



WFP EVALUATION

Final evaluation of WFP's McGovern-Dole-funded school feeding project (FFE-679-2017/020-00) in the Republic of Congo 2018-2023



World Food Programme

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Decentralized Evaluation Report – Volume 2 (Annexes)

DE/CGCO/2021/001
WFP Republic of Congo

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Appendix 1: Summary Terms of Reference

Activity Final Evaluation of McGovern-Dole School Feeding project in the Republic of Congo from 2018-2023



Summary Terms of Reference¹

1. Introduction

1. These summarised terms of reference (ToR) are for McGovern-Dole School Feeding activities evaluation in Republic of Congo. The evaluation was commissioned by the World Food Programme (WFP) Republic of Congo Country Office (CO) and covers the period November 2021 to December 2023 under the ongoing Country Strategic Plan (CSP) 2019-2024. The ToR provides key evaluation information to stakeholders, guidance to the evaluation team, and specifies expectations during the various phases of the evaluation.

2. Subject and focus of the Evaluation

2. The evaluation will cover McGovern-Dole School Feeding interventions implemented under the CSP through Strategic Outcome 2: "Equitable national social protection interventions effectively target vulnerable populations, including school-aged children, with sustainable access to safe and nutritious food."² Two main activities are embedded in this strategic outcome: (a) provide safe, adequate and nutritious school meals to targeted school children and (b) provide technical support to the government to improve the implementation of shock-sensitive social protection interventions.

3. The CSP strategic outcome and activities covered by the evaluation include especially:

Strategic outcome 2: Equitable national social protection interventions effectively target vulnerable populations, including school-aged children, with sustainable access to safe and nutritious food. Through this outcome, WFP enhance human capital in the Congo by supporting the development and implementation of national social protection mechanisms. WFP work with relevant ministries and other partners at the national, district and community levels in order to ensure that social protection interventions are effective, equitable and sustained by sound data and technologies. It focuses on addressing the root causes of hunger and food insecurity and improving national institutions and systems for social protection.

4. As part of its strategic objective 3, the CSP provides support to smallholder farmers to encourage local purchases for the school feeding program. However, this activity was not integrated into this McGovern-Dole project, for which all foodstuffs were imported.

5. The evaluation covers all processes and activities related to the McGovern-Dole project from its start in 2018 to the time of data collection in March 2023 within all seven departments covered by the project.

¹ Full ToR available at <https://www.wfp.org/publications>

² WFP, CSP 2019-2023, page 11.

3. Objectives and Stakeholders of the Evaluation

6. The objectives of the evaluation are accountability and learning about which aspects of the project worked and which did not.

- **Accountability for project actions and outcomes.** The aim is to assess the achievement of results and the long-term effects of the project (intended, unintended, negative, or positive) on girls, boys, men and women, communities and targeted institutions.
- **Learning and adapting based on lessons learned** – draws lessons on what worked and what hindered achievement of positive long-term effects, and what factors may have led to negative effects.

7. The evaluation also sought to determine the extent to which the McGovern-Dole project addresses gender equality and equitable access for all vulnerable groups.

8. The expected users of the evaluation are WFP (country office, regional bureau, headquarters, evaluation office), the ministries associated with the McGovern-Dole project,³ the sub-recipient partners United Nations Children's Fund (UNICEF), ACTED4 and the United Nations Educational, Scientific and Cultural Organization (UNESCO), the implementing partners, and the FAS.

4. Evaluation Questions

9. The evaluation questions are organized according to the Organization for Economic Cooperation and Development's Development Assistance Committee criteria of relevance, effectiveness, efficiency, impact and sustainability. The ToR also include three general questions which are addressed in the conclusions and recommendations of the evaluation.

Relevance

Question 1: Was the program strategy designed to reach the right people (girls, boys, men, women) and other groups such as indigenous with the right type of assistance?

Question 2: Did the program's implementation lead to meeting the intended beneficiaries' needs with the right mix of assistance?

Question 3: Is the program strategy aligned with national government's education and school meals policies and strategies?

Question 4: Did the program complement other donor-funded and government initiatives?

Effectiveness

Question 5: To what degree have the interventions resulted (or not) in the expected results (outputs and outcomes as per the PMP), for girls, boys, men and women?

Question 6: What internal and external factors affect the program's achievement of intended results?

Efficiency

Question 7: How efficient is the targeting?

Question 8: Did assistance reach the right beneficiaries in the right quantity and quality at the right time?

Question 9: Is the program efficient in terms of costs and costs per beneficiary?

Impact

³ Ministry of Pre-school, Primary and Secondary Education and Literacy (MEPPSA in French), Ministry of Health and Population (MSP in French), Ministry of Agriculture, Livestock and Fisheries (MAEP in French), Ministry of Social Affairs and Humanitarian Action (MASAH in French).

⁴ French non-governmental organization working in the field of international solidarity. ACTED was not consulted during the final evaluation, as it no longer has a presence in the country.

Question 10: What are the long-term effects of the interventions on targeted beneficiaries' lives, households, communities, and institutions?

Question 11: Were there unintended outcomes, (positive, negative)?

Question 12: What internal and external factors affected the program's results from leading to intended impact on targeted beneficiaries?

Sustainability

Question 13: To what extent is it likely that the benefits of the program will continue after the end of the program?

Question 14: What are the key factors that affect the likelihood of sustainability of the results of the program?

General

Question 15: What are lessons learned from the program?

Question 16: How can WFP improve future programming, in the context of these lessons noted?

Question 17: How can USDA improve future McGovern-Dole funding in the context of these lessons noted?

10. The coherence criterion was adopted during the inception phase at the suggestion of the evaluation team.

5. Methodology

11. This multi-year evaluation has been designed to systematically establish benchmarks for measuring the project's progress and long-term effects, from its launch in September 2018 to its conclusion in June 2023. The final evaluation approach has therefore been defined to enable comparison with the results of the baseline study and mid-term evaluation. The evaluation team will follow a mixed-methods approach including the collection of complementary qualitative and quantitative data.

12. The design is intended to ensure pre-post comparisons at mid-term and final evaluations. Noting that the schools targeted by the programme are not randomly selected, the evaluation team will use a quasi-experimental approach bearing in mind ethical and technical considerations in identifying comparison groups for humanitarian and development interventions. The comparability sampling should ensure that data collection be done in the same schools that were visited during the baseline.

13. The methodology will: -

- a) Employs the relevant evaluation criteria as outlined in evaluation questions, ensuring the right balance between depth and breadth of analysis under each criterion.
- b) Sets out transparently how the contribution of the WFP school-meals program is identified and measured.
- c) Demonstrates impartiality and lack of biases by triangulating data and information from a variety of sources (variety of documents, interview of a variety of stakeholder groups, including triangulating views of men and women; and men and women in ORA schools as well as people living with disability on the same aspects; national and district level data);
- d) Uses transparent sampling, data collection and analysis processes, stating any limitations explicitly; ensures that women, girls, men and boys from different stakeholder groups (including ORA schools and people living with disability) participate and their voices are heard and reflected in the final report; this should be informed by a gender analysis, the parameters of which the team outlined during the baseline study. This analysis should be used/revisited during the mid-term and final evaluations.

- e) Mainstreams gender equality and women's empowerment (GEWE)⁵ in the way the evaluation is designed, data is collected and analysed, findings are reported, and conclusions and recommendations are made. This will enable the team to reflect on lessons and recommendations that are gender responsive.
 - f) Includes ethical considerations throughout the evaluation process and that appropriate clearances are sought as necessary and as per the UNEG⁶ Ethical Guidelines.
 - g) Includes an analytical framework, showing how existing data and primary data collected will be analysed and used to answer the evaluation questions. If the methodology used includes use of comparisons groups, the analytical framework will include use of difference-in-difference analysis for key indicators (to be agreed at inception).
 - h) Uses an evaluation matrix as the organizing tool to ensure all key evaluation questions are addressed and the conclusions are based on credible evidence. In addition, the methodology chosen should: -
14. The evaluation findings, conclusions, and recommendations must reflect gender analysis and the report should provide lessons/challenges/ recommendations for conducting gender-responsive evaluations in the future. It is crucial that the conducted analysis discusses the extent to which women, men, girls, and boys were treated fairly according to their respective needs.
15. WFP DEQAS⁷ sets the quality standards expected from this evaluation and establishes processes with integrated steps for quality assurance, models for evaluation products and checklists for their review. DEQAS is based on UNEG standards and standards as well as the best practices of the international evaluation community. It is intended to ensure that the evaluation process and products are consistent with best practices.
16. To enhance the quality and credibility of this evaluation, an outsourced quality support (QS) service directly managed by WFP's Office of Evaluation provides review of the draft inception and evaluation report (in addition to the same provided on draft TOR), provides:
- a) Systematic feedback from an evaluation perspective on the quality of draft reports.
 - b) Recommendations on how to improve the quality of the start-up/final evaluation report.
17. The evaluation manager will review QS comments and recommendations and share it with the team leader, who should use them to finalize the inception and evaluation reports. Ensure transparency and credibility of the process in accordance with UNEG standards a rationale should be provided for any recommendations that the team does not take into account when finalizing the report.

6. Roles and Responsibilities

18. **Evaluation Team:** The evaluation team will consist of 3 consultants, including the team leader. The team will include a mix of national and international evaluators, be gender-balanced, geographically and culturally diverse with appropriate skills to assess the gender dimensions of the subject as specified in the scope, approach and methodology sections of this ToR. At least one team member should have experience in assessing WFP's work, preferably in Congo.
19. **Evaluation Manager:** The evaluation process will be managed by Issa Oumarouissa and Stephen Ickamath all based at the WFP Republic of Congo (RoC).
20. **Evaluation Committee:** Established as part of ensuring the independence and impartiality of the evaluation. The committee comprises the WFP deputy country director Sidi-Mohamed Babah, head of the program Trixiebelles Nicole, M&E, VAM Issa Oumarouissa and the Regional Evaluation Officer Jeanprovidence Nzabonimpa. The EC will oversee the evaluation process, by making decisions, giving advice to the evaluation manager and clearing evaluation products submitted to the EC Chair for approval.

⁵ In these terms of reference, GEWE should be construed as including ORA schools and people living with disability

⁶ United Nation Evaluation Group

⁷ Decentralized Evaluation Quality Assurance System

21. **Evaluation Reference Group:** has been established, composed of the members of the evaluation committee mentioned above, representatives from relevant government ministries, key project partners, and other relevant stakeholders, including USDA and WFP Regional Bureau and OEV. Representative from the following agencies and or ministries will also be part: UNICEF, UNESCO, ACTED, Ministry of Education, Ministry of Health, Ministry of Agriculture, Ministry of Social Affairs, ASPC, PEDD. The ERG members will review and comment on the draft evaluation products and act as key informants to further safeguard against bias and influence.

7. Communications

22. The Evaluation manager, in consultation with the evaluation committee, will develop the communication and learning plan to detail the processes and channels of communication and responsibilities. The communication and learning plan will include a gender sensitive and gender responsive dissemination plan to all key stakeholders including beneficiaries, as appropriate.

23. To ensure a smooth and efficient process and enhance the learning from this evaluation, the evaluation team will place emphasis on transparent and open communication with all key stakeholders. The evaluation team leader will be responsible for:

- Discussing with the evaluation manager additional communication and learning strategies.
- Communicating the rationale for the evaluation design decisions (sampling, methodology, tools) in the inception report.
- Working with the evaluation manager to ensure a detailed evaluation schedule is communicated to stakeholders before field work starts, and it is annexed to the inception report.
- Sharing a brief PowerPoint presentation prior to the internal and external debriefings to enable stakeholders joining the briefings remotely to follow the discussions.
- Including in the final report the list of people interviewed, as appropriate (bearing in mind confidentiality and protection issues).
- Systematically considering all stakeholder feedback when finalising the evaluation report, and transparently provide rationale for feedback that was not used.

8. Timeliness and Key Milestones

24. **Preparation Phase:** Approved ToR; Evaluation team contract; and draft communication and knowledge management plan: November 11, 2022.

25. **Inception Phase:** Inception Report with methodology, evaluation matrix, data collection tools, field schedule; stakeholders comments matrix: March 2023.

26. **Data collection:** Raw and cleaned data sets; PowerPoint exit debrief/ presentation of preliminary findings: March 6th to 24th 2023.

27. **Data Analysis and Reporting:** Approved evaluation report; stakeholder comments matrix: end of March 25th, 2023, to December 19th, 2023.

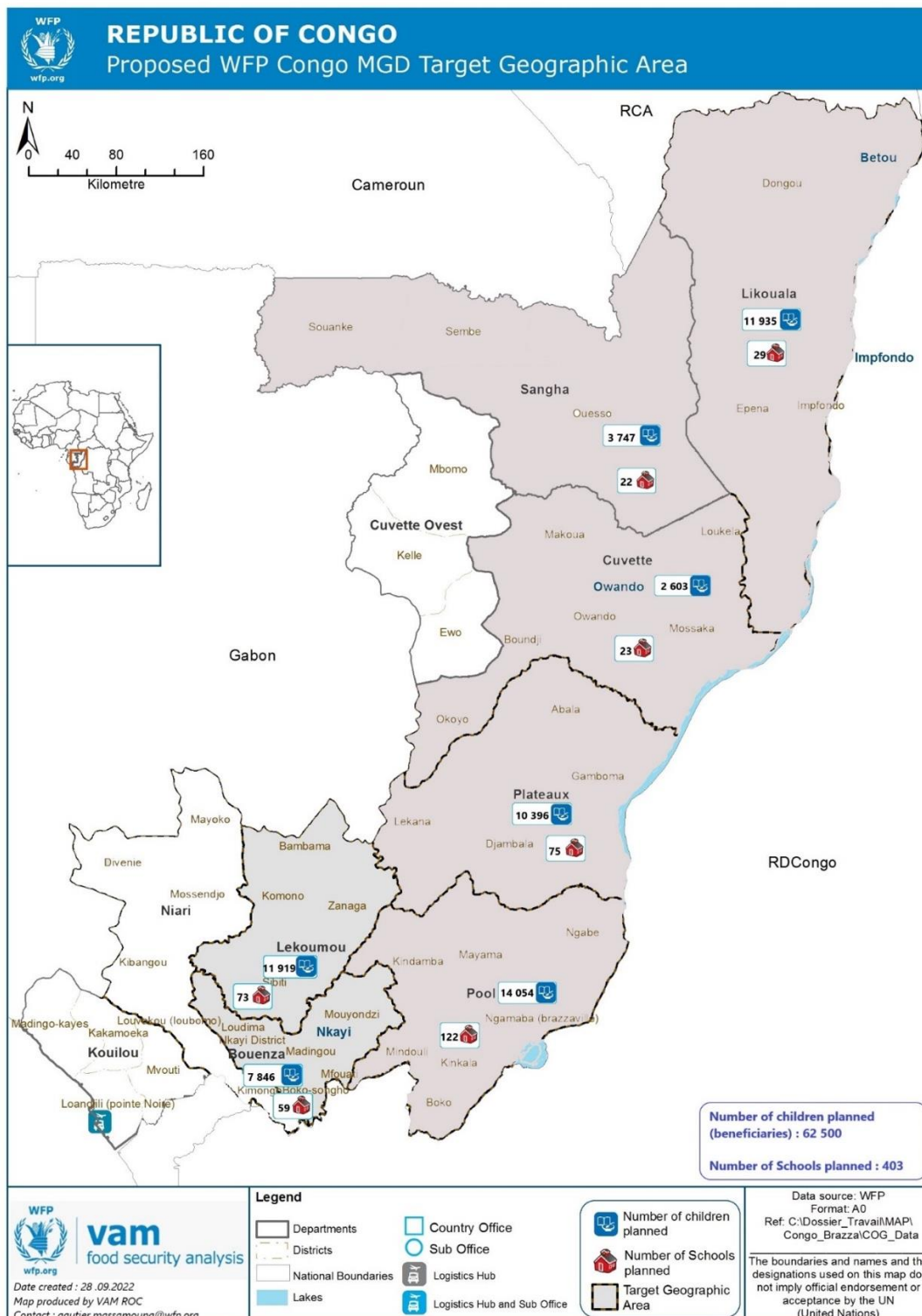
28. **Management Response and Dissemination:** Evaluation report and presentation of evaluation results by the evaluation team; Management response plan published; and other dissemination products as required: earlier or mid-February 2024.

9. List of Acronyms

ACTED	Agence d'Aide à la Coopération Technique Et au Développement
ASPC	Association des Pères Spiritains du Congo
CSP	Country Strategic Plan
EC	Evaluation Committee
ERG	Evaluation Reference Group
ET	Evaluation Team
GEWE	Gender Equality and Women Empowerment

M&E	Monitoring and Evaluation
PEDD	Programme Educatif et du Développement Durable
QS	Quality support
UNEG	United Nations Evaluation Group
UNICEF	United Nations Children's Fund
UNESCO	United Nations Educational, Scientific and Cultural Organization
WFP	World Food Programme

Appendix 2: Map



Appendix 3: Description of project activities according to the agreement between WFP and USDA

Activity 1: Capacity building

29. WFP will:

- Train government staff, organize workshops and conduct advocacy activities
- Organize study visits to learn lessons from other countries. WFP plans for government staff to visit other countries that have successfully implemented a SABER action plan to discuss and learn from ongoing HGSF programs.

Activity 2: Improving student enrolment.

30. As part of this activity, WFP will sign sub-recipient agreements with:

ACTED

- To include discussions on the importance of education in the training modules it provides to farmers' organizations in Bouenza.

UNICEF

- To produce materials such as brochures
- Organize training for school committees and parent-teacher associations
- To organize awareness-raising sessions and radio broadcasts.

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

31. As part of this activity, WFP will:

- Organize studies in Bouenza
- Organize a study visit for government officials to the WFP Center of Excellence in Brazil
- The study visit will be used to provide training and capacity-building activities for the implementation of the home school feeding program.

Activity 4: Distributing food.

32. As part of this activity, the WFP will distribute foodstuffs to all the schools involved in the McGovern-Dole project.

Activity 5: Promoting better health.

33. As part of this activity, WFP will sign agreements with sub-recipients:

UNICEF

- For the construction and rehabilitation of 49 latrines in schools attended by indigenous children in Likouala
- For the purchase and distribution of 630 hand-washing kits (3 per school) in five of the six departments where the WFP will be implementing the McGovern-Dole project. ACTED will cover Bouenza.

ACTED

- For the construction and rehabilitation of latrines (22 new, 22 rehabilitated)
- For the purchase and distribution of 168 hand-washing kits (3 per school) in Bouenza
- Each school receiving handwashing kits will have its water source/station built/rehabilitated.

WFP

- Use communication materials that illustrate (images and words) the proper maintenance and use of new or rehabilitated latrines
- Provide logistics and distribution costs for deworming tablets supplied by the government through WHO and UNICEF
- Develop PAM training courses for transporters, school management committees, PTAs, teachers and communities on product management, food preparation and storage.

Activity 6: Support literacy improvement

34. As part of this activity, WFP will sign agreements with sub-recipients:

UNICEF

- To provide school kits for indigenous children attending ORA schools. The school kit will be distributed to 20,000 children in Bouenza and 5,000 children in ORA schools in Likouala in year 1. In other years, only ORA schools will be targeted for the distribution of school supplies (5,000 ORA pupils in year 2, up to 8,500 in year 5).
- To train 800 school administrators in all McGovern-Dole target departments. McGovern-Dole schools will select one or two school administrators to participate. In the 53 ORA schools, each school administrator (one school administrator/ORR school) will be invited to participate.

UNESCO

- To deliver a Training of Trainers (ToT) in pedagogy and life skills at national level for 160 teachers selected from McGovern-Dole funded schools on nutrition education. The training is designed to include teachers from all twelve departments of the Republic of Congo (RoC).
- To work closely with other partners in developing the new national curriculum to ensure a balance between the need to refocus the primary curriculum on literacy and numeracy.

WFP:

- Will purchase 40 mobile tablets and train government staff in their use. These tablets will help controllers transfer control to government inspectors, who will monitor and encourage teacher attendance.

Activity 7: Promoting better nutrition

35. As part of this activity, WFP will sign agreements with sub-recipients:

UNICEF

- To develop a nutrition guide
- To organize health, nutrition and hygiene awareness campaigns
- To support the Ministry of Health in the implementation of a nutrition surveillance system
- As well as the elaboration of materials such as brochures, the organization of trainings for school committees and parent associations (4,210 people)
- Awareness-raising sessions and radio broadcasts will be organized.

ACTED

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

WFP

- Develop a nutrition guide
- Organize awareness campaigns on good nutrition and hygiene
- Help the Ministry of Health to set up a nutrition surveillance system.

Activity 8: Support for safer food storage and preparation

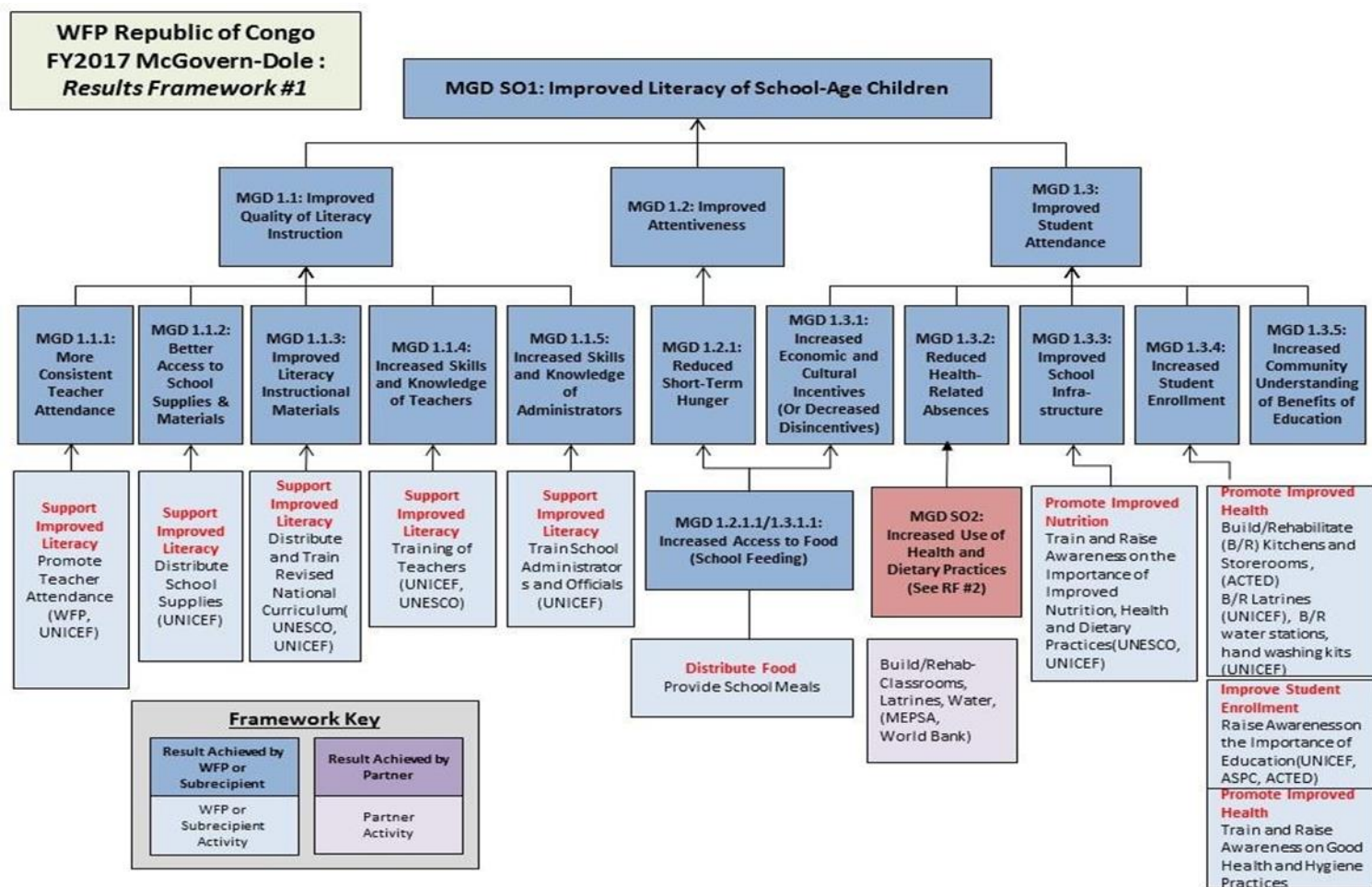
36. As part of this activity, WFP will sign agreements with sub-recipients:

ACTED

- For the construction/rehabilitation of kitchens in 60 schools (60 schools in the Bouenza department)

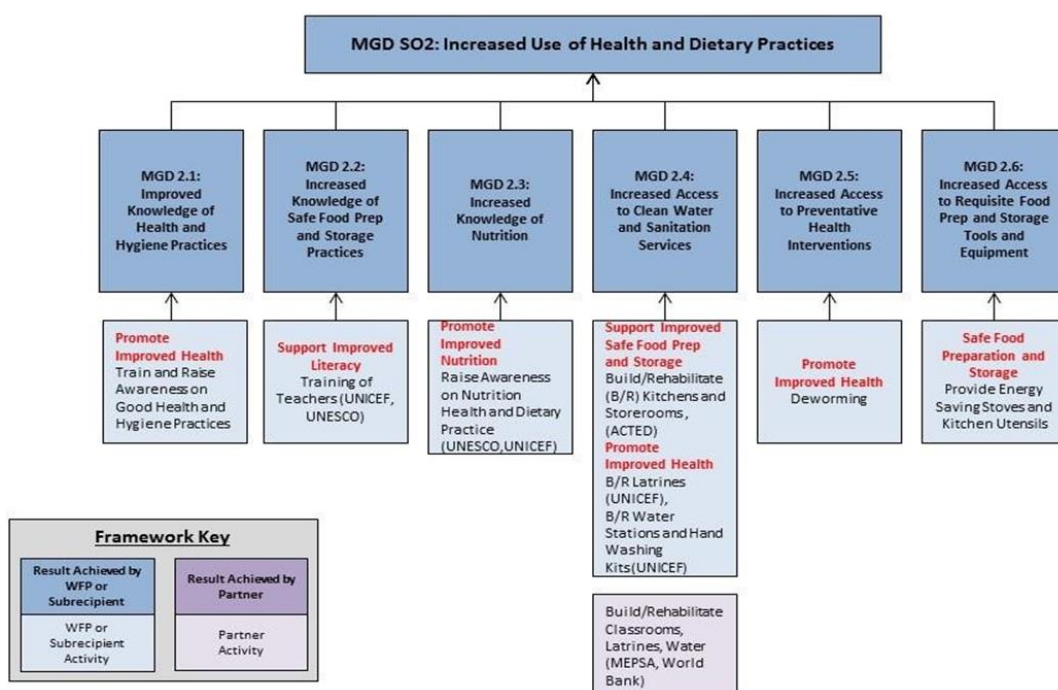
- To build/rehabilitate storerooms in 60 schools (22 schools in the Bouenza department;
- To supply 60 schools in Bouenza with efficient stoves and cooking utensils (dishes, cups, pots).

Appendix 4: Results framework for literacy

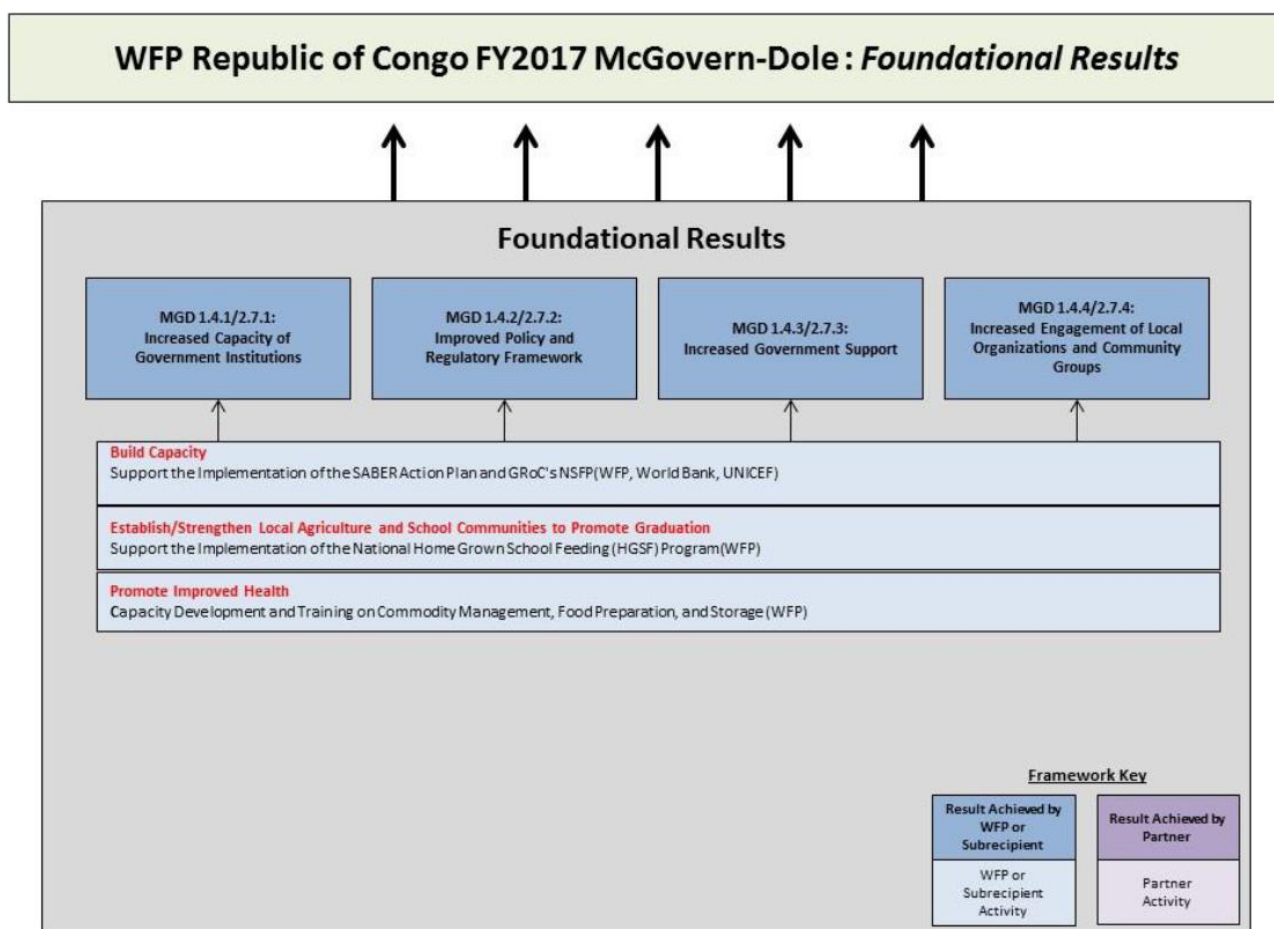


Appendix 5: Results framework for health, nutrition and dietary practices

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



Appendix 6: Founding results



Appendix 7: Products planned and achieved according to semi-annual reports

Standard indicator number	Performance indicators	Objectives of the project life ⁸	Baseline	Objectives vs. objectives actually achieved										
				Year 1		Year 2		Year 3		Year 4		Year 5		Year 6
				Oct 1, 2017 - Sep 30, 2018		Oct 1, 2018 - Sep 30, 2019		Oct 1, 2019 - Sep 30, 2020		Oct 1, 2020 - Sep 30, 2021		Oct 1, 2021 - Sep 31, 2022		
				Planned	Actual	Planned	Actual	Planned	Actual	Planned	Actual	Planned	Actual	
1	Number of pupils regularly attending (80%) USDA-supported classes/schools	105 627	55 496	43 000	0	55 496	-	59 381	-	63 537	78 556	67 985	62 561	57 500
	Girls		27 748	21 500		27 748		29 690		31 769		33 993		28 750
	Boys		27 748	21 500		27 748		29 690		31 769		33 993		28 750
2	Number of textbooks and other teaching and learning materials supplied with USDA support	38 484	0	1 038	0	12 342	12 342	7 300	9 600	7 300	18 733	7 300	23 082	0
4	Number of school administrators and managers trained or qualified with USDA assistance	1 612	0	800	276	153	153	124	164	124	214	806	282	806

⁸ Refers to targets for the whole project, that for some indicators are cumulative and for others the highest year value achieved.

Standard indicator number	Performance indicators	Objectives of the project life ⁸	Baseline	Objectives vs. objectives actually achieved										
				Year 1		Year 2		Year 3		Year 4		Year 5		Year 6
				Oct 1, 2017 - Sep 30, 2018		Oct 1, 2018 - Sep 30, 2019		Oct 1, 2019 - Sep 30, 2020		Oct 1, 2020 - Sep 30, 2021		Oct 1, 2021 - Sep 31, 2022		
				Planned	Actual	Planned	Actual	Planned	Actual	Planned	Actual	Planned	Actual	
6	Number of teachers/educators/ educational assistants trained or qualified with USDA support	263	0	160	254	263	263	0	0	0	214	0	0	517
7	Number of educational facilities (school buildings, classrooms and latrines) rehabilitated/constr ucted with USDA assistance	92	0	18	25	49	20	29	2	7	16	7	16	0
8	Number of students enrolled in a USDA-assisted school	114 051	The LOP value is calculated on the basis of the actual value (0 for year 1).	53 750	0	60 161	73 584	64 372	84 058	68 878	78 556	73 700	88 114	62 500
	Girls		26 875	26 875	0	30 081	-	32 186	-	34 439	-	34 440	-	56 310
	Boys		26 875	26 875	0	30 081	-	32 186	-	34 439	-	34 440	-	56 310
9	Number of parent-teacher associations (PTAs) or similar "school" governance structures supported thanks to USDA aid	403	0	470	137	362	230	362	0	362	36	362	282	403

Standard indicator number	Performance indicators	Objectives of the project life ⁸	Baseline	Objectives vs. objectives actually achieved										
				Year 1		Year 2		Year 3		Year 4		Year 5		Year 6
				Oct 1, 2017 - Sep 30, 2018		Oct 1, 2018 - Sep 30, 2019		Oct 1, 2019 - Sep 30, 2020		Oct 1, 2020 - Sep 30, 2021		Oct 1, 2021 - Sep 31, 2022		
				Planned	Actual	Planned	Actual	Planned	Actual	Planned	Actual	Planned	Actual	Planned
15	Number of daily school meals (breakfast, snack, lunch) provided to school-age children thanks to USDA assistance.	58 767 554	0	9 675 000	0	10 828 980	8 133 994	11 587 009	13 228 954	12 398 099	11 503 800	13 265 966	12 041 103	10 687 500
16	Number of school-age children receiving daily school meals (breakfast, snack, lunch) thanks to USDA assistance.	114 051	0	53 750	0	60 161	73 584	64 372	84 058	68 878	78 556	73 700	88 114	62 500
	Girls		0	26 875	-	30 081	-	32 186	-	34 439	37 098	36 850	41 414	56 310
	Boys		0	26 875	-	30 081	-	32 186	-	34 439	41 458	36 850	46 700	56 312
	New		0	53 750	-	60 161	-	12 874	-	13 776	0	14 740	4 512	101 551
	Continuing		0	0	-	0	-	51 498	-	55 103	78 556	58 960	83 602	73 700
17	Number of welfare recipients participating in productive safety nets thanks to USDA assistance	114 051	0	53 750	0	60 161	73 584	64 372	84 058	68 878	78 556	73 700	88 114	62 500
	Girls		0	25 263	-	28 276	-	30 255	-	32 373	37 098	34 639	41 414	56 310
	Boys		0	28 488	-	31 885	-	34 117	-	36 505	41 458	39 061	46 700	56 312
	New		0	53 750	-	0	-	0	-	0	0	11 200	4 512	101 551
	Continuing		0	0	-	56 000	-	56 000	-	56 000	0	56 000	83 602	73 700

Standard indicator number	Performance indicators	Objectives of the project life ⁸	Baseline	Objectives vs. objectives actually achieved										
				Year 1		Year 2		Year 3		Year 4		Year 5		Year 6
				Oct 1, 2017 - Sep 30, 2018		Oct 1, 2018 - Sep 30, 2019		Oct 1, 2019 - Sep 30, 2020		Oct 1, 2020 - Sep 30, 2021		Oct 1, 2021 - Sep 31, 2022		
				Planned	Actual	Planned	Actual	Planned	Actual	Planned	Actual	Planned	Actual	Planned
18	Number of people trained in child health and nutrition with USDA support	5,822	0	591	0	4 210	0	7 730	60	4 210	5,000	4 210	51 000	806
	Girls		0	236	0	1 684	-	3 092	-	1 684	-	1 684	2 601	-
	Boys		0	355	0	2 526	-	4 638	-	2 526	-	2 526	2 499	-
20	Number of people trained in safe food preparation and storage with USDA assistance	4,942	0	960	0	2 901	338	3 300	1 203	3 300	1 800	3 300	1 390	806
	Girls		0	384	0	1 756	-	1 756	-	1 756	918	1 320	786	3 226
	Boys		0	576	0	1 170	-	1 170	-	1 170	882	1 980	604	2 150
22	Number of schools using an improved water source	155	110	40	5	124	9	135	10	142	74	149	4	155
23	Number of schools with improved sanitary facilities	211	113	29	25	152	20	179	42	186	37	193	5	211
24	Number of students receiving deworming medication	114 051	0	53 750	0	60 161	-	64 372	-	68 878	60 000	68 878	65 838	62 500
27	Number of people directly benefiting from USDA-funded interventions	124 563	0	56 261	0	67 688	73 584	71 678	84 058	72 689	78 556	77 510	88 662	62 500
	Girls		0	-	-	-	-	-	-	-	37 098	-	41 671	-
	Boys		0	-	-	-	-	-	-	-	41 458	-	46 991	-
	New		0	56 261	-	7 527	-	11 154	-	7 634	0	19 516	4 512	-
	Continuing		0	0	-	56 261	-	67 415	-	75 049	0	94 565	84 150	-

Standard indicator number	Performance indicators	Objectives of the project life ⁸	Baseline	Objectives vs. objectives actually achieved										
				Year 1		Year 2		Year 3		Year 4		Year 5		Year 6
				Oct 1, 2017 - Sep 30, 2018		Oct 1, 2018 - Sep 30, 2019		Oct 1, 2019 - Sep 30, 2020		Oct 1, 2020 - Sep 30, 2021		Oct 1, 2021 - Sep 31, 2022		
				Planned	Actual	Planned	Actual	Planned	Actual	Planned	Actual	Planned	Actual	
28	Number of people indirectly benefiting from USDA-funded interventions	381 219	0	268 750	0	302 360	567 262	205 991	420 290	220 411	392 780	235 839	411 490	281 250

1	Number of PTAs, community members and farmers' organizations trained or made aware of the importance of health and hygiene practices.	4 800	0	0	0	4 210	4 210	3 882	2 816	387	20	387	1 414	0
2	Number of PTAs, community members, farmers' organizations trained or made aware of the importance of education	4,800	0	0	0	4 210	4 210	3 882	2 816	387	40	387	282	0
3	Percentage of transfers made to school inspectors compared with planned transfers	100%	60,0%	0%	0%	100%	0%	100%	100%	100%	0%	100%	75%	0%

Standard indicator number	Performance indicators	Objectives of the project life ⁸	Baseline	Objectives vs. objectives actually achieved										
				Year 1		Year 2		Year 3		Year 4		Year 5		Year 6
				Oct 1, 2017 - Sep 30, 2018		Oct 1, 2018 - Sep 30, 2019		Oct 1, 2019 - Sep 30, 2020		Oct 1, 2020 - Sep 30, 2021		Oct 1, 2021 - Sep 31, 2022		
				Planned	Actual	Planned	Actual	Planned	Actual	Planned	Actual	Planned	Actual	
4	Number of revised textbooks and other teaching and learning materials (based on revised curriculum) supplied to teachers' schools with USDA assistance	2,076	0	1 038	0	0	-	0	-	1 038	-	0	0	0
5	Percentage of students indicating that they are attentive or very attentive during class/teaching	80%	73.8%	0%	-	76%	-	78%	-	80%	-	82%	-	0%
	Girls	80%	77%	0%	-	79%	-	81%	-	83%	-	85%	-	0%
	Boys	80%	70.6%	0%	-	73%	-	75%	-	77%	-	79%	-	0%
6	Number of civil servants trained with USDA assistance	300	0	138	276	259	338	29	1 203	7	20	7	638	0
	Girls	120	0	55	-	104	-	12	-	3	-	3	300	0
	Boys	180	0	83	-	155	-	17	-	4	-	4	338	0
7	Percentage of school days missed due to illness (target < 3%)	3%	4%	TBD	0	4%	-	3.5%	-	3.0%	-	2.5%	-	0%
8	Number of energy-efficient furnaces supplied and rehabilitated	120	0	0	0	105	105	0	75	0	0	0	0	0

Standard indicator number	Performance indicators	Objectives of the project life ⁸	Baseline	Objectives vs. objectives actually achieved										
				Year 1		Year 2		Year 3		Year 4		Year 5		Year 6
				Oct 1, 2017 - Sep 30, 2018		Oct 1, 2018 - Sep 30, 2019		Oct 1, 2019 - Sep 30, 2020		Oct 1, 2020 - Sep 30, 2021		Oct 1, 2021 - Sep 31, 2022		
				Planned	Actual	Planned	Actual	Planned	Actual	Planned	Actual	Planned	Actual	
9	Percentage of women in leadership positions on school food committees (broken down below)													
	% of women presidents		2.4%	0.0%	-	2.5%	-	2.6%	-	2.8%		2.9%		2.9%
	% of women vice-presidents		23.7%	0.0%	-	24.9%	-	27.4%	-	30.1%		33.1%		33.1%
	of women treasurers		52.6%	0.0%	-	55.2%	-	60.8%	-	66.8%		73.5%		73.5%
	% of women vice-presidents		22.2%	0.0%	-	23.3%	-	25.6%	-	28.2%		31.0%		31.0%
	% of women directors		16.7%	0.0%	-	17.5%	-	19.3%	-	21.2%		23.3%		23.3%
10	Percentage of installed solar water systems that are adequately operated and maintained by the school they serve		0%	0%	-	100%	-	100%	-	100%		100%		100%
11	Number of schools including system operation and maintenance costs in annual budget		0%	0%	-	300%	-	300%	-	300%		300%		300%

Appendix 8: Anticipated and generated effects according to semi-annual reports

Standard indicator number	Performance indicators	Project life objectives ⁹	Baseline	Objectives vs. objectives actually achieved										
				Year 1		Year 2		Year 3		Year 4		Year 5		Year 6
				Oct 1, 2017 to Sep 30, 2018		Oct 1, 2018 to Sep 30, 2019		Oct 1, 2019 to Sep 30, 2020		Oct 1, 2020 to Sep 30, 2021		Oct 1, 2021 to Sep 30, 2022		
				Planned	Actual	Planned	Actual	Planned	Actual	Planned	Actual	Planned	Actual	
3	Number of administrators and school leaders in target schools who demonstrate the use of new techniques or tools as a result of USDA assistance.	1,048	0	520	-	343	0	442	0	542	0	524	183	1 048
5	Number of teachers/educators/teaching assistants in target schools who demonstrate the use of new, quality teaching techniques or tools thanks to USDA assistance.	171	0	120	-	210	0	0	0	0	110	0	0	0
11	Value of new public and private investments obtained thanks to USDA assistance (in US\$)	2 050 406	0	0	0	2 050 406	0	0	444 375	0	390 527	0	4 635 365	-

⁹ Refers to targets for the whole project, that for some indicators are cumulative and for others the highest year value achieved.

Standard indicator number	Performance indicators	Project life objectives ⁹	Baseline	Objectives vs. objectives actually achieved										
				Year 1		Year 2		Year 3		Year 4		Year 5		Year 6
				Oct 1, 2017 to Sep 30, 2018		Oct 1, 2018 to Sep 30, 2019		Oct 1, 2019 to Sep 30, 2020		Oct 1, 2020 to Sep 30, 2021		Oct 1, 2021 to Sep 30, 2022		
				Planned	Actual	Planned	Actual	Planned	Actual	Planned	Actual	Planned	Actual	Planned
12	Number of educational policies, regulations and/or administrative procedures at each of the following stages of development thanks to USDA assistance: Direction nationale de l'alimentation scolaire National strategy for revising the education sector	1	0	1	-	1	0	0	-	0	1	0	1	0
	Stage 1: Analyzed													
	Stage 2: Drafted and presented for public/stakeholder consultation													
	Stage 3: Presented for legislation/decre													
	Stage 4: Adopted/Approved													
	Stage 5: Adopted for which implementation has begun													
19	Number of individuals demonstrating the use of new child health and nutrition practices with USDA support.	3 784	0	384	-	3 368	-	6 474	-	6 783	5 000	7 093	3 315	3 784
21	Number of people demonstrating new safe food preparation and storage practices with help	3 212	0	624	-	1 886	-	2 422	-	2 958	1 800	3 494	903	3 212

Standard indicator number	Performance indicators	Project life objectives ⁹	Baseline	Objectives vs. objectives actually achieved										
				Year 1		Year 2		Year 3		Year 4		Year 5		Year 6
				Oct 1, 2017 to Sep 30, 2018		Oct 1, 2018 to Sep 30, 2019		Oct 1, 2019 to Sep 30, 2020		Oct 1, 2020 to Sep 30, 2021		Oct 1, 2021 to Sep 30, 2022		
				Planned	Actual	Planned	Actual	Planned	Actual	Planned	Actual	Planned	Actual	Planned
	from the U.S. Department of Agriculture.													
25	Number of policies, regulations or administrative procedures related to the health and nutrition of children at each of the following stages of development through the assistance of the United States Department of Agriculture (USDA): National food security and nutrition policy	1	0	1	-	1	0	1	-	1	1	1	1	0
	- Stage 1: Analyzed													
	- Stage 2: Drafted and presented for public/stakeholder consultation													
	- Stage 3: Presented for legislation/decreed													
	-Stage 4: Adopted/approved													
	- Stage 5: Adopted for which implementation has begun													
26	Percentage of pupils who, at the end of two years of primary education, demonstrate that they can read and understand the	14%	9.9%	50.0%	-	11%	-	12%	-	14%	15%	14%	-	14%

Standard indicator number	Performance indicators	Project life objectives ⁹	Baseline	Objectives vs. objectives actually achieved										
				Year 1		Year 2		Year 3		Year 4		Year 5		Year 6
				Oct 1, 2017 to Sep 30, 2018		Oct 1, 2018 to Sep 30, 2019		Oct 1, 2019 to Sep 30, 2020		Oct 1, 2020 to Sep 30, 2021		Oct 1, 2021 to Sep 30, 2022		
				Planned	Actual	Planned	Actual	Planned	Actual	Planned	Actual	Planned	Actual	Planned
	meaning of a school-level text.													
	Girls		-	-	-	-	-	12.4%	-	-%	15%	-	-	-
	Boys		-	-	-	-	-	12.4%	-	-%	15%	-	-	-

Appendix 9: Summary of activities implemented according to semi-annual reports prepared by WFP

CAPACITY BUILDING
October 1, 2018 - March 31, 2019
<ul style="list-style-type: none"> ▪ Technical and financial support for DAS and joint monitoring missions ▪ A technical advisor on school nutrition helped the DAS draw up the action plan for implementation of the national school nutrition policy. ▪ SABER has been updated. ▪ A plan to transfer certain schools to the government has been put in place. ▪ Preparing legislation on school food.
April 1, 2019 - September 30, 2019
<ul style="list-style-type: none"> ▪ Technical and financial support for DAS and joint monitoring missions ▪ WFP has involved DAS staff in the practical deployment of the digitization and data integration initiative. ▪ The WFP has drawn up a three-year capacity-building strategy. ▪ WFP has trained DAS staff in the use of digital process monitoring questionnaires using Open Data Kit (ODK) software. ▪ The Ministry is currently validating the action plan for implementation of the national school feeding policy, drawn up as part of the McGovern-Dole program's capacity-building pillar. ▪ Decentralization of DAS and the departmental level
October 1, 2019 - March 30, 2020
<ul style="list-style-type: none"> ▪ Technical and financial support for DAS and joint monitoring missions ▪ WFP has trained DAS staff in the use of digital process monitoring questionnaires using Open Data Kit (ODK) software. ▪ In October and November 2019, WFP provided training to school canteen managers and inspectors on the use of the new reports and the correct use of the ODK encoding system. ▪ WFP has renewed its memorandum of understanding with DAS, the PEDD partner NGO in Sangha that works with ORA schools. ▪ In December 2019, the government signed the decree approving the national school feeding policy. This decree will put in place the two missing external steering bodies to make the school feeding program effective in the Republic of Congo. This decree represents an important institutional step forward.
April 1, 2020 - September 30, 2020
No activity was carried out due to COVID-19
October 1, 2020 - March 30, 2021
<ul style="list-style-type: none"> • Training of 104 school administrators and teachers (95 percent of planned administrators), including 11 school district chief inspectors and 93 school principals, in November 2020. Training focused on improving access to school materials and administration, ensuring the sustainability of school canteens targeted by the McGovern-Dole project, and raising school principals' awareness of COVID-19 measures to prevent the spread of the virus.
April 1, 2021 - September 30, 2021
<ul style="list-style-type: none"> • Training of 110 school administrators (33 women and 77 men), including 1 senior school district inspector and 99 school administrators in April 2021 in Boko (Pool), Bounji (Cuvette), and Ngo (Plateaux), over 5 days.

<p>The training focused on access to school equipment and administration, improving school performance and the quality of education, and raising school principals' awareness of Covid-19 measures to prevent the spread of the virus.</p>
<p>October 1, 2021 - March 30, 2022</p> <ul style="list-style-type: none"> • Training school administrators in organizational management and raising awareness of the importance of education, good nutrition, water, sanitation and menstrual hygiene (WFP and UNICEF). • Training 142 school administrators to improve school performance and sustainability, with a particular focus on ORA schools. • 40 children from Bouenza trained in WASH and nutritional best practices. 2,986 teenagers trained in handwashing with soap and 1,712 girls in menstrual hygiene. • UNICEF teamed up with AEE Congo for a community radio project in Mouyondzi on the importance of education. Four episodes were broadcast, reaching 5,100 people.
<p>April 1, 2022 - September 30, 2022</p> <ul style="list-style-type: none"> • Implementation of the SABER program : • 1) Policies and legislation: Signing of a cooperation agreement with the DAS for the period January to December 2022 to improve monitoring of activities and train local school canteen management committees in the implementation of school feeding. Government leadership in implementing activities in 20 schools in 5 departments. • 2) Stakeholders Project design, implementation, monitoring and evaluation: Purchase of motorcycles (US\$ 12,000) for decentralized school feeding services. Inventory and replacement of damaged equipment for 42 inspectors. Weekly meeting with the DAS to prepare for the new school year. Three-day training on school feeding management (focusing on supervision, monitoring and reporting for the 20 schools run by the DAS). • Joint awareness-raising missions (WFP and government) in 5 departments (140 schools): capacity-building for local communities in management and storage.
<p>IMPROVED STUDENT ENROLMENT AND ATTENDANCE</p>
<p>October 1, 2018 - March 31, 2019</p> <ul style="list-style-type: none"> ▪ UNICEF: Awareness-raising through community radio on children's rights, child and adolescent health, nutritional practices and the consequences of micronutrient deficiencies in school-age children, hygiene promotion and the importance of education (4,210 people). ▪ In collaboration with the Ministry of Communication, student clubs supported the promotion of hygiene in school activities, developing and distributing leaflets. ▪ ACTED: Awareness-raising sessions on the importance of education and hygiene practices in schools and communities in the Bouenza department.
<p>April 1, 2019 - September 30, 2019</p> <ul style="list-style-type: none"> ▪ UNICEF: Has started using the awareness-raising module, which incorporates other topics such as hygiene and sanitation in schools, in addition to the importance of education. ▪ Menstrual hygiene was also highlighted as one of the pillars, taking into account the absence and low attendance of girls. ▪ ACTED: Awareness-raising sessions on the importance of education and hygiene practices at school and community level (one session in Mansiedi in the Kayes district and another in Mandzatsi in the Loudima district). ▪ More absences were observed during the period covered by the report, as this is the season for harvesting certain vegetables and hunting, when poor families, particularly indigenous populations (Likouala and Sangha), often take their children with them to gather, hunt and fish.
<p>October 1, 2019 - March 30, 2020</p> <ul style="list-style-type: none"> ▪ ACTED and UNICEF have set up a system to raise awareness of the importance of education, through two radio broadcasts, three times a week for three weeks, in French and the local language (on the importance of education and school, and on good hygiene and sanitation practices). ▪ ACTED: Community awareness in 22 villages in the Bouenza department.

<ul style="list-style-type: none"> UNICEF: a small-scale funding agreement was signed with the Association Congolaise pour la Santé Publique et Communautaire (CAPCH), which produced communication materials and radio programs, and trained 4 journalists and 56 community relays and their supervisors, in the Bouenza and Plateaux regions. Local radio stations broadcast a total of 8 awareness-raising projects on good health, nutrition and hygiene. Community leaders, parent-teacher associations, school and integrated health center directors, local media, religious leaders and mayors were involved in raising awareness among beneficiaries.
April 1, 2020 - September 30, 2020
No activity was carried out due to COVID-19
October 1, 2020 - March 31, 2021
Considering that "to encourage pupils to attend school, WFP and its cooperating partners provide school supplies to ease the burden on parents and ensure that pupils have all the materials they need to go to school", school supplies have been reported in the half-yearly reports as activities aimed at "improving pupil enrolment". To avoid confusion, school supplies are included in the broader section "Supporting improved literacy" below.
April 1, 2021 - September 30, 2021
See above
October 1, 2021 - March 31, 2022
See above
April 1, 2022 - September 30, 2022
<ul style="list-style-type: none"> School enrolment increased during the period under review due to the addition of schools in the Plateaux (Gamboma) and Pool (Loumo) departments. In the Plateaux department, the schools added were previously supported by the McGovern-Dole project, but activities ceased a few years ago. School feeding activities have now resumed in these schools, as the gaps previously identified have been filled and the schools meet the minimum requirements set by the government and WFP for the implementation of the school feeding program. WFP already supports school feeding activities in the Pool department, but the Loumo district was not previously targeted. Given the existing stocks in the country (which are higher than initially expected due to fewer school days), these schools could be included in and benefit from the project. WFP has carried out an annual comparison of children's enrolment rates to better inform project progress. The results of this analysis show a notable drop in enrolment during the 2020-2021 school year due to the COVID-19 pandemic and the ensuing disruption to education. The 2021-2022 school year saw a steady recovery in enrolments, with more children attending school. The school attendance rate is calculated on an annual basis, and the rate for girls is slightly higher (72 percent) than for boys (70 percent), the average being 71 percent, as shown in the table below.

CREATION/STRENGTHENING OF LOCAL AGRICULTURE AND SCHOOL COMMUNITIES TO PROMOTE GRADUATION
October 1, 2018 - March 31, 2019
<ul style="list-style-type: none"> The importance of introducing local agricultural produce has been emphasized in the new action plan for implementing the national school food policy. WFP and DAS have also raised awareness of the importance of the community's contribution to locally-produced ingredients in school meals.
April 1, 2019 - September 30, 2019
<ul style="list-style-type: none"> WFP and its partners continued to promote home school feeding. WFP and DAS continue to raise awareness of the importance of the community's contribution to locally produced ingredients in school meals.

October 1, 2019 - March 30, 2020
<ul style="list-style-type: none"> WFP and its partners continued to promote home school feeding. WFP and DAS continue to raise awareness of the importance of the community's contribution to locally produced ingredients in school meals. The WFP has set up 5 pilot schools in the Pool region, where cooks receive vouchers to buy produce in local markets and stores. The meals prepared for the children are entirely local and in line with the pupils' dietary preferences (cassava in different preparations, local vegetables prepared with salted fish). This initiative is part of the "Home Grown" school food development initiative, thanks to a campaign funded by Share the Meal and a private German donor.
April 1, 2020 - September 30, 2020
No activity was carried out due to COVID-19
October 1, 2020 - March 30, 2021
<ul style="list-style-type: none"> Training of 40 small-scale farmers in Loutété (Bouenza) in management, administration and business planning. Through this initiative, the capacities of small farmers are strengthened to encourage them to continue providing food to schools.
April 1, 2022 - September 30, 2022
<ul style="list-style-type: none"> Leverage of US\$ 3.2 million for HGSF. Cash transfers to schools for 71,000 children (no MCD).
FOOD DISTRIBUTION
October 1, 2018 - March 31, 2019
<ul style="list-style-type: none"> 1,208.842 tons of food were distributed to 64,800 children (31,500 girls and 33,300 boys). The food basket was supplemented by canned mackerel supplied by the Japanese government, and salt supplied by the government of Congo. Cooking demonstrations were also organized in schools by WFP staff and partners.
April 1, 2019 - September 30, 2019
<ul style="list-style-type: none"> 748.81 metric tons of food products were distributed to some 73,584 children (34,945 girls and 38,639 boys). The food basket was supplemented by canned mackerel, supplied by the Japanese government, and salt supplied by the government of Congo. During monitoring missions, WFP checked that school feeding was well managed in each school visited and, where necessary, gave advice and instructions to improve management. WFP has developed a poster explaining how to manage school feeding at school level, to be placed in each school's kitchen and warehouse. WFP organized a meeting with DAS staff, departmental education directors, cooperating partners, parent-teacher associations, UNICEF and NSIA, a private construction company. The objectives of the meeting were to exchange lessons learned and discuss ways of improving the school feeding program in the coming years.
October 1, 2019 - March 30, 2020
<ul style="list-style-type: none"> 1,003.769 tons of food were distributed to 73,584 children (35,945 girls and 38,783 boys). The food basket was supplemented by canned mackerel, supplied by the Japanese government, and salt supplied by the government of Congo. During monitoring missions, WFP checked that school feeding was well managed in each school visited and, where necessary, gave advice and instructions to improve management.
April 1, 2020 - September 30, 2020
<ul style="list-style-type: none"> School meals were adapted to the closing of the school. Children came to their school to receive dry rations to take home: the rations were pre-measured, and either bags were provided or the children came with their own bags. In order to limit travel, the children were given the equivalent of 3 months' rations directly.

<ul style="list-style-type: none"> 573.204 t of enriched rice, 155.01 t of peas and 77.39 t of vegetable oil (April to June) in the form of take-home rations for 75,081 children.
October 1, 2020 - March 30, 2021
<ul style="list-style-type: none"> School feeding resumed with the reopening of schools. 75,760 people received school meals during the period, with the distribution of 748.51 MT of fortified rice, 197.38 MT of peas and 76.48 MT of vegetable oil with the support of McGovern-Dole. Additional distribution of canned fish and salt (Japan and Congo). Community members provided firewood, water, vegetables and condiments.
April 1, 2021 - September 30, 2021
<ul style="list-style-type: none"> Distribution of 514.74 MT of fortified rice, 130.18 MT of peas, 71.59 MT to 78,556 schoolchildren. Distribution of 15.39 MT of expiring vegetable oil to vulnerable families in Lékoumou and Bouenza.
October 1, 2021 - March 30, 2022
<ul style="list-style-type: none"> Distribution to 82,298 children of 768.29 MT of rice, 203.08 MT of peas and 78.20 MT of vegetable oil. 9 percent increase in the number of schoolchildren receiving school meals compared with the previous period. This is due to food left over from the previous contribution, as most of the schools assisted are in the Pool region, with better access thanks to the main Brazzaville-Pointe Noire road. The Likouala department suffered particular constraints: suspension of teachers' salaries in 60 schools for indigenous children. Despite this, the WFP provided school meals for 4,456 indigenous children. Likouala and Sanha present logistical challenges (flooding).
April 1, 2022 - September 30, 2022
<ul style="list-style-type: none"> Supply of 3,811,303 school meals. 88,114 schoolchildren received a meal. The volume of food supplies was lower than forecast due to i) the late start to the school term due to the unavailability of teachers, ii) the early start to the vacation period due to the parliamentary elections.

PROMOTING BETTER HEALTH
October 1, 2018 - March 31, 2019
<ul style="list-style-type: none"> With UNICEF support, six latrines (two for girls, two for boys and two for teachers) have been built in five ORA target schools in the Likouala department. Integrated awareness-raising materials (brochures and posters) on handwashing and sanitation in schools and on food and nutritional security have been adapted to the Congolese context. To be distributed in 40 ORA schools. In the department of Bouenza, ACTED has built 6 blocks of latrines (4 latrines per block) in schools that did not have latrines among the 35 targeted schools. Once construction was complete, the latrines were handed over to the schools, along with awareness-raising on infrastructure maintenance and management. Community hygiene groups were also set up and trained in maintenance. UNICEF rehabilitated boreholes at three water points and drinking water facilities in December 2018 and provided 69 handwashing kits to 3 ORA schools in the Likouala department. The installation of a water pump is underway. In the Bouenza department, in the 6 schools where latrines have been built, ACTED has set up hand-washing stations. In addition, ACTED trained 7 community hygiene groups in the maintenance of latrines and hand-washing stations, as well as in the management of kitchen and warehouse stocks. Hygiene kits (containing 7 pairs of gloves, a wheelbarrow, 2 buckets, 1 broom and 1 rake) were also distributed to these groups. ACTED organized awareness-raising sessions to inform children about the importance of education and good hygiene and sanitation practices. In addition, 9 mass awareness sessions were organized on the day of WASH kit distribution. Topics covered included the importance of education, good hygiene and sanitation practices, and the correct use of WASH kits. These mass awareness sessions reached a total of 796 households (3,980 people). The radio message was also broadcast three times over three weeks in the districts of Loudima, Kayes and Madingou.

April 1, 2019 - September 30, 2019

- UNICEF has carried out monitoring missions for latrines and hand-washing stations built by its partner Handicap Afrique in the Likouala and Sangha departments.
- In the Bouenza department, ACTED identified, assessed and selected 5 schools for the construction of latrines and hand-washing stations. One community meeting per school was organized by ACTED to ensure understanding and ownership of the project by all stakeholders. Emphasis was placed on the importance of community participation in the work, to ensure the smooth running of the planned activities and the ownership and maintenance of the infrastructure after construction by community members.
- UNICEF carried out follow-up missions to monitor the installation of the hand-washing facilities built by Handicap Afrique. These missions enabled UNICEF to adapt the design, where necessary, and to reframe the construction options in the new schools. During the missions, it was noted that it was necessary to sensitize the schools benefiting from the facilities to the correct use, protection and maintenance of the facilities by the school and the community.

October 1, 2019 - March 30, 2020

- ACTED has built five blocks of 4-door latrines (20 latrines in total) in the following five schools: Boumoyo, Madoungou, Mouandi 1, Moussengue, Ntsika-Mboko.
- UNICEF has supported the construction of 16 latrines (two separate blocks for boys and girls) in four targeted ORA schools in the Likouala and Sangha regions, providing 800 children with access to improved sanitation.
- ACTED has identified five schools (the same ones that benefited from latrine construction) for the installation of hand-washing stations.
- A total of 4 hygiene brigades have been set up and trained in good hygiene practices and maintenance techniques for latrine blocks and hand-washing stations. Each committee is made up of the following members: a chairman, a vice-chairman, a secretary, an equipment manager and two mobilizers. These brigades support school principals in the maintenance of latrine blocks, handwashing stations, kitchens and storage facilities. These brigades have received hygiene kits. They also ensure that the good hygiene practices to which the children have been made aware are properly reproduced.
- UNICEF supplied 220 hand-washing kits and soap to 45 schools in the Sangha and Likouala regions. In addition, hygiene promotion activities, in particular hand-washing and cleaning of the school environment, were carried out in schools, reaching 6,679 pupils, including 3,120 girls.

April 1, 2020 - September 30, 2020

No activity was carried out due to COVID-19

October 1, 2020 - March 31, 2021

- The WASH and Nutrition training courses were implemented in the Plateaux, Cuvette and Pool regions, and focused on raising awareness among staff, management and members of community development committees and other stakeholders of hygiene, water, sanitation and nutrition issues in schools and communities.
- Thirty-six representatives and 12 educational communities in the target areas were trained to address these issues. They were also introduced to the production of communication materials for broadcast, in particular on local radio stations in the region. At the end of the workshops held from November 4 to 6, 2020 in Imvouba (Pool), Ngo (Plateaux) and Owando (Cuvette), participants produced awareness-raising activities, including audiovisual productions, to reach at least 5,000 people on WASH and nutrition.
- With UNICEF support, 12 latrines (3 in Cuvette and Pool, and 6 in Plateaux) were built in four schools targeted by McGovern-Dole, benefiting 1,515 children and 21 teachers:
- The construction of these latrines is complemented by the distribution of awareness-raising materials and WASH training for school administrators and the school community.
- In addition, 200 hand-washing devices were purchased and distributed to 84 schools in the same regions.

April 1, 2021 - September 30, 2021

- The initial target of 12 latrines was increased to 16 to enable the installation of gender-segregated toilets, with twin blocks and hand-washing stations for girls and female teachers, as well as for boys and male

<p>teachers. The schools were selected from the McGovern-Dole School Feeding Project list provided by WFP, in collaboration with the local education representative and validated by the Ministry of Education's Planning Department.</p> <ul style="list-style-type: none"> ▪ The 1,067 pupils (48.36 percent girls) at four schools benefited from 16 sanitary facilities separated by gender. In early July 2021, UNICEF organized a provisional reception of the latrines in the presence of pupils, community members, school leaders, local authorities and administrative authorities in four regions (Cuvette, Plateaux and Pool). ▪ By April 2021, 69 schools had benefited from the installation of 152 hand-washing facilities in the Plateaux and Cuvette regions. This activity is a continuation of the hand-washing distributions reported in the previous period. ▪ Six staff members from the Ministry of Primary Education were trained in good hygiene practices, in particular the promotion of handwashing with soap. Ministry of Education staff, in turn, empowered 36 people (including 12 school principals and 24 teachers) to implement 11 handwashing-with-soap habits in their schools. ▪ In addition, training for school principals has also raised parents' awareness of their duty to protect and promote their children's right to education. This training reached 13,580 pupils in three regions: Cuvette, Plateaux and Pool.
October 1, 2021 - March 31, 2022
<ul style="list-style-type: none"> ▪ UNICEF has teamed up with "Eau et Assainissement pour l'Afrique" (EAA Congo), a civil society organization, to build 16 latrines in five schools and improve hand-washing and sanitation practices through activities aimed at changing social behavior. ▪ Each school benefited from toilets with twin blocks and hand-washing stations for girls/women and boys/men teachers. As a result, 3,468 pupils (46.31 percent girls) in five schools have access to 16 gender-segregated sanitary facilities. ▪ To support the operation and maintenance of the WASH infrastructure, UNICEF and EAA Congo have strengthened the four management committees, which have developed WASH action plans for the operation, cleaning and maintenance of their brand-new latrines and hand-washing stations. These action plans were drawn up in collaboration with the parent-teacher associations, and a work reception was organized. ▪ In addition, UNICEF has distributed 150 hand-washing kits to 50 schools in the Pool (27 schools in the Ngabe and Ignie districts) and Bouenza (23 schools in the Bouansa and Mouyondzi districts) departments. This action was accompanied by the provision of 3,600 soaps to these schools. ▪ To date, thanks to the partnership with UNICEF, this project supports the government in the provision of health services to school-age children, the supply of essential health services, and capacity-building for school administrators in health and hygiene management. Since the start of the project, 102 schools (out of 91 targeted for the duration of the project) are using an improved water source or new sanitation facilities.
April 1, 2022 - September 30, 2022
<ul style="list-style-type: none"> ▪ Activities relating to the rehabilitation and construction of separate latrines for boys and girls and the distribution of hand-washing kits have taken place and were reported on in the previous half-yearly report. The lessons learned from these activities can be found in the lessons learned section of the report. ▪ Some 368 people were trained in safe food preparation and storage during the period under review. The concepts covered during this training included the main food-borne illnesses and their causes, food contamination, the promotion of water hygiene (including drinking water quality), hand washing and hygiene and safety rules when handling foodstuffs. During the period covered by the annual report, some 903 people demonstrated the use of new safe food preparation and preservation practices.

PROMOTING BETTER NUTRITION
October 1, 2018 - March 31, 2019
This activity is not explicitly covered in the semi-annual narrative report.

April 1, 2019 - September 30, 2019
This activity is not explicitly covered in the semi-annual narrative report.
October 1, 2019 - March 30, 2020
This activity is not explicitly covered in the semi-annual narrative report.
April 1, 2020 - September 30, 2020
This activity is not explicitly covered in the half-yearly narrative report.
October 1, 2020 - March 31, 2021
<ul style="list-style-type: none"> ▪ The WASH and Nutrition training courses were implemented in the Plateaux, Cuvette and Pool regions, and focused on raising awareness among staff, management and members of community development committees and other stakeholders of hygiene, water, sanitation and nutrition issues in schools and communities. ▪ Thirty-six representatives and 12 educational communities in the target areas were trained to address these issues. They were also introduced to the production of communication materials for broadcast, in particular on local radio stations in the region. At the end of the workshops held from November 4 to 6, 2020 in Imvouba (Pool), Ngo (Plateaux) and Owando (Cuvette), participants produced awareness-raising activities, including audiovisual productions, to reach at least 5,000 people on WASH and nutrition.
April 1, 2021 - September 30, 2021
This activity is not explicitly covered in the half-yearly narrative report.
October 1, 2021 - March 31, 2022
This activity is not explicitly covered in the half-yearly narrative report.
April 1, 2022 - September 30, 2022
<ul style="list-style-type: none"> ▪ Training activities on child health and nutrition during the period covered by this report focused on building the capacity of school management committees, thanks to joint awareness-raising missions that took place in the country's five departments. ▪ In line with CWW recommendations 3 and 65, WFP has included the concept of dietary diversity, and emphasized women's empowerment and gender awareness in training. ▪ Building the capacity of school management committees was a priority during the reporting period, in response to the MTE's findings that community commitment and contributions were below expectations. While the community regularly provides firewood and water, the same cannot be said for vegetables and fruit, which are vital for increasing dietary diversity. Community engagement is essential for the transition and sustainability of the project, and three priority actions have been identified in the school food policy (2016). These priority actions are to improve community participation, make school canteen management committees functional and effective, and build the capacity of school management committees. ▪ After careful consideration, the country office recognizes that to enhance the project's sustainability potential and transition pathways, social behavior change communication (SBCC) around the importance of community contribution, showing these rural communities what their contribution could be, and the nutrition education required, are essential. Strengthening social behavior change communication could result in increased community participation and ownership to strengthen the operation and management of school canteens, encourage maintenance and improve the overall sustainability of the project. ▪ An estimated 5,100 people were trained in child health and nutrition, and 3,315 people demonstrated the use of new child health and nutrition practices during the period covered by the 2022 annual report.

SUPPORT FOR LITERACY IMPROVEMENT
October 1, 2018 - March 31, 2019

- A total of 12,342 pupils (95 percent of planned enrolment), including 6,476 pupils (3,206 girls and 3,270 boys) in ORA schools in the Likouala and Sangha departments, and 5,866 pupils (2,765 girls and 3,101 boys) in public elementary school in the Bouenza department, received school kits (bag, slate, 2 notebooks, pencil, eraser, pencil sharpener, chalk, textbook, reading manual). Levels 2 and 3 also received a ruler, a blue pen and a red pen.)
- UNESCO provided nutrition training for teachers in schools, including those targeted by McGovern-Dole. 110 teachers targeted by McGovern-Dole took part in the training. The training was complemented by UNICEF with the provision of basic equipment and materials.
- The teacher training module on food security and nutrition has been developed and validated by the government and partners. A module for out-of-school youth has also been developed.
- UNICEF organized three training sessions in the districts of Madingou (Bouenza department), Betou (Likouala department) and Pokola (Sangha department). 153 school administrators (21 women and 132 men) including 73 (8 women and 65 men) in Bouenza, 46 (6 women and 140 men) in Likouala and 34 (7 women and 27 men) in Sangha were trained and improved their school management skills. The school management training manual was developed and validated, and 400 copies were printed.

April 1, 2019 - September 30, 2019

- From April to September 2019, UNICEF conducted a review of school kit needs with cooperating NGOs in the Bouenza, Sangha and Likouala departments. A total of 16,500 children will receive school kits for the next school year.
- Following validation of the guides and tools on "Education for Food Security, Nutrition and the Implementation of Green Classes" (EDUSAN) for teacher training, UNESCO led nutrition-focused training for teachers in McGovern-Dole target areas in March 2019. A total of 163 teachers were trained using the newly developed guides and tools.
- Between April and September 2019, the evaluation of administrators was carried out by MEPSA staff (supported by UNICEF) in August in the departments of Sangha, Likouala and Bouenza. The assessment found (i) a good understanding of administrative management despite difficulties in report writing noted among ORA school administrators, (ii) gradual integration of teaching and learning techniques and methods as well as remediation, (iii) needs to further strengthen skills in the school meals management mechanism, (iv) unclear apprehension of the mechanism for developing and implementing the school project, the director's assignment as manager, and the monitoring process on children's progress.
- The missions recommended (i) ongoing training to perpetuate the project's achievements, (ii) reinforcement of food safety conditions, (iii) greater community involvement in the management committee and clarification of the roles of each key player involved in the school meals project.

October 1, 2019 - March 30, 2020

- 12,515 pupils (5,834 girls and 6,681 boys) from the Bouenza department each received a school kit according to their respective level: 15,000 schoolbags and 750 slates were ordered from UNICEF's central purchasing office in Copenhagen, while the rest of the school materials were purchased on the local market, including: 7,250 reading textbooks and 2,350 math textbooks; 23,725 notebooks; 12,000 pencils; 12,000 erasers, 12,000 pencil sharpeners, 4,000 rulers, 8,000 blue pens, 4,000 red pens and 6,000 boxes of white and coloured chalk.
- In the ORA schools in the Sangha and Likouala departments, certain operational funding problems were observed, causing disruptions throughout the school year. UNICEF school kits labelled "L'école en carton", pre-positioned for the ORA school, were finally sent to children whose schools were affected by the floods in the Cuvette and Likouala departments (a total of 56 schools were destroyed by the floods, 14,600 pupils were unable to attend school and lost their school supplies...).
- Between October 2019 and March 2020, 164 school administrators were targeted and trained in three localities (Sibiti, Djambala, Gamboma). As usual, it was organized with the support of the Ministry of Primary Education and took into account the evaluation carried out by Ministry staff (supported by UNICEF) in August 2019 in the Sangha, Likouala and Bouenza regions. The evaluation recommended continuing and strengthening, the areas of administrative, pedagogical and financial management of a school, management of the school canteen and monitoring and evaluation of student progress. Special mention was made of the project's post-implementation exit strategy. The School Management Training Guide, developed and printed in 2018 thanks to McGovern-Dole funds, served as the basis for the training.

April 1, 2020 - September 30, 2020

- Since the start of the pandemic, UNICEF has supported the Ministry of Education in providing home-based education during the 74 days schools were closed during the country's containment.
- In addition, MEPSA undertook the development of a printed program for schoolchildren, as well as television and radio broadcasts. Support from a number of other partners included the distribution of school brochures, the provision of protective masks and hand-washing devices, and awareness-raising activities on the measures needed to limit the spread of COVID-19, particularly among schoolchildren. The distribution covered the Lékoumou and Bouenza regions, where school furniture was handed out to pupils at the start of the 2019-2020 school year.
- At national level, 240,560 students, including 98,472 at the end of elementary school, 86,868 at the end of lower secondary school, 51,793 at the end of upper secondary school and 3,427 at the end of the cycle in reschooling centers, were supported to prepare for and sit the official exams in July and August 2020. At the end of the school year, when the results were announced, these two regions (Bouenza and Lékoumou) ranked 4th (80.83 percent) and 7th (77.33 percent) respectively out of all those admitted to the Certificat d'Etudes Primaires et Élémentaires.
- As the coordinating agency of the local Education Partners Group, UNICEF coordinated the country's submission to the Global Partnership for Education (GPE) in collaboration with the three ministries of education, UNESCO, UNHCR and WFP.

October 1, 2020-March 31, 2021

- A total of 104 school administrations and teachers (95 percent of the planned number of administrators), including 11 school district chief inspectors and 93 school principals, were trained in November 2020. Training focused on improving access to materials and school administration, improving school performance and the quality of education, ensuring the sustainability of school canteens targeted by the McGovern-Dole project, and raising school principals' awareness of COVID-19 measures to prevent the spread of the virus.
- Thanks to UNICEF support, 13,580 pupils have benefited from binders bearing the USDA, WFP and UNICEF logos, blackboards and other school supplies in the three targeted regions (Pool, Plateaux and Cuvette).
- Primary school pupils (levels 1, 2 and 3) received a binder with a blackboard, two 24-page double-line notebooks, a 48-page notebook, a pencil, an eraser and a sharpener. Students in levels 4, 5 and 6 received a binder with a blackboard, two 192-page notebooks, a 288-page notebook, a pencil, an eraser, a sharpener, two blue ballpoint pens and a red ballpoint pen.
- With regard to teaching materials, insufficient resources have prevented the purchase of new textbooks for the 2020/2021 academic year. However, the stock of 4,781 reading books and 372 math books remaining from last year's distribution (2019) has been used to staff McGovern-Dole schools for the October 2020 resumption.

April 1, 2021 - September 30, 2021

- A total of 110 school administrations (33 women and 77 men), including 11 school district chief inspectors and 99 school administrators, were trained in April 2021 in the localities of Boko (Pool), Boundji (Cuvette) and Ngo (Plateaux), over five days. The training focused on improving access to materials and school administration, improving school performance and the quality of education, ensuring the sustainability of the school canteens targeted by the McGovern-Dole project, and raising school principals' awareness of COVID-19 measures to prevent the spread of the virus.
- UNICEF provided 6,505 textbooks, including 6,133 for French reading and 372 for mathematics, in the Pool, Cuvette and Plateaux regions. The textbooks were collected by teachers and school administrators at the end of the school year (July 2021) and stored in secure locations for redistribution and use by students in the following school year.
- In addition to the manuals below, 1,724 remaining manuals will be distributed in October 2021.

October 1, 2021 - March 31, 2022

- To strengthen the organizational management of schools, 142 school administrators received training to improve school performance and sustainability in preparation for the completion of USDA projects. This activity focused on indigenous schools (ORA), given the high vulnerability of these students. In addition, 40

<p>schoolchildren from the Bouenza department were trained in WASH and nutritional best practices, and 2,986 adolescents were taught handwashing with soap, while 1,712 girls were taught menstrual hygiene.</p> <ul style="list-style-type: none"> ▪ UNICEF teamed up with AEE Congo for a community radio project in Mouyondzi, focusing on the importance of education. During the period under review, four episodes were broadcast, reaching 5,100 people in Mouyondzi and neighboring communities. ▪ During the period under review, UNICEF supplied school kits to 20,832 pupils in the Bouenza and Pool departments. ▪ During the second quarter of the 2021/2022 school year, UNICEF distributed school kits consisting of: ▪ Primary classes/ 3 first levels: CP1 (Grade 1)-CP2 (Grade 2)-CE1 (Grade 3) each child received in his schoolbag stamped with the USDA, UNICEF and WFP logos, a slate, two 24-page double-line notebooks, a 48-page notebook, a pencil, a ruler, an eraser and a pencil sharpener. ▪ Primary/secondary classes 3 levels: CE2 (Grade 4)-CM1 (Grade 5)-CM2 (Grade 6) each pupil received in his schoolbag stamped with the USDA, UNICEF and WFP logos, a slate, two 192-page notebooks, a 288-page notebook, a pencil, a ruler, an eraser, a pencil sharpener, two blue ballpoint pens and a red ballpoint pen.
April 1, 2022 - September 30, 2022
<ul style="list-style-type: none"> ▪ During the period under review, UNICEF distributed around 2,000 reading books and 250 math books to 25 schools in the departments of Mayama and Kimba (Pool). ▪ Training for school administrators and managers, focusing on school canteen management (covering logistics, monitoring and community involvement), took place as part of joint awareness-raising missions in the country's five departments. These missions contributed to several result areas and were highlighted earlier in the report under : Activity 1) Capacity building and Activity 6) Promoting better nutrition. Promoting better nutrition. The results of the missions are linked to the SABER pathway "Engagement and participation of communities, civil society and the private sector".

SUPPORT FOR SAFER FOOD PREPARATION AND STORAGE
October 1, 2018 - March 31, 2019
<ul style="list-style-type: none"> ▪ Kitchens with storage facilities have been built in 20 of ACTED's 35 schools (as planned). ▪ Kitchen utensils and cutlery have been distributed by ACTED in 35 schools targeted by ACTED and the WFP in the Bouenza department. The utensil kit consists of a large cooking pot, 2 small cooking pots, 400 spoons and plates, 2 ladles, a large energy-saving stove and 2 small energy-saving stoves. Once the utensil kit had been delivered to the schools, the children and school principals, as well as volunteer community cooks, were instructed in the correct use and maintenance of the equipment. The following utensils were shared between the 6 other departments: 656 small pots, 5,056 spoons and 4,992 plates. ▪ Training sessions on food preparation, food stock management and hygiene for school committee members, school principals, inspectors and other national counterparts were held in the Cuvette and Plateaux departments in November 2018. In all, around 290 people were trained. ▪ In the Likouala department, an awareness-raising session was organized with around 48 participants (March 2019). ▪ In the other departments, the focus was on raising awareness in each school during a visit by WFP staff.
April 1, 2019 - September 30, 2019
<ul style="list-style-type: none"> ▪ ACTED has identified, evaluated and selected two schools (Mandsatsi and Mnomo-Centre) for the construction and rehabilitation of kitchens and warehouses. ▪ One community meeting per school was organized to ensure that stakeholders understood the project. The importance of community involvement for the success of construction and post-construction maintenance was emphasized at the meeting. ▪ ACTED has identified, evaluated and selected 25 schools in the Bouenza department for the distribution of energy-saving ovens and cooking utensils. ACTED will purchase the utensils after the construction and rehabilitation of the kitchens and warehouses, scheduled for the first half of November. ▪ For the other departments targeted by McGovern-Dole, WFP has ordered kitchen utensils (350 cooking pots, 150 buckets and 25,000 plates) for the 2019-2020 academic year to replace those damaged and supplement those distributed during the last academic year.

October 1, 2019 - March 30, 2020

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

April 1, 2020 - September 30, 2020

No activity was carried out due to COVID-19

Appendix 10: Project monitoring plan evaluation matrix

Num. standard/ personalized	Sub-questions	Measurement/Progress indicator	Main sources of information	Data collection methods	Data analysis methods	Availability and reliability of evidence
Standard #1	Number of pupils regularly attending (80%) USDA-supported classes/schools (female/male)	Student attendance levels	WFP monitoring reports Teachers and students	Literature review Teacher and student survey	Narrative description Tables Male/female breakdown	High
Standard #2	Number of textbooks and other teaching and learning materials supplied with USDA support	Quantitative evaluation	Distribution reports WFP staff or implementing partners	Literature review Semi-structured questionnaires Survey of school administrators	Triangulation Narrative description	High
Standard #3	Number of administrators and school leaders in target schools who demonstrate the use of new techniques or tools as a result of USDA assistance.	Measuring the link between training and the implementation of new methods	School administrators	Board review Directors' survey Semi-structured interviews Observation	Triangulation Narrative description	High

Num. standard/ personalized	Sub-questions	Measurement/Progress indicator	Main sources of information	Data collection methods	Data analysis methods	Availability and reliability of evidence
Standard #4	Number of administrators and school leaders trained or certified with USDA assistance	Quantitative and qualitative assessment	Training attendance sheets WFP staff or implementing partners	Document review Semi-structured questionnaires Confirmation survey	Triangulation Narrative description	High
Standard #5	Number of teachers/educators/teaching assistants in target schools who demonstrate the use of new, quality teaching techniques or tools thanks to USDA assistance.	Measuring the link between training and the implementation of new methods	School administrators and teachers	File review Teacher survey Semi-structured interviews Observation	Triangulation Narrative description	High
Standard #6	Number of teachers/educators/educational assistants trained or certified with USDA support	Quantitative and qualitative assessment	Training attendance sheets WFP staff or implementing partners	Document review Semi-structured questionnaires Confirmation survey	Triangulation Narrative description	High
Standard #7	Number of educational facilities (school buildings, classrooms and latrines) rehabilitated/constructed with USDA assistance	Quantitative evaluation	Reports from WFP and/or its partners Confirmation survey	Board review Observation	Triangulation Narrative description	High
Standard #8	Number of students enrolled in USDA-assisted schools (women/men)	Quantitative evaluation	Reports from WFP and/or its partners	Board review Observation	Triangulation	High

Num. standard/ personalized	Sub-questions	Measurement/Progress indicator	Main sources of information	Data collection methods	Data analysis methods	Availability and reliability of evidence
					Narrative description	
Standard #9	Number of parent-teacher associations (PTAs) or similar "school" governance structures supported thanks to USDA aid	Quantitative evaluation	Reports from WFP and/or its partners School survey	Literature review Group discussions with PTAs	Triangulation Narrative description	High
Standard #11	Value of new public and private investments obtained thanks to USDA assistance	Quantitative evaluation	Reports from WFP and/or its partners	Documentary review Maintenance by targeted sampling	Triangulation Narrative description	High
Standard #12	Number of educational policies, regulations and/or administrative procedures at each of the following stages of development thanks to USDA assistance: Stage 5: Adopted and implementation begun	Measuring the degree of NSFP implementation	WFP reports Ministry of Education	Literature review Semi-structured questionnaires	Triangulation Narrative description	High
Standard #15	Number of daily school meals (breakfast, snack, lunch) provided to school-age children thanks to USDA assistance.	Quantitative evaluation	School statistics, WFP monitoring data, monthly reports	File review Interview via school survey	Triangulation Narrative description	High

Num. standard/ personalized	Sub-questions	Measurement/Progress indicator	Main sources of information	Data collection methods	Data analysis methods	Availability and reliability of evidence
Standard #16	Number of school-age children receiving daily meals at school (breakfast, snack, lunch) thanks to USDA assistance (women/male/new/continuing)	Quantitative evaluation	Attendance sheets for school meals MAP follow-up School administrators	Literature review Interview via school survey	Narrative description Tables Disaggregation male / female / new / ongoing	High
Standard #17	Number of welfare recipients participating in productive safety nets thanks to USDA assistance (women/men/new/continued)	Quantitative evaluation	Attendance sheets for school meals MAP follow-up School administrators	Literature review Interview via school survey	Narrative description Tables Disaggregation male / female / new / ongoing	High
Standard #18	Number of people trained in child health and nutrition with USDA support (women/men)	Quantitative and qualitative assessment	Training attendance sheets WFP staff or implementing partners	Literature review Teacher and student surveys Semi-structured questionnaires Confirmation survey	Triangulation Narrative description Gender disaggregation	High
Standard #19	Number of individuals demonstrating the use of new child health and nutrition practices with USDA support.	Measuring the link between training and the implementation of new methods	School administrators and teachers Students	Documentary review School survey interviews; Observation	Triangulation Narrative description	High

Num. standard/ personalized	Sub-questions	Measurement/Progress indicator	Main sources of information	Data collection methods	Data analysis methods	Availability and reliability of evidence
Standard #20	Number of people trained in safe food preparation and storage with USDA support (women/men)	Quantitative and qualitative assessment	Training attendance sheets WFP staff or implementing partners	Documentary review Semi-structured questionnaires Confirmation survey	Triangulation Narrative description Gender disaggregation	High
Standard #21	Number of people demonstrating that they are using new safe food preparation and storage practices with the help of the U.S. Department of Agriculture.	Measuring the link between training and the implementation of new methods	APE school administrators and teachers	Documentary review School survey interviews Group discussions with parent-teacher associations Observation	Triangulation Narrative description	High
Standard #22	Number of schools using an improved water source	Quantitative and qualitative assessment	School administrators	Survey of school administrators Observation	Narrative description	High
Standard #23	Number of schools with improved sanitary facilities	Quantitative and qualitative assessment	School administrators	Survey of school administrators Observation	Narrative description	High

Num. standard/ personalized	Sub-questions	Measurement/Progress indicator	Main sources of information	Data collection methods	Data analysis methods	Availability and reliability of evidence
Standard #24	Number of students receiving deworming medication	Quantitative and qualitative assessment	WHO reports School administrators	Documentary review Semi-structured questionnaires Confirmation survey	Triangulation Narrative description	High
Standard #25	Number of child health and nutrition policies, regulations or administrative procedures in each of the following stages of development with assistance from the United States Department of Agriculture (USDA): - Stage 3: submitted for legislation/decreed - Stage 4: adopted/approved	Measuring the degree to which health policies are implemented	WFP reports Ministry of Health	Literature review Semi-structured questionnaires	Triangulation Narrative description	High
Standard #26	Percentage of students who, at the end of two years of primary education, demonstrate that they can read and understand the meaning of grade-level tests (females/males)	Literacy level of second-graders	Second-year students Studies and Planning Department, Ministry of Education	Literacy test	Narrative description and graphics Male/female breakdown	High
Standard #27	Number of individuals directly benefiting from USDA-funded interventions (women/men/new/ongoing)	Quantitative evaluation	Reports from WFP and/or its partners MdE Ministry of Health	Documentary review Semi-structured questionnaires Observation	Triangulation Narrative description	High

Num. standard/ personalized	Sub-questions	Measurement/Progress indicator	Main sources of information	Data collection methods	Data analysis methods	Availability and reliability of evidence
Standard #28	Number of people indirectly benefiting from USDA-funded interventions	Quantitative evaluation	Reports from WFP and/or its partners MdE Ministry of Health	Documentary review Semi-structured questionnaires Observation	Triangulation Narrative description	High
Custom #1	Number of PTAs, community members and farmers' organizations trained or made aware of the importance of health and hygiene practices.	Quantitative and qualitative assessment	PTAs Farmers Community members	Semi-structured questionnaires Group discussions	Narrative description	High
Custom #2	Number of PTAs, community members, farmers' organizations trained or made aware of the importance of education	Quantitative and qualitative assessment	PTAs Farmers Community members	Semi-structured questionnaires Group discussions	Narrative description	High
Custom #3	Percentage of transfers made to school inspectors compared with planned transfers	Quantitative evaluation	WFP monitoring reports School inspectors	Documentary review Semi-structured questionnaires	Narrative description	High
Custom #4	Number of revised textbooks and other teaching and learning materials (based on revised curriculum) supplied to schools with USDA assistance	Quantitative evaluation	Distribution reports WFP staff or implementing partners	Literature review Semi-structured questionnaires Confirmation survey	Triangulation Narrative description	High

Num. standard/ personalized	Sub-questions	Measurement/Progress indicator	Main sources of information	Data collection methods	Data analysis methods	Availability and reliability of evidence
Custom #5	Percentage of students indicating that they are attentive or very attentive during the course/instruction (women/men)	Quantitative evaluation	Teachers and students	Teacher and student surveys	Narrative description Male/female breakdown	Medium
Custom #6	Number of civil servants trained with USDA support (women/men)	Quantitative evaluation	Reports from WFP and/or its partners MdE Ministry of Health	Documentary review Semi-structured questionnaires	Narrative Description Male/female breakdown	High
Custom #7	Percentage of school days missed due to illness (target < 3%)	Quantitative evaluation	Teachers and school administrators	School survey interview	Narrative description	Medium
Custom #8	Number of energy-efficient furnaces supplied and rehabilitated	Quantitative evaluation	APE	Confirmation survey	Descriptive statistics	High

Appendix 11: Evaluation matrix

EVALUATION MATRIX FOR EVALUATION QUESTIONS

Coherence						
Num.	Questions	Measurement/Progress indicator	Main source of information	Data collection methods	Data analysis methods	Information quality
1	Has the design of the project strategy continued to reach the right people and other groups such as women, girls, men, boys and indigenous populations with the right kind of assistance?	Attendance rate, dropout rate, literacy assessment (reading test results), poverty rate, food insecurity, health and nutrition indicators.	Monitoring reports from WFP and implementing partners, AGSAV 2014 ¹⁰ and EDSC II. ¹¹ Beneficiaries' views.	Literature review, key informant interviews	Review of WFP evaluation reports, qualitative analysis, triangulation between several key informants	High
2	Has the implementation of the project made it possible to meet the needs of the intended beneficiaries by providing them with appropriate assistance, particularly women, girls, men, boys and indigenous populations?	Adequacy of project activities and expected results with identified education, health and nutrition needs.	Project design document, beneficiaries, institutional partners	Literature review, key informant interviews	Qualitative analysis, triangulation	High
3	Has the project strategy evolved to adapt to	Compliance with the objectives and orientations	Government policies on school	Literature review, interviews with key	Qualitative analysis, triangulation	High

¹⁰ WFP; Global food security and vulnerability analysis; 2014.

¹¹ Republic of Congo; Enquête démographique et de santé du Congo , 2011-2012 (EDSC II).

	changes in government policies and strategies on education and school meals?	of relevant government policies (food security, nutrition, school health, education, etc.).	food, nutrition, school health and social safety nets	informants from government staff		
4	Has the project continued to complement other donor- and government-funded initiatives?	Consistency with the stated objectives and relevant policy orientations of other development players, such as UN agencies and NGOs.	UNDAF RDC (2014-18 onwards). Other policies and strategies of development players, including implementing partners (UNICEF, UNESCO, ACTED) and the World Bank-supported PRAASED.	Literature review, interviews with key informants from partner staff.	Qualitative analysis, triangulation	High

Efficiency						
Num.	Questions	Measurement/Progress indicator	Main source of information	Data collection methods	Data analysis methods	Information quality
5	To what extent have the interventions achieved (or not) the expected results (outputs and outcomes according to the PMP) for girls, boys, men, women and indigenous populations?	Number of food aid beneficiaries - actual vs. planned; tonnage of food distributed - actual vs. planned; number of teachers trained; number of school textbooks distributed, number of schools using an improved water source, etc.	Monitoring and evaluation data and reports from WFP CO, WFP staff, implementing partners and beneficiaries.	Literature review, key informant interviews	Quantitative analysis - comparison between 2018 baseline data and data collected during the mid-term review; qualitative analysis and triangulation	High

5a	To what extent has the project achieved (or failed to achieve) the expected results (outputs and outcomes) for girls, boys, men and women?	Number of food aid beneficiaries - actual vs. planned; tonnage of food distributed - actual vs. planned; number of teachers trained; number of textbooks distributed, etc.	Monitoring and evaluation data and reports from WFP CO, WFP staff, implementing partners and beneficiaries.	Literature review, key informant interviews, field observation	Quantitative analysis - comparison between 2018 baseline data, 2021 EMT data and data collected during the final evaluation; qualitative analysis and triangulation.	High
5b	To what extent have USDA activities improved student attendance and attention, the quality of literacy instruction and contributed to improved literacy among school-age children?	Attendance rate, dropout rate, promotion rate, reading test results	Monitoring and evaluation data and reports from WFP CO, WFP staff, implementing partners and beneficiaries.	Literature review, key informant interviews, field observation, quantitative school survey	Quantitative analysis - comparison between 2018 baseline data, 2021 EMT data and data collected during the final evaluation; qualitative analysis and triangulation.	High
5c	To what extent has the project reduced health-related absences?	Number of absences for health reasons	Monitoring and evaluation data and reports from WFP CO, WFP staff, implementing partners and beneficiaries.	Literature review, key informant interviews, field observation, quantitative school survey	Quantitative analysis - comparison between 2018 baseline data, 2021 EMT data and data collected during the final evaluation; qualitative analysis and triangulation.	Average
5d	To what extent has the project improved knowledge of health, sanitation and hygiene?	Percentage of schools with soap and hand-washing facilities commonly used by pupils; number/percentage of schools with improved sanitation facilities	Monitoring and evaluation data and reports from WFP CO, WFP staff, implementing partners and beneficiaries.	Literature review, key informant interviews, field observation, quantitative school survey	Quantitative analysis - comparison between 2018 baseline data, 2021 EMT data and data collected during the final evaluation; qualitative analysis and triangulation.	Average
5e	To what extent has the project improved knowledge of safe food	Percentage of households and schools with clean	Monitoring and evaluation data and reports from WFP	Literature review, key informant interviews, field observation,	Quantitative analysis - comparison between 2018 baseline data, 2021 EMT	High

	preparation and preservation?	storage and cooking facilities	CO, WFP staff, implementing partners and beneficiaries.	quantitative school survey	data and data collected during the final evaluation; qualitative analysis and triangulation.	
5f	To what extent has the project improved nutrition knowledge?	Percentage of students (girls/boys) aware of the importance of better nutrition and dietary diversity; percentage of cooks and stock managers with good knowledge of nutrition and food practices.	Monitoring and evaluation data and reports from WFP CO, WFP staff, implementing partners and beneficiaries.	Literature review, key informant interviews, field observation, quantitative school survey	Quantitative analysis - comparison between 2018 baseline data, 2021 EMT data and data collected during the final evaluation; qualitative analysis and triangulation.	High
6	What internal and external factors influence the achievement of the project's expected results?	Perception of management strengths and challenges by WFP staff, government staff and cooperation partners	WFP staff, government staff, implementing partners, project participants	Interviews with implementing partners (WFP staff, government staff at national and decentralized levels, and cooperation partners); focus group meetings with participants.	Qualitative evaluation by triangulation	High

Efficiency						
Num.	Questions	Measurement/Progress indicator	Main source of information	Data collection methods	Data analysis methods	Information quality
7	How effective is targeting? To what extent does it take into account the specific needs of girls, boys,	Food insecurity, poverty, low education levels, nutrition and gender indicators	NSI follow-up (school assessment, household	Literature review, key informant interviews	Qualitative evaluation by triangulation	High

	women, men and indigenous populations?		assessment), CFSVA 2014, AEM 2019 ¹²			
8	Did the aid reach the right beneficiaries (girls, boys, men and women) in quantity, quality and at the right time?	Food delivery data, non-food delivery data, training data, textbook delivery data	WFP BP implementing partners	Literature review, key informant interviews	Qualitative evaluation by triangulation	High
9	Is the project efficient in terms of costs and costs/beneficiaries?	Budget data, budget revisions	WFP financial and operational information	Document review, interviews with relevant stakeholders (WFP finance staff and other support staff)	Qualitative evaluation by triangulation	Average (the notion of cost-effectiveness is subjective)

Impact						
Num.	Questions	Measurement/Progress indicator	Main source of information	Data collection methods	Data analysis methods	Information quality
10	What are the long-term effects of interventions on the lives of targeted beneficiaries, including women, girls, men, boys and indigenous populations, households, communities and institutions?	Evaluation of progress towards positive or negative long-term effects by ET in interviews or focus groups	WFP staff, government staff, implementing partners, project beneficiaries	Interviews and focus groups with WFP staff, partners and beneficiaries.	Qualitative evaluation by triangulation	Average (because it is based on an evaluation of the EA and the feelings of the beneficiaries)
11	Were there any unexpected results (positive or negative)?	Positive or negative results reported by the CI (beneficiaries, UN staff,	WFP staff, government staff, implementing	Interviews and focus groups with WFP staff, partners, beneficiaries and	Qualitative evaluation by triangulation	Average (as the international team does not travel to the country, it may

¹² PAM; Household economic analysis; December 2019.

		implementing partners, etc.)	partners, project beneficiaries	non-beneficiaries, as appropriate.		be difficult for the ET to identify any unintended results)
12	What internal and external factors have prevented the project's results from having the desired impact on the target beneficiaries?	Internal and external problems/constraints encountered in implementing the project	WFP staff, government staff, implementing partners, project beneficiaries	Interviews and focus groups with WFP staff, partners and beneficiaries.	Qualitative evaluation by triangulation	Average (it may be difficult to identify all the factors likely to influence results)

Sustainability						
Num.	Questions	Measurement/Progress Indicator	Main source of information	Data collection methods	Data analysis methods	Information quality
13	How likely is it that the benefits of the project will be maintained after the end of the project for each category of beneficiary?	Progress towards a national school feeding program. Analysis of the current status of the project's benefits at the time of evaluation and prospects for continuation.	Project documents. Monitoring reports. WFP, institutional partners, implementing partners, beneficiaries	Literature review, individual and focus group interviews, observation	Qualitative evaluation by triangulation	High
14	What are the key factors influencing the likelihood of sustainability of project results?	Existence of an exit strategy and specific approaches designed to ensure sustainability in project design. Level of ownership by national institutions. Technical, social and organizational, financial and economic, environmental sustainability.	Project documents. Monitoring reports. WFP, institutional partners, implementing partners, beneficiaries	Literature review, individual and focus group interviews, observation	Qualitative evaluation by triangulation	High

Coherence						
Num.	Questions	Measurement/Progress indicator	Main source of information	Data collection methods	Data analysis methods	Information quality
15	To what extent is the McGovern-Dole project aligned with WFP's institutional policies?	Correspondence between project objectives and activities and the company's main policies (school feeding, nutrition, gender equality, social protection, etc.).	MAP guidance documents WFP staff	Literature review Individual interviews	Qualitative evaluation by triangulation	High
16	To what extent is the McGovern-Dole program consistent with other WFP activities in the country?	Consistency of McGovern-Dole project objectives and activities with the WFP CSP.	PSP document WFP staff	Literature review Individual interviews	Qualitative evaluation by triangulation	High

General questions						
Num.	Questions	Measurement/Progress indicator	Main source of information	Data collection methods	Data analysis methods	Information quality
17	What lessons have been learned from the project so far? How can WFP improve future programming, in the context of these lessons?	Lessons learned from interviews and focus groups	WFP staff, partners, beneficiaries	Interviews and focus groups, direct observation	Qualitative evaluation by triangulation	High
18	How can WFP improve its future programming in the light of lessons learned?	Recommendations made during interviews and focus groups.	WFP staff, partners, beneficiaries	Interviews and focus groups, direct observation	Qualitative evaluation by triangulation	High
19	How can the USDA improve future funding for the McGovern-Dole	Recommendations made during interviews and focus groups.	WFP staff, partners, beneficiaries	Interviews and focus groups, direct observation	Qualitative evaluation by triangulation	High

	initiative in the context of lessons learned?					
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Appendix 13: Teacher Questionnaire

MINISTRY OF PLANNING, STATISTICS AND REGIONAL
INTEGRATION

NATIONAL STATISTICS INSTITUTE

REPUBLIC OF CONGO

Unity* Work* Progress

FINAL EVALUATION SURVEY ON SCHOOL CANTEENS TEACHER QUESTIONNAIRE

INS- KonTerra-WFP cooperation

*This questionnaire is for statistical purposes only. It is used solely to gather information useful to the WFP McGovern-Dole program. The information contained in this document is strictly confidential. Under no circumstances may it be used for legal proceedings, tax inspections or economic repression. Any failure to maintain confidentiality and reply or any false declaration will be punished in accordance with Articles 5, 6, 7 and 8 of Law **No. 36-2018 of October 05, 2018** on official statistics relating to statistical secrecy and the obligation to reply to the statistical questionnaire.*

SECTION 0: GENERAL INFORMATION**A. IDENTIFICATION AND LOCATION OF THE SCHOOL**

ID01. Department : _____	_ _
ID02. City/District: _____	_ _
ID03. District/village: _____	_ _

B. COLLECTION TEAM

ID04. Investigator	_ _
ID05. Questionnaire number	_ _ _
ID06. Team Leader	_ _
ID07. Supervisor	_ _
ID10. Interview date _ _ _ _ _ _ _ _ _	

C. SCHOOL INFORMATION AND TEACHER CHARACTERISTICS

M001. School name : _____	
M002. Type of education: 1=Primary 2=ORA	_
M003. School type: 1= Rural public school with WFP support (McGovern-Dole) 2= Public rural school without WFP support	_
M004. Teacher's full name : _____ _____	
M005. Sex: 1=Male 2=Female	_
M006. Age :	_ _
M007. Level of education: 1= Primary 2= Secondary 3= Higher	_
M008. Last diploma obtained by the teacher : 1= CEPE 2=BEPC 3=BEP 4=Technical Baccalaureate 5=General Baccalaureate 6=CFEEN/CFECN 7=CAP 8=Pedagogical Baccalaureate 9=BTS 10=Licence 11=Master 1 12=Master2 13=Doctorate 14=CFEEN/CFECN 15=CAPEL 16=CAP	_
M009. Teacher's telephone number: _ _ _ _ _ _ _ _ _	

SECTION 1: IMPROVING STUDENT FOCUS**Presence**

M101. How many students in total are in your class (including absentees)?	_ _ _
M102. How many female students in total are in your class (including absentees)?	_ _ _
M103. How many pupils are absent from your class today?	_ _ _
M104. How many girls are absent from your class today?	_ _ _
M105. Why are these students absent? 1=Sick 2=Home is far from school 3=Work at home 4=Field work 5=No answer 6=Other to specify, _____	_

SECTION 2: SHORT-TERM HUNGER

M201. Please estimate the number of children who are hungry every day during class.	_ _
M202. Please estimate the number of girl children who are hungry every day during class.	_ _
M203. Please estimate the number of children who are sometimes or occasionally hungry during class.	_ _
M204. Please estimate the number of girls who are sometimes or occasionally hungry every day during class.	_ _
M205. Does this change depending on the season? 1= Yes 2= No If no, go to question M207	_
M206. If yes, please specify the month when most students come to school hungry (multiple choice). 1=Yes 2=No 1) Great rainy season: a) October _ b) November _ c) December _ 2) short dry season _ : d) January _ e) February _ 3) short rainy season _ : f) March _ g) April _	

4) long dry season __ : h) May __ i) June __ j) July __	
Attention	
M207. Please estimate the number of children who are inattentive every day (sleepy, inactive) in class.	__ __
M208. Please estimate the number of girls who are inattentive every day (sleepy, inactive) in class.	__ __
M209. Please estimate the number of children who are inattentive sometimes or at times (sleepy, inactive) in class.	__ __
M210. Please estimate the number of girls who are inattentive sometimes or at times (sleepy, inactive) in class.	__ __
M211. Does this change depending on the season/month? 1= Yes 2= No <i>If not, go to question M212</i>	__
M211A. If yes, please specify the month or season when most students are inattentive: 1=Yes 2=No 1) Great rainy season: a) October __ b) November __ c) December __ 2) short dry season __ : d) January __ e) February __ 3) short rainy season __ : f) March __ g) April __ 4) long dry season __ : h) May __ i) June __ j) July __	
Teacher training in education and pedagogy	
M212. Have you received any teacher training in the last 12 months? 1=Yes 2=No <i>If no, go to question M216</i>	__
M213. Who provided this training? 1= PAM or other McGovern-Dole partner 2= Other, please specify_____	__
M214. Do you use any new teaching techniques acquired during this training? 1= Yes 2= No <i>If no, go to question M216</i>	__
M215. What techniques do you use? 1. _____ 2. _____ 3. _____ 4. _____	
Teacher training on health and nutrition	
M216. Have you received any teacher training on nutrition and health in the last 12 months? 1= Yes 2= No <i>If no, go to question M301</i>	__
M217. Who provided this training? 1= PAM or other McGovern-Dole partner 2= Other, please specify_____	__
M217A. What subjects were taught? 1= Yes 2= No a) Hygiene b) Sanitation c) Food diversification d) Micronutrients e) Other (1), please specify: _____ f) Other (2), please specify: _____	__ __ __ __ __ __
M218. Are you able to include this knowledge in your teaching for students? 1= Yes 2= No <i>If no, go to next section</i>	__
M219. If yes, on which subjects? 1= Yes 2= No a) Hygiene b) Sanitation c) Food diversification d) Micronutrients e) Other (1), please specify : _____ f) Other (2), please specify : _____	__ __ __ __ __ __

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SECTION 3: HYGIENE, NUTRITION AND GENDER

M301. In class, do you talk to children about the importance of good hygiene? 1=Yes often 2=Yes sometimes 3= <i>No</i>	_
M302. In class, do you talk to children about the importance of good nutrition? 1=Yes often 2=Yes sometimes 3= <i>No</i>	_
M303: In class, do you talk to students about gender-related issues, violence against women and/or respect between men and women? 1=Yes often 2=Yes sometimes 3= <i>No</i>	_

Appendix 14: School principals' questionnaire

MINISTRY OF PLANNING, STATISTICS AND REGIONAL INTEGRATION

REPUBLIC OF CONGO

Unity* Work* Progress

NATIONAL STATISTICS INSTITUTE

FINAL EVALUATION SURVEY ON SCHOOL CANTEENS SCHOOL PRINCIPAL QUESTIONNAIRE

INS- KonTerra-WFP cooperation

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SECTION 0: GENERAL INFORMATION									
B. IDENTIFICATION AND LOCATION OF THE SCHOOL									
ID01. Department : _____							_ _		
ID02. City/District: _____							_ _		
ID03. District/village: _____							_ _		
B. COLLECTION TEAM									
SECTION 1: INFORMATION ON SCHOOL MAPPING									
D101. Total number of pupils in this school							_ _ _ _		
D102. Total number of girls in this school							_ _ _ _		
D103. Total number of school days planned for the 2022-2023 school year							_ _ _ _		
D104. Total number of school months planned for the 2022-2023 school year							_ _		
D105. Expected end of school year 2022-2023 (DD/MM/YYYY)							_ _ _ _ _		
D106. Start date for the 2022-2023 school year (DD/MM/YYYY)							_ _ _ _ _		
D107. Total number of school days missed by all students during the 2022-2023 school year (Enter 999 if unknown)							_ _ _		
D005. Sex: 1=Male 2=Female									
D006. Age :							_ _		
D009. Phone number of administrator / principal: _ _ _ _ _ _ _ _ _ _									
D009A. Are you in charge of teaching courses? 1=Yes 2=No If no, go to question D101								_	
D010. If yes, what level of education do you work in? 1=Yes 2=No									
a) If primary education: CP1 _ CP2 _ CE1 _ CE2 _ CM1 _ CM2 _									
b) If ORA teaching: Level 1 _ Level 2 _ Level 3 _ Level 4 _									
D108. Number of pupils enrolled during this school year, by level and gender (Enter 999 if unknown)									
Level	Number of students enrolled		Number of students promoted (from last year)		Number of repeaters		Number of dropouts (year-to-date)		
	Total	Girls	Total	Girls	Total	Girls	Total	Girls	
Primary School	_ _ _	_ _ _	_ _ _	_ _ _	_ _ _	_ _ _	_ _ _	_ _ _	
CP1	_ _ _	_ _ _	_ _ _	_ _ _	_ _ _	_ _ _	_ _ _	_ _ _	
CP2	_ _ _	_ _ _	_ _ _	_ _ _	_ _ _	_ _ _	_ _ _	_ _ _	
CE1	_ _ _	_ _ _	_ _ _	_ _ _	_ _ _	_ _ _	_ _ _	_ _ _	
CE2	_ _ _	_ _ _	_ _ _	_ _ _	_ _ _	_ _ _	_ _ _	_ _ _	
CM1	_ _ _	_ _ _	_ _ _	_ _ _	_ _ _	_ _ _	_ _ _	_ _ _	
CM2	_ _ _	_ _ _	_ _ _	_ _ _	_ _ _	_ _ _	_ _ _	_ _ _	
ORA School	_ _ _	_ _ _	_ _ _	_ _ _	_ _ _	_ _ _	_ _ _	_ _ _	
Level 1	_ _ _	_ _ _	_ _ _	_ _ _	_ _ _	_ _ _	_ _ _	_ _ _	
Level 2	_ _ _	_ _ _	_ _ _	_ _ _	_ _ _	_ _ _	_ _ _	_ _ _	
Level 3	_ _ _	_ _ _	_ _ _	_ _ _	_ _ _	_ _ _	_ _ _	_ _ _	
Level 4	_ _ _	_ _ _	_ _ _	_ _ _	_ _ _	_ _ _	_ _ _	_ _ _	
School attendance									
D109. Does the school have attendance books/sheets for this school year? (Please observe for yourself or ask the school principal to show them) 1=Yes 2=No If no, go to question D111							_		
S1.8. For how many days was at least one pupil absent from school in the last week? (enter 9999 if unknown)							_		

S1.8.a How many days was at least one student absent from school in the last month? (enter 9999 if unknown)	_ _
Improving school-age children's reading skills	
D111. Has your school conducted a reading test with CP2 students for this 2022-2023 school year? 1=Yes 2=No <i>If no, go to question D114A</i>	_
D112A. Number of students tested (enter 999 if unknown)	_ _ _
D112B. Number of girls tested (enter 9999 if unknown)	_ _ _
D113A. Number of successful students (enter 9999 if unknown)	_ _ _
D113B. Number of successful female students (enter 9999 if unknown)	_ _ _
Improving the quality of French language teaching	
D114A. Number of teachers (including contractors and volunteers) this school year: (enter 99 if unknown)	_ _
D114B. Number of female teachers (including contractors and volunteers) this school year: (enter 99 if unknown)	_ _
D115A. Number of contract/volunteer teachers, if any (excluding civil servant teachers): (enter 99 if unknown)	_ _
D115B. Number of female contract/volunteer teachers, if any (excluding civil servant teachers): (enter 99 if unknown)	_ _
D116. Teacher attendance during this school year (RF1/result 1.1.1)	

N°	Gender 1=Male 2=Female	Number of teaching days	Number of days absent
1	_	_ _ _	_ _
2	_	_ _ _	_ _
3	_	_ _ _	_ _
4	_	_ _ _	_ _
5	_	_ _ _	_ _
6	_	_ _ _	_ _
7	_	_ _ _	_ _
8	_	_ _ _	_ _
9	_	_ _ _	_ _
10	_	_ _ _	_ _
D117A. Number of teachers using the new national French curriculum and associated teaching materials in the last school year. (Enter 99 if unknown)			_ _
D117B. Number of female teachers using the new national French curriculum and associated teaching materials in the last school year. (Enter 99 if unknown)			_ _
Director training			
D118. Have you received administrator training in the last 12 months? 1=Yes 2=No <i>If no, go to question D122</i>			_
D119. Who provided this training? 1= WFP or other McGovern-Dole partner 2= Government 3=Don't know 4= Other, please specify _____			_
D120. Do you use the new techniques learned during this training? 1=Yes 2=No <i>If no, go to question D122</i>			_
D121. Can you tell me what tools and techniques you use?			

1	
2	
3	
4	
5	
6	
7	
8	
Greater involvement of local and community groups	
D122. Does the school have a School Nutrition Committee (Comité pour l'Alimentation Scolaire - CAS)? 1=Yes 2=No If no, go to next section	_
D123. Is he active and does he make a contribution to the school? 1=Yes 2=No	_

SECTION 2: SCHOOL EQUIPMENT AND INFRASTRUCTURE IMPROVEMENTS (Please observe for yourself and check with the appropriate people)	
Supplies	
D201. Does the school have enough teaching materials for effective teaching this school year? (Note to interviewer: observe classroom)	
a) None	_
b) Poster with letters (reading material)	_
c) Poster with numbers (mathematics material)	_
d) Descriptive image (human body, animal)	_
e) Science poster	_
f) Other, please specify _____	_
D202. Did the school receive any teaching or learning materials during this school year? 1=Yes 2=No 3=Don't know	_
D203. Did the school receive any stationery supplies this school year? (folders, punches, calculators, whiteboards and other non-food items...) 1=Yes 2=No 3=Don't know	_
Latrines	
D204. Does the school have latrines? 1=Yes 2=No If no, go to question D212	_
D205A. Number of functional latrines on school premises:	_
D205B. Number of non-functional latrines on school premises	_
D206. Number of latrines rehabilitated or built this school year?	
a) Rehabilitated with the support of: 1=Yes 2=No	
• UNICEF/ACTED/ McGovern-Dole _ If yes, how many? _	
• Government. _ If yes, how many? _	
• Other: _ If yes, how many? _	
b) Built with the support of: 1=Yes 2=No	
• UNICEF/ACTED/ McGovern-Dole. _ If yes, how many? _	
• If so, how many?	
• Other, please specify _____ _ If yes, how many? _	
D207. Are functional latrines for pupils separated for boys and girls? 1=Yes 2=No If no, go to question D210	_
D208A. If yes, how many functional latrines are there for boys?	_
D208B. If yes, how many functional latrines are there for girls?	_
D209. Do the latrines for girls have a specific space for information on menstruation and hygiene kits? (If yes, the interviewer should make an observation) 1= Yes 2=No	_
D210 Please characterize these latrines (by direct observation QCM) 1=Yes 2=No	

a) Flush or drainage system connected to a sewer system, septic system or pit latrine <input type="checkbox"/> b) Flush or drain system without sewage system <input type="checkbox"/> c) Pit latrines with slab <input type="checkbox"/> d) Open pit latrines <input type="checkbox"/> e) Compost toilets <input type="checkbox"/> f) Ventilated improved pit latrines <input type="checkbox"/> g) Bucket latrines <input type="checkbox"/> h) Suspended toilets/latrines <input type="checkbox"/> i) Other, please specify: _____ <input type="checkbox"/>	
D211. How do you manage and maintain the latrines? (<i>check multiple-choice answers</i>) 1=Yes 2=No a) Trains students and organizes latrine cleaning rotations <input type="checkbox"/> b) Ensure that soap and hand-washing materials are available in or near washrooms <input type="checkbox"/> c) Close the latrines during school vacations <input type="checkbox"/> d) Makes sure the sink is full of water <input type="checkbox"/> e) Invites users to leave their shoes outside the latrines <input type="checkbox"/> f) Other, specify: _____ <input type="checkbox"/>	
Hand washing	
D212. Does the school have a handwashing station? (<i>Interviewer to make observation</i>) 1=Yes 2= No If no, go to question D216	<input type="checkbox"/>
D213. If yes, how many hand-washing stations are there in the school?	<input type="text"/> <input type="text"/>
D214. If so, what are the current conditions of the hand-washing station? 1) Good condition and operation all year round 2) Good condition and functioning only during the rainy season 3) In poor condition but works all year round 4) Poor condition but only works during the rainy season 5) Out of order, does not work 6) Other, please specify _____	<input type="checkbox"/>
D215. Number of handwashing stations rehabilitated or built this school year, 2022-2023 a) Rehabilitated and supported by: 1=Yes 2=No • PAM or another McGovern-Dole partner. <input type="checkbox"/> Specify number: <input type="text"/> <input type="text"/> • The Government <input type="checkbox"/> Specify number: <input type="text"/> <input type="text"/> • Other (please specify: _____). <input type="checkbox"/> Specify number: <input type="text"/> <input type="text"/> b) Built and supported by: • PAM or another McGovern-Dole partner. <input type="checkbox"/> Specify number: <input type="text"/> <input type="text"/> • The Government <input type="checkbox"/> Specify number: <input type="text"/> <input type="text"/> • Other (please specify: _____). <input type="checkbox"/> Specify number: <input type="text"/> <input type="text"/>	
Improved water source	
D216. Does the school have a water supply? 1=Yes 2= No If no, go to question D301	<input type="checkbox"/>
D217. Please describe the source of water supply (<i>observe and tick the corresponding answer</i>): 1=Yes 2=No a) Water piped into premises, plot, or yard <input type="checkbox"/> b) Public tap/pipe <input type="checkbox"/> c) Piped well/borehole <input type="checkbox"/> d) Protected dug well <input type="checkbox"/> e) Unprotected dug well <input type="checkbox"/> f) Protected spring <input type="checkbox"/> g) Unprotected spring <input type="checkbox"/> h) Rainwater collection <input type="checkbox"/> i) Trolley with small tank/drum <input type="checkbox"/> j) Tank truck <input type="checkbox"/> k) Surface water (river, dam, lake, pond) <input type="checkbox"/> l) Bottled water <input type="checkbox"/>	
D217M. Specify main source (e.g. b represents public tap/pipe)	<input type="text"/>
D218. Is water normally available from this (these) water source(s)? 1=Yes 2= No	<input type="text"/>
D219. Has water not been available from this source in the last 2 weeks for at least one day? 1=Yes 2= No 3=Don't know	<input type="text"/>
D220. number of water stations rehabilitated or built this school year: a) Rehabilitated and supported by: 1=Yes 2=No	

- PAM or another McGovern-Dole partner. |__| Specify number: |__|__|
 - The Government |__| Specify number: |__|__|
 - Other (please specify:____). |__| Specify number: |__|__|
- b) Built and supported by:
- PAM or another McGovern-Dole partner. |__| Specify number: |__|__|
 - The Government |__| Specify number: |__|__|
 - Other (please specify:____). |__| Specify number: |__|__|

SECTION 3: INCREASED USE OF HEALTHY EATING PRACTICES

D301. Does the school have soap and water for a hand-washing station this school year, 2022-2023? (interviewer must make an observation) 1=Yes 2=No If no, go to question D303	__
D302. Who provided handwashing soaps at school? 1=Yes 2=No a) Budget PB __ b) WFP/UNICEF/ACTED __ c) Community __ d) Donors __ e) Other NGOs __ f) Companies __ g) Other, please specify: _____ __ h) Don't know __	
D303. Did the school receive kitchen utensils? (the interviewer must make an observation) 1=Yes 2=No If no, go to question D305	__
D304. Who provided handwashing soaps at school? 1=Yes 2=No a) Budget PB __ b) WFP/UNICEF/ACTED __ c) Community __ d) Donors __ e) Other NGOs __ f) Companies __ g) Other, please specify: _____ __ h) Don't know __	
D305. Are meals distributed directly from the cooking pot? (observe) 1=Yes 2=No	__
D306. Are meals distributed by class in stainless steel containers (observe) 1=Yes 2=No	__
D307. Has the school received training in food preparation and storage practices in the past year? 1=Yes 2=No 3= Don't know <i>If no or don't know, go to question D309</i>	__
D308. What food preparation and storage practices has the school implemented? 1=Yes 2=No a) Cleaning the kitchen area __ b) Store foodstuffs at appropriate temperatures (not in plastic containers or gas cans). __ c) Cover cooked food and store in a safe place __ d) Wash your hands before cooking __ e) Other, please specify: _____ __	
D309. Do teachers/caregivers know the correct way to store food (meat, vegetables, ready meals, etc.) 1=Yes 2=No	__
D310. Has the school received training in good health and nutrition practices? 1=Yes 2=No	__
D311. Does the school have garbage cans or other equipment to manage solid waste? 1=Yes 2=No 3=Not observable If no or not observable, go to question D401	__
D312. Is solid waste collected daily and disposed of safely? 1=Yes 2=No 3=Not observable	__

Appendix 15: School canteen management committee questionnaire

MINISTRY OF PLANNING, STATISTICS AND REGIONAL
INTEGRATION

REPUBLIC OF CONGO
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FINAL EVALUATION SURVEY ON SCHOOL CANTEENS QUESTIONNAIRE SCHOOL FEEDING COMMITTEE

INS- KonTerra-WFP cooperation

*This questionnaire is for statistical purposes only. It is used solely to gather information useful to the WFP McGovern-Dole program. The information contained in this document is strictly confidential. Under no circumstances may it be used for legal proceedings, tax inspections or economic repression. Any failure to maintain confidentiality and reply or any false declaration will be punished in accordance with Articles 5, 6, 7 and 8 of Law **No. 36-2018 of October 05, 2018** on official statistics relating to statistical secrecy and the obligation to reply to the statistical questionnaire.*

SECTION 0: GENERAL INFORMATION	
C. IDENTIFICATION AND LOCATION OF THE SCHOOL	
ID01. Department: _____	_ _
ID02. City/District: _____	_ _
ID03. District/village: _____	_ _
B. COLLECTION TEAM	
ID04. Investigator	_ _
ID05. Questionnaire number	_ _ _
ID06. Team Leader	_ _
ID07. Supervisor	_ _
ID10. Interview date _ _ _ _ _ _ _ _ _ _	
C. SCHOOL INFORMATION AND COMMITTEE REPRESENTATIVE	
C001. School name: _____	
C002. Type of education: 1=Primary 2=ORA	_
C003. School type: 1= Rural public school with WFP support (McGovern-Dole) 2= Public rural school without WFP support	_
C004. Full name of committee representative: _____ _____	
C005. Sex: 1=Male 2=Female	_
C006. Age:	_ _
C007. Level of education: 1=Primary 2=Secondary 3=Higher	_
C008. Last diploma obtained by the committee representative: 1= CEPE 2=BEPC 3=BEP 4=Technical Baccalaureate 5=General Baccalaureate 6=CFEEN/CFECN 7=CAP 8=Educational Baccalaureate 9=BTS 10=Licence 11=Master 1 12=Master2 13=Doctorate 14=CFEEN/CFECN 15=CAPEL 16=CAP	_
C009. Committee representative's telephone number: _ _ _ _ _ _ _ _ _ _	
SECTION 1: INFORMATION ON THE MANAGEMENT COMMITTEE	
Size	
C101T. Total number of parents who are committee members (Enter 99 if unknown)	_ _
C101F. Total number of female parents who are committee members (Enter 99 if unknown)	_ _
President's gender 1=Male 2=Female	_
Vice-Chairman's gender 1=Male 2=Female	_
Treasurer's gender 1=Male 2=Female	_
Vice-treasurer's gender 1=Male 2=Female	_
Director's gender 1=Male 2=Female	_

Food safety and storage	
C102. Has the committee been trained in food and food storage practices? 1= Yes 2 No 3= Don't know <i>If no or don't know, go to question S1.6</i>	_
C103. If yes, how many times were awareness/training activities carried out during this school year? 1=1 time 2=2 times 3=More than 2 times 4=Don't know	_
C104. Can you tell us about the new healthy food preparation techniques you've been using since the McGovern-Dole program began? 1. _____ 2. _____ 3. _____ 4. _____ 5. _____ 6. _____	
C105. Can you tell us what food storage techniques you've been using since the McGovern-Dole program began? Can you tell me what tools and techniques you use? 1. _____ 2. _____ 3. _____ 4. _____ 5. _____ 6. _____	

Infrastructure	
C106. Does the school have a kitchen? (to be observed by the interviewer) 1= Yes 2 No <i>If no, go to question S1.12</i>	_
C107. If yes, number of kitchens rehabilitated or built this school year a) Rehabilitated with the support of: 1=Yes 2=No <ul style="list-style-type: none"> • UNICEF/ACTED/ McGovern-Dole _ If yes, how many? _ _ • Government. _ If yes, how many? _ _ • Other, please specify _____ _ If yes, how many? _ _ b) Built with the support of: 1=Yes 2=No <ul style="list-style-type: none"> • UNICEF/ACTED/ McGovern-Dole _ If yes, how many? _ _ • Government. _ If yes, how many? _ _ • Other, please specify _____ _ If yes, how many? _ _ 	
C108. If yes, what are the current conditions in the kitchen? 1=Yes 2=No <ul style="list-style-type: none"> a) Good condition b) Lack of kitchen utensils c) Clean cooking and eating equipment d) Roof leaks e) Flooded during the rainy season f) Using stones as ovens g) Other to be specified _____ h) Not observable 	_ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _

	_
C109. If yes, does the school have energy-saving ovens? 1=Yes 2=No <i>If no, go to question S1.12</i>	_
C110. If yes, number of energy-saving furnaces rehabilitated or built during the last school year. a) Rehabilitated with the support of: 1=Yes 2=No <ul style="list-style-type: none"> • UNICEF/ACTED/ McGovern-Dole _ If yes, how many? _ • Government. _ If yes, how many? _ • Other, please specify _____ _ If yes, how many? _ b) Built with the support of: 1=Yes 2=No <ul style="list-style-type: none"> • UNICEF/ACTED/ McGovern-Dole _ If so, how many? _ • Government. _ If yes, how many? _ • Other, please specify _____ _ If yes, how many? _ 	
C111. What is the current state of energy-saving furnaces? 1=Good condition and working order 2= Poor condition, but still in use 3= Broken, does not work 4=Other, please specify: _____ 5= Not observable	_
C112. Does the school have a storeroom (or a place to store food)? (Observe) 1=Yes 2=No <i>If no, end of questionnaire</i>	_
C113. if yes, Number of food storage facilities rehabilitated or built this school year a) Rehabilitated with the support of: 1=Yes 2=No <ul style="list-style-type: none"> • UNICEF/ACTED/ McGovern-Dole _ If yes, how many? _ • Government. _ If yes, how many? _ • Other, please specify _____ _ If yes, how many? _ b) Built with the support of: 1=Yes 2=No <ul style="list-style-type: none"> • UNICEF/ACTED/ McGovern-Dole _ If yes, how many? _ • Government. _ If yes, how many? _ • Other, please specify _____ _ If yes, how many? _ 	
C114. If yes, what are the current conditions of the food storage facilities? 1=Yes 2=No <ul style="list-style-type: none"> a) Well cleaned b) The floor is dry c) Pallets for food storage d) The door is securely locked e) Security guard at night/during school vacations f) Food is stored in the right order g) Leaky roofs h) Broken windows/doors i) Damaged walls j) No walls k) The food was stored above ground l) The reserve had ventilation m) Other, please specify: _____ 	_ _ _ _ _ _ _ _ _ _ _ _

SECTION 2: KITCHEN EQUIPMENT

C201. Have you received improved stoves for meal preparation? 1=Yes, enough 2=Yes, but not enough 3=No, nothing <i>received</i>	_
---	---

C202. Are there enough utensils in the kitchen to prepare meals? 1=Yes, it's enough 2=Yes, but there's not enough 3=No, there's not enough 4=I don't know	_
C203. Is there enough cutlery to feed the children? 1=Yes, it's enough 2=Yes, but there's not enough 3=No, there's not enough 4=I don't know	_

Appendix 16: Student questionnaire

MINISTRY OF PLANNING, STATISTICS AND REGIONAL INTEGRATION

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NATIONAL STATISTICS INSTITUTE

FINAL EVALUATION SURVEY ON SCHOOL CANTEENS STUDENT QUESTIONNAIRE

INS- KonTerra-WFP cooperation

*This questionnaire is for statistical purposes only. It is used solely to gather information useful to the WFP McGovern-Dole program. The information contained in this document is strictly confidential. Under no circumstances may it be used for legal proceedings, tax inspections or economic repression. Any failure to maintain confidentiality and answer or make false statements will be punished in accordance with Articles 5, 6, 7 and 8 of Law **No. 36-2018 of October 05, 2018** on official statistics relating to statistical secrecy and the obligation to answer the statistical questionnaire.*

SECTION 0: GENERAL INFORMATION	
D. IDENTIFICATION AND LOCATION OF THE SCHOOL	
ID01. Department: _____	_ _
ID02. City/District: _____	_ _
ID03. Neighborhood/village: _____	_ _
B. COLLECTION TEAM	
ID04. Investigator	_ _
ID05. Questionnaire number	_ _ _
ID06. Team Leader	_ _
ID07. Supervisor	_ _
ID10. Interview date _ _ _ _ _ _ _ _ _ _	
C. SCHOOL INFORMATION AND STUDENT CHARACTERISTICS	
E001. School name: _____	
E002. Type of education: 1=Primary 2=ORA	_
E003. School type: 1= Rural public school with WFP support (McGovern-Dole) 2= Public rural school without WFP support	_
E004. Student's full name: _____ _____	
E005. Sex: 1=Male 2=Female	_
E006. Age:	_ _
E007. School level: c) If elementary school: 1=CP1 2=CP2 3=CE1 4=CE2 5=CM1 6=CM2 d) If ORA School: 7= Level 1 8= Level 2 9=Level 3 10=Level 4	_ _

SECTION 1: PRESENCE	
E101. Have you missed school in the <u>last 4 weeks</u>? 1= Yes 2= No 3= Don't know <i>If no or don't know, go to question E201</i>	_ _
E102. If yes, how many days did you miss school? <i>Try to help the child estimate the number. Enter 9999 if unknown</i>	_ _ _
E103. Why were you absent? 1=Sick 2= Home is far from school 3=Work at home 4= Field work 5= No answer 6= Other to specify, _____	_
E104. If you have been ill, what illness did you suffer from? 1=Yes 2=No a) fever _ b) vomiting _ c) weakness fatigue _ d) stomach ache _ e) headache _ f) body ache _ g) diarrheal reactions _ h) cold _ i) cold _ j) other _ please specify: _____	
SECTION 2: SHORT-TERM HUNGER	
E201. Do you usually eat something at home before coming to school in the morning? 1=Every day 2=Sometimes/rarely 3=Never	_
E202. Does this change depending on the season? 1= Yes 2= No <i>If no, go to question E204</i>	_
E203. If yes, please specify the month/season in which you do not eat before going to school (<i>multiple choice</i>) 1=Yes 2=No 1) Great rainy season: a) October _ b) November _ c) December _ 2) short dry season _ : d) January _ e) February _ 3) short rainy season _ : f) March _ g) April _ 4) long dry season _ : h) May _ i) June _ j) July _	

E204. What did you eat this morning before coming to school (food pre-coding can take place after the pre-test)	
E205. Did you bring any food/snacks to eat while at school? 1= Yes 2= No <i>If no, go to E207</i>	_
E206. If yes, what did you bring today: _____	
E207. Do you receive school meals: 1=Yes 2= No	_
E208. How many meals do you eat at home after you get home from school? 1= Nothing 2=One meal 3=Two meals 4=Only snacks	_
E209. What type of food did you receive at home after school? (<i>the day before or the day before school</i>)	

SECTION 3: NUTRITIONAL TRAINING

E301. Have you ever received nutrition and health training at school? 1=Yes 2= No <i>If no, go to next section</i>	_
E302. What are the most important things you remember (tick the corresponding multiple-choice answers)? (1= Yes 2= No) g) Hygiene h) Sanitation i) Food diversification j) Micronutrients k) Other (1), please specify: _____ l) Other (2), please specify: _____	_ _ _ _

SECTION 4: HYGIENE, NUTRITION and GENDER

M401. At school, does your teacher talk to you about the importance of good hygiene? 1=Yes often 2=Yes sometimes 3= No 4= I don't know	_
M402. At school, does your teacher talk to you about the importance of good nutrition? 1=Yes often 2=Yes sometimes 3= No 4= I don't know	_
M403. At school, does your teacher talk to you about issues related to violence against women and respect between men and women? 1=Yes often 2=Yes sometimes 3= No 4= I don't know	_

Appendix 17: School survey report

SAMPLE DATA COLLECTION REPORT

MINISTRY OF PLANNING, STATISTICS, REGIONAL
INTEGRATION, TRANSPORT, CIVIL AVIATION AND
THE MERCHANT NAVY

REPUBLIC OF CONGO
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FINAL EVALUATION SURVEY ON SCHOOL CANTEENS

INS- KonTera-WFP cooperation

March
2023

Introduction

37. KONTERRA, a consultancy specializing in data collection systems and information technologies. It was chosen by the World Food Program (WFP) to set up a project to monitor the quality of education, nutrition, food security and health as part of the McGovern-Dole program (MGD).

38. This program is run by the World Food Program (WFP) in the Republic of Congo in school canteens. It plans to carry out data collection operations as part of this project, in order to be able to monitor the progress of the McGovern-Dole program over a 5-year period. A baseline study and a mid-term evaluation study have been carried out.

39. This study is part of a final evaluation of the program. Data collectors were selected. After their training, a field operation was carried out. This report describes the field data collection process.

Study objectives

40. The general aim of this study is to evaluate the benchmark indicators of the McGovern-Dole program in relation to school canteens at the level of pupils, schools, school managers, teachers and school canteen management committees. Specifically, these are:

41. For school officials (principals), the survey proposes to:

- Collect data on school mapping
- Collect data on local group and community commitments
- Collect data on infrastructure characteristics
- Collect data on the use of healthy eating practices.

42. For primary school teachers, the survey aims to:

- Collect data on whether or not teachers are present at the school
- Collect data on teachers' attitudes to food
- Collect data on teacher training in education and pedagogy, health and nutrition.

43. For school canteen management committees, the survey aims to:

- Collect food management data
- Collect data on school infrastructure.

44. For students, the survey aims to:
- Collect data on whether or not students are present at the school
 - Collect data on students' attitudes to food and nutrition.

Survey sampling methodology

1.1 GEOGRAPHIC SCOPE

45. Geographically, the survey concerns elementary school in rural areas, covering eight (7) of Congo's departments: Lékoumou, Bouenza, Pool, Plateaux, Cuvette, Sangha and Likouala.

1.2 STATISTICAL UNITS AND COLLECTION METHOD

46. A good understanding of school canteen issues involves the various players in the educational community, i.e. pupils, teachers and school managers (Directors). The following are considered as statistical units: the principal, the teacher, the head of the school canteen management committee and the pupils.

47. The data will be collected by direct interview, using the tablet as a data collection tool. This is the CAPI (Computer Assisted Personal Interview) data collection method.

1.3 SURVEY FRAME

48. For this study, the sampling frame used is the number of schools surveyed in previous surveys. Alongside this, a list of schools has been attached, which can be replaced if necessary.

1.4 WORKLOAD

49. An evaluation of the workload is presented by department and by district according to the number of categories of personnel to be interviewed in the following table:

Table 1: Number of schools sampled by

Department	Number schools	Number of Directors	Number of Teachers	Number Committees	Number of Students	Total
BOUENZA	26	26	52	52	520	650
BOUANSA	4	4	8	8	80	100
KAYES	4	4	8	8	80	100
LOUDIMA	10	10	20	20	200	250
MADINGOU	3	3	6	6	60	75
MOUYONDZI	5	5	10	10	100	125
CUVETTE	10	10	20	20	200	250
BOUNDJI	8	8	16	16	160	200
OWANDO2	2	2	4	4	40	50
LEKOUMOU	18	18	36	36	360	450
KOMONO	11	11	22	22	220	275
MAYEYE	2	2	4	4	40	50
ZANAGA	5	5	10	10	100	125
PLATFORMS	18	18	36	36	360	450

Department	Number schools	Number of Directors	Number of Teachers	Number Committees	Number of Students	Total
DJAMBALA	2	2	4	4	40	50
LEKANA	7	7	14	14	140	175
NGO	5	5	10	10	100	125
OLLOMBO	1	1	2	2	20	25
ONGOGNI	3	3	6	6	60	75
POOL	28	28	56	56	560	700
BOKO	7	7	14	14	140	175
GOMA TSE-TSE	3	3	6	6	60	75
IGNIE	7	7	14	14	140	175
LOUINGUI	3	3	6	6	60	75
NGABE	8	8	16	16	160	200
SANGHA	12	12	24	24	240	300
KABO	1	1	2	2	20	25
MOKEKO	11	11	22	22	220	275
Total	112	112	224	224	2240	2800

Data collection procedure

1.5 TEAM FORMATION

50. Five field teams have been set up: Lékoumou, Bouenza, Pool, Plateaux and Cuvette-Sangha: Lékoumou, Bouenza, Pool, Plateaux, Cuvette-Sangha. The Plateaux and Cuvette-Sangha teams were responsible for part of the work in the Pool department (Ngabé and Ignié respectively). The breakdown of these teams is as follows:

Table 2: Number of schools by department

Department	Number of schools
Bouenza	26
Lékoumou	18
Pool (Boko, Louingui and Goma Tsé-tsé)	13
Plateaux + Pool (Ngabé)	26
Cuvette + Sangha + Pool (Ngabé)	29
Total	112

1.6 COLLECTION TIME

51. The field teams were assembled for deployment on Friday February 25 and Saturday February 26, 2023 at INS. Data collection in the field took place between February 25 and March 7, 2023.

1.7 EXECUTION OF ACTIVITIES

52. All the teams, on their arrival in the departments, presented their civility to the administrative and local authorities. This was to raise the awareness of these authorities, but also to facilitate the execution of the work in the field. Prior to the teams' arrival in the field, contacts were made with school heads. The purpose of these contacts was to

prepare them on the documentation to be used and the mobilization of teachers, pupils and members of the management committees under investigation.

53. In the schools, the collection agents divided up the target populations to be interviewed. Most school principals were interviewed by team leaders, while other categories of staff were interviewed by collection agents.

54. At the end of each collection day, for data backup purposes, team leaders received data from collection agents. Depending on the availability of the Internet network, team leaders sent the data to the server to facilitate monitoring of data collection in the field.

55. Throughout the collection, team leaders were in constant communication with supervisors.

1.8 SUPERVISOR INVOLVEMENT

56. The field teams were accompanied by supervisors. These supervisors played an important role in guiding the field teams. They contributed effectively to facilitating the work of the field teams, both in the organization of data collection and in the decisions and strategies taken to carry out the fieldwork.

57. As part of the monitoring of data collection, a daily report in the form of a dashboard was produced and posted on the KONTERRA whatsapp group created for the occasion. This report was used not only to assess the progress of data collection, but also to reframe the organization of fieldwork.

Overall results

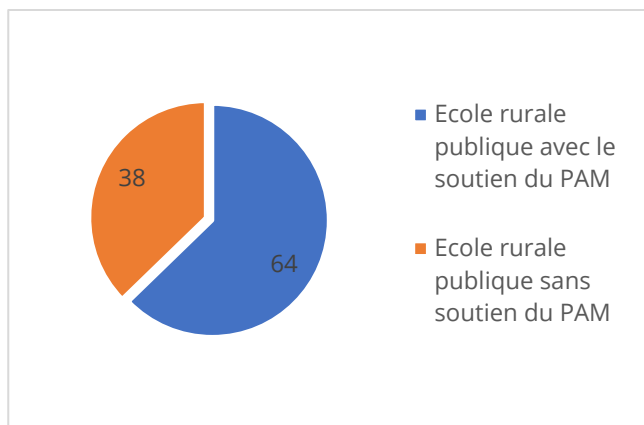
58. The main results of the data collection are as follows:

Table 3: Overall collection results

Department	Number of schools			Type of questionnaire							
	Expected	Respondents	Not surveyed	Expected directors	Directors/ Administrators	Expected teachers	Expected teachers performed	Expected students	Students expected to perform	Expected management committee	Management Committee expected to complete
LEKOUMOU	18	18	0	18	18	36	30	360	335	36	17
BOUENZA	26	22	4	26	22	52	49	520	495	52	42
POOL	28	26	2	28	26	56	39	560	517	56	30
TRAYS	18	18	0	18	18	36	37	360	359	36	23
CUVETTE	10	9	1	10	9	20	7	200	176	20	8
SANGHA	12	9	3	12	9	24	5	240	202	24	13
Total	112	102	10	112	102	224	167	2 240	2 084	224	133
Completion rate		91%	9%		91%		75%		93%		59%

59. A total of 102 schools were surveyed, with 91 percent coverage (91 percent of principals, 75 percent of teachers, 93 percent of pupils and 59 percent of management committee members).

60. Of the schools surveyed, 64 (63 percent) benefit from the MGD program, while 38 (37 percent) do not.



61. Of the schools surveyed, 93 were on the sample base (91 percent) and 9 were replacement schools (9 percent).



Difficulties encountered

62. The difficulties encountered during data collection were as follows:

- The absence of a geographical map to facilitate access to landlocked localities with sample schools;
- Insufficient and/or non-existent hotel capacity in some districts
- Difficult access in some areas;
- Lack of telephone communications in some villages
- Investigators had difficulty moving from one point to another on rainy days;
- Lack of electricity in most villages; impossible to recharge tablets;
- Failure to keep statistics in some schools.

Suggestions

63. In order to promote the smooth running of future operations, the data collection teams suggest the following:

- Provide teams with up-to-date administrative maps of each department and district.
- Provide field teams with a school map to help them identify sample locations and schools;
- Provide financial support for resource persons or guides.

Conclusion

64. In short, some of the difficulties mentioned above have been resolved. Thus, in view of the overall results presented, it is worth noting that the collection of data for the mid-term evaluation of school canteens in all departments was a success. The objective of collecting data from schools has thus been achieved.

1.9 ORGANIZATIONALLY

- The work was organized according to the supervisors' instructions;
- The survey area was reconnoitred;
- The statistical units in the sample were sensitized before the delegation arrived at the school.

1.10 TECHNICAL DETAILS

- The effective coverage of all the units to be surveyed for each interviewer was reassured;
- Instructions from the supervisor were passed on to the investigators;
- A reminder of the technical provisions essential to the correct completion of questionnaires was given where necessary.

1.11 IN PRACTICAL TERMS

- A good climate of trust was established within the teams, which proved to be a good end to the mission;
- The security of collection equipment (tablets) was ensured, except for the case of a tablet in the Lékoumou department which was damaged;
- The data collected by the interviewers were received and transferred to centralization;
- However, difficulties were observed during the execution of this task.

Appendix 18: Report on the reading skills test

REPUBLIC OF CONGO

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MINISTERE DE L'ENSEIGNEMENT PRESCOLAIRE, PRIMAIRE, SECONDAIRE ET DE L'ALPHABETISATION
(MINISTRY OF PRESCHOOL, PRIMARY AND SECONDARY EDUCATION AND LITERACY)

(MEPPSA)

CABINET

**CONFEMEN'S NATIONAL EDUCATIONAL SYSTEMS ANALYSIS PROGRAM TEAM
(PASEC)**



WFP McGovern-Dole School Feeding Program (MGD) 2018-2022

Final assessment 2023

STUDENT PERFORMANCE SECOND YEAR OF PRIMARY SCHOOL IN READING COMPREHENSION

Brazzaville, March 2023

NATIONAL TEAM PASEC CONGO

Components of the final evaluation mission:

- A Statisticien, Chef de service de la planification à la Direction des Etudes et de la Planification (DEP) et Correspondant national de la CONFEMEN par ordre
- An Educational planner, Life and Earth Sciences teacher at in a high school of the project
- A Computer scientist
- A Pedagogue didacticien, Former Director of Primary Education
- A Computer Scientist, Office Manager, Information Systems and Communication Department (DSIC)
- A statistician, head of the statistics department at the Direction des Etudes et la Planification (DEP)
- A Fund Manager, Stewardship and Finance Officer, MEPPSA.

Under the supervision of:

- National PASEC Team Leader, Itinerant Life and Earth Sciences Inspector.

65. As part of the finalization of the McGovern-Dole School Feeding Program (MGD) 2018-2022 of the World Food Program (WFP) in the Republic of Congo through the KonTerra consultancy in collaboration with the Ministry of Preschool, Primary, Secondary Education and Literacy (MEPPSA) through its PASEC National Team,

66. A third final study, similar to those carried out in 2018 and 2021, was carried out by the national team of CONFEMEN's Programme d'analyse des systèmes éducatifs (PASEC) on the performance of pupils in the second year (CP2) of primary school in reading comprehension.

67. This study will enable a final assessment of the McGovern-Dole program to be drawn up, which will be compared with the first two assessments for 2018 and 2021, in order to identify pupils' performance in reading comprehension; this will certainly give a more in-depth view of the impact of school canteens on their performance.

68. This survey report, like the first two, comprises five (5) parts and presents the results of this final survey.

69. The first part presents the assessment approach. The second describes how the assessment was carried out, the third gives the pupils' reading comprehension skills, the fourth highlights the main findings and avenues for reflection, and the fifth summarizes the difficulties encountered and avenues for remediation.

I. EVALUATION APPROACH

70. In accordance with the terms of reference drawn up by Kon-Terra and PASEC's pedagogical requirements, the following test approach was adopted:

- Validation of assessment items
- Examination, validation and printing of test instruments
- Recruitment of administrators, capacity building of administrators and supervisors in test administration
- Packing and field test administration
- Receipt and verification of survey instruments
- Coding, data entry of final survey tools, data cleaning and storage of survey instruments.

I.I. Validation of evaluation items

71. The national team has retained the same items tested in the baseline study (2018) and the mid-term evaluation (2021) as prescribed in the ToRs, in order to ensure fairness in the measurement of the test.

72. The same series of four (4) exercises was used to administer the test. Four (4) exercises, each with a specific feature:

- Exercise 1: Decoding the meaning of words.

73. The student reads out loud or silently the words proposed and shows the picture that goes with each word. He is not assessed on his ability to read the word, but only on his ability to identify the meaning of the written word.

- Exercise 2: Read and understand sentences.

74. The student reads aloud the proposed sentences and answers a comprehension question for each sentence. They are assessed both on their ability to read the sentence correctly and on their ability to understand the information.

- Exercises 3 and 4: Understanding a text.

75. The student reads silently or aloud a simple three-sentence text and then answers a series of four (4) comprehension questions. He/she is assessed solely on his/her ability to answer the questions correctly; the accuracy of his/her reading is not evaluated here.

76. These items were tested in four (4) second-year primary school classes. The observations and suggestions made by the teachers enabled the national team of the Programme d'Analyse des Systèmes Educatifs de la CONFEMEN (PASEC) to validate them.

I.2 Examination, validation and printing of test media

77. There are five (5) test media:

- The school follow-up sheet
- The student follow-up sheet
- Student support
- Student workbook
- The administrator's notebook.

78. All these instruments, inherited from the first survey, were examined, formally amended and validated. They were then reproduced in sufficient numbers.

I.3 Recruiting administrators and building the test administration skills of administrators and supervisors

79. By designation note n°143 /MEPPSA-CAB-CONFEMEM-PASEC of March 10, 2023 on the training of McGovern-Dole test administrators, eight (5) members of the PASEC national training team and twenty-eight (28) primary education inspectors and pedagogical advisors took part in the two-day capacity-building workshop for test administration.

80. During this workshop, the participants were more familiar with the materials made available to them and had to simulate on some practical cases in the field.

1.4. Packaging and field test administration

81. In circular n°142/MEPPSA-CAB-CONFEMEM-PASEC dated March 10, 2023, addressed to the departmental directors and inspectors, heads of district of the seven (6) school departments concerned instead of seven (Likouala not being taken into account as schools were closed at the time of identification of the schools to be selected), the Director of Cabinet informed them of the holding of the survey from March 13 to 17, 2023. At the same time, she asked them to make all practical arrangements for the smooth running of this activity.

82. Thus, by service order n°059 /MEPPSA-CAB dated March 10, 2023, after verification of their parcels and collection of their emoluments, the supervisors and administrators left the capital Brazzaville for the six departments indicated.

83. One thousand two hundred and eighty (1,280) pupils in eighty (80) schools are to be surveyed in six (6) of the country's departments: Pool, Bouenza, Lekoumou, Plateaux, Cuvette and Sangha.

84. Each administrator was responsible for surveying two to three schools. The test was administered individually to each student, in accordance with the instructions.

85. The administrator evaluated sixteen (16) students per class, randomly selected according to the number of students present.

86. In classes with sixteen (16) or fewer students, all are selected for evaluation.

Observation during administration:

- The Kipambou school in Bouansa, in the BOUENZA region, declared a non-PAM school before the survey, was found to be a PAM school;
- The Nkouny and Ossienka schools were replaced by the March 18, 1977 school and the December 31, 1969 school respectively, both of which are not PAM. In the case of the former, the distance was too great for the administrator to gain access due to financial constraints; in the case of the latter, the school was deemed to be closed.

1.5. Receipt and verification of survey instruments

87. The survey instruments were received as the directors returned from the field. All twenty-eight (28) directors were received and checked within two days.

88. When the parcels were deposited, the administrators were checked for consistency of the information contained in the school tracking sheets, pupil tracking sheets and pupil notebooks.

1.6. Coding, entry of final survey tools, data cleaning and instrument storage

89. Four (4) variables, listed in the table below, were coded according to PASEC standards.

1.6.1- Instrument coding

- **Database variables**

90. The database variables are coded as shown in the table below:

Database variables	Modality codes
Gender:	male = M; female = F
Department name:	BOUENZA POOL TRAYS SANGHA CUVETTE LEKOUMOU
Test administrator ID	Example 1: BO02 BO = Bouenza Department 02= Administrator number Example 2: PL17 PL: Plateaux Department 17: Administrator number
ID ECOLE	Example 1: LE35EP LE = Department of Lékoumou ; 35 = 35 ^e School

Database variables	Modality codes
	EP = PAM School Example 2: PO63NP PO = Department of POOL ; 63 = 63 ^e School NP = Non-PAM school Example 3: SA44OR SA = Département de la Sangha ; 44 = 44 ^e School OR = School ORA PAM
Preschool yes or no:	Yes = 1; No = 2
New or Repeater:	New = 1; Repeater = 2

- **Database labels**

91. The database labels are coded as shown in the following table:

Database name	Variable codes
nomadmnomp	First and last name of test administrator
ideadmiden	Test administrator login
nomdepnomd	Department name
cirscocirc	School district
nomvvnomvi	Name of town or village
nomeconomd	School name
idecoleide	School identifier
typetyped	School type Pam, non Pam or ORA
teldirtlph	Manager's telephone number
ecqutelcol	Has the school been surveyed in 2021? yes 1 and no 2
nobrelnomb	Number of CP2 students in the school
nonelenomd	Student's name
preneleprn	Student's first name
numelenumr	Pupil number in the room
ageagedell	Student's age
sexesexede	Sex (male = M and female = F)
prescoprsc	preschool
rednov	Repeater or newcomer
Reading comprehension	
decodedcod	Decoding the meaning of words
readaloud	Read
text1comp	Understanding a text 1
text2comp	Understanding a text 2
totaltotal	Total points

1.6.2- Seizing instruments

92. The data was entered using Epidata (a data collection software package), as for the mid-term evaluation. It covered the following variables: student's surname, student's first name, gender, age, name of school, department, school district, grade for decoding the meaning of words, grade for reading and understanding sentences, grade for understanding text 1, grade for understanding text 2.

1.6.3- Data cleansing

93. Data cleansing was effective thanks to the supervisors' thoroughness during instrument reception and storage.
94. All these coding, data entry and cleaning operations took place between March 21 and 27, 2023.

II. MEASURING EVALUATION

95. As with the mid-term assessment, the exercises proposed for the final assessment were based on the progress of the program. To avoid disparities between the students assessed, concepts studied in the third quarter of the school year were excluded. For example, we retained words containing dividends such as **en, an, on, ai, ec, ou, ch, gu, qu, which were** supposed to have been seen in the first and second terms.
96. The test was administered in French, the language of instruction.
97. The exercises tested are presented in the appendix to this report.

II.1. The test

98. The test was administered individually to the students and comprised four exercises, the content of which is given above.

Box II.1.1: Presentation of the domain assessed through the wording of a series of exercises and the test-taking time.

Field evaluated	Fiscal year captions	Approximate completion time (including instructions and examples)
Reading comprehension	<ul style="list-style-type: none">Decoding the meaning of wordsReading and understanding sentencesUnderstanding text 1Understanding text 2	<ul style="list-style-type: none">2 minutes4 minutes6 minutes6 minutes

Box II.1.2: Description of the area assessed

Reading Comprehension: Reading comprehension is assessed through situations involving the reading of isolated words and sentences, and texts in which pupils are required to locate, combine and interpret information. Developing skills in this area enables students to read independently in a variety of everyday situations, to develop their knowledge and participate in society.

II.2 Test sampling and participation rate

II.2.1. Sampling

99. As with the mid-term evaluation, the evaluation data was collected from a sample of eighty (80) schools, including thirty-five (37) schools benefiting from the WFP school canteens, thirty-four (35) non-beneficiary schools and eleven (08)

ORA (Observe-Reflect-Act) schools: schools attended by indigenous pupils. This choice was made by the World Food Programme.

II.2.2. Participation rates

100. After data collection, the 80 sampled schools were actually surveyed, resulting in a 100 percent school participation rate.

Table II.2 2 1: Planned and actual school and student samples and participation rates

Department	Sample of schools			Sample of students		
	Planned	Realized	Participation rates	Planned	Realized	Participation rates
Bouenza	18	18	100%	288	237	82.29%
Bowl	6	6	100%	96	68	70.83%
Lékoumou	14	14	100%	224	180	80.36%
Sangha	8	8	100%	128	80	62.50%
Trays	14	14	100%	224	211	94.20%
Pool	20	20	100%	320	249	77.81%
Total	80	80	100%	1 280	1 025	80.08%

Comparative school and student participation rates between 2018, 2021 and 2023

	Sample of schools	Sample of students
Basic valuation 2018	98.75%	83.52%
Mid-term assessment 2021	100%	84.45%
Final assessment 2023	100%	80.08%

101. At the baseline assessment in 2018, one school declared closed in Bouenza had not been surveyed, resulting in an overall percentage of 98.75 percent.

102. There was very good student participation in all three assessments, with a marked increase between the baseline and mid-term assessments (83.52 percent to 84.45 percent), but a decrease between the mid-term and final assessments (84.45 percent to 80.08 percent).

103. These variations can be explained by absences due to illness, or parents' help with gathering, fishing or hunting...

Table II.2.2.2: Pupil numbers administered by school type, gender and department in 2023

Department	PAM schools				Non-PAM schools				ORA schools				Grand total
	Boys	Girls	Total1	Parity index/ boy	Boys	Girls	Total2	Parity index/ boy	Boys	Girls	Total3	Parity index/ boy	
Bouenza	68	62	130	0.91	58	49	107	0.84	0	0	0	0	237

Bowl	13	10	23	0.77	19	26	45	1.37	0	0	0	0	68
Lekoumou	50	46	96	0.92	45	39	84	0.87	0	0	0	0	180
Sangha	0	0	0	0.00	0	0	0	0.00	48	32	80	0.67	80
Trays	51	57	108	1.12	55	48	103	0.87	0	0	0	0	211
Pool	65	80	145	1.23	54	50	104	0.93	0	0	0	0	249
Total	247	255	502	0.74	231	212	443	0.98	48	32	80	0.67	1 025
% participation by boys			49.20%		% participation by boys		52.14%		% participation by boys		60%		
Overall % of boys' participation													53.78

104. The percentage of boys in MAP schools (49.20 percent) is lower than that of boys in non-MAP schools (52.14 percent).

Comparative percentage of boys' and girls' participation in different assessment cycles, by school type

Evaluation cycle	Type of school	boys	girls	Total students
Basic assessment	PAM	52.33%	47.67%	1 069
	No PAM	52.29%	47.80%	
	ORA	46.15%	53.85%	
Mid-term evaluation	PAM	52.73%	47.27%	1 081
	No PAM	43.95%	56.05%	
	ORA	43.95%	56.05%	
Final assessment	PAM	49.20%	50.80%	1 025
	No PAM	52.14%	47.86%	
	ORA	60%	40%	

105. The percentage of boys participating is:

- Fair (around 52 percent) for both MAP and non-MAP schools in the baseline assessment
- Significantly higher (52.27 percent) than for non-MAP schools in the mid-term review
- Significantly lower (49.20 percent) than that of non-PAM schools in the final evaluation.

III- STUDENTS' READING COMPREHENSION SKILLS

III.1 Performance on the reading comprehension scale

106. Table III. I shows the competency scale at the start of primary school. This scale reports on student performance in the test assessment. It shows the range of points for each level, the percentage of students at each level of the scale and a description of the knowledge and skills corresponding to these levels.

107. Students at a given level are likely to be fluent on tasks at that level, less fluent on tasks at higher levels, and better on tasks at lower levels. The "sufficient" threshold of reading comprehension skills is defined by a red band in the table.

Table III.1: Reading comprehension skills scale

Total points	Competence levels	Percentage of students	Skills description
15 à 20	Level 4	16.20	Pupils have reached a level of reading comprehension that enables them to read words, sentences and texts independently, finding, combining and interpreting information. In this way, they are able to develop their knowledge and participate in society.
10 à 14	Level 3	16.78	Students are able to identify the meaning of isolated words and understand short sentences, but have difficulty understanding texts of around twenty words.
<i>Sufficient" skills threshold</i>			
5 à 9	Level 2	15.71	Students are able to identify the meaning of isolated words, understand short sentences and have difficulty understanding texts.
2 à 4	Level 1	28.39	Students are barely able to identify the meaning of written words. They have great difficulty deciphering and identifying letters and syllables.
0 à 1	Level 0	22.93	Students experience significant difficulties in decoding the meaning of words, reading and understanding sentences, and comprehending text in their first contacts with written language.

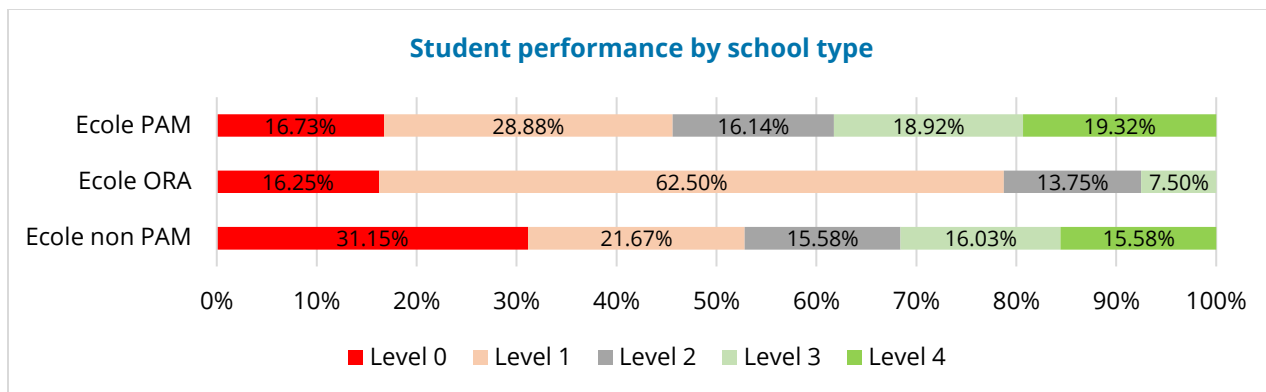
108. Overall, the table shows that almost 32.98 percent of students are above the "threshold" for reading comprehension skills, compared with 11.7 percent at the mid-term assessment. However, 67.02 percent of students (compared with 88.3 percent at the mid-term assessment) failed to reach this threshold, including 22.93 percent (compared with 39.4 percent at the mid-term assessment) in a critical situation with difficulties in Level 1 knowledge and skills. These students are unable to identify the meaning of written words. They have difficulty reading and understanding sentences and texts.

III.2 Percentage of students by skill level

III.2.1. By school type

Table III.2.1.1: Percentage of students by skill level and type of school

Type of school	Level 0	Level 1	Level 2	Level 3	Level 4
Non-PAM school	31.15%	21.67%	15.58%	16.03%	15.58%
ORA School	16.25%	62.50%	13.75%	7.50%	0.00%
PAM School	16.73%	28.88%	16.14%	18.92%	19.32%
Total=	22.93%	28.39%	15.71%	16.78%	16.20%



109. Note that on :

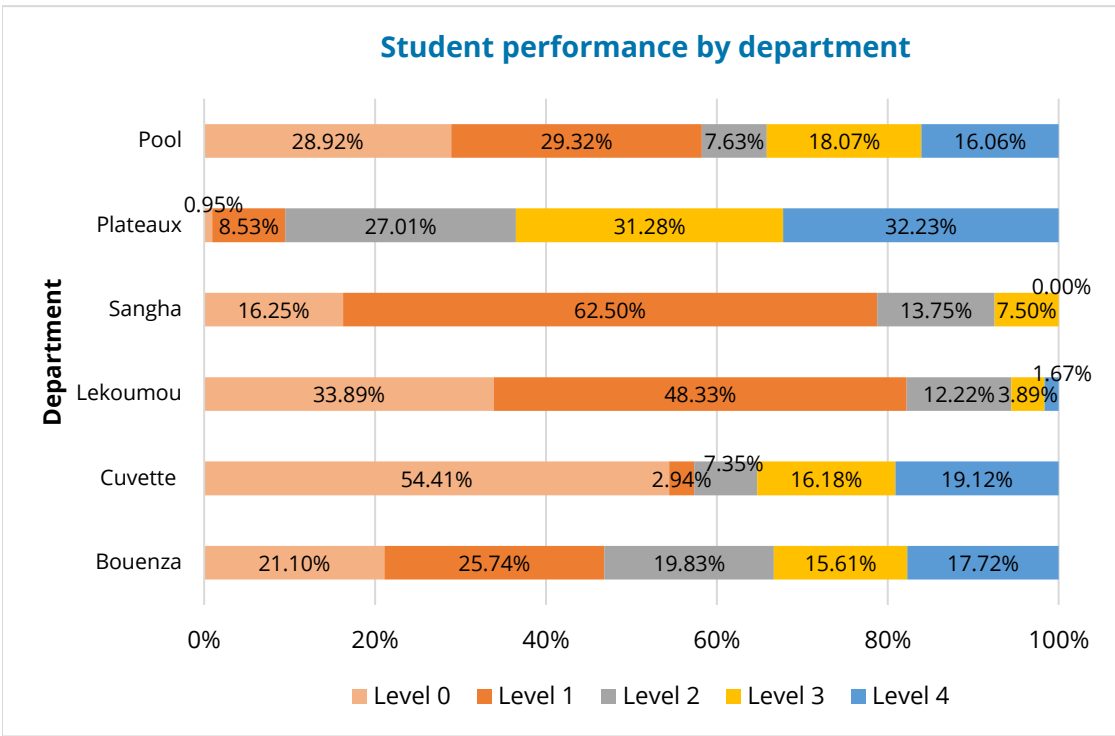
- Of the 22.93 percent of Level 0 students with severe difficulties, 16.73 percent are from PAM schools and 16.25 percent from ORA schools, compared with 31.15 percent from non-PAM schools;
- the 32.98 percent of students in levels 3 and 4 above the "threshold" of competency, there are 38.24 percent of students in MAP schools versus 31.61 percent of students in non-MAP schools.

110. These are indicators that clearly show the positive impact of school food on student performance.

III.2.2. By department

Table III.2.2 1: Percentage of students by skill level and department

Department	Level 0	Level 1	Level 2	Level 3	Level 4
Bouenza	21.10%	25.74%	19.83%	15.61%	17.72%
Bowl	54.41%	2.94%	7.35%	16.18%	19.12%
Lekoumou	33.89%	48.33%	12.22%	3.89%	1.67%
Sangha	16.25%	62.50%	13.75%	7.50%	0.00%
Trays	0.95%	8.53%	27.01%	31.28%	32.23%
Pool	28.92%	29.32%	7.63%	18.07%	16.06%
Total	22.93%	28.39%	15.71%	16.78%	16.20%



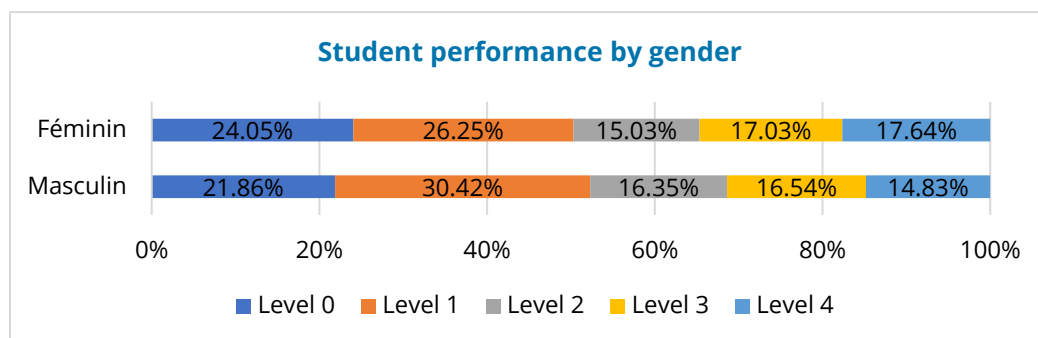
111. These tables show that on :

- Of the 22.93 percent of pupils with severe difficulties, those from **Cuvette** have the highest percentage (54.41 percent), followed by those from **Lekoumou** (33.89 percent) and **Bouenza** (21.10 percent);
- With 32.98 percent of pupils in levels 3 and 4 above the skills "threshold", pupils in the **Plateaux** department have the highest percentage (63.51 percent), followed by the **Cuvette** (35.30 percent), **Pool** (34.13 percent) and **Bouenza** (33.33 percent) departments.

III.2.3. By gender

Table III.2.3.1: Percentage of students by skill level and gender

Percentage of students by gender and skill level					
Department	Level 0	Level 1	Level 2	Level 3	Level 4
Male	21.86%	30.42%	16.35%	16.54%	14.83%
Female	24.05%	26.25%	15.03%	17.03%	17.64%
Total=	22.93%	28.39%	15.71%	16.78%	16.20%



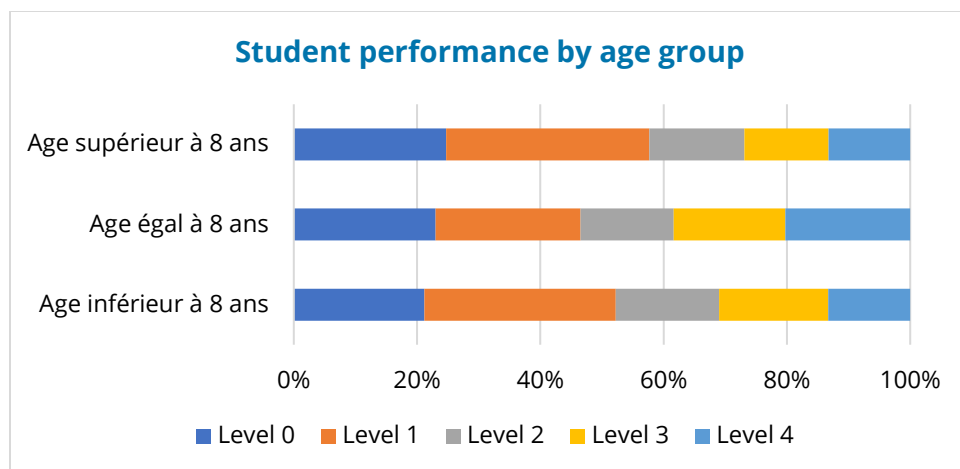
112. These tables show that on:

- Of the 22.93 percent of pupils with severe difficulties, girls account for almost 24.05 percent and boys 21.86 percent;
- 32.98 percent of students in levels 3 and 4 are above the "threshold" of competency, with girls representing 34.87 percent and boys 31.37 percent.
- Girls perform quite better than boys.

III.2.4. By age

Table III.2.4.1: Percentage of students by skill level and age

Student performance by age (in years) and skill level						
Department	Level 0	Level 1	Level 2	Level 3	Level 4	
Less than 8 years old	21.20%	31.01%	16.77%	17.72%	13.29%	100%
Age equal to 8 years	23.02%	23.49%	15.12%	18.14%	20.23%	100%
Age over 8 years	24.73%	32.97%	15.41%	13.62%	13.26%	100%
Total=	22.93%	28.39%	15.71%	16.78%	16.20%	100%



113. These tables show that on:

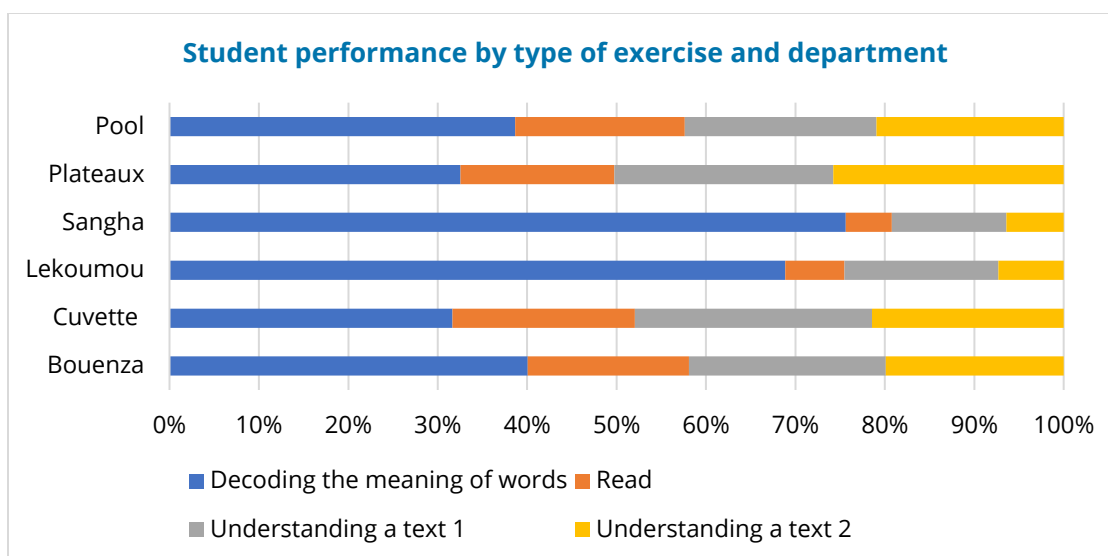
- Of the 22.93 percent of pupils with severe difficulties, those aged over 8 represent 24.73 percent, followed by those aged 8 and under (23.02 percent) and those aged under 8 (21.20);
- The 32.98 percent of pupils in levels 3 and 4 above the "threshold" of competency, those aged 8 and over represent 38.37 percent, followed by those aged under 8 (31.01 percent).
- Students aged 8 and over perform relatively better.

III.3. Percentage of students achieving at least average points in each exercise

III.3.1. by department

Table III.3.1.1: Percentage of students with at least average points in each exercise, by department

	Exercise 1	Exercise 2	Exercise 3	Exercise 4
Department	Decoding the meaning of words	Read	Understanding a text 1	Understanding a text 2
Bouenza	16.68%	7.51%	9.17%	8.29%
Bowl	3.02%	1.95%	2.54%	2.05%
Lekoumou	10.15%	0.98%	2.54%	1.07%
Sangha	5.76%	0.39%	0.98%	0.49%
Trays	19.71%	10.44%	14.83%	15.61%
Pool	15.32%	7.51%	8.49%	8.29%
Total	70.63%	28.78%	38.54%	35.80%



114. Students from the **Plateaux**, **Bouenza** and **Pool** departments, representing 19.71 percent, 16.68 percent and 15.32 percent respectively, obtained the average points for Exercise 1, graded on 4 points;

115. Students from the **Plateaux** department obtained average points with:

- 15.61 percent for exercise 4 graded on 4 points;
- 14.83 percent for exercise 3 graded on 4 points;
- 10.44 percent for exercise 2 out of 8 points.

III.3.2 by school type

Table III.3.1.2: Percentage of students with at least average points in each exercise, by school type.

Type of school	Exercise 1	Exercise 2	Exercise 3	Exercise 4
Non-PAM school	27.32%	12.29%	15.90%	14.73%
ORA School	5.76%	0.39%	0.98%	0.49%
PAM School	37.56%	16.10%	21.66%	20.59%
Total=	70.63%	28.78%	38.54%	35.80%

116. Pupils from PAM schools obtained the highest percentage in the four types of exercise respectively 37.56 percent (exercise 1), 21.06 percent (exercise 3), 20.59 percent (exercise 4) and 16.10 percent (exercise 2) compared to pupils from non-PAM and ORA schools.

IV. MAIN FINDINGS AND POINTS FOR CONSIDERATION

IV.1 School and student participation rates

	Sample of schools	Sample of students
Basic valuation 2018	98.75%	83.52%
Mid-term assessment 2021	100%	84.45%
Final assessment 2023	100%	80.08%

	Sample of schools	Sample of students
Overall participation	99.38%	82.68%

117. Overall participation in all assessment cycles by surveyed schools and students was 99.38% and 82.68% respectively.

IV.2 Students' reading comprehension skills

118. We can see that :

- Overall, **32.98** percent of students were above the "threshold" for reading comprehension skills on the final assessment, compared with **11.7** percent on the mid-term assessment.
- However, **67.02** percent of students in the final assessment (vs. **88.3** percent in the mid-term assessment) failed to reach this competency threshold, including 22.93 percent (vs. 39.4 percent in the mid-term assessment) in a critical situation with difficulties in Level 1 knowledge and skills. These students are unable to identify the meaning of written words. They have difficulty reading and understanding sentences and texts.
- **These are achievements to be consolidated and weaknesses to be overcome.**
- In relation to the type of school,
 - 16.73 percent of pupils in PAM schools have difficulties compared with 31.15 percent of pupils in non-PAM schools;
 - 24 percent of students in MAP schools are above the skills "threshold", compared with 31.61 percent of students in non-MAP schools.

119. **These are indicators that clearly show the positive impact of school food on student performance.**

120. **According** to departments,

- **Cuvette** has the highest percentage of pupils in difficulty (54.41 percent), followed by **Lekoumou** (33.89 percent) and **Bouenza** (21.10 percent)
- **Plateaux** has the highest percentage of students above the skills "threshold" (63.51 percent), followed by **Cuvette** (35.30 percent), **Pool** (34.13 percent) and **Bouenza** (33.33 percent).

121. By gender,

- Girls account for 24.05 percent and boys for 21.86 percent of students in difficulty
- Girls represent 34.87 percent and boys 31.37 percent of students above the competency "threshold"
- Girls perform quite better than boys.

122. Depending on age,

- Of the students in difficulty, those over 8 years of age represent 24.73 percent, followed by those equal to 8 years of age (23.02 percent) and those under 8 years of age (21.20)
- Of the pupils above the "threshold", those aged 8 and over represent 38.37 percent, followed by those aged under 8 (31.01 percent).

123. According to understanding of items by department

- Students from the **Plateaux**, **Bouenza** and **Pool** departments, representing 19.71 percent, 16.68 percent and 15.32 percent respectively, obtained the average points for Exercise 1, graded on 4 points;
- Students from the **Plateaux** department obtained average points with:
 - 15.61 percent for exercise 4 graded on 4 points
 - 14.83 percent for exercise 3 graded on 4 points
 - 10.44 percent for exercise 2 out of 8 points.

124. By school type,

- Pupils from PAM schools obtained the highest percentage in the four types of exercise respectively 37.56 percent (exercise 1), 21.06 percent (exercise 3), 20.59 percent (exercise 4) and 16.10 percent (exercise 2) compared to pupils from non-PAM and ORA schools.

IV.2 Food for thought

125. We reiterate the same suggestions made at the end of the mid-term review:

- Implement special education measures and activities for students with learning difficulties. Students with learning difficulties should be helped to succeed in terms of education, schooling, socialization and qualifications. This kind of support for students with learning difficulties, involving teachers, school principals, psychologists, social workers and parents, could help improve the performance of our education system.
- The fact that teaching classes are run by volunteers who have no initial or further training, and whose remuneration is uncertain, means that a maximum number of students cannot reach the "sufficient" skills threshold.

Every school year, we need to organize in-service training for teachers and principals, and improve their working and social conditions.

- High repetition rates are linked to the shortage of teachers, infrastructure and equipment at all levels of education. Cumulative repetition is reflected in the average age of pupils at different levels, although this is cushioned by the fact that older pupils probably drop out more frequently.
- The language of instruction should be spoken at home at the start of primary schooling to consolidate understanding in the classroom. The use of the language of instruction at home has a significant impact on student performance. More experimentation with the articulation of the language of instruction between kindergarten and the beginning of primary school at home could be decisive for student success in primary school.
- Increase the quantity and improve the quality of food in schools benefiting from school canteens, in order to maintain student attendance at school and improve teaching-learning activities and student performance.

V. DIFFICULTIES ENCOUNTERED AND POSSIBLE SOLUTIONS

V. 1 Difficulties encountered

126. Due to the isolation of certain districts in the departments of Sangha, Likouala and Pool nord axe fluvial, the cost of transport from Brazzaville to the departmental capitals was no longer sufficient. It is therefore necessary to increase the rate at which administrators and supervisors are transported from the capital to the chief towns.

127. Inter-school transport costs were not included in the budget, which put administrators in the field in a difficult position. They were obliged to use their living expenses to solve this problem. A line for inter-school transport needs to be inserted in the budget.

128. The amount received for the start-up of the survey did not cover the overall costs of the mission, which should correspond to 55 percent of the budget, as stipulated in the service contract. When the contract was signed, the percentage had to be increased to 80 percent.

V. 2 Remedial measures

129. Our most fervent wish is that, for a new round of McGovern-Dole surveys, the national team will be given a larger budget, taking into account PASEC pedagogical requirements, and will be called upon to provide services to the satisfaction of the hierarchy and the technical and financial partners of Education.

Brazzaville, March 28, 2023

PASEC National Manager

Appendix 19: Key Informant Overview

Ministry of Primary and Secondary Education and Literacy
Director of Primary Education
Head of Department, Continuing Education Department
Head of Publishing Department - INRAP (Institut National de Recherche et d'Action Pédagogiques)
National head of the PASEC team, responsible for the national system for assessing learning achievement (DNEAS)
Director of Basic Education
Head of the Training and Skills Development Department
School Food Department
School Food Manager
Ministry of Health and Population
WFP focal point at MSP
Head of Food Hygiene and Nutrition Department
Ministry for the Promotion of Women and the Integration of Women in Development
WFP focal point at MPFIFD
Departmental departments
Departmental education directorates
X Department Manager
Y Departmental Director
Head of DDEPPSA Secretariat and acting Director in Z department
Z Departmental Coordinator for Literacy and Re-education
Head of Literacy and Non-Formal Education in Z Department
Head of Personnel, Interim Director in G department
Head of Basic Education in G department
Pedagogical advisor and PAM project manager in G department
District Inspector in G department
Head of basic education in P department
P Departmental Manager
F Department Manager
Departmental health departments
X Department Manager
Y Department Director
Z Department Manager
Nutrition focal point and planning officer in department G
Personnel Manager in G department
Head of hygiene and nutrition focal point in P department
Departmental Manager in F department
Departmental Directorates for the Promotion and Integration of Women
X Department Manager
Y Departmental Director
Z Departmental Director

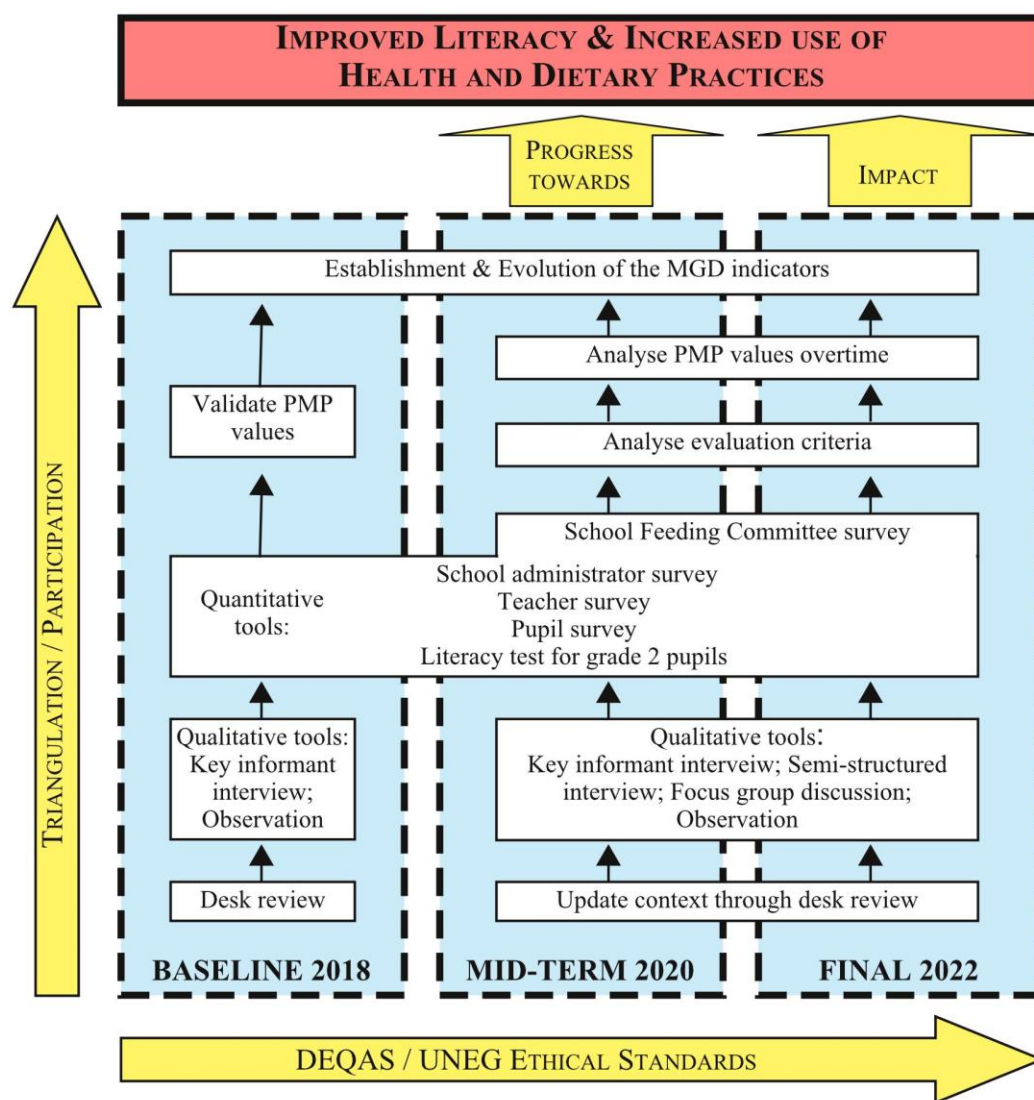
G Departmental Director
P Departmental Director
A Departmental Manager
Departmental Directorates of Social Affairs
Departmental director (interim) in F department
School food services
Head of SAS in X department
Head of SAS in Y department
Head of SAS in Z department
Deputy Head of SAS in G department
Head of SAS in P department
SAS Manager in F department
World Food Programme
Deputy Country Director / Head of Programme
M&E section/ Evaluation CO-Managers
MGD focal point
Nutrition focal point
Gender focal point
Supply chain manager
Logistics Assistant
WFP Owando sub-office manager
WFP sub-office manager Nkayi
UNICEF
MGD program manager
Focal point of the literature component. Early Childhood Development
Water, sanitation and hygiene specialist
UNESCO
Associate Project Officer
Implementing partners
Educational Program for Sustainable Development (PEDD)
World Bank
PRAASED Coordinator
World Bank
Donors
Japan
United States Embassy

Appendix 20: Qualitative data collection mission schedule

Date	Activity	
March 5	Team arrives in Brazzaville	
Monday 6	Brazzaville Interviews with WFP country office and stakeholders	
Tuesday 7th	Brazzaville Interviews with WFP country office and stakeholders	
Wednesday 8th	Brazzaville Interviews with WFP country office and stakeholders	
Thursday 9th	Team 1 Trip Brazzaville Djambala (Plateaux)	Team 2 Trip Brazzaville-Madingou (Bouenza)
Friday 10th	Team 1 Interviews with stakeholders in Djambala	Team 2 Stakeholder interviews in Madingou
Saturday 11	Team 1 - Journey Djambala-Owando	Team 2 - Madingou Gare A1 and A2 schools visit - Nkéni school visit
Sunday 12	Team 1 - Owando-Ouésso trip	Team 2 Travel Madingou-Sibiti
Monday 13th	Team 1 Interviews with stakeholders in Ouésso	Team 2 Stakeholder interviews in Sibiti
Tuesday 14th	Team 1 - ORA Elongue school visit - ORA Messosso school visit	Team 2 - Ouaka school visit - Mayéyé Centre school visit
Wednesday 15th	Team 1 - Ouésso-Owando trip	Team 2 - Obili school visit
Thursday 16th	Team 1 Stakeholder interviews in Owando	Team 2 - Ouandzi school visit

		Sibiti-Kaye travel
Friday 17th	Team 1 - Moundzeli school visit - Ombele school visit	Team 2 - Mansédi school visit - Kaye inspection interviews - School visits Kaye Centre A and B
Saturday 18th	Team 1 - Olongone school visit	Team 2 - Interview with WFP sub-office in Kaye - Trip Kaye-Kinkala
Sunday 19th	Team 1 - Owando Djambala trip	Team 2 - Yangui school visit - Yokama school visit
Monday 20th	Team 1 - Ngoulayo school visit - Kaon school visit	Team 2 - Stakeholder interviews in Kankala - Travel Kankala-Brazzaville
Tuesday 21st	Team 1 - Travel Djambala-Brazzaville	Team 2 - Interviews with the WFP country office in Brazzaville
Wednesday 22nd	Brazzaville - Stakeholder interviews	
Thursday 23rd	Brazzaville - Teamwork: analysis of preliminary results and preparation for debriefing	
Friday 24th	Brazzaville - Debriefing	

Appendix 21: Evaluation analytical framework



Appendix 22: Review of Project Monitoring Plan indicators

No.	Type	Formulation	Comment
1	Output	Number of pupils regularly (80 percent) attending USDA supported classrooms / schools	Target not clear . The "Life project target" should correspond to the highest annual target , but this is not the case . Trixie Belle will be asking Washington for an explanation .
2	Output	Number of textbooks and other teaching and learning material is provided as a result of USDA assistance	The " Life project " target should correspond to the sum of the annual targets. This is not the case. No explanation. Action: take into account on the one hand the percentage of the life project target achieved , and on the other the percentage in relation to the annual targets, and insert a disclaimer in a footnote to indicate the inconsistency of the targets .
3	Outcome	Number of school administrators and officials in target schools who demonstrate use of new techniques or tools as a result of USD A assistance	No direct measurement of this indicator . Consider that 65 % of people trained demonstrate the use of new techniques or tools. Life project target corresponds to the highest annual target
4	Output	Number of school administrators and officials trained or certified as a result of USDA assistance	The life project target should be the sum of the annual targets. This is not the case . According to Trixie Belle , the targets for years 5 and 6 should be 124 instead of 806. But the sum would still not be 1612. In addition , the MoU with UNICEF for 2021-2022 and 2022-2023 provides for the training of 100 people each. So there is no clarity. Action : take into account on the one hand the percentage of the life project target achieved , and on the other the percentage in relation to the annual targets, considering 124 for years 5 and 6 , and insert a disclaimer in a footnote to indicate the inconsistency of the targets.
5	Outcome	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	The life project target should correspond to the highest annual target, but this is not the case. In any case, the percentage achieved is 0 for each year. The report for year 4 indicates 110 but this is an error. Replace with 0. Footnote the inconsistency between annual targets and life project .
6	Output	Number of teacher/ educators/ teaching assistants trained or certified as a result of USDA assistance	The life project target should correspond to the highest annual target , but this is not the case, in any case, the percentage achieved is 0 for each year. The reports for years 1, 2 and 4 indicate 254, 263 and 214 teacher trained respectively, but this is incorrect. Replace everything with 0. Footnote the inconsistency between annual targets and life project

No.	Type	Formulation	Comment
7	Output	Number of educational facilities (Le, school buildings , classrooms , and latrines) rehabilitated / constructed as a result of USDA assistance	The life project target should correspond to the sum of the annual targets . This is not the case. Take into account on the one hand the % of the life project target achieved , and on the other the % in relation to the annual targets, and insert a disclaimer in a footnote to indicate the inconsistency of the targets .
8	Output	Number of pupils enrolled in school receiving USDA assistance	The life project target should correspond to the highest annual target, but this is not the case. The annual target for year 6 is not based on the MGD project forecasts but on the CSP target based on the " Needs based plan". It should not be taken into account. Annual targets should not be taken into account. Carry out an analysis of headcount growth and the percentage achieved in relation to the life project target at the end of the project .
9	Output	Number of Parent Teacher Associations (PTAS) or similar " school " governance structures supported as a result of USDA assistance	The life project target corresponds to the highest annual to get without taking into account the target for year 1, since the project had not started . This is not very consistent given that 137 people are reported for year 1, but let's do it that way. Do the analysis in relation to the life project target on the one hand and in relation to the annual targets on the other . But don't look at the PMP figures because they're apparently not correct. All the schools have committees and all the committees have been formed, so the number of committees formed should be 450. In the report, say that all the schools have committees and according to the PMP all the committees have been formed) and indicate that the figures reported are not valid.
10		Pas d'indicateur10	
11	Outcome	Value of new public and private sector investments leveraged as a result of USDA assistance	This indicator reflects contributions other than McGovern-Dole to activity 2 of the CSP government donation for salt and schools supported with cash transfers). Indicate in the report the percentage achieved in relation to the life project target indicating that the MGD project's contribution to the mobilisation of these funds is not clearly established.
12	Outcome	Number of educational policies, regulations and/ or administrative procedures in each of the following stages of development as a result of USDA assistance: National School Feeding Directorate National Strategy on the Revision of the Education Sector	This indicator does not make much sense. The target is 1, which means that there is a national policy and that the project contributes to its implementation. For this the WFP reported the value for years 4 and 5 (stage 5). It is not clear why they did not report 1 in previous years.
13		Pas d'indicateur 13	
14		Pas d'indicateur 14	

No.	Type	Formulation	Comment
15	Output	Number of daily school meals (breakfast, snack, lunch) provided to school age children as a result of USDA assistance	The life project target corresponds to the sum of the annual targets without the target for the first year in which there were no school meals. This target must therefore be removed when calculating the level of achievement.
16	Output	Number of school age children receiving daily school meals (breakfast, snack, lunch) as a result of USDA assistance	Same as for indicator 8.
17	Output	Number of social assistance beneficiaries participating in productive safety nets as a result of USDA assistance	Same as for indicators 8 and 16 (not clear why there are three indicators showing the same thing).
18	Output	Number of individuals trained in child health and nutrition as a result of USDA assistance	No correspondence between annual targets and life project targets. Carry out effectiveness analysis on the life project target and the annual targets and indicate that there is no clear explanation for these targets.
19	Outcome	Number of individuals who demonstrate use of new child health and nutrition practices as a result of USDA assistance	The annual targets represent 65 percent of training participants (the indicator is not measured). There is an error in the target for year 4, which represents 100 percent of the target for training participants instead of 65 percent. In addition, there is no correspondence between the annual targets and the life project target. No explanation given. Calculate effectiveness in relation to the life project target and the annual targets. Indicate that there is no clear explanation of these targets.
20	Output	Number of individuals trained in safe food preparation and storage as a result of USDA assistance	Same as for indicator 19.
21	Outcome	Number of individuals who demonstrate use of new safe food preparation and storage practices as a result of USDA assistance	Apply 65 percent of indicator 20 targets. Calculate the effectiveness in relation to the life project target and the annual targets. Indicate that there is no clear explanation of these targets
22	Output	Number of schools using an improved water source	Normally, this indicator should include all schools with an improved water point whether built by the project or not. According to this logic, the target for year 1 should be 150 instead of 40 (110 from the baseline + 40 new water points). Despite this, the target for the last year is equal to the life project target. So it is not clear. In addition, there are 74 water points reported in 2021 it is assumed that 74 water points have been built/rehabilitated) whereas the MoU with UNICEF did not provide for any waterpoints. Suggested action : recount the number of

No.	Type	Formulation	Comment
			waterpoints built in the half yearly reports and/or in the partners reports.
23	Output	Number of schools with improved sanitation facilities	The targets are correct but the figures for completed latrines should be cumulative with the number of schools with latrines , regardless of whether they were built by the project or not. Consider the figures cumulatively by including the baseline figure and check by recounting the latrines built in the reports.
24	Output	Number of pupils receiving deworming medication(s)	The project did not carry out these activities directly, but the WFP was involved in coordinating and communicating with the schools. The annual and the life project targets do not correspond. No explanation given.
25	Outcome	Number of child health and nutrition policies, regulations, or administrative procedures in each of the following stages of development as a result of USDA assistance: National Food Security and Nutrition Policy	Same as for indicator 12.
26	Outcome	Percent of pupils who, by the end of two grades of primary schooling, demonstrate that they can read and understand the meaning of grade-level text	No comments.
27	Output	Number of individuals benefiting directly from USDA funded interventions	Should be the same targets and figures reported as for indicators 8, 16 and 17. But this is not the case. No explanation given.
28	Output	Number of individuals benefiting indirectly from USDA - funded interventions	This is supposed to be the families of the pupils, counting five members per household, but the figures do not add up.

Appendix 23: Complete school survey data

Evaluation of the McGovern-Dole program in RoC Comparisons between initial and final values of evaluation surveys

Directors' survey report

Version: Draft 2 - French

Date: April 24, 2023

CONTENTS

130. These pages present a comparative descriptive analysis of the teacher surveys conducted as part of the baseline and endline evaluations of the Mc-Govern Dole program in the Republic of Congo (RoC). The baseline survey was conducted between May 14 and 25, 2018. The final survey took place between February 27 and March 6, 2023. In addition, the analysis includes the results of the mid-term teacher survey on the use of healthy eating practices (section 9). This survey was carried out between May 7 and 20, 2021, as part of the mid-term evaluation of the Mc-Govern Dole program.

131. The tables below present the main results of each survey by type of school (ARO vs. Non-ARO), and by type of support (with Mc-Govern Dole support vs. Without Mc-Govern Dole support). These results are accompanied by the limits of their confidence intervals, with a 95 percent confidence level.

132. The sample sizes of teachers per type of support are small. Consequently, the confidence intervals for a given estimate for two different school types may overlap. However, this should not be interpreted as a non-significant difference, as the samples may not be large enough to rule out that the difference is zero.

SECTION 1. SCHOOLS AND PRINCIPALS SAMPLED

133. As planned, samples were proportional to the number of schools supported by the Mc-Govern Dole program in each department, with the exception of Sangha and Likouala. For Sangha and Likouala, the sample was smaller and analyzed separately, in order to avoid possible contamination of results given the particularities of ORA schools with an indigenous orientation. At the time of the final survey, the Mc-Govern Dole program no longer supported any ORA schools in Likouala. This department was therefore excluded from the final survey sample. The increase in sample size in Sangha was intended to compensate for this.

Table 1. Principals* surveyed by department and type of support

Department	Initial survey				Final survey			
	Non-ARO schools with Mc-Govern Dole support	Non-ORA schools without support	ORA schools with Mc-Govern Dole	Total	Non-ARO schools with Mc-Govern Dole support	Non-ORA schools without support	ORA schools with Mc-Govern Dole support	Total
Bouenza	13	13		26	12	10		22
Bowl	5	5		10	5	4		9
Lekoumou	9	9		18	9	9		18

Department	Initial survey				Final survey			
	Non-ARO schools with McGovern Dole support	Non-ORA schools without support	ORA schools with McGovern Dole	Total	Non-ARO schools with McGovern Dole support	Non-ORA schools without support	ORA schools with McGovern Dole support	Total
Trays	9	8		17	10	8		18
Pool	13	14		27	15	11		26
Sangha Likouala			4 8	4 8			9	9
Total	49	49	12	110	51	42	9	102

* Each principal interviewed runs a different school.

Table 2. Surveyed managers by gender and type of support

Gender of school director/administrator	Initial survey				Final survey			
	Non-ORA schools with McGovern-Dole support	Non-ORA schools without support	ORA schools with support McGovern-Dole	Total	Non-ORA schools with McGovern-Dole support	Non-ORA schools without support	ORA schools with support McGovern-Dole	Total
Men	42	34	10	86	34	26	8	68
Women	7	15	0	22	17	16	1	34
Unknown			2	2				
Total	49	49	12	110	51	42	9	102
% of Women	14.3 %	30.6 %	0.0 %	20.0 %	33.3 %	38.1 %	11.1 %	33.3 %

SECTION 2. SCHOOL ENROLMENT AND ATTENDANCE

Table 3. Average number of pupils per school

Phase	Initial survey				Final survey			
Group / Estimate	N	Average	Lim Inf.	Lim Sup.	N	Average	Lim Inf.	Lim Sup.
Non-ORA schools	95	247.1	204.1	290.1	93	230.2	189.7	270.6
With Mc-Govern Dole support	47	258.2	189.1	327.4	51	258.0	20.01	315.9
Without Mc-Govern Dole support	48	236.3	182.1	290.4	42	196.3	146.1	246.6
ORA schools	12	160.4	57.1	263.8	9	67.2	47.5	87.0

N= Sample size, throughout this appendix

Table 4. Percentage of female students

Phase	Initial survey				Final survey			
Group / Estimate	N	Average	Lim Inf.	Lim Sup.	N	Average	Lim Inf.	Lim Sup.
Non-ORA schools	95	45.1 %	43.5 %	46.7 %	93	45.8 %	44.5 %	47.1 %
With Mc-Govern Dole support	47	44.6 %	42.0 %	47.2 %	51	45.3 %	43.5 %	47.2 %
Without Mc-Govern Dole support	48	45.6 %	43.6 %	47.5 %	42	46.3 %	44.5 %	48.1 %
ORA schools	12	47.8 %	39.5 %	56.1 %	9	49.2 %	44.2 %	54.2 %

Table 5. Drop-out rates* (%)

Phase	Initial survey				Final survey			
Group / Estimate	N	Average	Lim Inf.	Lim Sup.	N	Average	Lim Inf.	Lim Sup.
Non-ORA schools	96	4.7 %	3.3 %	6.1 %	93	2.2 %	1.5 %	2.8 %
With Mc-Govern Dole support	48	3.8 %	1.9 %	5.7 %	51	1.6 %	0.8 %	2.4 %
Without Mc-Govern Dole support	48	5.6 %	3.6 %	7.7 %	42	2.8 %	1.6 %	4.0 %
ORA schools	13	12.0 %	5.1 %	19.0 %	9	6.6 %	0.5 %	12.8 %

* The methodology is different from that used to present the results in previous evaluation reports. In this report, schools (not classes) are considered as sampling units.

Table 6. Drop-out rate for girls* (%)

Phase	Initial survey				Final survey			
Group / Estimate	N	Average	Lim Inf.	Lim Sup.	N	Average	Lim Inf.	Lim Sup.
Non-ORA schools	96	4.8 %	3.3 %	6.3 %	93	2.0 %	1.3 %	2.6 %
With Mc-Govern Dole support	48	3.8 %	1.9 %	5.7 %	51	1.7 %	0.9 %	2.6 %
Without Mc-Govern Dole support	48	5.8 %	3.4 %	8.3 %	42	2.3 %	1.2 %	3.3 %
ORA schools	13	15.2 %	6.8 %	23.6 %	9	7.1 %	0.8 %	13.4 %

* The methodology differs from that used to present the results in previous evaluation reports. In this report, schools (not classes) are considered as sampling units.

Table 7. Percentage of schools with attendance sheets/books

Phase	Initial survey			Final survey			
Group / Estimate	N	Yes, observable	Yes, not observable	N	Yes	Lim Inf.	Lim Sup.
Non-ORA schools	98	67.3 %	14.3 %	93	88.2 %	81.4 %	94.9 %
With Mc-Govern Dole support	49	63.3 %	12.2 %	51	92.2 %	84.9 %	99.4 %

Phase	Initial survey			Final survey			
Group / Estimate	N	Yes, observable	Yes, not observable	N	Yes	Lim Inf.	Lim Sup.
Without Mc-Govern Dole support	49	71.4 %	16.3 %	42	83.3 %	71.8 %	94.9 %
ORA schools	12	75.0 %	8.3 %	9	100 %	100%	100%

SECTION 3. TEACHER ATTENDANCE

Table 9. Average number of teachers per school

Phase	Initial survey				Final survey			
Group / Estimate	N	Average	Lim Inf.	Lim Sup.	N	Average	Lim Inf.	Lim Sup.
Non-ORA schools	98	4.6	3.5	5.7	93	4,4	3.8	5.0
With Mc-Govern Dole support	49	4.8	2.6	7.0	51	4.4	3.6	5.2
Without Mc-Govern Dole support	49	4.3	3.6	5.1	42	4.4	3.6	5.2
ORA schools	12	2.3	1.8	2.9	9	2,0	1.7	2.3

Table 10. Percentage of female teachers

Phase	Initial survey				Final survey			
Group / Estimate	N	Average	Lim Inf.	Lim Sup.	N	Average	Lim Inf.	Lim Sup.
Non-ORA schools	98	28.1 %	22.0 %	34.3 %	93	37.8 %	32 %	43.7 %
With Mc-Govern Dole support	49	23.7 %	14.5 %	32.9 %	51	39.1 %	30.9 %	47.3 %
Without Mc-Govern Dole support	49	32.6 %	24.4 %	40.8 %	42	36.3 %	27.3 %	45.2 %
ORA schools	12	31.9 %	7.4 %	56.5 %	9	16.7 %	-6.7 %	40.1 %

Table 11. Percentage of volunteer teachers (contract)

Phase	Initial survey				Final survey			
Group / Estimate	N	Average	Lim Inf.	Lim Sup.	N	Average	Lim Inf.	Lim Sup.
Non-ORA schools	98	57.7 %	53.0 %	62.4 %	93	74.5 %	69.8 %	79.2 %
With Mc-Govern Dole support	49	52.0 %	45.2 %	58.8 %	51	72.2 %	66.1 %	78.4 %
Without Mc-Govern Dole support	49	63.4 %	57.0 %	69.7 %	42	77.3 %	69.7 %	84.9 %
ORA schools	12	86.1 %	67 %	105.2 %	9	96.3 %	88.9 %	103.6 %

Table 12. Number of children per teacher

Phase	Initial survey				Final survey			
Group / Estimate	N	Average	Lim Inf.	Lim Sup.	N	Average	Lim Inf.	Lim Sup.
Non-ORA schools	95	56.5	50.2	62.8	93	50.3	44.9	55.7
With Mc-Govern Dole support	47	57.3	48.4	66.1	51	56.6	49.0	64.2
Without Mc-Govern Dole support	48	55.8	46.5	65.1	42	42.7	35.7	49.7
ORA schools	12	64.2	33.1	95.2	9	36.0	22.1	49.9

134. Overall decrease in the number of children per teacher, with a more marked reduction for ORA schoolchildren.

Table 13. Average percentage of teacher absence days

Phase	Initial survey					Final survey				
Group / Estimate	N (schools)	N (teachers)	Average	Lim Inf.	Lim Sup.	N (schools)	N (teachers)	Average	Lim Inf.	Lim Sup.
Non-ORA schools	86	322	8.2 %	4.3 %	12.2 %	93	410	6.6 %	5.0 %	8.2 %
With Mc-Govern Dole support	41	153	11.8 %	3.6 %	20%	51	225	5.6 %	4.0 %	7.2 %
Without Mc-Govern Dole support	45	169	5.0 %	3.3 %	6.8 %	42	185	7.8 %	4.9 %	10.7 %
ORA schools	10	23	0.2 %	-0.2 %	0.7 %	9	18	80 %	-0.1 %	16.1 %

SECTION 4. SCHOOL FEEDING COMMITTEES (CAS)

Table 14. Percentage of schools with CAS

Phase	Initial survey				Final survey			
Group / Estimate	N	Average	Lim Inf.	Lim Sup.	N	Average	Lim Inf.	Lim Sup.
Non-ORA schools	98	52 %	42.1 %	61.9 %	93	64.5 %	54.6 %	74.5 %
With Mc-Govern Dole support	49	91.8 %	84.2 %	99.5 %	51	98.0 %	94.2 %	101.9 %
Without Mc-Govern Dole support	49	12.2 %	3.1 %	21.4 %	42	23.8 %	10.9 %	36.7 %
ORA schools	12	91.7 %	76.0 %	100 %	9	100 %	100 %	100 %

Table 15. Percentage of schools with a functional CAS

Phase	Initial survey				Final survey			
Group / Estimate	N	Average	Lim Inf.	Lim Sup.	N	Average	Lim Inf.	Lim Sup.
Non-ORA schools	98	41.8 %	32.1 %	51.6 %	93	55.9 %	45.7 %	66.1 %
With Mc-Govern Dole support	49	77.6 %	65.9 %	89.2 %	51	90.2 %	82.1 %	98.3 %
Without Mc-Govern Dole support	49	6.1 %	0 %	12.8 %	42	14.3 %	3.6 %	25 %
ORA schools	12	91.7 %	76.0 %	100 %	9	100 %	100 %	100 %

SECTION 5. LATRINES

Table 16. Percentage of schools with latrines

Phase	Initial survey				Final survey			
Group / Estimate	N	Average	Lim Inf.	Lim Sup.	N	Average	Lim Inf.	Lim Sup.
Non-ORA schools	98	68.4 %	59.2 %	77.6 %	93	82.8 %	75.0 %	90.6 %
With Mc-Govern Dole support	49	61.2 %	47.6 %	74.9 %	51	82.4 %	71.8 %	92.9 %
Without Mc-Govern Dole support	49	75.5 %	63.5 %	87.6 %	42	83.3 %	71.9 %	94.7 %
ORA schools	12	83.3 %	62.2 %	100 %	9	77.8 %	48.6 %	107 %

Table 17. Percentage of schools with functional latrines, by gender

Phase	Initial survey				Final survey			
Group / Estimate	N	Average	Lim Inf.	Lim Sup.	N	Average	Lim Inf.	Lim Sup.
Non-ORA schools	98	25,5 %	16,9 %	34,1 %	93	38,7 %	28,6 %	48,8 %
With Mc-Govern Dole support	49	30,6 %	17,7 %	43,5 %	51	41,2 %	28.1 %	54.2 %
Without Mc-Govern Dole support	49	20.4 %	9.1 %	31.7 %	42	35.7 %	20.9 %	50.5 %
ORA schools	12	33.3 %	6.0 %	60.0 %	9	55.6 %	20.7 %	90.4 %

Table 17. A. Final survey. Percentage of schools with separate functional latrines for girls with hygiene kits and information

Phase	Final survey			
Group / Estimate	N	Average	Lim Inf.	Lim Sup.
Non-ORA schools	93	3.2 %	-0.5 %	6.9 %
With Mc-Govern Dole support	51	2.0 %	-1.9 %	5.8 %
Without Mc-Govern Dole support	42	4.8 %	-1.8 %	11.4 %

Phase	Final survey			
Group / Estimate	N	Average	Lim Inf.	Lim Sup.
ORA schools	9	0.0 %	0.0 %	0.0 %

Table 17. B. Final survey. Percentage of schools with latrines of each type

Phase	Final survey								
Group / Estimate	N	Flush or connect ed drainag e system	Flush or drain system without sewage system	Pit latrines with slab	Open pit latrines without slab	Compos t toilets	Ventilat ed improve d pit latrines	Bucket latrines	Suspended toilets/latri nes
Non-ORA schools	93	4.3	5.4	60.2	12.9	1.1	6.5	1.1	2.2
With Mc-Govern Dole support	51	2.0	2.0	58.8	15.7	2.0	5.9	0.0	3.9
Without Mc-Govern Dole support	42	7.1	9.5	61.9	9.5	0.0	7.1	2.4	0.0
ORA schools	9	0.0	0.0	33.3	44.4	0.0	0.0	0.0	0.0

Table 17. C. Final survey. Percentage of schools adhering to each latrine management practice

Phase	Final survey					
Group / Estimate	N	Trains students and organizes rotations	Ensures the presence of hand-washing equipment	Close the latrines during school vacations	Make sure sink is full of water	Invites users to leave their shoes outside
Non-ORA schools	93	52.7	29.0	39.8	15.1	2.2
With Mc-Govern Dole support	51	47.1	27.5	39.2	15.7	0.0
Without Mc-Govern Dole support	42	59.5	31.0	40.5	14.3	4.8
ORA schools	9	33.3	11.1	22.2	0.0	0.0

Table 18. Ratio of pupils per functional latrine

Phase	Initial survey				Final survey			
Group / Estimate	N	Average	Lim Inf.	Lim Sup.	N	Average	Lim Inf.	Lim Sup.
Non-ORA schools	62	159.9	123.5	196.3	74	105.2	77.7	132.7
With Mc-Govern Dole support	26	170.4	112.0	228.9	41	130.2	84.2	176.3
Without Mc-Govern Dole support	36	152.3	103.6	201.0	33	74.1	56.8	91.4
ORA schools	8	100.0	48.9	151	7	44.5	12.5	76.6

135. The average ratio is calculated by including only schools with functional latrines, otherwise the value obtained is *infinite*, as any number divided by zero gives an *infinite* value.

Table 19. Number of boys per separate functional latrine for boys' use

Phase	Initial survey				Final survey			
Group / Estimate	N	Average	Lim Inf.	Lim Sup.	N	Average	Lim Inf.	Lim Sup.
Non-ORA schools	24	165.8	119	212.6	36	132.3	105.3	159.3
With Mc-Govern Dole support	14	179.8	104.3	255.3	21	137.5	107.3	167.6
Without Mc-Govern Dole support	10	146.2	91.2	201.2	15	125.1	77.2	173
ORA schools	3	54.3	29.2	79.5	5	21.3	14.2	28.4

136. The average ratio is calculated by including only schools with functional, separate latrines, otherwise the value obtained is *infinite*, as any number divided by zero gives an *infinite* value.

Table 20. Number of girls per functional separate latrine for girls' use

Phase	Initial survey				Final survey			
Group / Estimate	N	Average	Lim Inf.	Lim Sup.	N	Average	Lim Inf.	Lim Sup.
Non-ORA schools	24	143.9	94.2	193.5	36	107.6	84.2	131
With Mc-Govern Dole support	15	149.4	74.7	224.2	21	116.8	88.6	145
Without Mc-Govern Dole support	9	134.6	66.9	202.4	15	94.7	56.4	132.9
ORA schools	3	31	-10	72	5	22.6	15.1	30.1

137. The average ratio is calculated by including only schools with functional, separate latrines, otherwise the value obtained is *infinite*, as any number divided by zero gives an *infinite* value.

SECTION 6. WATER SOURCES AND HAND-WASHING STATIONS

Table 21. Percentage of schools with a water source

Phase	Initial survey				Final survey			
Group / Estimate	N	Average	Lim Inf.	Lim Sup.	N	Average	Lim Inf.	Lim Sup.
Non-ORA schools	98	32.7 %	23.4 %	41.9 %	93	39.8 %	30.1 %	49.5 %
With Mc-Govern Dole support	49	32.7 %	19.5 %	45.8 %	51	33.3 %	21.0 %	45.6 %
Without Mc-Govern Dole support	49	32.7 %	19.5 %	45.8 %	42	47.6 %	32.2 %	63.1 %
ORA schools	12	58.3 %	30.4 %	86.2 %	9	0.0 %	0.0 %	0.0 %

138. According to the principals' responses, the number of water sources built or rehabilitated/improved in the current school year (2022-2023) is negligible (practically nil).

Table 22. Percentage of schools with improved water sources

Phase	Initial survey***			Final survey ****			
Group / Estimate	N	Improved *	Unimproved **	N	Improved *	Low CI	Top of the page CI
Non-ARO schools	98	14 %	2 %	93	17.2 %	9.3 %	25.1 %
With Mc-Govern Dole support	49	15 %	1 %	51	15.7 %	5.5 %	25.8 %
Without Mc-Govern Dole support	49	13 %	3 %	42	19 %	7 %	31.1 %
ORA schools	12	6 %	0 %	9	0 %	0 %	0 %

* Improved drinking water sources include running water in the dwelling or yard, public taps or standpipes, tube wells or boreholes, protected dug wells, protected springs and rainwater

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

*** Initial survey: At least one improved/unimproved source

**** Final survey: The main source is an improved source

Table 23. Percentage of schools with a handwashing station

Phase	Initial survey				Final survey			
Group / Estimate	N	Average	Lim Inf.	Lim Sup.	N	Average	Lim Inf.	Lim Sup.
Non-ORA schools	98	15.3 %	8.2 %	22.4 %	93	60.2 %	50.6 %	69.9 %
With Mc-Govern Dole support	49	16.3 %	6.0 %	26.7 %	51	80.4 %	69.7 %	91.1 %
Without Mc-Govern Dole support	49	14.3 %	4.5 %	24.1 %	42	35.7 %	21.3 %	50.1 %
ORA schools	10	10.0 %	0.0 %	28.6 %	9	55.6 %	20.7 %	90.4 %

Table 24. Conditions of hand-washing stations.

Phase	Initial survey					Final survey				
Group / Estimate	N	Good condition and operation*	Poor condition or working order** (see below)	Out of service	Pupil/station ratio	N	Good condition and operation*	Poor condition or working order** (see below)	Out of service	Pupil/station ratio
Non-ORA schools	15	60.0 %	33.3 %	6.7 %	232.3	56	66.1 %	25.0 %	8.9 %	165.9
With Mc-Govern Dole support	8	87.5 %	12.5 %	0.0 %	321.9	41	63.4 %	29.3 %	7.3 %	162.6
Without Mc-Govern Dole support	7	28.6 %	57.1 %	14.3 %	129.9	15	73.3 %	13.3 %	13.3 %	175.0
ORA schools	1	100.0 %	0.0 %	0.0 %	63.0	5	100.0 %	0.0 %	0.0 %	62.4

* This category includes: *Good condition and good working order all year round*

** This category includes: *Poor condition but works all year round, Good condition and works only during the rainy season.*

SECTION 7. DISPOSAL MANAGEMENT

Table 25. Percentage of schools with observable solid waste disposal facilities

Phase	Initial survey				Final survey			
Group / Estimate	N	Average	Lim Inf.	Lim Sup.	N	Average	Lim Inf.	Lim Sup.
Non-ORA schools	98	20.4 %			93	16.1 %	8.4 %	23.9 %
With Mc-Govern Dole support	49	12.2 %			51	19.6 %	8.5 %	30.8 %
Without Mc-Govern Dole support	49	28.6 %			42	11.9 %	1.9 %	22.0 %
ORA schools	10	30.0 %			9	0.0 %	0.0 %	0.0 %

Table 26. Percentage of schools with a daily waste disposal system

Phase	Initial survey				Final survey			
Group / Estimate	N	Average	Lim Inf.	Lim Sup.	N	Average	Lim Inf.	Lim Sup.
Non-ORA schools	98	23.5 %			93	15.1 %	7.5 %	22.6 %
With Mc-Govern Dole support	49	12.3 %			51	19.6 %	8.5 %	30.8 %
Without Mc-Govern Dole support	49	34.7 %			42	9.5 %	0.5 %	18.6 %
ORA schools	10	0.0 %			9	0.0 %	0.0 %	0.0 %

139. In the baseline survey, this percentage included cases where daily waste disposal was not observable. This is why, at the time of the baseline survey, the percentage of schools with daily waste disposal may be higher (Table 26) than the percentage of schools with observable solid waste disposal management equipment (Table 25).

SECTION 8. TEACHING MATERIALS

Table 27. Percentage of schools with sufficient teaching materials.

Phase	Initial survey				Final survey			
Group / Estimate	N	%	Lim Inf.	Lim Sup.	N	%	Lim Inf.	Lim Sup.
Non-ORA schools	98	59.2 %			93	88.2 %	81.8 %	94.6 %
With Mc-Govern Dole support	49	63.3 %			51	90.2 %	82.1 %	98.3 %
Without Mc-Govern Dole support	49	55.1 %			42	85.7 %	75.0 %	96.4 %
ORA schools	12	66.7 %			9	88.9 %	66.8 %	110.9 %

Table 27. A Final survey. Percentage of schools with sufficient teaching materials of each type

Phase	Final survey				
Group / Estimate	N	Poster with letters (reading material)	Poster with numbers (mathematics material)	Descriptive image (human body. animal)	Science poster
Non-ORA schools	93	21.5 %	20.4 %	30.1 %	16.1 %
With Mc-Govern Dole support	51	19.6 %	29.4 %	23.5 %	15.7 %
Without Mc-Govern Dole support	42	23.8 %	9.5 %	38.1 %	16.7 %
ORA schools	9	22.2 %	22.2 %	11.1 %	0.0 %

Table 27. B. Final survey. Percentage of schools receiving teaching materials during the current school year (2022-2023)

Phase	Final survey			
Group / Estimate	N	%	Lim Inf.	Lim Sup.
Non-ORA schools	93	73.1 %	64.2 %	82.0 %
With Mc-Govern Dole support	51	70.6 %	57.7 %	83.5 %
Without Mc-Govern Dole support	42	76.2 %	63.6 %	88.7 %
ORA schools	9	11.1 %	-10.9 %	33.2 %

Table 27. C. Final survey. Percentage of schools receiving stationery supplies during the current school year (2022-2023)

Phase	Final survey			
Group / Estimate	N	%	Lim Inf.	Lim Sup.
Non-ORA schools	93	24.7 %	16.6 %	32.9 %
With Mc-Govern Dole support	51	25.5 %	13.8 %	37.2 %
Without Mc-Govern Dole support	42	23.8 %	11.4 %	36.2 %
ORA schools	9	88.9 %	66.8 %	110.9 %

SECTION 9: INCREASED USE OF HEALTHY EATING PRACTICES

Table 28. Percentage of schools receiving soap and water this year

Phase	Mid-term survey		Final survey			
Group / Estimate	N	%	N	%	Lim Inf.	Lim Sup.
Non-ORA schools	95	51.6 %	93	47.3 %	38.2 %	56.4 %
With Mc-Govern Dole support	51	64.7 %	51	62.7 %	50.7 %	74.8 %
Without Mc-Govern Dole support	44	35.3 %	42	28.6 %	15.3 %	41.9 %
ORA schools	12	16.7 %	9	44.4 %	9.6 %	79.3 %

Table 29. Actor who provided soap and water this year

Phase	Final survey							
Group / Estimate	N	PB Budget	PAM/ UNICEF/ ACTED	Community	Lessors	Other NGOs	Companies	Other (school. principal/ administration)
Non-ORA schools	93	2.2 %	6.5 %	4.3 %	7.5 %	1.1 %	1.1 %	24.7 %
With Mc-Govern Dole support	51	2.0 %	5.9 %	7.8 %	13.7 %	2.0 %	0.0 %	31.4 %
Without Mc-Govern Dole support	42	2.4 %	7.1 %	0.0 %	0.0 %	0.0 %	2.4 %	16.7 %
ORA schools	9	11.1 %	0.0 %	0.0 %	33.3 %	0.0 %	0.0 %	0.0 %

Table 30. Percentage of schools with kitchen equipment

Phase	Final survey			
Group / Estimate	N	%	Lim Inf.	Lim Sup.
Non-ORA schools	93	44.1 %	33.8 %	54.4 %
With Mc-Govern Dole support	51	76.5 %	64.7 %	88.3 %
Without Mc-Govern Dole support	42	4.8 %	-1.8 %	11.3 %
ORA schools	9	77.8 %	48.6 %	107.0 %

Table 31. Percentage of schools in which meals are distributed directly from the cooking pot

Phase	Mid-term survey		Final survey			
Group / Estimate	N	%	N	%	Lim Inf.	Lim Sup.
Non-ORA schools	95	46.3 %	93	36.6 %	26.7 %	46.4 %
With Mc-Govern Dole support	51	80.4 %	51	60.8 %	47.6 %	74.0 %
Without Mc-Govern Dole support	44	6.8 %	42	7.1 %	-0.7 %	15.0 %
ORA schools	12	25.0 %	9	88.9 %	66.8 %	110.9 %

140. Significant decline in adherence to this practice.

Table 32. Percentage of schools in which meals are distributed by class in stainless steel containers

Phase	Mid-term survey		Final survey			
Group / Estimate	N	%	N	%	Lim Inf.	Lim Sup.
Non-ORA schools	95	51.6 %	93	30.1 %	21.1 %	39.1 %
With Mc-Govern Dole support	51	86.3 %	51	51.0 %	37.8 %	64.2 %
Without Mc-Govern Dole support	44	13.7 %	42	4.8 %	-1.8 %	11.3 %
ORA schools	12	25.0 %	9	11.1 %	-10.9 %	33.2 %

141. Significant decline in adherence to this practice.

Table 33. Percentage of schools having received training in food preparation and storage in the past year

Phase	Mid-term survey		Final survey			
Group / Estimate	N	%	N	%	Lim Inf.	Lim Sup.
Non-ORA schools	95	49.5 %	93	44.1 %	34.1 %	54.1 %
With Mc-Govern Dole support	51	76.5 %	51	76.5 %	66.1 %	86.8 %
Without Mc-Govern Dole support	44	18.2 %	42	4.8 %	-1.8 %	11.3 %
ORA schools	12	41.7 %	9	100.0 %	100.0 %	100.0 %

142. Significant drop in the percentage of schools benefiting from this training among unsupported elementary school.

Table 34. Percentage of schools implementing each practice

Phase	Mid-term survey					Final survey				
Group / Estimate	N	Cleaning the kitchen	Keep food at appropriate temperatures	Cover and store cooked food safely	Wash your hands before cooking	N	Cleaning the kitchen	Keep food at appropriate temperatures	Cover cooked food and store it safely	Wash your hands before cooking
Non-ORA schools	95	40.0 %	45.3 %	38.9 %	42.1 %	93	43.0 %	41.9 %	43.0 %	43.0 %
With Mc-Govern Dole support	51	62.8 %	70.6 %	58.8 %	66.7 %	51	74.5 %	72.5 %	74.5 %	74.5 %

Without Mc-Govern Dole support	44					42	4.8 %	4.8 %	4.8 %	4.8 %
ORA schools	12	33.3 %	33.3 %	41.7 %	41.7 %	9	100.0 %	100.0 %	100.0 %	100.0 %

Table 35. Percentage of schools where teachers/workers know the correct way to store food

Phase	Mid-term survey		Final survey			
Group / Estimate	N	%	N	%	Low CI	Top of the page CI
Non-ORA schools	95	60.00 %	93	57.0 %	46.6 %	67.4 %
With Mc-Govern Dole support	51	96.10 %	51	96.1 %	90.6 %	101.5 %
Without Mc-Govern Dole support	44	18.20 %	42	9.5 %	0.7 %	18.4 %
ORA schools	12	58.30 %	9	100.0 %	100.0 %	100.0 %

Table 36. Percentage of schools where teachers/workers have received training in good health and nutrition practices

Phase	Mid-term survey		Final survey			
Group / Estimate	N	%	N	%	Lim Inf.	Lim Sup.
Non-ORA schools	95	37.90 %	93	36.6 %	27.0 %	46.1 %
With Mc-Govern Dole support	51	52.90 %	51	56.9 %	44.1 %	69.6 %
Without Mc-Govern Dole support	44	20.50 %	42	11.9 %	2.1 %	21.7 %
ORA schools	12	66.70 %	9	100.0 %	100.0 %	100.0 %

SECTION 10. PERSONNEL QUALIFICATIONS

Table 37. Final survey. Average percentage of teachers using the national French curriculum

Gender of teacher	All				Women			
Group / Estimate	N	Average	Lim Inf.	Lim Sup.	N	Average	Lim Inf.	Lim Sup.
Non-ORA schools	93	40.1 %	33.7 %	46.4 %	93	44.3 %	34.1 %	54.5 %
With Mc-Govern Dole support	51	36.6 %	28.7 %	44.4 %	51	49.3 %	35.2 %	63.5 %
Without Mc-Govern Dole support	42	44.3 %	33.8 %	54.8 %	42	38.0 %	23.9 %	52.0 %
ORA schools	9	22.2 %	-7.0 %	51.4 %	9	0.0 %	0.0 %	0.0 %

Table 38. Final survey. Percentage of managers having received training in the last 12 months

Indicators	Training beneficiaries				Training providers			
Group / Estimate	N	%	Lim Inf.	Lim Sup.	No training	WFP /McGovern-Dole/ partner	Gov.	Other
Non-ORA schools	93	37.6 %	27.5 %	47.8 %	61.3 %	6.5 %	15.1 %	17.2 %
With Mc-Govern Dole support	51	41.2 %	27.1 %	55.2 %	56.9 %	7.8 %	15.7 %	19.6 %
Without Mc-Govern Dole support	42	33.3 %	18.7 %	48.0 %	66.7 %	4.8 %	14.3 %	14.3 %
ORA Schools	9	66.7 %	33.6 %	99.7 %	33.3 %	11.1 %	44.4 %	11.1 %

* Others included: district inspector, PRASED, CDAR, Mouyondzi town hall

143. All directors/administrators who have taken the training report having used the new teaching techniques they have learned.

Evaluation of the MGD program in RoC

Comparisons between initial and final values of evaluation surveys

Teacher survey report

Version: Draft 2 - French

Date: April 26, 2023

CONTENTS

144. These pages present a comparative descriptive analysis of the teacher surveys conducted as part of the baseline and endline evaluations of the Mac-Govern Dole (MGD) program in the Republic of Congo (RoC). The baseline survey was conducted between May 14 and 25, 2018. The final survey took place between February 27 and March 6, 2023. In, the analysis includes the results of the mid-term teacher survey concerning short-term hunger, teacher training and subjects taught (sections 5 and 6). This survey was carried out between May 7 and 20, 2021, as part of the mid-term evaluation of the MGD program.

145. The tables below show the main results of each survey by school type (ARO vs. Non-ARO), and by type of support (with MGD support vs. without MGD support). These results are accompanied by the limits of their confidence intervals, with a 95 percent confidence level.

146. The sample sizes of teachers per type of support are small for elementary school (less than 100 teachers) and very small for ORA schools (23 teachers at start and only 5 at finish). As a result, the confidence intervals for a given estimate for two different school types may overlap. However, this should not be interpreted as a non-significant difference, as the samples may not be large enough to rule out a zero difference.

SECTION 1. SAMPLE SCHOOLS AND TEACHERS

147. The teacher sample is a cluster sample stratified by department, where the primary sampling units are schools. In each department, the sample size is proportional to the number of schools supported by the MGD program. The exceptions are the departments of Sangha and Likouala, where the sample is smaller. The data from these two departments are analyzed separately, to avoid any possible contamination of results, given the particularities of ORA schools with an indigenous orientation. At the end of the survey, the MGD program no longer supported any ORA schools in Likouala. This department was therefore excluded from the final survey sample. The increase in sample size in Sangha was intended to compensate for this.

148. Where possible, two teachers were interviewed per school.

Table 1. Schools surveyed by department and type of support

Department	Initial survey				Final survey			
	Non-ORA schools with McGovern-Dole support	Non-ORA schools without McGovern-Dole support	ORA schools with McGovern-Dole support	Total	Non-ORA schools with McGovern-Dole support	Non-ORA schools without support	ORA schools with McGovern-Dole support	Total
Bouena	13	12		25	13	12		25
Bowl	5	5		10	3	4		7
Lekoumou	9	9		18	9	9		18
Trays	8	9		17	10	7		17
Pool	13	14		27	16	10		26
Sangha			4	4			5	5
Likouala			8	8				
Total	48	49	12	109	51	42	5	98

Table 2. Teachers surveyed by department and type of support

Department	Initial survey				Final survey			
	Non-ORA schools with McGovern-Dole support	Non-ORA schools without support	ORA schools with McGovern-Dole support	Total	Non-ORA schools with McGovern-Dole support	Non-ORA schools without support	ORA schools with McGovern-Dole support	Total
Bouenza	26	21		47	26	23		29
Bowl	10	9		19	3	4		7
Lekoumou	18	17		35	14	16		30
Trays	17	15		32	22	13		35
Pool	26	28		54	25	14		39
Sangha			7	7			5	5
Likouala			16	16				
Total	97	90	23	210	90	70	5	165

Table 3. Teachers surveyed by gender and type of support

	Initial survey				Final survey			
Gender of school director/administrator	Non-ORA schools with McGovern-Dole support	Non-ORA schools without support	ORA schools with McGovern-Dole support	Total	Non-ORA schools with McGovern-Dole support	Non-ORA schools without support	ORA schools with McGovern-Dole support	Total
Men	73	61	14	148	62	54	4	120
Women	24	29	9	62	28	16	1	45
Total	97	90	23	210	90	70	5	165
% of women	24.7 %	32.2 %	39.1 %	29.5 %	31.1 %	22.9 %	20.0 %	27.3 %

SECTION 2. CHARACTERISTICS OF TEACHERS

Table 4. Age of teachers

Phase	Initial survey				Final survey			
Group / Estimate	N	Average	Lim Inf.	Lim Sup.	N	Average	Lim Inf.	Lim Sup.
Non-ORA schools	187	40.3	38.9	41.7	160	39.4	37.8	41
With McGovern-Dole support	97	39.8	37.9	41.7	90	40	38.2	41.8
Without McGovern-Dole support	90	41.0	39.0	43.0	70	38.6	36.1	41.2
ORA schools	23	37.4	33.4	41.4	5	43.4	33.4	53.4

N= Sample size. throughout this appendix

Table 5. Teacher training. Highest level of education achieved

Phase	Mid-term survey* (in French)				Final survey			
Group / Estimate	N	Primary	Secondary	Tertiary or higher	N	Primary	Secondary	Tertiary or higher
Non-ARO schools	167	7.8 %	80.2 %	12.0 %	160	1.2 %	83.1 %	15.6 %
With McGovern-Dole support	83	7.2 %	78.3 %	14.5 %	90	1.1 %	84.4 %	14.4 %
Without McGovern-Dole support	84	8.3 %	82.1 %	9.5 %	70	1.4 %	81.4 %	17.1 %
ORA schools	19	15.8 %	84.2 %	0.0 %	5	20.0 %	80.0 %	0.0 %

* Original values not available because questions on teacher training were coded differently.

Table 5b: Teacher training. Highest professional degree obtained

Phase	Initial survey				Final survey			
Group / Estimate	N	None	CFFEN	Other*	N	None	CFFEN	Other*
Non-ORA schools	187	59.3 %	37.5 %	3.1 %	160	66.3 %	31.9 %	1.8 %
With McGovern-Dole support	97	59.8 %	36.1 %	4.1 %	90	64.4 %	35.6 %	0.0 %
Without McGovern-Dole support	90	58.9 %	38.9 %	2.2 %	70	68.5 %	27.1 %	4.3 %
ORA schools	23	73.9 %	17.4 %	8.6 %	5	100.0 %	0.0 %	0.0 %

* Others: CAP, CAPEL, CAPCEG and CAPES

SECTION 3. REGISTRATION AND ATTENDANCE

Table 6. Average number of pupils per class

Phase	Initial survey				Final survey			
Group / Estimate	N	Average	Lim Inf.	Lim Sup.	N	Average	Lim Inf.	Lim Sup.
Non-ORA schools	187	53.6	48.0	59.1	160	44.3	37.3	51.4
With McGovern Dole support	97	59.1	49.9	68.2	90	48.2	38.3	58.1
Without McGovern Dole support	90	47.7	41.8	53.6	70	39.4	29.0	49.7
ORA schools	23	48.4	36.9	59.9	5	43.8	32.5	55.1

Table 7. Percentage of girls per class

Phase	Initial survey				Final survey			
Group / Estimate	N	Average	Lim Inf.	Lim Sup.	N	Average	Lim Inf.	Lim Sup.
Non-ORA schools	187	45.1 %	43.6 %	47.3 %	160	45.7 %	44.1 %	47.4 %
With McGovern Dole support	97	45.1 %	42.7 %	47.5 %	90	46.5 %	44.3 %	48.6 %
Without McGovern-Dole support	90	45.7 %	42.8 %	48.6 %	70	44.8 %	42.1 %	47.4 %
ORA schools	23	48.5 %	41.7 %	55.3 %	5	46.3 %	34.7 %	57.9 %

Table 8. Absence rates. Average percentage of students absent on the day of the survey

Phase	Initial survey				Final survey			
Group / Estimate	N	Average	Lim Inf.	Lim Sup.	N	Average	Lim Inf.	Lim Sup.
Non-ORA schools	187	18.5 %	15.6 %	21.5 %	160	15.3 %	12.2 %	18.4 %
With McGovern-Dole support	97	20.7 %	16.2 %	25.1 %	90	16.1 %	12.5 %	19.8 %
Without McGovern-Dole support	90	16.3 %	12.5 %	20.0 %	70	14.2 %	9.1 %	19.3 %
ORA schools	23	26.0 %	18.5 %	33.5 %	5	22.1 %	0.9 %	43.3 %

Table 9. Absence rates for girls. Average percentage of female students absent on the day of the survey

Phase	Initial survey				Final survey			
Group / Estimate	N	Average	Lim Inf.	Lim Sup.	N	Average	Lim Inf.	Lim Sup.
Non-ORA schools	183	18.1 %	15.1 %	21.2 %	160	14.3 %	11.1 %	17.6 %
With McGovern-Dole support	95	19.2 %	15.1 %	23.4 %	90	14.7 %	11.0 %	18.5 %
Without McGovern-Dole support	88	17.0 %	12.3 %	21.6 %	70	13.8 %	8.2 %	19.5 %
ORA schools	22	31.8 %	19.7 %	43.9 %	5	15.5 %	5.4 %	25.5 %

Table 10. Reasons for absence. Percentage of teachers mentioning each reason for absence

Phase	Initial survey				Final survey			
Reasons / Group	No NRS	With McGovern-Dole support (non-ORA)	Without McGovern-Dole support (non-ORA)	ORA	No NRS	With McGovern-Dole support (non-ORA)	Without McGovern-Dole support (non-ORA)	ORA
N	187	97	90	23	160	90	70	5
No absences reported	26.7 %	27.8 %	25.6 %	4.3 %	26.2 %	23.3 %	30.0 %	20.0 %
Disease	19.8 %	17.5 %	22.2 %	13.0 %	23.1 %	24.4 %	21.4 %	20.0 %
Distance to school	2.7 %	1.0 %	4.5 %	8.7 %	3.1 %	4.4 %	1.4 %	0.0 %
Working from home	3.8 %	5.1 %	2.2 %	13.0 %	4.4 %	4.4 %	4.3 %	0.0 %
Financial* reason	47.6 %	48.4 %	46.6 %	13.0 %	29.4 %	31.1 %	27.1 %	0.0 %
Hunger	5.3 %	3.1 %	7.8 %	21.7 %				

Phase	Initial survey				Final survey			
Reasons / Group	No NRS	With McGovern-Dole support (non-ORA)	Without McGovern-Dole support (non-ORA)	ORA	No NRS	With McGovern-Dole support (non-ORA)	Without McGovern-Dole support (non-ORA)	ORA
The family has moved	3.2 %	4.1 %	2.2 %	17.4 %				
Field work	3.2 %	5.1 %	1.1 %	56.5 %	1.9 %	1.1 %	2.9 %	40.0 %
Unknown	9.1 %	8.3 %	10.0 %	13.0 %	3.8 %	3.3 %	4.3 %	0.0 %
Other					6.9 %	7.8 %	5.7 %	20.0 %

* The significant differences observed for financial reasons may be due to changes in the questionnaire, as the "financial reasons" option was eliminated from possible responses midway through the process.

SECTION 4. ATTENTIVENESS

149. Pupil attention data suggest a negative change (i.e. an increase) in the percentage of pupils inattentive every day or sometimes in unsupported elementary school, while an apparent positive change (decrease) is observed in MGD-supported elementary school (see Tables 13 and 14). These results should be taken with caution, as sample sizes are limited.

Table 11. Percentage of students considered inattentive every day

Phase	Initial survey				Final survey			
Group / Estimate	N	Average	Lim Inf.	Lim Sup.	N	Average	Lim Inf.	Lim Sup.
Non-ORA schools	187	14.7 %	13.0 %	16.4 %	160	14.4 %	11.1 %	17.7 %
With McGovern-Dole support	97	13.9 %	11.4 %	16.4 %	90	11.1 %	8.1 %	14.1 %
Without McGovern-Dole support	90	15.6 %	13.2 %	17.9 %	70	18.7 %	11.8 %	25.5 %
ORA schools	23	13.7 %	9.4 %	18.0 %	5	13.4 %	4.3 %	22.4 %

Table 12. Percentage of female students considered inattentive every day

Phase	Initial survey				Final survey			
Group / Estimate	N	Average	Lim Inf.	Lim Sup.	N	Average	Lim Inf.	Lim Sup.
Non-ORA schools	186	13.4 %	11.1 %	15.7 %	160	15.0 %	11.0 %	19.0 %
With McGovern-Dole support	96	12.2 %	9.5 %	14.9 %	90	12.1 %	8.0 %	16.2 %

Phase	Initial survey				Final survey			
Group / Estimate	N	Average	Lim Inf.	Lim Sup.	N	Average	Lim Inf.	Lim Sup.
Without McGovern-Dole support	90	14.7 %	11.0 %	18.4 %	70	18.7 %	11.0 %	26.5 %
ORA schools	22	16.1 %	9.6 %	22.6 %	5	11.7 %	4.7 %	18.6 %

Table 13. Percentage of students considered inattentive every day or sometimes

Phase	Initial survey				Final survey			
Group / Estimate	N	Average	Lim Inf.	Lim Sup.	N	Average	Lim Inf.	Lim Sup.
Non-ORA schools	187	26.7 %	23.6 %	29.9 %	160	22.0 %	16.2 %	27.8 %
With McGovern-Dole support	97	26.2 %	21.5 %	31.0 %	90	15.8 %	11.5 %	20.1 %
Without McGovern-Dole support	90	27.2 %	23.1 %	31.3 %	70	30.0 %	17.5 %	42.5 %
ORA schools	23	25.0 %	16.4 %	33.5 %	5	21.8 %	3.9 %	39.7 %

Table 14. Percentage of female students considered inattentive every day or sometimes

Phase	Initial survey				Final survey			
Group / Estimate	N	Average	Lim Inf.	Lim Sup.	N	Average	Lim Inf.	Lim Sup.
Non-ORA schools	186	24.0 %	20.6 %	27.5 %	160	23.2 %	16.9 %	29.5 %
With McGovern-Dole support	96	23.0 %	18.3 %	27.7 %	90	17.3 %	11.6 %	23.1 %
Without McGovern-Dole support	90	25.2 %	20.1 %	30.2 %	70	30.7 %	17.9 %	43.6 %
ORA schools	22	28.5 %	16.6 %	40.3 %	5	19.5 %	6.3 %	32.7 %

Table 15. Students' inattention varies according to the season (Mid-term survey vs. Final survey)

Phase	Mid-term survey		Final survey			
Group / Estimate	N	Average	N	Average	Lim Inf.	Lim Sup.
Non-ARO schools	167	25.7 %	160	13.1 %	7.4 %	18.9 %
With McGovern-Dole support	83	20.5 %	90	13.3 %	4.8 %	21.9 %
Without McGovern-Dole support	84	31.0 %	70	12.9 %	4.7 %	21.0 %
ORA schools	19	21.1 %	5	40.0 %	-8.6 %	88.6 %

SECTION 5. SHORT-TERM HUNGER (Mid-term survey vs. Final survey)

150. Data on student hunger suggests a slight negative change or no change (i.e., an increase or no change) in the percentage of students who are hungry every day in unsupported elementary school, while a positive change (decrease) is observed in McGovern-Dole supported elementary school (see Tables 16 and 17). These results should be taken with caution, as sample sizes are limited.

Table 16. Percentage of students considered to be hungry in class every day

Phase	Mid-term survey				Final survey			
Group / Estimate	N	Average	Lim Inf.	Lim Sup.	N	Average	Lim Inf.	Lim Sup.
Non-ORA schools	167	35.9 %	31.1 %	40.9 %	160	29.2 %	24.0 %	34.4 %
With McGovern-Dole support	83	33.4 %	26.3 %	40.6 %	90	22.3 %	16.0 %	28.7 %
Without McGovern-Dole support	84	35.5 %	16.8 %	47.1 %	70	38.1 %	29.9 %	46.2 %
ORA schools	19	31.9 %	16.8 %	47.1 %	5	17.8 %	8.9 %	26.6 %

Table 17. Percentage of female students considered to be hungry in class every day

Phase	Mid-term survey				Final survey			
Group / Estimate	N	Average	Lim Inf.	Lim Sup.	N	Average	Lim Inf.	Lim Sup.
Non-ORA schools	167	35.1 %	30.1 %	40.2 %	160	30.6 %	25.2 %	36.1 %
With McGovern-Dole support	83	32.1 %	24.8 %	39.3 %	90	23.8 %	17.3 %	30.3 %
Without McGovern-Dole support	84	38.2 %	31.2 %	53.1 %	70	39.4 %	30.7 %	48.1 %
ORA schools	19	36.6 %	20.0 %	53.1 %	5	17.4 %	8.9 %	25.9 %

Table 18. Percentage of students considered to be hungry sometimes in class

Phase	Mid-term survey				Final survey			
Group / Estimate	N	Average	Lim Inf.	Lim Sup.	N	Average	Lim Inf.	Lim Sup.
Non-ORA schools	167	7.5 %	6.2 %	8.8 %	160	16.6 %	12.3 %	20.9 %
With McGovern-Dole support	83	24.9 %	18.3 %	31.5 %	90	11.8 %	7.5 %	16.1 %
Without McGovern-Dole support	84	27.3 %	21.3 %	33.3 %	70	22.8 %	14.7 %	30.9 %
ORA schools	19	30.7 %	13.8 %	47.5 %	5	11.8 %	2.1 %	21.6 %

Table 19. Percentage of female students considered to be sometimes hungry in class

Phase	Mid-term survey				Final survey			
Group / Estimate	N	Average	Lim Inf.	Lim Sup.	N	Average	Lim Inf.	Lim Sup.
Non-ORA schools	167	27.4 %	22.6 %	32.2 %	160	16.1 %	11.8 %	20.3 %
With McGovern-Dole support	83	26.2 %	19.4 %	32.9 %	90	11.6 %	7.2 %	16.0 %
Without McGovern-Dole support	84	28.6 %	21.7 %	35.4 %	70	21.9 %	13.9 %	29.9 %
ORA schools	19	32.9 %	15.1 %	50.7 %	5	17.5 %	2.9 %	32.1 %

Table 20. Student hunger varies by season

Phase	Final survey			
Group / Estimate	N	Average	Lim Inf.	Lim Sup.
Non-ORA schools	160	22.5 %	15.5 %	29.5 %
With McGovern-Dole support	90	24.4 %	14.8 %	34.1 %
Without McGovern-Dole support	70	20.0 %	9.3 %	30.7 %
ORA schools	5	40.0 %	-8.6 %	88.6 %

151. Departments where student hunger varies seasonally according to between 25 percent and 40 percent of teachers surveyed (out of a total of at least 30 teachers) are Lekoumou (36.7 percent) and Pool (28.2 percent). Hunger also varied in Cuvette and Sangha, in 42.9 percent and 40.0 percent of cases respectively. However, there is a small sample of teachers behind each of these two figures.

152. According to teachers who report seasonal variations in hunger (38 teachers in total), the seasons in which students are most affected by hunger are the long rainy season (42.1 percent), the short dry season (52.6 percent) and the short rainy season (39.5 percent).

SECTION 6. TEACHER TRAINING (Mid-term survey vs. Final survey)

Table 21. Have you received any educational training on nutrition and health in the last 12 months?

Phase	Mid-term survey		Final survey			
Group / Estimate	N	Percent	N	Percent	Lim Inf.	Lim Sup.
Non-ORA schools	167	21.0 %	160	19.4 %	12.2 %	26.5 %
With McGovern-Dole support	83	28.9 %	90	30.0 %	19.5 %	40.5 %
Without McGovern-Dole support	84	13.1 %	70	5.7 %	-0.9 %	12.3 %
ORA schools	19	42.1 %	5	40.0 %	-8.6 %	88.6 %

153. The tables below show a general decline in the percentage of teachers who often talk to their pupils about the various subjects (i.e. hygiene, nutrition and gender). The exception is gender-related topics, which, according to teacher reports, are now more frequently discussed in McGovern-Dole supported schools (table 24).

Table 22. Percentage of teachers who say they often talk in class about the importance of good hygiene

Phase	Mid-term survey		Final survey			
Group / Estimate	N	Percent	N	Percent	Lim Inf.	Lim Sup.
Non-ORA schools	167	90.4 %	160	85.0 %	79.3 %	90.7 %
With McGovern-Dole support	83	92.8 %	90	87.8 %	81.3 %	94.3 %
Without McGovern-Dole support	84	88.1 %	70	81.4 %	70.8 %	92.1 %
ORA schools	19	100.0 %	5	100.0 %	100.0 %	100.0 %

Table 23. Percentage of teachers who say they often talk in class about the importance of a healthy diet

Phase	Mid-term survey		Final survey			
Group / Estimate	N	Percent	N	Percent	Lim Inf.	Lim Sup.
Non-ORA schools	167	80.8 %	160	65.6 %	57.7 %	73.5 %
With McGovern-Dole support	83	86.7 %	90	74.4 %	65.5 %	83.4 %
Without McGovern-Dole support	84	75.0 %	70	54.3 %	40.7 %	67.9 %
ORA schools	19	84.2 %	5	60.0 %	11.4 %	108.6 %

Table 24. Percentage of teachers who say they often discuss the importance of gender-related topics in class

Phase	Mid-term survey		Final survey			
Group / Estimate	N	Percent	N	Percent	Lim Inf.	Lim Sup.
Non-ORA schools	167	56.3 %	160	60.6 %	53.0 %	68.2 %
With McGovern-Dole support	83	49.4 %	90	65.6 %	55.5 %	75.7 %
Without McGovern-Dole support	84	63.1 %	70	54.3 %	41.3 %	67.2 %
ORA schools	19	63.2 %	5	100.0 %	100.0 %	100.0 %

Evaluation of the McGovern-Dole program in RoC

Comparisons between initial and final values of evaluation surveys

Student survey report

Version: Draft 2 - French

Date: April 25, 2023

CONTENTS

154. These pages present a comparative descriptive analysis of the teacher surveys conducted as part of the baseline and endline evaluations of the Mc-Govern Dole (MGD) program in the Republic of Congo (RoC). The baseline survey was conducted between May 14 and 25, 2018. The final survey took place between February 27 and March 6, 2023. In addition, the analysis includes the results of the mid-term survey of teachers regarding training received in nutrition, hygiene and gender (Section 4). This survey was carried out between May 7 and 20, 2021, as part of the mid-term evaluation of the McGovern-Dole program.

155. The tables below present the main results of each survey by gender (boys vs. girls), by school type (ORA vs. Non ORA), and by type of support (with McGovern-Dole support vs. without McGovern-Dole support). These results are accompanied by the limits of their confidence intervals, with a 95 percent confidence level.

156. Most tables include a section for comparing estimates from the final survey with those from the baseline survey. The method used for the comparison is a t-test for independent samples. The difference estimate and the p-value of the test are provided. The difference estimate is considered significant for p-values below 0.05. Significance is indicated by ✓ when it implies a statistically significant positive change and by ✗ when it implies a statistically significant negative change.

157. See appendix "*Double-difference analysis for outcome indicators*" for regression analyses performed to estimate program impact using the double-difference method (or difference-in-difference method).

SECTION 1. SCHOOLS AND STUDENTS SURVEYED

158. The sample of pupils is a cluster sample stratified by department, where the primary sampling units are schools. Samples are proportional to the number of schools supported by the McGovern-Dole program in each department, with the exception of Sangha and Likouala. For Sangha and Likouala, the sample was more modest and is analyzed separately, to avoid possible contamination of results given the particularities of ORA schools with an indigenous orientation.

159. The overall sample is balanced in terms of gender.

Table 1. Schools surveyed by department and type of support

Department	Initial survey				Final survey			
	No ORA with McGovern-Dole support	No NRS without McGovern-Dole support	ORA with McGovern-Dole support	Total	No ORA with McGovern-Dole support	No NRS without McGovern-Dole support	ORA with McGovern-Dole support	Total
Bouenza	13	13		26	13	13		26
Bowl	5	5		10	5	5		10
Lekoumou	9	9		18	9	9		18
Trays	9	9		18	10	7		17
Pool	14	14		28	15	12		27
Sangha			4	4			10	10
Likouala			10	10				
Total	50	50	14	114	52	46	10	108

Table 2. Students surveyed by department and type of support

Department	Initial survey				Final survey			
	No ORA with McGovern-Dole support	No NRS without McGovern-Dole support	ORA with McGovern-Dole support	Total	No ORA with McGovern-Dole support	No NRS without McGovern-Dole support	ORA with McGovern-Dole support	Total
Bouenza	208	208		416	254	241		495
Bowl	77	80		157	90	86		176
Lekoumou	144	144		288	159	176		335
Trays	145	141		286	203	136		339
Pool	233	230		463	297	200		497
Sangha			60	60			202	202
Likouala			159	159				
Total	807	803	219	1 829	1 003	839	202	2 044

Table 3. Students surveyed by gender and type of support

Gender	Initial survey				Final survey			
	Non-ORA with McGovern-Dole support	No NRS without McGovern-Dole support	ORA with McGovern-Dole support	Total	No ORA with McGovern-Dole support	No NRS without McGovern-Dole support	ORA with McGovern-Dole support	Total
Boys	415	411	109	935	531	428	91	1 050
Girls	392	392	110	894	472	411	111	994
Total	807	803	219	1 829	1 003	839	202	2 044

SECTION 2. STUDENT ABSENCES

Table 4. Percentage of students reporting absences in the last four weeks

Phase	Initial survey				Final survey				Difference (t-test)		
Group / Estimate	N	Freq	Lim Inf.	Lim Sup.	N	Freq	Lim Inf.	Lim Sup.	Estimate	p-value	Δ
Non-ORA schools	1 610	43.0 %	38.6 %	47.3 %	1 842	32.8 %	29.7 %	36.0 %	-0.10	0.00	✓
With McGovern-Dole support	807	39.8 %	33.2 %	46.4 %	1 003	31.1 %	26.8 %	35.4 %	-0.08	0.04	✓
Without McGovern-Dole support	803	46.2 %	40.2 %	52.2 %	839	34.9 %	30.3 %	39.5 %	-0.10	0.01	✓
Boys	826	42.3 %	37.2 %	47.3 %	959	33.6 %	29.6 %	37.5 %	-0.08	0.01	✓
Girls	784	43.8 %	38.3 %	49.2 %	883	32.0 %	28.1 %	36.0 %	-0.11	0.00	✓
With McGovern-Dole support - boys	415	39.0 %	31.4 %	46.7 %	531	30.3 %	24.9 %	35.7 %	-0.08	0.08	
With McGovern-Dole support - girls	392	40.6 %	32.1 %	49.0 %	472	32.0 %	27.0 %	37.0 %	-0.08	0.10	
Without McGovern-Dole support - boys	411	45.5 %	38.6 %	52.4 %	428	37.6 %	32.3 %	43.0 %	-0.07	0.11	
Without McGovern-Dole support - girls	392	46.9 %	39.8 %	54.1 %	411	32.1 %	25.8 %	38.4 %	-0.14	0.00	✓
ORA schools	219	10.0 %	5.4 %	14.7 %	202	35.1 %	18.2 %	52.1 %	0.25	0.01	✗
Boys	109	13.8 %	6.5 %	21.0 %	91	41.8 %	24.7 %	58.8 %	0.28	0.01	✗
Girls	110	6.4 %	1.0 %	11.7 %	111	29.7 %	11.5 %	47.9 %	0.23	0.02	✗

N= Sample size, throughout this appendix; M= Mean, throughout this appendix

160. Significant reduction in the percentage of pupils reporting absence in the last 4 weeks in non-ORA schools, irrespective of McGovern-Dole support at school and pupil gender.

161. The percentage of students reporting absence in the last 4 weeks increased significantly in ORA schools, regardless of gender.

Table 5. Average number of days missed by students in the last four weeks

Phase	Initial survey				Final survey				Difference (t-test)		
Population / Estimate	N	M	Lim Inf.	Lim Sup.	N	M	Lim Inf.	Lim Sup.	Estimate	p-value	Δ
Non-ORA schools	1 610	1.33	1.17	1.49	1 842	0.8	0.69	0.9	-0.52	0.00	✓
With McGovern-Dole support	807	1.26	1.01	1.51	1 003	0.75	0.62	0.89	-0.50	0.00	✓
Without McGovern-Dole support	803	1.40	1.17	1.63	839	0.85	0.68	1.02	-0.53	0.00	✓
Boys	826	1.37	1.16	1.58	959	0.86	0.72	1.00	-0.50	0.00	✓
Girls	784	1.29	1.09	1.48	883	0.73	0.61	0.86	-0.54	0.00	✓
With McGovern-Dole support - boys	415	1.39	1.07	1.70	531	0.75	0.6	0.91	-0.63	0.00	✓
With McGovern-Dole support - girls	392	1.13	0.82	1.43	472	0.76	0.57	0.94	-0.36	0.05	
Without McGovern-Dole support - boys	411	1.35	1.05	1.65	428	0.99	0.75	1.24	-0.34	0.09	
Without MGD support - girls	392	1.45	1.19	1.71	411	0.7	0.54	0.86	-0.73	0.00	✓
ORA schools	219	0.28	0.16	0.41	202	0.82	0.45	1.20	0.54	0.01	✗
Boys	109	0.36	0.14	0.57	91	0.90	0.55	1.25	0.54	0.02	✗
Girls	110	0.21	0.01	0.40	111	0.76	0.30	1.21	0.55	0.04	✗

162. Significant reduction in the average number of days absent in the last four weeks in non-ORA schools, regardless of the support provided by the Mc- to the school.

163. The average number of days absent in the last 4 weeks has risen significantly in ORA schools (all supported by McGovern-Dole), regardless of gender.

Table 6. Reasons for absence. Percentage of students reporting each reason for absence for at least one day in the last 4 weeks

Phase	Initial survey						Final survey					
Reason/Group	ORA	No NRS	With McGovern-Dole support (non ORA)	Without McGovern-Dole support (non ORA)	Boys (no ORA)	Girls (non ORA)	ORA	No NRS	With McGovern-Dole support (non ORA)	Without McGovern-Dole support (non ORA)	Boys (no ORA)	Girls (non ORA)
N	219	1 610	807	803	826	784	202	1 842	1 003	839	959	883
I wasn't absent	90.0 %	57.0 %	60.2 %	53.8 %	57.7 %	56.2 %	64.9 %	67.0 %	68.9 %	65.1 %	65.7 %	68.2 %
Disease	5.5 %	25.3 %	24.0 %	26.7 %	23.7 %	27.0 %	21.3 %	21.3 %	21.3 %	21.1 %	21.6 %	20.5 %
Financial reasons	0.5 %	12.5 %	10.7 %	14.4 %	12.8 %	12.2 %	2.0 %	4.9 %	3.0 %	7.4 %	4.8 %	4.6 %

Phase	Initial survey						Final survey					
Reason/Group	ORA	No NRS	With McGovern-Dole support (non ORA)	Without McGovern-Dole support (non ORA)	Boys (no ORA)	Girls (non ORA)	ORA	No NRS	With McGovern-Dole support (non ORA)	Without McGovern-Dole support (non ORA)	Boys (no ORA)	Girls (non ORA)
Movement/displacement	0.5 %	1.3 %	1.5 %	1.1 %	1.2 %	1.4 %	2.0 %	0.4 %	0.3 %	0.5 %	0.8 %	0.3 %
Distance	0.9 %	1.1 %	1.5 %	0.7 %	1.3 %	0.9 %	0.0 %	0.4 %	0.7 %	0.1 %	0.5 %	0.3 %
Other reasons	0.0 %	0.9 %	0.4 %	1.4 %	0.7 %	1.0 %	0.5 %	0.7 %	0.9 %	0.5 %	0.6 %	0.8 %
Hunger	0.5 %	0.6 %	0.6 %	0.5 %	0.8 %	0.3 %						
Working from home	1.8 %	0.6 %	0.5 %	0.7 %	0.6 %	0.6 %	3.0 %	1.2 %	1.2 %	1.2 %	1.3 %	1.4 %
No answer	0.0 %	0.4 %	0.2 %	0.5 %	0.6 %	0.1 %	1.0 %	1.6 %	1.4 %	2.0 %	2.1 %	1.1 %
Field work	0.5 %	0.2 %	0.4 %	0.1 %	0.4 %	0.1 %	5.4 %	1.1 %	1.2 %	1.0 %	1.4 %	1.6 %

164. The main reason for absence remains illness, which kept one-fifth of children out of school at least one day in the past four weeks, regardless of type of school, school support, or gender.

Table 7. Symptoms causing absence. Percentage of children reporting each symptom as the cause of absence for at least one day in the last 4 weeks

Phase	Initial survey						Final survey					
Symptoms/Group	ORA	No NRS	With McGovern-Dole support (non ORA)	Without McGovern-Dole support (non ORA)	Boys (no ORA)	Girls (non ORA)	ORA	No NRS	With McGovern-Dole support (non ORA)	Without McGovern-Dole support (non ORA)	Boys (no ORA)	Girls (non ORA)
N	219	1 610	807	803	826	784	202	1 842	1 003	839	959	883
Headaches	1.4 %	9.4 %	7.8 %	11.0 %	9.1 %	9.7 %	14.4 %	14.0 %	13.6 %	14.5 %	13.3 %	14.7 %
Fever	0.9 %	9.1 %	8.4 %	9.8 %	7.3 %	11.1 %	16.8 %	18.0 %	18.0 %	18.0 %	18.2 %	17.8 %
Malaria*	0.5 %	9.1 %	8.7 %	9.5 %	9.1 %	9.1 %						
Stomach ache	3.2 %	7.0 %	6.2 %	7.7 %	6.4 %	7.5 %	9.9 %	8.4 %	7.7 %	9.3 %	9.4 %	7.4 %
Vomiting	0.5 %	2.2 %	3.0 %	1.5 %	2.8 %	1.7 %	8.9 %	9.5 %	9.5 %	9.5 %	10.1 %	8.8 %
Body pain	0.9 %	1.0 %	0.9 %	1.1 %	1.0 %	1.0 %	9.4 %	5.1 %	5.9 %	4.2 %	5.9 %	4.2 %
Cold (cough)	0 %	0.9 %	1.4 %	0.5 %	0.2 %	1.7 %	5.0 %	6.6 %	6.0 %	7.4 %	6.5 %	6.8 %
Weakness/sleepiness	0 %	0.7 %	0.1 %	1.2 %	0.6 %	0.8 %	13.4 %	12.2 %	12.3 %	12.0 %	12.7 %	11.6 %
Diarrheal reactions	0 %	0.4 %	0.4 %	0.4 %	0.5 %	0.3 %	1.0 %	2.2 %	2.4 %	2.0 %	2.6 %	1.8 %
Cold (low temperature)	0 %	0.4 %	0.2 %	0.6 %	0.2 %	0.6 %	11.4 %	9.9 %	10.2 %	9.5 %	9.3 %	10.5 %

* Diagnosis to be interpreted with caution, as declared by the student. This option was not available in the final survey questionnaire.

Table 8. Prevalence of stomach ache, vomiting or diarrheal reactions as a cause of absence in the last 4 weeks

Phase	Initial survey				Final survey				Difference (t-test)		
Group / Estimate	N	Freq	Lim Inf.	Lim Sup.	N	Freq	Lim Inf.	Lim Sup.	Estimate	p-value	Δ
Non-ORA schools	1 610	8.9 %	7.1 %	10.8 %	1 842	13.0 %	11.0 %	15.1 %	0.04	0.00	×
With Mc-Govern Dole support	807	9.2 %	6.5 %	11.8 %	1 003	12.8 %	10.2 %	15.4 %	0.04	0.06	
Without Mc-Govern Dole support	803	8.7 %	6.0 %	11.4 %	839	13.3 %	10.2 %	16.5 %	0.05	0.03	×
Boys	826	9.1 %	6.9 %	11.3 %	959	13.6 %	11.1 %	16.0 %	0.04	0.01	×
Girls	784	8.8 %	6.2 %	11.4 %	883	12.5 %	9.8 %	15.1 %	0.04	0.05	
With Mc-Govern Dole support - boys	415	9.2 %	6.0 %	12.3 %	531	12.6 %	9.4 %	15.8 %	0.03	0.13	
With Mc-Govern Dole support - girls	392	9.2 %	6.0 %	12.4 %	472	12.9 %	9.5 %	16.4 %	0.04	0.12	
Without Mc-Govern Dole support - boys	411	9.0 %	5.9 %	12.1 %	428	14.7 %	10.9 %	18.5 %	0.06	0.02	×
Without Mc-Govern Dole support - girls	392	8.4 %	4.3 %	12.5 %	411	11.9 %	7.8 %	16.0 %	0.04	0.23	
ORA schools	219	3.7 %	0.9 %	6.4 %	202	12.9 %	5.3 %	20.4 %	0.09	0.03	×
Boys	109	5.5 %	1.2 %	9.8 %	91	14.3 %	8.1 %	20.5 %	0.09	0.03	û
Girls	110	1.8 %	-0.6 %	4.3 %	111	11.7 %	1.5 %	21.9 %	0.10	0.07	

165. The table above shows the evolution of the variable of interest "*Prevalence of stomach ache, vomiting or diarrhoeal reactions as a cause of absence in the last 4 weeks*", given that increased adherence to the hygiene practices promoted by the MGD program is intended to reduce this type of school absence. We observe an overall increase in this prevalence among all pupils.

SECTION 3. SHORT-TERM HUNGER

Table 9. Meals before and during school

Phase	Initial survey				Final survey				Difference (t-test) - E201		
Group	N	E201	E205	E207	N	E201	E205	E207	Estimate	p-value	Δ
Non-ORA schools	1 610	29.5 %	32.2 %	52.2 %	1 842	18.2 %	44.7 %	56.0 %	-0.11	0.00	×
With Mc-Govern Dole support	807	29.9 %	30.6 %	63.2 %	1 003	21.5 %	49.8 %	93.7 %	-0.08	0.05	
Without Mc-Govern Dole support	803	29.1 %	33.9 %	41.2 %	839	14.2 %	38.7 %	10.8 %	-0.15	0.00	×

Phase	Initial survey				Final survey				Difference (t-test) - E201		
Group	N	E201	E205	E207	N	E201	E205	E207	Estimate	p-value	Δ
Boys	826	29.3 %	31.2 %	53.6 %	959	18.5 %	41.6 %	57.0 %	-0.11	0.00	×
Girls	784	29.7 %	33.3 %	50.8 %	883	17.9 %	48.1 %	54.8 %	-0.12	0.00	×
With MGD support - boys	415	30.8 %	29.6 %	66.0 %	531	20.0 %	47.1 %	93.6 %	-0.11	0.02	×
With Mc-Govern Dole support - girls	392	28.8 %	31.6 %	60.2 %	472	23.3 %	52.8 %	93.9 %	-0.06	0.25	
Without Mc-Govern Dole support - boys	411	27.7 %	32.8 %	41.1 %	428	16.6 %	34.8 %	11.7 %	-0.11	0.02	×
Without Mc-Govern Dole support - girls	392	30.6 %	34.9 %	41.3 %	411	11.7 %	42.8 %	10.0 %	-0.19	0.00	×
ORA schools	219	51.1 %	5.0 %	80.8 %	202	17.8 %	43.6 %	100.0 %	-0.33	0.00	×
Boys	109	57.8 %	9.2 %	86.2 %	91	22.0 %	45.1 %	100.0 %	-0.36	0.00	×
Girls	110	44.5 %	0.9 %	75.5 %	111	14.4 %	42.3 %	100.0 %	-0.30	0.00	×

E201 = Always eats before school; E205 = Brings a snack to school; E207 = Always receives a meal at school

Table 10. Meals are sometimes or always taken before school, and this can change depending on the season.

Phase	Initial survey				Final survey			
Group	N	Freq	Lim Inf.	Lim Sup.	N	Freq	Lim Inf.	Lim Sup.
Non-ORA schools	1 610	4.7 %	3.1 %	6.3 %	1 842	3.7 %	2.3 %	5.1 %
With McGovern-Dole support	807	4.3 %	2.0 %	6.7 %	1 003	3.4 %	1.5 %	5.3 %
Without McGovern-Dole support	803	5.1 %	2.9 %	7.3 %	839	4.1 %	1.8 %	6.3 %
Boys	826	5.8 %	3.6 %	8.0 %	959	3.6 %	2.1 %	5.2 %
Girls	784	3.6 %	2.0 %	5.1 %	883	3.7 %	2.0 %	5.5 %
With McGovern-Dole support - boys	415	5.3 %	2.2 %	8.4 %	531	3.2 %	1.2 %	5.2 %
With McGovern-Dole support - girls	392	3.3 %	1.2 %	5.4 %	472	3.6 %	1.2 %	6.0 %
Without McGovern-Dole support - boys	411	6.3 %	3.0 %	9.6 %	428	4.2 %	1.7 %	6.7 %
Without McGovern-Dole support - girls	392	3.8 %	1.5 %	6.1 %	411	3.9 %	1.1 %	6.7 %
ORA schools	219	9.6 %	4.3 %	14.9 %	202	4.5 %	-0.6 %	9.5 %
Boys	109	6.4 %	-1.0 %	13.9 %	91	4.4 %	-1.7 %	10.5 %
Girls	110	12.7 %	5.8 %	19.7 %	111	4.5 %	-0.9 %	9.9 %

166. In the final survey, the percentage of students who said they ate before going to school, which can vary according to the season, was low, between 3.0 and 4.5 percent for each population group.

Table 11. How many meals do you have after school (%)

Phase	Initial survey				Final survey			
Group	Nothing	Snacks	1 meal	2 meals	Nothing	Snacks	1 meal	2 meals
Non-ORA schools	24.6	0.1	49.3	26.0	0.2	0.4	60	39.4
With McGovern-Dole support	28.9	0.1	48.1	22.9	0.2	0.5	57.1	42.2
Without McGovern-Dole support	20.3	0.1	50.6	29.0	0.1	0.4	63.5	36.0
Boys	25.2	0.2	49.3	25.3	0.0	0.4	62.5	37.1
Girls	24.0	0.0	49.4	26.7	0.3	0.5	57.4	41.8
With McGovern-Dole support - boys	30.4	0.2	47.2	22.2	0.0	0.6	58.6	40.9
With McGovern-Dole support - girls	27.3	0.0	49.0	23.7	0.4	0.4	55.5	43.6
Without McGovern-Dole support - boys	20.0	0.2	51.3	28.5	0.0	0.2	67.3	32.5
Without McGovern-Dole support - girls	20.7	0.0	49.7	29.6	0.2	0.5	59.6	39.7
ORA schools	77.2	0.0	22.4	0.5	0.5	0.0	83.2	16.3
Boys	75.2	0.0	24.8	0.0	0.0	0.0	92.3	7.7

Phase	Initial survey				Final survey			
Group	Nothing	Snacks	1 meal	2 meals	Nothing	Snacks	1 meal	2 meals
Girls	79.1	0.0	20.0	0.9	0.9	0.0	75.7	23.4

167. In the table above, the difference in the distribution of responses between the baseline survey and the final survey is clearly significant, with the percentages of children who eat nothing after school dropping dramatically to a negligible percentage, whatever the type of school, school support and gender...

Table 12. Dietary diversity score, scale from 0 to 7 (7 food groups, excluding school meals)

Phase	Initial survey				Final survey				Difference (t-test)		
Group	N	M	Lim Inf.	Lim Sup.	N	M	Lim Inf.	Lim Sup.	Estimate	p-value	Δ
Non-ORA schools	1 610	2.94	2.90	2.97	1 842	2.72	2.63	2.8	-0.22	0.00	×
With McGovern-Dole support	807	2.87	2.82	2.93	1 003	2.67	2.6	2.75	-0.20	0.00	×
Without McGovern-Dole support	803	3.00	2.94	3.05	839	2.77	2.61	2.92	-0.23	0.03	×
Boys	826	2.92	2.87	2.97	959	2.69	2.61	2.78	-0.22	0.00	×
Girls	784	2.95	2.90	3.01	883	2.74	2.63	2.85	-0.22	0.00	×
With McGovern-Dole support - boys	415	2.84	2.76	2.91	531	2.62	2.52	2.73	-0.21	0.01	×
With McGovern-Dole support - girls	392	2.92	2.84	2.99	472	2.73	2.63	2.84	-0.18	0.03	×
Without McGovern-Dole support - boys	411	3.00	2.92	3.08	428	2.79	2.64	2.93	-0.21	0.05	
Without McGovern-Dole support - girls	392	2.99	2.92	3.07	411	2.75	2.54	2.95	-0.25	0.05	
ORA schools	219	2.85	2.75	2.95	202	2.47	2.12	2.82	-0.38	0.07	
Boys	109	2.97	2.85	3.09	91	2.46	2.03	2.89	-0.51	0.04	×
Girls	110	2.73	2.57	2.88	111	2.48	2.16	2.79	-0.25	0.32	

Table 12.b. Dietary diversity score, scale from 0 to 7 (7 food groups, including school meals)

Phase	Initial survey				Final survey				Difference (t-test)		
Group	N	M	Lim Inf.	Lim Sup.	N	M	Lim Inf.	Lim Sup.	Estimate	p-value	Δ
Non-ORA schools	1 610	3.22	3.12	3.32	1 842	3.16	3.05	3.27	-0.06	0.39	
With McGovern-Dole support	807	3.32	3.18	3.46	1 003	3.42	3.33	3.5	0.10	0.25	
Without McGovern-Dole support	803	3.13	2.98	3.27	839	2.85	2.69	3.02	-0.27	0.02	×
Boys	826	3.21	3.1	3.32	959	3.16	3.06	3.26	-0.05	0.48	
Girls	784	3.24	3.12	3.35	883	3.16	3.03	3.3	-0.07	0.41	
With McGovern-Dole support - boys	415	3.29	3.14	3.44	531	3.38	3.29	3.48	0.09	0.31	

Phase	Initial survey				Final survey				Difference (t-test)		
Group	N	M	Lim Inf.	Lim Sup.	N	M	Lim Inf.	Lim Sup.	Estimate	p-value	Δ
With McGovern-Dole support - girls	392	3.35	3.19	3.51	472	3.45	3.34	3.56	0.10	0.29	
Without McGovern-Dole support - boys	411	3.13	2.97	3.29	428	2.88	2.72	3.03	-0.25	0.03	✗
Without McGovern-Dole support - girls	392	3.12	2.97	3.27	411	2.83	2.62	3.05	-0.29	0.03	✗
ORA schools	219	3.34	3.18	3.49	202	3.34	3.18	3.5	0.00	0.98	
Boys	109	3.37	3.17	3.56	91	3.35	3.15	3.56	-0.02	0.91	
Girls	110	3.31	3.04	3.58	111	3.33	3.17	3.49	0.02	0.90	

Table 13. Percentage of children who ate at least 4 food groups yesterday (excluding school meals)

Phase	Initial survey				Final survey				Difference (t-test)		
Group / Estimate	N	Frequency	Lim Inf.	Lim Sup.	N	Frequency	Lim Inf.	Lim Sup.	Estimate	p-value	Δ
Non-ORA schools	1 610	25.5 %	21.6 %	29.3 %	1 842	16.1 %	13.2 %	19.0 %	-0.09	0.00	✗
With McGovern-Dole support	807	22.2 %	17.4 %	26.9 %	1 003	14.6 %	11.8 %	17.3 %	-0.08	0.01	✗
Without McGovern-Dole support	803	28.8 %	22.8 %	34.7 %	839	18.0 %	12.5 %	23.5 %	-0.11	0.01	✗
Boys	826	24.7 %	20.0 %	29.4 %	959	15.3 %	12.3 %	18.4 %	-0.09	0.00	✗
Girls	784	26.3 %	21.8 %	30.7 %	883	17.0 %	13.0 %	21.0 %	-0.09	0.00	✗
With McGovern-Dole support - boys	415	19.3 %	13.7 %	24.8 %	531	13.4 %	10.2 %	16.6 %	-0.06	0.07	
With McGovern-Dole support - girls	392	25.3 %	19.3 %	31.3 %	472	15.9 %	11.7 %	20.1 %	-0.09	0.01	✗
Without McGovern-Dole support - boys	411	30.2 %	22.9 %	37.5 %	428	17.8 %	12.3 %	23.2 %	-0.12	0.01	✗
Without McGovern-Dole support - girls	392	27.3 %	20.8 %	33.8 %	411	18.2 %	11.2 %	25.3 %	-0.09	0.07	
ORA schools	219	22.8 %	13.1 %	32.6 %	202	14.4 %	7.0 %	21.7 %	-0.08	0.18	
Boys	109	24.8 %	15.7 %	33.9 %	91	16.5 %	6.0 %	27.0 %	-0.08	0.25	
Girls	110	20.9 %	4.3 %	37.5 %	111	12.6 %	6.1 %	19.1 %	-0.08	0.37	

Table 13.b: Percentage of children who ate at least 4 food groups yesterday (INCLUDING school meals)

Phase	Initial survey				Final survey				Difference (t-test)		
Group / Estimate	N	Freq	Lim Inf.	Lim Sup.	N	Freq	Lim Inf.	Lim Sup.	Estimate	p-value	Δ
Non-ORA schools	1 610	39.5 %	34.7 %	44.3 %	1 842	35.3 %	30.6 %	39.9 %	-0.04	0.21	

Phase	Initial survey				Final survey				Difference (t-test)		
Group / Estimate	N	Freq	Lim Inf.	Lim Sup.	N	Freq	Lim Inf.	Lim Sup.	Estimate	p-value	Δ
With McGovern-Dole support	807	43.7 %	36.8 %	50.7 %	1 003	47.0 %	42.2 %	51.7 %	0.03	0.45	
Without McGovern-Dole support	803	35.2 %	28.6 %	41.9 %	839	21.3 %	15.3 %	27.4 %	-0.14	0.00	×
Boys	826	39.2 %	33.6 %	44.8 %	959	34.5 %	29.6 %	39.5 %	-0.05	0.21	
Girls	784	39.8 %	34.3 %	45.3 %	883	36.1 %	30.5 %	41.7 %	-0.04	0.36	
With McGovern-Dole support - boys	415	41.9 %	34.0 %	49.9 %	531	45.0 %	39.0 %	51.0 %	0.03	0.54	
With McGovern-Dole support - girls	392	45.7 %	37.6 %	53.7 %	472	49.2 %	43.1 %	55.2 %	0.03	0.49	
Without McGovern-Dole support - boys	411	36.5 %	28.6 %	44.4 %	428	21.5 %	15.3 %	27.7 %	-0.15	0.00	×
Without McGovern-Dole support - girls	392	33.9 %	26.5 %	41.3 %	411	21.2 %	13.6 %	28.8 %	-0.13	0.02	×
ORA schools	219	47.5 %	37.8 %	57.2 %	202	37.1 %	26.2 %	48.1 %	-0.10	0.17	
Boys	109	45.9 %	34.0 %	57.7 %	91	39.6 %	26.5 %	52.6 %	-0.06	0.50	
Girls	110	49.1 %	35.2 %	63.0 %	111	35.1 %	24.1 %	46.2 %	-0.14	0.18	

Table 14. Overall food consumption by food group, excluding school meals (%)

Phase	Initial survey			Final survey			Non ORA, with McGovern-Dole support			Non ORA, without McGovern-Dole support			ORA, with McGovern-Dole support	
Group	Non ORA, with MGD support	Non ORA, without MGD support	ORA, with MGD support	Non ORA, with MGD support	Non ORA, without MGD support	ORA, with MGD support	Estimate	p-value	Δ	Estimate	p-value	Δ	Estimate	p-value Δ
A - Cereals and tubers	98.5	96.0	97.3	97.8	98.2	90.1	-0.01	0.48		0.02	0.23		-0.07	0.41
B - Peanuts and legumes	30.7	46.1	39.3	22.9	27.8	22.8	-0.08	0.06		-0.18	0.00	×	-0.16	0.01 *
C - Green vegetables	55.6	56.0	58.0	49.4	52.8	52.0	-0.06	0.09		-0.03	0.44		-0.06	0.25
D - Orange vegetables	10.8	10.3	19.2	8.0	10.0	8.4	-0.03	0.24		0.00	0.91		-0.11	0.07
E - Meat and fish	78.9	78.6	70.3	81.8	77.5	73.3	0.03	0.37		-0.01	0.75		0.03	0.69
F - Eggs	1.0	1.5	0.0	0.3	1.3	0.5	-0.01	0.06		0.00	0.78		0.00	0.35
G - Dairy products	11.9	11.1	0.9	7.2	9.1	0.0	-0.05	0.08		-0.02	0.47		-0.01	0.33

Table 15. Food consumption excluding school meals, by food group and gender (%)

Phase	Initial survey				Final survey			
Group	ORA Boys	ORA Girls	No ORA Boys	No ORA Girls	ORA Boys	ORA Girls	No ORA Boys	No ORA Girls
A - Cereals and tubers	100.0	94.5	97.7	96.8	87.9	91.9	97.9	98.1
B - Peanuts and legumes	57.8	20.9	38.7	38.0	23.1	22.5	24.4	25.9
C - Green vegetables	50.5	65.5	55.9	55.7	53.8	50.5	49.5	52.4
D - Orange vegetables	19.3	19.1	10.5	10.6	9.9	7.2	10.4	7.2
E - Meat and fish	69.7	70.9	76.5	81.1	70.3	75.7	79.1	80.5
F - Eggs	0.0	0.0	1.2	1.3	1.1	0	0.7	0.8
G - Dairy products	0.0	1.8	11.1	11.9	0	0	7.3	8.8

Table 12. Food consumption excluding school meals, by food group and gender. Results of statistical tests

Phase	Non-ORA, Boys			Non-ORA, Girls		
Group	Estimate	p-value	Δ	Estimate	p-value	Δ
A - Cereals and tubers	0.00	0.84		0.01	0.37	
B - Peanuts and pulses	-0.14	0.00	×	-0.12	0.00	×
C - Green vegetables	-0.06	0.06		-0.03	0.34	
D - Orange vegetables	0.00	0.96		-0.03	0.13	
E - Meat and fish	0.03	0.37		-0.01	0.82	
F - Eggs	0.00	0.34		0.00	0.33	
G - Dairy products	-0.04	0.07		-0.02	0.20	

168. Significant overall reduction in peanut and legume consumption, independent of gender and school support.

SECTION 4. NUTRITION, HYGIENE AND GENDER TRAINING FOR STUDENTS

Table 16. Nutrition training. Have you ever received training on nutrition and health at school?

Phase	Mid-term survey		Final survey			
Group	N	Frequency	N	Frequency	Lim Inf.	Lim Sup.
Non-ORA schools	1 805	63.4 %	1 842	77.3 %	72.8 %	81.8 %
With McGovern-Dole support	983	62.1 %	1 003	79.9 %	74.0 %	85.7 %
Without McGovern-Dole support	822	65.0 %	839	74.3 %	66.6 %	81.9 %
Boys	934	61.7 %	959	78.2 %	73.4 %	83.0 %
Girls	871	65.2 %	883	76.3 %	70.9 %	81.8 %

Phase	Mid-term survey		Final survey			
Group	N	Frequency	N	Frequency	Lim Inf.	Lim Sup.
ORA schools	233	37.3 %	202	83.2 %	64.8 %	101.5 %
Boys	111	18.0 %	91	80.2 %	60.0 %	100.5 %
Girls	122	54.9 %	111	85.6 %	67.6 %	103.6 %

Table 17. Percentage of students declaring the types of subjects covered by the training course

Phase	Mid-term survey			Final survey		
Group	No ORA with McGovern-Dole support	No NRS without McGovern-Dole support	ORA with McGovern-Dole support	No ORA with McGovern-Dole support	No NRS without McGovern-Dole support	ORA with McGovern-Dole support
N	983	822	233	1 003	839	202
Hygiene	61.1 %	64.7 %	36.5 %	77.4 %	72.5 %	83.2 %
Sanitation	52.7 %	53.6 %	30.0 %	73.6 %	67.9 %	75.2 %
Food diversification	47.5 %	51.6 %	26.6 %	48.1 %	41.2 %	65.3 %
Micronutrients	19.0 %	27.0 %	27.0 %	30. %	28.2 %	63.4 %

Evaluation of the MGD program in RoC

Comparisons between initial and final values of evaluation surveys

Report on survey of School Feeding Committees

Version: Draft 2 - French

Date: April 25, 2023

CONTENTS

169. These pages present a comparative descriptive analysis of the surveys conducted among the Comités d'Alimentation Scolaire (CAS) as part of the baseline and endline evaluations of the Mac-Govern Dole (MGD) program in the Republic of Congo (RoC). The baseline survey was conducted between May 14 and 25, 2018. The final survey took place between February 27 and March 6, 2023.

170. The tables below show the main results of both surveys, disaggregated by school type (ORA vs. Primary). Sections 4 and 5 include only the results of the final survey. These are disaggregated by type of support (MGD-supported schools vs. non-supported schools).

171. Results are generally accompanied by the limits of their confidence intervals, with a 95 percent confidence level.

172. The sample size for each type of school is small. Consequently, the confidence intervals for a given estimate for two different school types may overlap. However, this should not be interpreted as a non-significant difference, as the samples may not be large enough to rule out a zero difference.

SECTION 1. SCHOOLS AND CASES SAMPLED

Table 1. CAS representatives interviewed

	Initial survey			Final survey					
	Schools with McGovern-Dole support			Schools with McGovern-Dole support			Schools without McGovern-Dole support		
Department	Schools	CAS representatives	Women's CAS representatives	Schools	CAS representatives	Women's CAS representatives	Schools	CAS representatives	Women's SAC representatives
Non-ORA elementary school	42	42	4	50	50	22	13	13	3
Bouenza	9	9	1	13	13	3	8	8	0
Bowl	4	4	1	5	5	3			
Lékoumou	9	9		9	9	4			
Trays	8	8		10	10	7	2	2	1
Pool	12	12	2	13	13	5	3	3	2
ORA schools	13	13	5	9	9	6			
Sangha	3	3	1	9	9	6			
Likouala	10	10	4						
Total	55	55	9	59	59	28	13	13	3
% of women			16.4 %			47.5 %			23.1 %

SECTION 2. CASE CHARACTERISTICS

Table 2. CAS size and female presence

Phase	Initial survey				Final survey			
Group / Estimate	N	Average	Lim Inf.	Lim Sup.	N	Average	Lim Inf.	Lim Sup.
Non-ORA schools with McGovern-Dole support								
No. of parents	42	5.8	3.1	4.8	50	7.4	6	8.9
% female parents	42	27.3 %	25.0 %	19.5 %	50	46.1 %	38.3 %	54.0 %
% female presidents	42	2.4 %	0.0 %	7.0 %	50	16.0 %	5.6 %	26.4 %
% female vice-presidents	38	23.7 %	10.2 %	37.2 %	42	19.0 %	6.9 %	31.2 %
% female treasurer	38	52.6 %	36.8 %	68.5 %	35	77.1 %	63.5 %	90.7 %
% female vice-treasurer	27	22.2 %	6.5 %	37.9 %	14	57.1 %	30.5 %	83.8 %
% female directors	36	16.7 %	4.5 %	28.8 %	47	70.2 %	57.2 %	83.3 %
ORA schools with McGovern-Dole support								
No. of parents	13	4.1	2.4	2.6	9	5.1	3.8	6.4
% female parents	13	59.7 %	32.1 %	40.3 %	9	60.7 %	47.3 %	74.1 %
% female presidents	13	30.8 %	5.7 %	55.9 %	9	22.2 %	-7.1 %	51.6 %

Phase	Initial survey				Final survey			
Group / Estimate	N	Average	Lim Inf.	Lim Sup.	N	Average	Lim Inf.	Lim Sup.
% female vice-presidents	11	63.6 %	35.2 %	92.1 %	9	33.3 %	0.1 %	66.6 %
% female treasurer	9	77.8 %	50.6 %	100.0 %	8	75.0 %	42.6 %	107.4 %
% female vice-treasurer	5	40.0 %	0.0 %	82.9 %	6	83.3 %	51.1 %	115.6 %
% female directors	5	60.0 %	17.1 %	100.0 %	9	100.0 %	100.0 %	100.0 %
Non-ORA schools without McGovern-Dole support								
No. of parents					13	5.6	4.3	7
% female parents					13	30.3 %	20.7 %	39.8 %
% female presidents					13	7.7 %	-7.1%	22.5 %
% female vice-presidents					ten	10.0 %	-8.9%	28.9 %
% female treasurer					11	72.7 %	45.6 %	99.8 %
% female vice-treasurer					1	0.0 %	0.0 %	0.0 %
% female directors					9	66.7 %	34.8 %	98.5 %

N= Sample size, throughout this appendix

SECTION 3. SCHOOL INFRASTRUCTURES

Table 3. School infrastructure. Percentage of schools equipped with the following infrastructure

Phase	Initial survey				Final survey			
Group / Estimate	N	Average	Lim Inf.	Lim Sup.	N	Average	Lim Inf.	Lim Sup.
Non-ORA schools with McGovern-Dole support								
Kitchen	42	69.0 %	55.1 %	83.0 %	50	96.0 %	90.4 %	101.6 %
Energy-saving ovens	42	0.0 %	0.0 %	0.0 %	50	6.0 %*	-0.6%	12.6 %
Food storage facilities	42	76.2 %	63.3 %	89.1 %	50	76.0 %	64.7 %	87.3 %
ORA schools with McGovern-Dole support								
Kitchen	13	76.9 %	54.0 %	99.8 %	9	55.6 %	20.5 %	90.6 %
Energy-saving ovens	13	0.0 %	0.0 %	0.0 %	9	0.0 %	0.0 %	0.0 %
Food storage facilities	13	69.2 %	44.1 %	94.3 %	9	55.6 %	20.5 %	90.6 %
Non-ORA schools without McGovern-Dole support								
Kitchen					13	53.8 %	26.3 %	81.4 %
Energy-saving ovens					13	0.0 %	0.0 %	0.0 %
Food storage facilities					13	53.8 %	25.5 %	82.2 %

* According to available data, among schools equipped with energy-saving ovens (note that sample size is limited), two out of three (67%) have ovens in good condition and functional, while one out of three (33%) have ovens in poor condition but still in use.

Table 4. Kitchen conditions

Phase	Initial survey				Final survey			
Group / Estimate	N	Average	Lim Inf.	Lim Sup.	N	Average	Lim Inf.	Lim Sup.
Non-ORA schools with McGovern-Dole support								
Good condition	29	37.9 %	20.3 %	55.6 %	48	45.8 %	31.0 %	60.7 %
Clean cooking and eating equipment	29	20.7 %	5.9 %	35.4 %	48	10.4 %	2.3 %	18.5 %
Lack of kitchen utensils	29	65.5 %	48.2 %	82.8 %	48	66.7 %	52.8 %	80.5 %
Leaky roofs	29	41.4 %	23.5 %	59.3 %	48	37.5 %	23.3 %	51.7 %
Flooding during the rainy season	29	10.3 %	0.0 %	21.4 %	48	25.0 %	12.9 %	37.1 %
Using stone as a stove	29	44.8 %	26.7 %	62.9 %	48	77.1 %	65.5 %	88.7 %
ORA schools with McGovern-Dole support								
Good condition	10	80.0 %	55.2 %	100.0 %	5	20.0 %	-17.9%	57.9 %
Clean cooking and eating equipment	10	40.0 %	9.6 %	70.4 %	5	20.0 %	-17.9%	57.9 %
Lack of kitchen utensils	10	90.0 %	71.4 %	100.0 %	5	100.0 %	100.0 %	100.0 %
Leaky roofs	10	10.0 %	0.0 %	28.6 %	5	80.0 %	42.1 %	117.9 %
Flooding during the rainy season	10	10.0 %	0.0 %	28.6 %	5	40.0 %	-6.4 %	86.4 %
Using stone as a stove	10	100.0 %	100.0 %	100.0 %	5	20.0 %	-17.9 %	57.9 %
Non-ORA schools without McGovern-Dole support								
Good condition					7	42.9 %	4.9 %	80.8 %
Clean cooking and eating equipment					7	14.3 %	-11.9%	40.5 %
Lack of kitchen utensils					7	57.1 %	19.0 %	95.3 %
Leaky roofs					7	28.6 %	-6.4 %	63.6 %
Flooding during the rainy season					7	14.3 %	-12.5 %	41.1 %
Using stone as a stove					7	57.1 %	19.2 %	95.1 %

Table 5. Conditions of food warehouses

Phase	Initial survey				Final survey			
Group / Estimate	N	Average	Lim Inf.	Lim Sup.	N	Average	Lim Inf.	Lim Sup.
Non-ORA schools with McGovern-Dole support								
Well cleaned	32	81.3 %	67.7 %	94.8 %	38	97.4 %	92.1 %	102.6 %
The ground is dry	32	71.9 %	56.3 %	87.5 %	38	84.2 %	72.5 %	95.9 %
Pallets for food storage	32	21.9 %	7.6 %	36.2 %	38	89.5 %	79.4 %	99.5 %
Door securely locked	32	62.5 %	45.7 %	79.3 %	38	100.0 %	100.0 %	100.0 %
Night security guard	32	12.5 %	1.0 %	24.0 %	38	18.4 %	5.8 %	31.0 %
Food is stored in the following order	32	12.5 %	1.0 %	24.0 %	38	94.7 %	87.4 %	102.1 %
Leaky roofs	32	3.1 %	0.0 %	9.2 %	38	7.9 %	-0.8 %	16.6 %
Broken windows/doors	32	3.1 %	0.0 %	9.2 %	38	5.3 %	-1.8 %	12.4 %
Damaged walls	32	9.4 %	0.0 %	19.5 %	38	2.6 %	-2.6 %	7.9 %
No walls	32	25.0 %	10.0 %	40.0 %	38	0.0 %	0.0 %	0.0 %
Food was stored above ground	32	9.4 %	0.0 %	19.5 %	38	52.6 %	38.9 %	66.3 %
The reserve has broken down	32	0.0 %	0.0 %	0.0 %	38	39.5 %	25.7 %	53.3 %
ORA schools with McGovern-Dole support								
Well cleaned	9	100.0 %	100.0 %	100.0 %	5	100.0 %	100.0 %	100.0 %
The ground is dry	9	88.9 %	68.4 %	100.0 %	5	80.0 %	42.1 %	117.9 %
Pallets for food storage	9	0.0 %	0.0 %	0.0 %	5	60.0 %	13.6 %	106.4 %
Door securely locked	9	88.9 %	68.4 %	100.0 %	5	60.0 %	13.6 %	106.4 %
Night security guard	9	0.0 %	0.0 %	0.0 %	5	60.0 %	13.6 %	106.4 %
Food is stored in the following order	9	0.0 %	0.0 %	0.0 %	5	60.0 %	13.6 %	106.4 %
Leaky roofs	9	0.0 %	0.0 %	0.0 %	5	20.0 %	-17.9 %	57.9 %
Broken windows/doors	9	0.0 %	0.0 %	0.0 %	5	0.0 %	0.0 %	0.0 %
Damaged walls	9	0.0 %	0.0 %	0.0 %	5	0.0 %	0.0 %	0.0 %
No walls	9	11.1 %	0.0 %	31.6 %	5	0.0 %	0.0 %	0.0 %
Food was stored above ground	9	0.0 %	0.0 %	0.0 %	5	40.0 %	-6.4 %	86.4 %
The reserve has broken down	9	0.0 %	0.0 %	0.0 %	5	0.0 %	0.0 %	0.0 %
Non-ORA schools without McGovern-Dole support								
Well cleaned					7	57.1 %	19.6 %	94.7 %
The ground is dry					7	85.7 %	58.9 %	112.5 %
Pallets for food storage					7	57.1 %	20.3 %	94.0 %
Door securely locked					7	85.7 %	58.9 %	112.5 %
Night security guard					7	0.0 %	0.0 %	0.0 %
Food is stored in the following order					7	71.4 %	37.2 %	105.7 %
Leaky roofs					7	28.6 %	-5.7 %	62.8 %
Broken windows/doors					7	42.9 %	4.7 %	81.1 %

Phase	Initial survey				Final survey			
Group / Estimate	N	Average	Lim Inf.	Lim Sup.	N	Average	Lim Inf.	Lim Sup.
Damaged walls					7	0.0 %	0.0 %	0.0 %
No walls					7	0.0 %	0.0 %	0.0 %
Food was stored above ground					7	28.6 %	-6.3 %	63.4 %
The reserve has broken down					7	14.3 %	-12.5 %	41.1 %

SECTION 4. PREPARATION AND DISTRIBUTION OF SCHOOL MEALS

173. The tables below include disaggregated results by school and support type. All results refer to the final survey only.

Table 6. Did you receive improved ovens for meal preparation?

Type of support and school	Non-ORA schools with McGovern-Dole support (N=50)			ORA schools with McGovern-Dole support (N=9)			Non-ORA schools without McGovern-Dole support (N=13)		
Categories / Estimate	Frequency	Lim Inf.	Lim Sup.	Frequency	Lim Inf.	Lim Sup.	Frequency	Lim Inf.	Lim Sup.
Yes. quite	14.0 %	5.1 %	22.9 %	11.1 %	-11.1 %	33.3 %	7.7 %	-7.1 %	22.5 %
Yes. but not enough	14.0 %	4.2 %	23.8 %	11.1 %	-11.1 %	33.3 %			
No. nothing	72.0 %	61.0 %	83.0 %	77.8 %	48.4 %	107.1 %	92.3 %	77.5 %	107.1 %

Table 7. Are there enough utensils in the kitchen to prepare meals?

Type of support and school	Non-ORA schools with McGovern-Dole support (N=50)			ORA schools with McGovern-Dole support (N=9)			Non-ORA schools without McGovern-Dole support (N=13)		
Categories / Estimate	Frequency	Lim Inf.	Lim Sup.	Frequency	Lim Inf.	Lim Sup.	Frequency	Lim Inf.	Lim Sup.
Yes. quite	20.0 %	8.3 %	31.7 %	11.1 %	-11.1 %	33.3 %	38.5 %	10.7 %	66.2 %
Yes. but not enough	60.0 %	46.5 %	73.5 %	33.3 %	0.1 %	66.6 %	7.7 %	-7.1 %	22.5 %
No. very inadequate	20.0 %	9.0 %	31.0 %	55.6 %	20.5 %	90.6 %	30.8 %	4.5 %	57.0 %
I don't know							23.1 %	-0.3 %	46.4 %

Table 8. Is there enough cutlery to feed the children?

Type of support and school	Non-ORA schools with McGovern-Dole support (N=50)			ORA schools with McGovern-Dole support (N=9)			Non-ORA schools without McGovern-Dole support (N=13)		
Categories / Estimate	Frequen cy	Lim Inf.	Lim Sup.	Frequen cy	Lim Inf.	Lim Sup.	Frequen cy	Lim Inf.	Lim Sup.
Yes. quite	22.0 %	10.4 %	33.6 %	44.4 %	9.4 %	79.5 %	15.4 %	-4.5 %	35.3 %
Yes. but not enough	32.0 %	19.5 %	44.5 %	11.1 %	-11.1 %	33.3 %	7.7 %	-7.1 %	22.5 %
No. very inadequate	46.0 %	32.6 %	59.4 %	44.4 %	9.4 %	79.5 %	53.8 %	25.6 %	82.1 %
I don't know							23.1 %	-0.3 %	46.4 %

SECTION 5. STAKEHOLDERS

174. The tables below include results by type of school and support. All results refer to the final survey only.

Table 9. Average number of kitchens rehabilitated per school

Type of support and school	McGovern-Dole Partners			Government			Other		
Categories / Estimate	Freq	Lim Inf.	Lim Sup.	Freq	Lim Inf.	Lim Sup.	Freq	Lim Inf.	Lim Sup.
Non-ORA schools with McGovern-Dole support (N=50)	0.02	-0.02	0.06	0	0	0	0	0	0
ORA schools with McGovern-Dole support (N=9)	0	0	0	0	0	0	0	0	0
Non-ORA schools without McGovern-Dole support (N=13)	0	0	0	0	0	0	0	0	0

Table 10. Average number of kitchens rebuilt per school

Type of support and school	McGovern-Dole Partners			Government			Other		
Categories / Estimate	Freq	Lim Inf.	Lim Sup.	Freq	Lim Inf.	Lim Sup.	Freq	Lim Inf.	Lim Sup.
Non-ORA schools with McGovern-Dole support (N=50)	0	0	0	0	0	0	0.02	-0.02	0.06
ORA schools with McGovern-Dole support (N=9)	0	0	0	0	0	0	0	0	0

Type of support and school	McGovern-Dole Partners			Government			Other		
Categories / Estimate	Freq	Lim Inf.	Lim Sup.	Freq	Lim Inf.	Lim Sup.	Freq	Lim Inf.	Lim Sup.
Non-ORA schools without McGovern-Dole support (N=13)	0	0	0	0	0	0	0	0	0

Table 11. Average number of energy-saving furnaces rehabilitated per school

Type of support and school	McGovern-Dole Partners			Government			Other		
Categories / Estimate	Freq	Lim Inf.	Lim Sup.	Freq	Lim Inf.	Lim Sup.	Freq	Lim Inf.	Lim Sup.
Non-ORA schools with McGovern-Dole support (N=50)	0	0	0	0	0	0	0	0	0
ORA schools with McGovern-Dole support (N=9)	0	0	0	0	0	0	0	0	0
Non-ORA schools without McGovern-Dole support (N=13)	0	0	0	0	0	0	0	0	0

Table 12. Average number of energy-saving furnaces rebuilt per school

Type of support and school	McGovern-Dole Partners			Government			Other		
Categories / Estimate	Freq	Lim Inf.	Lim Sup.	Freq	Lim Inf.	Lim Sup.	Freq	Lim Inf.	Lim Sup.
Non-ORA schools with McGovern-Dole support (N=50)	0	0	0	0	0	0	0	0	0
ORA schools with McGovern-Dole support (N=9)	0	0	0	0	0	0	0	0	0
Non-ORA schools without McGovern-Dole support (N=13)	0	0	0	0	0	0	0	0	0

Table 13. Average number of food storage facilities rehabilitated per school

Type of support and school	McGovern-Dole Partners			Government			Other		
Categories / Estimate	Freq	Lim Inf.	Lim Sup.	Freq	Lim Inf.	Lim Sup.	Freq	Lim Inf.	Lim Sup.
Non-ORA schools with McGovern-Dole support (N=50)	0,08	-0.03	0.19	0.1	-0.02	0.22	0	0	0
ORA schools with McGovern-Dole support (N=9)	0	0	0	0	0	0	0	0	0
Non-ORA schools without McGovern-Dole support (N=13)	0.08	-0.07	0.23	0	0	0	0	0	0

Table 14. Average number of food storage facilities rebuilt per school

Type of support and school	McGovern-Dole Partners			Government			Other		
Categories / Estimate	Freq	Lim Inf.	Lim Sup.	Freq	Lim Inf.	Lim Sup.	Freq	Lim Inf.	Lim Sup.
Non-ORA schools with McGovern-Dole support (N=50)	0.04	-0.04	0.12	0.06	-0.03	0.15	0.02	-0.02	0.06
ORA schools with McGovern-Dole support (N=9)	0.11	-0.11	0.33	0	0	0	0	0	0
Non-ORA schools without McGovern-Dole support (N=13)	0	0	0	0	0	0	0	0	0

Appendix 24: Regression analyses

Evaluation of the MGD program in RoC

Comparisons between initial and final values of evaluation surveys

Double-difference analysis for impact assessment

Version: Draft 3 - French

Date: April 25, 2023

175. Following the descriptive analysis of student surveys, we present a series of regressions that use the double-difference (or difference-in-difference, DD) method to explore causality. This quasi-experimental approach is useful for analyzing the impact of the Mac-Govern Dole (MGD) program, by comparing changes in outcomes over time between a treatment group and a comparison group. By examining differences between pre- and post-intervention outcomes (i.e., baseline and final survey indicators), we can estimate the causal effect of the program. We will use this method to analyze a set of outcomes (program outcomes) and explore the extent to which gender and the MGD program can contribute to their change.

176. **Method** - DD: linear regressions on a set of outcomes (i.e. dependent variables), using R software. The effect of the program and the effect of student gender are studied as contributing factors (independent variables).

177. **Population of interest** - Pupils enrolled in elementary school in the Bouenza, Cuvette, Lekoumou, Plateaux, and Pool departments. The treatment group is made up of pupils enrolled in elementary school where the MGD program has been implemented since 2018, while the comparison group is made up of pupils from elementary school located in the same districts but receiving no MGD support.

178. **Expected results** - The impact is studied in terms of literacy, dietary diversity, school absenteeism and respect for hygiene practices.

179. **Period of analysis** - The period of analysis includes the 5 years of MGD program implementation, between the baseline survey and the final survey. The baseline survey was conducted between May 14 and 25, 2018. The final survey was carried out between February 27 and March 6, 2023.

180. **Data sources** - Most outcome indicators are estimated using data from baseline and final student surveys. The literacy indicator uses PASEC assessment databases (baseline test in 2018 and final test in 2023).

181. **Sample size** - The sample sizes for the student survey are 1,810 students enrolled in schools supported by the MGD program (807 in the baseline survey and 1,003 in the final survey) and 1,642 in the comparison group (803 in the baseline survey and 839 in the final survey). For the PASEC evaluation, sample sizes include 953 students enrolled in schools supported by the MGD program (451 in the baseline test and 502 in the final test) and 902 in the comparison group (459 in the baseline test and 443 in the final test).

182. **Assumptions** - We assume homogeneity of treatment and comparison groups, affected by common shocks (such as economic shocks, weather shocks or epidemics), for which the only difference is the treatment (i.e. the MGD program). The treatment is stable throughout its implementation period (2018-2023) and does not cause spillover effects.

183. The key assumption of the DD method is the parallel trends hypothesis: in the absence of intervention, the treatment and comparison groups would have followed the same trend over time (see the counterfactual graph line in Figures 4, 8 and 12). Thus, any difference in outcome indicators between the two groups at the end of the study can be attributed to the effect of the intervention.

In accordance with the sampling plan, sample sizes are assumed to be sufficient to detect the minimum effect expected from the program.

184. **Limitations** - A series of limitations must be taken into account when interpreting results.

185. Nutritional status, dietary diversity and water-borne diseases may follow seasonal trends and, consequently, their estimates and prevalence (as well as that of directly related aspects, such as students' ability to concentrate) estimated may be affected by the fact that the final survey took place at the beginning of March, whereas the baseline survey took place in the second half of May. The same applies to absences, which may be more frequent at the end of the school year. It is reasonable to assume that these seasonal trends affect the treatment and comparison groups in the same way (common shocks hypothesis).

186. In addition, there could be an improvement in the collection of symptoms (or diet) between baseline and final data, given the experience gained in this area by the survey company as part of the MGD program evaluation. Such an improvement could result in an apparently higher prevalence of symptoms (or an apparently more diversified diet).

Conclusions

187. **Dietary diversity** - Thanks to the school meals served, the MGD program has a positive effect on the dietary diversity of students. The dietary diversity score (DDS, calculated on a scale from 0 to 7) rose from 3.3 at the start to 3.4 at the end, for students in the MGD program. At the same time, it fell from 3.1 to 2.9 for the comparison group. The effect of the program is estimated at an absolute increase of 0.38 in DDS.

188. According to the regression analysis, no gender-differentiated effect on dietary diversity was detected.

189. **Literacy** - We are seeing an overall improvement in student literacy, irrespective of the McGovern-Dole program. The percentage of pupils achieving a PASEC level 3 or 4 score in elementary school rose from 8.4 percent to 35.1 percent. Regression analysis leads us to conclude that the McGovern-Dole program has a positive effect on literacy, as this percentage increased more significantly in McGovern-Dole -supported schools than in others. The percentage of students with a PASEC level 3 or 4 score rose from 6.9 at baseline to 38.2 percent at endline for students in McGovern-Dole -supported schools. This increase was less pronounced for students in non-supported schools, where the percentage rose from 9.8 to 31.6 percent.

190. The effect of the program is quantified as an increase of 9.6 percentage points in the proportion of students achieving scores of level 3 or 4 in the final PASEC test score.

191. **School absences** - We have seen an overall improvement in school absences, irrespective of the McGovern-Dole program. The number of days absent from school over the past four weeks has fallen significantly, from 1.3 at baseline to 0.8 on arrival, on average, for all students.

192. The effect of the McGovern-Dole program on school absenteeism differed according to gender. The program had a more positive impact on boys in terms of reducing the number of days absent from school. In this sense, the McGovern-Dole program had no impact on girls (girls in McGovern-Dole -supported schools were already better off in this respect at the outset, with only 1.1 days' absence). The effect of the McGovern-Dole program on boys is quantified by an absolute reduction of 0.27 days of absence, on average, over the course of 4 weeks.

193. **Hygiene practices** - The regression analysis did not highlight the effects of the program in terms of students' adherence to hygiene practices. No relevant fitted model was found for hygiene-related outcome indicators.

DD REGRESSIONS FOR RESULT INDICATORS

194. **The** following table summarizes the various models used to evaluate the effects of the MGD program. In the following pages, we present in greater detail the best-fitting and most explanatory models, namely Models A, C and, to a lesser extent, D.

Table 1. Summary of DD models for estimating program effect based on different outcome indicators

Results	Performance indicator	Model	Coefficients of significant explanatory variables (p-value < 0.1; coefficient in bold if p-value < 0.01)				Regression model fit indicator		Interpretation
			Final stage	McGovern-Dole Program	Girls	Interactions	Adjusted R-square	p-value of the F statistic	
Food diversity	Dietary diversity score (DDS) on a scale of 0 to 7, including school meals	A	-0.2528	0.1626	No	0.3435ⁱ	0.05404	2.2×10^{-16}	<p>Overall deterioration of the DDS over time from baseline to final survey</p> <p>Model A is the best-fitting model to explain the evolution of dietary diversity.</p> <p>The program has a positive effect on the DDS if school meals are included in the DDS calculation.</p> <p>If we exclude school meals from the DDS calculation, the program has a negative effect that adds to the negative trend (deterioration) in the DDS over time between the baseline and final surveys.</p> <p>No gender-differentiated effect detected</p>
	Dietary diversity score (DDS) on a scale of 0 to 7, excluding school meals	B	-0.2150	-0.1639	No	No	0.01747	4.2×10^{-12}	
Literacy	Percentage of students with a final PASEC* score of 10 or more.	C	0.20329	No	No	0.11802 ⁱⁱ	0.1067	2.2×10^{-16}	Model C is the best-fitting model. We detect a positive interaction of the program effect at the final stage.

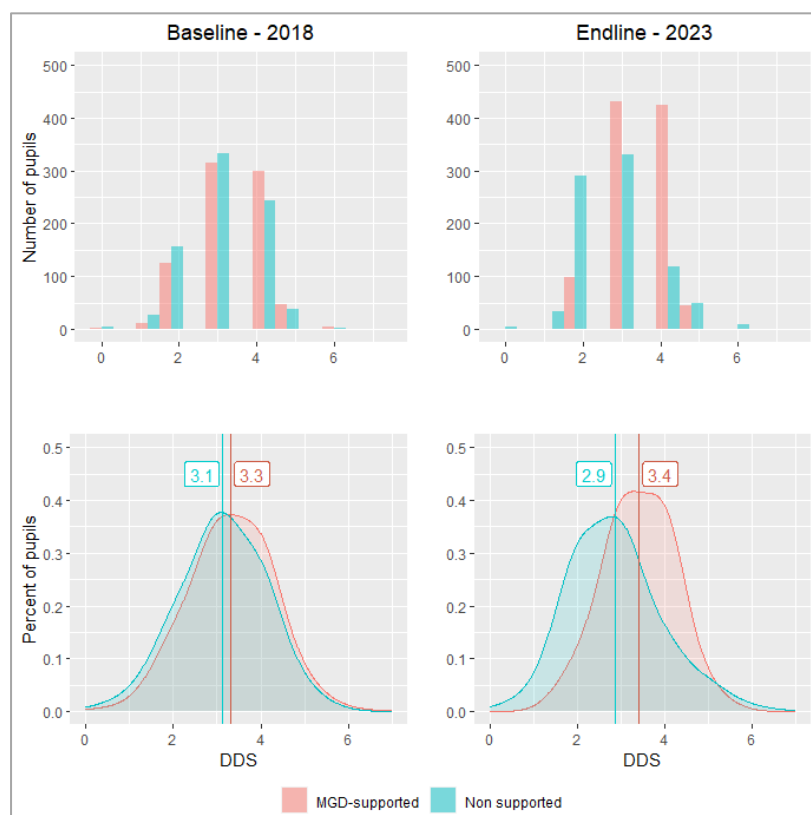
Results	Performance indicator	Model	Coefficients of significant explanatory variables (p-value < 0.1; coefficient in bold if p-value < 0.01)				Regression model fit indicator		Interpretation
			Final stage	McGovern-Dole Program	Girls	Interactions	Adjusted R-square	p-value of the F statistic	
Absence from school	Average number of days absent in the last 4 weeks	D	-0.3598	No	No	-0.3860 ⁱⁱⁱ -0.3591 ^{iv} 0.6529 ^v	0.02029	4.2 x 10 ⁻¹⁴	Overall improvement in the number of absences, with the number of days missed decreasing over time between the baseline and final surveys. The interactions detected translate into gender-differentiated effects. Boys in schools supported by the McGovern-Dole program reduced their absences significantly more than any other group.
Hygiene practices	Number of days missed due to diarrheal reactions, stomach upset and/or vomiting. These symptoms are related to waterborne illnesses that can be prevented by increased compliance with hygiene practices.	E	0.1309	No	No	No	0.000362	0.3115	Unadjusted model
	Prevalence of diarrhea, stomach ache and vomiting as causes of school absence*.	F	0.0571	No	No	No	0.002756	0.02084	Relatively weak adjustment indicators

ⁱ McGovern-Dole program at final stage; ⁱⁱ McGovern-Dole program at final stage; ⁱⁱⁱ Girls at final stage; ^{iv} McGovern-Dole program for girls; ^v McGovern-Dole program for girls at final stage

* The dependent variable is a dummy variable taking two possible values: 1 (if the final PASEC score is equal to or greater than 10, in the case of model C; or if diarrheal reactions, stomach ache and vomiting have been reported as a cause of absence from school in the last 4 weeks, in the case of model F) and 0 (if not).

MODEL A FOR FOOD DIVERSITY SCORE (FDS)

Figure 1. Dietary Diversity Score distribution curve by support type and stage (histogram and density)



195. The DDS indicator on a scale of 0 to 7 (including the school meal in the calculation) shows a positive trend among pupils in schools supported by the McGovern-Dole program. The DDS rose from 3.3 at the start to 3.4 at the end, on average, for pupils in McGovern-Dole -supported schools, while it fell from 3.1 to 2.9 for pupils in non-supported schools.

196. Regression model A indicates that the effect of the McGovern-Dole program is relevant in explaining the increased gap in DDS between students in McGovern-Dole -supported schools and those in non-supported schools (see support_dummy coefficient in Figure 2).

197. The effect of the program is quantified at an absolute change of +0.38 DDS (see figure 4).

Figure 2. R software output for MODEL A regression (PHASE_dummy=1 at final stage/survey; dummy=1 support for students in McGovern-Dole-supported schools)

```
lm(formula = DDS_DAY_withSCHOOLMEAL ~ PHASE_dummy * support_dummy * sex,
data = source_data0)
```

Residuals:

```
Min 1Q Median 3Q Max
-3.3495 -0.4534 -0.1224 0.6177 4.1238
```

Coefficients:

```

              Estimate Std. Error t value Pr(>|t|)
(Intercept)  3.128954  0.044312  70.612 < 2e-16 ***
PHASE_dummy  -0.252786  0.062041  -4.074 4.72e-05 ***
support_dummy 0.162612  0.062515  2.601 0.00933 **
sexGirls     -0.006505  0.063421  -0.103 0.91831
PHASE_dummy:support_dummy 0.343517  0.085519  4.017 6.02e-05 ***
PHASE_dummy:sexGirls -0.037547  0.088720  -0.423 0.67217
support_dummy:sexGirls 0.064428  0.089585  0.719 0.47208
PHASE_dummy:support_dummy:sexGirls 0.050715  0.122899  0.413 0.67988
---
```

Signif. codes: 0 '***' 0.001 '**' 0.01 '*' 0.05 '.' 0.1 ' ' 1

Residual standard error: 0.8983 on 3444 degrees of freedom

Multiple R-squared: 0.05596, Adjusted R-squared: 0.05404

F-statistic: 29.16 on 7 and 3444 DF, p-value: < 2.2e-16

Figure 3. DDS evolution by group: program and gender effects

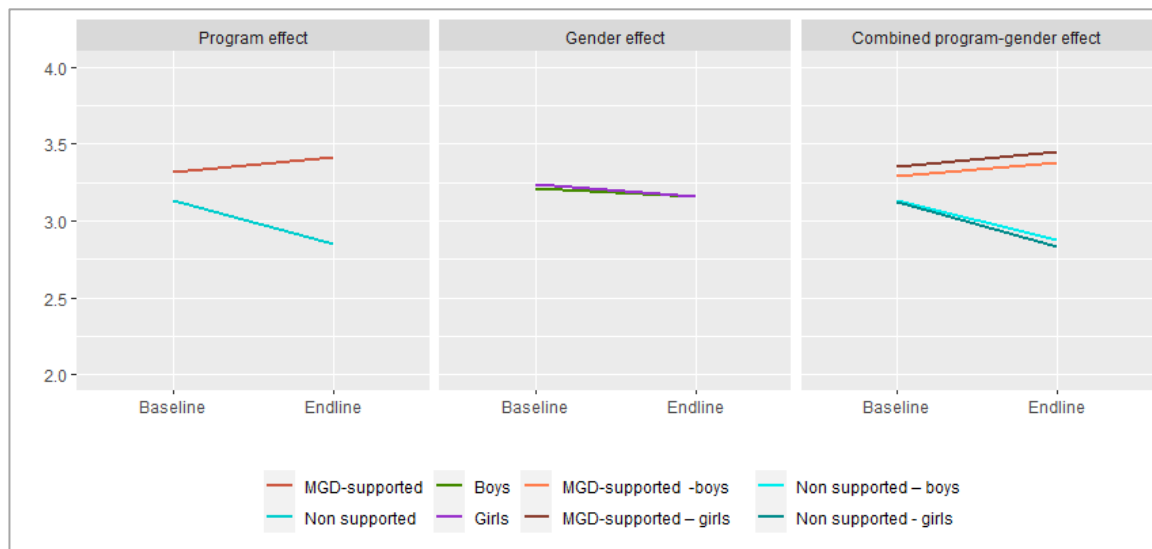
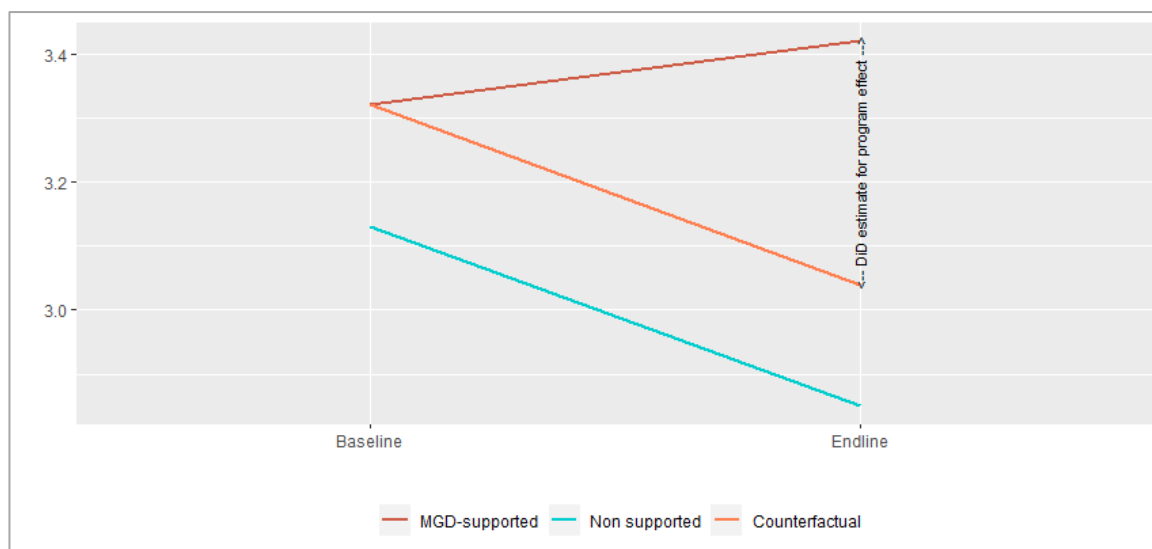
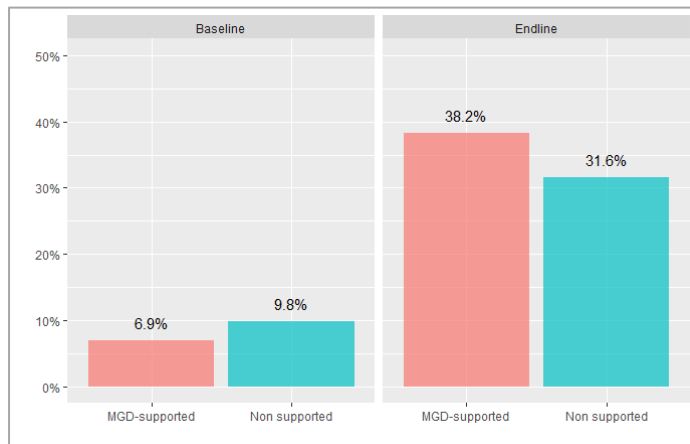


Figure 4. Effect of the MGD program on the dietary diversity indicator (7-group DDS)



MODEL C FOR PASEC TOTAL SCORE

Figure 5. Percentage of students achieving PASEC level 3 or 4 by type of support



198. PASEC test results show a positive change in students, regardless of the type of support. The percentage of students scoring at PASEC levels 3 or 4 in elementary schools increased from 8.4 percent to 35.1 percent.

199. The regression model C indicates that there is a positive effect of the MGD program on PASEC test scores (see the coefficient of the interaction variable *PHASE_dummy:support_dummy* in figure 6). The percentage of students achieving a PASEC score of level 3 or 4 rose from 6.9 percent to 38.2 percent for students in MGD-supported schools.

200. The increase was less pronounced for students in unsupported schools, where the percentage rose from 9.8 percent to 31.6 percent.

201. The effect of the program is quantified by a 9.6 percentage point increase in the proportion of students scoring at level 3 or 4 in the final PASEC test score (see figure 8).

Figure 6. R software output for the MODEL C regression

```
lm(formula = total_score_dummy ~ PHASE_dummy * support_dummy * gender,
data = PASEC_joined)

Residuals:
    Min     1Q   Median     3Q      Max
-0.39216 -0.29004 -0.08676 -0.05116  0.94884

Coefficients:
              Estimate Std. Error t value Pr(>|t|)
(Intercept)  0.08676    0.02646   3.279  0.00106 **
PHASE_dummy  0.20329    0.03693   5.504  4.23e-08 ***
support_dummy -0.03560    0.03760  -0.947  0.34387
sexesexedeGirls 0.02158    0.03659   0.590  0.55554
PHASE_dummy:support_dummy 0.11802    0.05194   2.272  0.02319 *
PHASE_dummy:sexesexedeGirls 0.03272    0.05221   0.627  0.53095
support_dummy:sexesexedeGirls 0.01201    0.05198   0.231  0.81734
PHASE_dummy:support_dummy:sexesexedeGirls -0.04662    0.07288  -0.640  0.52248
---
Signif. codes:  0 '***' 0.001 '**' 0.01 '*' 0.05 '.' 0.1 ' ' 1

Residual standard error: 0.3916 on 1847 degrees of freedom
Multiple R-squared:  0.1101,    Adjusted R-squared:  0.1067 
F-statistic: 32.64 on 7 and 1847 DF, p-value: < 2.2e-16
```

Figure 7. Literacy indicator trends by group: program and gender effects

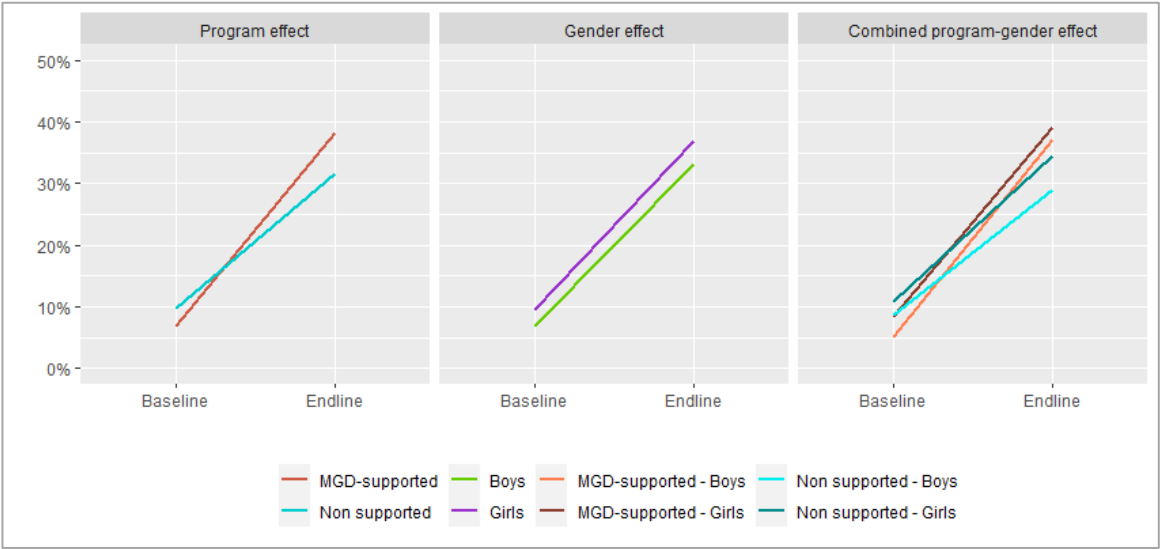
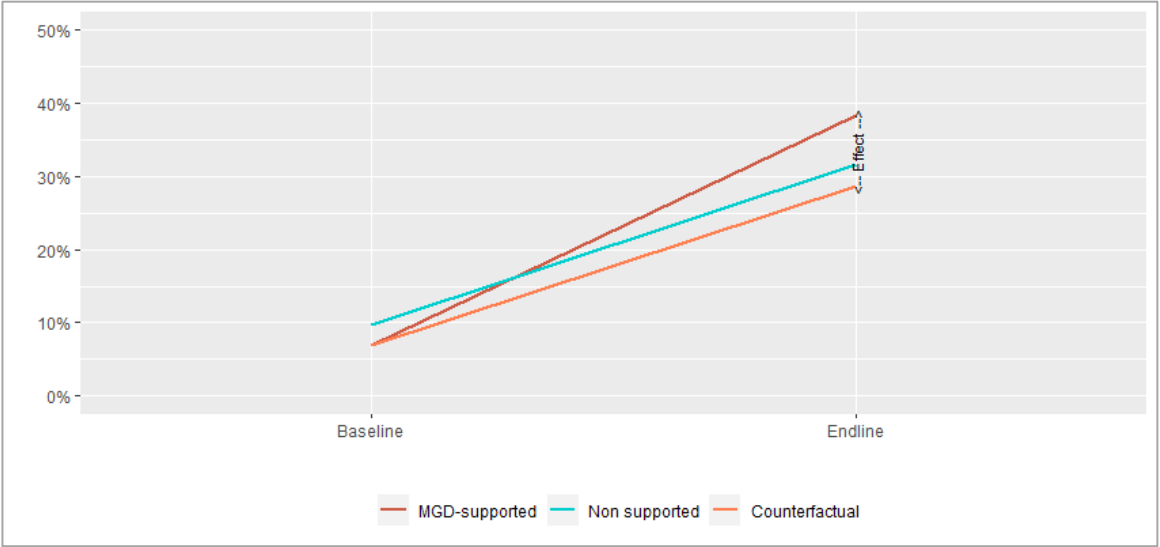
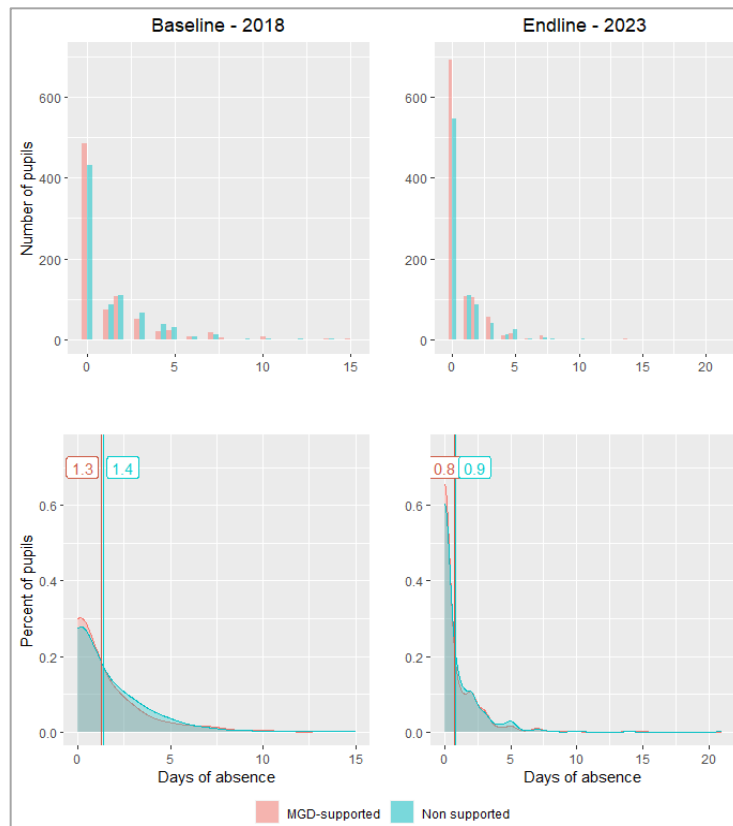


Figure 8. Effect of the McGovern-Dole program in terms of the literacy indicator



MODEL D FOR SCHOOL ABSENCE

Figure 9. Distribution curve of the number of days of absence by type of support and stage (histogram and density)



202. The number of days of absence dropped significantly among students of all types of support, from 1.3 to 0.8 days over time, on average.

203. The effect of the McGovern-Dole program is negligible unless differentiated by gender (see the coefficient of the *PHASE_dummy:support_dummy:sexGirls* interaction, relative to other interactions, Figure 10).

204. For boys: the number of days absent decreased significantly more for boys in McGovern-Dole -supported schools. At the end of the survey, boys from unsupported schools reported more days of absence than all other groups.

205. For girls: the number of days absent in McGovern-Dole -supported schools was already well below that of any other group. Days of absence decreased for girls in McGovern-Dole -supported schools, but less drastically than for girls in non-supported schools. By the end of the project, the number of days absent was similar for all girls, regardless of the type of support their school received.

206. We therefore note a differentiated effect of the McGovern-Dole program, which had a positive impact on boys in terms of reducing the number of days absent from work. In this sense, the McGovern-Dole program had no impact on girls. The program's effect on boys is quantified by an absolute reduction of 0.27 days' absence, on average, over 4 weeks (see figure 12).

Figure 10. R software output for MODEL D regression (E102_clean = Number of days absent in the last 4 weeks, based on student self-reports)

```
lm(formula = E102_clean ~ PHASE_dummy * support_dummy * sex, data = source_data0)

Residuals:
    Min       1Q   Median       3Q      Max
-1.4490 -1.1250 -0.7533  0.5510 20.0070

Coefficients:
              (Intercept)  1.35280  0.09449 14.316 < 2e-16 ***
            PHASE_dummy   -0.35981  0.13230 -2.720  0.00657 **
            support_dummy  0.03515  0.13331  0.264  0.79203
            sexGirls      0.09618  0.13524  0.711  0.47702
    PHASE_dummy:support_dummy -0.27485  0.18236 -1.507  0.13187
    PHASE_dummy:sexGirls    -0.38601  0.18919 -2.040  0.04140 *
    support_dummy:sexGirls  -0.35913  0.19104 -1.880  0.06020 .
    PHASE_dummy:support_dummy:sexGirls  0.65202  0.26208  2.488  0.01290 *
    ---
Signif. codes:  0 '***' 0.001 '**' 0.01 '*' 0.05 '.' 0.1 ' ' 1

Residual standard error: 1.916 on 3444 degrees of freedom
Multiple R-squared:  0.02227,    Adjusted R-squared:  0.02029
F-statistic: 11.21 on 7 and 3444 DF, p-value: 4.182e-14
```

Figure 11. Change in number of days absent per group: effects of program and gender

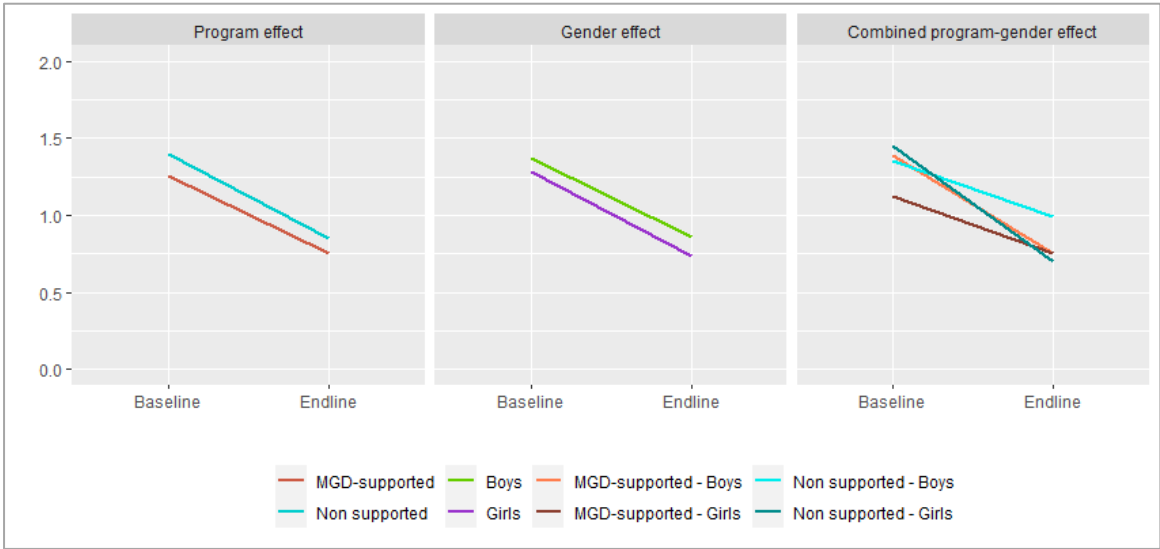
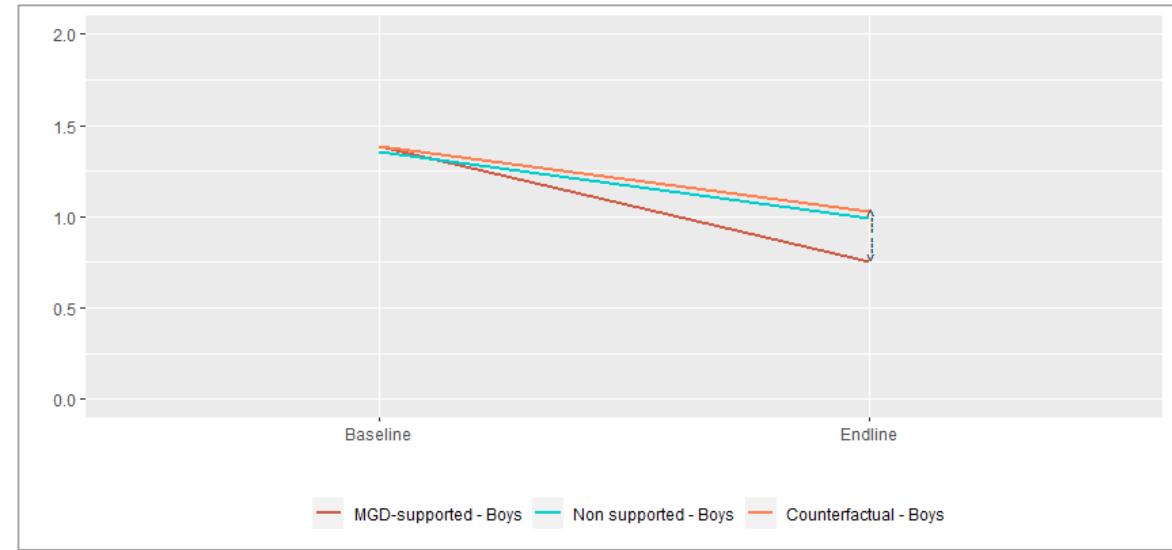


Figure 12. Effect of the McGovern-Dole program on boys in terms of absence from school (number of days absent in the last 4 weeks)



Appendix 25: Mapping of findings-conclusions-recommendations

Recommendation	Conclusions	Findings
Recommendation 1: Clarify and document the FY21 PMP to ensure its full use. The evaluation team noted numerous inconsistencies in the FY17 PMP that could not be clarified by the WFP country office. It is recommended that the FY21 project's annual and total targets, and the consistency between them, be meticulously reviewed in order to detect and clean up possible inconsistencies, and to document how the targets have been defined for each output and outcome indicator.	236	55, 73, 126, 144
Recommendation 2: Reinforce objectives to combat gender inequality and promote women's autonomy	224, 234	25, 83, 88, 95, 175, 176, 177, 178, 179, 180, 214
Recommendation 3: Strengthen training and awareness-raising activities for behavioural change	226, 228, 233	82, 135, 137, 138, 140, 141, 142, 171, 191, 199, 210, 211
Recommendation 4: Increase budgeted resources and planning for the construction/rehabilitation of water points, to better cover needs.	227, 236	146, 147, 189, 198, 210
Recommendation 5: Strengthen the involvement and coordination of all relevant government institutions, in particular the Ministry of Health, Social Affairs and the Advancement of Women.	231, 236, 240	88, 161, 167, 200, 221
Recommendation 6: Strengthen the integration of indigenous populations into the project	239	170, 195, 213
Recommendation 7: Strengthen the complementarity of approaches based on imported foodstuffs and local purchases	223, 240	18, 19, 28, 85, 94, 97
Recommendation 8: Strengthen the capacity development of national players and transfer to DAS the program functions still managed entirely by WFP.	229, 240	161, 162, 217

Recommendation	Conclusions	Findings
Recommendation 9: Reinforce the usefulness of the project in improving the quality of teaching	225, 237	89, 106, 218

Appendix 26: Level of implementation of baseline and mid-term evaluation recommendations

Recommendations	Implementation
Basic study	
The evaluation team recommends that WFP, sub-recipient partners and other key stakeholders in the education and school feeding sector (such as the School Feeding Directorate, the World Bank and PHAC) strengthen coordination prior to the start of the McGovern-Dole program in September/October 2018 in order to address the weaknesses in program planning identified in this baseline report. These mainly refer to insufficient common understanding of program outcomes between WFP and cooperating partners, lack of appropriate activities planned to achieve the "Improved quality of literacy teaching" outcome axis, insufficient detail and disaggregation of the implementation plan, and non-alignment between sub-recipient partners' MOUs and the initial WFP/USDA agreement.	Not implemented: The final evaluation found that no consultation mechanism had been set up prior to the launch of the program between WFP and the various stakeholders involved (notably the Ministry of Education and its various departments concerned - including the Direction de l'alimentation scolaire, PRAASED, the World Bank, UNESCO, UNICEF, PHAC) to foster their coordination and reinforce the convergence of activities planned by each of them with a view to increasing the possibility of achieving the objectives set by the McGovern-Dole program's results frameworks, particularly with regard to improving pupils' reading skills.
Following the results of the baseline study, several indicators need to be modified, either through further disaggregation or redefinition, to better match the activity they are intended to measure. In addition, new indicators should be incorporated to ensure that adequate information is tracked to properly measure planned activities. Annual objectives need to be better defined and, wherever possible, articulated over the entire duration of the program. These indicators should be directly linked to activities, in line with the memoranda of understanding signed with the WFP.	Partially implemented: New indicators have been incorporated into the PMP but have not been consistently tracked, and are therefore not usable. Annual targets have been revised several times but are not consistent with project-wide targets for the majority of PMP indicators. Moreover, the way in which they were defined has not been documented, which also makes them difficult to use.
Observing that the core activities related to improving the quality of literacy teaching will not be carried out by McGovern-Dole sub-recipients, but rather will fall under the World Bank's PRAASED program, the SOW recommends that McGovern-Dole work closely with PRAASED by developing a common framework to reinforce program complementarities, avoid duplication and enable the McGovern-Dole monitoring system to establish the necessary connections with PRAASED for effective monitoring	Not implemented: The final evaluation found that there was no link between the project and PRAASED.

Recommendations	Implementation
of the McGovern-Dole program. This is particularly important with regard to the "Improving the quality of literacy teaching" results stream.	
WFP and its sub-recipient partners should apply Congolese dietary guidelines to overcome inconsistencies found in various documents on the use of food groups, allowing for a unified understanding and measurement of nutrition-related activities and indicators. In addition, key messages on the improved use of health and dietary practices to be used in schools, health centers and agricultural extension should be harmonized between all implementing partners.	Not implemented: The training materials made available to the evaluation team include 4 food groups, while the health department considers 7 groups.
WFP's M&E system needs to strengthen its capacity by recruiting staff and ensuring more detailed monitoring of activities in order to be able to monitor the results of McGovern-Dole project implementation. According to the basic findings, monitoring of the McGovern-Dole project should include the following elements <ul style="list-style-type: none"> - close and detailed cooperation between all partners involved, including a coordinated and aligned monitoring and evaluation system; - individual monitoring of each school by McGovern-Dole, to reflect specific needs rather than relying on general indicators such as those collected by the INS survey. 	Partially implemented: The WFP country office has developed a powerful monitoring/evaluation tool (Dashboard) covering all school feeding activities. However, this tool does not immediately meet the specific and more limited needs of the McGovern-Dole program, and can only be used by the WFP, whereas the recommendation included setting up a coordinated and aligned system between project partners.
In order to meet the commitments of the gender equality policy, the WFP country office should develop specific indicators to monitor the extent to which the project promotes the participation of women in School Feeding Committees (SFCs) in decision-making and other positions to prevent unforeseen protection issues. Particular attention should be paid to how McGovern-Dole activities can promote women's empowerment and gender equality in schools.	Partially implemented: an indicator has been created and integrated into the PMP, but has not been consistently tracked.
Mid-term evaluation	
WFP should work with schools and implementing partners to clearly define monitoring standards for the McGovern-Dole project, so that implementation progress can be better established and project effectiveness better evaluated. The USDA has a specific monitoring system which differs from the standard monitoring indicators of the WFP's ECA. The PMP should be considered the main M&E tool for	Recommendations from the baseline study that had not been implemented at the time of the mid-term review were reiterated in another form. Not implemented: The lack of a consultation mechanism between WFP and all the stakeholders involved has prevented the establishment of a coordinated monitoring and evaluation system aligned with the McGovern-Dole project's

Recommendations	Implementation
<p>monitoring the implementation of the McGovern-Dole project, along with the narrative report.</p> <p>Partners would benefit from a harmonized template for indicator reporting, including the required gender disaggregation. This would enable WFP to monitor the PMP accurately in the biannual performance reports. Indicators must be specific enough for the reader to understand what they represent. All indicator data should be entered into the SAPR ITT by WFP staff, even if WFP is not directly involved in implementing the activity to which the indicator relates.</p> <p>The dashboard developed by WFP and the process monitoring could be updated to collect information more relevant to the specifics of the McGovern-Dole project, which goes beyond a classic school feeding project.</p>	<p>strategic objectives. The WFP has developed a powerful monitoring/evaluation tool (Dashboard) covering all its activities in the country, but it does not immediately meet the specific and more limited needs of the McGovern-Dole program.</p>
<p>The WFP country office should ensure that a complete infrastructure inventory of all McGovern-Dole supported schools is completed before the end of the project. This will enable realistic planning of all the infrastructure elements needed to ensure a healthy environment on the school premises. At this stage of the project, this activity will be important in preparing for a possible second phase of the McGovern-Dole project, starting in July 2022. WFP is expected to work with all implementing partners (ACTED, UNICEF and NSFD) on this inventory.</p>	<p>Partially implemented. The country office has begun to carry out an inventory, but it has not yet been finalized. At the time of the final evaluation, it covered 268 schools out of 410.</p>
<p>The WFP country office, with the support of the regional office, should develop clear guidelines on curricula to promote dietary diversity. This includes defining the concept of food groups as an indicator of dietary adequacy. It is necessary to set up a working group that will put dietary diversity at the heart of its discussions. This recommendation implies that the WFP should have a nutritionist at head office level who would be the focal point for all activities related to the McGovern-Dole initiative. There has been no nutritionist during the current McGovern-Dole project, resulting in a lack of coordination between all implementing partners.</p>	<p>Not implemented: The proposed guidelines for promoting dietary diversity have not been defined. The WFP country office has not been able to count on the presence of a nutritionist on an ongoing basis to lead this activity.</p>
<p>WFP should ensure that an action plan is developed to ensure that the project contributes to the objective of improving the quality of literacy for school-age children. So late in the project's implementation, it is unrealistic to ask WFP to start implementing curriculum development and training activities. However, given that</p>	<p>Not applicable, this recommendation concerned the FY21 project.</p>

Recommendations	Implementation
<p>CO plans to apply for a second round of McGovern-Dole funding from the USDA, it should be prepared to make a proper commitment in this direction. In developing the proposal, it is recommended that WFP include activities specifically focused on improving literacy among school-age children. At this stage, therefore, this is a strategic rather than an operational recommendation.</p>	
<p>The USDA should discuss with the WFP regional office, with support from WFP headquarters if necessary, the most appropriate ways to support school feeding in the region, focusing on the growing interest in the local school feeding model, which transfers money to schools for the purchase of local food. To support school food in the region, it will ultimately be necessary to move from McGovern-Dole projects to the government's preferred models and better support economic development. Integrating the cassava fortification and Mbala Pinda pilot projects into all McGovern-Dole schools could be considered.</p>	<p>Implemented: The FY21 project includes 10 percent local purchasing.</p>
<p>WFP should place greater emphasis on women's empowerment and gender awareness. School feeding projects are a perfect opportunity to promote women's empowerment and recognize their work in society by remunerating them for their labor. With regard to gender awareness, the country office, with support from the regional office, UNICEF and other partners as appropriate, should ensure that gender transformative approaches are an integral part of the elementary school curriculum using the module already developed by the Ministry of Women's Affairs.</p>	<p>Not implemented: The project has not integrated new activities to further support women's autonomy.</p>

Appendix 27: Basis for ranking project performance for each evaluation question

Criteria/questions	Scales
Relevance	
1. Has the design of the project strategy continued to reach the right people and other groups such as indigenous populations with the right type of assistance?	The project strategy continued to ensure that the right people and other groups, such as indigenous populations, were reached with the right kind of assistance.
	In general, the project's strategy has continued to ensure that the right people and other groups such as indigenous populations are reached with the right kind of assistance.
	The project strategy continued to only partially reach the right people and other groups such as indigenous populations with the right kind of assistance.
	The project strategy did not continue to reach the right people and other groups such as indigenous populations with the right kind of assistance.
2. Has the implementation of the project met the needs of the intended beneficiaries with the right mix of assistance?	Project implementation has fully met the needs of the intended beneficiaries with the right mix of assistance?
	Project implementation has partially met the needs of the intended beneficiaries with the right mix of assistance?
	The implementation of the project has been weak in meeting the needs of the intended beneficiaries with the right mix of assistance?
	Project implementation failed to meet the needs of the intended beneficiaries with the right mix of assistance?
3. Has the project strategy evolved to adapt to changes in government policies and strategies regarding education and school meals?	The project strategy has evolved to adapt perfectly to changes in government policies and strategies regarding education and school meals?
	The project's strategy has evolved to adapt in part to changes in government policies and strategies on education and school meals?
	The project strategy has not evolved sufficiently to adapt to changes in government policies and strategies on education and school meals?
	The project strategy has not evolved at all to adapt perfectly to changes in government policies and strategies on education and school meals?
4. Has the project continued to	The project continued to perfectly complement other donor- and government-funded initiatives?

Criteria/questions	Scales
complement other donor- and government-funded initiatives?	The project partially continued to complement other donor- and government-funded initiatives?
	The project continued to complement other donor- and government-funded initiatives only to a limited extent
	Didn't the project continue to complement other donor- and government-funded initiatives?
Efficiency	
5. To what extent have the interventions achieved (or not) the expected results (outputs and outcomes according to the SPP), for girls, boys, men and women?	The interventions have fully achieved the expected results for girls, boys, men and women.
	The interventions partially achieved the expected results for girls, boys, men and women.
	The interventions did not achieve the expected results for girls, boys, men and women.
	The interventions did not achieve the expected results for girls, boys, men and women.
6. What internal and external factors affect the achievement of the project's expected results?	All internal and external factors contributed positively to the achievement of the expected results
	Most internal and external factors contributed positively to the achievement of the expected results.
	Most internal and external factors did not contribute positively or affected the achievement of expected results
	A combination of internal and external factors affected the achievement of the expected results.
Efficiency	
7. How efficient is targeting? 8. Did the aid reach the right beneficiaries, in sufficient quantity and quality, at the right time?	Targeting was highly efficient, reaching the most vulnerable people identified.
	Targeting was fairly efficient, reaching most of the vulnerable people identified.
	Targeting was inefficient and only reached a small proportion of the vulnerable people identified.
	Targeting was inefficient and failed to reach the vulnerable people identified.
9. Is the project efficient in terms of costs per beneficiary?	The project is very efficient in terms of costs per beneficiary
	The project is fairly efficient in terms of costs per beneficiary
	The project is not very efficient in terms of costs per beneficiary

Criteria/questions	Scales
	The project is not at all efficient in terms of costs per beneficiary
Impact	
10. What are the long-term effects of interventions on the lives of target beneficiaries, households, communities and institutions?	The project has fully contributed to generating the desired long-term positive effects on the lives of the targeted beneficiaries, households, communities and institutions.
	The project has partially contributed to generating the desired long-term positive effects on the lives of the targeted beneficiaries, households, communities and institutions.
	The project did little to generate the desired long-term positive effects on the lives of the targeted beneficiaries, households, communities and institutions.
	The project did not contribute to generating the desired long-term positive effects on the lives of the targeted beneficiaries, households, communities and institutions.
11. Were there any unexpected results (positive, negative)?	The project produced significant positive unexpected effects
	The project did not produce any significant positive or negative unintended effects.
	The project produced some unexpected negative effects
	The project produced significant negative unintended effects
12. What internal and external factors prevented the project's results from having the desired impact on the target beneficiaries?	Internal and external factors have strongly contributed to generating the expected impact on the targeted beneficiaries.
	Internal and external factors partially contributed to generating the expected impact on target beneficiaries
	Internal and external factors tended to affect the contribution to generating the expected impact on the targeted beneficiaries.
	Internal and external factors strongly affected the contribution to generating the expected impact on the targeted beneficiaries
Sustainability	
13. How likely is it that the benefits of the project will continue after the end of the project?	The benefits of the project are likely to continue beyond its completion
	The benefits of the project are likely to continue after the end of the project
	The benefits of the project are unlikely to continue after the end of the project
	The benefits of the project are unlikely to continue after the end of the project.

Criteria/questions	Scales
14. What are the key factors affecting the likelihood of sustainability of project results?	All the key factors are conducive to the sustainability of the project's results.
	The key factors are partially favorable to the sustainability of the project's results.
	The majority of key factors are not conducive to the sustainability of project results.
	All the key factors are not conducive to the sustainability of the project's results.
Coherence	
15. To what extent is the McGovern-Dole program aligned with WFP corporate policies?	McGovern-Dole project fully aligned with WFP corporate policies
	The McGovern-Dole project is fairly well aligned with PAM's corporate policies
	McGovern-Dole project weakly aligned with WFP corporate policies
	McGovern-Dole project not aligned with WFP corporate policies
16. To what extent is the McGovern-Dole project consistent with other WFP activities in the country?	The McGovern-Dole project is fully consistent with WFP's other activities in the country.
	The McGovern-Dole project is partially consistent with other WFP activities in the country
	The McGovern-Dole project is weakly consistent with other WFP activities in the country
	The McGovern-Dole project is not consistent with other WFP activities in the country