MGD 1.2 (Improved Attentiveness), and MGD 1.3 (Improved Student Attendance).

The EGRA carried out in May 2022 found that whatever the grade or language considered, the results obtained indicate that there is a significant link between the proficiency level of the pupils and the type of school they attend: 83.3 percent of students in the 2nd grade who passed the Creole reading test were in non-public schools. For the French test, the results were similar: 87.10 percent of students with an average greater than or equal to 5 were in non-public schools. These findings raise questions on appropriate selection of comparison schools.

In addition, the report reveals that "Reading" control schools have in the past benefited from the *"Map li nèt ale"* programme, contaminating results based on a clear advantage of prior exposure to teaching methodologies promoted by the project.

Although even a slight improvement in student reading ability within the "treatment school" group is apparent by examining the two successive EGRAs, comparing performance with other school groups does not provide reliable insights because the comparability of these groups is highly problematic.

Annex 28. NFI provided by WFP and partners

Table 1: Buckets, soap and Aquatab distributed by BND in Grande-Anse

Distribution of NFI									
Product distributed	Financed by	2020-2021		2021-2022		2022-2023		Total	
		Schools reached	Quantity delivered	Schools reached	Quantity delivered	Schools reached	Quantity delivered	Schools reached	Quantity delivered
# COVID-19 masks	PAM	127	1,151	0	0	0	0	127	1,151
# Posters on hand washing <i>Lave men nou</i> (USDA)	PAM	44	44	0	0	0	0	44	44
# Posters on food preparation (USDA)	PAM	127	127	0	0	0	0	127	127
# Buckets	PAM	88	176	0	0	13	39	88	215
# Aquatabs	PAM	127	193,523	108	164,630	0	0	127	358,153
# Plates	PAM	0	0	110	12,893	3	420	110	13,313
# Spoons	PAM	0	0	110	12,893	3	420	110	13,313
# Drinking cups	PAM	0	0	8	2,063	16	822	16	2,885
# Spoons for cooking	PAM	0	0	102	510	0	0	102	510
# Cups for waying 1QT/4QT	PAM	84	84	100	172	3	6	100	262
# Aprons and scarfs	PAM	0	0	90	180	22	44	90	224
# Boxes of soap (boxes of 30 unites - 40g /soap)	PAM	127	770	108	373	103	195	127	1,338
# Stoves	PAM	1	3	108	219	7	23	108	245
# Improved stoves	PAM	21	42	0	0	0	0	21	42
# Leaflets	PAM	0	0	0	0	43	43	43	43
# Scales with graduation	PAM	0	0	0	0	102	102	102	102
# thermal retention bags	PAM	0	0	0	0	43	271	43	271
# boxes of soap (boxes of 24 unites)	BND	0	0	110	110	0	0	110	110
# gallons of bleach	BND	0	0	110	330	0	0	110	330
# Stoves	BND	5	19	8	16	0	0	8	35

Table 2: Buckets, soap and Aquatab distributed by CRS in Grande-Anse

Years	Global Handwashing Day (15 October)			
	Description	Unit	Quantity	Beneficiaries
2020	Buckets with taps	unit	127	127 partner schools in Grand-Anse
	Chlorine	Gallon	127	
	Laundry soap	Box	127	
Global Handwashing Day (15 October)				
2021	Chlorine	Gallon	5	Partner schools in Grand 'Anse
	Buckets with taps	Unit	7	
	Laundry soap	Unit	7	
	Flyers de sensibilisation	Unit	8	
World Environment Day (5 June)				
2022	Plastic broom	Unit	5	5 partner schools in Grand-Anse
	Chlorine	Gallon	5	
	Laundry soap	Box	5	
	Bins 25 l	Unit	5	
	Complete mop kit	Unit	5	
World Water Day (22 March)				
2022	Chlorine	Gallon	5	Partner schools in Grand 'Anse
	Buckets with taps	Unit	4	
	Leaflets	Unit	30	
	Posters	Unit	25	
Distribution of school hygiene promotion manuals				
2022	Manual (Nord)	Unit	384	3 manuels/school
	Manual (Nord 'Est)	Unit	372	
	Manual (Grand 'Anse)	Unit	384	
Distribution of posters for good hygiene practices				
2022	Posters (Nord)	Unit	384	3 posters/school
	Posters (Grand 'Anse)	Unit	384	
	Posters (Nord 'Est)	Unit	372	
Distribution of awareness-raising leaflets				
2022	Leaflet (Nord)	Unit	768	6 dépliant/school
	Leaflet (Grand 'Anse)	Unit	768	
	Leaflet (Nord 'Est)	Unit	744	
Picture box				
2022	Picture box (Nord)	Unit	256	2 Picture box /school
	Picture box (Grand 'Anse)	Unit	256	
	Picture box (Nord 'Est)	Unit	248	
World Water Day (22 March)				
2023	Chlorine	Gallon	4	4 partner schools in Grand-Anse
	Laundry soap	Box	4	

Source : CRS

Table 3: Buckets, soap and Aquatab distributed by AMURT during school year 2021/22 in Nord and Nord-Est²⁵

	Nord (156 schools)	Nord-Est (162 schools)
Aquatabs (pupils reached)	11209 girls and 11344 boys <i>120 schools out of 156</i>	16969 girls and 18525 boys <i>(44 schools out of 162)</i>
Buckets	0	10 (3 schools)
Soap (box of 30 units)	513 boxes - <i>119 schools out of 156 (mean of 2 per school)</i>	93 boxes - <i>(42 schools out of 162) (mean of 2 per school)</i>

²⁵ Material concerning hygiene promotion still needs to be sent by AMURT to the ET.

Table 4: Total number of NFIs distributed throughout the in all departments (not taking into consideration CRS distribution)²⁶

Distribution of NFI				
Product distributed	Financed by	2021-2022	2022-2023	Total
		Quantity delivered*	Quantity delivered	Quantity delivered
# Posters on hand washing <i>Lave men nou (USDA)</i>	PAM	432		432
# Posters on food preparation <i>(USDA)</i>	PAM	432		432
# Posters on stockage <i>(USDA)</i>	PAM	432		432
# Posters Canteen <i>(USDA)</i>	PAM	432		432
# Buckets	PAM	78	78	156
Albendazole	PAM	108,017	100,661	208,678
# Aquatabs	PAM	164,630		164,630
# Plates	PAM	72,696	3,958	76,654
# Table spoons	PAM	74,266	3,958	78,224
# Drinking cups	PAM		10,848	10,848
# Spoons for cooking	PAM	1,940	86	2,026
# Cups for waying 1QT/4QT	PAM	787	19	806
# Arpons and scarfs	PAM	752	230	982
# Stoves	PAM	219	23	242
# Improved stoves	PAM	20	6	26
# Leaflets	PAM		43	43
# Scales with graduation	PAM		440	440
# thermal retention bags	PAM		271	271
# Boxes of soap[1] (box of 30 units)	PAM	753	492	1,245
# boxes of soap[2] (box of 24 units)	PAM	1,157	543	1,700

* Number of school reached not provided

Source: WFP country office

²⁶ Data for 2020/21 not available from the WFP CO

Annex 29. Findings, Conclusions and Recommendations Mapping

This table provides a direct link between the recommendations, the conclusion and the evaluation findings. This relation between evaluation question and recommendation 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 thought a binary question-answer lens.

This table will be updated during the various revision phases.

Recommendation #	Conclusions	Findings
I	CL.4, CL.5	EQ5.2, EQ7.1, EQ8.1
II	CL.2, CL.9, CL.21	EQ.1, Q.5
III	CL.11, CL.19, CL.20	EQ11.1, EQ12.1, MGD1.1,
IV	CL.6, CL.7, CL.10, CL.14	EQ3.7, EQ8.1,
V	CL.17	EQ4.2, EQ8.1,
VI	CL. 1, CL.12	EQ1.2, EQ10.3
VII	CL.6, CL.16	EQ3.2; EQ10.2
VIII	CL.3	EQ3.1

Annex 30. Documents reviewed

Title
01. WFP
Terms of Reference for Baseline and Endline Evaluation of WFP'S USDA McGovern - Dole International Food for Education and Child Nutrition Programme's Support in Haiti, Sept.2020 to Sept.2023
Technical Proposal Submission
HT Evaluation Plan 04.11.2019
01. COUNTRY BRIEFS
WFP Haiti Country Brief – November 2017
WFP Haiti Country Brief – June 2018
WFP Haiti Country Brief - July 2018
WFP Haiti Country Brief – August 2018
WFP Haiti Country Brief – September 2018
WFP Haiti Country Brief – October 2018
WFP Haiti Country Brief – December 2018
WFP Haiti Country Brief – January 2019
WFP Haiti Country Brief – March 2019
WFP Haiti Country Brief – April 2019
WFP Haiti Country Brief – May 2019
WFP Haiti Country Brief – June 2019
WFP Haiti Country Brief – July 2019
WFP Haiti Country Brief – August 2019
WFP Haiti Country Brief – September 2019
WFP Haiti Country Brief – October 2019
WFP Haiti Country Brief – November 2019
WFP Haiti Country Brief – December 2019
WFP Haiti Country Brief – April 2020
02. ACR
Haiti Annual Country Report 2019, Country Strategic Plan 2019 - 2019
Haiti Annual Country Report 2020, Country Strategic Plan 2019 – 2023
Haiti Annual Country Report 2021, Country Strategic Plan 2019 – 2023
03. CSP 2019-23
Executive Board Annual session Rome, 10–14 June 2019, Haiti country strategic plan (2019–2023)
Conseil d'administration Session annuelle Rome, 10-14 juin 2019, Plan stratégique de pays—Haïti (2019-2023)
04. MGD ACTIVITIES
Programme Cantine Scolaires-Liste d'école provisoire 2020-2021
PLAN OF OPERATION McGOVERN-DOLE PROGRAM FY 2019
Haiti - WFP Agreement FFE-521-2019-012-00 A 11-22-2019
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Haiti - WFP Agreement FFE-521-2019-012-00 A 11-22-2019; Amendment III
Haiti - WFP Agreement FFE-521-2019-012-00 A 11-22-2019; Amendment IV
Annual Work Plan (2020) McGovern-Dole International Food for Education and Nutrition Program Food Assistance Division, Office of Capacity Building and Development
WFP; Semi-annual report 1; Oct 2019- Mars 2020
WFP; Semi-annual report 2; April 2020 – Sept. 2020
WFP; Semi-annual report 3; Oct 2020- Mars 2021
WFP; Semi-annual report 4; April 2021 – Sept. 2021
WFP; Semi-annual report 5; Oct 2021- Mars 2022
AGREEMENT BETWEEN THE WORLD FOOD PROGRAMME AND CATHOLIC RELIEF SERVICES - UNITED STATES CONFERENCE OF CATHOLIC BISHOPS
ALL SCHOOLS RECEIVING SF 2020-2021 - provisional list
Formulaire membres du comite de gestion (PDF)
Formulaire membres du comite de gestion (Word)
Formulaire de Constitution du Comité de Supervision de la Cantine (CSC) (PDF)
Formulaire de Constitution du Comité de Supervision de la Cantine (CSC) (Word)
05. POLICIES
FOOD ASSISTANCE FOR ASSETS (FFA) for Zero Hunger and Resilient Livelihoods: A programme guidance manual
WFP Gender Policy 2015–2020
Politique en Matière de Problématique Hommes-Femmes 2015–2020
How School Meals Contribute to the Sustainable Development Goals. A Collection of Evidence
WFP Executive Board First Regular Session, Rome, 13–15 February 2012, WFP NUTRITION POLICY
World Food Programme, Via Cesare Giulio Viola, 68/70, 00148 Rome, Italy Executive Board First Regular Session Rome, 20–23 February 2017, Nutrition Policy
Executive Board Second regular session Rome, 26–29 November 2018 Revised Corporate Results Framework (2017–2021)
Plan stratégique du Programme alimentaire mondial pour 2017-2021
Executive Board Second Regular Session Rome, 14–18 November 2016, Corporate Results Framework (2017–2021)
WFP's Strategic Results Framework (SRF) 2014-17
Executive Board Second Regular Session Rome, 9–13 November 2009, WFP Policy on Capacity Development
Executive Board Annual Session Rome, 6–10 June 2011, UPDATE ON THE IMPLEMENTATION OF WFP'S POLICY ON VOUCHERS AND CASH TRANSFERS
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Food Assistance for Assets (FFA) for Zero Hunger and Resilient Livelihoods: Annexes
WFP Guidance for the Gender Marker, WFP Gender Office, 25 February 2014
Plan stratégique du Programme alimentaire mondial pour 2017-2021
Session annuelle du Conseil d'administration Rome, 25–28 mai 2015 POLITIQUE DE RENFORCEMENT DE LA RÉSILIENCE AU SERVICE DE LA SÉCURITÉ ALIMENTAIRE ET DE LA NUTRITION
Executive Board Annual Session Rome, 4–8 June 2012, UPDATE OF WFP'S SAFETY NETS POLICY
RÉVISION DE LA Politique en matière d'alimentation scolaire – Novembre 2013

REVISED School Feeding Policy November 2013 Promoting innovation to achieve national ownership, November 2013
A chance for every schoolchild Partnering to scale up School Health and Nutrition for Human Capital, January 2020
Executive Board Annual Session Rome, 3–6 June 2013, WFP STRATEGIC PLAN (2014–2017)
WFP Strategic Plan (2017-2021), July 2017
Technical Note - Integrating Gender in WFP Evaluations
06. ABOUT GENDER
ME Plan for SBCC Strategies_V2_200710
Gender Analysis WFP Haiti – School Feeding Program
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Matrice Genre, Axes d'interventions, 25.07.2019
POLITIQUE D'ÉGALITÉ FEMMES HOMMES 2014-2034
RAPPORT D'ATELIERS : PARTAGE ET RESTITUTION DES RESULTATS PRELIMINAIRES DE L'ETUDE GENRE ET PROGRAMME CANTINE SCOLAIRE, DECEMBRE 2019
Tuesday Talks Presentation : Promoting Gender Equality in Schools in Haiti: From Taboo and Stereotypes Towards a more inclusive and Safer School Environment, January 2020
MANUEL POUR CLUBS DES JEUNES
MANUEL POUR CLUBS DES PARENTS, Septembre 2019
09. ABOUT SOCIAL BEHAVIOURAL CHANGE
ETUDE SBCC NUTRITION DANS LES ECOLES DU PROGRAMME DES CANTINES SCOLAIRES
Transformative School Feeding Programme in Haiti, Social and Behavioural Change Strategy to advance gender equality and nutrition (2019-2023)
02. GOVERNMENT
GENERAL POLICIES
RELATED TO AGRICULTURE
Politique de développement agricole 2010-2025
RELATED TO EDUCATION
Politique et strategie nationale alimentation scolaire (PSNAS), Janvier 2016
RELATED TO GENDER
Politique d'égalite femmes hommes 2014-2034
Politique publique en matière d'éducation en Haïti et phénomènes de violence en milieu scolaire, 2014
RELATED TO NUTRITION
03. OTHER ACTORS
Enquête Mortalité, Morbidité et Utilisation des Services (EMMUS-VI)
01. OTHER UN AGENCIES
UNICEF
Analyse sectorielle détaillée PDEF 2018-2028 Haïti Cambridge Education 19 Avril 2019
WORLD BANK
The World Bank - Implementation Status & Results Report
02. OTHER NGOS
CONCERN WORLDWIDE
Early Grade Reading Assessment (EGRA) Saut d'Eau – Haiti, May 2013

03. OTHERS

Politique publique en matière d'éducation en Haïti et phénomènes de violence en milieu scolaire, 24 Jun 2015

04. MGD DOCUMENTS

Food Assistance Indicators and Definitions, February 2019

Fiscal Year (FY) 2017 Food Assistance Proposal Guidance and Notice of Funding Opportunity McGovern Dole International Food for Education and Child Nutrition Program, Oct. 2016

Haiti - WFP Agreement FFE-521-2019-012-00 A 11-22-2019

Food for Progress and McGovern-Dole Indicators and Definitions, August 2016

McGovern-Dole International Food for Education and Child Nutrition Program, A Learning Agenda, February 18, 2016

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WFP Haiti

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World Food Programme

Via Cesare Giulio Viola 68/70

00148 Rome, Italy

T +39 06 65131 **wfp.org**