



WFP EVALUATION

Baseline Evaluation of the WFP McGovern-Dole Funded School Feeding Program in the Republic of Congo from 2021 to 2026

Decentralized Evaluation Report – Volume 2_Annexes



World Food Programme

SAVING LIVES
CHANGING LIVES



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Annex 1. Summary Terms of Reference

1. Background

1. These terms of reference (TOR) were prepared by the WFP Congo Country Office, with support from the WFP Regional Bureau for Southern Africa (RBJ), based upon an initial document review and consultation with stakeholders and following a standard template. The purpose of these terms of reference is to provide key information to stakeholders about the evaluation, to guide the evaluation team and to specify expectations during the various phases of the evaluation.

1.1. Introduction

2. These terms of reference (TOR) are for the evaluation of WFP McGovern Dole School Feeding Programme in the Republic of Congo (RoC). This evaluation is commissioned by WFP Congo Country Office and will cover the period from 2021 to 2026.
3. The United States Department of Agriculture-Foreign Agricultural Services (USDA-FAS) awarded WFP Congo Country Office a total of US\$25 million to implement a 5-year McGovern-Dole school feeding program in the Republic of Congo, over the period from 2021-2026. The McGovern-Dole project aims to improve health and dietary practices through infrastructure improvements, alleviate short term hunger of school children through the provision of school meals, improve literacy capabilities of students and enhance school leadership capacity, through school feeding and related activities.
4. USA-produced agricultural commodities and financial assistance are provided through the programme to the WFP Congo Country office for the implementation of the programme.
5. The programme will also contribute to strengthening the Government and school communities' capacity to manage, and implement, a nutrition sensitive and holistic National School Feeding Program (NSFP). Further details of the activities and objectives of the programme are provided in activities as outlined in section 3.1 of this TOR.
6. The programme covers the rural areas of seven (7) departments of the RoC, namely, Bouenza, Cuvette, Lekoumou, Likouala, Plateaux, Sangha and Pool. The programme will reach 65,000 students equally distributed between girls and boys in 354 primary schools across the thirty-eight (38) districts in Congo. The 354 primary schools were part of the McGovern Dole 2017-2022 cycle.
7. This TOR is informed and guided by the WFP's evaluation policy and the USDA's monitoring and evaluation policy. The evaluation is expected to follow and meet the standards and requirements of these policies where applicable and appropriate.

1.2 Context

8. **Politics: RoC** was ruled by President Denis Sassou Nguesso between 1979 and 1992. Since 1997, he has led the country again, winning all elections since 2002 and most recently in March 2021. The government of Prime Minister Anatole Collinet Makosso is composed of 37 ministers and is focused on institutional, economic, and financial governance, as well as social and solidarity-based governance.¹
9. **Macro Environment:** RoC has a population of approximately 5.61 million people. According to the World Bank, 56 percent of the population in the RoC is under the age of 20, and most of the population lives in Brazzaville and Pointe-Noire cities.² The country is a mineral resource rich country with resources such as oil and timber. The most significant contributor to the country's gross domestic product (GDP) is oil exports, which accounts for more than half of the government's revenues and more than 80 percent of export earnings.³ RoC's economy has also been affected by the more recent downward trend in oil prices owing to the COVID-19 pandemic. According to the World Bank, the lower middle-income country's economic situation continues to deteriorate, as evidenced by the 7 percent contraction of its Real GDP in 2020, and a further decline of 0.1 percent is projected for the current year, 2021.⁴
10. **Poverty (SDG 1) and Food insecurity (SDG 2):** RoC remains plagued by poverty and food insecurity. According to the Human development index (HDI) country rankings, developed by the United Nations to

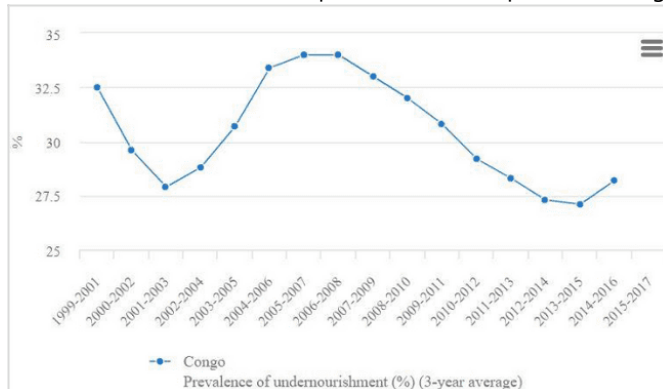
¹ [Republic of Congo – Global view|WorldBank](#)

² [Republic of the Congo Overview: Development news, research, data | World Bank](#)

³ Ibid.

⁴ [Republic of the Congo Overview: Development news, research, data | World Bank](#)

measure people's capabilities, the Republic of Congo ranks poorly⁵. The Country also suffers from uneven income distribution as reflected by a Gini coefficient of 0.43. Approximately 48 percent of its nationals live on less than US\$1.25 per day.⁶ The RoC's global hunger index places it at a serious hunger level, at a score of 30.3 in 2021.⁷ More than 14 percent of the Republic of Congo's population remains food insecure, and its food



production remains below the national requirements.⁸ The country's food production barely covers 30 percent of the population's food requirements. Most of the country's food is imported.

11. **Nutrition and Health:** The Multiple Indicator Cluster Survey (MICS) provides certain health and nutrition indicators for the Republic of Congo in 2015. According to the MICS (2015)⁹, the severe acute malnutrition rate is 2.6 percent, with global acute malnutrition recorded at 8.2 percent, stunting at 21.2 percent and underweight at 12.3 percent. Women bear the

brunt of malnutrition and clinical vitamin A deficiency at recorded rates of 12 percent and 8 percent respectively. The 8 percent of women suffering from clinical vitamin A deficiency also reported night blindness during their most recent pregnancy. About 7 out of every 10 pregnant women suffer from iron and folic deficiencies in the RoC. HIV and Aids prevalence is slightly higher in urban areas, at 3.3 percent, than in rural areas where it's recorded at 2.8 percent.

12. **WFP operations in the Republic of Congo:** WFP operations are implemented through the Country Strategic Plan (CSP 2019-2024), which is aligned with the National Development Plan (NDP 2018-2022 and 2022-2026)¹⁰ and the United Nations Development Assistance Framework (UNDAF 2020-2024)¹¹ as follows: (1) WFP's crisis response and rapid recovery activities will support the national commitment of protecting the most vulnerable, will contribute to the harmonization of humanitarian efforts (UNDAF Outcome 1) and help crisis-affected communities move to build resilience (UNDAF Result 4); (2) The school feeding program, in collaboration with UNICEF and the United Nations Educational, Scientific and Cultural Organization (UNESCO), will help expand access to quality education in support of the first pillar of Outcome 2 of the NDP and UNDAF; (3) In collaboration with the Food and Agriculture Organization of the United Nations (FAO), WFP will promote sustainable agricultural techniques and advocate for risk management and (4) By investing increasingly in the building of national capacities for better social protection systems, emergency preparedness, crisis response and agricultural planning, WFP will reinforce its support for all NDP pillars and for UNDAF outcomes 1, 2, 3 and 4. The Country Strategic Plan (CSP) evaluation will take place early 2023 and use the result of the McGovern-Dole baseline evaluation to inform the school feeding program activities (Outcome 2).
13. WFP's strategy in Congo is to empower people and communities and help the government fight zero hunger by 2030. The CSP will contribute mainly to SDG 2 on the fight against hunger and SDG 17 on the Partnership for Sustainable Development and other SDGs related to health, education, gender equality, climate change and sustainability. WFP's activities have been designed to ensure that, by the end of the CSP period, the Congolese population will have greater opportunities to lift themselves out of poverty and hunger in a sustainable way, to raise awareness of improved practices and reduce gender disparities and social problems. The implementation of the strategy contributes to achieving the United Nations' shared vision of greater justice, greater stability and strengthened institutions by 2030.
14. WFP focuses on assisting people vulnerable to food insecurity, including refugees, asylum seekers, returnees, indigenous people, people living in urban areas who have been impacted by the economic consequences of COVID-19, and flood-affected populations. According to one of WFP studies¹², the prevalence of food insecurity among the indigenous households surveyed in five departments is nearly 46 percent (45.90 percent.)" compared to 31 percent for the rest of the population. The report also **concluded that: "limited**

⁵ [WFP Republic of Congo Country Brief, August 2021 - Congo | Relief Web](#)

⁶ Ibid.

⁷ <https://www.globalhungerindex.org/congo.html>

⁸ [WFP Republic of Congo Country Brief, August 2021 - Congo | Relief Web](#)

⁹ [MICS 2015](#)

¹⁰ A new National Development Plan 2022-2026 was adopted by the government in the first quarter of 2022

¹¹ The UNDAF 2020-2024 is in the process of being revised to align with the new NDP 2022-2026

¹² Study on the food and nutritional situation of Indigenous people in the Congo

- economic opportunities are an important factor impeding access to adequate food among indigenous peoples in five departments in RoC. Key constraints to the economic development of the surveyed indigenous groups include limited investment funds, the loss or lack of resources to engage in food production and other livelihood activities,
15. RoC is experiencing climate change effects with flooding becoming more recurrent. For the last three years, the northern part of the country faced massive floods due to torrential rains. Floods affected the agricultural land in the Likouala, Plateaux, Sangha and Cuvette Departments, impacting 80 percent of the crops that farmers were expecting to harvest in March.
 16. WFP aims to enhance human capital in the RoC by supporting the development and implementation of national social protection mechanisms. WFP worked with relevant Ministries and partners at the national, district and community levels to ensure that social protection interventions were effective, equitable and sustained by sound data and technologies.
 17. In alignment with the Government's rural development priorities, WFP invests in strengthening the livelihoods of smallholder farmers, improving their access to markets, their financial inclusion and integration within the food value chain
 18. **Donors and Aid:** The McGovern-Dole project implementation and evaluation are funded by the USDA-FAS through an award of US\$25 million.
 19. The RoC has benefitted from the support of various international and domestic donors, for various projects, including the Government of the Republic of Congo. The main donors include: The Adaptation fund, Canada, the European Union, France, the Global Partnership of Education, Germany, IBSA fund, People's Republic of China, Japan, Mastercard, Republic of Congo, the SDG fund, Share the Meal, United States of America, and the WFP Innovator Accelerator.
 20. **Government policies and priorities:** The government's main development priorities are set out in the National Development Plan (NDP 2018-2022 and 2022-2026), which includes plans to achieve all the government's sustainable development goals, with an emphasis on education, economic diversification through agriculture, and the opportunities offered by digital transformation enabling innovation. The UNDAF (2020-2024) identifies the Sustainable Development Goal 2 on Zero Hunger and 17 on Partnerships as fundamental drivers of long-term, sustainable development in the Republic of Congo.
 21. As a member of the Scaling Up Nutrition (SUN) movement, the RoC adopted the strategic framework to combat malnutrition in October 2013. The inter-ministerial initiative "Congolese to feed the Congolese" linking school food to local agricultural production was developed in 2012 with the assistance of WFP.
 22. **School Feeding Policy Framework:** Following the national capacity assessment and planning workshop on school feeding, in 2014, which provided for the diagnosis of national capacities in school nutrition, the RoC conducted a Systems Approach for Better Education Results (SABER). The SABER produced a strategy for the development of school feeding in the country. In 2016, with support from WFP, Congo developed and adopted a new national school feeding policy (NSFP). Setting up the necessary structures to support the policy implementation remains a major challenge for the Country.
 23. **Gender:** RoC is no exception to the pervasive and detrimental effects of gender disparity and inequality that is prevalent in the region. Despite laws guaranteeing gender equality, the ratification of international instruments and the creation of a specific ministry, women in Congo continue to suffer legal and practical discrimination and inequalities and the country does not yet have a policy against gender-based violence.¹³ The country scores 0.617 on the Gender Inequality Index and there are significant legal and policy gaps relating to issues of gender protection. Women have limited access to education, limited participation in the labour market, vulnerability to pregnancy related deaths, and high adolescent birth rates. In Congo, there are approximately 885,160 households of which 24.2 percent are households headed by women while households headed by men account for 75.8 percent. Households headed by women constitute a part of the vulnerable social groups since women have generally fewer rights, less access to information and resources because of a patriarchal system that relegates them to second class citizens.¹⁴
 24. **Covid-19:** The COVID-19 pandemic has exposed deep-seated inequalities and significant gaps in social protection coverage, highlighting the structural weaknesses of the Congolese socio-economic system and the country's capacity to deal with emergencies. By the end of 2021, RoC recorded 19,179 cases of COVID-19 since the start of the pandemic. Although the national vaccination plan has progressed over the past months, the population remains highly resistant, with only 583,609 people (about 10 percent) fully vaccinated [5]. COVID

¹³ WFP/EB.2/2014/7/3 COUNTRY PROGRAMME THE CONGO 200648 (2015–2018), page 7.

¹⁴ Symphorien, N., & Georgievna, B. (2019). Social Housing for Women Heads of Household in Congo Brazzaville. *Open Journal of Social Sciences*, 383-396.

- 19 has impacted school learning as Government decided to close schools as part of their COVID-19 containment measures. In RoC COVID-19 response for the education sector, WFP positioned school canteens as a key factor for the return of students to schools, especially girls.
25. Measures to limit the spread of the pandemic, such as social distancing, curfews and travel restrictions, impacted formal and informal market activities, causing income losses for many households. These negative effects are more pronounced for the vulnerable populations living in Brazzaville and Pointe-Noire's urban and peri-urban areas, as most of these people derive their income from informal activities. Due to the relatively higher proportion of their resources devoted to food, food price increases resulting from trade disruptions and market restrictions added an additional burden on many poor households. In 2021, the price increase was particularly significant, increasing up to 7.4 percent in August 2021. WFP estimates that the number of food insecure people in Brazzaville and Pointe-Noire increased from 150,000 in 2020 to 700,000 in 2021.
 26. COVID-19 has also severely affected the distribution and consumption of food products. According to the Food and Agriculture Organization (FAO), the food value chain suffered severe constraints in getting products to consumer markets in 2020 and 2021.

Annex 2. Preliminary Gender Analysis

Overall context

27. The Republic of Congo (RoC) holds many legal instruments to ensure women and girls' rights. Internationally, the country has ratified the Convention on the Elimination of All Forms of Discrimination against Women in 1982, the African Charter on Human and Peoples' Rights and the Maputo Protocol.
28. The country's Constitution (2015) enshrines equality between women and men.¹⁵ In 1998, RoC ratified ILO Convention No. 100 concerning equal remuneration for men and women workers for work of equal value. In the sphere of women's political leadership, the country has adopted a national gender policy in 2016 and a national program to promote female leadership in politics and public life for the period 2017-2021 that support the electoral law of 2007 and 2014, which includes quotas for women (15% in the National Assembly and in the Senate) and 20% in local elections. The electoral law of 2014 extends these quotas to local elections (30%).¹⁶
29. Regarding education, equal access for girls and boys to education is ensured in Act N. 25-95, including the right of pregnant girls to continue going to school during pregnancy and after childbirth.¹⁷ Law No. 5-2011 (Indigenous Rights Law) provides for the specific health needs of indigenous women and children to be taken into account.¹⁸
30. Recently, it has been approved a law on land ownership rights (Law No. 21-2018) to ensure equal access to land to women and men.¹⁹
31. Although gender equality is legally guaranteed in the above. mentioned documents, when it comes to family law, women and girls still face some legal barriers towards equality. The Committee on the Elimination of Discrimination against Women's periodic review of the RoC (2018)²⁰ has pointed out many discriminatory provisions in the Family Code and Penal Code relating to harmful practices in regard to marriage and family, including: allowing pre-marriage before 18 year of age (cohabitation), difference on the minimum age of marriage (18 for women and 21 for men), the right of the husband to choose the residence in the absence of a mutual agreement, lawfulness of male polygamy, giving parental authority to the father, disproportional sanctions for adultery, and the requisition of a waiting period for women to remarry after divorce. There is an effort to reform the Family Code, however, this process has not yet been concluded. Violence A brand-new law (Law Mouebara No. 19-2022) has been enacted on protection and multidisciplinary response to violence against women and girls.²¹
32. Political action has led to legislative advances, but these have had little positive impact on the daily lives of Congolese women. Paid and inefficient public services contribute to the vulnerability of Congolese women, who are forced to turn to customary practices that involve many forms of discrimination against women. Some traditions that are still in progress legitimize humiliating and violent practices.²²
33. The national machinery for the advancement of women is in place. RoC has a Ministry for the Advancement of Women and the Integration of Women in Development, which acts in the three

¹⁵<https://www.unesco.org/education/edurights/media/docs/92f778ee582de4ac6e66b684f60ec92e94f1afde.pdf>

¹⁶ European Commission

¹⁷<http://docstore.ohchr.org/SelfServices/FilesHandler.ashx?enc=6QkG1d%2FPPRiCAqhKb7yhsoVqDbasinb8oXgzpEhivgUd9ucN2AlcNKhnE2G297Nri8mLTEI8r2IOQgFIBxoi%2Bv3T3CNR25fgPW3jqMeX8c%2FpHhR0UZaWjqNIS578jka>

¹⁸ https://www.ohchr.org/sites/default/files/Documents/Issues/IPeoples/SR/A-HRC-18-35-Add5_en.pdf

¹⁹ <https://leap.unep.org/countries/cg/national-legislation/loi-ndeq-21-2018-du-21-2018-du-13-juin-2018-fixant-les-regles>

²⁰ UN Committee on the Elimination of Discrimination Against Women (CEDAW), *Concluding observations of the Committee on the Elimination of Discrimination against Women: Congo*, 14 April 2018, CEDAW/C/COG/Q/7/Add.1. Available at: <https://documents-dds-ny.un.org/doc/UNDOC/GEN/N18/258/87/PDF/N1825887.pdf?OpenElement>

²¹ <https://www.sgg.cg/JO/2022/congo-jo-2022-20.pdf>

²² Commission Européenne (2021). Plan d'action sur l'égalité entre les hommes et les femmes III – 2021-2025: Plan. De mise en oeuvre au niveau national – CLIP République du Congo

- main areas: equal opportunities, women's leadership and ending gender-based violence. Moreover, there are gender focal points within other Ministries.²³ A Women's Advisory Council is in place in the country. It is composed both by governmental representatives and civil society members. It has the prerogative of issuing opinion on women and girls' situation and presenting suggestions to the Government regarding women's promotion and development integration.²⁴
34. The National Development Plan (PND) 2022-2026 is a pivotal strategic document defining the orientations of the RoC in terms of development and it recognizes that inequalities between women and men are an obstacle to development and sets a goal to improve the inclusion of women.²⁵ In the last years, RoC has also implemented an important policy, the National Gender Policy (2017-2021) and its Action Plan (2017-2021), which encompassed two programs: the National Program for the Promotion of Women's Leadership in Politics and in public life in the Republic of Congo (2017-2021) and the Action Plan for improving the protection of the rights of women living with HIV (2017-2021). There are other sectorial policies that target women and girls: pregnant and breastfeeding women receive special attention at the National Strategic Framework for the Fight Against Malnutrition in Congo – Horizon 2025²⁶ and girls are exclusively target at the National Girls' Education Strategy²⁷ that is embedded at the wider Education Sector Strategy (2015-2025).
 35. Lately, RoC also included in the national budget of a budget line devoted to the promotion of gender equality and women's empowerment.²⁸ In 2020, based on surveys that indicated the high prevalence of sexual domestic violence, the country adopted a strategy to end gender-based violence, accompanied by an Action Plan for the period 2021-2025, which develops a cross-cutting approach and aims both to prevent the phenomenon, to penalize the perpetrators and to better take care of the victims.²⁹
 36. Despite significant gains in formal equality, gender inequality is rooted within the country and presented in many social, political, and economic indicators. The Republic of Congo (RoC) still holds the 153rd position out of 191 countries in Human Development Index 2021 (HDI), with the status of medium human development country. As stated at the table X below, RoC's Gender Development Index (GDI - 2021) is 0,934, which means medium equality in HDI achievements between women and men, regarding life expectancy at birth, education, and command over economic resources. Women in RoC have higher life expectancy, however, have less years of schooling and earn less than men.

²³ UN Committee on the Elimination of Discrimination Against Women (CEDAW), *Concluding observations of the Committee on the Elimination of Discrimination against Women: Congo*, 14 April 2018, CEDAW/C/COG/Q/7/Add.1. Available at: <https://documents-dds-ny.un.org/doc/UNDOC/GEN/N18/258/87/PDF/N1825887.pdf?OpenElement>

²⁴ <https://faolex.fao.org/docs/pdf/Con179654.pdf>

²⁵ Commission Européenne (2021). Plan d'action sur l'égalité entre les homme et les femme III – 2021-2025: Plan. De mise en oeuvre au niveau national – CLIP République du Congo

²⁶ Cadre Strategique de Lutte Contra la Malnutrition au Congo – Horizon 2025 – April, 2015. Available at: <https://faolex.fao.org/docs/pdf/con157341.pdf>

²⁷ Stratégie Nationale de Scolarisation de la Fille en Republique du Congo. Available at: <https://www.unicef.org/congo/media/591/file/STRATEGIE%20DE%20SCOLARISATION%20DE%20LA%20FILLE%20AU%20CONGO.pdf>

²⁸ https://archive.uneca.org/sites/default/files/uploaded-documents/Beijing25/congo-beijing25_report.pdf

²⁹ Commission Européenne (2021). Plan d'action sur l'égalité entre les homme et les femme III – 2021-2025: Plan. De mise en oeuvre au niveau national – CLIP République du Congo

Congo

2021 GDI value 0,934

GDI change from 2020 -0,002

	Female	Male	Gender gap
HDI Value	0,552	0,590	-0,039
Life Expectancy at Birth	64,9 years	62,1 years	2,8 years
Expected Years of Schooling	12,2 years	12,4 years	-0,2 years
Mean Years of Schooling	5,6 years	6,8 years	-1,2 years
Gross National Income Per Capita (2017 PPP\$)	2.532	3.247	-715

Source : <https://hdr.undp.org/gender-development-index#/indicies/GDI>

37. Both women and men in RoC face many challenges regarding basic poverty indicators, especially in terms of severe food insecurity that reaches 86,2% of adult women and 88,7% of adult men.³⁰ Nonetheless, women in RoC are specially disadvantaged when it comes to reproductive health, empowerment, and the labor market. The Gender Inequality Index (GII 2021) ranks RoC in the 147th position out of 170 countries, due to the high rate of maternal mortality and adolescent birth, the low level of gender parity in parliament and the persistent inequality in secondary education and in the labor force participation.

Congo

2021 GI value 0,564

GII change from 2020 -0,001

Maternal Mortality Ratio	378,0 death/100,000 live births		
Adolescent Birth Rate	103,6 births/1,000 women age 15-19		
	Female	Male	Gender gap
Share of seats in parliament	13,6%	86,4%	-72,7%
Population with at least some secondary education (age 25 and older)	48,0%	52,0%	-4,0%
Labour force participation rate (age 15 and older)	65,1%	67,6%	-2,5%

Source : <https://hdr.undp.org/data-center/thematic-composite-indices/gender-inequality-index#/indicies/GII>

38. The literacy rate in RoC has been increasing and has reached 81% of the total population in 2021, according to World Bank database. Women are less literate than men. Amongst all women ages 15 and above, 75% of them are literate.³¹ In terms of primary education, according to the Multiple Indicator Survey (MICS, 2015), 96% of children from 6 to 11 years-old were enrolled in primary education. From the total of children out of school, 3% were girls and 4% boys. However, the

³⁰ <https://data.unwomen.org/country/congo>

³¹ <https://data.worldbank.org/indicator/SE.ADT.1524.LT.MA.ZS?locations=CG>

- enrollment of secondary education is much lower. Only 67% of adolescents (12 to 18 years old) attends secondary education. Residence in rural areas, the mother's low education and poverty contribute to children not attending school. High level of early marriage, adolescent pregnancy and the maintenance of traditional gender roles also plays a role in adolescents' attainment, as girls compose 57,9% of the total of adolescents out of school.³² A third of women in RoC still marry early, which have a negative impact on school enrollment and attainment.³³
39. In the political sphere, women are still underrepresented, although there has been a slight progress in terms of gender equity in political representation. In departmental and municipal councils, the percentage of women increased from 15.69% in 2014 to 22.02% in 2017. The percentage of women increased from 19.44% of the 2012-2017 legislature to 20.83% in that of 2017 to 2022. In the National Assembly, from the 13th to the 14th legislature, the percentage of women went from 8.75% to 11.25%. In 2017, there was 8 women out of 35 ministers, i.e., 22.85%. Despite the recent close of gender gap in women's representation, RoC remains with the lowest rate of female parliamentarians in the country sub-region.³⁴
 40. From an economic point of view, women still face more difficulties than men as they represented 39,9% of the total labor force.³⁵ Female unemployment rate was at 24,71%³⁶, whereas the total unemployment rate was at 23,01% in 2020.³⁷ Women in RoC are the pillars of their families' economy. According to the General Census of Agriculture, they represent 54.4% of the active agricultural population. 28.6% of them lead agricultural households and 26.4% lead non-agricultural households. However, only 1.7% of women assume the responsibilities of village chief, compared to 98.3% for men.³⁸ Moreover, according to the EU³⁹ women only have access to less than a third of cultivated land and the land entrusted to them is often of lesser value and located on the outskirts of the village, which gives them an unfavorable position in relation to the men. EU report also mentions that women have poor access to fertilizers, seeds, irrigation, technology and information needed for productive agriculture.
 41. Gender-based violence (GBV) is another critical issue for women in RoC. It enjoys high social acceptance both by women and men. According to the GBV reports from DHS 2011/12⁴⁰, 73,1% of women believe that men have the right to beat them, and 75,8% of men justify GBV. This percentage reaches 75,8% for male adolescents (15 to 19 years).

Gender Context in McGovern-Dole Program FY21 Areas

42. The FY21 intervention will take place in rural areas of the following departments Bouenza, Cuvette, Lekoumou, Likouala, Plateaux, Sangha and Pool. Rural women in the Republic of Congo experience added disadvantage since they not only face the same discrimination as other women in the country, but also have limited access to basic social services due to their remote living conditions. The traditional gender roles and cultural beliefs in rural areas also reinforce the invisibility of women's roles and have an impact on use of and control over natural resources and services, which restrict opportunities in leadership and decision-making processes.
43. As an example of how cultural traditions can be more harmful to women and girls in rural areas is the fact that the prevalence of early marriage is higher in rural areas and in less advantage socio-

³² https://mics-surveys-prod.s3.amazonaws.com/MICS5/West%20and%20Central%20Africa/Congo/2014-2015/Final/Congo%202014-15%20MICS_French.pdf

³³ <https://openknowledge.worldbank.org/bitstream/handle/10986/25471/105914-BRI-ADD-SERIES-PUBLIC-HNP-Brief-Congo-Bazza-Profile-CM.pdf?sequence=1&isAllowed=y>

³⁴ https://archive.uneca.org/sites/default/files/uploaded-documents/Beijing25/congo-beijing25_report.pdf

³⁵ <http://wdi.worldbank.org/table/2.2>

³⁶ <https://www.statista.com/statistics/1235716/female-unemployment-rate-in-africa-by-country/>

³⁷ <http://wdi.worldbank.org/table/2.2>

³⁸ <https://www.fao.org/congo/actualites/detail-events/ar/c/1173913/>

³⁹ Commission Européenne (2021). Plan d'action sur l'égalité entre les hommes et les femmes III – 2021-2025 : Plan. De mise en oeuvre au niveau national – CLIP République du Congo

⁴⁰ <https://dhsprogram.com/methodology/survey/survey-display-388.cfm>

economic groups.⁴¹ A study commissioned by the World Bank in 2016 indicated that the incidence of women (age 18-22) who were married before 18 years of age is 43,3% and 11,5% of them were as young as 15 years old or younger.⁴² Amongst the departments of MDG21 intervention, Pool holds the highest rate of girls marrying under 18 years of age (54,7%), followed by Plateaux (46,1%) and Cuvette (43,7%).⁴³

44. Students' attainment is still a challenge, especially in rural areas, as most schools charge tuition despite legal provision of free primary education. Some MDG21 intervention departments have high rates of children out of primary education: Sangha and Lekoummon, whereas in Sangha 57,4% of children out of schools are boys and in Lemoummon 57,6% are girls. Rural girls face even more obstacles to enroll and to attain in school, as they tend to marry early, are subject to unfair treatment under customary laws and must carry out heavy household labor. Likoula and Plateaux Department have the highest gender gap in adolescents (12-18 years) out of school. Respectively, 71% and 68,1% of all adolescents out of secondary education are girls. The Departments of Bouenza, Lemoumon and Sangha also have gender inequality in adolescent attainment rate in secondary education in relation to the National rate.⁴⁴
45. The Republic of Congo is divided into two main groups: the indigenous / autochthone populations and the Bantu. The indigenous population is estimated to be between 1.4% to 10% of RoC's population. The wide range between the numbers is due to lack of a specific census of indigenous population in the country, which is already evidence of the discrimination and marginalization faced by this population.⁴⁵ The MDG21 Departments of Lékoumou, Likouala, Sangha and Plateaux are where the indigenous populations are mostly concentrated in. Indigenous children face many difficulties to education, as roughly 65% of indigenous adolescents are out of school, according to an UNFPA report.⁴⁶ The International Work Group for Indigenous Affairs (IWGIA) points out that the rights of indigenous women in RoC are constantly violated as they face risk of contemporary slavery and deal with the barriers in accessing healthcare services, in enrolling and retaining girls in schools. Moreover, health indicators highlight the vulnerability of the indigenous women, as 75% of indigenous women give birth at home (compared to 85% of women nationally who give birth at a healthcare center). and 50% of indigenous girls experience their first sexual encounter by the age of 13 (in the general population, the rate is at 31%).⁴⁷

⁴¹<https://openknowledge.worldbank.org/bitstream/handle/10986/25471/105914-BRI-ADD-SERIES-PUBLIC-HNP-Brief-Congo-Bazza-Profile-CM.pdf?sequence=1&isAllowed=y>

⁴² [idem](#)

⁴³ [idem](#)

⁴⁴ https://mics-surveys-prod.s3.amazonaws.com/MICS5/West%20and%20Central%20Africa/Congo/2014-2015/Final/Congo%202014-15%20MICS_French.pdf

⁴⁵ <https://www.iwgia.org/en/republic-of-congo/3591-iw-2020-republic-of-the-congo.html>

⁴⁶ <https://www.iwgia.org/en/republic-of-congo/4641-iw-2022-republic-of-the-congo.html>

⁴⁷ <https://www.iwgia.org/en/republic-of-congo/4641-iw-2022-republic-of-the-congo.html>

Annex 3. Methodology

46. WFP decentralized evaluations must conform to WFP and UNEG ethical standards and norms. The contractors undertaking the evaluations are responsible for safeguarding and ensuring ethics at all stages of the evaluation cycle. This includes, but is not limited to, ensuring informed consent, protecting privacy, confidentiality and anonymity of participants, ensuring cultural sensitivity, respecting the autonomy of participants, ensuring fair recruitment of participants (including women and socially excluded groups) and ensuring that the evaluation results in no harm to participants or their communities.

Evaluation criteria and questions

47. This section details the evaluation criteria and evaluation questions – “what” was evaluated.
48. The **midterm** and **endline** evaluations will use the Organisation for Economic Co-operation and Development / Development Assistance Committee (OECD/DAC) criteria of relevance, coherence, effectiveness, efficiency, impact and sustainability to guide and develop the evaluation. The OAG team will conduct analysis that highlights gender, age, and broader equity issues within the context of the program in the three phases.

Baseline Evaluation criteria

49. The baseline evaluation questions are noted for the baseline indicator values. The evaluation used the criteria of coverage, equity, and human rights. We integrated gender equality and empowerment of women throughout the evaluation including in the analysis of all evaluation questions. Additionally, the principles of independence, technical rigour, transparency, validity, reliability, partnership, and usability were safeguarded in this evaluation.

Baseline Evaluation questions

50. The baseline study answered the following key questions:
 1. What are the baseline values for each indicator in the performance monitoring plan? Do the indicators reflect McGovern-Dole project’s commitments on gender equality and social equity? Are the indicators appropriate for measuring the results of the program? Do the indicators require adjustment or do additional custom indicators need to be included?
 2. Based on the stated objectives of the McGovern-Dole project, are the targets set for each indicator clear, realistic, and achievable considering the baseline? How is the theory of change / logic design aligned with the result framework?
 3. What are the key success factors for efficient and effective M&E of the program? What are the enabling or hindering factors for effective monitoring and evaluation of the programme? What factors could impact on the reliability and accessibility of monitoring and evaluation data?
 4. To what extent is the environment in the implementation area conducive to learning and child development for boys, girls and indigenous children? What factors make the environment more or less conducive to learning? To what extent is education considered important by parents and communities for both boys and girls?
 5. To what extent are farmers, women’s farmers cooperatives, traders, and other suppliers in the implementation area equipped (with skills, infrastructure, and inputs) and capable of providing a reliable and sustainable supply of high-quality food commodities to local schools? How are farmers and women’s farmers cooperatives structured and organised?
 6. To what extent are the Government and school communities equipped with the relevant skills and capacity to manage and implement a nutrition-sensitive and holistic National School Feeding

Program (NSFP)? What are the current capacity gaps and strengths of the NSFP? What activities need to be undertaken to address the capacity gaps?

51. The evaluation questions reflect those in the ToR with some text added to mainstream gender and inclusion. Details of how the questions were addressed are found in the baseline study matrix in Annex 7.

Methodological approach

Overall Evaluation approach

52. In terms of the overall evaluation, with regard to the three phased approach, the goal of the evaluation is not only to appreciate if the strategies of the WFP McGovern-Dole Funded School Feeding Programme in the RoC from 2023 to 2026 worked, but also how they worked, where, why and for whom. This perspective of evaluating is especially important to effectively inform learning, accountability and future interventions. The best way to respond to this is to use a **mixed methods approach**: combining qualitative and quantitative methods. We understand from the TOR that this is what the project is aiming for, especially in the assessment of the program impact; and also given the fact that a theory of change was developed – an essential element in a mixed methods approach.
53. The evaluation team followed a **participatory and consultative evaluation approach**, ensuring meaningful participation of all relevant stakeholders, especially girls and women and other vulnerable groups. We ensured through the use of mixed methods that women, girls, men and boys from different stakeholder’s groups participated and that their different voices were heard and used.
54. We believe that the participation of direct and indirect beneficiaries, especially women, and the indigenous groups, has helped us enhance the transparency, validity, reliability and usability of the evaluation results. The evaluation explored gender equality with a multilevel approach, reviewing how the McGovern-Dole school feeding interventions have made practical and strategic considerations for women’s and girls’ needs.⁴⁸ The evaluation team fully included national/ local experts especially women in the fieldwork. Feedback was actively sought on the evaluation methodology and tools from the EMs and the Evaluation Reference Group (ERG) for fine-tuning of the evaluation protocol at baseline.
55. Gender and age sensitive approaches were adopted in the design of data gathering and analysis tools, sampling for primary qualitative data collection, and developing ethical and safety measures. With regards to the Convention on the Rights of the Child,¹ the evaluation team ensured adequate engagement of children and adolescents throughout the evaluation process.
56. The evaluation team ensured that we maintained the principles of **independence** and **impartiality** in respect to the program under review, and that none of us have been or will be involved in its implementation or any other phase. Additionally, in order to ensure validity, reliability and usability of the study findings, we followed the following principles during the study:
 - ▶ Regular consultations with WFP and government stakeholders including in relation to data availability and completeness, the results framework, the methodology and the sampling procedures, as set out in the ToR.
 - ▶ The evaluation team ensured the study was conducted with high professional and rigorous standards, with open and enquiring minds, and well-written reports.
 - ▶ The views of all stakeholders (communities, PTAs, indigenous groups, SHF groups, government focal points etc.) were sought and taken into account through qualitative methods.
 - ▶ We took a balanced combination of a data-driven and a research-driven approach towards this assignment.

⁴⁸ <https://www.unicef.org/child-rights-convention/convention-text>

- ▶ Triangulation of different data was implemented, results from the quantitative data were explained further by the results deriving from the qualitative data obtained during the field work.

Evaluation design

57. For the overall evaluation we will use a **quasi-experimental longitudinal panel design** which will track a cohort of schools and students in the program over the project's life (2023-2026). The ToR specifically asks for adequate assessment of the evaluation (midterm and endline) OECD-DAC criteria related to performance and results of McGovern-Dole project over the three to four years of implementation in making a difference in education Outcomes and impact indicators for government, schools, children, farmers and communities' transformation; and to provide explanations about successes or shortfalls if any. The design has been developed to simulate a **'before and after'** approach and a **with /without** comparison.
58. This baseline study has been used to create the **'before'** component. We carried out a **cross-sectional exploratory study using mixed methods**. These included student surveys (with pupils starting from the second primary school class level) and school surveys (with head teachers, school cooks, parent- teacher associations), Focus group discussions with community men and women, girls and boys; and key informant interviews with WFP, government, UNICEF, UNIESCO, CRS and other stakeholders, In order to get more insight into the situation in 2022, we reviewed available endline evaluation of the FY17 cycle and other data from program documents including the PMP.
59. A real **'with/without'** comparison of intervention areas versus non-intervention areas was also carried out in this baseline. The program monitoring data was used to sample intervention communities and schools as well as comparison schools.
60. We employed a **concurrent design** for the systematic use of **mixed methods**. The **qualitative** research component provided an understanding of relationships, trends, and patterns emerging from the quantitative component and helped us triangulate survey results to confirm, dispute, or provide answers to contradictory and unexpected results from the quantitative evaluation. Using this mixed-methods approach, quantitative evidence has been complemented by narrative statements collected directly from parents, head teachers, teachers, girl beneficiaries, and relevant government stakeholders, and communities via focus group discussions (FGDs) and semi-structured / key informant interviews.

Baseline Evaluation methods

Quantitative methods

61. **School Survey** – targeted beneficiary school children from sampled primary schools in the intervention districts. Schools were also sampled from non-intervention districts for the survey to enable a comparison with non-beneficiaries of the program. The school survey comprised of student survey (with pupils at the second primary school class level) and surveys of head teachers, school cooks and parent- teacher associations. Schools that were used at FY17 endline were excluded from the FY21 baseline without introduction of any systematic error or bias.
62. **Secondary quantitative data analysis** - Secondary data composed of previous program reports, data collected from partners, or previous studies have been reviewed before structuring primary data collection. The existing data was reviewed in relation to the indicators the McGovern-Dole project want to measure to ascertain whether it provides the appropriate information.

Qualitative methods

63. **Desk review** has been carried out - on program documents including national and international literature; existing studies at national and district level and documents from government ministries: (organizational, country levels, etc.) and continues to be used to inform different stages of the evaluation. This has been supported by Orientation Meeting with the Evaluation team facilitated by WFP; as well as preliminary discussions with WFP program and evaluation managers and the

Evaluation Reference Group (ERG) to provide additional context and clarifications during this inception phase. Overall, the documents reviewed display a clear presentation of the objectives of the program and the underlying theory of change. All the stakeholders and their roles are clearly defined. The PMP indicators provides information on how progress towards the achievement of results will be measured. However, the desk review did not yet provide information on (i) the key success factors for effective/efficient monitoring/evaluation of the program, (ii) all the factors that could have an impact on the reliability and accessibility of monitoring/evaluation data, (iii) the factors that make the environment conducive to learning (iv) the capacities of farmers and traders to sustainably supply schools with quality food, (v) the challenges faced by the Government and communities to ensure the implementation of the National School Feeding Programme. The baseline study helped to fill these gaps.

64. **Key Informant Interviews (KIIs)** were used to collect in-depth information regarding the program from a wide variety of key stakeholders including WFP, UNICEF, UNIESCO, CRS, NGOs and governmental stakeholders at national, departmental and district levels; and USDA program analysts. The KIIs were used to get information on the extent to which the environment is conducive for learning and child development; the monitoring and evaluation of the school feeding program, the capacity of farmers and other suppliers to supply quality food commodities to local schools; the capacity of the government and the school communities to manage and implement the program; and areas for improvement.
65. Participatory **Focus Group Discussions (FGDs)** with school children (girls and boys); parents/caregivers (community men and women grouped separately to promote open and active participation); and farmers, traders, suppliers, community leaders, indigenous local authorities, farmers and school management committees and teachers were carried out to explore household decision making on education, communities' views/prioritisation of education vis a vis other urgent priorities; as well as the extent to which the environment is conducive for learning and child development including for girls and indigenous groups; the capacity of farmers and other suppliers to supply quality food commodities to local schools; the capacity of the government and the school communities to manage and implement the program; and areas for improvement.
66. **Direct Observation** of classrooms and learning environments was carried out using observation guides and checklists to collect data at baseline. This included availability of school canteens/functionality of canteens, access to drinking water, presence of improved, separate sanitation facilities for boys and girls and also the local food supply chains and community fields, etc.

Sampling

67. The program will reach 65,000 students equally distributed between girls and boys in 354 primary schools across the seven McGovern-Dole priority, food insecure and impoverished districts or geographical areas in Congo. The quantitative data was collected via survey and included both student surveys (with pupils at the second primary school class level at baseline) and surveys with school head teachers, school cooks, and heads of parent- teacher associations. The qualitative data targeted key stakeholders from government and other stakeholders at central and departmental level through key informant interviews and focus group sessions to analyse and triangulate program implementation data.

Quantitative samples

1. A two-stage sampling design was used to determine the study sample. In the first stage, schools were selected and in the second stage students were drawn from the selected schools. The sampling frame for the schools was generated from the list of schools benefiting from the FY21 project's interventions. This list included the ORA schools and the schools with handwashing interventions. However, as mentioned above, we first removed all the schools that were part of the FY17 endline evaluation sample from this list. Thus, 9 schools were removed, reducing the sampling frame to a total of 300 schools in the seven target departments of the project. The number of schools for the

treatment group in each department was drawn systematically and independently with a probability proportional to the number of pupils in the department. In each selected school, the list of pupils in the second year of primary school formed the sampling frame for the pupils.

68. The quantitative sampling strategy focused on the longitudinal panel design of the overall evaluation to ensure rigour from baseline to endline. Since this evaluation involves estimation of changes in programme outcomes over time between treatment and comparison groups, we utilised the power calculation programming approach which provided estimates of how large samples needed to be in each of the study groups. In practice, power calculations are usually performed using statistical packages,⁴⁹ and researchers are particularly advised to use any of the available statistical software for estimating the required samples.⁵⁰ In most large education and household-based studies including impact evaluation, multi-stage designs are usually adapted which in turn requires accounting for the design effect on the standard errors of program impact estimates.⁵¹ In this baseline evaluation, the schools constituted the clusters from which samples of students were selected. As a result, in running the power calculation programme, we used STATA “cluster sampsi” based on the following parameters:

α = 5% alpha (acceptable error rate)

β = 80% power

rho = intra-cluster correlation of 0.1

base correl = coefficient of variation of 0.5

SD = 2.5 standard deviation per arm.

P = Set at 50% which yields the maximum sample size since the percentage of the population with the characteristics of desired change is not clearly known at this point. The minimum detectable effect was also calculated.

69. In addition, we also indicated a desired average school sample size of 8 students (4 girls; 4 boys) for the student survey component of the study. The above produced a sample size of 896 students per study group (treatment and comparison group each) and a minimum of 112 schools study group across the geographical locations of the programme in Congo. This also resulted in a design effect of 1.7. This indicated that a minimum total of 1,792 pupils (i.e., 896 pupils per study group) to be interviewed in all the 224 schools (i.e. 112 sampled schools per study group) at baseline and endline for the student survey. In addition, school head teachers, school cooks and heads of the school parent-teacher associations (PTA) were to be interviewed as part of the school survey in each of the 112 sampled schools each for treatment and comparison schools at baseline and endline (see Table 44).

Table 1: Distribution of ‘minimum’ required samples for student and school surveys at baseline, midline and endline

Primary beneficiaries	Baseline sample size	Mid-term sample size	sample	Endline sample size	sample
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⁴⁹ White, Howard and S. Sabarwal (2014). Quasi-Experimental Design and Methods.

⁵⁰ Charan J., Biswas T (2013). How to calculate sample size for different study designs in medical research? Indian J. Psychol. Med. 2013;35(2):121.

⁵¹ Hedges, L. V., & Rhoads, C. (2010). Statistical power analysis in education research (NCSE 2010-3006). Washington, DC: U.S. Department of Education, Institute for Education Sciences.

	Treatment groups	Comparison groups	Treatment group	Comparison group	Treatment groups	Comparison groups
Student survey (Boys and girls in the last primary school grade level).	896	896	896	NA	896	896
School head teachers survey	112	NA	112	NA	112	NA
School cooks survey	112	NA	112	NA	112	NA
School PTA heads survey	112	NA	112	NA	112	NA

School survey with school head teachers, school cooks and heads of the school parent-teacher association per school

70. Since the aim of the midterm evaluation is to help to draw lessons which will inform operational and strategic decision-making and adjustments that include any course correction measures by WFP and/or USDA before the project endline, we therefore propose to only follow-up with the treatment group at midline. Targeting only the program beneficiaries (treatment group) at midline will also help the project to save cost and still achieve the project objectives. Therefore, a total of 896 students from a minimum of 112 project schools will be covered at mid-term evaluation for the student survey (see Table 6). In addition, school survey covering school head teachers, school cooks and heads of the school parent-teacher association will also be conducted in treatment group only during the mid-term evaluation; while both treatment and comparison groups will be covered at endline.
71. **Adjusted sample size for baseline student survey:** To account for possible attrition of the sampled students for the evaluation between baseline and endline, we sampled higher number of students at baseline than the minimum samples of 896 students required (see Table 45). This extra sample also depended on the fiscal considerations during the negotiations with the local partner. As indicated in Table 45, the number of pupils for the student survey at baseline was increased from the target of 896 students per study group (as indicated above) to a possible total of 1,120 students at baseline. On the average, this translates to interviewing 10 pupils per sampled school instead of 8 pupils per school required at endline as stated above. This also meant that additional 224 pupils was planned to be interviewed at baseline in each of the study groups (treatment and comparison groups).
72. The cohort of 1,120 P2 students to be surveyed in the treatment study group at baseline would be followed up at midline in October 2024 and endline in 2026, while the cohort of 1,120 P2 students to be surveyed in the comparison study group at baseline would be followed up during the endline evaluation in line with the study designs. These cohorts are from different schools than those surveyed in the FY17 endline evaluation. Therefore, having accounted for attrition of students from the programme by increasing the number of survey participants at baseline, our assumptions was that we would be able to cover the minimum required sample size of 896 pupils for the study at endline as indicated in Table 45

Table 2: Distribution of 'minimum required samples for student and school surveys at baseline

S/N	Department	Number of schools planned	Number of children planned	Number of sampled schools (proportionally distributed to size of each department)	Number of students per school for interview	Number of students per department per study group	Total number of students per department in both treatment and comparison groups
1.	Bouenza	60	16344	19	10	190	380
2.	Cuvette	23	2186	7	10	70	140
3.	Lekoumou	74	11079	23	10	230	460

4.	Likouala	16	4350	5	10	50	100
5.	Plateaux	52	6655	17	10	170	340
6.	Sangha	22	3299	7	10	70	140
7.	Pool	107	21085	34	10	340	680
		354	64 998	112	10	1 120	2 240

73. A list of replacement schools was also drawn up using the same process. However, unlike the main sample, the number of replacement schools was fixed at three schools per department. The sampled schools were observed for McGovern-Dole project outcomes. Desk study was used to augment analysis of these outcomes.
74. Due to access difficulties in certain departments caused by heavy rainfall at the time of the survey, the partners in charge of data collection, i.e. the Institut National de la Statistique (INS) and the PASEC team, felt that the time allowed for data collection would not be sufficient. In view of this difficulty, it was decided by mutual agreement to exclude the Cuvette department, which presented the highest risk. In addition, the number of schools to be surveyed was reduced from 224 to 85 for both groups. The number of pupils to be surveyed per school was increased from 10 to 25, for a total of 2,125 pupils. These adjustments resulted in the following breakdown, displayed in table 46:

Table 3: Adjusted sampling for student and school surveys at baseline

S/N	Department	Number of schools planned	Number of children planned	Number of sampled schools in the Treatment group	Number of sampled schools in the control group	Number of sampled schools	Number of students per school for interview	Total number of students per department in both treatment and comparison groups
1.	Bouenza	60	16344	8	8	16	25	400
2.	Lekoumou	74	11079	10	9	19	25	475
3.	Likouala	16	4350	3	3	6	25	150
4.	Plateaux	52	6655	7	7	14	25	350
5.	Sangha	22	3299	11	9	20	25	500
6.	Pool	107	21085	5	5	10	25	250
		354	64 998	44	41	85	25	2125

75. The cluster sampling method used here has a major advantage in terms of cost. However, its main limitation is that it is more prone to **sampling error**. In this case, two types of sampling error are possible: 1) **non-response error** - the survey is conducted in a school setting and the selected students were free to respond or not to the questionnaire. Although provision was made for replacement, if it is found that there are similarities between children who chose not to participate in the survey, then this may affect the representativeness of the sample. 2) Sample size error: the target sample size is less than 2% of the target population. Although this has an economic advantage, it is a relatively small proportion making it difficult to select a sample that is truly representative of the target group. We addressed these potential limitations by ensuring rigour in the selection and replacement of students.
76. Tables 47 and 48 display what was planned and achieved in the surveys of school children, directors, teachers, cooks, and PTAs in intervention and comparison areas respectively. The data was collected almost at the end of the school year. Despite communication about the survey, it proved difficult to gather the required number of pupils in each school surveyed. In addition, the cooks, who no longer had much of a role to play in the schools in the absence of the pupils, were also absent

when the interviewers visited. this explains the low response rate observed for these two targets. Table 49 shows the number of pupils surveyed by type of school, sex.

Table 4: Intervention Group – planned and achieved surveys

INTERVENTION GROUP																		
Department	SCHOOLS		QUESTIONNAIRES															
	Number of schools Selected	School Observations	Class Observations	Directors			Teachers			Students			PTA			Cooks		
				F	M	T	F	M	T	F	M	T	F	M	T	F	M	T
Bouenza	8	8	9	1	7	8	3	14	17	52	64	116	0	8	8	5	0	5
Lékoumou	10	10	14	4	6	10	4	13	17	78	81	159	2	10	12	6	1	7
Likouala	3	3	6	1	2	3	1	5	6	35	37	72	0	3	3	5	0	5
Plateaux	7	7	10	2	6	8	5	10	15	57	62	119	0	7	7	5	0	5
Pool	11	11	19	3	9	12	9	14	23	99	83	182	0	10	10	3	0	3
Sangha	5	5	10	1	4	5	5	5	10	46	52	98	0	4	4	0	0	10
Number of questionnaires expected		44	88	44			88			1100			44			44		
Number of questionnaires received		44	68	44			88			746			44			25		
Return rate		100,0%	77,3%	100,0%			92,9%			67,8%			100,0%			56,8%		

Table 5: Comparison Group – planned and achieved surveys

COMPARISON GROUP																		
Department	SCHOOLS		QUESTIONNAIRES															
	Number of schools Selected	School Observations	Class Observations	Directors			Teachers			Students			PTA			Cooks		
				F	M	T	F	M	T	F	M	T	F	M	T	F	M	T
Bouenza	8	8	8	1	7	8	4	10	14	69	75	144	0	8	8	3	0	3
Lékoumou	9	9	11	3	4	7	7	5	12	88	65	153	3	3	6	0	2	2
Likouala	3	3	8		4	4	3	5	8	24	35	59	0	4	4	0	0	0
Plateaux	7	7	4	1	5	6	2	8	10	43	41	84	0	4	4	0	0	0
Pool	9	9	13	1	7	8	3	12	15	57	62	119	0	6	6	0	0	0
Sangha	5	5	10	1	4	5	5	5	10	49	40	89	0	0	0	3	2	5

Number of questionnaires expected	41	82	41	82	1025	41	41
Number of questionnaires received	41	54	38	69	648	28	5
Return rate	98,8%	65,9%	92,7%	92,9%	63,2%	68,3%	12,2%

Table 6: Number of pupils surveyed by type of school, sex

Department	Experimental schools				Control schools				Aboriginal				Grand total	
	Boys	Daughters	Total1	Parity index/boy	Boys	Daughters	Total2	Parity index/boy	Boys	Daughters	Total3	Parity index/boy		
Bouenza	64	52	116	0,81	75	69	146	0,92	8	2	10	0,25	270	
Likouala	37	35	72	0,95	35	24	60	0,69	0	0	0	0	133	
Lekoumou	81	78	159	0,96	65	88	155	1,35	0	0	0	0	313	
Sangha	56	48	104	0,86	36	47	84	1,31	13	17	30	1,31	217	
Trays	69	67	136	0,97	34	33	67	0,97	0	0	0	0	203	
Pool	84	98	182	1,17	52	57	119	1,1	3	5	8	2,5	309	
Total	391	378	769	1,02	306	319	625	1,04	24	24	48	1,00	1394 of which 48 are indigenous	
% of boys' participation			50,85%		% of boys' participation			48,80%		% of boys' participation			50%	
% overall participation of boys													49, 83	

77. **Qualitative sampling** was largely convenient and purposive and was employed for the selection of Key Informants Interview (KIIs) and Focused Group Discussion (FGDs) participants. This was carried out using the criteria of gender, function, organization, and interaction with the McGovern-Dole project interventions. The selection of the respondents and participants was carried out in collaboration with McGovern-Dole Project implementers and stakeholders as well as community mobilizers). Purposive sampling for the FGDs was carried out using the criteria of occupation, gender, age, marital status, location, vulnerability including disability, autochone populations and role in the McGovern-Dole project interventions. This ensured that different groups in the program were well represented and allowed for diversity of opinions. A total of 42 KII and 28 FGDs were conducted. The list of interviewees and focus groups are elaborated in Annexes 18 and 19.

Data collection

78. The evaluation design used a mix of quantitative and qualitative methods, secondary and primary data collection, interpreted and analysed in order to answer the evaluation questions at baseline.

Recruitment of local research partner, training of research assistants and pre-testing of tools

79. We enlisted the services of field researchers in Congo via local research organisations experienced in conducting school-based surveys. OAG carried out data collection in collaboration with the National Institute of Statistics (INS) and PASEC. Field level research assistants were selected based on their demonstrated experience in collecting qualitative data including via virtual platforms, educational background, and language proficiency. We ensured that gender sensitive approaches were used especially in the interviews of women and in consideration of the context. We carried

out a 4-day training (including 1 day' pilot) with the local partner and research assistants. Pre-testing of tools checked response procedures for each question, probing, recording and storing data following agreed procedures. Tools were reviewed and adapted further based on the feedback from the pre-test. The INS collected the data using digital tools, which gave us the opportunity to instantly fill in any missing data. At the end of the data collection, we processed the data with the support of the INS, which followed up with respondents whenever possible. With regard to the data collected by PASEC, we simply replaced the blanks with 0 as this was a test.

Quantitative data collection methods and tools

80. **Student Survey** - This consisted of primary data collection to measure learning outcomes of pupils/students. We assessed the abilities of the pupils on numeracy and literacy at baseline using student school-based assessment surveys {Early Grade Reading Assessment (EGRA) and Early Grade Mathematics Assessment (EGMA)} in order to measure their learning outcomes.
81. **Early Grade Reading Assessment (EGRA) and Early Grade Mathematics Assessment (EGMA)** EGRA is an individually administered oral assessment of the most basic foundation skills for literacy acquisition in early grades. The assessment focuses on what it labels the "three early stages of reading acquisition": emergent literacy (birth to grade 1), decoding (beginning grade 1) and confirmation and fluency (end of grade 1 to end of grade 3). The assessment requires about 15 minutes to administer per child.
82. The first task aims to verify the acquisition of basic alphabetic principles through the names/sounds of letters in pupils (phonemic awareness). In the end, we will obtain the average number of letters read by each student per minute. The second task is to read 50 familiar words from the textbooks in the program. Eventually, the target indicator will relate to the measurement of the number of words correctly read after one minute. The aim was to measure the reading speed of these words made up of one or two syllables at most in the two languages of instruction. The reading of the invented word, the subject of the third task, aims to check the pupils' ability to decipher and decode words. An "invented word" should be understood to mean a word which has no meaning in the language of instruction but which respects the structure of existing words. Reading text confirms reading accuracy and speed. It is a question of reading aloud, a short text between and seventy-five words telling a story related to the interest and the experience of the students. Comprehension is checked on the portion of text read in the allotted time. We make sure that the vocabulary and grammar are adapted to the level of the students. The student is asked to answer five questions, four of which are contextual and the last requiring inference. This task is not timed. The purpose is to measure the effect of reading fluency on text comprehension. - Listening comprehension: In this task, the administrator reads a short text and then asks the student comprehension questions. The purpose is to check the student's level of oral comprehension. This task verifies whether students' performance in previous tasks is due to pupils' impairment in the decoding mechanism or other language barriers.
83. EGMA is a one-on-one oral assessment designed to measure a student's foundation skills in numeracy and mathematics in the early grades. The instrument was first developed by the Research Triangle Institute (RTI) International⁵² EGMA measures essential early mathematical knowledge and skills that are foundational to more advanced mathematical abilities, prognostic of later achievement, and teachable. EGMA includes four cognitive subdomains to be assessed, accompanied by eight subtests. These subtests are Number Identification, Number Discrimination, Missing Number, Addition Level 1, Addition Level 2, Subtraction Level 1, Subtraction Level 2 and Word Problem. The EGRA and EGMA tools to be used in this evaluation are included in Annex 8.
84. **Survey of head teachers, school cooks and parent- teacher associations** – This was carried out using structured questionnaires in sampled schools across the focal districts to collect data on improved health and dietary practices through infrastructure improvements, alleviated short term

⁵² RTI International, 2014

hunger of school children through the provision of school meals, improved literacy capabilities of students and enhanced school leadership capacity, through school feeding and related activities.

85. **Direct observation including classroom observations** This was carried out via observation guides and checklists to collect data at baseline. The observations included the availability of school canteens/functionality of canteens, access to drinking water, presence of improved, separate sanitation facilities for boys and girls and also the local food supply chains and community fields. The quantitative data collection tools are displayed in Annex 8.

Qualitative data collection methods and tools

86. **Desk study and literature review** - were carried out - on programme documents; existing studies at national and district level and documents from government ministries: (organisational, country levels, etc). This included review of the new National Development Plan 2022-2026 to ensure that the programme is relevant and in line with the government priorities. Other internal documents reviewed include the program log frame/results framework, all past McGovern-Dole FY17 evaluations (baseline, midterm), the Annual Country Reports (ACR) from 2019 to 2021, the WFP country strategic plan, qualitative reports on integrated programming between different WFP programmes activities. Other documents from the government include the National Education Strategy, the National School Feeding Policy, the SABER, and students reading, and maths skill assessments conducted previously by the government in coordination with World Bank and other UN agencies. Information was identified that informed data collection tools, internal and external determinants in the context and in the implementation of the program that might have influenced results.
87. **Key Informant Interviews** - were carried out using topic guides. The questions were framed to elicit informed opinions from the internal and external stakeholders at the baseline including those who have had leading roles in the program at WFP HQ, regional, country and program intervention locations.
88. **Focused Group Discussions** – were varied and included school children (Girls and Boys) and Adults (fathers and mothers) purposively sampled to participate with the support of country program staff, community gatekeepers and mobilizers. FGDs were also be carried out with indigenous people, teachers and farmer groups, at baseline. Data was collected using topic guides by trained qualitative data collectors. Each FGD had between 8-10 participants and where possible were held separately for the different sexes to ensure women did not hesitate to discuss their views in front of men. The FGDs were audio-recorded. Groups of people involved are summarised in the qualitative sample in Annex 21. The qualitative data collection tools are displayed in Annexes 9-12

Data analysis

Quantitative Data Analysis

89. Two types of analysis were carried out as part of this baseline Evaluation: descriptive analysis, which provided a synthesis of the data collected, and exploratory analysis, which highlighted relationships between certain variables. To achieve this, two software packages were used: SPSS (Statistical Package for the Social Sciences) and Excel. Frequencies, central tendency characteristics, statistical tests and reduction of items in a dimension were calculated using SPSS. The statistical tests carried out were mainly Student's t-test, ANOVA (Analysis of Variance) and Pearson's chi 2 test. In addition, Excel was used to generate the tables with its TCD (Tableau croisé dynamique) tool, and to construct the graphs.

Measurement of Students Proficiency in Literacy and Numeracy

90. The EGRA/EGMA data was analysed using SPSS and EXCEL. The first step was to analyse children's performance by task for reading and arithmetic in the intervention and control groups. These performances were disaggregated by department and by sex in order to gain a better understanding of the disparities. A synthetic indicator was then calculated for numeracy and literacy

in both groups. The thresholds set made it possible to classify the children in three broad categories, namely the lower level, the average level and the higher level. A descriptive analysis was used to determine the percentage of children in each category for the two groups. Within the intervention and control groups, we also disaggregated this indicator by department, gender and populations (autochone and non-autochone). A test of equality of means was carried out between groups, sexes and types to highlight the existence of differences between the reading and numeracy performance of children in the groups and within the groups between male and female children on the one hand and autochthonous and non- autochthonous children on the other.

Quantitative analysis of item responses

91. Analysis of item responses confirms that the assessment tests are working properly. Reliability tests established good internal consistency for each discipline. Indeed, Cronbach's alphas on language (0,80) and mathematics (0,85) tests are above 0.7 (desirable threshold). This assessment provides us with reliable information on the academic achievements of students in CP classes measured on the selected sample. Concerning the measurement of the reliability of the EGRA test, the calculation of Cronbach's alphas makes it possible to realize that all the tasks are built in a coherent way and make it possible to measure the skills of the pupils according to the table above.

Table 7: Quantitative analysis of item responses

EGRA subtests	Cronbach's Alpha	EGMA subtests	Alpha Cronbach
Name of letters read	0.74	Identifying Numbers	0.86
Sound of letters read	0.78	Comparison of numbers	0.85
Familiar words read	0.75	Number missing	0.83
Invented words read	0.77	Addition level 1	0.83
Connected words read	0.79	Addition of level 2	0.82
Listening comprehension	0.78	Level 1 Subtraction	0.84
Reading comprehension	0.78	Level 2 Subtraction	0.83
		Problems	0.82

In terms of measuring the reliability of EGRA tests, the calculation of Cronbach's alphas accounts for the consistent construction of all tasks to effectively measure pupils' skills. The calculation of Cronbach's alphas in mathematics reveals that the EGMA test performed well overall and that reliability is guaranteed with coefficients well above 0.70 The "missing number" task has low reliability but remains within the accepted limit

Qualitative Analysis

92. FGD and SSIs (including KII) were audio-recorded and transcribed. Data was analyzed using Excel software. An inductive approach and open thematic coding will be used. Transcripts were read and thematized by five qualitative assistants, using common themes and sub-themes according to the evaluation matrix and topic guides. Analysis was conducted iteratively by the qualitative experts using a three-pronged approach: "noticing, collecting, and thinking".⁵³ We also identified emerging themes while coding and labelling of qualitative data. Analysis of the findings was guided by the baseline study matrix.

⁵³ Seidel J.V Qualitative Data Analysis 1998 <http://eer.engin.umich.edu/wpcontent/uploads/sites/443/2019/08/Seidel-Qualitative-Data-Analysis.pdf>

Gender. Equality and Women's Empowerment Analysis

93. All data was sex-disaggregated and, subject to data availability, other drivers were taken into account, such as age, ethnicity, disability, displacement, etc. to inform a comprehensive gender analysis. The Gender Equality and Women's Empowerment (GEWE) Analysis for the Baseline Evaluation is a participatory tool that aims to understand the differences between women, men, boys and girls related to their social roles, division of labour, distribution of resources, decision-making abilities, opportunities, barriers and power relations. The GEWE relied both on secondary data (DHS, MICS, UNESCO Institute for Statistics (UIS) World Development Indicators (WDI) etc.) and on primary data (FGDs, KIIs and direct observation). As for the primary data collection, the ET conducted a gender rapid assessment during field visits to gather evidence on gender-related attitudes, practices, stereotypes within school, households, and communities. The GEWE analysis aimed at:

- Identifying gender-related issues that emerged along the GEWE analysis that was overlooked in the programme design;
- Detecting which data should be collected to better monitor gender-related impacts of the programme
- Certifying that the programme has no potential unintentional negative gender impact.
- Detecting opportunities to enhance the programme reach in promoting GEWE.

The findings of the analysis have been incorporated to the baseline evaluation and suggestions on adjustments to the MDG21 programme have been made accordingly.

94. We carried out **data triangulation** which is the use of a variety of data sources, including time, space and persons, in a study. Findings were corroborated and any weaknesses in one type of data was compensated for by the strengths of other data, thereby increasing the validity and reliability of the results. Primary quantitative and qualitative data were triangulated with secondary quantitative data.

95. We also conducted **methods triangulation** – using multiple methods to study the situation. Different methods will work better for some of the evaluation questions than others. For instance, in the assessment of quality of learning pupils' EGRA and EGMA provided a comparative advantage; the school survey tool with teachers, PTA members and school cooks also provided an advantage in assessing the environment for learning and child development; FGDs were better used to assess community perceptions of the program while the KIIs provided more insight into programmatic design and issues.

Ethical considerations

96. Evaluations must conform to the 2020 United Nations Evaluation Group (UNEG) Ethical Guidelines. Accordingly, OAG was responsible for safeguarding and ensuring ethics at all stages of the evaluation cycle. This includes, but was not limited to, ensuring informed consent, protecting privacy, confidentiality and anonymity of participants, ensuring cultural sensitivity, respecting the autonomy of participants, ensuring fair recruitment of participants (including women and socially excluded groups) and ensuring that the evaluation results cause no harm to participants or their communities.

97. The evaluation adhered to UNEG's directive on Ethical Standards and was guided by standard good practice and professional interagency. Ethical considerations were a very important aspect of the training for the field staff. Our ethical strategy included obtaining government approvals, respect of applicable child protection laws while conducting interviews/discussions with children, obtaining consent of parents/guardians. We assured the participants' anonymity and confidentiality and ensured that visual data is protected and used only for the agreed purposes, and names of individual get deleted from the data and replaced by codes in the evaluation notes. Furthermore, data will only be accessible to the team members and will not be shared with third parties. Informed

consent will be obtained from all the respondents before interviews are conducted. Informed consent forms are displayed in Annexes 9 and 11.

98. To conduct field operations, the OAG team obtained all necessary authorizations and permissions to access statistical data, from approved national institutions. Before collecting primary data from students, teachers, parents, administrative officials and farmers, the OAG team obtained the support of the WFP and the relevant Ministry.

99. The OAG team demonstrates an **understanding ethical principles and standards defined by the United Nations Evaluation Group** in its reporting as indicated below:

- **Anonymity and confidentiality:** The evaluation respected the rights of the people who provided information, guaranteeing their anonymity and confidentiality.
- **Responsibility:** The entire team confirms the results presented in the report...
- **Integrity:** The evaluator will highlight issues that are not specifically mentioned in the TOR, in order to carry out a complete analysis of the program.
- **Independence:** The evaluation team ensured that we remained independent in respect to the program under review, and that none of us have been involved in its implementation or any other phase.
- **Incidents:** Problems which arose during fieldwork, or at any other point of the evaluation, were reported immediately to the Evaluation Managers.
- **Validation of information:** The evaluation team ensured the accuracy of the information gathered during the preparation of the reports and is responsible for the information presented in the final report.

Intellectual property: Using the different sources of information, the evaluation team will respect the intellectual property rights of the institutions and communities involved in the evaluation.

- **Timeliness of reports submission of** The reports will be submitted according to agreed deadlines, and the evaluation team will ensure that reports are of the standards stipulated in the TOR.

Child protection considerations and practical ethical considerations for adolescents and children

100. In line with UNICEF's Ethical Research Involving Children (ERIC) guidelines we considered ahead of fieldwork, any and all issues which may affect the children and adolescent respondents in our focus group discussions to ensure that all our work in the Congo is ethical and have taken the requirement to 'do no harm' to children and adolescents into account. We ensured all the research assistants and data collectors were trained to understand and implement the ERIC guidelines.

101. We recognized the importance of the voice of the children and youth and therefore committed to collecting data in a safe and non-threatening manner. We emphasized the importance of the three pillars of Respect, Benefit and Justice in dealing with children and their data. We ensured that parents of minors were well informed about the activity involving their children. We obtained informed consent from both the parents and the children / adolescents.

102. We committed to conducting no financial transactions that could cause harm to children or adolescents in the course of this research. We provided comprehensive training and capacity building support for all the data collectors including research assistants and data managers on interviewing skills, ethics and child protection and safety during research. In order to do no harm, we ensured that we used scientific and reliable research methods, and ensured that the children's views were accurately reported. We used well-validated research tools that matched the capacities of the children involved as well as the issues being researched.

Limitations

103. Due to access difficulties in certain departments caused by heavy rainfall at the time of the survey, the local research partners, logistical and time constraints, there was mutual agreement with WFP

to exclude Cuvette department from the survey. Also, number of schools to be surveyed was reduced from 224 to 85 for both groups in the rest of the (six) departments and number of pupils to be surveyed per school increased from 10 to 25, for a total of 2,125 pupils. Nevertheless, logistical and geographical difficulties did not allow that number to be reached. The team's rigorous selection of schools and students reduced the effect of this reduction on the representativeness of the sample. Other identified risks and their mitigation are detailed in table 8 below.

Risks and assumptions

104. The identified risks to the evaluation, and how the team mitigated them are displayed in table 50

Table 8: Risks and Mitigation Measures

Risks	Mitigation measures
Lack of routine program data and gender disaggregation	We ensured that as much data as possible was obtained on issues/variables of interest as much as possible before fieldwork began. Data was requested from WFP and government stakeholders.
Non-availability of key informants especially at the field level due to other commitments / Non-involvement of key players / Evaluation fatigue of national level stakeholders due to FY17 evaluation	List of people for interviews was developed and scheduled in advance at WFP We obtained Letters of Introduction Involvement of stakeholders at national level (Ministry of Education, Health and Agriculture) and their decentralized services The ET ensured that stakeholders were informed in a timely manner about the purpose, timeframe and expected role of the mission. Before arriving at the interview site, respondents were contacted. We ensured that the time of interviews are adjusted to the convenience of the stakeholders. Meeting with the FY17 endline evaluation team and review of the list of stakeholders interviewed for the endline enabled the FY21 evaluation team to take the necessary steps to avoid evaluation fatigue.
Beneficiary fatigue due to the ongoing FY17 endline evaluation	Meeting with the FY17 Evaluators to determine how much data from the endline evaluation can be leveraged for this baseline and which communities can be sampled to avoid using the same people. Also ensuring that we did not introduce a bias to the sampling.
Risks related to the security situation (mostly in the Pool Department)	A security monitoring plan was set up to monitor the security dynamics in the areas of intervention of the field teams. WFP provided a security assessment in work areas and list of safety measures before field teams were deployed
Data security	Procedures have been put in place to protect participants' privacy and keep their data confidential during the collection, processing, analysis, reporting and dissemination of results. No information identifying participants will be disclosed. All copies of the data will be securely stored via a dedicated server.
Time cost due to Translation of different version of the documents	Ensuring that time for translation is appropriately planned and ERGs are given realistic time frame to expect reports.
<p>Assumptions made</p> <p>WFP and the Ministry of Education will provide an engagement letter for the conduct of the operation; Project staff and other partners collaborate effectively with members of the consulting team throughout the study period; The project team will remain available for any request from OAG in terms of need for additional information The security and health situation will remain stable throughout the period of data collection in the field; Documentation and additional information required are available in a timely manner Follow-up meetings will be held on a regular basis within OAG and between OAG and WFP to monitor the progress of the process.</p>	

Quality assurance

105. WFP has developed a Decentralized Evaluation Quality Assurance System (DEQAS) based on the UNEG norms and standards and good practice of the international evaluation community (the Active Learning Network for Accountability and Performance (ALNAP) and the Development Assistance Commission (DAC)). It sets out process maps with in-built steps for quality assurance and templates for evaluation products. It also includes checklists for feedback on quality for each of the evaluation products. DEQAS will be systematically applied during this evaluation and relevant documents have been provided to the evaluation team. OAG has followed the requirement of the DEQAS Quality Checklist for Evaluation to make sure the evaluation respects the UNEG Standard. Additionally, we ensured validity, reliability and usability of the study findings by:

- ▶ Regular consultations with WFP and government stakeholders;
- ▶ Conducting the study with high professional and rigorous standards, with open and enquiring minds, and well-written reports;
- ▶ Taking the views of all stakeholders (communities, PTAs, indigenous groups, SHF groups, government focal points etc.) into account;
- ▶ A balanced combination of a data-driven and a research-driven approach;

106. We carried out **data triangulation** using a variety of data sources to corroborate findings. Any weakness in one type of data was compensated for by the strengths of other data, thereby increasing the validity and reliability of the results. Primary quantitative and qualitative data were triangulated with data from desk review. We also conducted **methods triangulation** – using multiple methods to study the situation. Different methods worked better for some of the evaluation questions than others. For instance, in the assessment of quality of learning pupils' EGRA and EGMA provided a comparative advantage; the school survey tool with teachers, PTA members and school cooks also provided an advantage in assessing the environment for learning and child development; FGDs were better used to assess community perceptions of the program while the KIIs provided more insight into programmatic design and issues.

107. Other quality assurance mechanisms used include:

1. Effective Coordination and Communication during field work - two types of communication channels were followed: 1) a bottom-up channel of communication during data collection and a top-down communication during monitoring. While in the field, questions that could not be answered at the level of the national experts, were brought one level up. This ensured clear lines of communication and timely responses.
2. During the data collection, the field team held regular bi-weekly calls with the OAG QA team to discuss the status of the data collection and any anticipated or unresolved issues. OAG in turn provided regular updates to the WFP team on the status of the field work.
3. Training– The evaluation questions and study instruments were harmonized and understood unanimously by the evaluation team. The field team received an intensive training facilitated by the experts. The training was conducted using a training manual with information on the purpose and objectives of the evaluation; designed for enhancing interviewing skills, data quality control and adherence to ethical consideration; and familiarizing the field staff with the data collection tools. The training was participatory, including presentations and mock interviews. All the research team members were trained in the use of the tools, interviewing skills, transcribing, coding etc. Clear guidelines and training protocols will be developed for use in the training. Training was carried out in-country for all the national experts and any qualitative research assistants.
4. Pre-testing – The evaluation tools were tested to ascertain the practicability of the methodology, as well as the fluidity and ease of using the topic guides. Thus, the instruments were tested for completeness, ambiguity, appropriateness, etc. Quality control addressed the design of tools in a participatory manner, the pre-testing of tools by a small sample of potential respondents as well as the translation and back-translation of tools..

5. The qualitative Interviews were audio taped after permission was granted by the respondents and only audio devices of good quality were used.
6. Triangulation – Validity was ensured by using different methods to collect data and different sources of information; as well as asking the same questions to different categories of respondents.

Report writing - We have ensured that the inception report and the draft/final evaluation reports are consistent with the requirements of the TOR and international evaluation quality standards including the DEQAS Checklist on Quality Evaluation Reports and the UNEG Guide on the Integration of Gender Equality and Human Rights in Evaluation. The final versions of the different reports will be compiled based on ERG feedback, and the quality of all the reports will be assured.

Annex 4. Key Activities of the Program

108. In line with the agreement between USDA-FAS and WFP, the main activities of the project include food distribution, promoting better health at school and near communities, promoting improved nutrition and feeding practices, supporting improved literacy, strengthening national school feeding capacities and building farmers' capacities.
109. To ensure the **provision of nutritious school meals (Activity 1)**, the project plans to (i) provide nutritious school meals to all pre- and primary school students in the 38 targeted districts to oversee storage, food management and meal preparation; and (ii) provide locally purchased commodities through collaboration with Government, schools and communities to improve the local model of school feeding by supporting smallholder farmers and ongoing investments in production diversification, processing and market access. WFP will strengthen the capacity of SHF to produce, store, process and distribute food to schools and other institutional markets.
110. **Promotion of improved health (Activity 2)** will be achieved through (i) the construction of 35 water supply systems and the rehabilitation of water supply systems or the construction of 60 latrines adapted to persons with disabilities in order to increase access to drinking water and sanitation services as well as the adoption of essential hygiene behaviours, in collaboration with the construction agency to train school administrators and teachers in the maintenance of water points; ii) sensitizing students and parents to good health/hygiene/sanitation practices through a school-based environmental health promotion program to provide children with knowledge and practices on good health, hygiene (including menstrual hygiene management (MHM), and sanitation; iii) teaching girls good MHM through capacity-building of teachers to teach MHM and nutrition education to girls and support for the creation of women-led girls' groups from the parents' associations to support girls on hygiene practices and their studies; v) the establishment of 300 handwashing stations in 125 schools through the training of teachers, parent representatives and community leaders to make handwashing stations using local materials; and the sensitization of community leaders and the establishment of Water Sanitation and Hygiene (WASH) committees composed of teachers and community members in selected schools; iv) distribution of deworming drugs and prevention education through logistical support to the World Health Organization (WHO) and the Ministry of Health in the implementation of biannual deworming interventions to ensure that schoolchildren have access to school meals.
111. **Promoting improved nutrition and dietary practices (Activity 3)** will be achieved through refresher teacher trainings focused on identifying successes and challenges related to school nutrition and school gardens in "green schools" models. As well as the principles of nutrition-sensitive agriculture and the importance of a balanced diet, including regular consumption of vegetables and fruits; (ii) organization of local authority training on agriculture and nutrition and organization of coordination workshops; (iii) integration of nutrition and agriculture awareness activities into existing maternal and child nutrition campaigns; (iv) the motivation of School Management Committees (SMC) to promote nutrition-sensitive interventions within their communities: (v) the integration of maternal and child nutrition activities into a multisectoral coordination forum and the distribution of 85,000 educational materials to promote improved nutrition and feeding practices in schools and communities; maintenance of school gardens by providing school garden inputs to 100 model schools or green schools.
112. As part of the **literacy improvement (Activity 4)**, it is planned to (i) strengthen the capacity of 604 primary school teachers to improve the literacy of primary school students through the provision of 17,000 teaching materials to students per year, provide literacy kits to primary schools and strengthen reading skills through support to improve classroom teaching as well as additional support inside and outside the classroom; ii) support in-service teacher training through mentoring and coaching to improve literacy outcomes to enable them to effectively deliver education with inclusive child development practices; (iii) train community mobilisers to sensitize parents and

community members on the importance of reading and education; (iv) organize reading competitions in schools supported by the program.

113. To strengthen the management capacity of the national school feeding program (Activity 5)

(i) support for the establishment of an enabling environment for the National Directorate of School Feeding (DAS) and the Departmental School Feeding Service (DSF) to lead and provide strategic guidance for the implementation of the national program; (ii) support for the implementation of the national school feeding program at the national level; (iii) support for the creation of departmental school feeding committees through the DSF service; (vi) strengthening the capacity of the DSF service to develop an operational manual for program implementation that will cover targeting, food arrangements, food baskets, procurement and logistics; (v) strengthening the capacity of schools to manage school feeding in order to ensure that schools have appropriate infrastructure and supplies to successfully implement school feeding (kitchen, food storage rooms, kitchen utensils and WASH facilities). vi) facilitation of learning and exchange visits and opportunities with other countries in the region (South-South triangular cooperation) to support the development of the Homemade School Feeding Program strategy

114. To strengthen the capacity of farmer groups to provide food to schools (Activity 6),

the project envisages i) training smallholder farmers and smallholder groups on management, business planning and banking inclusion; (ii) increasing marketable surpluses of diversified and nutritious foods and motivating local farmer groups and processors to bundle and sell their products to local schools or formal buyers in their respective value chains; the establishment of a savings program integrated into the structure of the farmers' group with a view to facilitating access to credit and a culture of savings.

115. Accordingly, the project aims to provide 11 million nutrient-fortified meals to improve nutrition, health, literacy and feeding practices for 65,000 students in 354 rural primary schools in seven priority districts of the current McGovern-Dole FY17 cycle. Children will be required to receive meals every 180 days during the school year from October to June. The targeting also takes into account the ORA (Observe, Reflect and Act) schools that were set up to improve the schooling of indigenous children – these will be among the target schools.

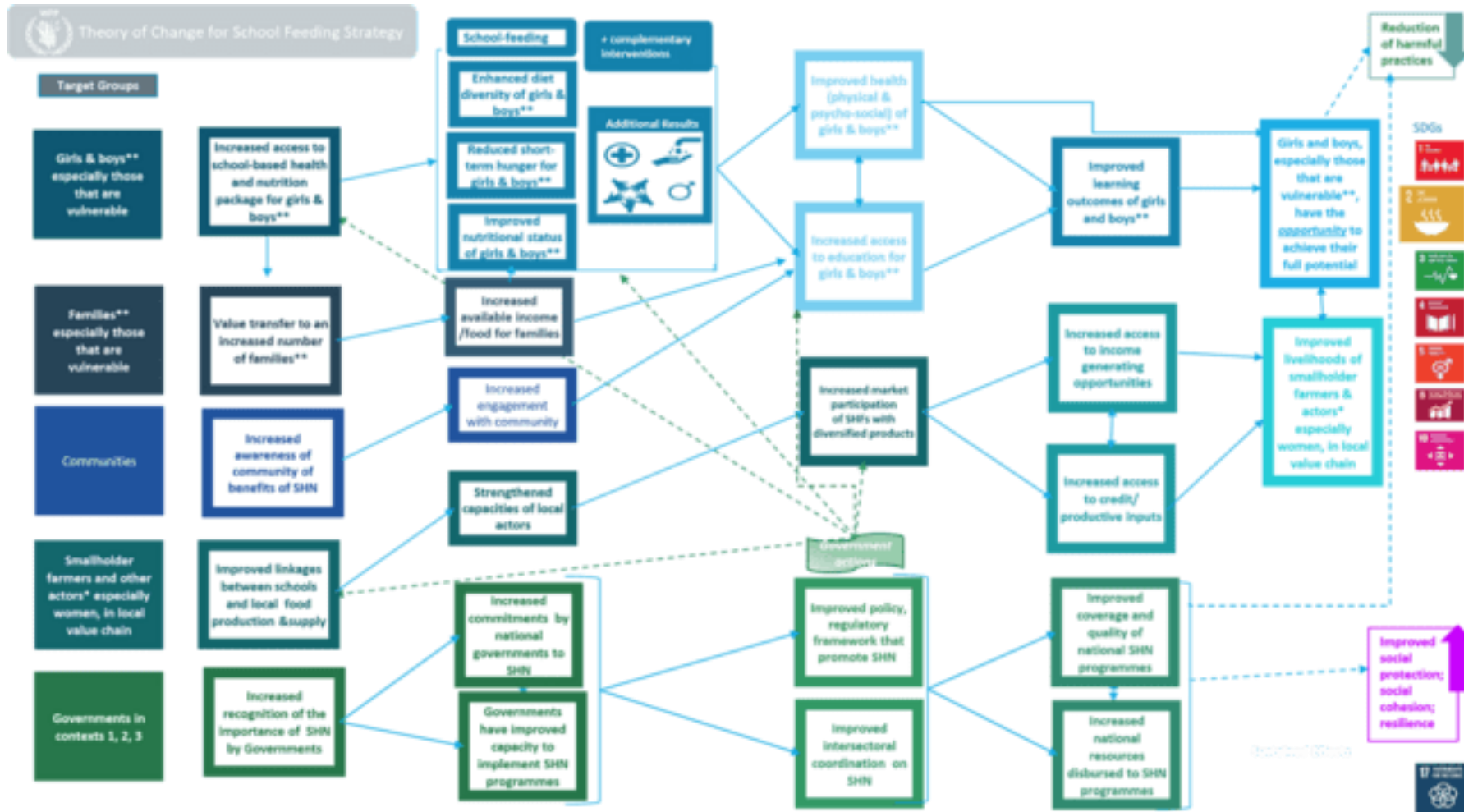
Overview of the Evaluation Subject

Purpose of the evaluation	McGovern-Dole Funded School Feeding Program in the Republic of Congo from 2021 to 2026
Country	Republic of the Congo
Sources of funding / donors	USDA McGovern-Dole program
Total budget	25,000,000 USD
Duration	October 2021 to September 30, 2026
Overall objective	- Improve literacy among school-age children (SO1); - Increase the use of sanitary and food practices (SO2).
Components (axes, effects, outputs, etc.)	Activity 1: Providing nutritious school meals Activity 1.1: Provide nutritious school meals Activity 1.2 Providing locally purchased products Activity 2: Promoting better health Activity 2.1 Construction of water supply systems and construction of latrines adapted for persons with disabilities Activity 2.2 Raise awareness among students and parents about good health/hygiene/sanitation practices Activity 2.3 Teaching girls' good menstrual hygiene management (MHM)

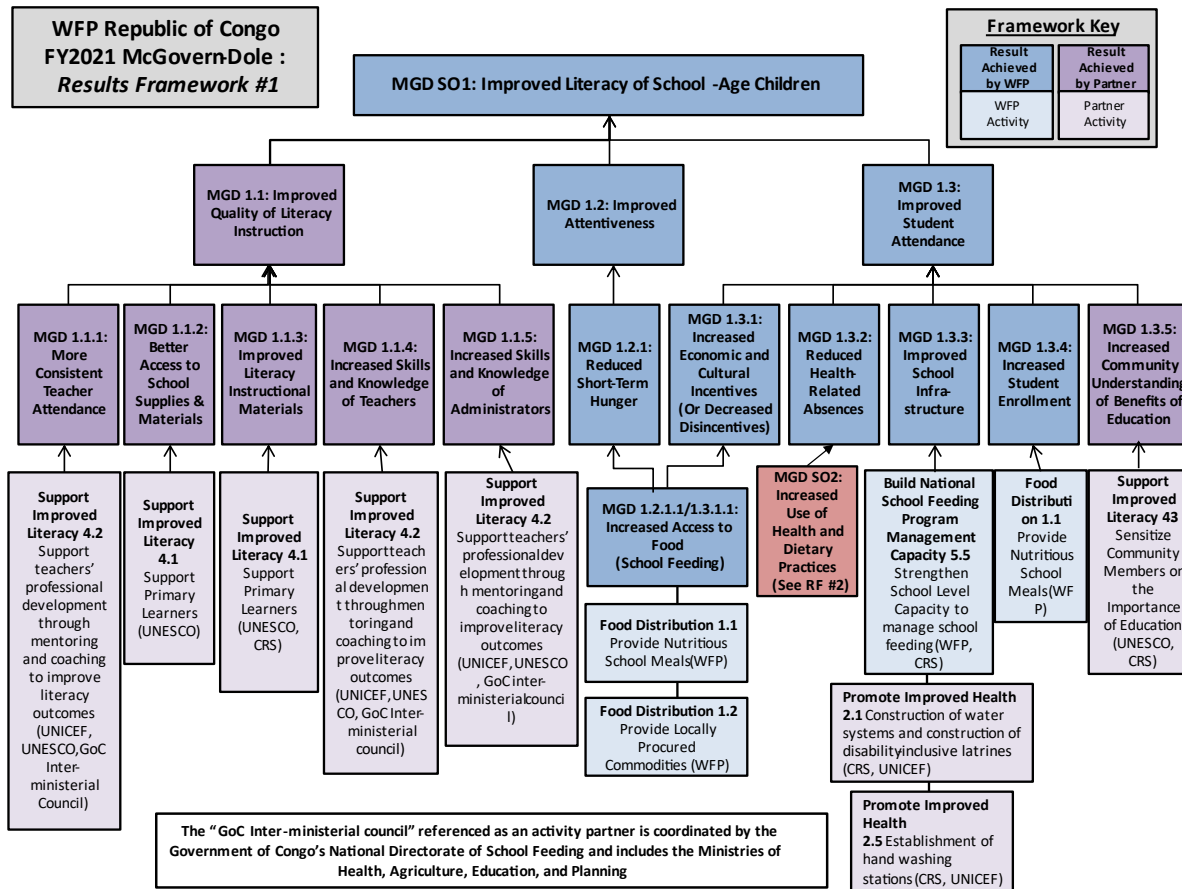
	<p>Activity 2.5 Implementation of handwashing stations⁵⁴</p> <p>Activity 2.6 Distribution of deworming drugs and prevention education</p> <p>Activity 3: Promoting improved nutrition and feeding practices</p> <p>Activity 3.1 Teachers and parents permanently engaged in nutrition education</p> <p>Activity 3.2 Local government officials trained on agriculture and nutrition and coordination workshops conducted</p> <p>Activity 3.3 Integrate nutrition and agriculture awareness activities into existing maternal and child nutrition campaigns</p> <p>Activity 3.4 Supporting CGEs to become nutrition champions in their communities</p> <p>Activity 3.5 Integrate maternal and child nutrition activities into a multisectoral coordination forum</p> <p>Activity 3.6 Create and maintain school gardens</p> <p>Activity 4: Supporting Literacy Improvement</p> <p>Activity 4.1 Supporting primary learners</p> <p>Activity 4.2 Support teachers' professional development through mentoring and coaching to improve literacy outcomes</p> <p>Activity 4.3 Sensitize community members on the importance of education</p> <p>Activity 4.4 Organize reading competitions</p> <p>Activity 5: Strengthen the management capacity of the national school feeding program</p> <p>Activity 5.1 Strengthening national frameworks and institutions</p> <p>Activity 5.2 Strengthen NSFP implementation capacities at the national level</p> <p>Activity 5.3 Support the establishment of departmental school feeding committees and build capacity at the departmental level</p> <p>Activity 5.4 Capacity building at district level, support the establishment of district school feeding committees</p> <p>Activity 5.5: Strengthen the capacity of schools to manage school feeding</p> <p>Activity 5.6 Convene and facilitate learning opportunities for South-South and triangular cooperation</p> <p>Activity 6: Strengthen the capacity of farmer groups to provide food to schools</p> <p>Activity 6.1 Capacity building of SHF and SHF groups.</p> <p>Activity 6.2 Increased marketable surplus and access to formal markets, with a focus on supplying local schools.</p> <p>Activity 6.3 Improving financial inclusion.</p>
Expected beneficiaries	65,000 children in 354 primary schools
Partners implementing) (institutional,	<ul style="list-style-type: none"> - World Food Program (WFP); - Ministry of Education (Ministry of Preschool, Primary, Secondary and Literacy Education – MEPPSA) - Ministry of Health - Ministry of Agriculture - United Nations Children's Fund (UNICEF) - United Nations Education, Scientific, and Cultural Organization (UNESCO) - Catholic Relief Services (CRS)

⁵⁴ There was an error in the legal agreement numbering (with activity 2.4 being skipped).

Annex 5. The global Theory of Change for WFP school-based programs



Annex 6. Results Framework/Line of Sight



Annex 7. Timeline

Activities	Responsible	Jan	Feb	Mar/Apr	May/June	Jul	Aug	Sept	Oct
Phase 2 – Inception - Up to 7 weeks									
1 Orientation of the evaluation team	EM/TL	█							
2 Desk review of key documents	ET	█	█						
3 Virtual Inception mission (if applicable)		█	█						
4 Submit draft1 inception report	ET		█						
5 Quality assurance of draft1 IR by EM and REO using QC, share draft IR with quality support service (DEQS)	EM		█						
6 Inform DEQS ahead of time to look for consultant	EM		█						
7 DEQS review of inception report	EM		█						
8 Review of DEQS feedback and organize follow-up call if needed	EM		█						
9 Review draft1 IR based on feedback received by DEQS, EM and REO and submit draft 2 IR (English and translated into French)	ET		█						
1 Share draft 2 IR with ERG	EM			█					
1 Review and comment on draft 2 IR	ERG			█					
1 Consolidate stakeholders' comments on draft 2 and submit to TL	EM			█					
1 Revised draft2 IR based on stakeholder's feedback received and submit draft 3 IR (Based on review by WFP, evaluation team may need to produce draft 4 as final report)	ET			█					
1 Review draft 3 IR and submit to the evaluation committee for approval	EM			█					
1 Approve final IR and share with ERG for information	EC Chair			█					
Phase 3 – Data collection- Up to 4 weeks									
1 Training of in-country data collection team and piloting of tools	ET			█					
1 Brief the evaluation team at CO	EC Chair/ EM			█					
1 Data collection – School based surveys – learning outcomes assessment of pupils in treatment and comparison schools; Surveys of Head Teachers, School Cooks and PTAs; Key Informant Interviews and Focus Group Discussions, Observations	ET			█					
1 In-country debriefing (s)	ET			█					
Phase 4 – Reporting- Up to 11 weeks									
2 Data cleaning, transcription, and quantitative and qualitative data analysis	ET				█				
2 Conduct data analysis and draft evaluation report Submit draft 1 to EM.	ET				█				
2 Quality assurance of draft1 ER by EM and REO using the Quality Checklist,	EM					█			
2 ET to review draft0 feedback on quality checklist	ET					█			
2 share draft1 ER with quality support service (DEQS) and organize follow-up call with DEQS	EM					█			
2 DEQS review of Draft 1 and possible call with EM	EM					█			
2 Address EM, REO, DEQS comments and submit draft2 (English and French version) ER based on feedback received by DEQS, EM and REO	ET					█			
2 Circulate draft2 ER for review and comments to ERG, RB and other stakeholders	EM					█			
2 Review and comment on draft2 ER	ERG					█			
2 Consolidate comments received from stakeholders' comments ERG and submit to evaluation team	EM					█			
3 Review draft 2 ER based on feedback received and submit draft 3 ER	ET					█			
3 Review draft 3 ER and submit to USDA for comments	EM					█			
3 Receive and submit the USDA comments to the team leader	EM					█			
3 Review USDA comments and submit draft 4/ final (English and French)	ET					█			
3 Approve final evaluation report and share with key stakeholders for information	EC Chair					█			

Phase 5 - Dissemination and follow-up- Up to 4 weeks												
3	Prepare management response	EC Chair										
3	Share final evaluation report and management response with the REO and OEV for publication and participate in end-of-evaluation lessons learned call	EM										

Annex 8. Evaluation Matrix

116. The team has reviewed the evaluation questions (EQs) as presented in the TOR, has mainstream gender and inclusion into the questions and also derived sets of logically sequenced sub-questions. It is noted that the OECD/DAC criteria will be used in the assessments at mid-term and endline. For the baseline, the matrix has been organised according to the baseline questions with the criteria of gender equality and human rights integrated. For each question, in at least one sub-question, we have highlighted how data and methods would be triangulated.

Questions				Criteria
1. Values and Appropriateness of Baseline Indicators				<i>Data Available and Reliable; and more will be generated for this EQ</i>
Sub questions	Indicators	Data collection methods	Sources of data/information	Data analysis methods/triangulation
1.1. What are the baseline values for each indicator in the performance monitoring plan (PMP)?	Set baseline figures for Results -26 standard indicators - 25 custom indicators	Secondary quantitative data analysis Desk Review	Performance Monitoring Plan Monitoring and Evaluation Reports	Descriptive Analysis
1.2. Do the indicators reflect McGovern-Dole project's commitments on gender equality and social equity?	Set baseline figures for Results -26 standard indicators - 25 custom indicators Set Annual Targets -26 standard indicators Evidence that performance indicators are SMART (Specific, Measurable, Achievable, Realistic and Time bound) and equity and gender sensitive	Evaluability Assessment Secondary quantitative data analysis Desk Review Key informant interviews with WFP staff including monitoring and evaluation officers, consultants and gender focal points; USDA, Government, UNICEF, UNESCO, CRS and other key stakeholders.	Performance Monitoring Plan; Results Framework; Monitoring and Evaluation Reports; INS surveys; PASEC survey; WFP reports; school attendance sheets; Qualitative information from KII	Descriptive Analysis Content analysis Triangulation of different data sources and method. Different persons will be asked the same questions and areas of agreements and disagreements will be noted. Any weakness in addressing the question via desk review alone will be compensated for by the KII. This will increase the credibility of the findings.
1.2.1. Are indicators SMART?	Set baseline figures for Results -26 standard indicators - 25 custom indicators Set Annual Targets	Evaluability Assessment Secondary quantitative data analysis Desk Review	Performance Monitoring Plan; Results Framework; Monitoring and Evaluation Reports; INS surveys; PASEC survey; WFP	Descriptive Analysis Content analysis Triangulation of different data sources and methods.

	-26 standard indicators Evidence that performance indicators are SMART (Specific, Measurable, Achievable, Realistic and Time bound) and equity and gender sensitive	Key informant interviews with WFP staff including monitoring and evaluation officers, consultants and gender focal points; USDA, Government, UNICEF, UNESCO, CRS and other key stakeholders.	reports; school attendance sheets; Qualitative information from KII	
2. Results Framework and Theory of Change		<i>Data Available and Reliable more will be generated for this EQ</i>		
2.1. Based on the stated objectives of the McGovern-Dole project, are the targets set for each indicator clear, realistic, and achievable considering the baseline?	Clear description of the situation before the intervention that can be used as reference point to determine or measure change Evidence of realistic justification of the interventions Evidence that set objectives and expected results are clear, and observable if implementation is underway or completed Evidence of flexibility and responsiveness of results framework	Evaluability Assessment Secondary quantitative data analysis Desk Review Key informant interviews with WFP staff including monitoring and evaluation officers, consultants and gender focal points; USDA, Government, UNICEF, UNESCO, CRS and other key stakeholders.	Performance Monitoring Plan; Monitoring and Evaluation Reports; INS surveys; PASEC survey; WFP reports; school attendance sheets; Qualitative information from KII	Content analysis Triangulation of data will be carried out using the different methods to ask the same questions, and asking different types of respondents the same questions. This will enable us to identify areas of agreement and disagreement between and within groups of respondents.
2.2. How is the theory of change (ToC) / logic design aligned with the result framework?	Robustness and Plausibility of the program's ToC Evidence of adaptation of the ToC to the result chain and logic Evidence of equity and gender programming mainstreaming in the program ToC Intervention design and theory of change showing considerations of different contextual elements in the assumptions, risks and mitigating factors	Evaluability Assessment Desk Review	Performance Monitoring Plan; Theory of Change Monitoring and Evaluation Reports;	Descriptive analysis Content analysis Analysis of Theory of Change (ToC) and its assumptions Triangulation of different data sources.
3. Monitoring and Evaluation of the Program		<i>Data Available and Reliable more will be generated for this EQ</i>		

<p>3.1. What are the key success factors for efficient and effective M&E of the project?</p> <p>3.1.1. What are the enabling or hindering factors for effective monitoring and evaluation of the project?</p>	<p>Indicators monitored via the Dashboard Other means of monitoring indicators not tracked via the Dashboard Evidence of gender and equity considerations in the disaggregation of data Stakeholders' views of key gaps in the M&E of the program Stakeholders' perceptions of quality of current monitoring and reporting against key objectives of the program and standards of good practice. Stakeholders' perceptions of the use of monitoring information in decision making and adaptation of program implementation. Stakeholders' views of key success factors for an effective M&E of the program Stakeholders' perspectives on enabling factors for effective M&E of the program Stakeholders' perspectives on hindering factors for effective M&E of the program Stakeholder's perspective on appropriateness of the gender and equity-sensitive approach to M&E of the program Evidence of knowledge of key indicators among relevant stakeholders</p>	<p>Desk Review Key informant interviews with WFP staff including monitoring and evaluation officers and consultants; USDA, Government, UNICEF, UNESCO, CRS and other key stakeholders. School Survey</p>	<p>Monitoring and Evaluation Reports; Review of Performance Monitoring Plan and Results Framework Review of Dashboard Qualitative information from KII</p>	<p>Thematic analysis Content analysis Triangulation of data will be carried out using the different methods to ask the same questions, and asking different types of respondents the same questions. This will enable us to identify areas of agreement and disagreement between and within groups of respondents. Any gaps in the desk review will be compensated for by the information obtained from the FGD and KII data to increase the validity of the findings.</p>
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<p>3.2. What factors could impact on the reliability and accessibility of monitoring and evaluation data?</p>	<p>Availability of Plan for appropriate data collection and management Evidence of / plans for automated dashboards (including bottleneck analysis) scorecards, alerts and reports to support monitoring Evidence of / plans for appropriate internal communication systems</p>	<p>Desk Review Key informant interviews with WFP staff including monitoring and evaluation officers, consultants and gender focal points; USDA, Government, UNICEF, UNESCO, CRS and other key stakeholders.</p>	<p>Monitoring and Evaluation Reports; Review of Performance Monitoring Plan Qualitative information from KII</p>	<p>Descriptive analysis Content analysis Triangulation of different data sources</p>
<p>4. Environment and Learning</p>		<p><i>Data Available and Reliable, and more will be generated for this EQ</i></p>		
<p>4.1. To what extent is the environment in the implementation area conducive to learning and child development for boys, girls and indigenous children? 4.1.1. What factors make the environment more or less conducive to learning?</p>	<p>Percentage of girls achieving basic literacy in intervention and comparison schools Percentage of indigenous girls achieving basic literacy in intervention and comparison schools Percentage of girls achieving basic numeracy in intervention and comparison schools Percentage of indigenous girls achieving basic numeracy in intervention and comparison schools Percentage of boys achieving basic literacy in intervention and comparison schools Percentage of indigenous boys achieving basic literacy in intervention and comparison schools Percentage of indigenous boys achieving basic numeracy in intervention and comparison schools</p>	<p>Desk Review Key informant interviews with WFP staff including monitoring and evaluation officers, consultants and gender focal points; USDA, Government, UNICEF, UNESCO, CRS and other key stakeholders. Pupils learning outcomes assessment School survey of teachers, school-cooks and PTA Focus Group Discussions of community men/women/girls/boys; indigenous groups, PLWD / DPOs, women associations, farmers, traders, suppliers, community leaders, religious groups</p>	<p>Monitoring and Evaluation Reports; Qualitative information from KII and FGD Learning outcomes assessment data Quantitative information from school surveys</p>	<p>Descriptive statistics Thematic analysis Triangulation of different data sources. Any weakness in the FGD and KII data will be compensated for by the strengths of school based surveys including learning outcomes assessments, thereby increasing the validity and reliability of the results. This will enable us strengthen conclusions about findings and to reduce the risk of false interpretations.</p>

	<p>Percentage of boys achieving basic numeracy in intervention and comparison schools</p> <p>Percentage of girls' dropout in intervention and comparison schools</p> <p>Percentage of boys' dropout in intervention and comparison schools</p> <p>Percentage of indigenous girls' dropout in intervention and comparison schools</p> <p>Percentage of indigenous boys' dropout in intervention and comparison schools</p> <p>Perceptions of the government and teachers regarding the capacity of teachers to deliver effective learning to girls</p> <p>Stakeholders and Communities' perceptions of quality of literacy instruction, and school leadership capacity</p> <p>Stakeholders' perceptions of student attentiveness, attendance and dropout,</p> <p>Communities' perceptions of alleviation of short term hunger of school children through the provision of school meals</p>			
4.2. To what extent is education considered important by parents and communities for both boys and girls?	<p>Communities' views/prioritisation of education vis a vis other urgent priorities</p> <p>Indigenous communities' views/prioritisation of education vis a vis other urgent priorities</p>	<p>Focus Group Discussions of community men/women/girls/boys; indigenous groups, PLWD / DPOs, women associations, farmers, traders, suppliers,</p>	<p>Document review</p> <p>Qualitative information from KII and FGD</p>	<p>Content analysis</p> <p>Triangulation of different data sources. The findings from the FGDs of communities and the quantitative interviews of the PTA members will provide</p>

	Communities' views/prioritisation of girls' x boys' education Indigenous communities' views/prioritisation of girls' x boys' education	community leaders, religious groups School Survey of Head Teachers, PTA members and school cooks		complementary information from rights users' perspectives.
5. Capacity of Farmers and other suppliers <i>Data Available and Reliable, and more will be generated for this EQ</i>				
5.1. To what extent are farmers women's farmers cooperatives, traders, and other suppliers in the implementation area equipped (with skills, infrastructure, and inputs) and capable of providing a reliable and sustainable supply of high-quality food commodities to local schools?	Male farmers', traders and other suppliers' views of their capacity to provide a reliable and sustainable supply of high-quality food commodities to local schools Female farmers', traders and other suppliers' views of their capacity to provide a reliable and sustainable supply of high-quality food commodities to local schools Communities views of the capability of farmers, traders, and other suppliers to provide a reliable and sustainable supply of high-quality food commodities to local schools WFP, Government and other stakeholders' views of the capability of farmers, traders and other suppliers' capability to provide a reliable and sustainable supply of high-quality food commodities to local schools Stakeholders' perceptions of supply chain issues regarding	Focus Group Discussions of community men/women/girls/boys; indigenous groups, PLWD / DPOs, women associations, farmers, traders, suppliers, community leaders Desk Review Key informant interviews with WFP staff including monitoring and evaluation officers, consultants and gender focal points; USDA, Government, UNICEF, UNESCO, CRS and other key stakeholders.	Monitoring and Evaluation Reports; Qualitative information from KII and FGD	Descriptive analysis Content analysis Triangulation of data will be carried out using the different qualitative methods to ask the same questions, and asking different types of respondents the same questions. This will enable us to identify areas of agreement and disagreement between and within groups of respondents. We will compare and contrast answers between different respondent groups within the different departments. We will assign weights in the qualitative analysis using the frequency of respondents' perceptions and agreements between different interviews and respondents.

	food commodities' supply to local schools Stakeholders' experiences with local procurement			
5.2. How are farmers and women's farmers cooperatives structured and organised?	Information on organisation and structure of farmers including female exclusive cooperatives	Focus Group Discussions of community men/women/girls/boys; indigenous groups, PLWD / DPOs, women associations, farmers, traders, suppliers, community leaders Desk Review Key informant interviews with WFP staff including monitoring and evaluation officers, consultants and gender focal points; USDA, Government, UNICEF, UNESCO, CRS and other key stakeholders.	Monitoring and Evaluation Reports; Qualitative information from KII and FGD	Descriptive analysis
6. Capacity of Government and School Communities			<i>Data Available and Reliable and more will be generated for this EQ</i>	
6.1. To what extent are the Government and school communities equipped with the relevant skills and capacity to manage and implement a nutrition-sensitive and holistic National School Feeding Program (NSFP)?	Evidence of strengthened organisational capacities and systems to manage and implement a nutrition-sensitive and holistic NSFP Mechanisms in place to ensure strengthening of skills and capacity of government and school communities to manage and implement a nutrition-sensitive and holistic NSFP Evidence of capacity-building efforts carried out in the short-term and on a continuing basis; Evidence of strengthened institutional arrangements	Desk Review Key informant interviews with WFP staff including monitoring and evaluation officers, consultants and gender focal points; USDA, Government, UNICEF, UNESCO, CRS and other key stakeholders. School Survey of Head Teachers, PTA members and school cooks	Monitoring and Evaluation Reports; Document review Qualitative information from KII Quantitative information from school surveys	Content analysis Thematic analysis Triangulation of data will be carried out using quantitative (school survey) and different qualitative methods (KII and desk review) to ask the same questions, and asking different types of respondents the same questions. This will enable us to identify areas of agreement and disagreement between and within groups of respondents. We will compare and contrast answers between different

	<p>Evidence of community action platforms such as active PTAs</p> <p>Stakeholders' perceptions of capacity at national, department and school community levels</p> <p>Evidence of financial commitment by governments (national, department levels) – budgetary allocations to school feeding.</p> <p>Evidence of identified and interactions with external funding sources (private sector, donors etc) to support the program – government stakeholders looking for, finding and identifying synergies to provide support.</p> <p>Evidence of an exit strategy</p> <p>Stakeholders' views and evidence of:</p> <ul style="list-style-type: none"> - national/local ownership - use of local capacity, etc. - Gender and equity related capacity built - Government's capacity to implement the program without external support (from USDA, WFP and other partners) 			<p>respondent groups and across departments.</p>
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<p>6.2. What are the current capacity gaps and strengths of the NSFP? What activities need to be undertaken to address the capacity gaps?</p>	<p>WFP and other technical partners' perceptions of capacity gaps and strengths of the NSFP WFP and other technical partners' perceptions of capacity gaps and strengths of the NSFP in terms of gender and equity Governments' perceptions of capacity gaps and strengths of the NSFP WFP and other technical partners' perceptions of activities that need to be undertaken to address capacity gaps of the NSFP Governments' perceptions of activities that need to be undertaken to address capacity gaps of the NSFP What are the indicators to monitor progress over time?</p>	<p>Desk Review Key informant interviews with WFP staff including monitoring and evaluation officers, consultants and gender points; USDA, Government, UNICEF, UNESCO, CRS and other key stakeholders. School Survey of Head Teachers</p>	<p>Monitoring and Evaluation Reports; Document review Qualitative information from KII Quantitative information from school surveys</p>	<p>Content analysis Thematic analysis Triangulation of different data sources</p>
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Annex 9. Quantitative Data collection Tools

9.1. Pupils' Questionnaire

EVALUATION OF THE BASIC COMPETENCES OF THE LEARNERS OF THE PRIMARY SCHOOL

Region: [_____]
 Division: [_____]
 Sub-division [_____]
 Name of the school: [_____]
 School order (1 = Public, 2 = Private): [_____]
 Area of location (1 = Urban, 2 = Rural): [_____]
 Learner's code: [_____]
 Gender: (1 = Male, 2 = Female): [_____]
 School code: [_____]
 Administrator's code [_____]
 Date of administration of the test: DD[_____] MM[_____] YYYY[_____]
 Starting time of administration: HH [_____]MM [_____]
 Hour of end of the test: HH [_____]MM [_____]

Q01	Gender 1 Girl 2 boy	[_____]
Q02	What is your age? <i>I don't know/ No answer = 99</i>	[_____] Years
Q03	What language(s) do you speak at home? <i>[Many answers are authorised]</i>	1 = French <input type="checkbox"/> 2 = English <input type="checkbox"/> 3 = Other <input type="checkbox"/> } → Q05
Q04	[If Other at the previous question] Indicate.
Q05	Do you have the reading textbook used in school at home? <i>[1 = Yes 0 = No 9 = No answer]</i>	[_____]
Q06	Do you use the reading textbook in class? <i>[1 = Often 2 = Sometimes 3 = Rarely 4 = Never]</i>	[_____]
Q07	<i>[If No at the previous question:]</i> Can you take home the reading textbook you use in school? <i>[1 = Yes 0 = No 9 = No answer]</i>	[_____]
Q08	Do you have the mathematics textbook used in school at home? <i>[1 = Yes 0 = No 9 = No answer]</i>	[_____]
Q09	Do you use the mathematics textbook in class? <i>[1 = Often 2 = Sometimes 3 = Rarely 4 = Never]</i>	[_____]
Q10	<i>[If No at the previous question :]</i>	[_____]

	Can you take home the mathematics textbook you use in school? <i>[1 = Yes 0 = No 9 = No answer]</i>				
Q11	Are there other textbooks, newspapers or other documents for reading at home apart from your school textbooks? <i>[1 = Yes 0 = No 9 = No answer]</i>	[]			
Q12	Are there persons in your family who can read apart from yourself? <i>[1 = Yes 0 = No 9 = No answer]</i>	[]			
Q13	<i>[If Yes at the previous question:]</i> Who are those that can read? <i>[Many answers authorised]</i> <i>[1 = Yes 0 = No 9 = No answer]</i>		Yes	No	No answer
		Father	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
		Mother	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
		Sister(s) or brother(s)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Others	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Q14	Do you read at home? <i>[1 = Yes 0 = No 9 = No answer]</i>	[]			
Q15	<i>[If Yes at the previous question:]</i> At what frequency? <i>[1 = Everyday 2 = Sometimes 3 = Rarely 4 = Never]</i>	[]			
Q16	<i>[If Yes at the previous question:]</i> who helps you in reading? <i>[Many answers are authorised]</i> <i>[1 = Yes 0 = No 9 = No answer]</i>		Yes	No	No answer
		Your parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
		Your friends	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
		Caretaker	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
		Home teacher	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other persons	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
In your home, is there		Yes	No	No answer	
Q17	A radio?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	A cell phone?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	Electricity?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	Pipe bonne water?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	A television?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	A fridge?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	A bicycle?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	A motorbike?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	A computer?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	A car	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Q18	Does the teacher give homework? <i>[1 = Yes 0 = No 9 = No answer]</i>	[]			
Q18	<i>[If Yes at the previous question:]</i> does someone help you to do your homework from time to time? <i>[1 = Yes 0 = No 9 = No answer]</i>	[]			
Q20	<i>[If Yes at the previous question:]</i>	Yes	No	No answer	

	who helps you to do the homework? [Many answers are authorised]	Your parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
		Your friends	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
		Tuition teacher	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
		Other persons	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Q21	Have you been to a nursery school before coming to the primary school? [1 = Yes 0 = No 9 = No answer]	[]			
Q22	Have you repeated a class? [1 = Yes 0 = No 9 = No answer]	[]			
Q23	[If Yes at the previous question:] Which class(es) [Many answers are authorised]		Yes	No	No answer
		CL1	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
		CL2	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
		CL3	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Q24	What are the health and nutrition practices you know related to the programme? [Many answers are authorised] [1 = Yes 0 = No 9 = No answer]		Yes	No	No answer
		Balanced diet : fruits, vegetables and animal source food	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
		Diversified feeding practices regular consumption of vegetable and fruits	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
		Safe food preparation and storage practices	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
		Knowledge of nutrition	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
		Create and maintain school garden	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
		Cooking demonstration	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
		Good menstrual hygiene management	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
		Deworming medication	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
		Using of Insecticide treated mosquito net	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
		Sexual education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
		Healthy lifestyle	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
		Using safe water source	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
		Health and hygiene messages	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Five key moments of hand washing	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
Q25	Which one have you adopted? [Many answers are authorised] [1 = Yes 0 = No 9 = No answer]		Yes	No	No answer
		Balanced diet : fruits, vegetables and animal source food	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
		Diversified feeding practices regular consumption of vegetable and fruits	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
		Safe food preparation and storage practices	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
		Knowledge of nutrition	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
		Create and maintain school garden	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
		Cooking demonstration	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
		Good menstrual hygiene management	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
		Deworming medication	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
		Using of Insecticide treated mosquito net	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
		Sexual education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

		Healthy lifestyle	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
		Using safe water source	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
		Promotion of health and hygiene messages	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
		Five key moments of hand washing	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Q26	Do you wash your hands every time before eating? [1 = Yes 0 = No 9 = No answer]	[]			
QUESTIONS FOR FEMALE STUDENTS ONLY					
Q27	During your last period, were you able to wash and change in private? [1 = Yes 0 = No 9 = No answer]	[]			
Q28	Have you been able to use the products as sanitary services, tampons or pieces of fabric to protect yourself? [1 = Yes 0 = No 9 = No answer]	[]			
Q29	How many meals do you eat a day?	[]			

9.2. PTA Questionnaire

Name of the school: [_____]

School order (1 = Public, 2 = Private): []

Area of location (1 = Urban, 2 = Rural): []

Region: [_____]

Division: [_____]

Sub-division [_____]

Learner's code: [| | | | | | | | | |]

Gender: (1 = Male, 2 = Female): []

School code: [| | | | | | | | | |]

Administrator's code [| |]

DD / MM / YY

Date of administration of the test: [| | | | | |]

HH : MM

Starting time of administration: [| |] : [| |]

1.	Is there a PTA association? [1 = Yes, 0 = No, 9 = no answer]	[]
2.	Is the PTA available as a result of USDA assistance [1 = Yes, 0 = No, 9 = no answer]	[]
3.	Is the PTA supported by the USDA assistance? [1 = Yes, 0 = No, 9 = no answer]	[]

4.	During her last period, was your daughter able to wash and change in private? [1 = Yes 0 = No 9 = No answer]	[]								
5.	Do your children wash their hands every time before eating? [1 = Yes 0 = No 9 = No answer]	[]								
6.	How many meals do your children each eat per day?	[]								
7.	<p>Number of individuals who have adopted at least five new safe food preparation and storage practices as a result of USDA assistance.</p> <ul style="list-style-type: none"> Balanced diet: fruits, vegetables and animal source food Diversified feeding practices regular consumption of vegetable and fruits Safe food preparation and storage practices Knowledge of nutrition Create and maintain school garden Cooking demonstration Good menstrual hygiene management Deworming medication Using of Insecticide treated mosquito net Sexual education Healthy lifestyle Using safe water source Health and hygiene messages <p>Five key moments of hand washing</p>	<table border="1"> <thead> <tr> <th></th> <th>Women</th> <th>Men</th> </tr> </thead> <tbody> <tr> <td>TOTAL</td> <td></td> <td></td> </tr> </tbody> </table>		Women	Men	TOTAL				
	Women	Men								
TOTAL										
8.	Do you practise promoted infant and young child feeding behaviors? [1 = Yes, 0 = No, 9 = no answer]	[]								
9.	how many individuals have been trained in child health and nutrition as a result of USDA assistance?	<table border="1"> <thead> <tr> <th></th> <th>Women</th> <th>Men</th> </tr> </thead> <tbody> <tr> <td>TOTAL</td> <td></td> <td></td> </tr> </tbody> </table>		Women	Men	TOTAL				
	Women	Men								
TOTAL										
10	How many parents were trained as part of Procurement committees?	<table border="1"> <thead> <tr> <th></th> <th>Women</th> <th>Men</th> </tr> </thead> <tbody> <tr> <td>TOTAL</td> <td></td> <td></td> </tr> </tbody> </table>		Women	Men	TOTAL				
	Women	Men								
TOTAL										
11	what are the number of cooking demonstration sessions conducted during maternal and child nutrition events?	[]								
12	How many WAHH committees have been established at schools?	[]								
13	Is there a potable water point as a result of USDA assistance? [1 = Yes, 0 = No, 9 = no answer]	[]								
14	What is the number of daily school meals (breakfast, snack, lunch) provided to school-age children as a result of USDA assistance?	<table border="1"> <thead> <tr> <th></th> <th>Breakfast</th> <th>Snack</th> <th>Lunch</th> </tr> </thead> <tbody> <tr> <td>Number</td> <td></td> <td></td> <td></td> </tr> </tbody> </table>		Breakfast	Snack	Lunch	Number			
	Breakfast	Snack	Lunch							
Number										

15	What is the number of school-age children receiving daily school meals (breakfast, snack, lunch) as a result of USDA assistance?		Girls	boys	disabled		indigenes	
					girls	boys	girls	boys
Total								
16	Does the school have a school garden? [1 = Yes, 0 = No, 9 = no answer]	[]						

9.3. Headteacher Questionnaire

Name of the school: [_____]

School order (1 = Public, 2 = Private): []

Area of location (1 = Urban, 2 = Rural): []

Region: [_____]

Division: [_____]

Sub-division [_____]

Learner's code: [| | | | | | | | | |]

Gender: (1 = Male, 2 = Female): []

School code: [| | | | | | | | | |]

Administrator's code [| |]

DD / MM / YY

Date of administration of the test: [| | | | | |]

HH : MM

Starting time of administration: [| |] : [| |]

	P1/SIL			P2/CP			P3/			P4			P5			P6
	enrollment	present	absent	enrolled	present	absent	enrolled	present	absent	Enr	pre	abs	enr	pre	abs	
Girls																
Boys																
Total																

1.	Is there a school Council (SC) or school management committee? [1 = Yes, 0 = No, 9 = no answer]	[]
2.	Is the school Council (SC) or school management committee supported by the USDA assistance? [1 = Yes, 0 = No, 9 = no answer]	[]
3.	Is there a Parents Teachers Association (PTA) ? [1 = Yes, 0 = No, 9 = no answer]	[]
4.	Is the PTA supported by the USDA assistance? [1 = Yes, 0 = No, 9 = no answer]	[]

5.	Does your school have all classes (from SIL to CM2)? [[1 = Yes, 0 = No, 9 = no answer]	<input type="text"/>
6.	How many pedagogic groups?	<input type="text"/>
7.	(1) One stream per class or (2) many?	<input type="text"/>
8.	Are there multigrade classes? [1 = Yes, 0 = No, 9 = no answer]	<input type="text"/>
9.	How many Shifts? [1 = one shift, 2 = 2 shifts, 3 = mixed]	<input type="text"/>
10.	Type of Building materials of classrooms as a result of USDA assistance?	1 = Cement blocks 2 = palm fronds (thatches) 3 = mud blocks 4 = Others
11.	Is the school fenced as a result of USDA assistance? [1 = Yes, 0 = No, 9 = no answer]	<input type="text"/>
12.	Is there a potable water point as a result of USDA assistance? [1 = Yes, 0 = No, 9 = no answer]	<input type="text"/>
13.	Are there latrines as the result of USDA assistance? [1 = Yes, 0 = No, 9 = no answer]	<input type="text"/>
14.	[If yes in the previous question:] Are they gender sensitive?	1 = separate latrines for girl and boys 2 = Mixed latrines
15.	Is there a playground? [1 = Yes, 0 = No, 9 = no answer]	<input type="text"/>
16.	What is the number of nutrition-focused clubs established by SGAC members?	<input type="text"/>
17.	What is the number of nutrition-focused educational materials distributed?	<input type="text"/>
18.	How many students have participated in reading competitions facilitated as a result of USDA assistance?	<input type="text"/>
19.	How many students benefit from the establishment and maintenance of school gardens?	<input type="text"/>
20.	Have you received any training on the use of new techniques or tools as a result of USDA assistance? [1 = Yes, 0 = No, 9 = no answer]	<input type="text"/>

21.	Does the school have a school garden? [1 = Yes, 0 = No, 9 = no answer]	[]						
22.	How many students have participated in school internal class competitions on nutrition?	[]						
23.	How many female students have been trained on good menstrual hygiene practices?	[]						
24.	Number of teaching and learning materials provided as a result of USDA assistance	types of teaching and learning materials received	Quantity		Quantity available and usable			
		1.						
		2.						
		3.						
	How many students benefit from newly constructed or enhanced water systems?		Women		Men			
		TOTAL						
25.	Number of daily school meals (breakfast, snack, lunch) provided to school-age children as a result of USDA assistance		Breakfast		Snack		Lunch	
		Number						
26.	Number of school-age children receiving daily school meals (breakfast, snack, lunch) as a result of USDA assistance		Girls	boys	disabled		indigenes	
					girls	boys	girls	boys
		Total						
27.	Number of students receiving deworming medication(s)		Girls	boys	disabled		indigenes	
					girls	boys	girls	boys
		Total						
28.	Pedagogic resources of the school			Yes	No	No answer		
		Reams of papers	1		0	9		
		Dictionaries	1		0	9		
		Maps	1		0	9		
		Globe	1		0	9		
		Measurement materials (rulers, etc),	1		0	9		
		Geometric materials	1		0	9		
		Pedagogical computers	1		0	9		

9.4. EGRA Class

Early Grade Reading Assessment : Administrator Instructions and Protocol

ENGLISH – CLASS 2

General Instructions

It is important to establish a playful and relaxed rapport with the children to be assessed, via some simple initial conversation among topics of interest to the child (see example below). The child should perceive the following assessment almost as a game to be enjoyed rather than an exam. It is important to read ONLY the sections in boxes aloud slowly and clearly.

This tool will be administered in French

Verbal Consent (to be administered in French)

Read the text in the box clearly to the child:

My name is _____. I work with the INS.

- **We are trying to understand how children learn to read. You were picked by chance, like in a raffle or lottery.**
- **We would like your help in this. But you do not have to take part if you do not want to.**
- **We are going to play a reading game. I am going to ask you to read letters, words and a short story out loud IN ENGLISH.**
- **Using this ____, I will see how long it takes you to read.**
- **This is NOT a test and it will not affect your grade at school.**
- **I will NOT write down your name so no one will know these are your answers.**
- **Once again, you do not have to participate if you do not wish to. Once we begin, if you would rather not answer a question, that's all right.**
- **Can we get started?**

Check box if verbal consent is obtained: YES

(If verbal consent is not obtained, thank the child and move on to the next child, using this same form)

Task 1. Letter NAME identification

Place the student sheet of LETTERS in front of the child. Prepare the timer for one minute. Say:

Here is a page full of letters of the alphabet. Please tell me the NAME of as many letters as you can--not the SOUND of the letters, but the NAME of the letter IN ENGLISH.

1. For example, the name of this letter in English is [point to T] is "ti".

Now you try: tell me the sound of this letter [point to e]:

[If correct:] Good, the name of this letter is "ii."

[If incorrect:] The name of this letter is "ii."

2. Now try another one: tell me the name of this letter in English is [point to P]:

[If correct:] Good, the name of this letter is "pi."

[If incorrect:] The name of this letter is "pi."

Do you understand what you are supposed to do? When I say "begin," start here [point to first letter]. Point to each letter as you tell me the name of the letters as best as you can. I will keep quiet and listen to you, unless you need help. I will tell you when to stop. Ready? Begin.



Start the timer when the child reads the first letter. **TIMER SHOULD COUNT DOWN FROM 60 to 1.** Follow along with your pencil and **clearly** mark any incorrect letters with a slash (/). Count self-corrections as correct. If you've already marked the self-corrected letter as incorrect, circle the letter and go on. **Stay quiet:** if the child hesitates for 3 seconds, point to the next letter and say "Please try the next one." Mark the letter you provide to the child as incorrect. If the student gives you the sound of the letter, rather than the letter, say: ["Please tell me the NAME of the letter"]. This prompt may be given only once during the exercise. **AFTER 60 SECONDS SAY, "stop." Mark the final letter read with a bracket ()**.

Early Stop Rule: If you have marked as incorrect all of the answers on the first line with no self-corrections, say "Thank you!" discontinue this exercise, check the box at the bottom, and go on to the next exercise.

Example : T e P

R	i	h	L	S	y	E	T	w	O	(10)
i	e	t	m	G	T	a	d	n	B	(20)
E	O	A	h	U	r	L	e	R	u	(30)
g	m	e	N	i	r	R	t	s	r	(40)
p	T	E	C	S	A	F	c	a	E	(50)
y	h	Q	A	O	C	O	s	t	P	(60)
e	t	e	s	M	F	n	u	R	A	(70)
N	q	H	A	S	i	g	m	i	L	(80)
X	i	L	o	i	O	E	p	r	b	(90)
N	d	c	D	e	v	J	z	O	n	(100)

Time remaining on stopwatch if student completes in LESS than 60 seconds (number of SECONDS) :

Remove the student sheet **Thank you! Let's try another exercise!**

Place the pupil sheet in front of the child with the LETTERS page. Prepare the timer at 60sec.

Task 2. Letter SOUND identification


Place the student sheet of LETTERS/GROUPS OF LETTERS in front of the child. Prepare the timer for one minute. Say:

Here is a page full of letters/groups of letters of the alphabet. Please tell me the SOUND of as many letters/groups of letters as you can--not the NAME of the letters, but the SOUND of the letter IN ENGLISH.

1. For example, the name of this letter in English is [point to o] is "oo".
 Now you try: tell me the sound of these letters [point to eu]:
 [If correct:] Good, the name of this letter is "uu."
 [If incorrect:] The name of these letters is " uu."

2. Now try another one: tell me the name of these letters in English is [point to t]:
 [If correct:] Good, the name of these letters is "tt"
 [If incorrect:] The name of these letters is "tt."

Do you understand what you are supposed to do? When I say "begin," start here [point to first letter]. Point to each letter as you tell me the name of the letters as best as you can. I will keep quiet and listen to you, unless you need help. I will tell you when to stop. Ready? Begin.

 Start the timer when the child reads the first letter. **TIMER SHOULD COUNT DOWN FROM 60 to 1.** Follow along with your pencil and **clearly** mark any incorrect letters with a slash (/). Count self-corrections as correct. If you've already marked the self-corrected letter as incorrect, circle the letter and go on. **Stay quiet:** if the child hesitates for 3 seconds, point to the next letter and say "**Please try the next one.**" Mark the letter you provide to the child as incorrect. If the student gives you the sound of the letter, rather than the letter, say: ["**Please tell me the NAME of the letter**"]. This prompt may be given only once during the exercise. **AFTER 60 SECONDS SAY, "stop."** **Mark the final letter read with a bracket ().**

Early Stop Rule: If you have marked as incorrect all of the answers on the first line with no self-corrections, say "**Thank you!**" discontinue this exercise, check the box at the bottom, and go on to the next exercise.

Examples : o u T

R	i	h	L	S	y	E	T	w	O
i	e	t	m	G	T	a	d	n	B

(10)
(20)

E	O	A	h	U	r	L	e	R	u	(30)
g	m	e	N	i	r	R	t	s	r	(40)
p	T	E	C	S	A	F	c	a	E	(50)
y	h	Q	A	O	C	O	s	t	P	(60)
e	t	e	s	M	F	n	u	R	A	(70)
N	q	H	A	S	i	g	m	i	L	(80)
X	i	L	o	i	O	E	p	r	b	(90)
N	d	c	D	e	v	J	z	O	n	(100)

Time remaining on stopwatch if student completes in LESS than 60 seconds (number of SECONDS) :

Remove the pupil sheet **Thank you! Let's try another exercise!**
Prepare the timer at 60sec.

Place the student sheet in front of the child with the FAMILIAR WORDS page.

Task 3. Familiar Word Identification

Here are some words IN ENGLISH. I would like you to read me as many words as you can (do not spell the words, but read them). For example, this word is "AN".

1. Now you try: [point to the word "SHE" and say] please read this word:

[If correct]: Good, this word is "MAP."

[If incorrect]:This word is "MAP."

2. Now try another one: [point to the word "TABLE"] please read this word :

[If correct]: Good, this word is "table."

[If incorrect]: This word is "table."

Do you understand what are you supposed to do? When I say "begin," START HERE (point to first word) and read the words as best as you can. Point to each word as you read it. I will keep quiet and listen to you, unless you need help. I will tell you when to stop. Ready? Begin.



Start the timer when the child reads the first letter. **TIMER SHOULD COUNT DOWN FROM 60 to 1.** Follow along with your pencil and **clearly** mark any incorrect letters with a slash (/). Count self-corrections as correct. If you've already marked the self-corrected letter as incorrect, circle the letter and go on. **Stay quiet;** if the child hesitates for 3 seconds, point to the next letter and say "**Please try the next one.**" Mark the letter you provide to the child as incorrect. If the student gives you the letter name, rather than the sound, say: ["**Please tell me the SOUND of the letter**"]. This prompt may be given only once during the exercise. **AFTER 60 SECONDS SAY, "stop."** Mark the final letter read with a bracket ().

Example :	she	map	table			
	1	2	3	4	5	
	he	you	bird	her	my	(5)
	friend	read	and	by	or	(10)
	baby	soil	father	wise	fear	(15)
	long	cow	cry	time	flower	(20)
	skin	chair	on	fly	blue	(25)
	corn	table	eye	world	wall	(30)
	kilo	date	end	put	end	(35)
	do	happy	wear	round	face	(40)
	red	nice	bread	sun	bad	(45)

play

empty

run

six

ten

(50)

Time left on stopwatch if student completes in LESS than 60 seconds :

Check this box if the exercise was discontinued because the child had no correct answers in the first line.

Thank you! Let's try another exercise!

Place the student sheet in front of the child with the *INVENTED WORDS* page and prepare the timer.

Task 4. Simple nonword decoding

Here are some made-up words IN ENGLISH. I would like you to read me as many made-up words as you can (do not spell the words, but read them).

For example, this made-up word is: "ɔt".

1. Now you try: [point to the next word: "hig' and say] **please read this word :**

[If correct]: **"Very good: hig"**

[If incorrect]: **This made-up word is "hig."**

2. Now try another one: [point to the next word: gak and say] **please read this word.**

[If correct]: **"Very good: gak"**

[If incorrect]: **This made-up word is "gak."**

Do you understand what you are supposed to do? When I say "begin," read the words as best as you can. Point to each word as you read it. I will keep quiet and listen to you, unless you need help. I will tell you when to stop. Ready? Begin.



Start the timer when the child reads the first letter. **TIMER SHOULD COUNT DOWN FROM 60 to 1.** Follow along with your pencil and **clearly** mark any incorrect letters with a slash (/). Count self-corrections as correct. If you've already marked the self-corrected letter as incorrect, circle the letter and go on. **Stay quiet:** if the child hesitates for 3 seconds, point to the next letter and say **"Please try the next one."** Mark the letter you provide to the child as incorrect. If the student gives you the letter name, rather than the sound, say: **"Please tell me the SOUND of the letter"**. This prompt may be given only once during the exercise. **AFTER 60 SECONDS SAY, "stop."** **Mark the final letter read with a bracket (]).**

Example : ot hig gak

1	2	3	4	5	
las	fet	gak	leb	dut	(5)
tob	jod	huz	lek	kib	(10)
reg	san	rop	hig	num	(15)
wix	nad	ral	tup	nep	(20)
sem	tat	yod	lut	sig	(25)
kad	sen	na	lib	nup	(30)
taw	zuv	lew	paf	sal	(35)
gof	vom	raz	ved	kag	(40)
beb	er	ot	maz	kol	(45)
zim	lef	tib	yag	dov	(50)

Time left on stopwatch if student completes in LESS than 60 seconds:

Thank you! Let's try another exercise!

Task 5. Passage reading and Comprehension

Here is a short story. I want you to read this aloud. When you finish, I will ask you some questions about what you have read. Do you understand what are you supposed to do? When I say "begin," read the story as best as you can. I will keep quiet and listen to you, unless you need help. I will ask you to stop after one minute. Ready? Begin.



Set the timer to COUNT DOWN from 60 seconds. Start the timer when the child reads the first word. Follow along with your pen and clearly mark any incorrect words with a slash (/). Count self-corrections as correct. **Stay quiet**, except if the child hesitates for 3 seconds, point to the next letter and say "Ala, ti sumaronon." ("Try this one") The skipped word should be marked incorrect. A skipped line should be marked incorrect by drawing a line through it. **After 60 seconds (or if the child reads the whole story in less than 60 seconds) take the text away from the child.** Read instructions for the questions to the child, then read each question slowly and clearly. **Read the question only if the bracket is placed after the word in BOLD text on the same row.** Give the child 5 seconds to respond,

you may repeat the question once if the child remains silent. Mark the answers to the questions as correct, incorrect, or no response. Answers with similar meanings to those provided are acceptable. **Prosody scoring: 1=word-by-word, slow, laborious; 2=small chunks, awkward; 3=fluent, but does not mark punctuation; incorrect phrase groups, no expression; 4=fluent, with expression to mark punctuation and/or direct speech.** Early stop rule: If the child reads no words correctly up to the symbol □, discontinue – both reading and comprehension questions—check the box below and go on to the next exercise

Now I am going to ask you a few questions about the story you just read. Try to answer the questions as best you can.

There was a big tree in the garden of our school. It was alone and lonely.	16	Where is the tree found? [in the school garden; in the school ; in the garden] Correct Incorrect No Response
One day, a bird came and sat on it.	25	What happened to the tree? [a bird came and sat on it] Correct Incorrect No Response
The bird had a seed in its beak. It dropped the seed near the tree.	40	What did the bird drop near the tree? [a seed] Correct Incorrect No Response
A small plant grew up.	45	What happened after? [a plant grew up/there was another tree] Correct Incorrect No Response
Soon, there was another tree.	50	Why was there another tree? [Because the bird dropped a seed]
The big tree was happy.	55	Why was the bird happy? [there was another tree. It was no longer alone/lonely]. Correct Incorrect No Response

Prosody score (1,2,3 or 4): _____ Time left on stopwatch: _____ **Thank you, let's try a listening exercise!**

Task 7. Listening Comprehension

I am going to read you another story aloud ONCE and then ask you some questions about the story. Is that ok?

Our dog is called Bingo. It barks all the time. It has a short tail. It shakes its tail whenever it is happy. One day, it fell into a gutter and break its leg. I carried it to a veterinary clinic. The doctor treated its wounds. I play with it. Bingo is now happy. (54)

Now I am going to ask you a few questions about the story you just heard.

What is the name of the dog? [Bingo].	Correct Incorrect No Response
What does Bingo do when it is happy? [it shakes its short tail]	Correct Incorrect No Response

Why was Bingo hurt ? [It fell in a gutter]	Correct Incorrect No Response
Where is Bingo hurt? [On the leg].	Correct Incorrect No Response
Where was Bingo treated? [At the clinic/veterinary clinic]	
Why is Bingo happy ? [it is now well].	Correct Incorrect No Response

Thank you! *We are finished! I am very happy. Now you can return to class. Let's go there directly.*

9.5. EGMA Class

EVALUATION OF FONDAMENTAL COMPETENCES IN MATHEMATICS

Now we shall play some mathematical games...

Activity 1: Numbers Identification (Untimed Activity)	60 Seconds																																										
<p>Example 1: Look at this number 4. Tell me how is it read? Four It's correct, this number is four This is Four (point at 4). Let's try another example</p> <p>Example 2 Look at this number 37. How is it read ? Thirty seven it's correct, this number is Thirty seven This is Thirty seven , [Point at 37]</p> <p>These are some numbers. <i>I want you to point a finger at each number and tell me what the number is. I will use the stopwatch to tell you when to start and when to stop.</i> - start here. -What is this number ?</p>	<ul style="list-style-type: none"> • If the time on the stopwatch has elapsed (60 seconds). • If the child stops on a number for 5 seconds. 																																										
<p>(/) (/) Incorrect or no answer (]) After last number read</p> <table border="1" data-bbox="217 963 826 1354"> <thead> <tr> <th colspan="5"></th> <th>Cumulated Total.</th> </tr> </thead> <tbody> <tr> <td>1</td> <td>3</td> <td>5</td> <td>6</td> <td>8</td> <td>(5)</td> </tr> <tr> <td>10</td> <td>11</td> <td>13</td> <td>15</td> <td>16</td> <td>(10)</td> </tr> <tr> <td>19</td> <td>21</td> <td>25</td> <td>27</td> <td>30</td> <td>(15)</td> </tr> <tr> <td>32</td> <td>33</td> <td>35</td> <td>38</td> <td>40</td> <td>(20)</td> </tr> <tr> <td>44</td> <td>55</td> <td>58</td> <td>66</td> <td>70</td> <td>(25)</td> </tr> <tr> <td>73</td> <td>75</td> <td>78</td> <td>80</td> <td>91</td> <td>(30)</td> </tr> </tbody> </table>						Cumulated Total.	1	3	5	6	8	(5)	10	11	13	15	16	(10)	19	21	25	27	30	(15)	32	33	35	38	40	(20)	44	55	58	66	70	(25)	73	75	78	80	91	(30)	
					Cumulated Total.																																						
1	3	5	6	8	(5)																																						
10	11	13	15	16	(10)																																						
19	21	25	27	30	(15)																																						
32	33	35	38	40	(20)																																						
44	55	58	66	70	(25)																																						
73	75	78	80	91	(30)																																						
<p>✎ Remaining time:</p>																																											
<p>✎ Square brackets</p>																																											
<p>✎ Incorrect(s) number</p>																																											

Activity 2: Comparing Numbers (Untimed Activity) -

Example 1:

Look at these numbers. Tell me which is bigger?

9 4

9 is the bigger, it's correct.

The number 9 is the bigger. [Point at 9] this number is 9

[Point at 4] This number is 4. 9 is bigger than 4. Let's continue.

Example 2:

Look at these numbers. Tell me which one is bigger?

6 11

11 is the bigger, it's correct.

The number 11 is bigger [Point at 11] This number is 11.[Point at 11] 11 is bigger than 6. Let's

Continue

[Repeat for each items]

Activity 2: Comparing Numbers (Untimed Activity)

Look at these numbers. Tell me which is bigger ? [Repeat for each items]

() 1 = Correct.

() 0 = Incorrect or no answer.

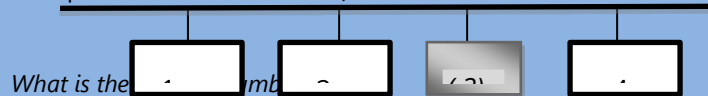
2	7	<u>7</u>	<input type="checkbox"/>	<input type="checkbox"/>	52	15	<u>52</u>	<input type="checkbox"/>	<input type="checkbox"/>
9	5	<u>9</u>	<input type="checkbox"/>	<input type="checkbox"/>	42	67	<u>67</u>	<input type="checkbox"/>	<input type="checkbox"/>
8	16	<u>16</u>	<input type="checkbox"/>	<input type="checkbox"/>	28	27	<u>28</u>	<input type="checkbox"/>	<input type="checkbox"/>
21	12	<u>21</u>	<input type="checkbox"/>	<input type="checkbox"/>	25	38	<u>38</u>	<input type="checkbox"/>	<input type="checkbox"/>
33	7	<u>33</u>	<input type="checkbox"/>	<input type="checkbox"/>	91	81	<u>91</u>	<input type="checkbox"/>	<input type="checkbox"/>

Correct Total:

- When the child makes 4 successive errors.
- If the child does not answer after 5 seconds.

Activity 3: Missing Numbers (Patterns of Numbers)(Untimed Activity)

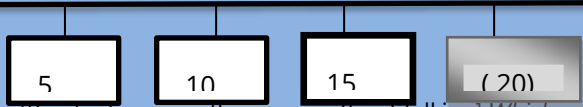
Example 1: This is a list of numbers



What is the number in the box? 3 it's correct.

Here the number is 3. Count with me. [Point at each number with the finger] . . 1, 2, 3, 4 Here the number is 3. Let's continue.

Example 2 : This is a list of numbers



5, 10, 15,... [Point a finger on the space without talking]. Which number goes here ?
 [point a finger on the space]
 20, its correct.
 Here the number is 20. Let's continue.

Activity 3: Missing Numbers (Patterns of Numbers)(Untimed Activity)

Here are some lists of numbers [Point a finger on the space]. Tell me the number that goes here?
 [Repeat for each item]

- () 1 = Correct.
- () 0 = Incorrect or no answer.

2	4	<u>6</u>	8	<input type="checkbox"/>	<input type="checkbox"/>	10	20	30	<u>40</u>	<input type="checkbox"/>	<input type="checkbox"/>
3	4	5	<u>6</u>	<input type="checkbox"/>	<input type="checkbox"/>	40	50	<u>60</u>	70	<input type="checkbox"/>	<input type="checkbox"/>
<u>7</u>	8	9	10	<input type="checkbox"/>	<input type="checkbox"/>	10	15	<u>20</u>	25	<input type="checkbox"/>	<input type="checkbox"/>
6	8	10	<u>12</u>	<input type="checkbox"/>	<input type="checkbox"/>	<u>10</u>	12	14	16	<input type="checkbox"/>	<input type="checkbox"/>
5	10	<u>15</u>	20	<input type="checkbox"/>	<input type="checkbox"/>	35	45	<u>55</u>	65	<input type="checkbox"/>	<input type="checkbox"/>

- If the child makes 4 successive errors
- If the child does not answer after 5 Seconds.

Total correct:

Activity 4 : Addition Level 1 (Timed Activity)

60 seconds

These are some additions.

Example 1: $3 + 4 =$ How many?

$3 + 4 = 7$, it's correct ;

$3 + 4$ equals 7. [Point at $3 + 4 =$]This sum is equal to 7

Let's take another example.

Example 2: Look at this other addition and tell me: $15 + 10 =$ how many?

$15 + 10 = 25$, it's correct;

$15 + 10$ equals 25 it's correct. [Point at $15 + 10 =$]This sum is equals 25.

I will now use the stopwatch. Do your best. If you don't now an answer, go to the next operation. Are you ready?

- Start here [point at the first item]

- If the time on the stopwatch has elapsed (60 seconds).
- If the child stops on an operation for five seconds

- (/) Incorrect or no answer
- () After the last item answered

$1 + 5 = (6)$	<input type="checkbox"/> 1 <input type="checkbox"/> 0	$8 + 5 = (13)$	<input type="checkbox"/> 1 <input type="checkbox"/> 0
$8 + 3 = (11)$	<input type="checkbox"/> 1 <input type="checkbox"/> 0	$10 + 10 = (20)$	<input type="checkbox"/> 1 <input type="checkbox"/> 0
$9 + 4 = (13)$	<input type="checkbox"/> 1 <input type="checkbox"/> 0	$14 + 5 = (19)$	<input type="checkbox"/> 1 <input type="checkbox"/> 0
$12 + 7 = (19)$	<input type="checkbox"/> 1 <input type="checkbox"/> 0	$7 + 7 = (14)$	<input type="checkbox"/> 1 <input type="checkbox"/> 0
$10 + 8 = (18)$	<input type="checkbox"/> 1 <input type="checkbox"/> 0	$9 + 9 = (18)$	<input type="checkbox"/> 1 <input type="checkbox"/> 0

Correct Total:

Activity 5 : Addition Level II (Untimed Activity)

These are some additions. Give the answer for the following additions :

Example 1 :
 Look at this addition and tell me: $38 + 27 =$ how many?
 $38 + 27 = 65$, it's correct, the answer is 65 ;
 The sum $38 + 27$ equals 65. [Point at $38 + 27 =$] The answer is 65.

Let's take another example:

Example 2: Look at this addition and tell me: $25 + 23 =$ How many?
 $25 + 23 = 48$, it's correct, the answer is 48 ;
 $25 + 23$ equal 48. [Point at $25 + 23 =$]The answer is 48.

We shall do some additions. Try your best. If you don't know an answer, move to the next operation. Are you ready?
 - stat here [point at the first item]

• If the child stops on an operation for ten seconds

(/) Incorrect or no answer () After last item answered

$28 + 10 = (38)$	<input type="checkbox"/> 1 <input type="checkbox"/> 0	$75 + 13 = (88)$	<input type="checkbox"/> 1 <input type="checkbox"/> 0
$25 + 17 = (42)$	<input type="checkbox"/> 1 <input type="checkbox"/> 0	$52 + 29 = (81)$	<input type="checkbox"/> 1 <input type="checkbox"/> 0
$14 + 27 = (41)$	<input type="checkbox"/> 1 <input type="checkbox"/> 0		

Total Correct:

Activity 6 : Subtraction Level I (Timed Activity) 60 seconds

Now we shall do some subtractions.

• If the time on the stopwatch has

*Example 1 : Look at this subtraction and tell me : $6-3 =$ how many?
 $6-3= 3$, it's correct ;
 The subtraction $6-3$ equals 3. [Point at $6-3 =$]
 This subtraction equals 3.*

Let's take another operation

*Example 2: Look at this subtraction and tell me: $15 - 10 =$ How many?
 $15 - 10 = 5$ it's correct.
 The subtraction $15 - 10 = 5$ it's correct. [Point at $15 - 10 =$]This subtraction equals 5.*

I Will now use this stopwatch. Try your best. If you don't know any answer, past to the next operation.
 Are you ready?
 - Start here [point at the first item]

(/) Incorrect or no answer
 () After the last item answered

$5 - 2 = (3)$	<input type="checkbox"/> <input type="checkbox"/>	$12 - 3 = (9)$	<input type="checkbox"/> <input type="checkbox"/>
$9 - 4 = (5)$	<input type="checkbox"/> <input type="checkbox"/>	$9 - 6 = (3)$	<input type="checkbox"/> <input type="checkbox"/>
$20 - 10 = (10)$	<input type="checkbox"/> <input type="checkbox"/>	$20 - 2 = (18)$	<input type="checkbox"/> <input type="checkbox"/>
$16 - 3 = (13)$	<input type="checkbox"/> <input type="checkbox"/>	$20 - 14 = (6)$	<input type="checkbox"/> <input type="checkbox"/>
$12 - 10 = (2)$	<input type="checkbox"/> <input type="checkbox"/>	$17 - 16 = (1)$	<input type="checkbox"/> <input type="checkbox"/>

Correct Total:

elapsed (60 seconds).
 • If the child stops on an operation for five seconds

Activity 7: Subtraction Level II (Untimed Activity)

These are some subtractions
*Example 1: look at this subtraction and tell me $72-38 =$ How many?
 $72-38 = 34$, It's correct
 The subtraction $72-38$ equals 34. [Point at $72-38 =$]
 This subtraction equals 34.*

Let's do another subtractions

• If the child stops on an operation for ten seconds

*Example 2: look at this subtraction and tell me: $66 - 41 =$ How many?
 $66 - 41 = 25$, it's correct ;
 $66 - 41$ equals 25. [Point at $66 - 41 =$]This subtraction equals 25.*

We shall do other subtractions. Try your best. *If you don't know the answer, go to the next operation.*
 Are you ready
 - start here [point at the first item]

(/) Incorrect or no answer
 () After the last item answered

$70 - 30 = (40)$	<input type="checkbox"/> 1 <input type="checkbox"/> 0	$71 - 27 = (44)$	<input type="checkbox"/> 1 <input type="checkbox"/> 0
$65 - 20 = (45)$	<input type="checkbox"/> 1 <input type="checkbox"/> 0	$48 - 19 = (29)$	<input type="checkbox"/> 1 <input type="checkbox"/> 0
$96 - 88 = (8)$	<input type="checkbox"/> 1 <input type="checkbox"/> 0		

Total Correct:

Activity: Problems (untimed Activity)

❖ Papers, pencil and stop watch.[To be assured that the child does not use *much time on problem*].

I have some problem that I'll ask you to solve. These are objects to help you count. You can use them if you want, but you are not obliged. Listen very carefully. If you want, I will repeat the question. Let's start now.

Example:
 Ekotto has 2 mangoes. Zumba has 3 mangoes. How many mangoes do they have altogether?
 They have five mangoes in all. It's correct. Let's continue.

For the following questions, I will read the question. Tell me if you want me to repeat a question. I reminding you that you can use paper and pencil to help you calculate the operations. Let's start now. Let's start now.


For each problem:
 1 = Correct.
 0 = Incorrect or no answer.

Problem 1 :
 Papa TAMO bought 40 oranges yesterday. Today, he buys 20 oranges. How many oranges has he bought altogether?
 Correct answer : 60 1 0

Problem 2:
 ESSAM has 20 small balls. He lost 10. How many small balls does he have left?
 Correct answers : 10 1 0

Problem 3 :
 Five class 2 pupils pick up 3 mangoes each. How many mangoes did they pick up altogether?

- If the Child makes 4 successive errors
- If the child does not answer after 5 seconds (without writing nor counting with fingers, etc.)
- Or
- If the child cannot does not answer a

Correct answer: 15	<input type="text" value="1"/>	<input type="text" value="0"/>	question after one minute
Problem 4 Papa MAROU brought 50 biscuits at home. He gives half of the biscuits to his son OUTA. How many biscuits are remaining? Correct answer: 25	<input type="text" value="1"/>	<input type="text" value="0"/>	
Problème 5 : Brenda's bag contains 3 text books. Brice's bag contains the double of the number of textbooks in Brenda's bag. How many text books are there in Brice's bag ? Correct answer: 6	<input type="text" value="1"/>	<input type="text" value="0"/>	
Problème 6 : BINO's teacher divides 10 puffpuff balls equally to two pupils in the class. How many puffpuff balls does each pupil receive. ? Correct answer: 5	<input type="text" value="1"/>	<input type="text" value="0"/>	
 Total correct:			

HH : MM
Time of end of test |] : [|

Has the Child:	OUI	NON
Used his or her fingers to solve any of the problem?	<input type="text" value="1"/>	<input type="text" value="0"/>
Use counting sticks to solve any of the problem?	<input type="text" value="1"/>	<input type="text" value="0"/>
Done written calculations?	<input type="text" value="1"/>	<input type="text" value="0"/>

9.6. Cook's Questionnaire

EVALUATION OF BASIC COMPETENCES OF LEARNERS OF THE PRIMARY SCHOOL

Name of the school: [_____]

School order (1 = Public, 2 = Private): [___]

Area of location (1 = Urban, 2 = Rural): [___]

Region: [_____]

Division: [_____]

Sub-division [_____]

Learner's code: [_ | _ | _ | _ | _ | _ | _ | _ | _ | _]

Gender: (1 = Male, 2 = Female): [_]

School code: [_ | _ | _ | _ | _ | _ | _ | _ | _ | _]

Administrator's code [_ | _]

DD / MM / YY

Date of administration of the test: [_ | _ | _ | _ | _ | _]

HH : MM

Starting time of administration: [_ | _] : [_ | _]

1.	How many individuals have been trained in safe food preparation and storage as a result of USDA assistance?		women	men				
		total						
2.	Have you received any training on the use of new techniques or tools as a result of USDA assistance? [1 = Yes, 0 = No, 9 = no answer]	[_]						
3.	Number of daily school meals (breakfast, snack, lunch) provided to school-age children as a result of USDA assistance	Number	Breakfast	Snack	Lunch			
4.	Number of school-age children receiving daily school meals (breakfast, snack, lunch) as a result of USDA assistance		Girls	boys	disabled	indigenes		
					girls	boys	girls	boys
		Total						

9.7. Classroom observation tool

LESSON OBSERVATION (METHODS OF TEACHING READING)

Teacher's Code: [_ | _ | _ | _ | _ | _ | _ | _ | _ | _]

Code of the school: [_ | _ | _ | _ | _ | _ | _ | _ | _ | _]

Enrolment: [_ | _ | _]

Title of the lesson: [_____]

1. Physical environment (tick more than one answer if necessary)

1. Facilities in the class
 - The classroom is adequate for the number of pupils
 - Disposition of pupils, arranged in small groups
 - Space for circulation in the classroom
 - Disposition for stockage of pedagogic resources
2. Availability of appropriate resources
 - Posting of pupil's realisations/products
 - Manipulation materials (compendium, square, etc.)
3. Material of the 21st century
 - Availability of calculators

- Interactive white boards
- Computers/tablets for pupils and teachers

2. Observation of lesson (tick more than one answer if necessary)

4. Main/principal pedagogic resources used by teacher
 - Language textbooks
 - Mathematics textbooks
 - Other printed materials
 - Calculators
 - Mathematics tools (compendium, square, etc.)
5. Main teaching methods
 - Syllabic
(Teaching sounds and their combination to build syllables and words)
 - Global
(Teaching from words, sentences, texts to get the sounds)
 - Mixed
(Combining the syllabic and global methods)
6. Content domain of the lessons
 - If mathematic
 - Numbers and numeration
 - Operations and operator
 - Geometry
 - Measurement
 - Problem solving
 - If language arts
 - Reading letters
 - Reading syllables
 - Reading words
 - Reading texts
 - Listening comprehension
 - Reading comprehension
7. Content of the lesson
 - Instructions and resources used are appropriate for the lesson
 - Objective and Content clearly announced
8. Organisation of the lesson
 - Introduction
 - Presentation
 - Conclusion/evaluation
9. Practice of pupils
 - The whole class
 - Small groups on the same task
 - Small groups on different tasks
 - Individually on the same task
 - Individually on different tasks
 - Organisation appropriate for the lesson
10. Observation of the attitude of learners and teacher
 - For the teacher
 - Guides pupils to discover the subject matter
 - Moves round the class to follow up and coordinate the work
 - Encourages the pupils to work using different methods
 - Guides the pupils in the manipulation and use of pedagogic resources

3. Teaching strategies (Indicate more than one answer if necessary)

- High level and stimulating questions to indicate pupil's responses
- Low level questions that weaken/lower the participation of pupils
- Do not ask questions during the lesson

Total																	
1	How old are you (years)	[_____] years Do not know / No answer = 99															
2	What is your highest academic certificate? (Only one response)	1 = Higher than GCE A.L. 2 = GCE A.L. 3 = GCE O.L. [_____ 4 = FSLC 5 = No academic certificate															
3	What is the nature of the professional qualification that permits you to teach? (Only one response)	1 = Initial training as a teacher 2 = Validation of professional skills [_____ 3 = No professional qualification															
4	[If initial training as a teacher:] What was the academic qualification that enabled you gain admission in the Teacher Training College?	1 = GCE A.L. 2 = GCE OL with 5 papers and above [_____ 3 = GCE OL with 4 papers															

5	What is your longevity/experience as a teacher?	In number of years [_____] Don't know = 99		
6	What is your longevity/experience in the school?	In number of years [_____] Don't know = 99		
7	What is your longevity/experience in the class you are teaching?	In number of years [_____] Don't know = 99		
8	Have you participated in any training session as a result of USDA assistance?	1 = Yes 0 = No [_____] 9 = No answer		
9	How many inspection visits have you had within the last 12 months?	[_____]		
10	What is your present status? (Only one response)	1 = Civil servant (public) 2 = Contract (public) 3 = Parents teacher (public) [_____] 4 = contract (private)		
11	What position do you occupy now? (Multiple responses possibles)	1 = Head Teacher / Teacher 2 = classroom teacher		
12	How many pupils are registered in your class?	[_____]		
13	How many pupils were present on the day of the test?	[_____]		
	Number of individuals trained in child health and nutrition as a result of USDA assistance		women	men
		Total		
14	Number of teaching and learning materials provided as a result of USDA assistance	types of teaching and learning materials received	Quantity	Quantity available and usable
		1.		
		2.		
		3.		
15	When teaching reading, what main method do you use? (Only one response)	1 = Syllabic 2 = Global		

		3 = Mixed 4 = ELAN Approach ⁵⁵ 5 = None 6 = Don't know
16	At what frequency do you give exercises? (Only one response)	1 = Every day 2 = 3 or 4 times per week 3 = 1 or 2 times per week 4 = Less than 1 time per week 5 = I do not give exercises
17	How do you carry out remediation for learners with difficulties? [Many answers are authorised]	1 = I work individually with the pupil 2 = I ask other pupils to do reading with the pupils with difficulties 3 = I give homework 4 = I ask parents to help their children 5 = I organise catch up or remediation class 6 = Others methods
18	In your opinion, what is the percentage of pupils in your class who cannot read fluently? (Only one response)	1 = Less than 20% 2 = Between 20% and 40% 3 = Between 40% and 60% 4 = between 60% and 80% 5 = more than 80%
Auto-evaluation of the teacher (only one response)		Never Rarely Sometimes Frequently Always
Theme 1: Reading comprehension questions		
19	I carefully select the key words of the reading text. When learners are faced with an unknown word, I invite them to use all the strategies known to decode the word themselves.	
20	I have a list of various strategies that can help my learners organise their ideas in order to better understand the main elements of the reading passage.	
21	I prompt my learners to explain their answers through skilful question without any judgement.	
22	My reading comprehension questions test the ability of my pupils to spot or locate words in the text	
23	My reading comprehension questions test their ability to summarise	
24	My reading comprehension questions test their ability to analyse	
25	My reading comprehension questions test their ability to express their personal opinion	
26	My reading comprehension questions test their ability to make a link between their personal experience to imagine and to make a judgement	

⁵⁵ Still called a balanced approach, the ELAN approach is a didactic transposition and transfer approach allowing students to read and produce texts in both African national languages and French. It is promoted by the OIF through the School and National Languages in Africa initiative (ELAN-Africa).

27	I make sure that my pupils can identify every word in a studied text, in isolation					
28	I ask high-level understanding/comprehension (inferential) questions					
Theme 2: Vocabulary awareness						
29	My pupils actively participate in a good number of games aimed at developing vocabulary					
30	Vocabulary items are studied in written, oral and drawing forms					
31	I constantly encourage my pupils to identify the words they do not understand					
32	I aim at maximum participation of pupils and a good understanding of new vocabulary					
Theme 3: Conventions of written texts (writing)						
33	I encourage my pupils to write freely					
34	I carefully choose some of their writings that I appreciate, and I use them to work out spelling or grammar rules					
35	I encourage my pupils to write words without fear of errors					
Theme 4: Conventions of written text (reading)						
36	Before and during the study of a text, I use pre-reading activities to enable my learners to discover the text and answer questions					
37	Before and during the study of the text, I engage my learners in discovery activities and encourage them to ask questions on the signs found.					
38	I prepare my pupils for the reading of a text by making them explore images, characters, title or any other aspects that can incite their interest and encourage them to make hypotheses and establish links.					
Theme 5: Creation of a literate environment						
39	I create an environment rich in letters, posters, pupils' productions, class rules, memory aid for spelling of words and tenses.					
40	I have arranged a reading corner in the classroom.					
41	I put varied texts (not necessarily from textbooks) at the disposition of my learners corresponding to their interests and needs					
Theme 6 : Evaluation of pupil's competences						
42	I verify learner's previous knowledge and their vocabulary level					
43	I adjust my teaching in line with the level their writing demonstrates.					
44	My ears are open to the class. I show flexibility in my planning and adjustment to the learners' engagement, interest and level of tiredness.					

45	When a learner makes an error in reading, I immediately evaluate the error to understand if the error is at the level of decoding or at the level of comprehension.					
Theme 7: Fluency						
46	I use varied activities to arrive at fluency					
47	I make sure that a text is not just memorised by the learners.					
48	I encourage learners by explaining that they should read "like grownups", by helping them look farther than what is read, and by inviting them to modulate their voice, so that their reading can be expressive.					
49	I make learners practise reading aloud individually.					
50	I closely observe learners' reading in order to be sure that he or she has not just memorised the text.					

Theme 8: Language mechanisms/phonemic awareness						
51	I use language games that arouse phonemic awareness, such as identification of the initial consonant sounds, fusion, segmentation, suppression, inversion and rhymes.					
52	My learners carry out activities on the manipulation of phonemes inside words.					
53	My learners carry out activities based on the alphabet.					
54	My learners carry out activities based on the names of letters of the alphabet.					
55	My pupils carry out activities based on the sounds of letters of the alphabet.					

Theme 9 : Lesson preparation						
56	I always start with pre-reading activities that will arouse the interest of my learners.					
57	Before the lesson, I choose some strategic areas in the text and prepare a variety of oral and written activities that will make my pupils bring out hypotheses.					

Theme 10: Guided writing						
58	I teach reading and writing simultaneously.					
59	I make my pupils understand that writing is not just something done in school but also a tool used for expression and communication.					
60	To facilitate writing, I integrate vocabulary development games; I provide model sentences					
61	To facilitate writing, I involve my learners in collective research of ideas and I offer them strategies to organise their ideas.					
62	I use pupils writing to show different ways of enriching the style.					

63	During writing activities, I propose variety of strategies. I make them put event in a chronological order.					
Theme 11: Communication with parents and community						
64	I encourage my pupils to take their textbooks home and read with their family.					
65	I encourage my pupils to share their writing with parents and friends.					
66	I encourage my pupils to read aloud to their parents and friends.					
67	I sensitize the parents of my pupils on the methods to help their children at home.					

Annex 10. Informed Consent Forms – Key Informant Interviews

10.1. Informed consent form - key informant interviews - government stakeholders

Oversee Advising Group is conducting the Baseline Evaluation of the WFP McGovern-Dole Funded School Feeding Program in the Republic of Congo from 2023 to 2026. This consent form explains the evaluation and the role of participants in the study. Please consider this information and take as much time as you need. If you have questions at a later time, you can ask any of the members of the national evaluation team.

This baseline study purposes to establish the situational analysis at the beginning of the program; and will be used to strengthen and enhance targets for appropriateness, and to make recommendations on the most efficient approach to monitoring the programme based on the indicators in the Performance Monitoring Plan.

To do this, the baseline will focus on addressing the following objectives:

1. Validate indicator selection and targets and establish baseline values for all performance indicators. If appropriate, the baseline study will also be used to revisit project targets in light of baseline findings;
2. Review performance indicators for McGovern-Dole’s two strategic objectives and the highest-level results that feed into the strategic objectives as part of the mid-term and final evaluations;
3. Provide a situational analysis before the project begins

Voluntary Participation

We are inviting you to participate in this study because you are a Key Government School Feeding Program Stakeholder

Your participation in this study is entirely voluntary. It is your choice whether to participate or not. You may change your mind and stop participating at any time.

Procedures

We would like to ask you some questions relating to the School Feeding Program. We will ask you questions relating to how conducive the environment is for learning and child development; your perceptions regarding the monitoring and evaluation of the school feeding program, the capacity of farmers and other suppliers to supply quality food commodities to local schools; the capacity of the government and the school communities to manage and implement the program; and areas for improvement.

To make sure that I don’t forget or change what you are saying to me I ask for your permission to audio record and write down the conversation. Everything that will be recorded and written down will be confidential. Please note that you can refuse to give your permission to this.

Duration

The interview will last for about 60 minutes

Benefits

There are no direct benefits to you from being in this evaluation.

Risks, discomforts and rights to withdraw

There are no obvious physical, psychological, social, economic, legal, and emotional risks in participating in this study. Participation in this study is voluntary. During the interview, you are allowed to refuse to answer

any question and you are allowed to stop the interview at any time. There are no consequences should you decide not to continue with the interview.

Confidentiality and Privacy

The information that you give us is completely confidential. We will not associate your name with anything that you say. We will not use personal identifiers for the information obtained. Privacy will be assured during this interview by having it here (or virtually).

Consent and contact

Have you got any questions you would like to ask?

Do you agree to answer the questions now?

If you have any other questions about this study later you can contact the Lead Supervisor on (*mobile telephone no*) :

If you agree to participate after receiving the above information please sign below.

Check for verbal consent

Read by Respondent [] Interviewer []

Agreed [] Refused []

Respondent: _____

Interviewer: _____ Date: __/__/__

If Refused, the interviewer should inform the team lead for proper documentation.

10.2. Informed consent form – key informant interviews – wfp stakeholders

Oversee Advising Group is conducting the Baseline Evaluation of the WFP McGovern-Dole Funded School Feeding Program in the Republic of Congo from 2023 to 2026. This consent form explains the evaluation and the role of participants in the study. Please consider this information and take as much time as you need. If you have questions at a later time, you can ask any of the members of the national evaluation team.

This baseline study purposes to establish the situational analysis at the beginning of the program; and will be used to strengthen and enhance targets for appropriateness, and to make recommendations on the most efficient approach to monitoring the programme based on the indicators in the Performance Monitoring Plan.

To do this, the baseline will focus on addressing the following objectives:

1. Validate indicator selection and targets and establish baseline values for all performance indicators. If appropriate, the baseline study will also be used to revisit project targets in light of baseline findings;
2. Review performance indicators for McGovern-Dole’s two strategic objectives and the highest-level results that feed into the strategic objectives as part of the mid-term and final evaluations;
3. Provide a situational analysis before the project begins

Voluntary Participation

We are inviting you to participate in this study because you are a Key WFP School Feeding Program Stakeholder

Your participation in this study is entirely voluntary. It is your choice whether to participate or not. You may change your mind and stop participating at any time.

Procedures

We would like to ask you some questions relating to the School Feeding Program. We will ask you questions relating to how conducive the environment is for learning and child development; your perceptions regarding the monitoring and evaluation of the school feeding program, the capacity of farmers and other suppliers to supply quality food commodities to local schools; the capacity of the government and the school communities to manage and implement the program; and areas for improvements.

To make sure that I don’t forget or change what you are saying to me I ask for your permission to audio record and write down the conversation. Everything that will be recorded and written down will be confidential. Please note that you can refuse to give your permission to this.

Duration

The interview will last for about 60 minutes

Benefits

There are no direct benefits to you from being in this evaluation.

Risks, discomforts and rights to withdraw

There are no obvious physical, psychological, social, economic, legal, and emotional risks in participating in this study. Participation in this study is voluntary. During the interview, you are allowed to refuse to answer any question and you are allowed to stop the interview at any time. There are no consequences should you decide not to continue with the interview.

Confidentiality and Privacy

The information that you give us is completely confidential. We will not associate your name with anything that you say. We will not use personal identifiers for the information obtained. Privacy will be assured during this interview by having it here (or virtually).

Consent and contact

Have you got any questions you would like to ask?

Do you agree to answer the questions now?

If you have any other questions about this study later you can contact the Lead Supervisor on (*mobile telephone no*) :

If you agree to participate after receiving the above information please sign below.

Check for verbal consent

Read by Respondent [] Interviewer []

Agreed [] Refused []

Respondent: _____

Interviewer: _____ Date: __/__/__

If Refused, the interviewer should inform the team lead for proper documentation.

10.3. Informed consent form – key informant interviews – technical / development partners

Oversee Advising Group is conducting the Baseline Evaluation of the WFP McGovern-Dole Funded School Feeding Program in the Republic of Congo from 2023 to 2026. This consent form explains the evaluation and the role of participants in the study. Please consider this information and take as much time as you need. If you have questions at a later time, you can ask any of the members of the national evaluation team.

This baseline study purposes to establish the situational analysis at the beginning of the program; and will be used to strengthen and enhance targets for appropriateness, and to make recommendations on the most efficient approach to monitoring the programme based on the indicators in the Performance Monitoring Plan.

To do this, the baseline will focus on addressing the following objectives:

1. Validate indicator selection and targets and establish baseline values for all performance indicators. If appropriate, the baseline study will also be used to revisit project targets in light of baseline findings;
2. Review performance indicators for McGovern-Dole’s two strategic objectives and the highest-level results that feed into the strategic objectives as part of the mid-term and final evaluations;
3. Provide a situational analysis before the project begins

Voluntary Participation

We are inviting you to participate in this study because you are a Key UNICEF/ UNESCO School Feeding Program Stakeholder

Your participation in this study is entirely voluntary. It is your choice whether to participate or not. You may change your mind and stop participating at any time.

Procedures

We would like to ask you some questions relating to the School Feeding Program. We will ask you questions relating to how conducive the environment is for learning and child development; your perceptions regarding the monitoring and evaluation of the school feeding program, the capacity of farmers and other suppliers to supply quality food commodities to local schools; the capacity of the government and the school communities to manage and implement the program; and areas for improvement.

To make sure that I don’t forget or change what you are saying to me I ask for your permission to audio record and write down the conversation. Everything that will be recorded and written down will be confidential. Please note that you can refuse to give your permission to this.

Duration

The interview will last for about 60 minutes

Benefits

There are no direct benefits to you from being in this evaluation.

Risks, discomforts and rights to withdraw

There are no obvious physical, psychological, social, economic, legal, and emotional risks in participating in this study. Participation in this study is voluntary. During the interview, you are allowed to refuse to answer any question and you are allowed to stop the interview at any time. There are no consequences should you decide not to continue with the interview.

Confidentiality and Privacy

The information that you give us is completely confidential. We will not associate your name with anything that you say. We will not use personal identifiers for the information obtained.

Privacy will be assured during this interview by having it here (or virtually).

Consent and contact

Have you got any questions you would like to ask?

Do you agree to answer the questions now?

If you have any other questions about this study later you can contact the Lead Supervisor on (*mobile telephone no*) :

If you agree to participate after receiving the above information please sign below.

Check for verbal consent

Read by Respondent [] Interviewer []

Agreed [] Refused []

Respondent: _____

Interviewer: _____ Date: __/__/__

If refused, the interviewer should inform the team lead for proper documentation.

Annex 11. Topic Guides for Key Informant Interviews

11.1. Topic Guide – Government Stakeholders at National, Department and District levels

*Please note that these are topic **guides** – some questions are generic and will apply to all the government stakeholders but some questions will depend on level of interaction of the stakeholders with the school feeding program. Not all of them will be able to answer all the questions. Qualitative research assistants will be trained to use the tools appropriately.*

Background Information

- Collection location
- Respondent's gender
- Position held
- Activities carried out within the framework of the program
- Years of experience

Role of a respondent - I'd like to start by having you briefly describe your role and responsibilities within the National School Feeding Program as a government stakeholder

Context of Programme Implementation

1. What are the main interventions the Government is implementing in the National School Feeding Program (NSFP)?
 - a. What activities have been carried out as part of the NSFP interventions?
 - b. Please can you describe the situation of things currently? What in your view are the main issues (threats and opportunities) relating to school feeding in RoC?
 - i. How did these influence the implementation of the school feeding interventions?

Values and Appropriateness of baseline Indicators and results framework

2. What is your experience with the Monitoring and Evaluation (M&E) system of the NSFP?
 - a. Can you describe some of the indicators that are used to track the results of the NSFP?
 - b. *If yes*, What is your opinion about the appropriateness of the indicators in the Performance Monitoring Plan for measuring the results of the school feeding program?
 - c. What do consider the strength of the monitoring? What in your view are the challenges?
3. What do you think about the objectives and the expected results of the McGovern-Dole FY21 program cycle (*mention the objectives and expected results to refresh the stakeholders' memory*)?
 - a. How realistic do you think they are within the country context?
 - b. What problems do you envisage may hinder the achievement of the expected results?
 - c. What factors do you think will help in the achievement of the expected results?

- d. How is the information obtained from the dashboard used? (**probe** for use in decision making or program implementation adaptation)

Monitoring and Evaluation of the Program

4. Please could you describe how the dashboard is used to monitor the program?
 - a. What type of indicators are monitored via the dashboard?
 - b. How are other indicators not tracked via the dashboard monitored?
 - c. How is data collection planned and managed?
 - d. How is data disaggregated? How possible is it to track different groups via the dashboard?
5. How would you rate the quality of the M&E of the school feeding program? (**Probe** for government SF program and the WFP SF program) . Why?
6. What in your view are the gaps in the M&E system of the school feeding program? (**Probe** for government SF program and the WFP SF program)
 - a. How do you think these gaps can be addressed
7. To what extent do you think gender issues have been integrated in the monitoring of the program? (**Probe** for government SF program and the WFP SF program)
8. In your opinion what would make the M&E system more successful? (**Probe** for government SF program and the WFP SF program)
- 9.

Environment and Learning

10. What is your view about the quality of teaching in the schools for girls and boys?
 - a. What is your view about the capacity of teachers in schools? Are there differences in different areas? Please explain
 - b. What groups of children do you consider more disadvantaged in terms of education? Why? (**probe** for vulnerable groups including indigenous groups)
11. What is your view of school leadership capacity in the different departments? Are there differences? Why? Please explain
12. To what extent do you think students are attentive in classes? What about retention in schools? dropout rates? Why?
13. What is your view about the value of school feeding? Please explain

Capacity of Farmers and other suppliers

14. What is your experience with local procurement of food commodities for school feeding?
15. How are smallholder farmers organized and structured? What about the female farmers?
16. What is your view of the capability of farmers, traders and other suppliers to provide a reliable and sustainable supply of high-quality food commodities to local schools?
 - a. What do you envisage as the supply chain issues?
 - b. What do you think would make things work?

Capacity of Government and School Communities

17. In your opinion, to what extent are the Government and school communities equipped with the relevant skills and capacity to manage and implement a nutrition-sensitive and holistic National School Feeding Program? Please give reasons for your answer.
 - a. What can be improved? How do you think things can be improved?
18. In your opinion, to what extent are the Government and school communities equipped with the relevant skills and capacity to manage and implement a nutrition-sensitive and holistic National School Feeding Program?
 - a. What can be improved? How do you think things can be improved?
19. What exit strategy was in place at the beginning of the McGovern Dole project at WFP and government level? *(if available, ask for details and if possible access to a copy of the relevant document)*
 - a. In your opinion, what is the capacity of the government to implement the school feeding program alone, without external support (from USDA, WFP and other partners)?

11.2. Topic Guide – Key Informant Interviews WFP stakeholders

Please note that these are topic **guides** – some questions are generic and will apply to all the government stakeholders but some questions will depend on level of interaction of the stakeholders with the school feeding program. Not all of them will be able to answer all the questions. Qualitative research assistants will be trained to use the tools appropriately.

Background Information

- Collection location
- Respondent's gender
- Position held
- Activities carried out within the framework of the program
- Years of experience

Role of a respondent - I'd like to start by having you briefly describe your role and responsibilities within the McGovern-Dole School feeding program as a WFP stakeholder

Context of Programme Implementation

1. What are the main interventions WFP is implementing in the School Feeding Program?
 - a. What activities have been carried out as part of the McGovern-Dole School feeding program interventions?
 - b. Please can you describe the situation of things currently? What in your view are the main issues (threats and opportunities) relating to school feeding in RoC?
 - i. How did these influence the implementation of the school feeding interventions?

Values and Appropriateness of baseline Indicators and results framework

2. What is your experience with the Monitoring and Evaluation (M&E) system of the McGovern-Dole School feeding program?

- a. Can you describe some of the indicators that are used to track the results of the McGovern-Dole School feeding program?
 - b. *If yes, What is your opinion about the appropriateness of the indicators in the Performance Monitoring Plan for measuring the results of the school feeding program?*
 - c. What do consider the strength of the monitoring? What in your view are the challenges?
 - d.
3. What do you think about the objectives and the expected results of the McGovern-Dole FY21 program cycle (*mention the objectives and expected results to refresh the stakeholders' memory*)?
 - a. How realistic do you think they are within the country context?
 - b. What problems do you envisage may hinder the achievement of the expected results?
 - c. What factors do you think will help in the achievement of the expected results?
 - d. How is the information obtained from the dashboard used? (**probe** *for use in decision making or program implementation adaptation*)

Monitoring and Evaluation of the Program

4. Please could you describe how the dashboard is used to monitor the program?
 - a. What type of indicators are monitored via the dashboard?
 - b. How are other indicators not tracked via the dashboard monitored?
 - c. How is data collection planned and managed?
 - d. How is data disaggregated? How possible is it to track different groups via the dashboard?
5. How would you rate the quality of the M&E of the school feeding program? (**Probe** *for government SF program and the WFP SF program*) Why?
6. What in your view are the gaps in the M&E system of the school feeding program? (**Probe** *for government SF program and the WFP SF program*)
 - a. How do you think these gaps can be addressed
7. To what extent do you think gender issues have been integrated in the monitoring of the program? (**Probe** *for government SF program and the WFP SF program*)
8. In your opinion what would make the M&E system more successful? (**Probe** *for government SF program and the WFP SF program*)

Environment and Learning

9. What is your view about the quality of teaching in the schools for girls and boys?
 - a. What is your view about the capacity of teachers in schools? Are there differences in different areas? Please explain

- b. What groups of children do you consider more disadvantaged in terms of education? Why? (*probe for vulnerable groups including indigenous groups*)
- 10. What is your view of school leadership capacity in the different departments? Are there differences? Why? Please explain
- 11. To what extent do you think students are attentive in classes? What about retention in schools? dropout rates? Why?
- 12. What is your view about the value of school feeding? Please explain

Capacity of Farmers and other suppliers

- 13. What is your experience with local procurement of food commodities for school feeding?
- 14. How are smallholder farmers organized and structured? What about the female farmers?
- 15. What is your view of the capability of farmers, traders and other suppliers to provide a reliable and sustainable supply of high-quality food commodities to local schools?
 - a. What do you envisage as the supply chain issues?
 - b. What do you think would make things work?

Capacity of Government and School Communities

- 16. In your opinion, to what extent are the Government and school communities equipped with the relevant skills and capacity to manage and implement a nutrition-sensitive and holistic National School Feeding Program? Please give reasons for your answer.
 - a. What can be improved? How do you think things can be improved?
- 17. In your opinion, to what extent are the Government and school communities equipped with the relevant skills and capacity to manage and implement a nutrition-sensitive and holistic National School Feeding Program?
 - a. What can be improved? How do you think things can be improved?
- 18. What exit strategy was in place at the beginning of the McGovern Dole project at WFP and government level? (*if available, ask for details and if possible access to a copy of the relevant document*)
 - a. In your opinion, what is the capacity of the government to implement the school feeding program alone, without external support (from USDA, WFP and other partners)?

11.3. Topic Guide – Key Informant Interviews – Technical and Implementing Partners

Please note that these are topic **guides** – some questions are generic and will apply to all the government stakeholders but some questions will depend on level of interaction of the stakeholders with the school feeding program. Not all of them will be able to answer all the questions. Qualitative research assistants will be trained to use the tools appropriately.

Background Information

- Collection location
- Respondent's gender
- Position held
- Activities carried out within the framework of the program
- Years of experience

Role of a respondent - I'd like to start by having you briefly describe your role and responsibilities within the School feeding program as a UNICEF / UNESCO /CRS stakeholder

Context of Programme Implementation

1. What are the main interventions your organisation is implementing in the School Feeding Program?
 - a. What activities have been carried out as part of the McGovern-Dole School feeding program interventions?
 - b. Please can you describe the situation of things currently? What in your view are the main issues (threats and opportunities) relating to school feeding in RoC?
 - i. How did these influence the implementation of the school feeding interventions?

Values and Appropriateness of baseline Indicators and results framework

2. What is your experience with the Monitoring and Evaluation (M&E) system of the McGovern-Dole School feeding program?
 - a. Can you describe some of the indicators that are used to track the results of the McGovern-Dole School feeding program?
 - b. *If yes*, What is your opinion about the appropriateness of the indicators in the Performance Monitoring Plan for measuring the results of the school feeding program?
 - c. What do consider the strength of the monitoring? What in your view are the challenges?
3. What do you think about the objectives and the expected results of the McGovern-Dole FY21 program cycle (*mention the objectives and expected results to refresh the stakeholders' memory*)?
 - a. How realistic do you think they are within the country context?
 - b. What problems do you envisage may hinder the achievement of the expected results?
 - c. What factors do you think will help in the achievement of the expected results?
 - d. How is the information obtained from the dashboard used? (**Probe** for use in decision making or program implementation adaptation)

Monitoring and Evaluation of the Program

4. Please could you describe how the dashboard is used to monitor the program?
 - a. What type of indicators are monitored via the dashboard?
 - b. How are other indicators not tracked via the dashboard monitored?
 - c. How is data collection planned and managed?
 - d. How is data disaggregated? How possible is it to track different groups via the dashboard?
5. How would you rate the quality of the M&E of the school feeding program? (**Probe** for government SF program and the WFP SF program) Why?
6. What in your view are the gaps in the M&E system of the school feeding program? (**Probe** for government SF program and the WFP SF program)
 - a. How do you think these gaps can be addressed
7. To what extent do you think gender issues have been integrated in the monitoring of the program? (**Probe** for government SF program and the WFP SF program)
8. In your opinion what would make the M&E system more successful? (**Probe** for government SF program and the WFP SF program)

Environment and Learning

9. What is your view about the quality of teaching in the schools for girls and boys?
 - a. What is your view about the capacity of teachers in schools? Are there differences in different areas? Please explain
 - b. What groups of children do you consider more disadvantaged in terms of education? Why? (**probe** for vulnerable groups including indigenous groups)
10. What is your view of school leadership capacity in the different departments? Are there differences? Why? Please explain
11. To what extent do you think students are attentive in classes? What about retention in schools? dropout rates? Why?
12. What is your view about the value of school feeding? Please explain

Capacity of Farmers and other suppliers

13. What is your experience with local procurement of food commodities for school feeding?
14. How are smallholder farmers organized and structured? What about the female farmers?
15. What is your view of the capability of farmers, traders and other suppliers to provide a reliable and sustainable supply of high-quality food commodities to local schools?
 - a. What do you envisage as the supply chain issues?
 - b. What do you think would make things work?

Capacity of Government and School Communities

16. In your opinion, to what extent are the Government and school communities equipped with the relevant skills and capacity to manage and implement a nutrition-sensitive and holistic National School Feeding Program? Please give reasons for your answer.
 - a. What can be improved? How do you think things can be improved?
17. In your opinion, to what extent are the Government and school communities equipped with the relevant skills and capacity to manage and implement a nutrition-sensitive and holistic National School Feeding Program?
 - a. What can be improved? How do you think things can be improved?
18. What exit strategy was in place at the beginning of the McGovern Dole project at WFP and government level? *(if available, ask for details and if possible access to a copy of the relevant document)*
 - a. In your opinion, what is the capacity of the government to implement the school feeding program alone, without external support (from USDA, WFP and other partners)?

Annex 12. Informed Consent Forms - Focus Group Discussions

12.1. Informed Consent Form – Parents / Caregivers of Children / Adolescents

Oversee Advising Group is conducting the Baseline Evaluation of the WFP McGovern-Dole Funded School Feeding Program in the Republic of Congo from 2023 to 2026. This consent form explains the evaluation and the role of participants in the study. Please consider this information and take as much time as you need. If you have questions at a later time, you can ask any of the members of the national evaluation team.

This baseline study purposes to establish the situational analysis at the beginning of the program and to inform the program implementation strategies.

This will involve interviewing you / your adolescent daughter or son in order to find out the kind of access she/he has to school feeding and ascertain her/his access to education. The interview would take place in and will take about 60 minutes your / your son/ daughter's time. Your / her/his participation in this research will be treated confidentially and all information will be kept anonymously, meaning that no one will be able to work out what it is you/your son/daughter has said and used solely for research purpose.

Voluntary Participation

We are inviting you to participate in this study because you are a parent / caregiver of a child or children. Your participation in this study is entirely voluntary. It is your choice whether to participate or not. You may change your mind and stop participating at any time.

Procedures

We would like to ask you and/or your son/daughter some questions relating to the School Feeding Program. We will ask you questions relating to household decision making on education and what you think about school feeding program and things that make it easy or hard for your child to learn or develop as expected. And suggestions for improvement.

To make sure that I don't forget or change what you are saying to me I ask for your permission to write down the conversation. Everything that will be written down will be confidential. Please note that you can refuse to give your permission to this.

Duration

The focus group discussion will last for about 60 minutes

Benefits

There are no direct benefits to you from being in this evaluation.

Risks, discomforts and rights to withdraw

There are no obvious physical, psychological, social, economic, legal, and emotional risks in participating in this study. Participation in this study is voluntary. During the interview, you and /or your daughter are allowed to refuse to answer any question and you are allowed to stop the interview at any time. There are no consequences should you or she decide not to continue with the interview.

Confidentiality and Privacy

The information that you give us is completely confidential. We will not associate your name with anything that you say. We will not use personal identifiers for the information obtained. Privacy will be assured during this interview by having it here.

Consent and contact

Have you got any questions you would like to ask?

Do you agree to answer the questions now?

If you have any other questions about this study later you can contact the Lead Supervisor on (*mobile telephone no*):

If you agree for you and / or your daughter to participate after receiving the above information please sign below.

Check for verbal consent

Read by Respondent [] Interviewer []

Agreed [] Refused []

Respondent: _____

Interviewer: _____ Date: __/__/__

If Refused, the interviewer should inform the team lead for proper documentation.

12.2. Informed Consent Form – Children / Adolescents

Oversee Advising Group is conducting the Baseline Evaluation of the WFP McGovern-Dole Funded School Feeding Program in the Republic of Congo from 2023 to 2026. This consent form explains the evaluation and the role of participants in the study. Please consider this information and take as much time as you need. If you have questions at a later time, you can ask any of the members of the national evaluation team. This baseline study purposes to establish the situational analysis at the beginning of the program and to inform the program implementation strategies.

This will involve focus group discussions with you and your peers in order to find out the kind of access you have to school feeding and ascertain the quality of education and services available to you. The focus group discussion would take place in and will take about 60 – 90 minutes of your time. Your participation in this research will be treated confidentially and all information will be kept anonymously, meaning that no one will be able to work out what it is you have said and used solely for research purpose.

Voluntary Participation

We are inviting you to participate in this study because you are a student / adolescent

Your participation in this study is entirely voluntary. It is your choice whether to participate or not. You may change your mind and stop participating at any time.

Procedures

We would like to ask you some questions relating to the School Feeding Program. We will ask you questions relating to household decision making on education and what you think about the school feeding program and things that make it easy or hard for you in the school or home environment to learn or develop as expected. And suggestions for improvement.

To make sure that I don't forget or change what you are saying to me I ask for your permission to tape and write down the conversation. Everything that will be recorded and written down will be confidential. Please note that you can refuse to give your permission to this.

Duration

The focus group discussion will last for about 60-90 minutes

Benefits

There are no direct benefits to you from being in this evaluation.

Risks, discomforts and rights to withdraw

There are no obvious physical, psychological, social, economic, legal, and emotional risks in participating in this study. Participation in this study is voluntary. During the interview, you and /or your daughter are allowed to refuse to answer any question and you are allowed to stop the interview at any time. There are no consequences should you or she decide not to continue with the interview.

Confidentiality and Privacy

The information that you give us is completely confidential. We will not associate your name with anything that you say. We will not use personal identifiers for the information obtained.

Privacy will be assured during this interview by having it here.

Consent and contact

Have you got any questions you would like to ask?

Do you agree to answer the questions now?

If you have any other questions about this study later you can contact the Lead Supervisor on +...

If you agree to participate after receiving the above information please sign below.

Check for verbal consent

Read by Respondent [] Interviewer []

Agreed [] Refused []

Respondent: _____

Interviewer: _____ Date: __/__/__

If Refused, the interviewer should inform the team lead for proper documentation.

12.3. Informed Consent Form – Focus Group Discussions (General)

Oversee Advising Group is conducting the Baseline Evaluation of the WFP McGovern-Dole Funded School Feeding Program in the Republic of Congo from 2023 to 2026. This consent form explains the evaluation and the role of participants in the study. Please consider this information and take as much time as you need. If you have questions at a later time, you can ask any of the members of the national evaluation team. This baseline study purposes to establish the situational analysis at the beginning of the program and to inform the program implementation strategies.

This will involve discussions in order to find out the kind of access children in your community have to school feeding and ascertain the quality of education and services available to you and your children. We are conducting this Focus group exercise aiming at **discussing and exchanging opinions** about a certain number of subjects concerning the School Feeding Program.

Voluntary Participation

We are inviting you to participate in this study because you are a community member (adolescents, young adults, parents / caregivers) or member of DPOs, women associations. Your participation in this study is entirely voluntary. It is your choice whether to participate or not. You may change your mind and stop participating at any time. Please feel free to share your opinions on the different subjects proposed and rest assured that this information will be used in total confidentiality.

Procedures

We would like to ask you and/or your son/daughter some questions relating to the School Feeding Program. We will ask you questions relating to household decision making on education and what you think about school feeding program and things that make it easy or hard for your child to learn or develop as expected. And suggestions for improvement.

To make sure that I don't forget or change what you are saying to me I ask for your permission to write down the conversation. Everything that will be written down will be confidential. Please note that you can refuse to give your permission to this.

Duration

The discussions will last for about 60 – 90 minutes

Benefits

There are no direct benefits to you from being in this evaluation.

Risks, discomforts and rights to withdraw

There are no obvious physical, psychological, social, economic, legal, and emotional risks in participating in this study. Participation in this study is voluntary. During the interview, you are allowed to refuse to answer any question and you are allowed to stop the interview at any time. There are no consequences should you decide not to continue with the interview.

Confidentiality and Privacy

The information that you give us is completely confidential. We will not associate your name with anything that you say. We will not use personal identifiers for the information obtained.

Privacy will be assured during this interview by having it here.

Consent and contact

Have you got any questions you would like to ask?

Do you agree to answer the questions now?

If you have any other questions about this study later you can contact the Lead Supervisor on +....
If you agree to participate after receiving the above information please sign below.

Check for verbal consent

Read by Respondent Interviewer

Agreed Refused

Respondent: _____

Interviewer: _____ Date: __/__/__

If refused, the interviewer should inform the team lead for proper documentation.

Annex 13. Topic Guides for Focus Group Discussions

Note on FGDs: As far as possible, have the focus group discussions with men/boys and women/girls in separate groups. Aim for about 8-10 persons per FGD.

These lists of questions are guidelines, you are free to ask follow up questions in case additional issues of relevance come up. Be flexible, but keep time in mind.

Preparation for the FGD:

1. Criteria for selection of FGD participants
2. Selection of FGD participants
3. Selection of location for FGD (should allow for privacy, and for the creation of an atmosphere which promotes discussion, food and drinks can be served).
4. Once location selected, invite participants (through community mobilizers) who will explain the purpose of the work to any potential participants they have identified; they will stress that participation is voluntary, and that all discussions held will be
5. Make a Focus group checklist:

Make sure you have:

- Made arrangements for refreshments
 - Have all of your equipment, and they are functional:
 - Audio Recorders
 - Notebook and pens
 - Name cards and felt tip markers
 - Have all of your focus group materials:
 - 1 large envelope
 - 2 copies of this focus group guide
 - Informed consent forms, if necessary (enough for up to 10 participants)
6. As participants arrive, welcome them and obtain informed consent. This could be verbal, and should be preceded with a general introduction to the purpose of the discussion. The facilitator is responsible for assuring that each participant:
 - Knows participation is voluntary
 - Knows they can leave at any time without any negative repercussions
 - Know that all discussions will be held in confidence
 - Know that they will be given a pseudo name during the discussions
 - Know that the group discussions will be taped

Participants should also be made aware that they should not discuss the information that is shared by other participants during the focus group once they leave the site.

Background Information

Remember to collect the background characteristics of each respondent:

- Collection location
- Respondents’ gender
- Respondents’ ages
- Occupations
- Any role in community engagement activities of the BRP

Date		Commune/Village	
Department		Rural/Urban	
District			
FGD Moderator Name:			
FGD Facilitator Name:			
Note Taker:			
Other Detail:			

Introduction:

This baseline study purposes to establish the situational analysis at the beginning of the program and to inform the program implementation strategies.

This will involve discussions in order to find out the kind of access children in your community have to school feeding and ascertain the quality of education and services available to you and your children. We are conducting this Focus group exercise aiming at **discussing and exchanging opinions** about a certain number of subjects concerning the School Feeding Program.

Introduce yourself and clarify that you are not part of the programme and that the information that is being obtained will be treated confidentially. Encourage people to be open and frank as that will be more useful for learning from their experiences. Also mention that people are not obliged to participate and can withdraw at any time in line with research ethics. Ask permission to start with the FGD.

Background

Ask all people participating in the FGD since whether they have ever been in contact with a School Feeding Program (This will provide you as interviewer with info about the time span you can cover with the different persons involved in the FGD)

13.1. FGD topic guide for community level stakeholders, parents, caregivers – community men and women (different groups)

Subdomain: Context

1. Do you know about the School feeding program? If yes, can you shortly describe it?
2. How did you learn about the school feeding program?
3. What is your view about the community engagement and sensitization campaigns (including elements focused on men, women, adolescent and youths)? How useful do you think they have been in supporting school feeding of children and improvement of the nutrition of children? Please give examples
4. In your household, who makes the decisions for or against education of boys and girls? (**Probe for general household making dynamics in the community**)
5. How did school feeding influence your decisions relating schooling of your children or wards? Why? Why not?
6. What are your needs and expectations from the school feeding program?
7. In your opinion, has the school feeding program addressed all the needs and expectations? What are the gaps? What can be done differently by the program to improve things?

Subdomain: Environment and Learning

8. In your perception, how suitable is the environment of the schools for your children's learning? Please can you give reasons for your answers
9. How easy do you think it is for your children to stay in school? To learn in school? What are the difficulties?
10. How satisfied are you with the quality of education your child receives at school? How would you rate the quality of teaching? Please can you give reasons and examples?
11. What discourages people from keeping their children in school? What about girls? Are there differences between boys and girls? What are the issues? How can this be addressed?
12. In your opinion has the school feeding program influenced the decision by families in your community to send their children to school? What about girls? Boys? Please explain
13. What do you consider the value of the school feeding program? What is your opinion about the benefits for children?

Subdomain: Capacity of farmers, government and school communities

14. How would you describe the PTA in your children's school?
 - a. What are their activities? (**Probe for the school feeding program**)
 - b. How useful do you think they are?
 - c. What could be improved?
15. How would you describe the School Management Committee (SMC) in your children's school?
 - d. What are their activities? (**Probe for the school feeding program**)
 - e. How useful do you think they are?
 - f. What could be improved?
16. How would you describe the government's role in the school feeding program?

- g. What do you think works well?
 - h. What could be improved?
17. What do you think about the involvement of local farmers in the school feeding program?
- i. What do you think can work well?
 - j. What do you think may be difficult?
 - k. How can the problems be addressed?

Subdomain: Gender equality and Vulnerable Groups

18. Are there differences in enrollment in schools between boys and girls in your community? Why? Why not?
19. Would you say that in your community, parents have other ambitions / perspectives for their daughter in addition to marriage? If so, what are they? Would you say that has changed with the school feeding program?
20. Have you noticed any changes in the opinion of members of your community regarding the importance of education for girls and boys due to the school feeding program? The importance of enrolling and retaining boys in schools? The importance of enrolling and retaining girls? Explain please.
21. To what extent has the school feeding program reached the poorest / vulnerable as well in your community? Do you think there are differences in the way it has reached the wealthiest and most destitute? Persons living with disabilities? Indigenous groups?

13.2. FGD topic guide for smallholder farmers, traders and other suppliers

Subdomain: Context

1. Do you know about the School feeding program? If yes, can you shortly describe it?
2. How did you learn about the school feeding program?
3. What type of interaction do you have with the school feeding program?
4. What is your view about the community engagement and sensitization campaigns (including elements focused on men, women, adolescent and youths)? How useful do you think they have been in supporting school feeding of children and improvement of the nutrition of children? Please give examples
5. In your household, who makes the decisions for or against education of boys and girls? (**Probe for general household making dynamics in the community**)
6. How did school feeding influence your decisions relating schooling of your children or wards? Why? Why not?
7. What are your needs and expectations from the school feeding program?
8. In your opinion, has the school feeding program addressed all the needs and expectations? What are the gaps? What can be done differently by the program to improve things?

Subdomain: Environment and Learning

9. In your perception, how suitable is the environment of the schools for your children's learning? Please can you give reasons for your answers
10. How easy do you think it is for your children to stay in school? To learn in school? What are the difficulties?
11. How satisfied are you with the quality of education your child receives at school? How would you rate the quality of teaching? Please can you give reasons and examples?
12. What discourages people from keeping their children in school? What about girls? Are there differences between boys and girls? What are the issues? How can this be addressed?
13. In your opinion has the school feeding program influenced the decision by families in your community to send their children to school? What about girls? Boys? Please explain
14. What do you consider the value of the school feeding program? What is your opinion about the benefits for children?

Subdomain: Capacity of farmers, government and school communities

15. How would you describe your ability as a smallholder farmer (or trader / supplier) to provide a reliable and sustainable supply of high-quality food commodities to local schools? Please give reasons for your answer
 - l. What do you envisage as difficulties you may face?
 - m. What do you think could make the food commodities supply at appropriate times easy for you?
 - n. Have you ever been trained for this work? If yes, please describe your training.
 - o. What do you think is the value of the training you received?
16. How would you describe the PTA in your children's school?
 - p. What are their activities? (**Probe for the school feeding program**)
 - q. How useful do you think they are?
 - r. What could be improved?
17. How would you describe the School Management Committee (SMC) in your children's school?
 - s. What are their activities? (**Probe for the school feeding program**)

- t. How useful do you think they are?
 - u. What could be improved?
18. How would you describe the government's role in the school feeding program?
- v. What do you think works well?
 - w. What could be improved?
19. What do you think about the role WFP plays in the school feeding program?
- x. What do you think works well?
 - y. What do you think could be improved?

Subdomain: Gender equality and Vulnerable Groups

2. Are there differences in enrollment in schools between boys and girls in your community? Why? Why not?
3. Would you say that in your community, parents have other ambitions / perspectives for their daughter in addition to marriage? If so, what are they? Would you say that has changed with the school feeding program?
4. Have you noticed any changes in the opinion of members of your community regarding the importance of education for girls and boys due to the school feeding program? The importance of enrolling and retaining boys in schools? The importance of enrolling and retaining girls? Explain please.
5. To what extent has the school feeding program reached the poorest / vulnerable as well in your community? Do you think there are differences in the way it has reached the wealthiest and most destitute? Persons living with disabilities? Indigenous groups?

Annex 14. Detailed Stakeholder Analysis

Stakeholders	Influence, participation, involvement and interest in the evaluation		
	Role and influence in the SFP	Involvement in the evaluation	Interest
Internal (WFP) stakeholders			
WFP country office (CO) in Republic of Congo	<ul style="list-style-type: none"> - Responsible for the planning and implementation of WFP interventions at country level. 	<p>Key informant and primary stakeholder</p> <ul style="list-style-type: none"> - The WFP CO staff will be responsible to brief independent evaluation team, share required documents or data for desktop review as well as assisting with field visits. Further assist with logistics, feedback and attend debriefing sessions, evaluation reports dissemination and consult with major stakeholder with evaluation findings. 	<ul style="list-style-type: none"> - Learning from experience to inform decision-making. It is also called upon to account both internally and externally to donors, beneficiaries and partners for the results of the programme, for performance and results of its programmes - Using evaluation findings for programme implementation and/or in deciding on the next programme and partnerships
WFP field offices in Republic of Congo	<ul style="list-style-type: none"> - Responsible for day-to-day programme implementation. The field offices liaise with stakeholders at decentralized levels and has direct beneficiary contact. 	<p>Key informant and primary stakeholder</p> <ul style="list-style-type: none"> - Assist the evaluation team in the field 	<ul style="list-style-type: none"> - It will be affected by the outcome of the evaluation.
Regional bureau (RB) for Johannesburg	<ul style="list-style-type: none"> - Responsible for both oversight of country offices and technical guidance and support. - The regional bureau will be involved in the planning of the next programme. 	<p>Key informant and primary stakeholder</p> <ul style="list-style-type: none"> - The regional evaluation officers support country office/regional bureau management to ensure quality, credible and useful decentralized evaluations 	<ul style="list-style-type: none"> - independent/impartial account of operational performance as well as in learning from the evaluation findings to apply this learning to other country offices - use the evaluation findings to provide strategic guidance, programme support, and oversight
WFP divisions HQ	<ul style="list-style-type: none"> - WFP headquarters divisions are responsible for issuing and overseeing the roll-out of normative guidance on corporate programme themes, activities and modalities, as well as of overarching corporate policies and strategies. 	<p>Key informant and primary stakeholder</p> <ul style="list-style-type: none"> - Relevant headquarters units should be consulted from the planning phase to ensure that key policy, strategic and programmatic considerations are understood from the onset of the evaluation. 	<ul style="list-style-type: none"> - in the lessons that emerge from evaluations, as many may have relevance beyond the geographical area of focus

			- They may use the evaluation for wider organizational learning and accountability.
WFP Office of Evaluation (OEV)		Primary stakeholder - The Office of Evaluation has a stake in ensuring that decentralized evaluations deliver quality, credible and useful evaluations respecting provisions for impartiality as well as roles and accountabilities of various decentralized evaluation stakeholders as identified in the evaluation policy.	It may use the evaluation findings, as appropriate, to feed into centralized evaluations, evaluation syntheses or other learning products.
WFP Executive Board (EB)		Primary stakeholder - the Executive Board provides final oversight of WFP programmes and guidance to programmes. This evaluation will not be presented to the Executive Board	The WFP governing body has an interest in being informed about the effectiveness of WFP programmes - its findings may feed into thematic and/or regional syntheses and corporate learning processes.
External stakeholders			
USDA	- The USDA is the main donor for the Mc Govern Dole program	Key informants and primary stakeholder approval of the process and according to the standards planned in the program	- should be informed throughout each step of the evaluation for feedback
Beneficiaries (boys, girls, women and men including those with disability); teachers; members of the school management committees (SMCs); Parent teacher Associations (PTAs), farmers groups, institutions and other education administrators	- Ultimate recipients of food assistance Contribute to variety of activities by group of beneficiaries : - preparing school meals - Taking care of grown food in school garden - Food production	Key informants and primary/secondary stakeholders The level of participation in the evaluation of women, men, boys and girls from different groups will be determined and their respective perspectives will be sought.	- determining whether its assistance is appropriate and effective
Government (Ministries of education, agriculture, health and population; social affairs) Ministry of Hydraulic, Economic and Finance, Scientific research, Women	- Accountable for activity implementation progress according to the NSFP - Enhancing Performance and quality of education - Ensuring coordination, Leading the National Multi-Sectoral Committee on School Feeding and Inter-Ministerial Technical Committee	Key informants and primary stakeholder	- knowing whether WFP activities in the country are aligned with its priorities, harmonized with the action of other partners and meet the expected result

Promotion and local authorities)	and increase the intersectoral of the ERG comity		- Issues related to capacity development, handover and sustainability
United Nations country team (UNCT)	The harmonized action of the UNCT should contribute to the realization of the government developmental objectives. - Various agencies are also direct partners of WFP at policy and activity level.	Secondary stakeholder -	- In ensuring that WFP programmes are effective in contributing to the United Nations concerted efforts
Non-governmental organizations (NGOs)	- NGOs are WFP partners for the implementation of some activities while at the same time having their own interventions. - Capacity building	Key informants and primary stakeholder	- The results of the evaluation might affect future implementation modalities, strategic orientations and partnerships - using evaluation findings for programme implementation.
Other Donors to WFP school programs	- WFP interventions are voluntarily funded by a number of donors (Japan, The Global Partnership for Education, Sodexo-Stop Hunger Foundation, Mastercard). .	Primary/secondary stakeholders	- They have an interest in knowing if WFP spends funds as planned and how WFP work aligns with their own strategies and programmes
Other partners/ donors working in school program	WB, IPHD, WHO - Funding - Delivering complementary inputs		- National progress in terms of school outcomes, - Findings may contribute to reorientation of activities
Private sector actors	To deliver the programme, WFP will work with private-sector entities such as Eco Oil, NG Enterprise, Minoco, CIB, Likouala Timber, ENI Congo. (Production, transformation, transport,)		- Outcomes in relationship with their contribution

Annex 15. Internal Reference Group Membership

Country office	Name
<p>Core members:</p> <ul style="list-style-type: none"> Country Director or Deputy Country Director (Chair) Head of Program Co-Evaluation Manager (secretary or delegated chair) Head of M&E (if different from EM) Head of Supply Chain Unit Other CO staff with relevant expertise e.g. Budget and programming, Nutrition, Resilience, gender, school feeding, partnerships, VAM Area/Field Office Representative(s) Government, NGOs and donor partner(s) (with knowledge of the intervention and ideally an M&E profile) 	<ul style="list-style-type: none"> Anne-Claire Mouilliez (CD) Sidi-Mohamed Babah (DCD, HP) Issa Oumarouissa (EM) As above Eden Guizaw (Logistic Officer), Meldace Bidimbou (Supply chain) TrixieBelle Nicolle, Gisele Galessami, Corneille Oko, Solange Ongolygoma, Eva Ampale, Stephen Ickamath, Gautier Massamouna, Privat Moussongo, Loumpangou Alice, Rosaline Bockarie, Davy Bakoutana Ministry of Education (DAS, SAS) Ministry of Health, Ministry of Agriculture, Foreign Affairs, UNESCO, UNICEF and CRS representatives
Regional bureau	Name
<p>Core members:</p> <ul style="list-style-type: none"> Regional Evaluation Officer CO-Evaluation Manager Regional Monitoring Advisor A member of the Regional Program Unit Regional Gender Adviser <p>Other possible complementary members as relevant to the evaluation subject:</p> <ul style="list-style-type: none"> Regional Supply Chain Officer Regional Head of Evidence Generation block Senior Regional Nutrition Adviser Regional School Feeding Officer 	<ul style="list-style-type: none"> Jean Providence Nzabonimpa Mayibongwe Manyoba Caterina Kireeva Kai Roehm Justine Vanrooyen Mie Kataoka Peter Jonsson James Kingori / Vanja Karanovic (School Feeding focal point)
Headquarters (optional)	Name
<ul style="list-style-type: none"> Evaluation Officer, School Based Programs SBP Evaluation Officer, School Based Programs SB 	<ul style="list-style-type: none"> Niamh Ogrady Anna Hamilton

Annex 16. Communication and Knowledge Management Plan

16.1. Internal communication and knowledge management plan

When Evaluation phase	What Product	To whom Target audience	From whom Creator lead	How (in what way) Communication channel	Why Communication purpose
Planning	Tentative time and scope of evaluation	<ul style="list-style-type: none"> • RoC CO management • RoC CO programme and M&E staff • Evaluation Committee (internal CO staff and Regional Evaluation Officer) 	<ul style="list-style-type: none"> • Evaluation Manager • Regional Evaluation Team 	Meeting Email	To ensure evaluation is reflected in work plans for the office, relevant teams, including the evaluation manager
Preparation/ ToR	Draft TOR	<ul style="list-style-type: none"> • Key stakeholders through the Evaluation Reference Group (ERG) • RoC CO management • Programme staff • USDA 	<ul style="list-style-type: none"> • Evaluation manager on behalf of the Evaluation Committee • Supported by Regional Evaluation Team 	Email Virtual meetings	To get comments and feedback on various components of the ToR
	Final ToR	<ul style="list-style-type: none"> • Key stakeholders through the ERG • RoC CO management • Programme staff • USDA 	<ul style="list-style-type: none"> • Evaluation manager supported by Regional Evaluation Team 	Email Virtual meeting	To obtain approvals of the ToR from the Evaluation Committee Chair and USDA To inform the relevant staff of the overall plan for the evaluation, including critical dates and milestones. To inform the support staff on the selected option for contracting the evaluation team
Inception	Draft Inception report	<ul style="list-style-type: none"> • Key stakeholders through the ERG • Programme staff 	<ul style="list-style-type: none"> • Evaluation manager supported by the regional evaluation team 	Email Virtual meeting (Teams)	To get stakeholder comments on draft 2 inception report
	Final Inception Report	<ul style="list-style-type: none"> • Key stakeholders through the Evaluation Reference Group • RoC CO management • CO Programme and M&E • Field Office staff • USDA 	<ul style="list-style-type: none"> • Evaluation manager supported by the regional evaluation team 	Email Virtual meeting (Teams)	To inform the relevant staff of the detailed plan for the evaluation, including critical dates and milestones; sites to be visited; stakeholders to be engaged etc. To inform the support staff (especially administration) of required logistical support
Data collection	Data collection/field mission schedule and site selection	<ul style="list-style-type: none"> • Key stakeholders: Field Offices covering the McGovern-Dole School feeding program 	<ul style="list-style-type: none"> • Evaluation manager supported by the regional evaluation team 	Teams Meeting Physical meetings	Confirm the mission dates in each district, as well as the selection of schools in different communities (urban or rural) Detailed mission schedule

When Evaluation phase	What Product	To whom Target audience	From whom Creator lead	How (in what way) Communication channel	Why Communication purpose
		<ul style="list-style-type: none"> RoC CO (M&E, Activity 2 Manager, Communication, Administration, logistic, finance, partnership) Evaluation Team 			<p>Recommendations from the field offices what communities, schools and specific activities/assets should be visited within the selected districts</p> <p>Logistics on accommodation and accessibility to selected districts</p> <p>Ensure the security briefing is provided to the evaluation team before departing for the fieldwork</p> <p>Reconfirm date/time and format of the end of fieldwork debrief</p>
	Preliminary results presentation (1 st November)	<p>Key internal stakeholders through the Evaluation Reference Group (ERG)</p> <p>Members:</p> <ul style="list-style-type: none"> CO and Field Office teams RB (Evaluation, Resilience/Climate Services, School Feeding, Nutrition) HQ School Based Programme Division WAS 	<p>Evaluation Team</p> <p>Evaluation manager supported by the regional evaluation team</p>	<p>Email</p> <p>Virtual meeting</p> <p>Debriefing power-point</p>	<p>Allow reflection on the preliminary findings and agree on PPT content before the debrief</p> <p>To engage with the stakeholders and discuss preliminary results before the draft evaluation report is produced</p>
Data Analysis and Reporting	Draft Evaluation report	<p>Key internal stakeholders through the ERG</p> <p>Members:</p> <ul style="list-style-type: none"> CO team RB Evaluation, Resilience/Climate Services, Nutrition, School Feeding Focal Point, HQ School Based Programme Division & WAS USDA 	<p>Evaluation manager supported by the regional evaluation team</p>	<p>Email</p>	<p>To request for comments on the draft evaluation report</p>
	Final evaluation Report	<ul style="list-style-type: none"> RoC CO management Key internal stakeholders through the ERG <p>Members:</p> <ul style="list-style-type: none"> CO team, RB Evaluation, School Feeding Focal Point, Resilience, Gender, Nutrition HQ School Based Programme Division WAS) USDA 	<ul style="list-style-type: none"> Evaluation manager through the Evaluation Committee CO School feeding and resilience Activity Managers Focal point of partner organizations CO Communications Focal Point 	<p>Email</p> <p>Postings on internal WFP platforms</p>	<p>To obtain approvals for the final evaluation report from the Evaluation Committee Chair and USDA</p> <p>To inform internal stakeholders of the final main product from the evaluation</p> <p>To ensure that the evaluation report is widely disseminated internally on platforms such as WFP Communities, Teams and on the WFP intranet (WFPGo)</p>

When Evaluation phase	What Product	To whom Target audience	From whom Creator lead	How (in what way) Communication channel	Why Communication purpose
Dissemination & Follow-up	PowerPoint Presentation on evaluation results Evaluation Report, Summary Evaluation Report/Brief, Evaluation Results Discussion	<ul style="list-style-type: none"> • RoC CO management • Programme staff • M&E staff • ERG Members and HQ Technical Unit Representative • Regional Bureau – School feeding, Resilience and Evaluation Teams 	<ul style="list-style-type: none"> • Evaluation Manager • Evaluation Team Leader • CO M&E, CO School feeding and resilience Activity Managers, Communications • Regional Evaluation Team 	Face to face and virtual organized sessions Printed 2-4 pager Summary Evaluation Report Tailored summary reports for specific audiences as required Social Media (Twitter feeds) and hashtags	Evaluation results disseminated to stakeholders Summary evaluation report and link to published full evaluation report are made available
	Draft Management Response (MR) to the evaluation recommendations	<ul style="list-style-type: none"> • RoC CO management • Programme staff • M&E staff • Regional Bureau – Resilience, School Feeding, Nutrition, Monitoring, Gender and Evaluation Teams • Field Offices 	<ul style="list-style-type: none"> • DCD or Head of Programme supported by Evaluation manager, on behalf of the Evaluation Committee 	Email Face to face and virtual organized sessions	To communicate the suggested actions on recommendations and elicit comments To discuss and document the RoC CO's actions to address all the evaluation recommendations
	Final management Response	<ul style="list-style-type: none"> • RoC CO management • CO programme and M&E staff • Office of Evaluation • RB Monitoring and Evaluation Teams 	<ul style="list-style-type: none"> • Evaluation manager • School feeding and resilience Activity Managers • Regional Evaluation Team 	Email, plus shared folders Posting	To ensure that all relevant staff are informed on the commitments made to implement the evaluation recommendations To make the approved MR accessible on the WFP intranet (WFPGo)
	Progress report on implementation of evaluation recommendations	<ul style="list-style-type: none"> • CO Management • RB Management 	<ul style="list-style-type: none"> • Regional Bureau Risk and Recommendations (R2) focal point supported by Regional Evaluation Team • CO focal point 	Email Virtual	To track and report on progress made on implementation of actions points in the Management Response

16.2. External communication and knowledge management plan

When Evaluation phase	What Product	To whom Target audience	From whom Creator lead	How (in what way) Communication channel	Why Communication purpose
Inception	Draft 2 Evaluation Report	<ul style="list-style-type: none"> USDA 	<ul style="list-style-type: none"> Evaluation Manager Evaluation Team 	Email Virtual (Teams) Meeting	To engage with the ERG members to get their reflections and comments on the second draft inception report; To review the methodology and approach of the evaluation
Data Collection	Preliminary results presentation (1 st October)	UNICEF & UNESCO	<ul style="list-style-type: none"> Evaluation Manager Evaluation Team 	Email Virtual meeting	To engage with the stakeholders and discuss preliminary results before the draft evaluation report is produced
Data Analysis and Reporting	Draft and Final evaluation Report	<p>Comment on Draft 2 ER</p> <ul style="list-style-type: none"> External stakeholders in the ERG USDA <p>Circulate the approved report:</p> <ul style="list-style-type: none"> USDA UN Agencies (UNICEF, FAO, IFAD, UNESCO) Ministry of Primary and Secondary Education and Literacy (Directorate of School Feeding (DAS) at the national level and the School Food Service (SAS) at local level) Ministry of Agriculture, Livestock and Fisheries Ministry of Health and Population Local government officials in different field offices INGOs (CRS, Indigenous people organisation RENAPAC, etc) 	<ul style="list-style-type: none"> Evaluation manager through the Evaluation Committee CO School feeding and resilience Activity Managers Focal point of partner organizations CO Communications Focal Point 	Email Virtual (Teams) Meeting Postings News feeds	<p>To obtain stakeholder comments on the draft evaluation report</p> <p>To inform stakeholders of the final main product from the evaluation</p> <p>To ensure that interested stakeholders are able to access the approved evaluation report through the WFP external website (wfp.org) and through stakeholder websites</p>
Dissemination & Follow-up	PowerPoint Presentation on Evaluation results Evaluation Report, Summary Evaluation Report/Brief	<ul style="list-style-type: none"> USDA UN Agencies (UNICEF, UNESCO, FAO, IFAD) Ministry of Primary and Secondary Education and Literacy (Directorate of School Feeding (DAS) at the national level and the School Food Service (SAS) at local level) 	<ul style="list-style-type: none"> Evaluation Manager Evaluation Team Leader CO M&E, School feeding and resilience Activity Managers CO Communication focal point Regional Evaluation Team 	Virtual and/or face to face depending on target audience Printed 2-4 pager Summary Evaluation Report	<p>Evaluation results disseminated to stakeholders</p> <p>Summary Evaluation Report and link to published full evaluation report and made available to stakeholders</p> <p>To engage the public and the media as appropriate</p>

When Evaluation phase	What Product	To whom Target audience	From whom Creator lead	How (in what way) Communication channel	Why Communication purpose
		<ul style="list-style-type: none"> Ministry of Agriculture, Livestock and Fisheries Ministry of Health and Population Local government officials in different field offices INGOs (CRS, Indigenous people organisation RENAPAC, etc) 		<p>Tailored summary reports for specific audiences as may be required</p> <p>Social Media (Twitter/YouTube feeds) and hashtags</p>	
	Evaluation Report, Summary Evaluation Report/Brief, Evaluation Results Discussion	<ul style="list-style-type: none"> District and Field level stakeholders such as Cooperating Partner, Government, local leaders in different districts, communities, villages Leaders of Village Savings & Lending Groups, Farmer Groups, School feeding programme's Beneficiaries (girls, boys, women, men, and youths as appropriate) 	<ul style="list-style-type: none"> School feeding and resilience team in different Field Offices Supported by CO Communication Team (to guide the drafting of messaging where required) CO & RB Gender focal points 	<p>Face to face meetings (during Programme Implementation and Monitoring Activities)</p> <p>2-4 pager Summary Evaluation Report</p> <p>Tailored evaluation products as may be required</p> <p>Short videos</p> <p>Community Radio</p>	<p>Targeted, simplified and gender sensitive messaging on evaluation findings and recommendations to inform and get feedback from stakeholders for continuous learning and improvement.</p> <p>To document the impact of the school feeding and resilience initiative through human interest stories and content collection (social media)</p>

Annex 17. List of People Interviewed

N°	Date	Departement	Location	Men	Women	organization/Role /responsability
1	18/05/2023	Brazzaville	Brazzaville	X		WFP Evaluation stakeholder
2	18/05/2023	Brazzaville	Brazzaville		X	WFP Programme Manager
3	25/05/2023	Brazzaville	Brazzaville (virtual)		X	WFP School Feeding Manager
4	19/05/2023	Brazzaville	Brazzaville	X		WFP Financial officer
5	19/05/2023	Brazzaville	Brazzaville		X	WFP Communication and partnership
6	18/05/2023	Brazzaville	Brazzaville	x		WFP/ Evaluation stakeholder
				x		WFP Member of the evaluation team
6	18/05/2023	Brazzaville	Brazzaville		X	WFP supply and logistics manager
					x	WFP logistics department
7	19/05/2023	Brazzaville	Brazzaville	x		Ministry of Agriculture, Livestock and Fisheries stakeholder
8	19/05/2023	Brazzaville	Brazzaville	x		MEPSA/ Continuing Education Department stakeholder
9	23/05/2023	Brazzaville	Brazzaville		x	MEPSA/ Basic Education
10	23/05/2023	Brazzaville	Brazzaville		x	MEPSA/ school feeding (DAS)
11	23/05/2023	Brazzaville	Brazzaville	x		MEPSA/ Logistics department
12	25/05/2023	Brazzaville	Brazzaville		X	UNICEF Education, Protection and Adolescents Development
				X		Education officer
13	25/05/2023	Brazzaville	Brazzaville		x	MPSIR/ Bilateral and Multilateral Partnership
14	25/05/2023	Brazzaville	Brazzaville	x		CRS/MEAL

15	25/05/2023	Brazzaville	Brazzaville	x		WHO Nutrition focal point
16	26/05/2023	Brazzaville	Brazzaville	x		World Bank Education Specialist
				x		World Bank Economist-Statistician
17	26/05/2023	Brazzaville	Brazzaville	x		CRS Programme Manager
18	26/05/2023	Brazzaville	Brazzaville		x	Ministry of public health / Nutritionist
19	30/05/2023	Brazzaville	Brazzaville		x	UNICEF WASH Specialist
20	09/06/2023	Brazzaville	Brazzaville	x		World Bank/ Agriculture Economist
21	03/07/2023	Washington	Virtual		x	USDA MGD stakeholder
22	2023-05-20	Sangha	X	X		Departmental director of primary and secondary preschool education and literacy
23	2023-05-21	Sangha	Pokola	X		Famer
23	2023-05-21	Sangha	Y		X	Treasurer Cooperative
24	2023-05-21	Sangha	Pokola	X		Educational consultant
25	2023-05-21	Sangha	Pokola	X		Headteacher
26	2023-05-21	Sangha	Pokola		X	Headteacher
27	2023-05-22	Sangha	ORA Z	X		President of School canteen management committee (SCMC)
28	2023-05-22	Sangha	ORA Z		X	Vice president (SCMC)
29	2023-05-22	Sangha	ORA Z		X	Secretary (SCMC)
30	2023-05-22	Sangha	ORA Z		X	Treasurer (SCMC)
31	2023-05-23	Sangha	V-		X	Teacher
32	2023-05-23	Sangha	V-	X		Headteacher
33	2023-05-23	Sangha	V-	X		Pedagogic Inspector
34	2023-05-24	Sangha	ORA T	X		Member of PTA ORA
35	2023-05-24	Sangha	ORA T	X		President of PTA Primary school

36	2023-05-24	Sangha	ORA T		X	Cook ORA
37	2023-05-27	Plateaux	R ORA T	x		Primary Education Inspector
38	2023-05-22	Likouala	Enyellé	X		Headteacher
39	2023-05-23	Likouala	Lombo	X		Headteacher
40	2023-05-24	Likouala	Lombo		X	Headteacher ORA
	Total			26	18	

Annex 18. Focus Group Discussions conducted

Focus Group Discussions								
Number FGD	Date	Departement	Location	Categories	Number of men per FGD	Number of women per FGD	Number of indigenous per FGD	Number of people living with disability
1	22/05/2023	Sangha	Pokola	Formal and indigenous students	4	3	2	0
2	22/05/2023	Sangha	Pokola	Mothers and care givers (women) of students	0	8	0	0
3	23/05/2023	Sangha	NGOMBE CARREFOUR PRIMAIRE	Fathers and care givers (Men) of students	7	0	0	0
4	23/05/2023	Sangha	NGOMBE CARREFOUR PRIMAIRE	Formal and indigenous students	3	3	2	0
5	24/05/2023	Sangha	Mokeko	Famers (Men)	8	0	0	0
6	25/05/2023	Plateaux	Angoulou	Mothers and care givers (women) of students		8	0	0
7	26/05/2023	Plateaux	Nsah	Formal students	4	5	0	0
8	27/05/2023	Plateaux	Nsah	Famers and others suppliers	7	1	0	0
9	22/05/2023	Likouala	Enyellé	School canteen management committee Bodzoumou A	3	6	0	0
10	23/05/2023	Likouala	Enyellé	Formal students Boundzoumou "B"	5	5	0	0
11	23/05/2023	Likouala	Enyellé	Fathers and care givers (Men) of students, primary school Boundzoumou "A"	8		2	0
12	24/05/2023	Likouala	Lombo	Elèves formels	4	5	0	0
13	24/05/2023	Likouala	Lombo	Indegenous parents, farmers, hunters, fishermen	7	1	7	0
14	24/05/2023	Likouala	Lombo	Teachers and members of the Lombo school canteen management committee	5	2	0	0

15	25/05/2023	Plateaux	Angoulou	Fathers and care givers (Men) of students, school Angoulou 1	10		0	0	
16	25/05/2023	Plateaux	Nsah	School canteen management committee Nsah	3	3	0	0	
17	21/05/2023	Lékoumou	Sibiti Commune	Headteachers and teachers	5	4	4	0	
18	21/05/2023	Lékoumou	Sibiti Commune	School canteen management committee / PTA	10	0	1	0	
19	21/05/2023	Lékoumou	Sibiti Commune	Cookers and suppliers	0	10	0	0	
20	22/05/2023	Lékoumou	Sibiti /EP H. Mboumda	Formal students	5	5	1	0	
21	22/05/2023	Lékoumou	Indo/ EP Samuel IKOUNGA	Formal and indegenous students	5	5	0	0	
22	22/01/2023	Bouenza	Madingou/EP Madingou Gare A et B	Teachers ans school management committee	5	1	0	0	
23	22/05/2023	Bouenza	Madingou / EP Madingou gare A	Formal students	5	4	0	0	
24	22/05/2023	Bouenza	Madingou/EP Madingou Gare A et B	Cookers	0	4	0	0	
25	22/05/2023	Bouenza	Madingou / EP Madingou gare1	Formal students	5	5	0	0	
26	23/05/2023	Pool	Louigui / Kinkala 1	Formal and indegenous students	5	5	0	0	
27	23/05/2023	Pool	Ngamibakou	Teachers/ school management committee and PTA	4	0	0	0	
28	23/05/2023	Pool	Ngamibakou	Cookers	0	2	0	0	
	Total		NUMBER OF FGD		28	127	95	15	0

Number of FGD	Date	Departement	Location	Categories	Number of Men participants	Number of women participants
8	21/05/2023	Lékoumou	Sibiti Commune	Directeurs/Enseignants	5	4
9	21/05/2023	Lékoumou	Sibiti Commune	COGES/APE	10	0
10	21/05/2023	Lékoumou	Sibiti Commune	Cuisinières/fournisseuses	0	10
11	22/05/2023	Lékoumou	Sibiti /EP H. Mboumda	Elèves formels	5	5
12	22/05/2023	Lékoumou	Indo/ EP Samuel IKOUNGA	Elèves formels et autochtones	5	5
13	22/01/2023	Bouenza	Madingou/EP Madingou Gare A et B	Enseignant/COGES	5	1
14	22/05/2023	Bouenza	Madingou / EP Madingou gare A	Elèves formels	5	4
15	22/05/2023	Bouenza	Madingou/EP Madingou Gare A et B	Cuisinières	0	4
16	22/05/2023	Bouenza	Madingou / EP Madingou gare1	Elèves formels	5	5
17	23/05/2023	Pool	Louigui / Kinkala 1	Elèves formels et autochtones	5	5
18	23/05/2023	Pool	Ngamibakou	Enseignant/COGES/APE	4	0
19	23/05/2023	Pool	Ngamibakou	Cuisinière	0	2
	Total		Nombres de FGD	19	82	69

Annex 19. Bibliography

Document type	Comment/titles & dates of documents received
Project-related documents [if applicable]	
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	WFP Republic of Congo FY17 McGovern-Dole_Midterm Evaluation_Volume 1 track changes
	WFP Republic of Congo FY17 McGovern-Dole_Midterm Evaluation_Volume 2 track changes
Country strategic plan document (including line of sight)	Congo Country Strategic plan (2019-2023)
	Country Programme - Congo (2015-2018)
	Standard Project Report 2018
	Plan d'action 2015-2018_Strategie Sectorielle de l'éducation
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	STRATEGIE NATIONALE DE SCOLARISATION DE LA FILLE AU CONGO
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	WFP's Country Capacity Strengthening (CCS) Policy Update 2022
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Annual country reports	Congo Annual Country Report 2019 Country Strategic Plan 2019 - 2023
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CSP budget revisions	Budget and timeline template
Note for the record (NFR) from programme review committee meeting (for CSP and budget revisions if any)	
Approved country portfolio budget and budget revisions, if any	
COMPs	
MGD Evaluation Reports	Baseline Evaluation FY17 WFP McGovern-Dole funded school feeding program in Congo Midterm Evaluation FY17 WFP McGovern-Dole funded school feeding program in Congo
Other	McGovern-Dole 2020-2021 narrative work plan_final WFP Republic of Congo - Workplan(Gantt)_final WFP Republic of Congo - Workplan(Gantt)_2021-22 WFP Republic of Congo McGovern-Dole 2021-2022 narrative work plan_Final Final_Republic of Congo FY21 McGovern-Dole_FY2023 Work Plan
Country office strategic documents (if applicable)	
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Other	06.06.19_WFP Republic of Congo - Performance Monitoring Plan (final)_rev RoC retrofitted LoS (rev. 09.12.2022)
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Emergency food security assessments	
Food security monitoring system bulletins	
Market assessments and bulletins	
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Any other monitoring reports	
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Actual and planned beneficiaries by sex, activity, district/ location and by year	
Actual and planned beneficiaries by age group	
Actual and planned tonnage distributed by activity by year	
Commodity type by activity	
Actual and planned cash/voucher requirements (USD) by activity by year	
Outcome monitoring reports/data	
Other output monitoring related documents/data	
Country office human resources	
Workforce planning exercise (if applicable)	
Organizational realignment documents (if applicable)	
CO staffing (list of employees by contract type working in CO during the evaluation scope)	
Organigram for main office and sub-offices	
Operational documents (if applicable)	
Activity guidelines	
Pipeline overview for the period covered by the evaluation	
Partners (if applicable)	
Annual reports from cooperating partners	UNICEF_CBR_EPAD_SC180162_McGovern-Dole_Progress_report_27_April_2021 (004)
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List of partners (government, NGOs, UN agencies) by location/ activity/ role/ tonnage handled	ACCORD PAM-ACTED (Version finale)
	FLA PAM -PEDD Sangha
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	MOU WFP-UNICEF (Year 1)
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Cluster/coordination meetings (if applicable)	
Logistics/food security/nutrition cluster documents	Evaluaton nutritionnelle rapide
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NFRs of coordination meetings	
Other	
Evaluations/reviews/audits /operational research	
Evaluations/ reviews of past or on-going activities/interventions	
Audit reports of past or on-going activities/interventions	

Other performance assessment/review-related documents	01- ROC-FFE-679-2017-020-00-A_FINAL SIGNED
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	12092019WFP Republic of Congo - Attachment D_Amendment 7.30.19_USDA Comments 8-15-19_responses_USDA 10-7-19_res22102019
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Resource situation	
Contribution statistics by month	
Resource mobilization strategy	
NFRs donor meetings	
Donor proposals (if applicable)	
Maps (if applicable)	
Updated operational map	School feeding 071222.png School feeding 081222
HungerMapLIVE	
Food/cash/voucher distribution location map	
Food security map	
CO presence maps	
Resourcing and donor relations	
Resource situations by donors	
CPB plan vs actuals report	
Earmarking funding overview	RoC (FY21 McGovern-Dole) Annex I -Local and Regional Procurement Plan_Oct 2022 - Sept 2023_22082022 WFP Republic of Congo FY21 McGovern-Dole_FY2023 Market Study Update_FINAL
Funding overview	
Implementation budget plan	
Contribution statistics by month and year	
Other documents collected by the team (including external ones) (if applicable)	
Specify	

Specify	
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Annex 20. Line of sight – Link of Baseline Indicators to Midline and Endline Questions

Values and Appropriateness of Baseline Indicators				<i>Data Available and Reliable; and more will be generated for this EQ</i>
Baseline		Midline	Endline	Criteria
Sub questions	Indicators	Questions	Questions	
6.1. What are the baseline values for each indicator in the performance monitoring plan (PMP)?	Set baseline figures for Results -26 standard indicators - 25 custom indicators	What is the progress of program implementation—is the program on track to carry out all activities as planned?	To what extent has the McGovern Dole school feeding programme been effective in realizing its articulated objectives and goals, including promoting gender parity and inclusion? What are the long-term effects of the interventions on targeted beneficiaries’ lives, households, communities and institutions?	Effectiveness Impact
6.2. Do the indicators reflect McGovern-Dole project’s commitments on gender equality and social equity?	Set baseline figures for Results -26 standard indicators - 25 custom indicators Set Annual Targets -26 standard indicators Evidence that performance indicators are SMART (Specific, Measurable, Achievable,	To what degree has, the program outcomes made progress toward positive long-term effects on targeted beneficiaries (girls, boys, men and women), households, communities and institutions?	To what degree has the programme resulted (or not) in the expected results (outputs and outcomes) for girls, boys, men and women?	Impact

	Realistic and Time bound) and equity and gender sensitive			
6.2.1. Are indicators SMART?	<p>Set baseline figures for Results</p> <ul style="list-style-type: none"> -26 standard indicators - 25 custom indicators <p>Set Annual Targets</p> <ul style="list-style-type: none"> -26 standard indicators <p>Evidence that performance indicators are SMART (Specific, Measurable, Achievable, Realistic and Time bound) and equity and gender sensitive</p>			
7. Results Framework and Theory of Change			<i>Data Available and Reliable more will be generated for this EQ</i>	
Baseline		Midline	Endline	Criteria
7.1. Based on the stated objectives of the McGovern-Dole project, are the targets set for each indicator clear, realistic, and achievable considering the baseline?	<p>Clear description of the situation before the intervention that can be used as reference point to determine or measure change</p> <p>Evidence of realistic justification of the interventions</p> <p>Evidence that set objectives and expected results are clear, and observable if implementation is underway or completed</p> <p>Evidence of flexibility and responsiveness of results framework</p>	<p>To what extent is the McGovern Dole School feeding programme's design and approach suitable for the achievement of the desired effect and objectives?.</p> <p>Is the program aligned with national government's education and school meals policies and strategies?</p>	Is the design of the McGovern Dole School feeding programme appropriate?	Relevance

<p>7.2. How is the theory of change (ToC) / logic design aligned with the result framework?</p>	<p>Robustness and Plausibility of the program's ToC</p> <p>Evidence of adaptation of the ToC to the result chain and logic</p> <p>Evidence of equity and gender programming mainstreaming in the program ToC</p> <p>Intervention design and theory of change showing considerations of different contextual elements in the assumptions, risks and mitigating factors</p>	<p>To what extent is the McGovern Dole School feeding programme's design and approach suitable for the achievement of the desired effect and objectives?</p> <p>Does the programme theory and logic of the McGovern Dole School feeding programme correctly envisage the causal relationships in its results framework?</p> <p>To what degree the needs of women or other marginalized groups were considered in the programme's design and implementation?</p>	<p>Is the design of the McGovern Dole School feeding programme appropriate?</p> <p>Was the program designed to reach the right people with the right type of assistance?</p> <p>To what extent has the McGovern Dole School feeding programme been Gender responsive?</p> <p>a) What is the "degree to which gender and power relationships – including structural and other causes that give rise to inequities, discrimination and unfair power relations – change as a result of an intervention."</p> <p>How has the process been inclusive, participatory and respectful of all stakeholders, especially in ensuring that women's voices, including different groups, are prevalent throughout the evaluation.</p>	<p>Relevance .</p>
<p>8. Monitoring and Evaluation of the Program</p>		<p><i>Data Available and Reliable more will be generated for this EQ</i></p>		
<p>Baseline</p>		<p>Midline</p>	<p>Endline</p>	<p>Criteria</p>
<p>8.1. What are the key success factors for efficient and effective M&E of the project?</p> <p>8.1.1. What are the enabling or</p>	<p>Indicators monitored via the Dashboard</p> <p>Other means of monitoring indicators not tracked via the Dashboard</p>	<p>To what extent has the school feeding dashboard and Beneficiary/Stakeholder Complaint and Feedback mechanisms been utilized to identify issues and implement corrective measures?</p>	<p>How was the school feeding dashboard and Beneficiary/Stakeholder Complaint and Feedback mechanisms used to strengthen programme quality?</p>	<p>Efficiency</p>

<p>hindering factors for effective monitoring and evaluation of the project?</p>	<p>Evidence of gender and equity considerations in the disaggregation of data</p> <p>Stakeholders' views of key gaps in the M&E of the program</p> <p>Stakeholders' perceptions of quality of current monitoring and reporting against key objectives of the program and standards of good practice.</p> <p>Stakeholders' perceptions of the use of monitoring information in decision making and adaptation of program implementation.</p> <p>Stakeholders' views of key success factors for an effective M&E of the program</p> <p>Stakeholders' perspectives on enabling factors for effective M&E of the program</p> <p>Stakeholders' perspectives on hindering factors for effective M&E of the program</p> <p>Stakeholder's perspective on appropriateness of the gender and equity-sensitive approach to M&E of the program</p> <p>Evidence of knowledge of key indicators among relevant stakeholders</p>			
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	<p>intervention and comparison schools</p> <p>Percentage of indigenous boys achieving basic numeracy in intervention and comparison schools</p> <p>Percentage of boys achieving basic numeracy in intervention and comparison schools</p> <p>Percentage of girls' dropout in intervention and comparison schools</p> <p>Percentage of boys' dropout in intervention and comparison schools</p> <p>Percentage of indigenous girls' dropout in intervention and comparison schools</p> <p>Percentage of indigenous boys' dropout in intervention and comparison schools</p> <p>Perceptions of the government and teachers regarding the capacity of teachers to deliver effective learning to girls</p> <p>Stakeholders and Communities' perceptions of quality of literacy instruction, and school leadership capacity</p> <p>Stakeholders' perceptions of student attentiveness, attendance and dropout,</p>	<p>feeding programme enhances learning?</p>	<p>outcomes) for girls, boys, men and women?</p>	
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	Communities' perceptions of alleviation of short-term hunger of school children through the provision of school meals			
9.2. To what extent is education considered important by parents and communities for both boys and girls?	<p>Communities' views/prioritisation of education vis a vis other urgent priority</p> <p>Indigenous communities' views/prioritisation of education vis a vis other urgent priority</p> <p>Communities' views/prioritisation of girls' x boys' education</p> <p>Indigenous communities' views/prioritisation of girls' x boys' education</p>	<p>What internal and external factors affected the programme results from having to intended impact on targeted beneficiaries?</p> <p>What progress has been made towards changing the attitudes and behaviours of community members in such a way as to improve health and dietary practices?</p>	<p>In what ways does the McGovern Dole school feeding programme impact equity in terms of poverty, gender and inclusiveness?</p> <p>What are the key factors that affect the likelihood of sustainability of social behaviour change of the program?</p>	<p>Impact</p> <p>Sustainability</p>
10. Capacity of Farmers and other suppliers		<i>Data Available and Reliable, and more will be generated for this EQ</i>		
Baseline		Midline	Endline	Criteria
10.1. To what extent are farmers women's farmers cooperatives, traders, and other suppliers in the implementation area equipped (with skills, infrastructure, and inputs) and capable of providing a reliable and sustainable supply of high-quality food commodities to local schools?	<p>Male farmers', traders and other suppliers' views of their capacity to provide a reliable and sustainable supply of high-quality food commodities to local schools</p> <p>Female farmers', traders and other suppliers' views of their capacity to provide a reliable and sustainable supply of high-quality food commodities to local schools</p> <p>Communities views of the capability of farmers, traders,</p>	<p>How effective has the collaboration with different stakeholders (including the government) been in achieving program's objectives?</p> <p>What factors have impacted the delivery process (cost factors, WFP and partners performance, external factors)?</p>	<p>Has WFP built effective partnerships to enhance sustainability and enable the transition of the programme to the Government?</p> <p>How efficient are the programme's resource management, and food supply losses?</p>	<p>Effectiveness</p> <p>Efficiency</p>

	<p>and other suppliers to provide a reliable and sustainable supply of high-quality food commodities to local schools</p> <p>WFP, Government and other stakeholders' views of the capability of farmers, traders and other suppliers' capability to provide a reliable and sustainable supply of high-quality food commodities to local schools</p> <p>Stakeholders' perceptions of supply chain issues regarding food commodities' supply to local schools</p> <p>Stakeholders' experiences with local procurement</p>	<p>What measures can support enhancement of the SFP efficiency for the remaining implementation period?</p> <p>What progress has farmers, traders and other suppliers made towards becoming reliable and sustainable suppliers of high-quality food commodities to local schools?</p>	<p>What factors impacted the cost efficiency of the program implementation and did WFP make course adjustments during the period?</p>	Sustainability
10.2. How are farmers and women's farmers cooperatives structured and organised?	Information on organisation and structure of farmers including female exclusive cooperatives			
11. Capacity of Government and School Communities		<i>Data Available and Reliable and more will be generated for this EQ</i>		
Baseline	Midline	Endline	Criteria	
11.1. To what extent are the Government and school communities equipped with the relevant skills and capacity to manage and implement a nutrition-sensitive and	<p>Evidence of strengthened organisational capacities and systems to manage and implement a nutrition-sensitive and holistic NSFP</p> <p>Mechanisms in place to ensure strengthening of skills and capacity of government and</p>	How effective has the collaboration with different stakeholders (including the government) been in achieving program's objectives?	Has WFP built effective partnerships to enhance sustainability and enable the transition of the programme to the Government?	Effectiveness

<p>holistic National School Feeding Program (NSFP)?</p>	<p>school communities to manage and implement a nutrition-sensitive and holistic NSFP</p> <p>Evidence of capacity-building efforts carried out in the short-term and on a continuing basis;</p> <p>Evidence of strengthened institutional arrangements</p> <p>Evidence of community action platforms such as active PTAs</p> <p>Stakeholders' perceptions of capacity at national, department and school community levels</p> <p>Evidence of financial commitment by governments (national, department levels) – budgetary allocations to school feeding.</p> <p>Evidence of identified and interactions with external funding sources (private sector, donors etc) to support the program – government stakeholders looking for, finding and identifying synergies to provide support.</p> <p>Evidence of an exit strategy</p> <p>Stakeholders' views and evidence of:</p> <ul style="list-style-type: none"> - national/local ownership 	<p>Do mechanisms (policies and strategies, stable budgeting, quality programme design, institutional arrangements, local production and sourcing; partnerships and coordination; community participation and ownership) exist to ensure the sustainability of the school meals programme?</p>	<p>How will stakeholders (schools, communities, centralized and decentralized government, institutions, and partners) continue to implement the programme in the absence of funding?</p> <p>Will the government be able to implement a nationally owned and sustainable school meals programme?</p>	<p>Sustainability</p>
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	<ul style="list-style-type: none"> - use of local capacity, etc. - Gender and equity related capacity built - Government's capacity to implement the program without external support (from USDA, WFP and other partners) 			
<p>11.2. What are the current capacity gaps and strengths of the NSFP? What activities need to be undertaken to address the capacity gaps?</p>	<p>WFP and other technical partners' perceptions of capacity gaps and strengths of the NSFP</p> <p>WFP and other technical partners' perceptions of capacity gaps and strengths of the NSFP in terms of gender and equity</p> <p>Governments' perceptions of capacity gaps and strengths of the NSFP</p> <p>WFP and other technical partners' perceptions of activities that need to be undertaken to address capacity gaps of the NSFP</p> <p>Governments' perceptions of activities that need to be undertaken to address capacity gaps of the NSFP</p> <p>What are the indicators to monitor progress over time?</p>	<p>What aspects of school feeding intervention are the most sensitive to internal and external system pressures?</p>	<p>What internal and external factors affect the program's achievement of intended results?</p> <p>What internal and external system pressures affect the effectiveness of the intervention in achieving its goals?</p>	<p>Effectiveness</p>

Annex 21. Results of significance tests

N°	Indicator	Intervention group		Comparison group		Diff mean	Diff SE	P value
		Mean	n1	Mean	n2			
1	Percent of students who, by the end of two grades of primary schooling, demonstrate that they can read and understand the meaning of grade level text.	0,24	746	0,27	648	-0,03	0,003	0,219
2	Average student attendance rate in classrooms/schools.	0,85	43	0,86	42	-0,01	0,003	0,001
3	Number of teaching and learning materials provided	0	43	0	42	0,00	/	/
4	Number of teachers/educators/teaching assistants in target schools who demonstrate use of new and quality teaching techniques or tools as a result of USDA assistance	0,76	88	0,78	69	-0,02	0,002	0,849
5	Number of teachers/educators/teaching assistants trained or certified as a result of USDA assistance.	0,88	88	0,82	69	0,06	0,002	0,831
6	Number of school administrators and officials in target schools who demonstrate use of new techniques or tools as a result of USDA assistance	na	43	na	38	na	/	/
7	Number of school administrators and officials trained or certified as a result of USDA assistance	0,68	43	0,18	38	0,50	0,004	0,001
8	Number of educational facilities (i.e., school buildings, classrooms, improved water sources, and latrines) rehabilitated/constructed as a result of USDA assistance	0,28	43	0,07	42	0,21	0,003	0,021
9	Number of students enrolled in school receiving USDA assistance	na	na	na	na	na	na	na
10	Number of policies, regulations, or administrative procedures in each of the following stages of development as a result of USDA assistance	na	na	na	na	na	na	na
11	Value of new USG commitments, and new public and private sector investments leveraged by USDA to support food security and nutrition	na	na	na	na	na	na	na
12	Number of public-private partnerships formed as a result of USDA assistance	na	na	na	na	na	na	na
13	Number of Parent-Teacher Associations (PTAs) or similar "school" governance structures supported as a result of USDA assistance (Only PTA)	0,47	43	0,07	42	0,40	0,004	0,000 01
16	Number of daily school meals (breakfast, snack, lunch) provided to school-age children as a result of USDA assistance	257	43	0	42	257,00	-765	0,000 01
17	Number of school-age children receiving daily school meals (breakfast, snack, lunch) provided as a result of USDA assistance	257	43	0	42	257,00	-765	0,000 01
18	Number of social assistance beneficiaries participating in productive safety nets as a result of USDA assistance	na	na	na	na	na	na	na

19	Number of individuals who demonstrate use of new child health and nutrition practices as a result of USDA assistance	na	na	na	na	na	na	na
20	Number of individuals who demonstrate use of new safe food preparation and storage practices as a result of USDA assistance	3,62	43	0,5	42	3,12	1,63	0,001
21	Percent of participants of community-level nutrition interventions who practice promoted infant and young child feeding behaviours							
22	Number of individuals trained in safe food preparation and storage as a result of USDA assistance	na	na	na	na	na	na	na
23	Number of individuals trained in child health and nutrition as a result of USDA assistance	2,29	43	0,46	42	1,83	0,8	0,027
27	Number of schools using an improved water source	0,14	43	0,07	42	0,07	0,023	0,485
28	Number of schools with improved sanitation facilities	0,44	43	0,26	42	0,18	0,001	0,113
29	Number of students receiving deworming medication	240,6	43	217,43	42	23,17	198,1	0,63
30	Number of individuals participating in USDA food security programs.	na	na	na	na	na	na	na
31	Number of individuals benefiting indirectly from USDA-funded interventions	na	na	na	na	na	na	na
32	Number of schools reached as a result of USDA assistance	na	na	na	na	na	na	na

Annex 22. Additional Quantitative Tables

Tableau 1 : EGRA results by Department

Department	Low level		Middle level		High level	
	Int. Group	Comp Group	Int. Group	Comp Group	Int. Group	Comp Group
BOUENZA	64,66%	75,69%	4,31%	8,33%	31,03%	15,97%
LEKOU MOU	78,62%	64,71%	10,69%	9,80%	10,69%	25,49%
LIKOUALA	73,61%	52,54%	1,39%	10,17%	25,00%	37,29%
PLATEAUX	89,08%	84,52%	10,08%	9,52%	0,84%	5,95%
POOL	65,93%	79,83%	7,69%	10,92%	26,37%	9,24%
SANGHA	87,76%	75,28%	5,10%	10,11%	7,14%	14,61%

Tableau 2 : EGMA results by Department

Department	Low level		Middle level		High level	
	Int. Group	Comp Group	Int. Group	Comp Group	Int. Group	Comp Group
BOUENZA	21,55%	34,03%	25,00%	15,97%	53,45%	50,00%
LEKOU MOU	19,50%	5,23%	18,87%	13,73%	61,64%	81,05%
LIKOUALA	23,61%	44,07%	31,94%	16,95%	44,44%	38,98%
PLATEAUX	26,05%	14,29%	20,17%	20,24%	53,78%	65,48%
POOL	9,34%	11,76%	22,53%	25,21%	68,13%	63,03%
SANGHA	24,49%	24,72%	16,33%	31,46%	59,18%	43,82%

Tableau 3: indicators disaggregated by sex

N°	Indicators	Intervention Group			Comparison group		
		Female/Girl	Boy/Male	Total	Female/Girl	Boy/Male	Total
Standard Indicators							
1	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.	26,70%	21,90%	24,20 %	26,10%	28,30%	27,10%
2	Average student attendance rate in USDA supported classrooms/schools	84,50%	84,50%	84,50 %	85,10%	87,00%	86,10%
4	Number of teachers/educators/teaching assistants in target schools who demonstrate use of new and quality teaching techniques or	21	46	67	18	36	54

	tools as a result of USDA assistance.						
5	Number of teachers/educators/teaching assistants trained or certified as a result of USDA assistance.	23	51	74	19	38	57
6	Number of school administrators and officials in target schools who demonstrate use of new techniques or tools as a result of USDA assistance.	0	0	0	0	0	0
7	Number of school administrators and officials trained or certified as a result of USDA assistance.	10	20	30	0	7	7
9	Number of pupils enrolled in school receiving USDA assistance.	27375	37625	65000	-	-	-
17	Number of school-age children receiving daily school meals (breakfast, snack, lunch) provided as a result of USDA assistance	4331	4917	9248	-	-	-
19	Number of individuals who demonstrate use of new child health and nutrition practices as a result of USDA assistance	-	-	-	-	-	-
20	Number of individuals who demonstrate use of new safe food preparation and storage practices as a result of USDA assistance	119	37	156	6	15	21
21	Percent of participants of community-level nutrition interventions who practice promoted infant and young child feeding behaviours.	-	-	-	-	-	-
22	Number of individuals trained in safe food preparation and storage as a result of USDA assistance	-	-	-	-	-	-
23	Number of individuals trained in child health and nutrition as a result of USDA assistance	70	33	103	9	4	13

29	Number of pupils receiving deworming medication(s)	5019	5564	11069	3782	4133	8262
30	Number of individuals participating in USDA food security programs.	-	-	68243	-	-	-
31	Number of individuals benefiting indirectly from USDA-funded interventions						
Custom Indicators							
2	Number of school-aged children who receive 5 or more meals per week that include fruits, vegetables, and/or animal source proteins in addition to US commodities	27375	37625	65000	-	-	-
4	Number of pupils benefiting from the establishment and maintenance of school gardens	0	0	0	-	-	-
6	Number of pupils participating in reading competitions facilitated as a result of USDA assistance.	37	47	84	4	6	10
8	Number of female pupils trained on good menstrual hygiene practices	539		539	141		141
10	Number of pupils reached with health and hygiene messages as a result of USDA assistance	0	0	0	-	-	-
11	Number of parents trained as part of School Feeding Committees	0	0	0	-	-	-
12	Number of parents trained as part of School Procurement Committees	-	-	76	-	-	16
13	Number of pupils benefiting from newly constructed/rehabilitated latrines	-	-	-	-	-	-
14	Number of pupils benefiting from newly constructed or enhanced water systems	281	324	605	171	162	333
15	Number of pupils benefiting from Savings and Internal Lending Communities (SILC) training	-	-	-	-	-	-

Annex 23. Glossary of Terms

Autochone – refers to indigenous or aboriginal populations

Comparison group - consists of the sampled schools and school-age children that will not benefit from the MGD FY21 project.

Custom Indicators: additional project-specific performance indicators not included in the FAS list of standard indicators

Green schools or Model Schools - WFP will provide school garden inputs to 100 Model schools, or Green Schools. WFP will establish and promote selected school gardens, to be used as learning platforms for nutrition and environmental education for primary school children. To increase parent and student engagement in garden activities.

Half time mode - a system whereby a group of pupils come to school in the morning from 7:30 to 12:30 am and another in the afternoon, from 1:00 to 5:00 pm.

Impact Indicators: Indicators that measure longer-term effects produced by a project's activities or set of activities.

Input Indicators: Indicators that measure or quantify the financial, human, and material resources used to implement project activities or interventions

Intervention or treatment group – consists of the sampled schools and school-age children that will be beneficiaries of the MGD FY21 project.

Outcome Indicators: Indicators that measure the intermediate effects of a project's activity or set of activities and are directly related to the output indicators.

Output Indicators: Indicators that measure or quantify the products, goods, or services which directly result from the implementation of project activities.

Standard Indicators: a common set of required (mandatory) indicators identified by Foreign Agricultural Service, United States Department of Agriculture (FAS) that must be used by all recipients, if applicable to the project. A standard indicator is applicable to a project if it addresses a result in the project's results framework, and if planned activities target that result.

Teaching Methods:

Mondial: uses inquiry as an integral part of students' real-life learning. Inquiry is the vehicle for study that enables learners to ask questions, discover how to find answers and how to apply their skills and knowledge to the world around them.

Syllabic: a method that allows children to correctly recognize and use phonemes representing each letter of the alphabet and create combinations with them according to the rules of the language being studied.

Annex 24. Acronyms

ACR	Annual Country Reports
ALNAP	Accountability and Performance
ANOVA	Analysis of Variance
COVID-19	Coronavirus disease pandemic
CO	Country Office
CSOs	Civil society organizations
CRS	Catholic Relief Services
CSV	Exported as Comma Separated Values
DAC	Development Assistance Commission
DAS	National Directorate of School Feeding (Direction de l'Alimentation Scolaire)
DD	Difference-in-Differences
DEQAS	Quality Assurance System
DHS	Department of Homeland Security
DPOs	Data Protection Officer
DSF	Departmental School Feeding Service
EB	WFP Executive Board
EGMA	Early Grade Mathematics Assessment
EGRA	Early Grade Reading Assessment
EM	Evaluation method
ERG	Evaluation Reference Group
ERIC	Ethical Research Involving Children
EQ	Evaluation Questions
FAO	Food and Agricultural Organisation
FAS	Foreign Agricultural Services
FGDs	Focus group discussions
FY	Fiscal Year
GAM	Global Acute Malnutrition
GBV	Gender Base Violence
GDI	Gender Development Index
GII	Gender Inequality Index
GDP	Gross Domestic Product
GER	Gross Enrolment Rate
GEWE	Gender Equality and Women's Empowerment
HDI	Human Development Index
IFAD	International Fund for Agricultural Development
IR	Inception Report
HQ	Head Quarter
KIIs	Key informant interviews
MEPSA	Ministry of Education (Ministère de l'Enseignement Primaire, Secondaire et de l'Alphabétisation)
M&E	Monitoring and Evaluation
MDG	Millennium Development Goals
MHM	Menstrual hygiene management
MICS	Multiple Indicator Cluster Surveys
MPFIFD	Ministry for the Advancement of Women and the Integration of Women in Development
MPSIR	Minister of Planning, Statistics and Regional Integration
MOHP	Ministry of Health and population
MSP	Marine spatial planning
NA	Not Applicable

NGO	Non-Governmental Organization
NSFP	National School Feeding Program
OAG	Oversee Advising Group
OLAP	Online analytical processing
ORA	Observe Reflect and Act
OEV	Office of Evaluation
OECD/DAC	The Organisation for Economic Co-operation and Development /Development Assistance Committee
PEDD	Programme Educatif de Développement Durable
PLWD	Persons Living with Disabilities
PMP	Performance Monitoring Plan
PND	National Development Plan
PSM	Propensity Score Matching
PTAs	Parent-Teacher Associations
RDTs	Rapid Diagnostic Test
REO	Regional Evaluation Officer
RTI	Research Triangle Institute
RoC	Republic of the Congo
RB	Regional Bureau
SBP	School Base programs
SDSAS	Departmental School Feeding Service
SGAC	School General Assembly Committee
SHF	Smallholder Farmers
SMART	Specific, Measurable, Achievable, Realistic and Time bound
SMC	School Management Committees
SMC	Motivation of School Management Committees
SO	Strategic objectives
SPSS	Statistical Package for the Social Sciences
ToC	Theory of change
ToR	Term of Reference
UIS	UNESCO Institute for Statistics
UNEG	United Nations Evaluation Group
UNESCO	United Nations Educational, Scientific and Cultural Organization
UNICEF	United Nations Children's Fund
UN	United Nation
USDA	United States Department of Agriculture's
US	United State
UNCT	United Nations country team
WASH	Water Sanitation and Hygiene
WDI	World Development Indicators
WFP	World Food Program
WHO	World Health Organization
WLS	Weighted least square

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