



# **Baseline of the Nou Manje Pou Nou Aprann McGovern-Dole project in Haiti from 2024 to 2028**

**McGovern-Dole Decentralized Assessment  
Baseline Study Report-Final version**

WFP Country Office in Haiti

Funding agreement number: FFE-521-2023/005-00

Fiscal year of financing: 2023

Project duration: 5 years



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**April 2025**

# Key personnel for the evaluation

## WFP HAITI OFFICE

Evaluation Manager, Smaila Gnegne

WFP Panama Regional Office, Michala Assankpon

## Prepared by

Pierre Leguéné, Team Leader

Jean-Pierre Silvéreano, Evaluator (Education)

Marie-Sophie Whitney, Evaluator (Nutrition)

Covadonga Canteli, Statistician

Marc-Dalème Acceus, Evaluator

Wilphana Rousseau, Evaluator

# Acknowledgements

The KonTerra Group and the evaluation team would like to thank all the stakeholders who contributed to this baseline study, in particular the World Food Programme's Country Office in Haiti, the Regional Office in Panama, the government institutions consulted at national and departmental level, the project's implementing partners and all the people consulted at local level and in the schools (principals, teachers, pupils, members of school canteen management committees, parents and members of professional agricultural organizations).

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# Executive Summary

## Introduction

1. This report covers the baseline study for the World Food Programme's (WFP) McGovern-Dole School Feeding Project in Haiti (FFE-521-2023/005-00) for the period 2024 to 2028. The project is funded by the United States Department of Agriculture (USDA). The baseline study represents the first part of a series of evaluations that will include midline and end-of-project assessments. It was commissioned by the WFP Country Office (CO) in Haiti.
2. The objectives of the evaluation series are accountability and learning regarding all activities included in the project design, and in particular the transition from a school canteen supply model based on imported foodstuffs to a hybrid model that includes imported and locally produced foodstuffs. The specific objectives of the baseline study are to establish the initial situation at the start of the project, to review the performance monitoring plan (PMP) and the predefined evaluation questions for the midline and final evaluations.
3. The project aims to improve literacy among elementary school children by improving the quality of teaching, distributing daily school meals to encourage school attendance, and intervening in hygiene, health and nutrition practices to reduce absences due to illness. The project includes a Local and Regional Procurement (LRP) component that will support aggregation centers and Professional Agricultural Organizations (OPAs) to produce local food with sufficient quantity and quality and deliver it to schools. The project targets 256 schools<sup>1</sup> in the Nord and North East departments and 101,500 unique children over the life of project. USDA funding will be gradually withdrawn, with beneficiaries transferred to the *Programme National des Cantines Scolaires* (PNCS) or to projects supported by other donors.<sup>2</sup> It has a budget of US\$33 million provided by the USDA.
4. The main stakeholders and likely users of the evaluation are the WFP country and regional offices, the various ministries of the Government of Haiti associated with the project, in particular the Ministry of National Education and Vocational Training (MENFP)<sup>3</sup> and the National School Canteen Program (PNCS),<sup>4</sup> notably for the implementation of a national school feeding program based on local sourcing, and WFP's implementing partners and donor, the USDA.

## Methodology

5. The study adopted a mixed methods approach and a quasi-experimental design to meet the three objectives described above, and to enable comparisons at midline and at the end of the project, as well as between schools directly assisted by WFP and a group of non-assisted control schools. The baseline study included a review of secondary data, a quantitative survey in schools, qualitative semi-structured interviews with key stakeholders at national and departmental level and in a sample of schools and OPAs, complemented by direct observations. Gender considerations were integrated into the baseline study through the collection of gender-disaggregated data and focus group discussions (FGDs) with girls and boys.
6. The main limitations of the study are the limited knowledge and ownership of the project by external stakeholders at the moment of the data collection, the impossibility to carry out interviews with some key institutions due to the socio-political situation, the impossibility to conduct a full assessment of government capacity for school feeding, which should be completed with a mini-SABER workshop planned at the end of 2024 to update the 2022 SABER. None of these limitations have affected significantly the achievement of the study objectives.

## Context

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<sup>1</sup> According to the funding agreement signed by the WFP and the USDA, the project is to be implemented in 300 schools, but the WFP has identified 256 schools that will reach the 75,000 children targeted in the first year of the 2023-2024 school year. In agreement with the donor, this adjustment to the legal agreement will be reflected in the next amendment.

<sup>2</sup> The plan calls for a gradual reduction in the number of children receiving assistance, from 75,000 in the first year to 50,000 in the final year.

<sup>3</sup> Ministère de l'Éducation nationale et de la Formation professionnelle in French

<sup>4</sup> Programme national de cantines scolaires in French



7. The context in Haiti is marked by the socio-political crisis that the country has been experiencing since the assassination of President Jovenel Moïse in 2021, which has exacerbated insecurity and humanitarian conditions and led to the collapse of the economy. This crisis is taking place in the poorest country in Latin America and the Caribbean, and one of the poorest in the world. Food insecurity is widespread, and the country is one of only nine in the world at risk of famine, and one of only five where more than 10 percent of the population is in phase 4 (emergency) of the Integrated Food Security Phase Classification (IPC), according to the Global Food Crisis Report 2023.<sup>5</sup> Malnutrition remains a concern, with high rates of chronic and acute malnutrition, particularly among children under five. It is estimated that in 2024, around 277,000 children will require emergency treatment for acute malnutrition.<sup>6</sup>

8. Despite progress, education in Haiti still faces major obstacles, and the Early Grade Reading Assessment (EGRA) revealed significant gaps in reading levels, underlining the need to improve the quality of basic education. School feeding initiatives have existed in Haiti since the 1980s. The PNCS was created in 1997, and the first National School Feeding Policy and Strategy (PSNAS)<sup>7</sup> was drawn up in 2016, in collaboration with the WFP, and revised in 2024.<sup>8</sup>

### Baseline study findings

9. **Presentation of the baseline situation:** Given the severe socio-political crisis and the limited capacities of the PNCS, the McGovern-Dole project does not include a detailed plan for transferring school canteens to the PNCS. The project plans a gradual disengagement from the schools it covers, with the WFP CO aiming to transfer these schools to other projects funded by different donors. This condition is crucial for achieving the intended impact in the 256 schools included in the first year. However, the conditions for transferring schools to other programs are not clearly defined.

10. The coverage of activities will be uneven, as budgetary limits prevent implementation of all activities in all targeted schools. School feeding activities will reach all schools, including the transition to the hybrid model, while activities aimed at improving the quality of education and the water, hygiene and sanitation (WASH) component will cover 80 and 35 schools respectively. Schools receiving WASH support will be selected from the 80 in the education component, according to selection criteria established by WFP and its implementing partners. This variable coverage is likely to generate uneven results between schools. The evaluation series will seek to identify this variability in results according to the activity package implemented in each school. The baseline study established the methodological approach for measuring the project's results, taking this circumstance into account.

11. The initial situation in terms of national capacities for school feeding, a mini workshop to update the 2022 Systems Approach for Better Education Results (SABER) is scheduled for the end of 2024 and will provide an essential complement to the baseline on results linked to the project's foundations.

12. For the rest of the indicators, in line with its main objective, the baseline study measured a set of indicators complementary to the project's PMP, which precisely define the situation at the start of the project for each element of the project's results framework. The study identified several specific elements presented in paragraphs 13 to 19 which should be given particular attention by the PMP.

13. The baseline study took place before project activities began. As a result, several key stakeholders among the implementing and institutional partners had only a vague idea of their role in the project and its precise activities. Some mentioned a lack of communication during the previous project. Communication with partners and their strong ownership of the project are undoubtedly key to the project's success.

14. In terms of WASH activities, the baseline data suggests that certain elements of the project need to be strengthened. Firstly, although some schools have sufficient latrines, very few pupils use them. This should be considered in the definition of social and behavioral change communication (SBCC) activities. On the other hand, the data show shortcomings in considering the specific needs of girls, with a low number of latrines for girls and the absence in the majority of schools of information areas on menstruation and hygiene kits in girls' latrines.

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<sup>5</sup> Humanitarian Needs and Response Plan Haiti, OCHA, January 2024

<sup>6</sup> Ibid.

<sup>7</sup> Politique et Stratégie Nationale d'Alimentation Scolaire in French

<sup>8</sup> National School Nutrition Policy and Strategy (NSPS), January 2024.



15. In terms of nutrition, the information gathered shows that fruit and vegetables are missing from schoolchildren's diets. School meals do little to improve their dietary diversity, which is generally very low.

16. The SBCC component should make a significant contribution to the achievement of Strategic Objective 2 of the McGovern Dole Results Framework. However, its strategy was still being developed for testing in 25 schools to promote positive gender norms, healthy eating and hygienic behaviors. The WFP SBCC study identified key channels for dissemination. However, the impact will only be measurable if it is successfully deployed in all the schools covered by the program. The final evaluation will examine the content of this strategy and measure whether the practices observed at baseline by the WFP SBCC study have improved.

17. Women's dignity depends, among other things, on recognition for their work. Although WFP's school feeding strategy states that well-designed school feeding programs create employment opportunities and contribute to women's economic empowerment and decision-making, this is not made clear in the McGovern-Dole project. The question of remuneration for cooks was already raised in the final evaluation of the previous project. The PNCS does not have the resources to remunerate the cooks and prefers other ways of motivating them and compensating them for the important contribution they make to the program, such as the provision of training.

18. **PMP review:** The baseline study carried out a detailed review of the project's PMP, which identified several elements that still need to be clarified. Notable clarifications needed are the documentation of targets for each indicator, necessary for the evaluation of the project's effectiveness at midline and during its finalization. Additionally, the methodology for collecting certain indicators must be clarified.

19. **Review of evaluation questions:** Finally, the baseline study suggested modifications to some of the questions proposed in the Terms of Reference for the midline and final evaluations. These suggestions are intended to complement and clarify the original questions, and to restructure them, bearing in mind that they will determine the structure of the midline and final evaluation reports.

## Conclusion

20. The Nou Manje Pou Nou Aprann project is the third phase of WFP's support for school feeding in Haiti through the McGovern-Dole projects. It has been built on the experience of previous phases and introduces significant changes, notably with the gradual adoption of a hybrid school supply model that will combine imported foodstuffs donated by the USDA with foodstuffs purchased and produced locally.

21. The baseline study established the initial situation at the start of the project for all the elements included in the project's PMP. The project's performance can be assessed at midline and at the end of its implementation by comparing these elements with the initial situation, in particular regarding the trajectory of results in the schools covered by the project with results in the control schools.

22. The baseline study identified some areas requiring particular attention and lessons relating to these have been drawn. This particularly concerns the project's exit plan, ownership of the project by partners, certain specific activities, compensation for cooks and the project's PMP, some elements of which need to be clarified. As provided for in the Terms of Reference, proposals have been made to adjust the evaluation questions that will guide the midline and final evaluations to clarify, complete and improve their structure.

## Lessons

23. Some key project stakeholders were not yet fully aware of the project's objectives and planned activities at the time of the baseline study. It will be important to promote ownership of the project by all, exchange views on the approach to implementing activities, and draw up a joint work plan, including for the implementation of the PMP, based on the specific suggestions made for improving the PMP.

24. The presentation of the results of the initial EGRA test carried out by CRS is not aligned with the corresponding PMP indicator. The baseline study made suggestions to improve this alignment to complete the establishment of the initial situation. Similarly, the baseline study encountered limitations in establishing the initial situation in terms of national capacities. The SABER mini workshop scheduled for the end of the year represents an opportunity to complete the establishment of the baseline situation for this component.

25. The baseline study identified the need to adjust the PMP. These adjustments could be made with partners who will participate in its follow-up to promote ownership.

26. Some elements of the WASH component of the project require the involvement of a specialized agency such as the United Nations Children's Fund (UNICEF). These include behavior change communication and the broader integration of the specific needs of girls into infrastructure development.

27. Although a third of the students will be phased out of the project, WFP has no plan for transferring the students' schools to other projects. More broadly, the national capacity-building component is not guided by a clear strategy. A short-term transfer plan and strategy would be useful.

28. The final evaluation of the previous McGovern-Dole project recommended that the cooks be paid. This solution does not seem to be unanimously supported by stakeholders, but the question of the project's contribution to the cooks' empowerment objectives remains. Alternative compensation solutions could be explored.

29. The transition to the hybrid canteen procurement model represents an opportunity to reinforce the objective of supporting dietary diversification by offering meals that include a greater number of food groups. Locally sourced foodstuffs could seek to increase diversity compared to meals based on imported foodstuffs alone.

# 1. Introduction

1. This report presents the results of the baseline study for the McGovern-Dole project to be implemented by the World Food Program (WFP) in Haiti from 2024 to 2028 under agreement FFE-521-2023/005-00 with the Foreign Agricultural Service (FAS) of the United States Department of Agriculture (USDA). The baseline study was carried out by The KonTerra Group (KonTerra).

2. The report presents the initial situation of the various elements addressed by the project at the outset. The evolution of this situation will be measured again during a midline and final evaluation of the project. The baseline study report presents the strategy for measuring results through these exercises.

## 1.1 ASSESSMENT FEATURES

3. The aim of the multi-year decentralized evaluation of the Nou Manje Pou Nou Aprann McGovern-Dole project (2024-2028) is to measure the initial situation at the start of the project and its performance in the middle and at the end of its implementation period. It is commissioned by the WFP Country Office (CO) in Haiti and covers the geographical areas of project implementation (North and North-East of the country). The Terms of Reference (ToR) are presented in Annex 1.

4. The multi-year evaluation will be divided into three exercises covering the entire duration of the project, with the aims set out below. The baseline study will establish the baseline values for the project's performance indicators, which will be measured again and their evolution analyzed in the midline and final evaluations:

- **Baseline study (2024):** starting point of the evaluation process before the start of activities, enabling project performance indicators, benchmarks and evaluation questions to be defined.
- **Midline evaluation (2026):** evidence-based analysis of performance, enabling WFP and its partners to readjust project implementation before finalization.
- **Final evaluation (2028):** evidence-based assessment of project performance and impact for accountability and learning purposes.

5. **Objectives:** The evaluation process meets two main objectives: accountability (evidence-based performance measurement) and learning (identification of good practice and collection of evidence to inform decision-making). It is based on the evaluation criteria of impact, relevance, effectiveness, sustainability, efficiency and coherence. These criteria will be applied in the midline and final evaluations.

6. The evaluation provides a cross-cutting analysis of the integration of gender, equity and inclusion objectives and gender equality and women's empowerment (GEWE) principles into the intervention design, and of the project's contribution to GEWE objectives.

7. **Scope:** The scope includes all activities and processes of WFP's school feeding activities in Haiti supported by the McGovern-Dole project under agreement FFE- 521-2023/005-00, which will be implemented in 256 schools in the country's North and North-East departments<sup>9</sup> and benefit 101,500 children over four years. It aims to promote the institutionalization of school canteens, involving a gradual transition of activities to the Government. The baseline study and evaluations will cover formulation, implementation, resources, monitoring, evaluation and relevant reporting to answer the evaluation questions.

8. The baseline study was carried out between April and September 2024, with field data collection in June 2024.

9. The expected users of this baseline study are the WFP CO in Haiti, USDA and implementing partners: the Ministry of National Education and Vocational Training (MENFP), the National School Canteen Program (PNCS) and the non-governmental organization (NGO) Catholic Relief Services (CRS). The report may also be

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<sup>9</sup> The project funding agreement between the WFP and the USDA provides for coverage of 300 schools. However, the expected number of beneficiaries in the first year of the project (75,000 primary school pupils) is covered by 256 schools identified by the WFP.

useful to the WFP Regional Bureau for Latin America and the Caribbean in Panama (RBP), as well as other institutional partners.

## 1.2 BACKGROUND

10. The Republic of Haiti shares the island of Hispaniola with the Dominican Republic. In 2021, the population was estimated at 11.9 million, rising to 12.4 million in 2024 (50.4 percent women). Administratively, Haiti is divided into 10 departments, 41 arrondissements, 146 communes and 571 communal sections.

11. **Political context:** Since the fall of the François Duvalier dictatorship in 1986, Haiti has experienced political instability marked by corruption, fragile democratic institutions and undermined governance.<sup>1011</sup> The assassination of President Jovenel Moïse in 2021 exacerbated the situation, leaving the country without an elected president or legislative assembly, and leading to a political stalemate. This crisis exacerbated insecurity and humanitarian conditions, with increased gang violence and economic collapse.<sup>1213</sup> In response, the Haitian Government sought international support, culminating in a United Nations resolution in 2023 for a multinational security mission led by Kenya, whose deployment began in June 2024. Despite international humanitarian aid, progress remains limited, and political stabilization, strengthening democratic institutions and reducing gang violence and poverty remain crucial priorities for Haiti.<sup>14</sup>

12. **Poverty and human development:** Haiti remains the poorest country in Latin America and the Caribbean, and one of the poorest in the world. In 2023, its gross domestic product (GDP) per capita was 1,694.1 US dollars, with a Gini index of 41.1, illustrating the persistent inequality inherited from Duvalierism. Its Human Development Index (HDI) of 0.552 in 2022 ranks it as having average human development, placing it 158<sup>th</sup> out of 193 countries and territories.<sup>15</sup> Inequality also manifests itself geographically, with poverty rates significantly higher in rural areas compared to urban.<sup>16</sup> Over 6 million Haitians (50.8 percent) live below the poverty line, while over 2.5 million (21.1 percent) live in extreme poverty, on less than USD 1.23 a day. Women and young people are particularly hard hit by this poverty, which is attributed to the lack of sustainable, inclusive economic growth, as well as a failure to respect human rights.<sup>17</sup>

13. **Food security and nutrition:** Haiti continues to face serious food security and nutrition challenges, ranking 115<sup>th</sup> out of 125 countries assessed for the Global Hunger Index 2023.<sup>18</sup> According to the most recent report from the Integrated Food Security Phase Classification (IPC),<sup>19</sup> the acute food insecurity projection for the period March to June 2024 predicted over 1.6 million people classified as Emergency (IPC Phase 4), or 17 percent of the population analyzed. Over 3.3 million people (33 percent) are classified as Crisis (IPC Phase 3). The areas with the highest proportions of population in Emergency are Croix des Bouquets, Grand-Anse and Port au Prince, while the areas with the highest proportions in Crisis are Cité Soleil, Tabarre, Centre and Artibonite. The main factors behind this very worrying situation are the resurgence of violence by armed groups, which is causing population displacements and affecting the movement of goods, rising food prices, low agricultural production due to insufficient rainfall and the decapitalization of farmers, and insufficient humanitarian aid. According to the latest WFP- Food and Agriculture Organization of the United Nations (FAO) hunger hotspot analysis, Haiti remains one of nine countries in the world at risk of famine, and one of five with more than 10 percent of the population in IPC phase 4 (emergency), according to the 2023 World Food Crisis Report.<sup>20</sup>

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<sup>10</sup> <https://crsreports.congress.gov/product/pdf/R/R47394>

<sup>11</sup> <https://sgp.fas.org/crs/row/R45034.pdf>

<sup>12</sup> <https://crsreports.congress.gov/product/pdf/R/R47394>

<sup>13</sup> <https://www.chathamhouse.org/2024/03/time-haiti-really-brink-us-and-un-must-act-restore-order>

<sup>14</sup> <https://documents.worldbank.org/curated/en/167021530329615895/pdf/Haiti-PLR-06062018.pdf>

<sup>15</sup> The World Bank, The World Bank in Haiti, April 2024, <https://www.banquemonetarie.org/fr/country/haiti/overview> (accessed May 6, 2024)

<sup>16</sup> International Monetary Fund, 2020. Inequality in Haiti: Background and Policy Options. Volume 2020: Issue 122

<sup>17</sup> United Nations Development Programme, <https://www.undp.org/fr/haiti/reduction-de-la-pauvrete> (accessed May 6, 2024)

<sup>18</sup> Global Hunger Index, <https://www.globalhungerindex.org/haiti.html> (accessed May 6, 2024).

<sup>19</sup> IPC analysis of acute food insecurity, March-June 2024, March 22, 2024.

<sup>20</sup> Humanitarian Needs and Response Plan Haiti, OCHA, January 2024

14. Malnutrition remains a concern, with high rates of chronic and acute malnutrition, particularly among children under five. It is estimated that by 2024, around 277,000 children will require emergency treatment for acute malnutrition. Factors contributing to this situation include the security crisis, cholera epidemics, high child morbidity, poor food quality and inadequate feeding practices.<sup>21</sup>

15. In terms of dietary practices, minimum meal frequency is satisfactory for 40 percent of children under 2, but only 25 percent have acceptable dietary diversity, and 11 percent an acceptable minimum diet.<sup>22</sup> The provision of school meals that meet dietary diversity criteria can play an important role in this context.

16. The re-emergence of the cholera epidemic in the country poses a particular threat to children under the age of 14 and calls for a multidimensional emergency approach.<sup>23</sup>

17. **Agriculture:** In Haiti, the agricultural sector, which employs around 60 percent of the working population, has seen its contribution to GDP fall from 45 percent in the 1970s to around 20 percent in 2016. The liberalization of foreign trade since the 1990s further weakened this sector, leading to growing dependence on food imports, which have risen from 8.5 percent in 1981 to over 50 percent today. Despite a low proportion of arable land (29 percent), 45 percent is cultivated,<sup>24</sup> often by small-scale farmers, a significant proportion of whom are located in the North and North-East departments.<sup>25</sup> These smallholders face challenges such as limited access to means of production and dependence on rainfall.<sup>26</sup> Despite this, they play a crucial role in agricultural production, particularly in livestock breeding. Consumption of fish products remains below the regional average.<sup>27</sup>

18. **Education:** Despite progress, education in Haiti still faces major obstacles. Only 61 percent of adults are literate, with disparities between the sexes. In general, a higher proportion of girls are enrolled in school, but this remains very low in the North East, Grand'Anse and Sud regions.<sup>28</sup> The Early Grade Reading Assessment (EGRA) revealed significant gaps in reading levels, underlining the need to improve the quality of basic education.

19. In Haiti, only 20 percent of schools are public, while the majority are run by NGOs, churches and private operators. Half the teachers in the public sector have no basic qualifications, and 80 percent have received no pre-service training.<sup>29</sup>

20. Institutional instability within MENFP caused frequent administrative changes. The 2019-2020 school year was disrupted by national protests and the COVID-19 health crisis. The 2022-2023 school year was marked by an extremely late start, and numerous closures due to the political impasse, recession and inflation. For the 2023-2024 school year, the spread and intensification of gang violence continues to restrict schoolchildren's and teachers' access to school infrastructures.

21. Violence against teachers and pupils in Haiti has increased ninefold in one year. Between October 2022 and February 2023, 72 schools were attacked, compared with 8 the previous year. None of the schools covered by the project has been attacked. Efforts to rebuild the 1,250 schools destroyed by the 2021 earthquake were hampered by gangs and the fuel crisis.

22. Due to the deterioration of the educational situation in Haiti, 33 percent of schools require adapted infrastructure and around 1.6 million students need financial and material support due to the weakening of

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<sup>21</sup> Ibid.

<sup>22</sup> World Health Organization Country Nutrition Profiles, 2016 data, <https://apps.who.int/nutrition/landscape/report.aspx?iso=HTI> (accessed May 6, 2024)

<sup>23</sup> US Department of Health and Human Services/Centres for Disease Control and Prevention; MMWR / January 13, 2023 / Vol. 72 / No. 2.

<sup>24</sup> Ministry of Agriculture, Natural Resources and Rural Development, Agricultural Development Policy 2010-2025, 2011.

<sup>25</sup> Ministry of Agriculture (MARNDR), [https://agriculture.gouv.ht/statistiques\\_agricoles/Atlas/thematiques\\_specifiques.html](https://agriculture.gouv.ht/statistiques_agricoles/Atlas/thematiques_specifiques.html) (accessed May 6, 2024)

<sup>26</sup> Food and Agriculture Organization of the United Nations (FAO), <http://www.fao.org/haiti/fao-en-haiti/le-pays-en-un-coup-doeil/fr/>

<sup>27</sup> Ibid.

<sup>28</sup> World Bank Group. 2023. Haiti's untapped potential: an assessment of barriers to gender equality.

<sup>29</sup> USAID. Haiti: Fact Sheet: Education (2016), <https://reliefweb.int/report/haiti/haiti-fact-sheet-education-december-2015>

household incomes. Continuity of school canteen programs and mental health and psychosocial support interventions are essential to improve school attendance and support vulnerable families.<sup>30</sup>

23. **School canteens:** School feeding initiatives have existed in Haiti since the 1980s. The PNCS was first established in 1997, followed by the first National School Feeding Policy and Strategy (PSNAS)<sup>31</sup> in 2016, in collaboration with WFP, and revised in 2024.<sup>32</sup> Despite efforts, school feeding operations still depend almost entirely on contributions from donors and their implementing partners.<sup>33</sup>

24. **Gender and protection:** The Ministry of Women and Women's Rights' Gender Equality Policy (2014-2034) states that Haiti's Constitution recognizes equality between women and men, and that the country has ratified a range of international legal instruments relating to women's rights. Despite political commitments, the Inequality-adjusted Human Development Index (IHDI)<sup>34</sup> stands at 0.319, ranking Haiti 141<sup>st</sup> out of 165 countries, the lowest in the region.<sup>35</sup>

25. Women and girls are particularly hard hit by the ongoing violence in the country. Rape, used as a weapon of war, increased by 49 percent between 2022 and 2023, with 2,117 cases reported between January and August 2023. During the same period, 3,447 cases of physical violence and 861 cases of sexual violence were reported. It is estimated that 27 percent of women in internally displaced person (IDP) sites are at risk of gender-based violence (GBV)<sup>36</sup>.

26. **Humanitarian situation:** In 2021, Haiti experienced a profound political, socio-economic, security and environmental deterioration which increased its humanitarian needs. The number of people in need of humanitarian assistance rose from 4.4 million in 2021 to 5.2 million in 2023.<sup>37</sup> The security situation remains precarious, with road access to areas affected by the 2021 earthquake still difficult due to violence and the proliferation of gangs controlling the main arteries in and out of the Port-au-Prince region. A climate of terror reigns, rapes are on the increase and gangs are increasingly using children in their operations.

27. Several international donors are active in the education sector, including the Governments of Canada, Japan, France and the Inter-American Development Bank. Other players involved in school feeding in the country are the NSFP (264,500 beneficiaries), the *Fondation mission espoir* (140,000), the *Bureau de Nutrition et Développement* (290,000), the *Service de coopération et d'action culturelle* (28,000), Food for the Poor (209,000)<sup>38</sup> and Mary's Meals.

28. According to the International Organization for Migration, from June to November 2023, 197,999 people were internally displaced and 36,785 were repatriated in three departments.<sup>39</sup>

29. **National policies and sustainable development:** Haiti's Strategic Development Plan (2012) aims to guide the country's transition from emergency to development policies. In January 2021, the Ten-Year

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<sup>30</sup> Overview of humanitarian needs, OCHA, March 2023.

<sup>31</sup> Politique et Stratégie Nationale d'Alimentation Scolaire in French

<sup>32</sup> National School Nutrition Policy and Strategy (NSPS), January 2024.

<sup>33</sup> An evaluation of WFP's support for the National School Feeding Program and a review of Canadian-funded programs were conducted in 2014 and 2017

<sup>34</sup> The Inequality-adjusted Human Development Index (IHDI) goes beyond the average of a country's longevity, education and income development to show how these are distributed among its residents. The IHDI value can be interpreted as the level of human development when inequality is taken into account. The relative difference between the IHDI and Human Development Index (HDI) values is the loss due to inequality in HDI distribution within the country. Haiti's HDI in 2022 is 0.550.

<sup>35</sup> United Nations Development Programme, <https://hdr.undp.org/inequality-adjusted-human-development-index#/indicies/IHDI> (accessed May 6, 2024)

<sup>36</sup> Humanitarian Needs and Response Plan Haiti, OCHA, January 2024

<sup>37</sup> United Nations Office for the Coordination of Humanitarian Affairs, Updated Humanitarian Response Plan, 2022; 2023 Haiti Humanitarian Needs Overview.

<sup>38</sup> Figures provided by the National School Feeding Program (PNAS). According to these figures, the WFP reaches 460,000 beneficiaries.

<sup>39</sup> International Organisation for Migration. Haiti - Baseline Assessment - West, Center and Artibonite - Round 5 (November 2023) | Displacement Tracking Matrix (iom.int) (Accessed January 04, 2023)



Education and Training Plan (PDEF)<sup>40</sup> was introduced, promoting school feeding as an intermediate measure of school and health assistance. Other policies relevant to this assessment are the PSNAS.

30. The identification of Sustainable Development Goal (SDG) 2 (Zero Hunger) as a "critical issue on the public agenda"<sup>41</sup> positions WFP well to contribute to Haiti's overall development through strong operational capacity and technical and political partnerships with key ministries. In line with SDG 17 (Partnerships), WFP has significantly increased its supply chain services to the humanitarian community since 2019. After the 2021 earthquake, WFP sought innovative solutions to meet the logistical needs of the humanitarian community.<sup>42</sup>

31. Haiti is one of the 38 Latin American and Caribbean countries that signed the Montevideo Consensus<sup>43</sup> on Population and Development, adopted in 2013 and defining 6 priority areas for Haiti. Although there is a lack of coordination and legal frameworks, and the country's institutional and administrative weakness represent major constraints to the implementation of the action plan established by the Consensus, progress was reported in 2019.<sup>44</sup> It remains a relevant framework for analysis and monitoring in all areas of sustainable development.

## 2. Purpose of the study

### 2.1 PURPOSE OF THE BASELINE STUDY, THEORY OF CHANGE, ACTIVITIES AND OUTPUTS AND EXPECTED RESULTS

32. The subject of this evaluation is the Nou Mange Pou Nou Aprann school feeding project, funded by USDA under agreement FFE- 521-2023/005-00, in September 2023 for a five-year period until September 30, 2028. The project aims to improve literacy levels among primary school-age children. To achieve this, it seeks to help improve the quality of teaching, distribute school meals to encourage children to attend and stay in school, and intervene in water, sanitation and hygiene practices to reduce school absenteeism due to illness. The project is a continuation of previous USDA grants 2016-2019 and 2020-2023.

33. The current agreement (FFE- 521-2023/005-00) is part of the McGovern-Dole International Food for Education and Child Nutrition Program and contributes to three main strategic objectives: "Improved literacy among school-age children" (SO1), "Increased use of improved health, nutrition and food practices" (SO2) and "Improved effectiveness of food assistance through regional and local procurement" (LRP SO1). During its implementation, the project will aim to achieve the following objectives:

- Increase enrolment and retention by providing school meals
- Improve the quality of teaching in the classroom through teacher training and a holistic early reading program
- Promote good WASH practices through effective social behavior change communication and school-based interventions
- Improve the ability of small-scale farmers to meet the increased demand for locally produced food for school meals
- Strengthen the Haitian government's capacity to better design, manage, monitor and coordinate the national school feeding program.

34. With the support of sub-recipient CRS, WFP will provide nutritious school meals as well as WASH, nutrition promotion and early reading interventions in the Nord and North East departments, while building the capacity of the Haitian Government. The project will benefit 104,230 stakeholders, from central to school

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<sup>40</sup> Plan décennal d'éducation et de formation 2020–2030 in French

<sup>41</sup> In 2017 and 2018, consultations on the Zero Hunger National Strategic Review, initiated by WFP and led by the Haitian Prime Minister's Office in collaboration with 11 ministries, key stakeholders, academic institutions and four UN agencies, highlighted the challenges involved in achieving the targets of SDG 2. WFP, Strategic Plan for Haiti (2019- 2023).

<sup>42</sup> WFP, Country Annual Report 2021.

<sup>43</sup> Montevideo consensus on Population and Development, August 2013, <https://www.unfpa.org/resources/montevideo-consensus-population-and-development>

<sup>44</sup> Haiti National Report 2019, <https://consensomontevideo.cepal.org/en/documents/rapport-national-dhaiti-2019>



level, including 101,700 schoolchildren in 256 schools and over 2,500 school staff, civil servants, teachers, cooks and small-scale farmers.<sup>45</sup>

35. The project incorporates a plan for the transition to locally sourced school food, involving the gradual transfer of schools from a model based entirely on imported foodstuffs to a hybrid model where imported foodstuffs will be supplemented by locally produced fresh food. The project includes a component to support the local supply system, based on the establishment of regional aggregation centers to which professional agricultural organizations (OPAs) will market their production.

36. At the same time, the project plans to phase out around a third of the schools over the four years of implementation. According to the CO, WFP will seek to transfer schools no longer covered by the McGovern-Dole project to other projects funded by other donors, or to the PNCS. However, given the limited capacity of the PNCS, no specific school transfer plan has been drawn up. The WFP will cover 75,000 pupils in the first year, then gradually reduce the number of beneficiaries as schools are transferred. The WFP has already selected 256 schools to cover the 75,000 pupils who will be covered in the first year.

37. The transition and transfer plan for the project schools submitted by the CO, which differs from that mentioned in the ToR, is presented in the Table 1.

**Table 1 School transition and transfer plan**

	Year 1	Year 2	Year 3	Year 4
Beneficiaries of the hybrid ration	10.000	25.000	35.000	50.000
Percentage of hybrid ration beneficiaries out of total project beneficiaries	15%	40%	60%	100%
Total number of McGovern-Dole project beneficiaries	75.000	68.000	60.000	50.000

Source: WFP BP

38. Annex 1 presents the project's results framework, which constitutes a clear theory of change that identifies the causal relationships between the various activities, intermediate results, including expected outputs, outcomes and strategic results. This framework was used as the theoretical basis for designing the evaluation approach (see Chapter 3.1).

39. The results framework is structured around two strategic outcomes (SOs) and a complementary strategic outcome. Strategic Outcome 1 (McGovern-Dole SO1) is the project's main objective, which is to improve literacy among primary school children. To achieve this result, the project integrates three main measures disaggregated into several intermediate results and activities:

- The implementation of a package of activities aimed at improving the quality of teaching. This package will have a limited coverage of 85 schools and will be implemented by CRS.
- The implementation of a school canteen program that will cover all schools and integrate capacity-building activities at school, departmental and national levels. These activities should also contribute to strengthening the capacities of the PNCS with a view to its sustainability.
- The implementation of a package of activities that will contribute to the second strategic outcome (McGovern-Dole SO2), which aims to reduce absences due to illness by improving health, nutrition and food practices. To achieve this result, awareness-raising activities on water, sanitation and hygiene and good nutrition will be implemented in all schools, and a water and sanitation infrastructure component will cover 35 schools. This component will be complemented by the coverage of the social communication for behavior change project ("lendi" project), which will cover 50 new schools per year for a period of 2 years.

40. The complementary strategic outcome (LRP SO1) aims to support the transition to the hybrid supply model.

<sup>45</sup> The project was initially intended to cover 300 schools, but the number of beneficiaries planned for the first year was reached in 257 schools during the identification carried out by WFP.

41. The project's results framework illustrates a theory of change that can be summarized as follows: children's<sup>46</sup> literacy can be improved when they attend school, pay attention in class and receive quality teaching. Several interrelated activities are seen as leading to improved literacy among school-age children (SO1) and increased use of health and food practices (SO 2). The food provided by the school canteen plays a leading role, as it is expected to increase pupils' attention in class and contribute to school attendance. The development of farmer's capacity will allow the provision of cost-efficient and good quality food produced locally and support farmer's livelihoods. Four "core" results focusing on the enabling environment underpin the two main objectives:

- Increased capacity of government institutions
- Improving the policy and regulatory framework
- Increased government support
- Greater involvement of local organizations and community groups<sup>47</sup>

To achieve these results, the project plans eight main activities, presented in the

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<sup>46</sup> The term "littératie" is the French equivalent of "literacy". According to UNESCO, both terms refer to the ability to read and write, as well as associated skills such as understanding, interpreting, communicating and using written information in a variety of contexts.

<sup>47</sup> For further details, see <https://fas.usda.gov/programs/mcgovern-dole-food-education-program>.

42. Table 2.

**Table 2 Project activities**

Activity	Budget (US \$)
<b>Activity 1: Provide school meals</b>	<b>3,528,134</b>
1.1 Provide school meals	
1.2 Create safe school meals environment	
<b>Activity 2: Strengthen the Capacity for Smallholder Farmers to Support Local Production for Home-grown School Feeding</b>	<b>537,204</b>
2.1 Build capacity of local agricultural producer organizations	
2.2 Train smallholder farmers	
<b>Activity 3: Build Institutional Capacity for the Management of the National School Feeding Program: Local, Regional, National</b>	<b>1,220,279</b>
3.1 Improve institutional capacity and coordination	
3.2 Improve policy and regulatory framework	
3.3 Increase financial capacity	
<b>Activity 4: Increase Engagement of Local Communities and Actors in School-based Programs</b>	<b>408,709</b>
4.1 Support parent-teacher associations	
4.2 Establish savings and internal lending communities	
<b>Activity 5: Promote Good Health, Hygiene and Nutrition Practices</b>	<b>1,554,126</b>
5.1 Provide deworming medication	
5.2 Implement nutrition, hygiene, and gender social and behavior change communication	
5.3 Establish school gardens	
5.4 Conduct trainings on safe food preparation and hygiene	
<b>Activity 6: Promote Improved WASH behaviors and Build/Rehabilitate Wells and Water Stations/Systems/Latrines</b>	<b>1,246,180</b>
6.1 Conduct trainings on WASH practices	
6.2 Support School Health Committees	
6.3 Construct/rehabilitate WASH infrastructure	
<b>Activity 7: Establish activities to promote literacy</b>	<b>2,585,941</b>
7.1 Provide literacy materials	
7.2 Establish peer tutoring	
7.3 Conduct creative writing competitions	
7.4 Early Grade Reading Assessment	
<b>Activity 8: Train Teachers and Administrators</b>	<b>632,727</b>
8.1 Train teachers, administrators, and inspectors	
8.2 Foster teacher mentorship and peer support	

Source : ToR

43. The project formulation and agreement with the USDA incorporates a detailed Project Monitoring Plan (PMP), presented in Annex 3. This plan includes standard and custom<sup>48</sup> output and outcome indicators corresponding to the project's SO 1 and 2 (McGovern-Dole Standard Indicators), and standard and custom output and outcome indicators for the LRP. All these indicators were reviewed during the present baseline study (see chapter 4.2).

44. The USDA has allocated up to \$33 million for agricultural commodity donations, shipping financing and project activities for the five years of implementation. This amount includes commodities (USD 5,751,774), freight (USD 2,019,600) and the implementation of activities (USD 25,228,26), including the purchase of locally produced commodities (USD 4,200,000). The total operating budget for this project is 33,078,366 USD, including 78,366 USD to be provided by WFP.

45. The USDA's contribution of in-kind foodstuffs imported from the USA represents 5,610 tons of foodstuffs, which will be supplemented by 2,261 tons of locally produced foodstuffs as part of the hybrid

<sup>48</sup> The standard indicators are part of the list of indicators adopted by the USDA at global level for McGovern-Dole projects. The custom indicators are not part of this list and have been defined specifically for the Nou Manje Pou Nou Aprann 2024-2028 project in Haiti.

supply model. Details of the quantities of imported and locally produced foodstuffs planned for the project are shown in Table 3.

**Table 3 Imported and locally purchased foodstuffs planned for the project**

	Year 1 2024-2025	Year 2 2025-2026	Year 3 2026-2027	Year 4 2027-2028	Total
Donated (metric tons)					
Vegetable oil	100	90	80	70	340
Beans	300	260	210	160	930
Lentils	200	170	140	110	620
Fortified rice	700	580	460	330	2070
Bulgur	490	440	390	330	1650
	Total				5610
Locally produced (metric tons)					
Vegetables	140.4	351	561.6	702	1755
Potatoes	27	67.5	108	135	337.5
Flour	13.5	33.8	54	67.5	168.8
	Total				2261.3

Source: ToR

46. The McGovern-Dole Project has helped secure additional funding through the Global Partnership for Education's (GPE) multiplier instrument. Together with the Inter-American Development Bank, the cooperating agency for GPE in Haiti, WFP will mobilize USD 11.6 million in additional funds for the expansion of this project. WFP will use this funding to reach an additional 30,000 children in the Nord and North East departments with school meals from locally sourced school feeding and interventions in WASH and literacy. At the same time, WFP will continue to build human capital and lay the foundations for government ownership of the school feeding program by providing targeted technical assistance to meet the needs identified in the 2022 SABER analysis. WFP will build capacity and provide technical assistance to the Government to ensure the sustainability of planning, budgeting, implementation and monitoring of the national school feeding program. These complementary activities will not be the subject of this evaluation.

47. The project is part of a larger school feeding program managed by WFP in Haiti, reaching over 400,000 beneficiaries and helping the Haitian Government to strengthen the sustainability of the management of a national school feeding program based on local production, in line with the PNAS. The new USDA funding will enable WFP to promote a favorable policy environment, an increased school feeding budget, strong institutions at national and local levels, and committed communities for a sustainable school feeding program in Haiti.

48. The formulation of the project was based on the conclusions and recommendations of the final evaluation of the previous McGovern-Dole project (2019-2023).<sup>49</sup>

49. The main recommendations of the evaluation were to: i. continue monitoring the contribution of meals in relation to the expected intake; ii. give priority to local sourcing of basic products; iii. involve communities in the design of project activities; iv. guarantee an adequate cooking environment; v. pay cooks; vi. increase the number of schools benefiting from the integrated package; vii. strengthen teachers' capacities and tools to integrate WASH, health, nutrition and gender awareness issues; viii. review and ensure the quality of the methodology for the EGRA.

50. The project design also drew on various studies, the main ones being: Innovation Funds Final Report; Bringing Social and Emotional Learning to Scale through Education, Analyse Sectorielle détaillée- PDEF 2018-2028 Haiti, Feed the Future Haiti Resilience and Agriculture Market Systems Diagnostic Report and Grain and Feed Annual Report for local procurement. The SABER exercise conducted in 2022 informed the capacity-building interventions proposed with the Ministry of Education.

<sup>49</sup> Endline Evaluations: USDA McGovern Dole Food for Education and Child Nutrition Programme's Support (2020-2023)

51. **Gender mainstreaming in project design:** The McGovern-Dole project addresses gender issues by increasing enrolment and retention rates for girls and boys and promoting women's participation in school feeding committees. However, there are no gender-specific objectives in the project and no indicators measuring the role played by women in the committees. Evaluations of the previous McGovern-Dole cycle in Haiti highlighted the unpaid workload assumed by women, who make up most meal preparation staff, as well as the risks inherent in this activity.

52. In October 2019, WFP undertook a gender and equity analysis of its school feeding programs and conducted a Social and Behavioral Change Communication (SBCC) strategy to promote positive gender norms, healthy eating and hygiene behaviors and practices, generating a large number of recommendations.

## 2.2 EVALUATION CRITERIA AND QUESTIONS

53. The series of three evaluation exercises at the start, midline and end of the project is based on a user-oriented and gender-sensitive approach, and on the Organization for Economic Cooperation and Development's Development Assistance Committee's (OECD-DAC) evaluation criteria of impact, relevance, effectiveness, sustainability, efficiency and coherence. These criteria will be applied in the midline and final evaluations. The baseline study has not directly applied these criteria, but has endeavored to establish the initial situation, which can be reviewed at midline and at the end of the project by applying the evaluation criteria.

54. The baseline study sought to answer three main questions:

- What is the initial situation, at the start of the project, for all the results included in the project's results framework and in particular the baseline values for all the indicators included in the project's PMP?
- How appropriate are the PMP performance indicators and their targets?
- How relevant are the questions proposed for the project's midline and final evaluations?

55. As indicated in the third question above, the evaluation was to review evaluation questions included in the ToRs that would guide the midline and final evaluations. The original and revised questions for this baseline study are presented in chapter 4.3.

# 3. Approach and methodology

## 3.1 ASSESSMENT APPROACH AND METHODOLOGY

56. This series of assessments was designed to measure the progress and impact of the McGovern-Dole project and its literacy component. The baseline study was designed to establish the initial situation for each outcome of the project's results framework and for each PMP performance indicator in the schools supported by the project and for a group of control schools. The evaluation of the project's impact will be based on a comparison of the trajectories of the two types of schools between the baseline study and the midline and final evaluations.

57. The development of an evaluation matrix for each exercise will make it possible to identify the indicators or detailed information required to answer each evaluation question, the sources of information, and the methods of collection and analysis. For the baseline study, an evaluation matrix has been drawn up to identify the methods and sources of information planned to measure the initial situation relative to the various elements of the project's results framework and based on three specific questions for the baseline study presented below. The matrices for the midline and final evaluations will be drawn up during the respective start-up phases and based on the evaluation questions presented in chapter 4.3. The matrix for the baseline study is presented in Annex 4. The detailed approach and methodology for the series of evaluations of the McGovern-Dole project are available in Annex 5.

58. **Gender and inclusion:** For all three exercises, the evaluation team will analyze the extent to which the objectives and principles of gender equality and women's empowerment (GEWE) are included in project design and implementation and aligned with government objectives in this area. Gender analysis assesses the extent to which the different voices, vulnerabilities, capacities and priorities of women, men, girls and boys are reflected in the design, selection, implementation and monitoring of the McGovern-Dole project, and how these distinct groups could benefit socially and materially from the project. Gender elements are

integrated into quantitative and qualitative data collection and secondary data review. Where data is available, quantitative analysis includes gender-disaggregated data.

59. **Approach:** The evaluation series is based on a quasi-experimental approach that will enable comparison of the trajectories of project beneficiary and non-beneficiary schools over the three evaluation exercises. It is also based on a theoretical model and uses a mixed-methods approach that includes four main data collection methods: 1) secondary data review, 2) quantitative surveys, 3) qualitative semi-structured interviews and 4) direct observation. This variety enables a high level of triangulation. The quasi-experimental approach includes several groups of schools according to their transfer to the hybrid supply model to be able to identify the effects of this transfer on project performance, in particular on Strategic Outcomes 1 and 2. The baseline study also includes a case study of the local produce aggregation center and the evaluation of the national capacity-building results of the national school canteen program, based on the analysis of the evolution of the five pillars of the SABER method.<sup>50</sup>

### 3.2 BASELINE STUDY DATA COLLECTION METHODS AND TOOLS

60. Table 4 details the different data collection methods and the characteristics of each:

**Table 4 Overview of data collection methods**

Method	Features
<b>Review of secondary data</b>	Documentary study providing quantitative and qualitative information on the planned activities, the context, national policies and the activities of other players.
<b>Quantitative surveys</b>	Activities to measure the baseline situation regarding SO1 and SO2 based on a quasi-experimental approach that will allow using the double-difference (DD) methodology to assess the outcomes and impact of the project at midterm and endline evaluations.
<b>Qualitative semi-structured interviews</b>	Primary qualitative data collection method including:  Individual or small-group interviews with resource persons or stakeholders at national or regional level  Focus group discussions with beneficiaries.  Main source of primary information for case studies of local product aggregation centers.
<b>Direct observation</b>	Observation carried out in WFP offices and those of stakeholders consulted during school visits, in particular at the level of kitchens, storage facilities and water, hygiene and sanitation infrastructure and equipment, and at regional local food aggregation centers.

61. **Quantitative data collection** was carried out by a specialized local company, DemDev. The evaluation team developed the methodology by adapting the quasi-experimental design to measure the effects of the McGovern-Dole project on schools that will not receive the literacy component (T1) and schools that will receive the literacy component (T2) project using the following approach. The report on the collection of quantitative data by DemDev, which provides details of the sample achieved, is presented in **Error! Reference source not found..** Quantitative data collection took place from June 3 to 26:

- **An intervention group** made up of schools from the McGovern-Dole project in the North and North-East departments.
- **A comparison group** made up of public schools not targeted by the McGovern-Dole project, nor by any CRS project, in the North and North-East departments. In the absence of an exhaustive database

<sup>50</sup> Systems Approach for Better Education Results



of schools with their population characteristics, the field team selected the comparison schools as follows: in the North East, 27 schools were selected from a list of 54 schools without a school feeding project. In the North, 25 schools were selected in communes where the project is not present, namely Limbé, Bas Limbé and Port Margot. In both cases, in addition to the absence of coverage by a school feeding project, the selection of schools was based on school size (over 100 pupils) and the existence of a sanitary block, water point and garbage can.

- **A sample** of 50 intervention schools and 52 comparison schools for each evaluation. The intervention schools are divided into two groups: the McGovern-Dole intervention group without literacy component (T1) and with the literacy component (T2). The detailed sampling plan is available in Annex 5. For the baseline study, the planned 100 schools were reached. A total of 102 principals, 204 teachers, 1,658 pupils, 96 cooks, 98 canteen management committee members and 267 parents were surveyed. This is in line with the schedule presented in Annex 5. The entire sample could be used in the analyses.

62. **Qualitative data collection:** For the collection of qualitative data, interviews at the national and departmental levels were conducted with 15 women and 20 men remotely for the interviews at the national level and face-to-face for those conducted at the departmental level<sup>51</sup> (see the list of people interviewed in **Error! Reference source not found.**). At local level, the baseline study covered 6 schools, 3 in each of the two departments covered by the project. These schools were selected on the basis of the criteria of coverage of the two project departments, hybrid and non-hybrid schools, schools with and without the literacy component, and reasonable access in terms of time. The case study of the local produce aggregation center located in the Nord department covers this center and 4 OPAs who market their production to the school feeding program. Qualitative data were collected at departmental and local level by a team of two national consultants, from June 5 to 22 (see Annex 10), while data collection at national level was carried out remotely by three international consultants from June 17 to July 3.

63. Analysis of the qualitative data was carried out through systematization of the evidence and synthesis by outcome, triangulated with evidence collected by other methods. Qualitative secondary data were directly integrated into the triangulation of primary qualitative and primary and secondary quantitative evidence when the report was written.

64. For all three evaluation exercises, triangulation of evidence is applied as a general principle of information collection and analysis, and to the greatest possible extent as a key element in the reliability of evaluation results. It is applied using diverse information sources, different collection methods and the involvement of the five team members who participate in primary data collection for each theme addressed.

### 3.3. LIMITATIONS

65. The baseline study was carried out prior to the actual start-up of project activities. As a result, some stakeholders who are expected to play an important role, such as implementing partners and certain government institutions, had only limited knowledge and understanding of their role, their areas of intervention and the details of the approach to be implemented under the project. This was partly offset by the information provided by the WFP CO, which was very comprehensive, but ownership of the project by these stakeholders was limited at the time of the baseline study.

66. The baseline study took place during a period of serious socio-political unrest in the country and institutional vacancies at central level. While the MENFP is WFP's main interlocutor for the SO1 part of the McGovern-Dole, with the exception of the PNCS, none of the interviews with key informants in this ministry at central level (in particular: directorate of basic education, teacher training, curricula, textbook production, statistics) could take place due to the lack of incumbents officially in place. The same applies to the Ministry of Public Health and Population and the Ministry of Women's Affairs and Women's Rights. In addition, other key players identified for consultation during the start-up phase failed to confirm their availability for interviews with the evaluation team.

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<sup>51</sup> At national level, interviews were conducted with 7 people from WFP, 3 people from government institutions, 7 people from current and previous project partners, 1 person from a UN agency and 3 people from other financial partners. At departmental level, interviews were conducted with 5 people from government institutions and 6 people from current and previous project partners.

67. The sampling frame for the control group was made available to the evaluation team just before the start of the survey on the field. As a consequence, schools from the control group were selected by the survey team while it was deployed for the survey on the field and the selection was not aleatory. To mitigate this limitation, socioeconomic variables will be collected at midline and endline evaluations and integrated in the Difference in Difference analysis.

68. The WFP CO plans to carry out a mini workshop to update the SABER workshop carried out in 2022. The update carried out during the baseline study as part of the presentation of the initial situation of the project's fundamental results is limited in scope and somewhat superficial, as it was carried out remotely through interviews of limited duration with a small number of stakeholders. The results of this update are presented in chapter 4.1.8, but it would be desirable to supplement the presentation of the baseline situation of the project's fundamental results with the results of the SABER mini workshop to be held at the end of 2024. This workshop will allow a much in-depth and detailed update of national capacities for school feeding at the beginning of the project, that will be assessed again at the end of the project.

69. The availability of members of school canteen management committees and schoolchildren's households was limited during qualitative data collection, despite the information sent to schools in advance. As a result, the evaluation team was unable to set up focus groups with more advanced criteria, such as the presence of men and women or people with disabilities.

70. The evaluation team considers that the above constraints do not significantly affect the results of the baseline study, whose main objective was to establish the initial situation, and which was largely based on the quantitative survey. These constraints could affect the midline and final evaluations to a greater extent, as they will include evaluative judgements that will have to consider the perceptions of stakeholders who could not be interviewed during the baseline study.

### **3.4. BASELINE STUDY QUALITY ASSURANCE**

71. WFP has developed a Decentralized Evaluation Quality Assurance System (DEQAS) based on the norms and standards of the United Nations Evaluation Group (UNEG) and on the best practices of the international evaluation community (the Active Learning Network for Accountability and Performance, ALNAP, and the Development Assistance Committee, DAC). This system establishes processes with integrated steps for quality assurance and templates for evaluation products. It also includes quality feedback checklists for each assessment product. The DEQAS system was systematically used during this assessment, and the relevant documents were provided to the assessment team.

72. To ensure data validity and reliability, evaluation questionnaires were designed with an evaluation matrix, allowing responses from various stakeholders to ensure triangulation and covering all aspects of the ToRs. To address issues of consistency and potential bias, the methodological approach included the selection of a diversity of stakeholders (women, men, girls, boys) and standardized interview guides. Different team members interviewed different groups to minimize the risk of bias.

73. The local company DemDev, in charge of quantitative surveys, ensured the credibility and neutrality of the data collected. Interviewers were trained to fully understand the survey objectives, and the evaluation team monitored data quality in real time.

74. KonTerra's quality assurance system, based on UNEG, OECD/DAC and Active Learning Network for Accountability and Performance (ALNAP) standards, includes testing data collection tools prior to their widespread use, checking data quality and accuracy, and consulting stakeholders to incorporate their perspectives. KonTerra's Quality Assurance Advisor checked all deliverables before they were handed over to WFP, focusing on content, validation of information and compliance with quality standards.

### **3.5. ETHICAL CONSIDERATIONS**

75. WFP decentralized evaluations must comply with WFP and United Nations Evaluation Group (UNEG) ethical standards and norms. Providers carrying out evaluations are responsible for safeguarding and ensuring ethical considerations at all stages of the evaluation cycle. This includes, but is not limited to, ensuring informed consent, protecting privacy, respecting the confidentiality and anonymity of participants, ensuring sensitivity to cultural realities, respecting the autonomy of participants, ensuring equitable recruitment of participants (including women and socially excluded groups) and ensuring that the evaluation does not cause harm to participants or their communities.

76. The interviewers recruited by DemDev have been made aware of the importance of guaranteeing participants' anonymity and consent. The evaluation team also paid particular attention to these aspects. Informants took part in the interviews on a voluntary basis and were given the opportunity to stop their participation at any time. Interviews with men/boys and women/girls were organized separately and conducted by people of the same gender. Interviews with children complied with UNICEF's International Convention on the Rights of the Child.<sup>52</sup> Their participation was voluntary, and their confidentiality respected.

77. The team was careful to respect the anonymity of all stakeholders consulted. The data has been treated as confidential, with no elements allowing identification of the informants. Data is stored in a password-protected private folder, accessible only to team members, and will be disposed of once the final evaluation has been completed.

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<sup>52</sup> International Convention on the Rights of the Child, UNICEF

## 4. Baseline study findings

### 4.1 PRESENTATION OF THE BASELINE SITUATION IN MAY 2024

78. This section presents the baseline situation at the time of data collection in May 2024. The baseline values for all PMP indicators are summarized in Annex 9.

#### 4.1.1. Strategic Objective 1: Improve school-age children's literacy<sup>53</sup>

79. The results of the activities carried out by WFP and its partners during the implementation of the McGovern-Dole project are converging towards an improvement in the reading performance of beneficiary pupils. This will be measured three times during the project, using a specific test (EGRA)<sup>54</sup> administered before the start of the project's actual school activities (2024), at midline (2026) and at the final evaluation (2028). The EGRA test is designed to assess the mastery of basic reading skills (decoding and reading comprehension) by pupils in the 2<sup>nd</sup> year of basic education. It is important to note that certain activities contributing to this strategic objective will only be implemented in 85 schools.

80. The initial EGRA test was carried out in April 2024 by a consultant from JL Consulting, recruited for this purpose by CRS. A final version of the report produced by this consultant was sent to the evaluation team.<sup>55</sup> Its results enable measuring the indicator for the main strategic objective (SO1) of the McGovern-Dole program before the start of activities in the schools and help determine the targets to be reached over the following five years. The indicator is defined by the USDA as "*Percentage of students who, at the end of two years of primary schooling, demonstrate that they can read and understand the meaning of text at their grade level*".<sup>56</sup> This indicator was introduced in 2018 in the WFP Institutional Results Framework as one of the recommended indicators for school feeding.<sup>57</sup>

The results of the test in terms of oral and written comprehension for pupils in the 2<sup>nd</sup> year of basic education (YBE) are presented in

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<sup>53</sup> The term "littératie" is the French equivalent of "literacy". According to UNESCO, both terms refer to the ability to read and write, as well as associated skills such as understanding, interpreting, communicating and using written information in a variety of contexts.

<sup>54</sup> The Early Grade Reading Assessment (EGRA) was developed by the Research Triangle Institute (RTI) International in 2006, with the support of various partners, most notably the United States Agency for International Development (USAID) and the World Bank.

<sup>55</sup> Initial Evaluation of the McGovern-Dole Food for Education and Child Nutrition Program in the North and Northeast, Early Grade Reading Assessment (EGRA), Final Report (first version), June 2024.

<sup>56</sup> Food Assistance Indicators and Definitions, Foreign Agricultural Service - Food Assistance Division, United States Department of Agriculture, February 2019.

<sup>57</sup> WFP/EB.2/2018/5-B/Rev.1

81. Table 5 and in Table 6 for Creole and French, respectively. The results indicate that for reading comprehension, pupils in the treatment group appear to have superior abilities to those in the control group. Specifically, boys in the treatment group had an average of 0.62, while girls reached 0.71, for a total average of 0.66. By comparison, in the control group, boys have an average of 0.27 and girls 0.33, for a total average of 0.30. The figures presented above and in

82. Table 5 and Table 6 below correspond to the average scores achieved by the students, calculated on the basis of the number of correct answers to the items in each of the tasks making up the test. Differences between boys and girls are not significant. The report prepared by JL Consulting suggests that, as Creole is the students' mother tongue and they speak it fluently, the relative homogeneity of the results in listening comprehension reflects their good command of this language. Students show similar performances in listening comprehension in Creole, irrespective of the school group to which they belong and their gender, underlining their natural, fluent competence in their mother tongue. In French, the overall results show relatively low levels of comprehension, with an average of 0.27 for written comprehension and 1.00 for oral comprehension. These scores indicate that, on average, the students have significant difficulties in understanding written and oral texts in French, not even reaching 1 on a scale of 5.

**Table 5 Level of written and oral comprehension in Creole of students in 2<sup>e</sup> YBE**

SKILLS	CONTROL GROUP			TREATMENT GROUP			TOTAL
	Boys	Girls	Total	Boys	Girls	Total	
<b>Reading comprehension</b>	0.27	0.33	0.30	0.62	0.71	0.66	0.50
<b>Listening comprehension</b>	2.91	2.63	2.79	2.84	2.83	2.83	2.81

Source: EGRA WFP/CRS/JL Consulting report

**Table 6 Level of written and oral comprehension in French of students in 2nd YBE**

SKILLS	CONTROL			TREATMENT		
	Boys	Girls	Total	Boys	Girls	Total
<b>Reading comprehension</b>	0.22	0.28	0.24	0.28	0.26	0.27
<b>Listening comprehension</b>	0.72	0.91	0.81	0.92	1.11	1.00

Source: EGRA WFP/CRS/JL Consulting report

83. The results as expressed in the above tables are averages of scores rather than percentages of pupils. They do not refer to a score threshold corresponding to sufficient ability, which has to be established by the project partners, including MENFP.

84. The consultant's report indicates that the MENF has not yet defined the exact flow rate (number of words well read in one minute excluding errors) to assess students' reading performance against a minimum pass threshold. However, the report recalls that reading objectives have been set for the period 2017 – 2027 in the Plan Décennal d'Éducation et de Formation<sup>58</sup>. The latter stipulates that all students must be able to read correctly at least 30 words in Creole per minute by the end of the 2nd year of basic school (for the record, the Plan Décennal has established that by the end of the 4th year of basic school – a grade not considered by the McGovern-Dole programme – students must be able to read and understand a simple text of 60 words in Creole and French - PDEF, p. 28).

85. With reference to this threshold, the tests taken by the 2nd YBE students during the EGRA show the following results:

**Table 7 Distribution of students in 2e FY according to their performance in reading familiar words in Creole and French by school groups**

School Group	Language	Reading less than 30 words		Reading 30 words or more	
		N	%	N	%
Treatment schools	Creole familiar words	262	86.50%	41	13.50%
	French familiar words	281	93%	22	7%
Control schools	Creole familiar words	232	96%	10	4%
	French familiar words	238	98%	4	2%

Source: EGRA WFP/CRS/JL Consulting report

86. It appears that in treatment schools, 13.5 percent of students succeed in reaching the minimum threshold required in Creole and that 7 percent achieve this standard in French. In control schools, only 4 percent of students in Creole and 2 percent in French manage to read 30 or more words per minute without error. These percentages indicate that students in control schools have more difficulty reaching this

<sup>58</sup> Plan Décennal d'Éducation et de Formation (PDEF), 2017-2027, Ministère de l'Éducation Nationale et de la Formation Professionnelle (MNEFP), Janvier 2018.



performance threshold, particularly in French, for which almost all students (98 percent) are below the expected level.

#### 4.1.2 McGovern-Dole Outcome 1.1: Improved quality of literacy instruction

87. Improving the quality of teaching depends on achieving a series of intermediate results, assessed according to indicators listed in the PMP drawn up in line with USDA FAS standards:<sup>59</sup>

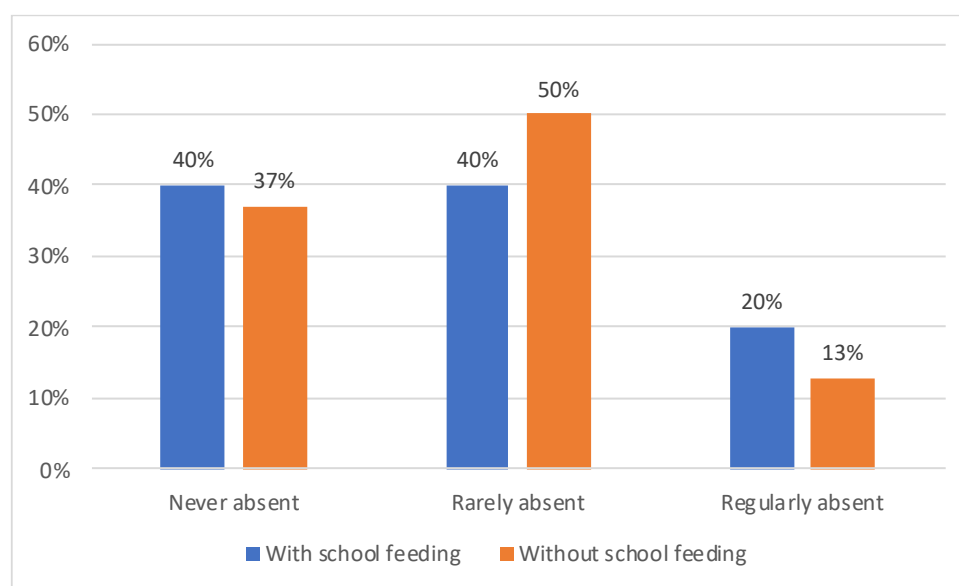
- More regular teacher attendance (McGovern-Dole 1.1.1)
- Improved access to school supplies and equipment (McGovern-Dole 1.1.2)
- Improved teachers' skills and knowledge (McGovern-Dole 1.1.4)
- Improved directors' skills and knowledge (McGovern-Dole 1.1.5)
- Increased use of reading materials and creative teaching techniques (Custom result #2)

88. These intermediate results are to be achieved through activities carried out by CRS, the project's implementing partner, in accordance with the project funding agreement between WFP and USDA.

##### McGovern-Dole 1.1.1: More consistent teacher attendance

89. Results from surveys with school principals from the final evaluation of the previous McGovern-Dole project had highlighted persistent gaps in teacher attendance. Qualitative interviews with teachers and implementing partners highlighted that the main reason for teacher absenteeism was lack of motivation due to poor and irregular salary payments, a factor not addressed by the project. The survey of school principals carried out for this baseline study shows that, although a majority of principals consider teachers as either always present or rarely absent, a significant proportion believe that teachers are regularly absent. This proportion is higher in the schools to be covered by the project (Figure 1). The baseline value for Custom indicator 3 "Percent of teachers with consistent attendance in USDA supported schools" is the measurement made in WFP outcome monitoring carried out in December 2024 and is 81 percent.

**Figure 1 Teacher presence in schools**



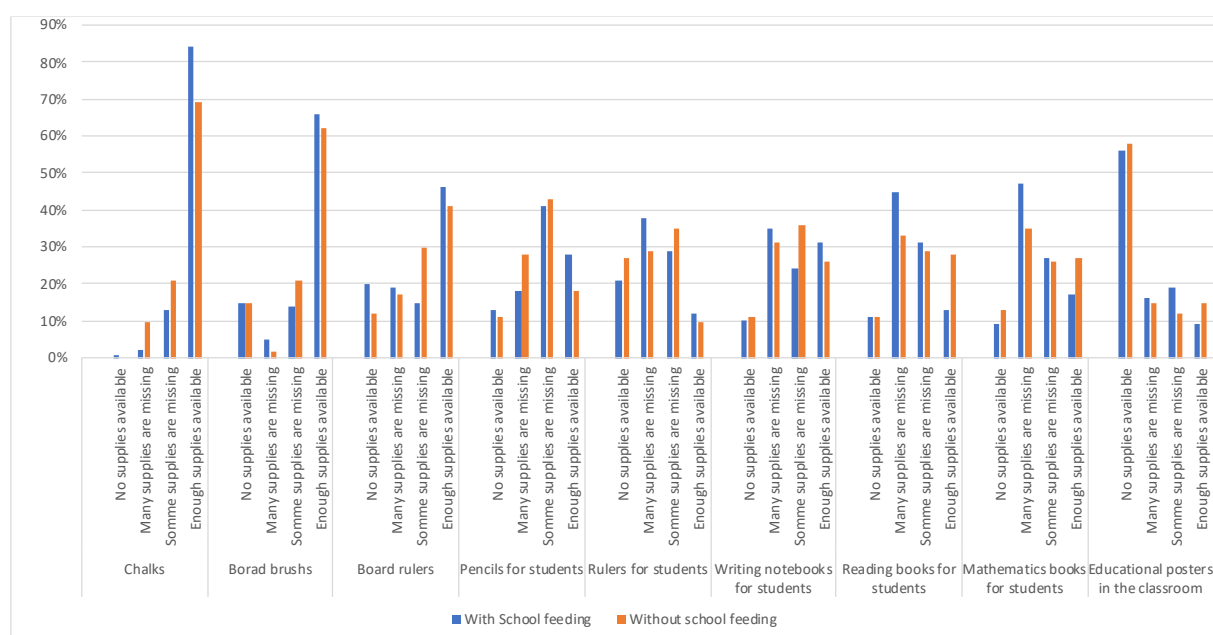
Source: Baseline survey, directors' questionnaire. Statistical differences were not significant according to Fisher test (p-value = 0.844). Note that a larger sample could reveal significant differences.

<sup>59</sup> See Food Assistance Indicators and Definitions, Foreign Agricultural Service - Food Assistance Division, United States Department of Agriculture, February 2019. [https://fas.usda.gov/sites/default/files/2019-06/fad\\_mande\\_policy\\_feb\\_2019.pdf](https://fas.usda.gov/sites/default/files/2019-06/fad_mande_policy_feb_2019.pdf)

### McGovern-Dole 1.1.2 Better access to school supplies and materials

90. The teacher survey shows that, with the exception of chalk, brushes and rulers for the blackboard, teachers consider that school supplies and materials are not available in sufficient quantities in both project-targeted and non-targeted schools (Figure 2). The lack of learning materials for pupils in writing, reading and mathematics is particularly distinct in both types of school. The absence of educational posters, useful for improving the learning environment in the classroom, is also very high. Forty-three percent of teachers in schools targeted by the project, and 37 percent in non-targeted schools, nevertheless felt they had enough tools to do their job properly.

**Figure 2 Presence of school supplies and materials, according to teachers**



Source: Baseline survey; teacher questionnaire. The result of Fisher's statistical test concludes that there are significant differences for the presence of chalk (p-value=0.015), but not for other materials. A larger sample might reveal significant differences for the other materials.

### McGovern-Dole 1.1.4 Increased skills and knowledge of teachers

91. In the baseline survey, an overwhelming majority of teachers felt they had sufficient knowledge to teach their pupils well (96 percent in schools with school meals, 94 percent in schools without)<sup>60</sup>.

92. A majority of teachers in both school categories hold a degree higher than the Brevet d'Études du Premier Cycle (BEPC), either the baccalauréat or the license<sup>61</sup> (Figure 3). A minority (<10 percent) declare having obtained other degrees, among which a majority (>50 percent), in both school groups, have obtained an undergraduate university degree (see details in Annex 6).

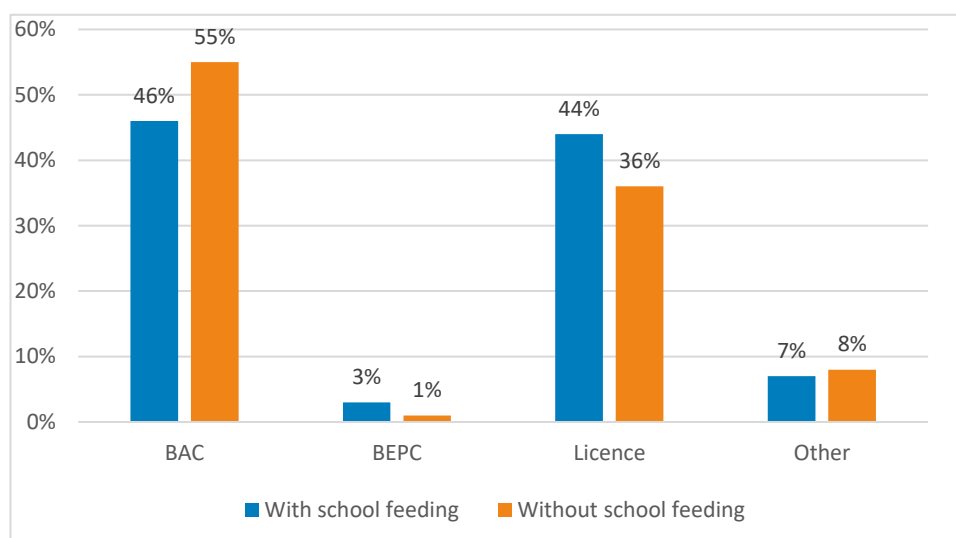
<sup>60</sup> The evaluation team did not have the opportunity to observe teaching technics during classroom observations and this finding has not been triangulated.

<sup>61</sup> The BEPC (Brevet d'Études du Premier Cycle) corresponds to the end of middle school (generally at the age of 14-15) and precedes the entry into high school. It is comparable to the GCSE (General Certificate of Secondary Education) in the United Kingdom or the Middle School Certificate in the American system.

The Baccalauréat (BAC) is obtained at the end of high school (generally at 17-18 years old) and provides access to higher education. In terms of academic level, the BAC corresponds to the A-level in the United Kingdom and is the direct equivalent of the High School Diploma in the American system.

The Licence is the equivalent of the Bachelor's degree in English-speaking systems and corresponds to a university degree of 3 years after the Baccalauréat.

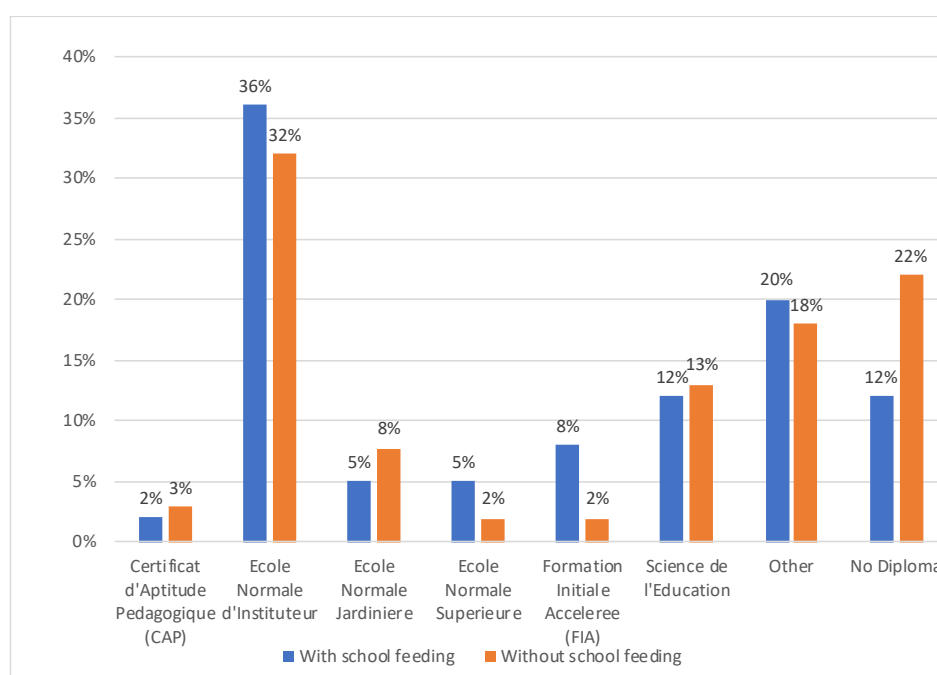
**Figure 3 Degrees held by teachers**



Source: Baseline survey; teachers' questionnaire. Non-significant differences according to Fisher test (p-value = 0.414).

93. As shown in Figure 4, the highest percentage of teachers in both types of school with a professional diploma attended a teacher training college (36 percent in schools with school feeding and 32 percent in other schools). There is a higher percentage of teachers without a professional diploma in schools without school feeding (22 percent) than in schools with school feeding (12 percent).

**Figure 4 Teaching degrees obtained by teachers**

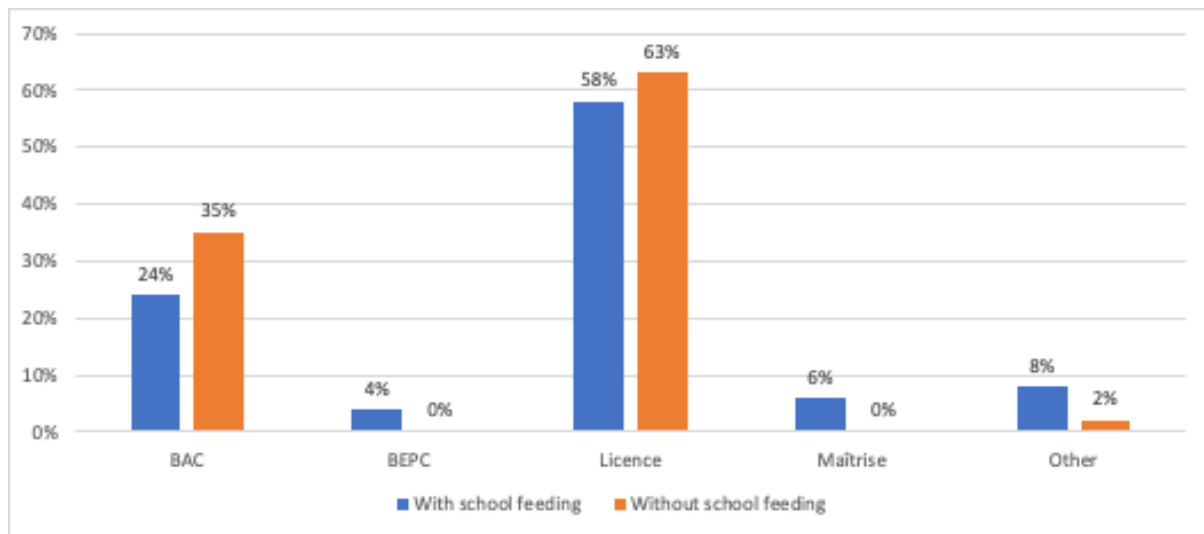


Source: Baseline survey; teachers' questionnaire. Non-significant differences according to Fisher test (p-value = 0.223).

### McGovern-Dole 1.1.5 Improving the skills of school administrators

94. Regarding characteristics of school directors, the survey shows no significant difference between the two types of school. Figure 5 shows that a very large majority of the principals at the schools surveyed have a diploma equivalent to the baccalaureate or higher. It should be noted that if the sample size were larger, significant differences in terms of qualifications could be detected.

**Figure 5 Diplomas obtained by school principals**

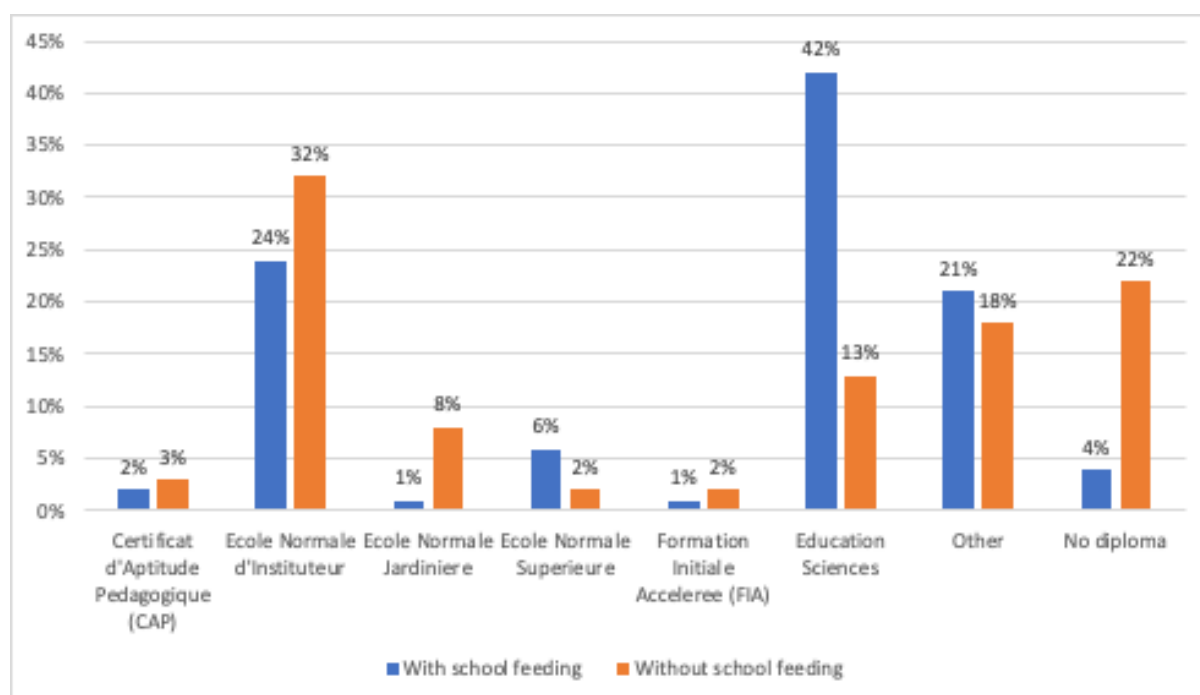


Source: Baseline survey; Directors' questionnaire

As shown in

95. Figure 6, at the time of the baseline study, the highest percentage of principals had obtained a professional degree in educational science, regardless of the type of activity.

Figure 6 Professional qualifications obtained by school principals<sup>62</sup>



Source: Baseline survey; Directors' questionnaire

#### 4.1.3 McGovern-Dole Outcomes 1.2: Improved attention; Custom Outcome 1 Improved Retention

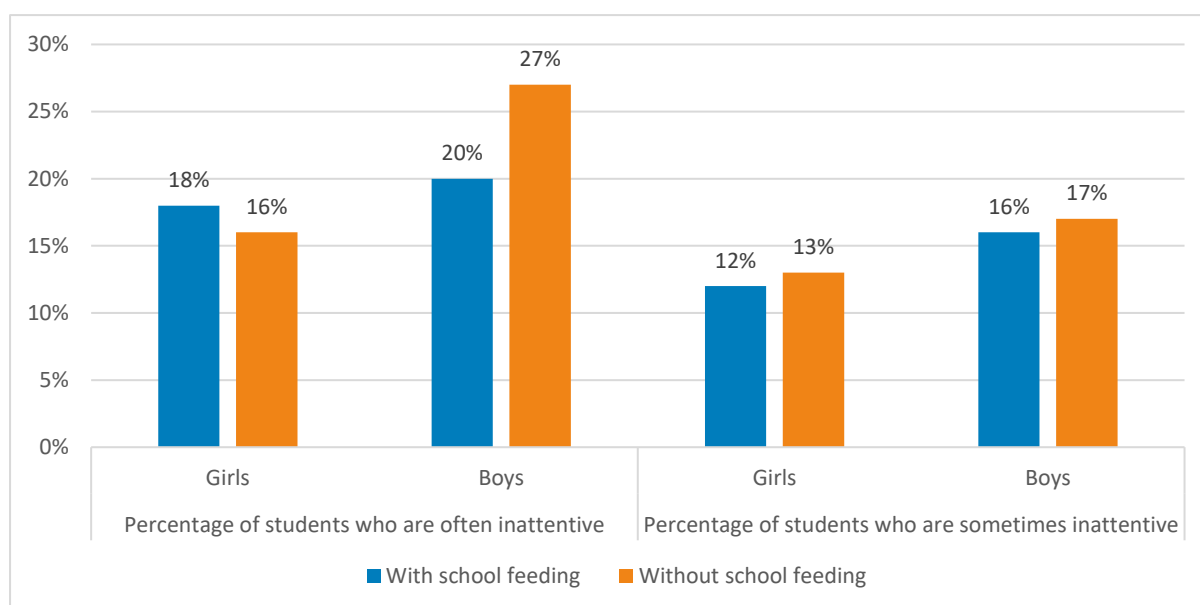
96. These two outcomes of the project's results framework are directly linked to the distribution of school meals. The latter should help to reduce short-term hunger among pupils, particularly when they are in class, which can affect their attention span, and represents an incentive for households to ensure that children complete their primary education.

97. The baseline study looked at teachers' assessment of their students' attention in class. Figure 7 shows that, whatever the type of school, boys are identified as more inattentive than girls. The validated baseline value is the most recent measurement of this indicator, in the WFP outcome monitoring of December 2024.<sup>63</sup> It is of 86 percent of pupils identified as attentive by teachers (McGovern-Dole Custom Indicator 5).

<sup>62</sup> Meaning of French terms: Certificat d'aptitude pédagogique: Teaching Aptitude Certificate or Pedagogical Competency Certificate. École Normale d'Instituteur: Teacher Training College or Normal School for Primary Teachers. École Normale Jardinière: Nursery Teacher Training School or Kindergarten Teacher Training School. École Normale Supérieure: Higher Normal School or Graduate School of Education. Formation Initiale Accélérée: Accelerated Initial Training or Accelerated Teacher Training Program. Sciences de l'Éducation: Education Sciences or Educational Studies. Maîtrise: Master's Degree.

<sup>63</sup> Previous measurement, from the 2023 outcome monitoring was 64 percent.

**Figure 7 Teachers' assessment of students' attention span<sup>64</sup>**



Source: Baseline survey; teachers' questionnaire. Non-significant differences according to Welch's t-test.

98. The survey also highlighted the fact that student inattention varies greatly depending on the time of year in both types of school and is particularly marked during the rainy season (April, May), with 69 percent of students inattentive in schools targeted by the project and 74 percent in non-targeted schools.

99. For retention (MGD Custom 10), the evaluation team did not have access to official figures for the schools selected by the project or for the two target departments. The validated baseline value is the last measurement of the indicator, obtained in the WFP outcome monitoring carried out in December 2024.<sup>65</sup> This value is 92 percent (92.1 percent for boys and 91.1 percent for girls).

100. The McGovern-Dole project includes objectives to reduce hunger in the short term (McGovern-Dole 1.2.1) and improve access to food (McGovern-Dole .2.1.1/1.3.1.1) through the distribution of school meals, which should contribute to the goals of improving student attention to school, retention, enrolment and attendance. These two objectives are measured at household level through the food security indicators of the Food Consumption Score (FCS), the Household Dietary Diversity Score (HDDS) and the Reduced Coping Strategies Index (rCSI), and at individual level for pupils through the Food Diversity Index.

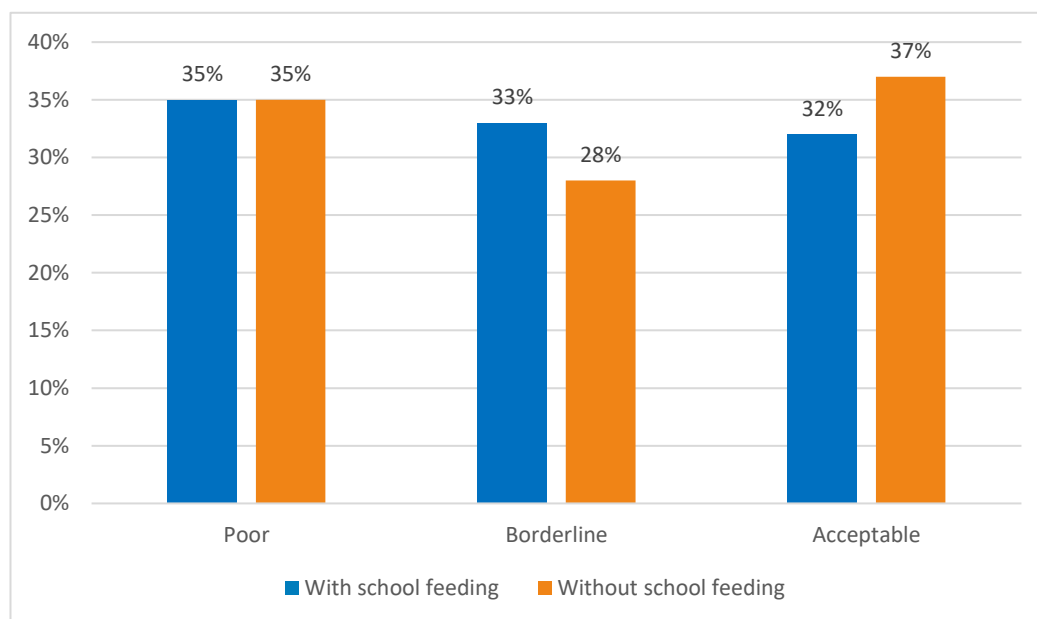
101. At the household level, Figure 8 shows that there is a higher percentage of households with an acceptable food consumption in non-beneficiary schools while it is the contrary for borderline food consumption and the percentage of households with a poor food consumption is similar in the two school categories.

<sup>64</sup> The data presented in this figure are based on teachers' perceptions, including their interpretation of the notions of "sometimes" and "often" inattentive students.

<sup>65</sup> The previous value of this indicator, from the 2023 outcome monitoring, was 93 percent.



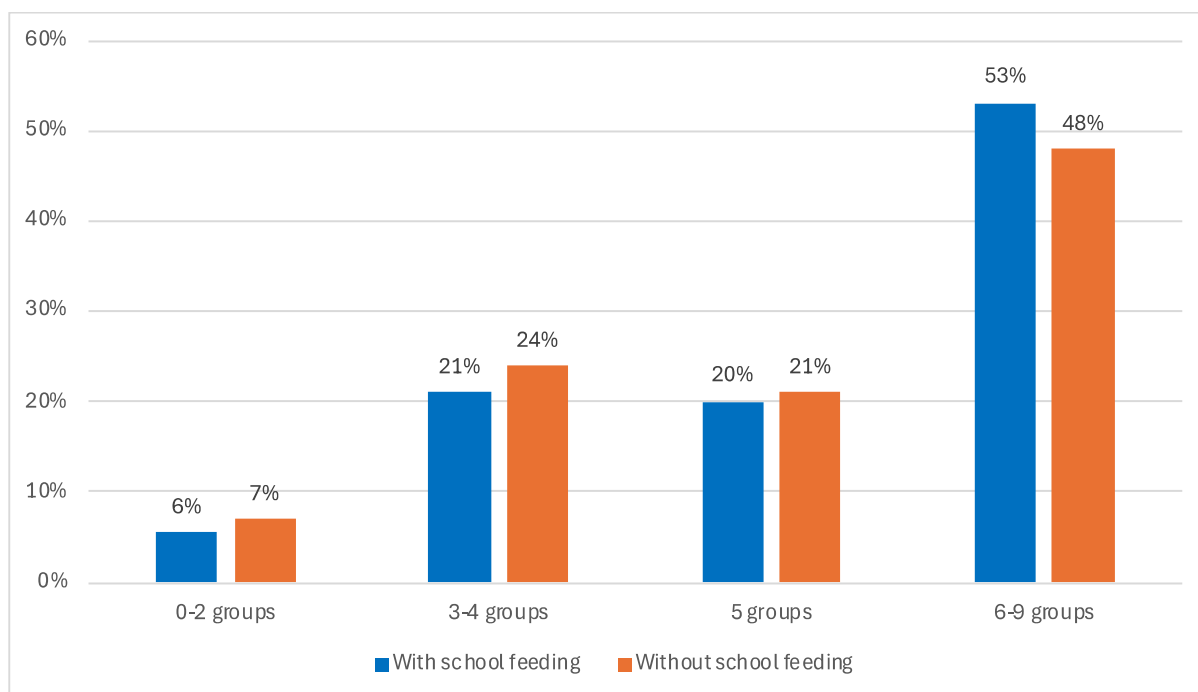
**Figure 8: Household food consumption score (adjusted thresholds for Haiti)**



Source: Baseline survey, household questionnaire. Statistically insignificant differences according to Pearson's  $\chi$  test<sup>2</sup> (p-value = 0.060).

102. As shown in Figure 9, most households consumed between 6 and 9 food groups in the 24 hours prior to data collection in both case and comparison groups, followed by 3-4 groups, 5 groups and 0-2 groups. The average dietary diversity index was 5.53 and 5.45 respectively for households whose children go to schools with and without school canteens.

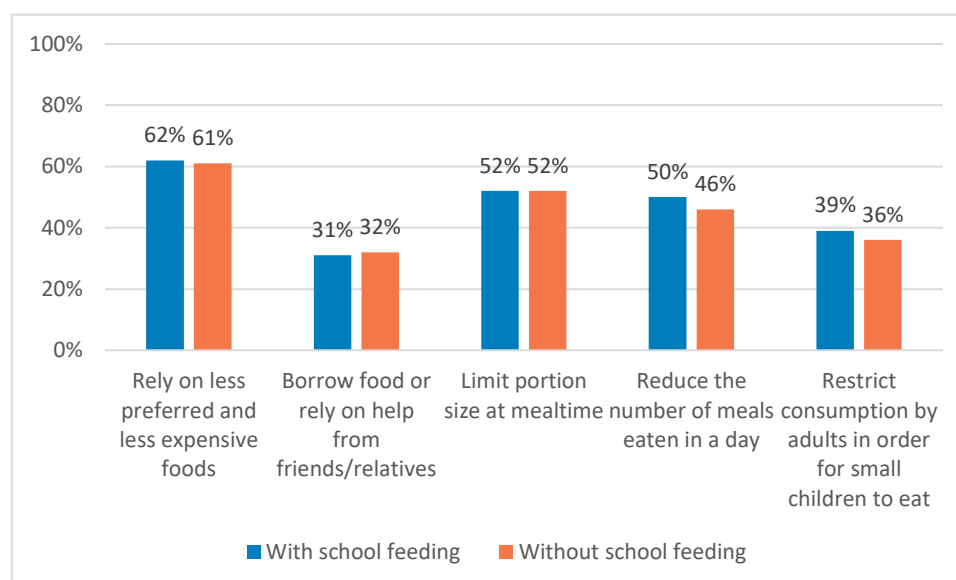
**Figure 9 Household food diversity index**



Source: Baseline survey, household questionnaire. Statistically insignificant differences according to Pearson's  $\chi$  test<sup>2</sup> (p-value = 0.617).

103. The rCSI score is 13 for households in schools with school feeding and 14 in schools without school feeding and shows no significant difference.<sup>66</sup> Households in both school groups show similar levels of utilization of coping strategies to deal with food access difficulties (Figure 10). All the strategies considered were implemented by a high proportion of households in the seven days preceding the survey, and half or nearly half of the households surveyed implemented less severe strategies such as reducing the number of meals eaten per day or meal size.

**Figure 10 Main food-based survival strategies implemented by households**



Source: Baseline survey, household questionnaire. Statistically insignificant differences according to Pearson's  $\chi$  test<sup>2</sup>. For all strategies, the p-value is greater than 0.370.

#### Box 1 A grandmother testifies to the benefits of the school canteen for her grandson

##### **"The School Canteen: Vital Support for themselves and their Family".**

M. lives in B., in the department of Nord. Despite the many financial and family challenges she faces, she assumes responsibility for her family with courage and determination. Her five children include one girl and four boys, aged between 20 and 32, only one of whom is financially independent.

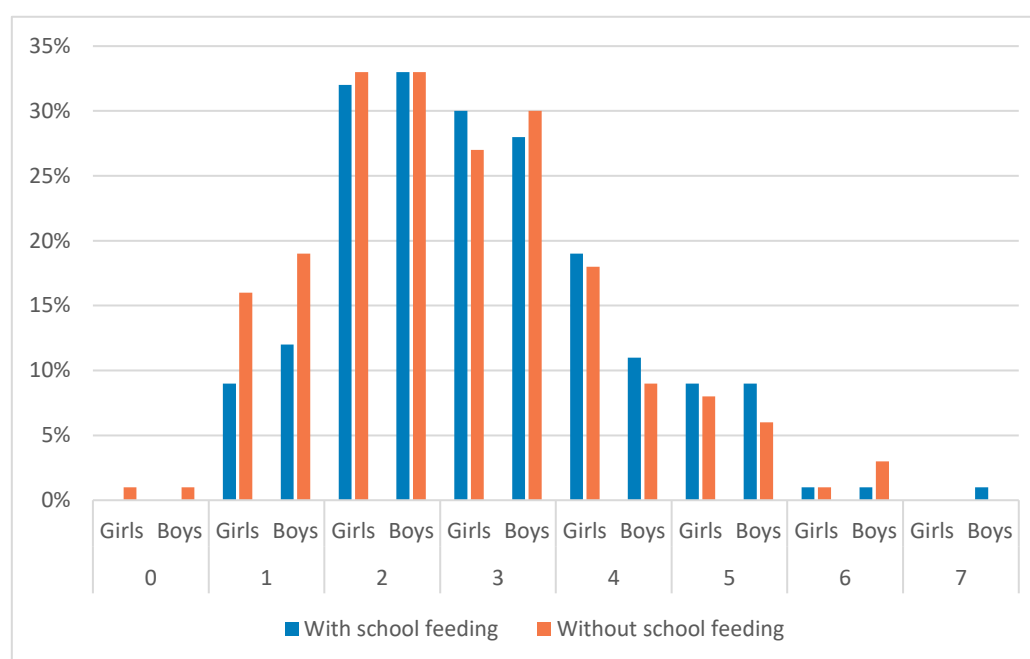
Her husband saws wood, but his income is sporadic. The family's needs are mainly met by income from her small business, her farming activities, and her work as a cook in the school canteen.

M.'s story is marked by a difficult event: the abandonment of her grandson by his mother at the age of three months. M. immediately took him into her care, offering him the care and attention he needed to develop and grow. Today, at the age of six, this little boy finds security and comfort in the loving home that M. opened for him. He attends school and M. can count on the school canteen to provide him with a daily meal, even when she cannot afford to feed him at home before school.

104. At the individual level for children in primary school, Figure 11 shows the number of food groups consumed by pupils in the 24 hours preceding the survey. For both girls and boys, and in both targeted and non-targeted schools, the highest number of food groups consumed was two, followed by three. There were significant differences in the proportion of girls and boys who consumed four groups. For the rest, the results between girls and boys are similar.

<sup>66</sup> The p-value is 0.522, well above 01, indicating that the differences between school types are not significant.

**Figure 11 Individual student dietary diversity, according to students**



Source: Baseline survey, student questionnaire. Statistical tests were used for the continuous variable "number of food groups consumed".

105. The results for the average number of food groups consumed are presented in the following table. Significant differences were found according to type of school, but not by student gender.

**Table 8 Number of product groups consumed in the last 24 hours**

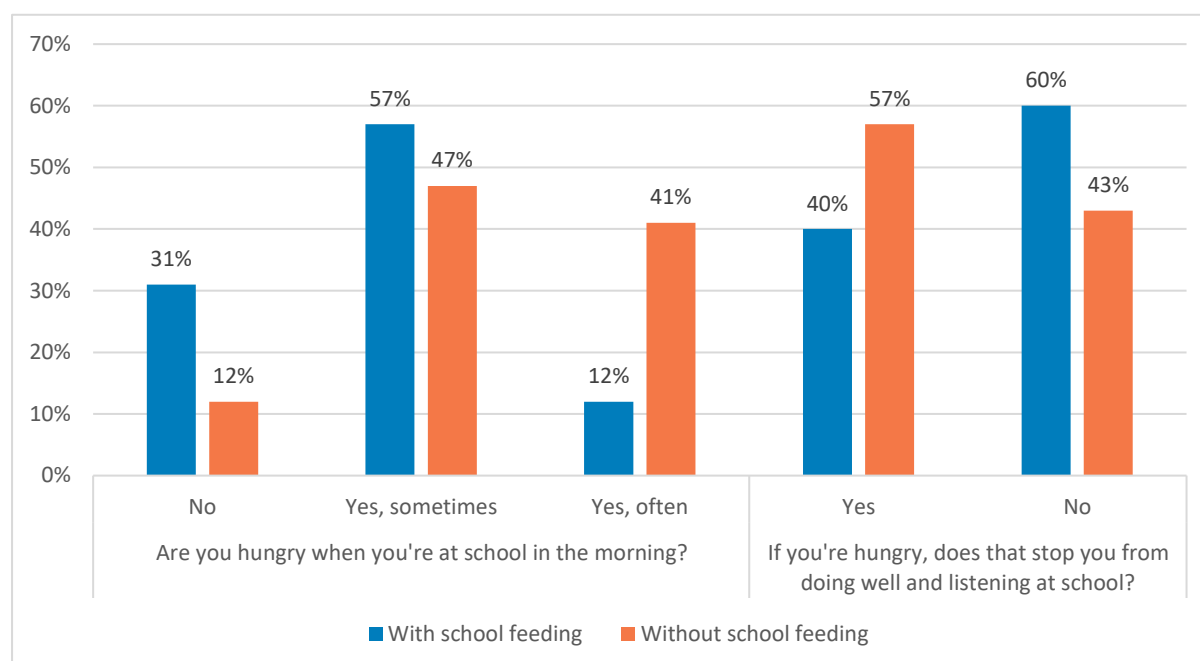
Type of school				Gender		
Variable	With, N = 811 <sup>1</sup>	Without, N = 847 <sup>1</sup>	p-value <sup>2</sup>	girl, N = 857 <sup>1</sup>	Boy, N = 801 <sup>1</sup>	p-value <sup>2</sup>
Number of product groups consumed in the last 24 hours	2.86 (1.17)	2.63 (1.26)	<0.001	.78 (1.22)	2.70 (1.23)	0.156

<sup>1</sup> Mean (SD); <sup>2</sup> Welch Two Sample t-test

106. Figure 12 shows children's perception of hunger at school. The majority of children report that they are often or sometimes hungry at school in both targeted and non-targeted schools, but more are hungry in non-targeted schools. In terms of the extent to which hunger can prevent them from working or listening, the proportions vary between the two types of school, but are highly significant in both cases.<sup>67</sup>

<sup>67</sup> This indicator measures children's perception of hunger during class hours that are before the provision of the school meal that is at lunch.

**Figure 12 Children's hunger at school**

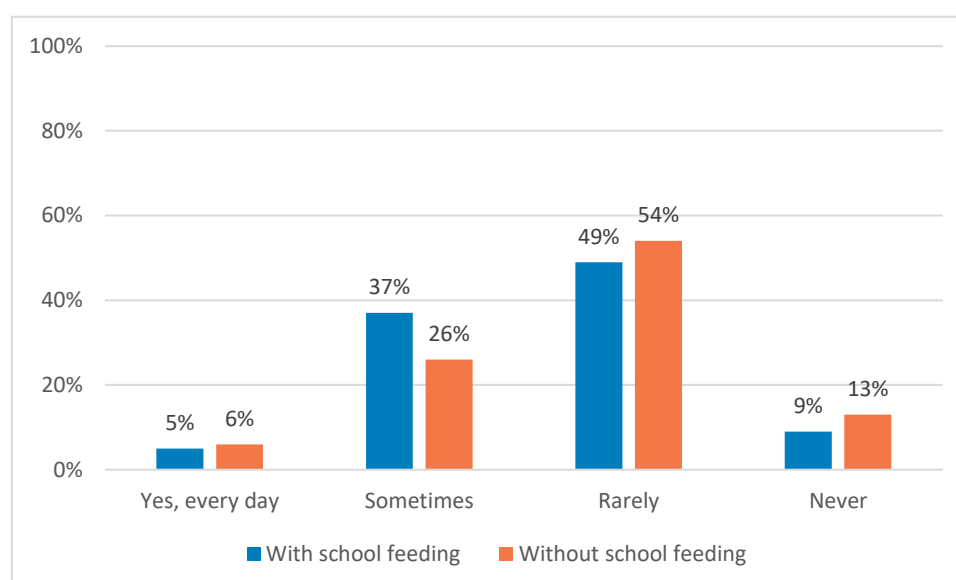


Source: Baseline survey, student questionnaire. Statistically significant differences according to  $\chi$  test<sup>2</sup> (p-value <0.001 for both hunger questions).

107. Figure 13 shows the proportion of children who eat something at home before coming to school in the morning. In both school groups, a large majority of children always or sometimes eat before coming to school, but only just over a third of children in schools covered by the project and just over a quarter in schools not covered do so every day. Just over a third of children in both categories of schools say that this changes with the seasons. Among these, the majority of children in both school categories mention that the period during which they do not eat before going to school is from February to May.<sup>68</sup> This result could be explained by the partial association of this period with the lean season, which takes place in April and May. However, the evaluation team has no data to corroborate or inform this hypothesis.

<sup>68</sup> 39% of pupils in project schools and 37% in other schools indicate that the period during which they do not eat is the beginning of the rainy season (April-May), and 32% and 34% respectively indicate that it is during the end of the dry season (February-March).

**Figure 13 Proportion of children who eat at home in the morning before going to school**



Source: Baseline study, student questionnaire. Statistically significant differences according to  $\chi$  test<sup>2</sup> (p-value <0.001).

**Box 2: Testimonial from a school principal on the benefits of the McGovern-Dole program**

**A School Canteen Transforms Education**

I'm F.C., principal of a school in downtown Cap-Haitien. This school is close to the working-class neighborhoods and receives children from low-income families. Some of them live outside the city and have to travel ten kilometers to get to school.

When I arrived at this school in 2019, there was neither a water point nor a school canteen. Shortly after mid-morning recess, most of the children had had nothing to eat or drink since the morning and were already unable to keep up with their lessons. I sometimes used my resources to buy food for the children who were suffering most from hunger.

This situation, aggravated by the deterioration in the country's security situation and the increase in household food insecurity, led me to call on the Programme National de Cantine Scolaire (PNCS). In 2020, with the support of the WFP, we set up a school canteen to distribute daily meals to pupils, in return for an annual contribution of 1,000 gourdes (around 7USD) to enable the purchase of fuel and condiments.

Since its inception, the benefits of the school canteen have been clear: in particular, it helps to reduce inequalities among students, offering fair access to nutritious meals for all pupils, regardless of their economic or social situation. It enables them to discover new foods and adopt healthy eating habits for the rest of their lives. The introduction of local produce over the next few years will further improve things in this respect.

**4.1.4 McGovern-Dole 1.3 Improved student attendance**

108. To help improve children's literacy in basic education, the project aims to improve school attendance. To achieve this, the project incorporates two intermediate outcomes:

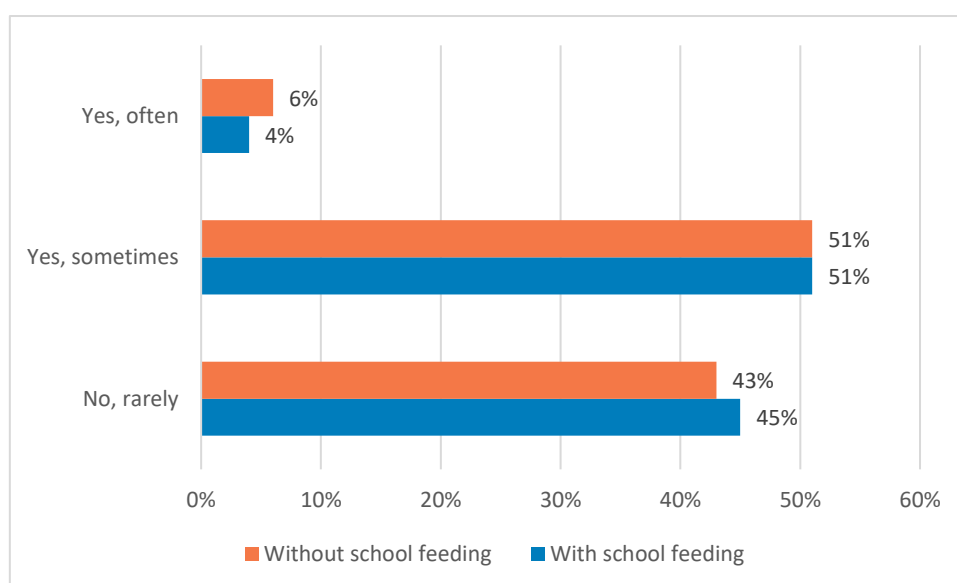
- McGovern-Dole 1.3.1: Increased economic and cultural incentives (through increased access to food, McGovern-Dole 1.3.1.1). Data presenting the level of access to food for children and their households is presented in chapter 4.1.3.
- McGovern-Dole 1.3.2: Reduced health-related absences. This outcome is the expected result of the project's strategic objective 2: Increased use of health and dietary practices. The baseline situation for Strategic Outcome 2 and its intermediate outcomes is presented in chapter 4.1.5.
- McGovern-Dole 1.3.3: Improved school infrastructure. The initial situation for this intermediate result is also presented in chapter 4.1.5.

- McGovern-Dole 1.3.4 Increased student enrollment
- McGovern-Dole 1.3.5 Increased community understanding of the benefits of education.

109. The baseline attendance value corresponds to the most recent data available, collected by WFP in the December 2024 outcome monitoring.<sup>69</sup> The value is 88%. Complementary data was measured by the baseline study through surveys of principals and pupils. Sixty-two percent of principals in schools targeted by the project indicated in the survey that attendance had increased over the past three years, compared with only 40 percent in schools not targeted by the project.

110. The frequency of absences analyzed based on student questionnaires is shown in Figure 14. Fifty-one percent of pupils surveyed reported occasional absences, and on average across the 2 groups of schools, 5 percent reported frequent absences.

**Figure 14 Frequency of student absences, by student<sup>70</sup>**



Source: Baseline study, student questionnaire. Statistically insignificant differences according to  $\chi^2$  test<sup>2</sup> (p-value = 0.119).

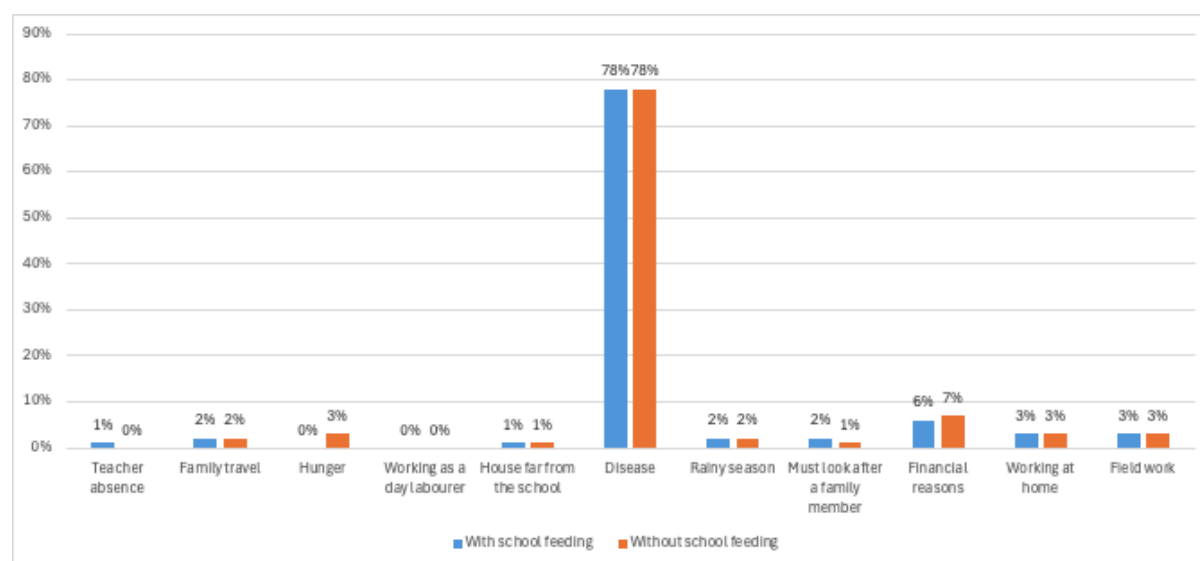
### **McGovern-Dole 1.3.2: Reducing illness-related absences**

111. The baseline value for Custom Indicator 6, measured in the WFP outcome monitoring carried out in December 2024 is 11.17% of children absent the previous week due to a health problem. In addition, the baseline survey measured that 15.4 percent of students were absent due to a health problem during the day of the survey.. When asked about the reasons for their absences, the vast majority of students mention health problems (Figure 15). This result tallies with teachers' responses, who also rank illness as the primary cause of children's absence (Figure 16), albeit in lower proportions than students. Other causes of absence are cited infrequently by pupils; financial reasons, distance from home and hunger in control group schools are also significant causes of pupil absence for teachers. There is a significant difference for teachers between schools to be covered by the project and schools not covered, with a much higher proportion of respondents indicating hunger as a reason for absence in control group schools.

<sup>69</sup> The previous value, from the 2023 outcome monitoring, was 92 percent.

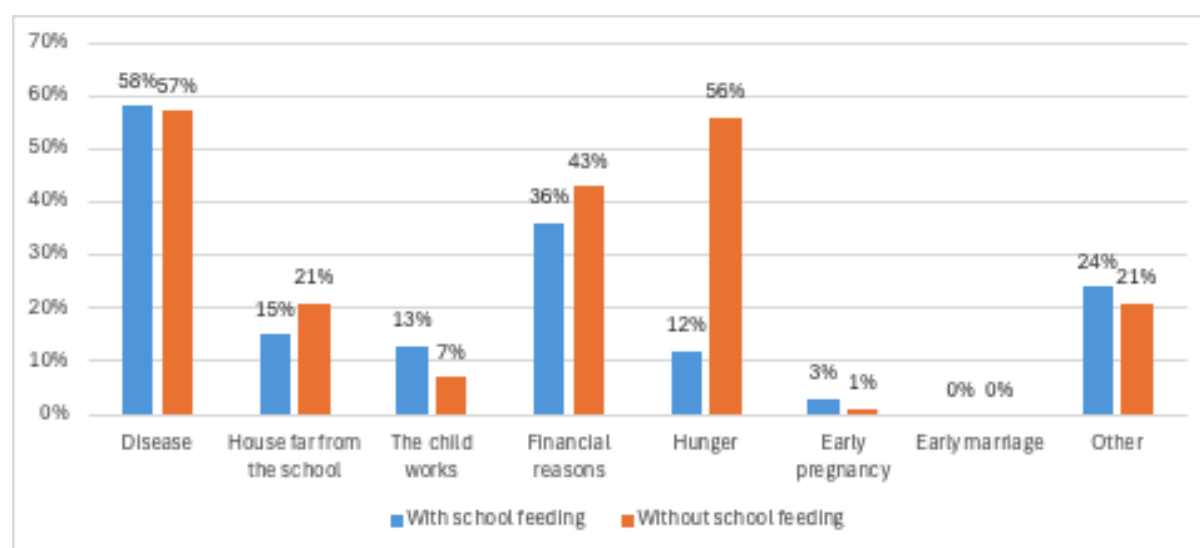
<sup>70</sup> The data presented in this figure are based on student perceptions, including the notion of "often", "sometimes" and "rarely" absences.

**Figure 15 Reasons for absence, according to students**



Source: Baseline study, student questionnaire. Statistical differences could not be tested because the categories did not have sufficient numbers. For categories with sufficient numbers, the differences are negligible.

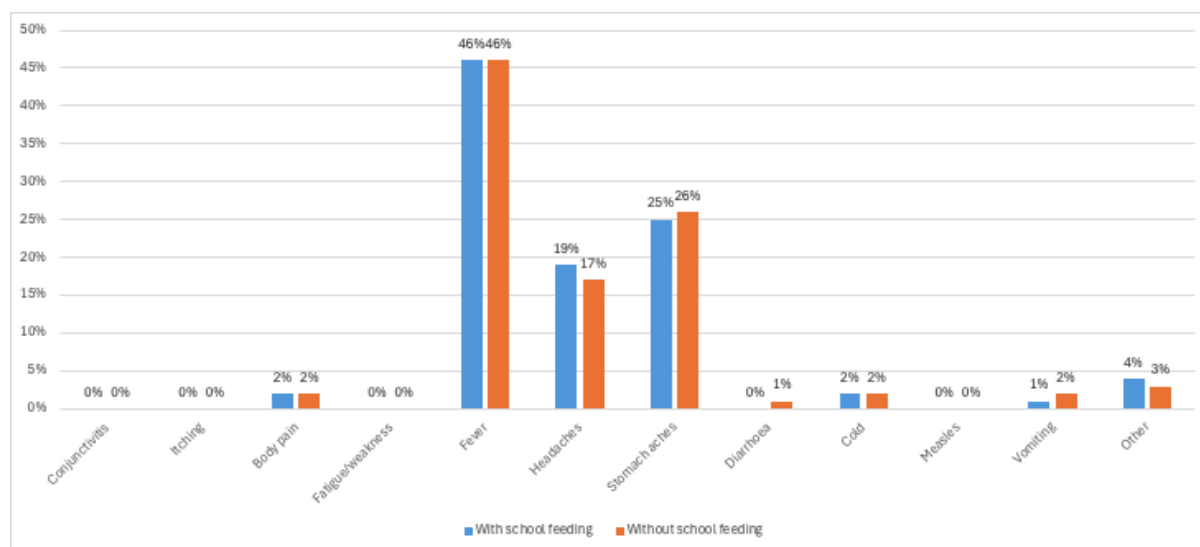
**Figure 16 Reasons for absences, according to teachers**



Source: Baseline study, teacher questionnaire. Statistically significant difference for the percentage of students absent due to hunger, according to Fisher's statistical test (p-value <0.001).

112. Figure 17 shows the health problems reported by students. Fever, stomach-ache and headache are the most frequent morbidities, and in similar proportions in the two groups of schools.

**Figure 17 Illnesses reported by students as reasons for absence from school**



Source: Baseline study, student questionnaire. Statistical differences could not be tested because the categories did not have sufficient numbers. For categories with sufficient numbers, the differences are negligible.

### **McGovern-Dole 1.3.4 Increased student enrollment**

113. The project targets 75,000 students enrolled in the 2023-2024 school year in the 256 selected schools, which constitutes the baseline value in these schools. According to the survey of principals, enrolment has increased over the past three years in 66 percent of schools targeted by the project, and 40 percent in non-targeted schools. In the schools targeted by the project, of the principals who mentioned an increase in enrolment, 42 percent indicated that the new enrollees were mainly children leaving a school without a canteen, 18 percent indicated that they were children attending school for the first time, and 40 percent indicated that they were enrolling for some other reason.

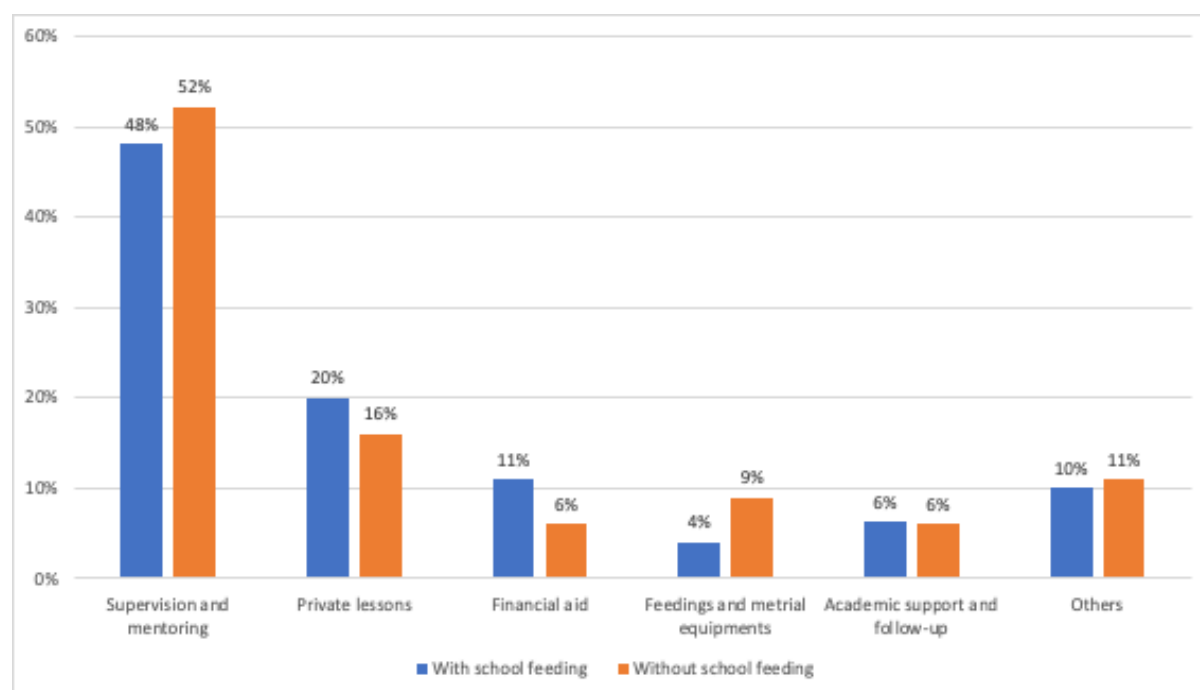
### **McGovern-Dole 1.3.5 Increased community understanding of the benefits of education**

114. According to the household survey, the importance of education is beyond doubt for the parents questioned. Nearly all parents (99 percent) of parents regardless of whether their children attend a school with school meals consider school to be very important for their children. Among the long list of skills or knowledge that school enables children to acquire, those enabling them to become doctors come top (20 percent), followed by agronomists (16 percent), nurses (8.7 percent and 13 percent) and engineers (8.7 percent and 7.9 percent).

115. The parents surveyed shows that students receive various forms of support to complement what their children learn at school, as shown in Figure 18.



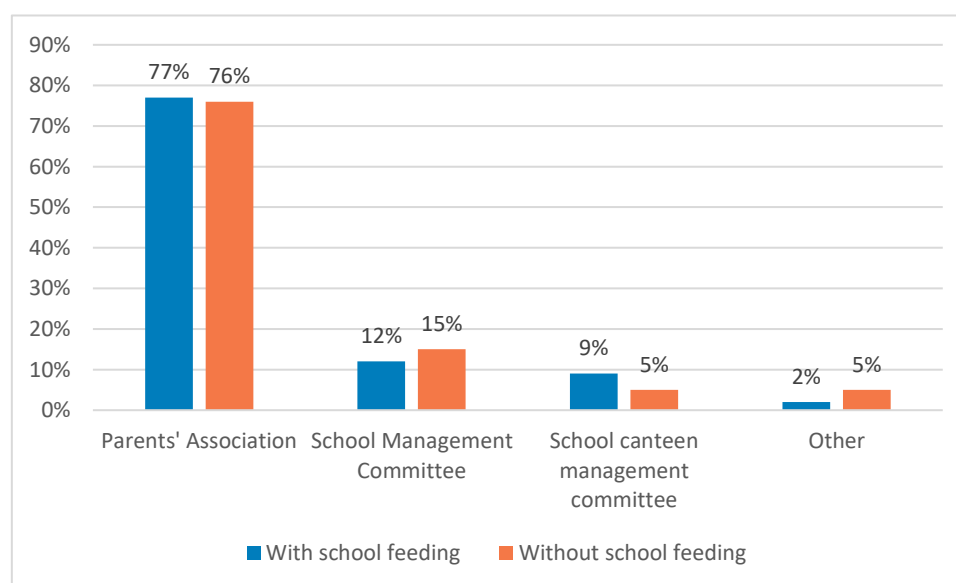
**Figure 18 How parents support their children's learning at school**



Source: Baseline survey; household questionnaire. Statistically significant differences according to Pearson's  $\chi^2$  test<sup>2</sup> (p-value < 0.001).

116. The baseline study reveals that, at the time of the survey, most households surveyed were not involved in any school-based organization, whether in the schools targeted by the project (83 percent) or not (85 percent). For the majority of parents who do participate in school life, their involvement takes the form of participation in a parent-teacher association, as shown in Figure 19.

**Figure 19 Participation in a school organization**



Source: Baseline survey; household questionnaire. Statistically insignificant difference according to Fisher test (p-value = 0.835).

### Box 3 A mother's testimony on the benefits of the school canteen

#### "J.P.: The School Canteen, an Invaluable Support for her Children"

The meeting took place in front of the school management: the team of consultants requested an interview, as it is rare to meet parents in schools. She introduced herself as a mother of three children.

In Haiti, running a single-parent family isn't easy: "Next week, my children will be sitting their exams. I'm here today to finalize the payment of school fees. The last thing I want is for my children to lose their place: it's not easy to find a school that offers a canteen and isn't too far from home."

J.P. says that the canteen brings many benefits to her children: "Sometimes I don't have the money to feed my children. Knowing that the school has a canteen program gives me peace of mind: they come home with full bellies. I've also noticed that the canteen has a positive effect on my children's performance: their school results have improved significantly."

J.P. is involved in meal preparation as a cook. It's a service that also benefits her: "The hygiene promotion training I received helped me not only at school, but above all in my day-to-day activities", she says.

### 4.1.5 McGovern-Dole SO2 Increased use of health and dietary practices

117. As discussed, Strategic Objective 2 is designed to reduce illness-related absences among pupils. A number of intermediate results should contribute to SO2:

- Improved knowledge of health and hygiene practices (McGovern-Dole 2.1)
- Increased knowledge of safe food preparation and storage practices (McGovern-Dole 2.2)
- Increased knowledge of nutrition (McGovern-Dole 2.3)
- Improved school infrastructure (McGovern-Dole 1.3.3)
- Increased access to clean water and sanitation services (McGovern-Dole 2.4)
- Increased access to preventative health interventions (McGovern-Dole 2.5)
- Increased access to requisite food preparation and storage tools and equipment (McGovern-Dole 2.6).

#### McGovern-Dole 2.1 Improved knowledge of health and hygiene practices and McGovern-Dole 2.3 Increased knowledge of nutrition

118. This component concerns all the population groups involved in the project, with objectives for implementation (cooks, pupils), transmission (teachers) and supervision (directors, management committees). To monitor the progress of this component, it will be important to define objectives by population category, and by numerical target (see Chapter 4.2). The following paragraphs present the data collected for each stakeholder, indicating figures for both the schools (1<sup>st</sup> figure) covered and not covered (2<sup>nd</sup> figure) by the project.

119. **Improved knowledge among cooks:** training for cooks in hygiene, health and nutrition knowledge and practices is carried out in conjunction with training in safe food preparation and storage knowledge and practices. This component is presented with the initial situation of the McGovern-Dole 2.2 result.

120. **Improved knowledge among principals and teachers:** Sixty-six percent of teachers and 44 percent of principals surveyed said they had received training on health and hygiene practices in the last 3 years in schools in the intervention group. These proportions are 30 percent for teachers and 48 percent of principals in the control group. Most of this training was provided by WFP for schools in the intervention group. Principals and teachers in the intervention group reported similar frequencies of topics covered: the most frequently discussed topics were handwashing, hygiene and drinking water (between 93 percent and 100 percent), followed by disease prevention (86 percent), safe food preparation (79 percent) and sanitation (67 percent to 71 percent).

121. All teachers report providing hygiene awareness lessons, but less than half (43 percent in treatment schools and 36 of comparison schools) state that they have access to teaching aids. When asked about the link between students' health and their ability to perform at school, only 60 percent and 52 percent of teachers said that health was an important factor; 12 percent and 8.7 percent thought there was no link.

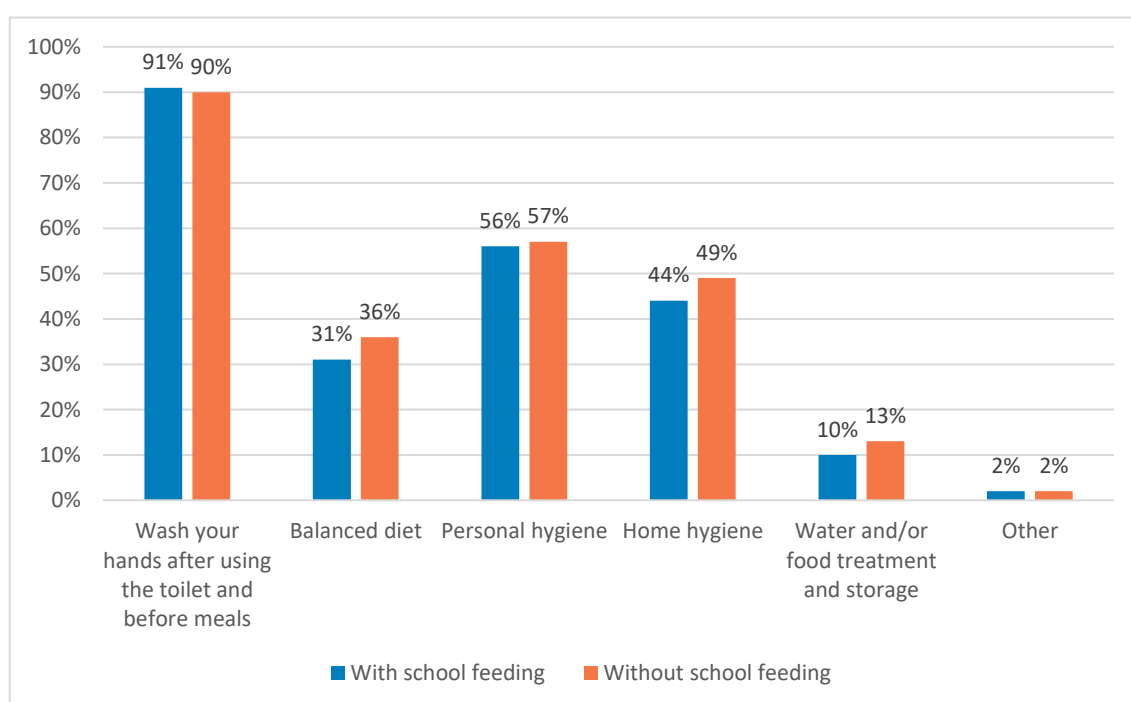
122. Finally, only 37 percent and 23 percent of teachers in treatment and comparison schools, respectively, report that they have received training in nutrition or good eating habits, with 73 percent and 17 percent of this training being provided by the WFP. Most teachers (84 percent and 80 percent) say they give lessons on nutrition and good eating habits. The three food groups are the most popular topics.

123. These data show that principals and, above all, teachers need to be involved in the training courses run by WFP partners to ensure that school members adhere to good practices, and that the messages conveyed to pupils are accurate.

124. **Improving students' knowledge:** the importance of handwashing at crucial times of the day is one of the most frequently used messages in health education strategies. Data collected from pupils for the baseline evaluation show that hand-washing behaviours need to be improved, with 69 percent and 61 percent systematically washing their hands before meals, 15 percent and 12 percent after meals, 4 percent and 4 percent before going to the toilet, and 87 percent and 82 percent after using the toilet (results given respectively for pupils in intervention schools and those in schools in the control group). The link between handwashing and disease transmission, on the other hand, is well understood, with 92 percent and 91 percent of pupils citing the elimination of germs as the objective, and 28 percent and 33 percent mentioning the link with diseases including Covid, cholera or typhoid fever.

125. **Household use of practices:** Nearly all (98 percent and 96 percent) of households surveyed in the quantitative survey reported that their children had used the knowledge they had acquired at school. These practices mainly concern hygiene, as illustrated in Figure 20. Only around one in three households report having put into practice advice on balanced nutrition. One obstacle to greater adherence to this practice could be the lack of local or regional adaptation of the messages or recipes promoted (i.e., products not available or not accessible locally, or not appreciated). Adaptation to the local context is essential for compliance with recommendations.

**Figure 20 Areas in which households have adopted new practices through their children's learning at school**



Source: Baseline survey; household questionnaire. Statistically insignificant differences according to Fisher test. For all practices, the p-value is greater than 0.292.

## **McGovern-Dole 2.2 Increased knowledge of safe food preparation and storage practices**

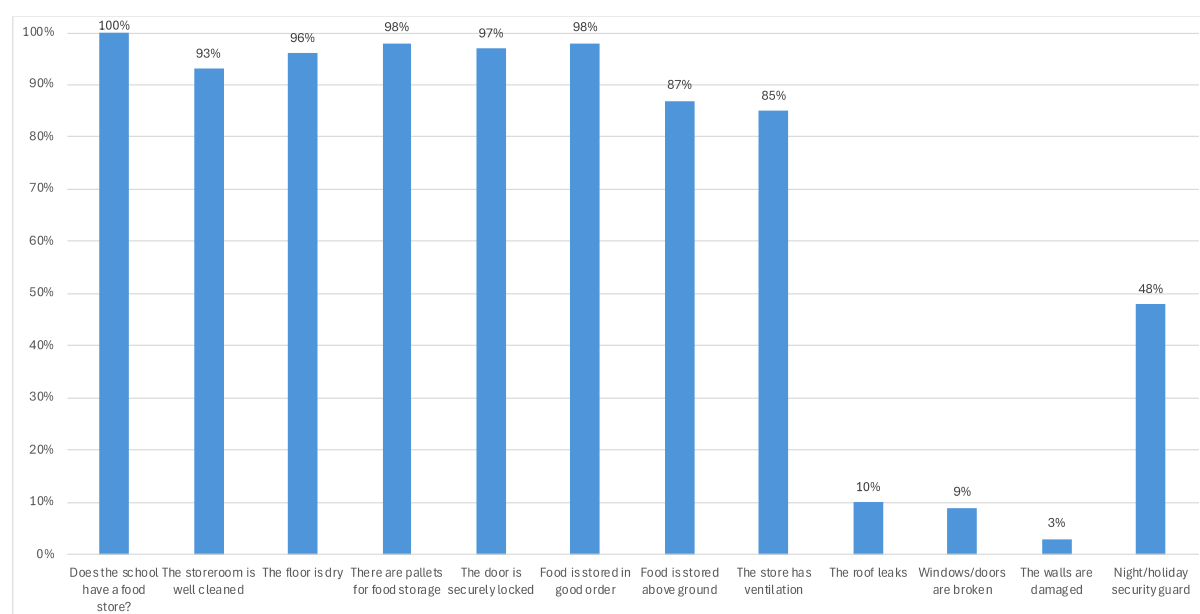
126. Compliance with good food preparation and storage practices used in the preparation of school meals is crucial in preventing food poisoning and other illnesses linked to contaminated food. This

component of the program therefore contributes directly to preventing student absence due to illness. Various aspects of food preparation and storage conditions are considered in this section.

127. **Cooks' knowledge:** Most (96 percent) of cooks surveyed stated that they had received training in good food preparation and storage practices within the last three years (this corresponds to all cooks who have been in service for over a year). In 99 percent of cases, this training was provided by the WFP. These training courses were deemed complete and appropriate by all of the cooks questioned. In terms of putting this knowledge into practice, 93 percent of cooks said they had implemented new practices following the training they had received. For 7 percent of them, however, the necessary resources were not available, or the training did not bring anything new. These data indicate that current cooks are well exposed to the training provided by the WFP, and that they adhere well to the practices covered in most cases.

128. Figure 21 shows food storage conditions in the schools covered by the project, according to the school canteen management committees. For the vast majority of committees surveyed, storage conditions are very good. All schools have a storeroom, the vast majority of which are in good condition and secure, and foodstuffs are stored in an organized manner on pallets (or at least not on the ground). The only area where there is clearly room for improvement is the presence of guards at night and/or during school vacations.

**Figure 21 Food storage conditions, according to school canteen management committees**



Source: Baseline study, school canteen management committee questionnaire

## McGovern-Dole 2.4 Increased access to clean water and sanitation services

129. **Latrines:** The presence of latrines was reported in 98 percent of schools surveyed (principals' questionnaire). Only one school targeted by the project has no latrines. Multiple types of latrines were reported in the schools visited, with a predominance of slab latrines in both groups of schools (61 percent and 52 percent of targeted and non-targeted schools respectively). Some schools, more in the comparison group (8.2 percent and 23 percent) had latrines without slabs and were therefore considered unsafe, due to the lack of separation of excreta from human contact. According to the PMP, MGD Standard Indicator 28 should be measured based on an inventory of existing facilities that is still in process and will be finalized prior to the start of the activities in 2025. The baseline survey allows providing a proxy of the indicator based on the percentage of schools with sanitation facilities that present at least an element of improvement among flush or drainage system connected or not to a sewer system, septic system or pit latrine and ventilated improved pit latrines. Based on the survey, the number of schools out of 256 for this proxy is 77.<sup>71</sup>

<sup>71</sup> 15 beneficiary schools surveyed had at least one element of improvement which represents 30 percent of the 50 schools surveyed. Applied to the 256 schools covered by the project, this percentage represents 77 schools. As far as non-

130. The average number of latrines per school is 5 for the 2 groups of schools, which corresponds to an average of 25 and 19 pupils per latrine for targeted and non-targeted schools, respectively. The majority of these latrines are gender segregated. These figures are in line with the standards set out in MENFP's Guidelines for the Promotion of Hygiene in the School Environment in 2012.

131. A minority of latrines are gender neutral. But little account is taken of gender considerations in the equipment and location of latrines, with only 12 percent and 15 percent of latrines for girls in targeted and non-targeted schools featuring a specific space for information on menstruation and hygiene kits, and in 93 percent and 85 percent of targeted and non-targeted schools respectively, these latrines are located next to those for boys in the courtyard. On the other hand, in 69 percent of targeted schools and 83 percent of non-targeted schools, they can be closed from the inside.

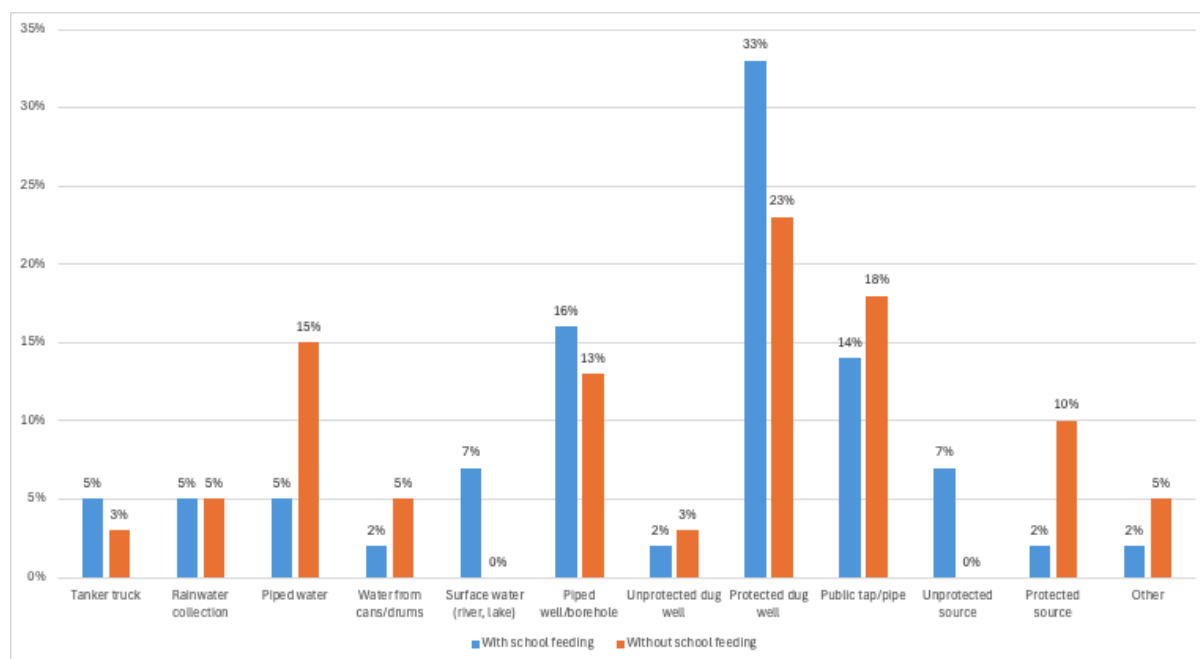
132. Among the pupils questioned in the pupil survey, 71 percent in targeted schools and 69 percent in non-targeted schools said they used latrines. The majority of those who do not use latrines say it is because they are dirty (75 percent and 65 percent in targeted and non-targeted schools, respectively). Latrine maintenance is essential from a health point of view. Only 23 of the 50 school principals targeted by the project were able to identify the person in charge of latrine maintenance, most often a maintenance person or the janitor. Greater ownership of this issue by principals is needed, to ensure that latrines are in good condition and used appropriately by pupils.

133. **Water sources.** According to the survey of principals, 86 percent of targeted schools and 77 percent of non-targeted schools have a water supply. Figure 22 shows that the types of water supply are multiple, but that in both targeted and non-targeted schools the most frequent sources are protected dug wells, public taps or pipes and piped wells or boreholes. In 95 percent of targeted schools and 85 percent of non-targeted schools, water is available from these sources. However, 21 percent of principals in targeted schools and 33 percent in non-targeted schools reported water availability problems in the two weeks prior to the survey. According to the PMP, MGD Standard Indicator 27 (Number of schools using an improved water source) should be based on an inventory of the schools that use an improved water source. In November 2024, this inventory is in process. According to WFP, it will be finalized prior to the start of WASH activities planned in 2025. The baseline survey provides a proxy based on the percentage of schools that use rain-water collection, borehole, protected well, public tap water and protected spring, among schools who have a water supply. Applied to 256 schools, the proxy provides a baseline value of 153 targeted schools and 168 non-targeted schools.

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beneficiary schools are concerned, 12 schools had at least one element of improvement, representing 23 percent of non-beneficiary surveyed schools.

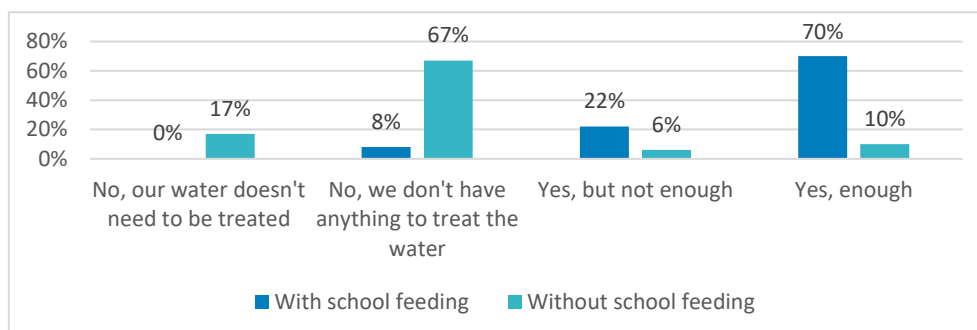
**Figure 22 Water supply sources**



Source: Baseline study, directors' questionnaire. Statistical differences are not significant according to Fisher test (p-value = 0.317). Note that a larger sample could reveal significant differences.

134. In terms of water treatment, Figure 23 shows a big difference between schools targeted by the project, the majority of which have sufficient means to treat water, and non-targeted schools, the majority of which do not treat water for lack of means to do so.

**Figure 23 Water treatment**



Source: Baseline study, directors' questionnaire. Statistically significant differences according to Fisher test (p-value < 0.001).

135. **Handwashing points:** Principals report the presence of handwashing points in 90 percent of schools targeted by the project compared with 62 percent of non-targeted schools. Most of these points (76 percent and 72 percent respectively) are in good condition and operational throughout the year. On average, targeted schools scored 2.9 points and non-targeted schools 1.2 points.

136. **Soap availability** was assessed by means of questionnaires sent to principals and students. Responses were similar for these two groups. According to the principals, soap availability varied significantly between the two groups of schools, with 40 percent of schools targeted by the project reporting that their supply of soap was adequate, compared to 6 percent of non-targeted schools. Respectively 34 percent and 15 percent of targeted and non-targeted schools reported that half of their needs in soap were covered.

## McGovern-Dole 2.5 Increased access to preventative health interventions

137. Deworming is a preventive health intervention. Reducing the parasite load in children leads to improvements in nutritional status, as well as potential improvements in hemoglobin levels and cognition.

138. According to surveyed school principals, 86 percent of targeted schools organized a deworming campaign during this 2023-2024 school year. This percentage, when compared with that of previous years, indicates an increase in the coverage of this activity. In contrast, schools in the control group had a significantly lower proportion of deworming campaigns, as shown in Table 9.

**Table 9 Schools covered by deworming**

<b>Schools where a deworming campaign has been organized</b>	<b>With, N = 50<sup>1</sup></b>	<b>Without, N = 52<sup>1</sup></b>
Deworming carried out during the 2023-2024 school year	43 (86%)	14 (27%)
Deworming carried out during the 2022-2023 school year	40 (80%)	22 (42%)
Deworming carried out during the 2021-2022 school year	37 (74%)	19 (37%)

<sup>1</sup>n (%)

Source: Baseline study, directors' questionnaire. Statistically significant differences according to Pearson's Chi-squared test (p-value < 0.001 for all grades).

139. The PNSP recommends that vaccination and growth monitoring, other preventive health activities, also be carried out in schools. According to the school principals surveyed, these are already in place in some schools, as shown in Table 10. Vaccination and growth monitoring are not part of the McGovern-Dole project. However, WFP and its partners are encouraged to consider organizing them in collaboration with the health structures that serve the communities targeted by the school canteen program. Their implementation is an additional opportunity to discuss good health, hygiene and nutrition practices, and the importance of using health services in the event of illness or undernutrition, with pupils and teaching staff.

**Table 10 Schools covered by vaccination and growth monitoring**

<b>Schools where preventive health activities were carried out during the 2023-2024 school year</b>	<b>With, N = 50<sup>1</sup></b>	<b>Without, N = 52<sup>1</sup></b>
Vaccinations	22 (44%)	14 (27%)
Growth monitoring (height and weight measurements)	13 (26%)	3 (5.8%)

<sup>1</sup>n (%)

Source: Baseline study, directors' questionnaire. Significant differences for growth monitoring activities according to Fisher's Test (p-value = 0.006), but not for vaccinations (p-value = 0.097). A larger sample might reveal significant differences for all preventive health activities.

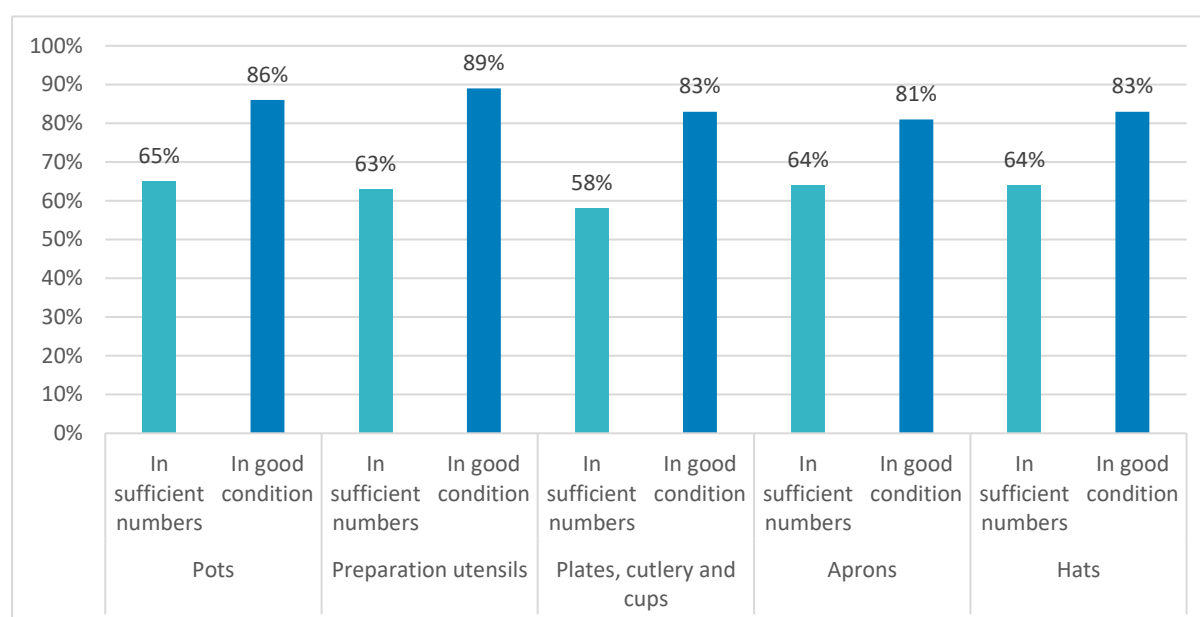
## **McGovern-Dole 2.6 Increased access to requisite food preparation and storage tools and equipment**

140. As part of activity 1.2 of the project action plan (*Creating a safe environment for school meals*) the project plans to distribute meal preparation materials and equipment in September 2024, following a needs assessment to be carried out between June and August 2024. The materials and equipment envisaged are cooking pots, plates, cutlery, pallets for storage, improved stoves and heat retention bags.

141. Figure 24 illustrates how cooks in the schools covered by the project perceive the adequacy and condition of the materials and equipment available for preparing and serving meals. The same trends can be observed for each category of materials and equipment (pots, preparation utensils, plates, cutlery, cups, aprons and caps): around two-thirds of cooks consider that they have sufficient materials and equipment, and around three-quarters consider that they are in good condition. Moreover, most of these materials and equipment were donated by WFP.<sup>72</sup>

<sup>72</sup> Respectively 86%, 95% and 94% of respondents indicated that the pots, cooking utensils and plates, cutlery and cups were donated by the WFP.

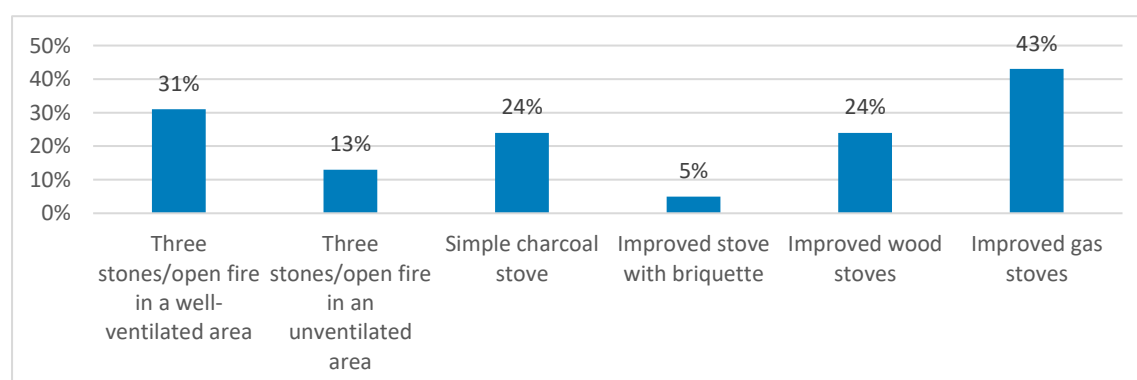
**Figure 24 Extent to which meal preparation materials and equipment are sufficient and in good condition, according to cooks**



Source: Baseline study, cooks' questionnaire

142. Figure 25 shows the different types of improved stoves used by cooks in the schools covered by the project. Cooks most frequently used improved gas stoves, followed by three-stone stoves in a well-ventilated area. The improved stoves were in most cases supplied by WFP (according to 92 percent of respondents).

**Figure 25 Type of stove used to prepare meals**



Source: Baseline study, cooks' questionnaire

#### **4.1.6 Strategic objective of improved effectiveness of food assistance through local and regional procurement**

143. This strategic objective comprises 3 intermediate results:

- Improved cost effectiveness of food assistance (LRP 1.1), which includes the efficient cost of procurement, delivery and distribution, through the implementation of the locally produced food procurement model based on regional aggregation centers.
- Improved timeliness of food assistance (LRP 1.2)
- Improved utilization of nutritious and culturally acceptable foods that meet quality standards (LRP 1.3).



### LRP 1.1 Improved cost effectiveness of food assistance

144. This result will be measured using the LRP Standard 4 and 5 indicators.<sup>73</sup> These indicators are product indicators. As the project had not started at the time of the baseline study, no baseline value can be reported.

145. To provide information on the local sourcing component to which LRP1.1 contributes, the LRP Standard 4 indicator should be measured not only by commodity type, but also at the level of imported and locally produced foodstuffs. Similarly, data should be expressed per unit. This will make it possible to compare data on the unit costs of imported and locally produced foodstuffs, and to draw conclusions on the differentiated cost-effectiveness of the two supply methods.

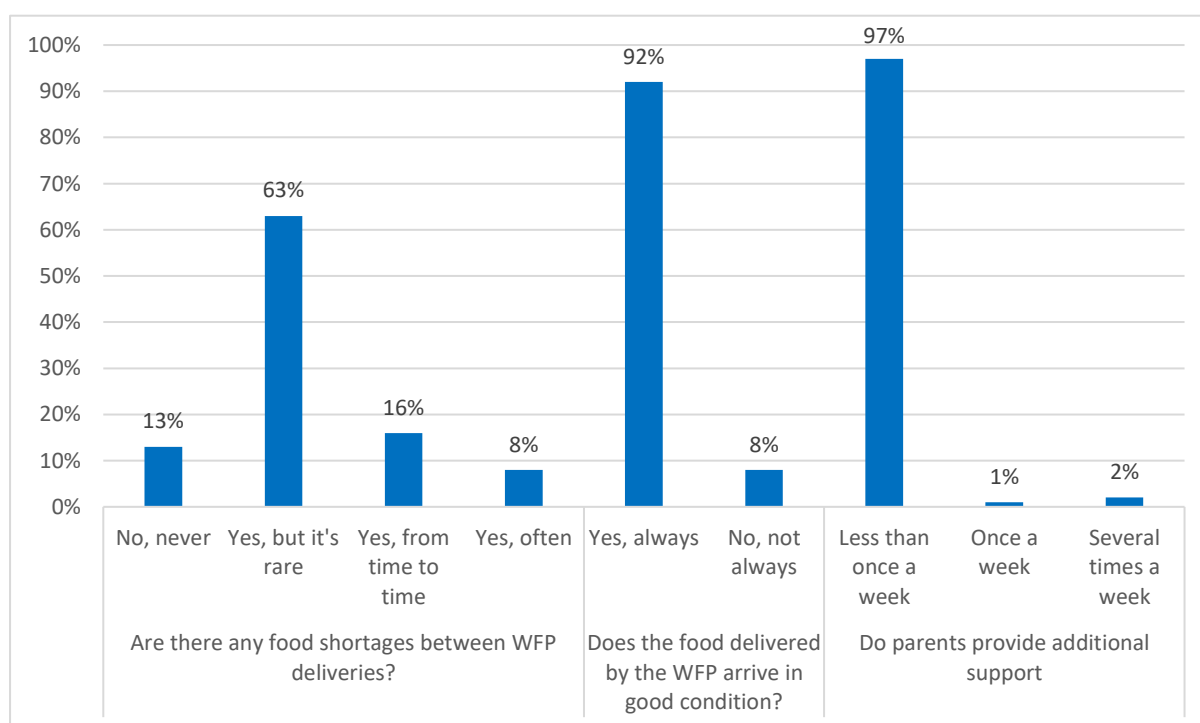
### LRP 1.2 Improved timeliness of food assistance

146. As for the previous result, no baseline value for the project is available concerning the timely implementation of food assistance, as the project has not yet started. It should be noted that the PMP does not include an indicator for measuring this result.

147. As with the previous result, analysis of the efficiency of food assistance in terms of timely implementation should be based on a comparison between imported and locally produced food supplies.

148. According to data from quantitative surveys of canteen management committees in schools targeted by the project, stock-outs between deliveries are rare, and food is delivered in good condition. Supplements provided by parents to enhance meals are rare, with a frequency of less than once a week on average. These responses are illustrated in Figure 26.

**Figure 26 Stock-outs, condition of foodstuffs delivered, supplements provided by communities**



Source: Baseline survey, canteen management committee questionnaire

### 4.1.7 LRP 1.3 Improved utilization of nutritious and culturally acceptable foods that meet quality standards

149. This intermediate result of strategic objective LRP SO1 contains three sub-results:

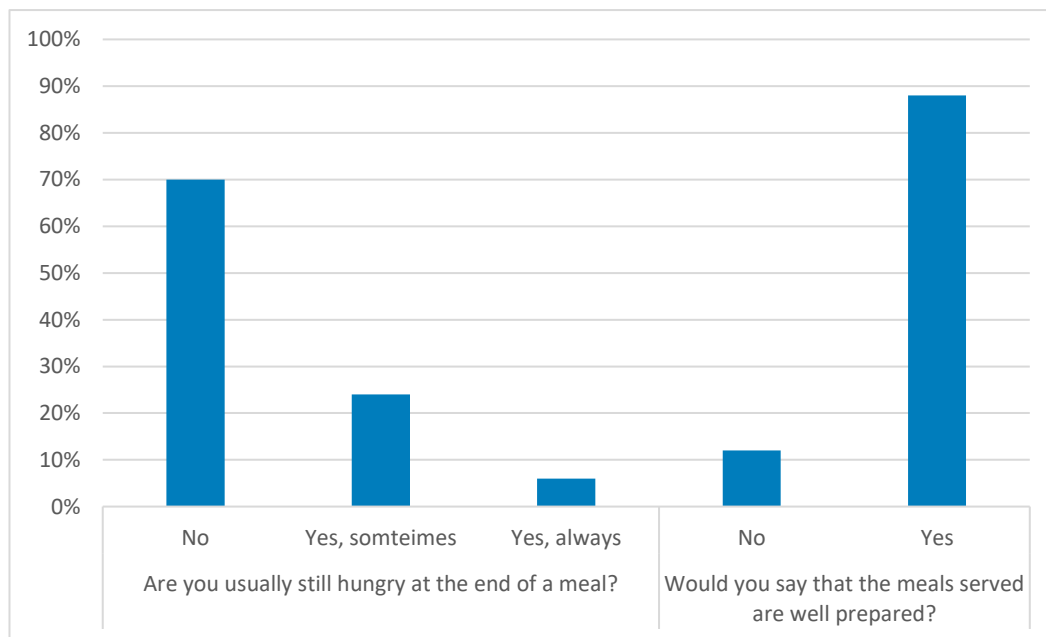
<sup>73</sup> LRP Standard 4: "Cost of transport, storage and handling of commodities supplied as a result of USDA assistance (per commodity)". LRP Standard 5: "Cost of commodities supplied as a result of USDA assistance (by commodity and country of origin)".

- Improved access to culturally acceptable foods (LRP 1.3.1)
- Strengthened local and regional food market systems (LRP 1.3.2)
- Improved access to nutritious foods (LRP 1.3.3).

#### **LRP 1.3.1 Improved access to culturally acceptable foods; LRP 1.3.3 Improved access to nutritious foods**

150. The level of student satisfaction with the meals served in the schools targeted by the project is shown in Figure 27. Almost a third of pupils are sometimes or always hungry at the end of meals, suggesting that the quantities served are not sufficient for all children. On the other hand, a large majority of children consider that the meals are well prepared.

**Figure 27 Student satisfaction with school meals**



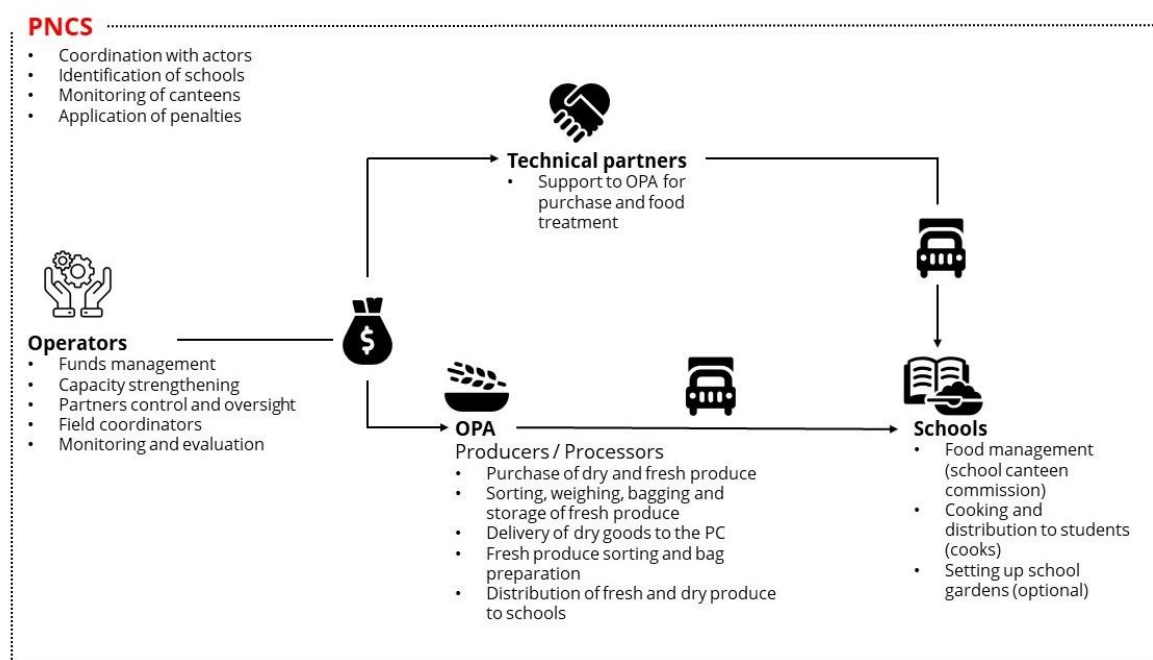
Source: Baseline survey: student questionnaire

151. As for cooks' perceptions of the meals served in the target schools, 85 percent of the cooks surveyed indicated that they serve sufficient food every school day. Similarly, 80 percent of households surveyed in the target schools thought that their children were satisfied with the meals they received in the canteen. Among those who thought their children were not satisfied, 58 percent cited insufficient quantity as the main reason, followed by the fact that their children did not like the meal served (32 percent).

#### **LRP 1.3.2 Strengthened local and regional food market systems**

152. The McGovern-Dole project's approach to strengthening local produce marketing systems is based on reinforcing the PSNAS model of regional aggregation centers. This model is shown in Figure 28.

**Figure 28 Local produce sourcing model**



Source: National School Food Policy and Strategy 2024-2030

153. According to the WFP CO, the aim of the McGovern-Dole project in Haiti is to support two aggregation centers, in the Nord and Nord Est departments respectively. One center already exists in the North, and the baseline study focused on identifying the situation of this center and the OPAs working with it. The team met with the management committee of the existing center, located in Dondon, visited the center's facilities in Saint Raphaël, and met with three OPAs associated with the center.

154. The Dondon aggregation center was set up in 2022 following training organized by the Direction départementale de l'agriculture, WFP and Ananda Marga Universal Relief Team (AMURT).<sup>74</sup> The aggregation center began collecting produce from OPAs in March 2023. For this first school year, the center covered 55 schools, then 62 schools in the 2023-2024 school year, spread across 4 communes. Since October 2023, the center has received support from the *Bureau national de développement*(BND).<sup>75</sup>

155. The aim and activities of the center are to organize farmers through structures that enable them to sell their produce to school canteens. The center buys fresh and dried produce from these structures and delivers it to the 62 schools.

156. The center is managed by a management committee made up of three men and three women, and by a board of directors which includes various people in charge of coordinating the OPAs, accounting, purchasing, quality management and product storage according to defined standards, logistics, and mobilisers to liaise with the communities and OPAs. The center has a physical infrastructure located in Dondon, consisting of a courtyard and equipment for weighing, measuring, storing and bagging products.

157. At the time of the baseline study, 18 OPAs were members of the aggregation center, spread across the communes of Dondon and Saint Raphaël. In May 2024, 1,194 suppliers marketed products to the center, comprising 188 members of the "Madan Sara" association, 1,005 producers and 1 supplier.

158. Products marketed through the center during the 2023-2024 school year included black beans, rice and ground corn, as well as fresh fruit and vegetables. The evaluation team was able to collect available

<sup>74</sup> AMURT is one of the few private international humanitarian organizations founded in India. When it was founded in 1965, its initial aim was to help meet the needs of populations affected by the disasters that regularly struck the Indian subcontinent. Over the years, AMURT has set up teams in 34 countries to create a network capable of responding to disaster and development needs almost anywhere in the world (<https://www.amurt.net/about-amurt/>).

<sup>75</sup> BND is a Haitian NGO founded in 1986 that operates mainly in the field of school canteens.

information on the quantities of dry and fresh products that passed through the center between December 2023 and April 2024. All the delivered products have been sent to WFP school feeding programme. These are shown in Table 11 and in Table 12. This data will be collected again during the midline and final evaluations to measure the development of the center's activities with project support. In addition, according to the WFP outcome monitoring carried out in December 2024, the total amount of food products sold by the OPAs supported by the project from October 2023 to September 2024 is 766 tons of dry products, 661 tons of fresh products and 57 tons of cattle and by- products.

**Table 11 Quantities of dry products passing through the aggregation center from December 2023 to April 2024**

Month	Quantity (kg)	Peas	Rice	Corn	Total
November-December	Delivered	12350	24350	17900	54600
	Lost <sup>76</sup>	742	389	175	1306
January	Delivered	100	150	100	350
	Lost	-	-	-	-
February	Delivered	6062	13350	8350	27762
	Lost	340	151	40	531
April	Delivered	12450	23300	18150	53900
	Lost	712	160	150	1022

Source: Aggregation Center Management Committee. \* Data for March are not available.

**Table 12 Quantities of fresh produce transiting the aggregation center from December 2023 to April 2024**

Month	Quantity (kg)	Banana	Calalou	Carrot	Cabbage	Spinach	Papaya	Yam
December	Delivered	452	333	333	338	426	382	502
	Lost	-	-	-	-	-	-	-
January	Delivered	1511	1059	637	1059	1362	1216	1511
	Lost	240		37	40	18	4	100
March	Delivered	917	376	393	643	827	1003	917
	Lost	63	-	20	41	17	9	59
April	Delivered	2197	1544	850	1544	1983	1764	2197
	Lost	86	1	47	81	37	18	117

Source: Aggregation Center Management Committee. \* Data for February are not available.

159. The aggregation center's management committee stated that the aggregation center works exclusively to supply school canteens.

160. During the current school year, the aggregation center received training in product quality control from BND in October 2023. According to the management committee, this training has improved purchasing and inventory management.

161. The evaluation team did not have access to financial information, but the management committee has indicated that the center is not intended to make a profit, and consequently no profit has been made to date.

162. The main constraints mentioned by the management committee are insecurity, which affects the transport of products, the lack of availability of local products, particularly due to climate change, and price variation in the markets.

163. The evaluation team visited two OPAs, created in 2012 and 2018 respectively, with 75 and around 100 members, including 31 and 40 women respectively. The aim of both OPAs is to support producers in strengthening their technical and management skills. In addition, one OPA has the additional aim of protecting the environment and promoting access to education for children. To this end, it finances school fees for underprivileged children.

<sup>76</sup> Lost refers to commodities that have been admitted and then deteriorated during storage or handling.

164. Both OPAs are structured around a committee made up of an equal number of women and men. One OPA began marketing its production to school canteens in 2022, and the other in 2023. Neither keeps records of the quantities produced and marketed, which are therefore unknown.

165. In both OPAs, the people met by the evaluation team indicated that agricultural production is traditionally the responsibility of men, although some women are also producers. Marketing, on the other hand, is women's responsibility, and their participation in OPAs as part of the school feeding scheme enables them to increase their income.

166. According to the Ministry of Agriculture, the main constraints to the development of local purchasing are the lack of legal recognition of OPAs, which excludes them from institutional markets, insufficient product quality, climatic changes that affect production, and the lack of transportation routes for transporting products.

#### Box 4 Testimony of a farmer on the benefits of OPAs

##### **"S.J: From stay-at-home mom to key player in local agriculture".**

A mother of five, considered to be the granary of Haiti's northern department. She is a member of a PAO and tells us about her career:

"Before my involvement with the PAO, I didn't contribute to the household income. My role was limited to looking after the children and selling food from my husband's plots at the market. The income went to my husband, who gave me a few pennies for family expenses.

One day, I met a friend who told me about the organization and its activities. With my husband's agreement, I started attending the meetings, and the possibilities that opened up changed my life completely. The chairman of the organization's committee had mentioned the possibility of a cooperative from the commune of Dondon coming to buy local agricultural produce. I started bringing my produce and that of my friends there; the sales brought in a lot of money, and it was a safe place to sell the produce from our gardens. To this day, we are constantly investing to produce more. My husband and I are involved in the production of market garden produce, in particular carrots, spinach, okra and so on. The money we've raised has enabled us to meet our needs and develop new plots of land.

Since my involvement in this activity, I feel valued, and considered by my husband: I'm not seen as a housewife, but as an advisor who helps him come up with ideas to produce fresh produce that is bought for use by the WFP school canteen. Unlike before, we share the profits from the sales of our products, and I can meet my needs without asking my husband".

#### 4.1.8 Foundational results

167. As proposed in the inception phase of the baseline study, the initial situation for the results linked to the project's foundational results, which are linked to national capacity-building activities, is established on the basis of the results of the SABER workshop carried out in 2022 (not validated) and on the identification of the main developments noted since this workshop. However, discussions with the WFP CO have identified that a mini workshop to update SABER 2022 is planned for the end of 2024. This mini workshop will allow for a much more detailed update than the baseline study, which was based on remote interviews with national-level stakeholders. It would therefore be important to complete the data presented here once this mini workshop has been carried out.

The project's results framework presents four intermediate outcomes for the project's foundations, which correspond to the five SABER pillars as shown in

168. Table 13.

**Table 13 Correspondence between intermediate results on project foundations and SABER 2022 workshop pillars**

Intermediate project results	Planned activities	Corresponding SABER pillar
McGovern-Dole 1.4.1: Improving the capacity of government institutions	Coordination support Local sourcing training Training in school food management and supervision Technical assistance to improve the monitoring system	c. Institutional and coordination capacity  d. Design and implementation
McGovern-Dole 1.4.2: Improving the policy and regulatory framework	Technical support for the development of a school feeding manual A plea for the preparation of a school feeding law	a. Policy and regulatory framework
McGovern-Dole 1.4.3 Increased government support	Support for a study on the cost of school meals Support for the development of a resource mobilization and advocacy strategy	b. Financial capacity
McGovern-Dole 1.4.4: Increased involvement of local organizations and communities	Support for parent-teacher associations Setting up community savings and credit systems	e. Community involvement

Source: Project Results Framework, Project Work Plan, SABER 2022 Workshop Report

169. The summary results of the SABER 2022 workshop and the main changes recorded since then are presented in Table 14. These changes were identified based on remote interviews with stakeholders at national level.

**Table 14 Results of the SABER 2022 workshop and main changes since then**

Pillars	Situation 2022	Main changes
a. Policy and regulatory framework	Emerging  Established but complex framework, with more than five policies and strategies listing school food among their priorities  Need to review the PSNAS considering the changing context, validate and disseminate it  Lack of legislation affirming the role of the PNCS and guaranteeing its funding  Gaps in standards (infrastructure, health activities, composition of rations, etc.)	New PSNAS adopted in 2024 that clarifies the responsibilities of government entities, expands PNCS coverage and emphasizes local sourcing  Progress on the definition of certain standards within the framework of the new PSNAS (purchasing, rations, complementary activities, food fortification).
b. Financial capacity	Established  40% of primary school pupils are covered by the PNCS, three quarters by external funding	Deterioration of the political and institutional context has affected the availability of resources for the PNCS. The National Education Fund has not been allocated to the PNCS

	<p>Uneven sustainability of external financing</p> <p>Uneven coverage of school days</p> <p>Unclear role of PNCS (regulator vs. operator)</p> <p>Difficulties in using budgeted resources</p> <p>Low infrastructure coverage at school level (drinking water, kitchen, storage, etc.)</p> <p>Low parental contribution</p>	<p>for two years. Pupil coverage by the PNCS has decreased.</p> <p>The problem of disbursing available resources persists.</p> <p>Two new projects (World Bank and Inter-American Development Bank) will help improve the availability of resources</p>
c. Institutional and coordination capacity	<p>Emerging</p> <p>Coordination role in the initiation phase</p> <p>Institutional anchoring in several institutions creates confusion about responsibilities</p> <p>Few collaborations/synergies between players</p> <p>Inadequate human and physical resources at departmental level. Insufficient means of transport</p> <p>Lack of IT infrastructure</p> <p>Presence of canteen management committees not aligned with MENFP recommendation for school councils</p>	<p>Consolidation of the PNCS's coordination role with the holding of round tables. Preparation of annual reviews and outlook for 2022-2023.</p> <p>The PNCS collects data on the activities of the various players using a reporting matrix that avoids duplication between players.</p> <p>School councils set up but need training</p>
d. Design and installation	<p>Emerging</p> <p>Lack of data for vulnerability-based targeting</p> <p>Variable supply chains between products and suppliers</p> <p>Complementary activities: health, nutrition, hygiene, school gardens, etc.</p> <p>Shortcomings in program monitoring and evaluation</p>	<p>Limited capacity to monitor implementation of new PSNAS standards</p> <p>Validation by the PNCS of the schools covered by the various players</p> <p>Participation in joint supervision visits (WFP)</p> <p>Increase in the proportion of local purchases (10% in 2021-2022, 40% in 2023-2024)</p> <p>The decentralization of the supply system in 2023-2024 has mitigated constraints linked to the socio-political context.</p> <p>New monitoring and evaluation tool being tested by PNCS</p>
e. Community involvement	<p>Emerging</p> <p>Good level of information on the role of communities, which are minimally consulted</p> <p>Councils/committees made up of trained parents and teachers</p> <p>Cooks trained in meal preparation</p>	<p>Active school councils</p>

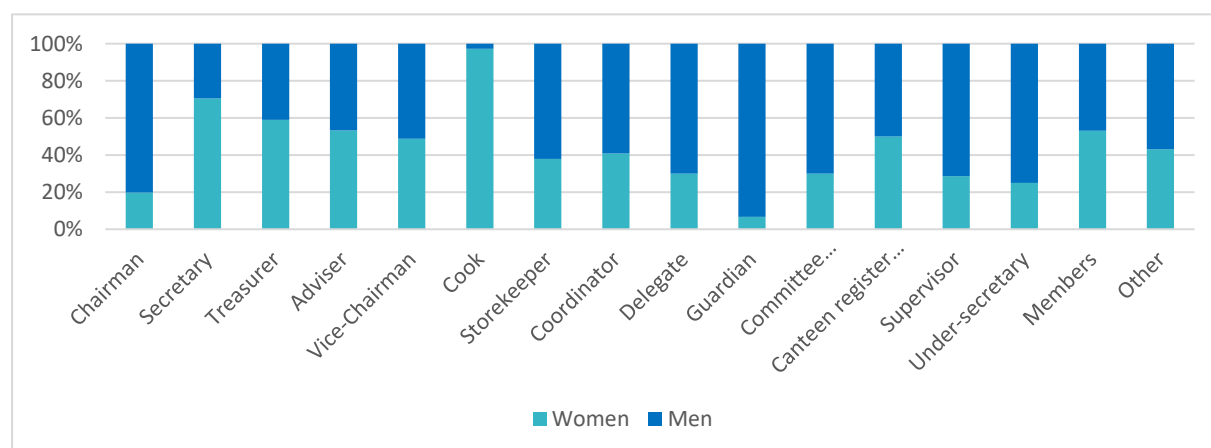


	Some complaint mechanisms in place but not functional	
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#### 4.1.9 Gender-specific results

170. The gender breakdown of management committee members is shown in Figure 29. The proportion of women varies according to the position held. The position of cook has the highest proportion of women, followed by secretary and treasurer. On the other hand, there are few women in the positions of janitor, president and under-secretary.

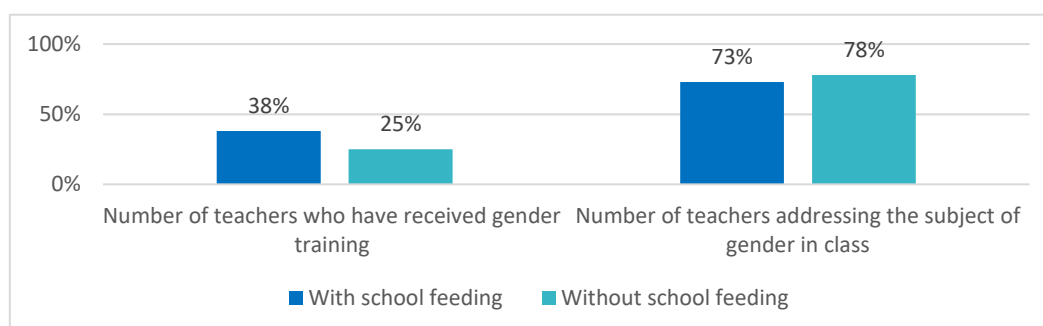
**Figure 29 Distribution of management committee members by gender**



Source: Baseline survey, management committee questionnaire

171. The proportion of teachers who have received gender training is shown in Figure 30. It is just over a third in schools targeted by the project, and a quarter in non-targeted schools. In both categories of school, a large majority of teachers address gender issues in class. In particular, they talk about the roles that girls and boys can play in meal preparation.

**Figure 30 Proportion of gender-trained teachers who address gender issues in the classroom**



Source: Baseline survey, teacher questionnaire. Statistically significant differences for the percentage of teachers with gender training according to the  $\chi^2$  test<sup>2</sup> (p-value = 0.045), but not for the percentage of teachers who discuss the subject in class (p-value = 0.868).

172. **Gender-based violence:** During the qualitative survey, the subject of gender-based violence was raised in focus group discussions with both girl and boy students. The level of knowledge varied, with some groups having no knowledge of the term, and others being able to explain what it means. According to the pupils, this notion is not discussed in the family. Some stated that the subject has been broached in class. In one group, a boy testified to witnessing violence in his family. According to UNICEF, a Code of Conduct has been developed with the Ministry of Education and is to be applied by school staff in UNICEF-supported schools.

173. **Compensation offered to cooks:** the final evaluation of the previous McGovern-Dole project strongly recommended that WFP consider compensation for cooks who work on a voluntary basis. This recommendation was also made by the managers during the qualitative survey interviews, by the

implementing partners who are in contact with the cooks during their monitoring visits, and by the cooks themselves. The issue of such compensation has been discussed with the PNCS, but the resources available for the program at national level do not allow such costs to be included. With a view to eventual transition, it is recommended that incentives such as training be used as compensation for the work done. In one school visited during the qualitative survey, for example, parents take turns to prepare meals. This system has implications in terms of the number of people benefiting from training, but may prove to have long-term benefits (i.e., in terms of absence, community ownership of the program, and motivation to work).

#### Box 5 Testimony of a cook and mother of students

##### **For E. and her 11 children, the school canteen was an essential support.**

E., is a cook in a school canteen supported by the WFP. Mother of 11 children, she faces great difficulties daily: her husband is paralyzed, and unable to contribute to the family's needs. With no fixed salary, she relies on occasional contributions from the school management to meet their needs. To supplement her income from the canteen, E. also does laundry for the villagers.

While her children were at school, the canteen provided them with a meal every day, relieving some of the family's financial burden. Now that most of her children have finished school, the situation has changed. She now struggles to find enough to feed her family on a daily basis, as only one of her children is financially independent. Before, when they could come to the canteen, they found a meal at school.

## 4.2 REVIEW OF THE MONITORING PLAN AND TARGETS FOR STANDARD AND CUSTOM PMP INDICATORS

174. The evaluation team carried out a detailed review of the PMP indicators. This review consisted of a review of the appropriateness of the targets set out in the project funding agreement between WFP and USDA, where appropriate considering the trajectory of the corresponding results during the previous project, the alignment of the indicators with USDA guidelines, and the appropriateness of the collection and analysis methods and the frequency of collection of the proposed indicators.

175. The detailed results of this review are presented in **Error! Reference source not found.** and include suggestions for improvement where necessary. Overall, the following general observations can be made:

- The annual and end-of-project targets set for output and outcome indicators are not documented, making them difficult to assess, especially when the indicators were not measured in the previous project. To enable an accurate assessment of the project's effectiveness during the midline and final evaluations, it will be necessary to document and justify these targets.
- The description of the indicators is generally in line with USDA guidelines. Nevertheless, this description takes up the generic description made in these guidelines, without developing or contextualizing it for the McGovern-Dole project in Haiti.
- According to USDA guidelines, the training activities included in the corresponding product indicators should only consider training lasting a minimum of 2 days (16 hours). Interviews with partners indicated that they plan to carry out certain training activities over a single day. These training courses cannot be included in the project's outputs unless their duration is extended.
- The methods used to collect several impact indicators linked to the application of new lessons learned with the support of the project do not seem appropriate. These indicators should be the subject of specific surveys of training participants.

## 4.3. REVIEW OF MIDLINE AND FINAL EVALUATION QUESTIONS

176. As foreseen in the ToR for the baseline study, the evaluation team carried out a review of the questions proposed in the ToR to guide the midline and final evaluations of the McGovern-Dole project. The results of this review, and proposed adjustments to the questions, are presented in Table 15.

**Table 15 Review of midline and final evaluation questions**

Evaluation questions Initial	Suggested reformulation	Justification	Midline evaluation	Final evaluation
<b>Criterion: Impact</b>				
EQ1: What are the long-term effects of the project, both positive and negative, foreseen and unforeseen?	EQ1: What are the long-term effects of the project, both positive and negative, foreseen and unforeseen?	No change	<b>X</b>	<b>X</b>
1.1 What longer-term effects has the project had on girls, boys, women, men, schools, communities and government partners in the target areas?	1.1 What longer-term effects has the project had on girls, boys, women, men, schools, communities and government partners in the target areas?	No change	<b>X</b>	<b>X</b>
1.2 What specific features of the project and its context have enabled or hindered these effects?	1.2 What project implementation and contextual factors enabled or hindered these effects? (also covers USDA's initial learning question QE7)	The term "factor" is clearer than "feature".	<b>X</b>	<b>X</b>
1.3 What is the impact of a steady increase in locally produced school food on the local economy and the environment?	1.3 What is the impact of implementing the hybrid model with locally produced foodstuffs on the players involved in the supply chain?	Limiting the scope of this question to make it realistic given the means available for assessment	<b>X</b>	<b>X</b>
1.4 What are the effects of the project on the food security and nutritional indicators of boys and girls who have benefited from school meals, as well as on the food security of other household members (if applicable)?	1.4 What are the effects of the project on the food security and nutritional indicators of boys and girls who have benefited from school meals, as well as on the food security of other household members (if applicable)?	No change. Quantitative indicators will be measured mainly at household level (Baseline study questionnaires), while at individual level the analysis will be based on qualitative data.	<b>X</b>	<b>X</b>
<b>Criterion: relevance</b>				
EQ2: To what extent was the project design aligned with the needs of beneficiaries, policies and priorities of partner institutions, and did it continue to be so throughout implementation?	EQ2: To what extent was the project design aligned with the needs of beneficiaries, policies and priorities of partner institutions, and did it continue to be so throughout implementation?	No change	<b>X</b>	<b>X</b>
2.1 Taking into account changes in project design and/or government policies/strategies since the last McGovern-Dole evaluation, to what extent has project design and implementation been aligned with the general policies, strategies and normative orientations of institutions, including the PNCS, the Ministry of Education, the Ministry of Agriculture and the Ministry of Health?	2.1 Taking into account changes in project design and/or government policies/strategies since the last McGovern-Dole evaluation, to what extent has project design and implementation been aligned with the general policies, strategies and normative orientations of institutions, including the PNCS, the Ministry of Education, the Ministry of Agriculture and the Ministry of Health?	No change	<b>X</b>	<b>X</b>

2.2 To what extent is the intervention in line with the needs and priorities of the most vulnerable groups in the Haitian population (girls, boys, women, men, disabled people)?	2.2 To what extent is the intervention relevant to the needs and priorities of the most vulnerable groups in the Haitian population (girls, boys, women, men, disabled people)?	"In-line" terminology not entirely clear	X	
2.3 To what extent has the project been designed and aligned with the government's resilient food systems strategy?	2.3 To what extent has the project been designed and aligned with the government's resilient food systems strategy?	No change	X	
<b>Criteria: Effectiveness and gender</b>				
EQ3: To what extent has the project produced the expected results and effects, and why?	EQ3: To what extent has the project produced the expected results and effects, and why?	No change	X	X
3.1 What is the level of achievement of project outputs and outcomes?	3.1 What is the level of achievement of project outputs and outcomes?	No change	X	X
3.2 To what extent has the project produced different results for girls, boys, women, men and people with disabilities?	3.2 To what extent has the project produced different results for girls, boys, women, men and people with disabilities?	No change	X	X
3.3 To what extent has the project strengthened government capacities at national and departmental levels, as well as those of school principals, and what concrete effects have these strengthened capacities produced (in terms of coordination, management, supervision, monitoring and sustainable financing of the national school feeding program)?	3.3 To what extent has the project strengthened government capacities at national and departmental levels, as well as those of school principals, and what concrete effects have these strengthened capacities produced (in terms of coordination, management, supervision, monitoring and sustainable financing of the national school feeding program)?	No change	X	X
3.4 What have been the results of investing in empowering school committees on different aspects of the school feeding program (including community engagement, nutrition knowledge and educational benefits)?	3.4 What have been the results of investing in empowering school committees on different aspects of the school feeding program (including community engagement, nutrition knowledge and educational benefits)?	No change	X	X
3.5 To what extent did the preparation criteria facilitate the actual transfer of schools?	3.5 To what extent did the preparation criteria facilitate the actual transfer of schools?	No change	X	X
3.6 To what extent have the recommendations and lessons learned from previous evaluations been taken into account in project design and implementation?	3.6 To what extent have the recommendations and lessons learned from previous evaluations been taken into account in project design and implementation?	No change	X	X
3.7 What factors positively or negatively influenced the results?	3.7 What factors have positively or negatively influenced the results? (also covers the initial USDA learning question QE7)	No change	X	X
<b>Criteria: Sustainability</b>				

EQ4: To what extent are the benefits (literacy, school health, nutrition, support for the local economy, etc.) of the project likely to last beyond its timeframe?	EQ4: To what extent are the benefits (literacy, school health, nutrition, support for the local economy, etc.) of the project likely to last beyond its timeframe?	No change	X	X
4.1 What benefits of the project are likely to continue after the project ends, and why?	4.1 What benefits of the project are likely to continue after the project ends, and why?	No change	X	X
4.2 What are the main factors that have helped or hindered the gradual appropriation and transfer of the program's "lessons learned" from schools and communities to the relevant government departments?	4.3 What factors contribute to or hinder the sustainability of benefits beyond the project, and in particular with regard to the gradual appropriation and transfer of the program's "lessons learned" from schools and communities to the relevant government departments?	Merging of questions 4.2 and 4.3, which deal with factors that promote or address the sustainability of project benefits.	X	X
4.3 What other factors contribute to or hinder the sustainability of benefits beyond the project and its various components?			X	X
Criterion: Efficiency				
EQ5: To what extent have the activities undertaken been carried out efficiently?	EQ5: To what extent have the activities undertaken been carried out efficiently?	No change	X	X
5.1 To what extent were the various activities carried out economically and on time?	5.1 To what extent were the various activities carried out economically and on time?	No change	X	X
5.2 What is the cost-effectiveness ratio of the different modalities (imported and local) based on project data and specialized studies?	5.2 What is the cost-effectiveness ratio of the different modalities (imported and local) based on project data and specialized studies?	No change	X	X
5.3 What factors have had a positive and negative impact on the efficiency of project implementation?	5.3 What factors have had a positive and negative impact on the efficiency of project implementation?	No change	X	X
Criterion: Consistency				
EQ6: To what extent has the project sought complementarities with the national school feeding program and other donor-funded initiatives, as well as with the initiatives of humanitarian and development partners present in the country?	EQ6: To what extent is the project internally consistent with other WFP activities in the country and with other players and institutions involved in school feeding?	Addition of coherence regarding other WFP activities in Haiti within its CSP and internally, and disaggregation into sub-questions.	X	X
	6.1 To what extent is the project consistent with other WFP activities in Haiti?		X	X
	6.2 To what extent has the project sought complementarities with the national school feeding program and other donor-funded initiatives, as well as with the initiatives of humanitarian and development partners present in the country?		X	X
USDA learning questions				

4.4 Which variables have an impact on the resilience of community support systems for school meal programs and how? (USDA learning question)	4.4. Which variables impact the resilience of community support systems for school meal programs and how? (USDA learning question)	No change. USDA standard question on factors that encourage or affect community support for the school canteen project.	<b>X</b>	<b>X</b>
EQ7: Which aspects of school meal interventions are most sensitive to internal and external system pressures? Internal pressures (related to human resources) and external pressures (price fluctuations of local agricultural products, safety situation). In addition, are there combinations of interventions that are more or less resistant to these pressures? (USDA learning question)		Question deleted as already covered by questions 1.2 and 3.7.		<b>X</b>

# 5. Conclusions and lessons

## 5.1. CONCLUSIONS

177. The Nou Manje Pou Nou Aprann project is the third phase of WFP's support for school feeding in Haiti through the McGovern-Dole project. It has been built on the experience of previous phases and introduces significant changes, notably with the gradual adoption of a hybrid school supply model that will combine imported foodstuffs donated by the USDA with locally purchased and produced foodstuffs. To achieve this, the project incorporates a LRP component that did not exist in previous projects.

178. The context in Haiti at the time of the baseline study was marked by a severe socio-political crisis affecting many aspects of Haitian life, including the institutional situation. In this context, and given the PNCS's still limited capacities, the project does not include a precise plan for transferring the school canteens to the PNCS. The project does, however, foresee a gradual disengagement from the schools covered by the project, and the WFP will seek to transfer these schools to other projects funded by other donors. This condition is considered important if the effects to which the project will seek to contribute are to manifest themselves in the 256 schools covered in the first year. However, the conditions for transferring schools to other programs are not clearly defined.

179. The coverage of activities will be uneven. School feeding activities will reach all schools, including the transition to the hybrid model, while activities aimed at improving the quality of teaching and the WASH component will cover 80 and 35 schools, respectively. This variable coverage is likely to generate uneven results between schools. The evaluation series will seek to identify this variability of results according to the package of activities implemented in each school. The baseline study established the methodological approach for measuring the project's results, taking this circumstance into account.

180. The presentation of the initial situation in terms of children's literacy levels presented in the CRS EGRA test report does not provide a value for the indicator measuring the project's results in terms of schoolchildren's literacy. Concerning the initial situation in terms of national capacities for school feeding, a SABER mini-update workshop is planned for late 2024. This will provide an essential complement to the baseline findings on the project's foundational results.

181. For the rest, in line with its main objective, the baseline study measured a set of indicators complementary to the project's PMP, which precisely defined the situation at the start of the project for each element of the project's results framework. The study identified a number of specific elements that should receive particular attention in the PMP.

182. The baseline study took place before project activities began. As a result, several key stakeholders among the implementing and institutional partners had only a vague idea of their role in the project and its precise activities. Some mentioned a lack of communication during the previous project. Communication with partners and their strong ownership of the project are undoubtedly key to the project's success.

183. In terms of WASH activities, the baseline data suggests that some elements of the project need to be strengthened. Firstly, although some schools have sufficient latrines, very few pupils use them. This should be considered when defining SBCC activities. On the other hand, the data show shortcomings in addressing the specific needs of girls, with a low number of latrines for girls, and the absence of menstrual information areas and hygiene kits in girls' latrines in the majority of schools.

184. As far as nutrition is concerned, the information gathered shows that fruit and vegetables are missing from schoolchildren's diets. School meals do not help to improve their dietary diversity, which is generally very low.

185. SBCC is expected to make an important contribution to the achievement of Strategic Objective 2. However, its strategy was still being developed for testing in 25 schools to promote positive gender norms, healthy eating and hygienic behavior. The WFP SBCC study identified key channels for dissemination. However, the impact will only be measurable if it is successfully deployed in all the schools covered by the project. The final evaluation will examine the content of this strategy and measure whether baseline results have improved.

186. Women's dignity depends, among other things, on recognition for their work. Although WFP's school feeding strategy states that well-designed school feeding programs create employment opportunities and contribute to women's economic empowerment and decision-making, this is not made clear in the McGovern-Dole project. The question of remuneration for cooks was already raised in the final evaluation of the previous project. The PNCS does not have the resources to remunerate the cooks and prefers other ways of motivating them and compensating them for the important contribution they make to the program, such as providing training.

187. The baseline study carried out a detailed review of the project's PMP, which identified several elements that still need to be clarified, notably for the documentation of the targets that have been set for each indicator, necessary for the evaluation of the project's effectiveness at midline and at endline, and for the methodology for collecting certain indicators.

188. Finally, the baseline study suggested modifications to some of the questions proposed in the Terms of Reference for the midline and final evaluations. These suggestions are intended to complement and clarify the original questions, and to restructure them, bearing in mind that they will determine the structure of the midline and final evaluation reports.

## 5.2. LESSONS

189. The baseline study identified several elements representing lessons that could be considered in the precise definition and implementation of activities. These lessons are presented in the following paragraphs.

190. The baseline study was carried out before the project began, and some key stakeholders, such as potential implementing partners and the PNCS, had not yet been fully informed of the project's objectives and action plan. It would be useful in the project's start-up phase to promote ownership of the project by all the stakeholders concerned. To this end, a project presentation workshop could be held with all stakeholders, providing an opportunity to discuss the approach to implementing activities and to draw up a joint work plan, including for implementing the PMP, based on the suggestions for improving the PMP made in chapter 4.2.

191. The baseline study identified several elements of the PMP that could be adjusted. These are listed in the detailed PMP review presented in **Error! Reference source not found..** Once again, to promote ownership of the project by the partners, they could be involved in making these adjustments.

192. The WASH component of the project could be the subject of a strengthened partnership with a specialized institution. To this end, WFP could consider collaborating with UNICEF to strengthen certain key aspects of the project's WASH component, such as behavioral change communication and broader integration of the specific needs of girls into infrastructure development.

193. WFP does not have a precise plan for transferring schools, even though the project plans to phase out a third of the pupils over the four years of the project. The development of such a plan for the transfer of schools to other projects financed by short-term external aid would be useful and could include clear criteria for selecting the schools concerned. More broadly, WFP and PNCS could develop a transition strategy from the project to the national school canteen program, based on the SABER pillars, which would set out a medium-to-long-term roadmap for WFP's support for national capacity building. Such a strategy would make it possible to agree in advance how and when the minimum conditions for handover will be ensured by specific capacity-building interventions.

194. The final evaluation of the previous McGovern-Dole project had recommended remuneration for the cooks. This solution has not been addressed and does not seem to meet with unanimous approval among project stakeholders. However, this issue remains a source of concern and frustration for the cooks, and it would be useful to study and implement approaches to compensate cooks. Alternatives to remuneration could be identified if financial compensation is not possible. Alternatives should be identified in a participatory way so that they contribute to clear benefits for the cooks in terms of empowerment and better value their contribution to the running of the school canteens.

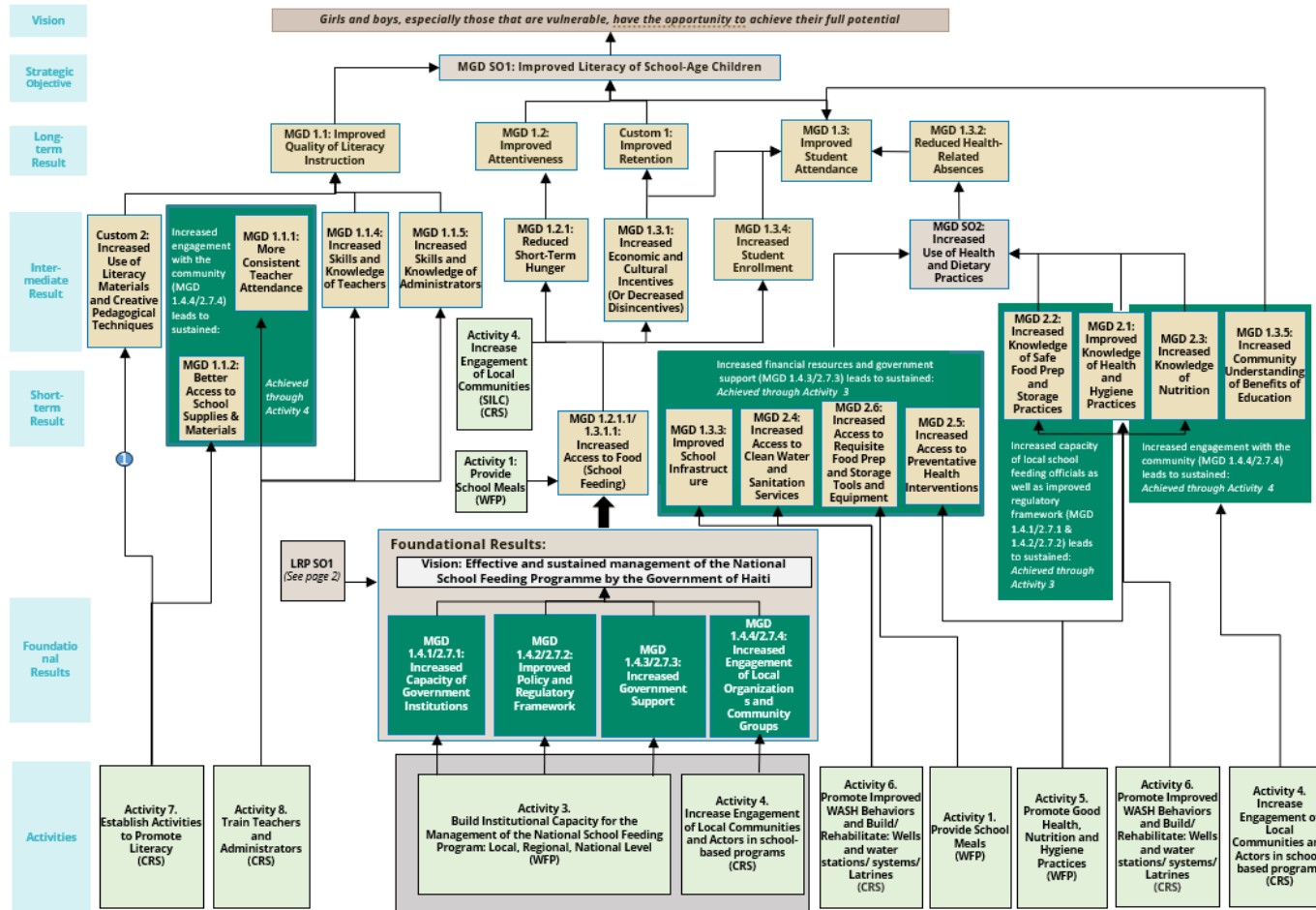
195. The transition to the hybrid school canteen procurement model represents an opportunity to reinforce the objective of supporting dietary diversification by offering meals that include a greater number of food groups. Locally sourced foodstuffs could be a priority to increase diversity compared to meals based on imported foodstuffs only.



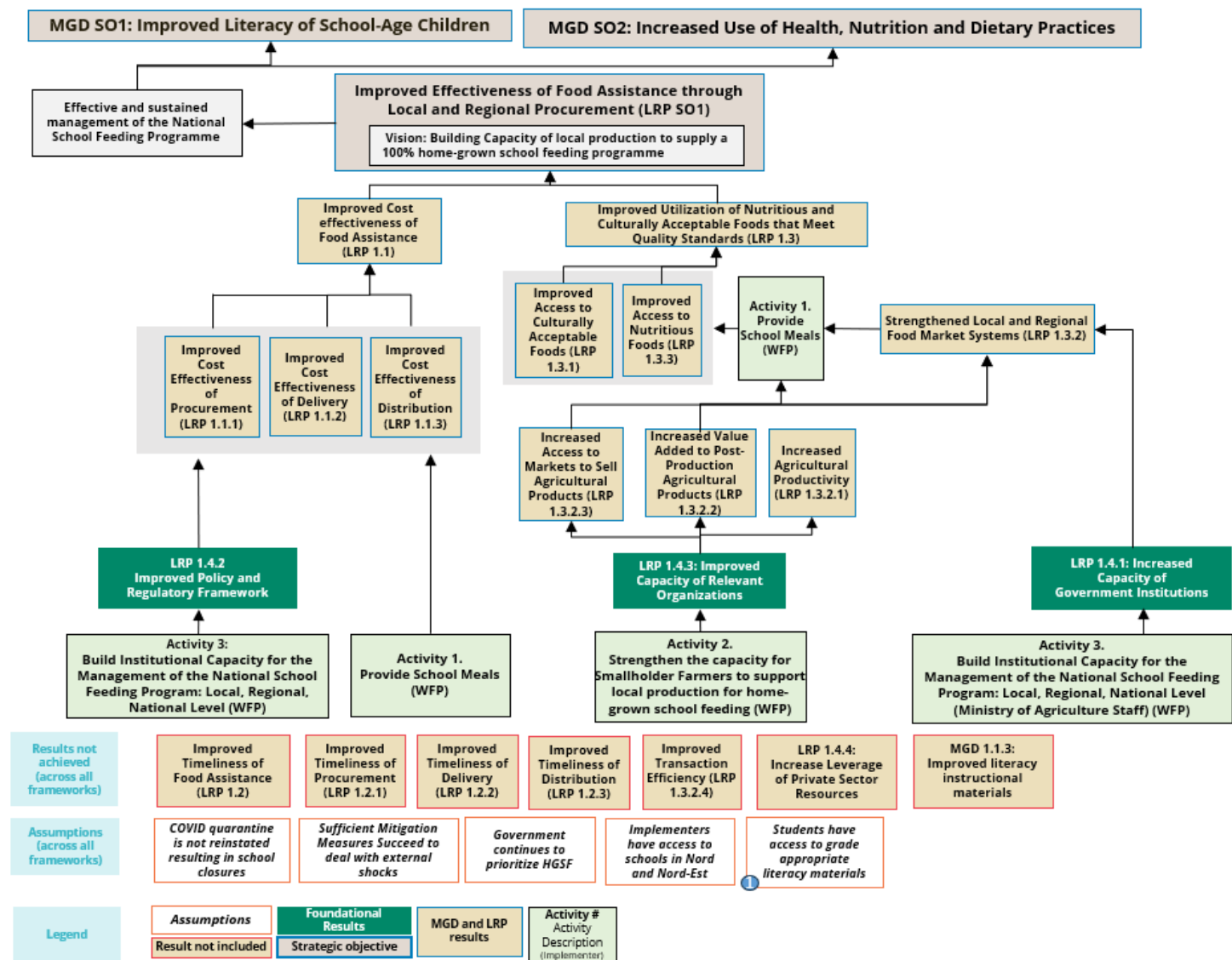
# Annex 1. Summary of terms of reference

196. The Terms of Reference are available on this link: [https://docs.wfp.org/api/documents/WFP-0000158172/download/?\\_ga=2.150943542.1254122821.1718101474-1083650585.1717578724&\\_gac=1.218245611.1718101474.CjwKCAjw65-zBhBkEiwAjrRMJl\\_YpOHpLPtqgqQEpDIdj2zxK4uiA67QSI2W7g8ouJbqkNaN3riLBoCmNUQAvD\\_BwE](https://docs.wfp.org/api/documents/WFP-0000158172/download/?_ga=2.150943542.1254122821.1718101474-1083650585.1717578724&_gac=1.218245611.1718101474.CjwKCAjw65-zBhBkEiwAjrRMJl_YpOHpLPtqgqQEpDIdj2zxK4uiA67QSI2W7g8ouJbqkNaN3riLBoCmNUQAvD_BwE)

# Annex 2. Project results framework



197.



198.

## Annex 3. Project Monitoring Plan

Indicator Number	Indicator Type (Outcome / Output)	Result	Indicator	Definition	Unit of Measure	Data Source	Method/Approach of data collection	Data Collection	
								When	Who
MGD Standard 1	Outcome	MGD SO1	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	Proportion of learners who attain the specified threshold at the end of two grades of primary schooling, the beginning of the third year of primary schooling, or the equivalent levels of accelerated learning programs. Students and learners in formal and non-formal education programs should be included. Measures of the indicator will be determined in consultation with the country, and informed by national (or regional, if applicable) curriculum standards, and by international experience.	Percent	Early grade reading assessments	Cooperating Partners (CP) annual report through EGRA score	Baseline / Midline / Endline	CRS
MGD Standard 2	Outcome	MGD 1.3	Average student attendance rate in USDA supported classrooms/schools	This indicator measures the average attendance rate of males and females attending USDA supported schools. The indicator tracks any change over time in the attendance rate. The indicator doesn't rely on tracking individual student's attendance, but rather reflects an "attendance rate" calculated by how many children are in attendance at a given time compared to how many could be (based on enrollment).	Percent	student data from school/teacher attendance records can be collected and analyzed	Review of student attendance records maintained by schools collected from the Monthly school report	Biannually	WFP
MGD Standard 3	Output	MGD 1.1.2	Number of teaching and learning materials provided as a result of USDA assistance	This indicator measures the number of teaching and learning materials provided as a result of USDA assistance. This may represent a range of final 'products', including materials that are designed and	Number: Teaching/ Learning Materials	CP reports/ CP outputs matrix reports	CP outputs reports and school analysis report	Biannually	CRS

				then printed and published, or documents that are purchased and distributed. For the purposes of this indicator, however, the same material should only be counted once: in its final stage of USDA support.					
MGD Standard 4	Outcome	MGD 1.1.4	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	This outcome indicator measures the number of teachers/educators/teaching assistants who are using improved techniques and tools in their classrooms as a result of USDA assistance.	Number: Teachers / Educators / Teaching Assistants	CP reports/ CP outputs matrix reports	CP outputs reports and school analysis report	Annually	CRS
MGD Standard 5	Output	MGD 1.1.4	Number of teachers/educators/teaching assistants trained or certified as a result of USDA assistance	This is an output indicator measuring the number of teachers/educators/training assistants trained or certified directly as a result of USDA funding in whole or in part.	Number: Teachers / Educators / Teaching Assistants	CP reports/ CP outputs matrix reports	CP outputs reports and school analysis report	Biannually	CRS
MGD Standard 6	Outcome	MGD 1.1.5	Number of school administrators and officials in target schools who demonstrate use of new techniques or tools as a result of USDA assistance	This outcome indicator measures the total number of school administrators who are applying the new knowledge and skills received in USDA-supported training and certification programs.	Number: Administrators / Officials	CP reports/ CP outputs matrix reports	CP outputs reports and school analysis report	Annually	CRS
MGD Standard 7	Output	MGD 1.1.5	Number of school administrators and officials trained or certified as a result of USDA assistance	This is an output indicator measuring the number of school administrators and officials (e.g. principals, superintendents) trained or certified directly as a result of USDA funding in whole or in part.	Number: Administrators / Officials	CP reports/ CP outputs matrix reports	CP outputs reports and school analysis report	Biannually	CRS
MGD Standard 8	Output	MGD 1.3.3 MGD 2.4	Number of educational facilities (i.e. school buildings, classrooms, improved water sources, and latrines) rehabilitated/ constructed as a result of USDA assistance	This indicator measures the number of classrooms/schools/latrines/improved water sources rehabilitated or constructed in whole or in part by a USDA-funded project.	Number: Facilities	CP reports/ CP outputs matrix reports	CP outputs reports and school analysis report	Biannually	CRS
MGD Standard 9	Outcome	MGD 1.3.4	Number of students enrolled in school receiving USDA assistance	This is an outcome indicator measuring the number of school-age students or learners formally enrolled in school or equivalent non-school based settings for the purpose of acquiring academic basic	Number: Students	Monthly School report	Data will be collected from program participant records and reports, and school/teacher enrollment records.	Annually	WFP

				education skills or knowledge. This number may include learners enrolled in educational radio and/or TV programming.					
MGD Standard 10	Outcome / Output	LRP 1.4.2 MGD 1.4.2/2.7.2	Number of policies, regulations, or administrative procedures in each of the following stages of development as a result of USDA assistance	Number of education enabling environment policies/regulations/administrative procedures in the areas of education, including school feeding, school finance, assessment, teacher recruitment and selection, etc.,	Number: Policies, regulations, and/or administrative procedures and supplementary narrative	CP reports/ CP outputs matrix reports	Data collected at the project-level, through project records of activities and capacity building carried out by the project, observation, and analysis of the host government legal status of the various policies being addressed. Policies, legislation, and regulations should be submitted to USDA and attached in project reports.	Annually	WFP
MGD Standard 11	Output	MGD 1.4.3 MGD 1.4.4	Value of new USG commitments, and new public and private sector investments leveraged by USDA to support food security and nutrition	The term "investments" is defined as public or private sector resources intended to complement existing/ongoing USDA-funded activities (i.e. education or nutrition activity, as described below), including resources provided for purposes of cost-share or matching. While the majority of such resources will be monetary in nature, non-monetary resources (e.g. in-kind contributions, labor, etc.) should be expressed in their respective dollar values. Data should be collected for four categories: "host government," "other public sector," "private sector", and "new USG commitments	U.S. Dollar	Internal finance report	Data will be collected by partnership records/agreements.	Annually	WFP
MGD Standard 13	Output	MGD 1.4.4/2.7.4	Number of Parent-Teacher Associations (PTAs) or similar "school" governance structures supported as a result of USDA assistance	This indicator tracks the number of such groups that are supported by USDA during the reporting period. USDA support includes, but is not limited to, direct financial support (grants), coaching/ mentoring provided to the group, and/or training in skills related to serving on a PTA, SMC, or equivalent governance body.	Number: PTAs or similar	CP reports/ CP outputs matrix reports	Data from project, school, community, and/or administrative records.	Biannually	WFP

MGD Standard 14	Output	MGD 1.2.1 MGD 1.3.1 MGD 1.2.1.1/1.3.1.1	Quantity of take-home rations provided (in metric tons) as a result of USDA assistance	This indicator will collect the total quantity of take-home rations provided during the reporting period, in metric tons. Take-home rations are provided to a student, family, teacher, or other person in a USDA-supported project.	Number: Metric tons	CP reports/ CP outputs matrix reports	Participating partners will track the quantity of rations distributed during the reporting period.	Biannually	WFP
MGD Standard 15	Output	MGD 1.2.1.1/1.3.1.1 MGD 1.2.1 MGD 1.3.1	Number of individuals receiving take-home rations as a result of USDA assistance	Take-home rations transfer food resources to families conditional upon school enrollment and regular attendance of children, especially females. Rations are given to families typically once a month or once a term. They increase school participation and probably learning. Their effect depends on whether the value of the ration offsets some of the costs of sending the child to school.	Number: Individuals	CP reports/ CP outputs matrix reports	Participating partners will count the total number of individuals receiving take home rations at the project level, through reports and program data.	Biannually	WFP
MGD Standard 16	Output	MGD 1.2.1.1/1.3.1.1 MGD 1.2.1 MGD 1.3.1	Number of daily school meals (breakfast, snack, lunch) provided to school-age children as a result of USDA assistance	A school feeding program provides meals, where the primary objective is generally to provide breakfast, mid-morning meals, lunch, or a combination (depending on the duration of the school day) to alleviate short-term hunger, increase attention span, facilitate learning, and obviate the need for children to leave the school to find food.	Number: Meals	CP reports/ CP outputs matrix reports	For this indicator, count the number of meals without distinguishing whether the same person received multiple meals. In that case, the person would be counted several times, which is acceptable for this indicator.	Biannually	WFP
MGD Standard 17	Output	MGD 1.2.1.1/1.3.1.1 MGD 1.2.1 MGD 1.3.1	Number of school-age children receiving daily school meals (breakfast, snack, lunch) as a result of USDA assistance	A school feeding program provides meals, where the primary objective is generally to provide breakfast, mid-morning meals, lunch, or a combination (depending on the duration of the school day) to alleviate short-term hunger, increase attention span, facilitate learning, and obviate the need for children to leave the school to find food.	Number: Children	CP reports/ CP outputs matrix reports	Participating partners will count the total number of school-age children receiving school meals at the project level, through reports and program data.	Biannually	WFP
MGD Standard 19	Outcome	MGD SO2	Number of individuals who demonstrate use of new child health and nutrition practices as a result of USDA assistance	This indicator measures the total number of individuals who are applying the new knowledge and skills received in USDA-supported training and certification programs.	Number: Individuals	Outcome survey report	Data will be collected from program observations, interviews, site visits, and reports.	Annually	WFP



MGD Standard 20	Outcome	MGD SO2	Number of individuals who demonstrate use of new safe food preparation and storage practices as a result of USDA assistance	This indicator measures the total number of individuals who are applying the new knowledge and skills received in USDA-supported training and certification programs.	Number: Individuals	Outcome survey report	Data will be collected from program observations, interviews, site visits, and reports.	Annually	WFP
MGD Standard 22	Output	MGD 2.2	Number of individuals trained in safe food preparation and storage as a result of USDA assistance	This is an output indicator measuring the number of health professionals or others trained or certified in safe food preparation and storage directly as a result of USDA funding in whole or in part.	Number: Individuals	CP reports/ CP outputs matrix reports	Data will be collected from program participant training records and reports.	Biannually	WFP
MGD Standard 23	Output	MGD 2.3	Number of individuals trained in child health and nutrition as a result of USDA assistance	This is an output indicator measuring the number of health professionals or others trained or certified in child health and nutrition directly as a result of USDA funding in whole or in part.	Number: Individuals	CP reports/ CP outputs matrix reports	Data will be collected from program participant training records and reports.	Biannually	WFP
MGD Standard 27	Output	MGD 2.4	Number of schools using an improved water source	This indicator measures the number of project/targeted schools using an improved water source.	Number: Schools	CP reports/ CP outputs matrix reports	Data will be collected at the project level, through reports and program data.	Biannually	WFP/CRS
MGD Standard 28	Output	MGD 2.4	Number of schools with improved sanitation facilities	This indicator measures whether there are adequate sanitary facilities at each project/targeted school and whether that sanitary facility meets the improved sanitation standards defined in the Millennium Development Goals (MDGs). T	Number: Schools	CP reports/ CP outputs matrix reports	Data will be collected at the project level, through reports and program data.	Biannually	WFP/CRS
MGD Standard 29	Output	MGD 2.5	Number of students receiving deworming medication(s)	This indicator measures the number of students in a fiscal year that have received deworming medication(s), usually through the distribution of deworming tablets at school.	Number: Students	CP reports/ CP outputs matrix reports	Participating partners will count the total number of individuals receiving the medication(s) at the project level, through reports and program data.	Biannually	WFP
MGD Standard 30	Output	LRP SO1 MGD SO2 MGD SO1	Number of individuals participating in USDA food security programs	This is an output indicator measuring the number of individuals directly participating in USDA-funded interventions, including those we reach directly and those reached as part of a deliberate service strategy.	Number: Individuals	CP reports/ CP outputs matrix reports	Data will be collected from program participant tracking records and reports, firm records, or through census or sampling of participating firms/farms/families/individuals, etc.	Annually	WFP
MGD Standard 31	Output	LRP SO1 MGD SO2 MGD SO1	Number of individuals benefiting indirectly from USDA-funded interventions	This is an output indicator measuring the number of individuals indirectly benefiting from USDA-funded interventions. The individuals will not be directly	Number: Individuals	CP reports/ CP outputs matrix reports	Data will be collected from program participant beneficiary tracking records and reports.	Annually	WFP



				engaged with a project activity or come into direct contact with a set of interventions (goods or services) provided by the project. This may include, for example, family members of students receiving school meals.					
MGD Standard 32	Output	LRP SO2 MGD SO2 MGD SO1	Number of schools reached as a result of USDA assistance	The indicator tracks the number of schools reached during the reporting period by any project activity. While this will commonly be schools reached with school feeding, it will also count schools reached with any other activity (even absent feeding), such as teacher training or other capacity-building activities, facilities improvements, PTA strengthening, etc.	Number: Schools	CP reports/ CP outputs matrix reports	Data will be collected from recipient records.	Biannually	WFP
MGD Custom 1	Outcome	MGD 1.1	Percentage of students who pass the grade in USDA supported schools	The indicator captures several aspects of the potential outcomes achieved through school feeding. The indicator is a proxy that measure students in USDA assisted school that that complete the last grade complete primary school.	Percent	Outcome survey report	Student data from school/teacher graduation records can be collected and analyzed	Annually	WFP
MGD Custom 2	Output	MGD 1.1.1	Percentage of schools using the teacher attendance tracking tool.	This indicator is defined as the total number of schools using the Teacher Attendance Tracker, expressed as a percentage of the total population of USDA-supported schools.	Percent	CP reports/ CP outputs matrix reports	Analysis of CP outputs matrix report	Annually	CRS
MGD Custom 3	Outcome	MGD 1.1.1	Percentage of teachers with consistent (>=80%) attendance in USDA supported schools	This indicator measures the percent of teachers who consistently attend class in USDA supported schools. Consistent attendance is defined as 80% attendance or higher.	Percent	CP reports/ CP outputs matrix reports/ CP outputs matrix reports	Analysis of CP outputs matrix report	Annually	CRS
MGD Custom 4	Outcome	Custom Outcome 3	Percent of students participating in the peer tutoring who improve at least one level	This indicator is defined as the total number of students who improve at least one level , expressed as a percentage of the population of student participating in the peer tutoring	Percent	CP reports/ CP outputs matrix reports/CP outputs matrix reports	Analysis of CP outputs matrix report	Annually	CRS

MGD Custom 5	Outcome	MGD 1.2	Percentage of students identified as attentive by their teachers	This indicator is defined as the total number of students identified as attentive by their teacher, expressed as a percentage of the population of student	Percent	Outcome survey report	survey with a sample of teachers	Annually	WFP
MGD Custom 6	Outcome	MGD 1.3.2	Percent of children absent last week due to a health related problem (disaggregated by cause)	This indicator is defined as the total number of students absent last week, expressed as a percentage of the population of student	Percent	Outcome survey report	Class attendance register / Analysis of CP outputs matrix report	Annually	CRS
MGD Custom 7	Outcome/Output	MGD 1.4.1/2.7.1	Number of coordination and sectoral tables held with participation of at least three ministries	The indicator tracks the number of coordination and sectoral tables held with participation of at least three ministries	Number: coordination and sectoral tables	Sub-office reports	WFP internal reports from meetings	Annually	WFP
MGD Custom 8	Outcome	MGD 1.4.1/2.7.1	Number of monitoring visits conducted by government officials with newly developed monitoring tools	This indicator tracks the number of monitoring visits conducted each year by government officials using the tools developed through capacity strengthening activities.	Number: monitoring visits conducted	CP reports/ CP outputs matrix reports	Analysis of CP outputs matrix report	Annually	WFP
MGD Custom 9	Outcome	MGD 1.4.3/2.7.3	Number of donor institutions contributing to school-feeding programmes.	The indicator tracks the number of donor institutions who contribute to school-feeding programmes.	Number: donor institutions	CP reports/ CP outputs matrix reports	WFP Internal Partnership system	Annually	WFP
MGD Custom 10	Outcome	Custom Outcome 1	Retention rate of students in USDA supported schools	The retention rate is defined as the share of students (total as well as disaggregated by sex) enrolled at the beginning of the school year who completed the school year (by either passing to the next grade, repeating the present grade, or graduating from school).	Percent	Outcome survey report	student data from school/teacher attendance records can be collected and analyzed	Annually	WFP
MGD Custom 11	Outcome	MGD 1.3.5	Percent of community members (PTA) demonstrating knowledge of educational benefits (disaggregated by parents, teachers)	This indicator measures the percentage of community members (PTA) demonstrating knowledge of educational benefits	Percent	CP reports/ CP outputs matrix reports	Analysis of CP report	Biannually	CRS
MGD Custom 12	Output	MGD 1.3.1 MGD 1.2.1	Number of SILC groups created with the project support	This indicator measures the number of SILC groups created with the project support	Number: SILC groups	CP reports/ CP outputs matrix reports	Analysis of CP report	Biannually	CRS
MGD Custom 13	Output	MGD 1.3.1 MGD 1.2.1	Number of people in SILC groups, (disaggregated by parents, teachers)	This indicator measures the number of people in SILC groups	Number: people in SILC	CP reports/ CP outputs matrix reports	Analysis of CP report	Biannually	CRS

MGD Custom 14	Output	MGD 1.3.1 MGD 1.2.1	Number of PTA members Trained on SILC (disaggregated by parents, teachers)	This indicator measures the number of PTA members Trained on SILC	Number: PTA members	CP reports/ CP outputs matrix reportss	Analysis of CP report	Biannually	CRS
MGD Custom 15	Outcome	MGD 2.1	Percent of people who can cite the 3 critical moments for washing their hands	This indicator measures the percentage of people who can cite the 3 critical moments for washing their hands	Percent	SBCC Report	Analysis of outcome monitoring survey	Biannually	WFP
LRP Standard 3	Output	MGD 1.2.1.1/1.3.1.1 LRP SO1 MGD 1.2.1 MGD 1.3.1 MGD 2.5	Number of social assistance beneficiaries participating in productive safety nets as a result of USDA assistance	Productive safety nets are programs that protect and strengthen food insecure households' physical and human capital by providing regular resource transfers in exchange for time or labor. School feeding programs build human capital as it is used to encourage children's attendance in school and help them benefit from the instruction received. For purposes of this project, social assistance beneficiaries are only the children receiving school meals.	Number: Individuals	detailed lists of all participants	Data will be collected from program participant administrative records and reports.	Annually	WFP
LRP Standard 4	Output	LRP 1.1	Cost of transport, storage and handling of commodity procured as a result of USDA assistance (by commodity)	This indicator will collect the cost (in US dollars) of transport, storage and handling for procured commodities by commodity type.	US Dollars	project records,	Data will be collected by project records, firm/farm records.	Biannually	WFP
LRP Standard 5	Output	LRP 1.1.1	Cost of commodity procured as a result of USDA assistance (by commodity and source country)	This indicator will collect the cost (in US dollars) of procured commodities by commodity type and source country.	US Dollars	project records,	Data will be collected by project records, firm/farm records.	Biannually	WFP
LRP Standard 6	Output	LRP 1.3.1 LRP 1.3.2 LRP 1.3.2.3	Quantity of commodity procured as a result of USDA assistance (by commodity and source country)	This indicator will collect the quantity of commodities procured (in metric tons (MT) through USDA local and regional procurement program.	Metric Tons	project procurement records.	Data will be collected by project procurement records.	Biannually	WFP
LRP Standard 8	Outcome	LRP 1.3.2.1	Volume of commodities sold by farms and firms receiving USDA assistance	This indicator will collect the volume (as calculated in gross metric tons (MT)) of sales of targeted commodities by farms and firms receiving USDA assistance.	MT	Survey report	Data from assisted producers and firms may need to be collected separately.	Annually	WFP
LRP Standard 9	Output	LRP 1.3.2.2	Total increase in installed storage capacity (dry or cold storage) as a result of USDA Assistance	This indicator measures total increase in functioning (refurbished and new) cubic meters of storage capacity that have been installed	Cubic Meters	Survey report	Data will be collected through a survey of farmers about new storage facilities,	Biannually	WFP

				through USDA programming and leveraged during the reporting year.					
LRP Standard 11	Output	LRP 1.4.3	Number of individuals who have received short-term agricultural sector productivity or food security training as a result of USDA assistance	This indicator measures the number of individuals who have received short-term agricultural sector productivity training.	Number: individuals	CP reports/ CP outputs matrix reportss	Data will be collected from program participant training records, reports, or surveys.	Biannually	WFP
LRP Standard 12	Outcome	LRP 1.4.3	Number of individuals in the agriculture system who have applied improved management practices or technologies with USDA assistance	This indicator measures the total number of agriculture system actors participating in USDA-funded activities who have applied improved management practices and/or technologies promoted by USDA anywhere within the food and agriculture system during the reporting year.	Number: individuals	CP reports/ CP outputs matrix reportss	Data will be collected via sample survey of participants, census of private sector/government participants, project or association records, farm records, company/organization records.	Annually	WFP
LRP Custom 1	Output	LRP 1.3	Percent of school meals served that include locally sourced products	This indicator measures the percentage of school meals served that include locally sourced products	Percent	CP reports/ CP outputs matrix reportss	Analysis of CP report	Biannually	WFP
LRP Custom 2	Outcome	LRP 1.3	Percentage of commodities procured that meet quality standards.	WFP has a list of criteria for local products to be accepted for purchase for a school feeding programme such as products without rotting or white patches on the skin, clean, virtually free from visible foreign matter or parasites etc.This indicator measures the percentage of of commodities procured that meet WFP's established quality standards.	Percent	CP reports/ CP outputs matrix reportss	Analysis of CP report	Biannually	WFP
LRP Custom 3	Output	LRP 1.4.1	Number of government officials trained in oversight procedures for food purchases.	This indicator measures the number of government officials trained in oversight procedures for food purchases.	Number: government officials	CP reports/ CP outputs matrix reportss	Analysis of CP report	Biannually	WFP
LRP Custom 4	Outcome	LRP 1.4.1	Number of OPAs mapped and registered by government officials trained in improved oversight procedures.	This indicator measures the number of OPAs mapped and registered by government officials trained in improved oversight procedures.	Number: OPA	CP reports/ CP outputs matrix reportss	Analysis of CP report	Biannually	WFP
LRP Custom 5	Output	LRP 1.3.1	Number of MT of salt provided	This indicator measures the number of MT of salt provided	MT	Cooperating Partner (CP) reports,	Analysis of CP report	Biannually	WFP

## Annex 4.Evaluation matrix for the baseline study

Improved teaching				
Products/results	Indicators	Data collection methods	Data/information sources	Data analysis/triangulation methods
SO1: Improving children's literacy	<ul style="list-style-type: none"> <li>MGD St 1 (outcome)</li> <li>MGD St 30 (output)</li> <li>MGD St 31 (output)</li> <li>MGD St 32 (output)</li> <li>Students' reading skills</li> </ul>	<ul style="list-style-type: none"> <li>EGRA test</li> <li>Compilation of project participants</li> <li>Compilation of indirect project beneficiaries</li> <li>Compilation of schools covered</li> <li>Evaluation survey</li> <li>Semi-structured interviews</li> </ul>	<ul style="list-style-type: none"> <li>CRS</li> <li>WFP: Monitoring activities</li> <li>WFP: monitoring activities</li> <li>WFP: monitoring activities</li> <li>School principals</li> <li>Teachers Departmental Departments of Education</li> <li>CRS</li> </ul>	<p>Triangulation of quantitative and qualitative evidence from different sources.</p> <p>Analysis of indicator trends over the course of the project and comparison between beneficiaries and non-beneficiaries</p>
1.1 Improving teaching quality	<ul style="list-style-type: none"> <li>MGD Cst 1 ( outcome )</li> <li>Teacher training</li> <li>Educational follow-up</li> </ul>	<ul style="list-style-type: none"> <li>Results measurement survey</li> <li>Evaluation survey</li> <li>Evaluation survey</li> <li>Semi-structured interviews</li> </ul>	<ul style="list-style-type: none"> <li>WFP: results measurement reports</li> <li>Teachers</li> <li>Teachers</li> <li>Managers</li> <li>Departmental education directorates</li> <li>CRS</li> </ul>	<p>Triangulation of quantitative and qualitative evidence from different sources.</p> <p>Analysis of indicator trends over the course of the project and comparison between beneficiaries and non-beneficiaries</p>
1.1.1 Increased teacher presence at school	<ul style="list-style-type: none"> <li>MGD Cst 2 (output)</li> <li>MGD Cst 3 ( outcome )</li> <li>Changes in teacher attendance</li> </ul>	<ul style="list-style-type: none"> <li>Compilation of monitoring data</li> <li>Compilation of monitoring data</li> <li>Evaluation survey</li> <li>Semi-structured maintenance</li> </ul>	<ul style="list-style-type: none"> <li>CRS: Monitoring activities</li> <li>CRS: Monitoring activities</li> <li>School principals</li> <li>Teachers</li> </ul>	<p>Triangulation of quantitative and qualitative evidence from different sources.</p> <p>Analysis of indicator trends over the course of the project and comparison between beneficiaries and non-beneficiaries</p>
1.1.2 Better access to school supplies	<ul style="list-style-type: none"> <li>MDG St 3 (output)</li> <li>Access to school supplies</li> <li>Access to school supplies</li> </ul>	<ul style="list-style-type: none"> <li>Compilation of distributed material</li> <li>Evaluation survey</li> <li>Evaluation survey</li> </ul>	<ul style="list-style-type: none"> <li>WFP: Reports produced by WFP</li> <li>Teachers</li> <li>Directors</li> </ul>	<p>Triangulation of quantitative evidence from different sources.</p> <p>Analysis of products achieved against targets</p>

1.1.3 Improving reading teaching materials				
1.1.4 Improving teachers' knowledge and skills	<ul style="list-style-type: none"> <li>• MGD St 4 ( outcome )</li> <li>• MGD St 5 (output)</li> </ul>	<ul style="list-style-type: none"> <li>• Compilation of monitoring data</li> <li>• Compilation of training courses</li> <li>• Semi-structured interviews</li> </ul>	<ul style="list-style-type: none"> <li>• CRS: School activity and analysis reports</li> <li>• Teachers</li> <li>• Directors</li> <li>• Departmental education directorates</li> <li>• CRS</li> </ul>	Triangulation of quantitative and qualitative evidence from different sources.
1.1.5 Improving directors' knowledge and skills	<ul style="list-style-type: none"> <li>• MGD St 6 ( outcome )</li> <li>• MGD St 7 (output)</li> <li>• Presence of an attendance book in the school</li> <li>• Training participation and satisfaction</li> </ul>	<ul style="list-style-type: none"> <li>• Compilation of monitoring data</li> <li>• Compilation of training courses</li> <li>• Evaluation survey</li> <li>• Evaluation survey</li> <li>• Semi-structured interviews</li> </ul>	<ul style="list-style-type: none"> <li>• CRS: School activity and analysis reports</li> <li>• School principals</li> <li>• School principals</li> <li>• Departmental education directorates</li> <li>• CRS</li> </ul>	Triangulation of quantitative and qualitative evidence from different sources. Analysis of indicator trends over the course of the project and comparison between beneficiaries and non-beneficiaries
Custom result 1	<ul style="list-style-type: none"> <li>• MGD Cst 10 ( outcome )</li> </ul>	<ul style="list-style-type: none"> <li>• Results measurement survey</li> </ul>	<ul style="list-style-type: none"> <li>• WFP: results measurement reports</li> </ul>	Analysis of indicator trends over the course of the project
Custom result 3	<ul style="list-style-type: none"> <li>• MGD Cst 4 ( outcome )</li> </ul>	<ul style="list-style-type: none"> <li>• Compilation of monitoring data</li> </ul>	<ul style="list-style-type: none"> <li>• CRS: monitoring activities</li> </ul>	Analysis of indicator trends over the course of the project

School meals				
Products/Results	Indicators	Data collection methods	Data/information sources	Data analysis/triangulation methods
	<ul style="list-style-type: none"> <li>Canteen operations</li> </ul>	<ul style="list-style-type: none"> <li>Evaluation survey</li> <li>Semi-structured interviews</li> </ul>	<ul style="list-style-type: none"> <li>Management committees, cooks</li> <li>Parents, management committee members and cooks.</li> <li>WFP</li> </ul>	Triangulation of quantitative and qualitative evidence from different sources. Analysis of indicator trends over the
1.2 Improving students' attention span	<ul style="list-style-type: none"> <li>MGD Cst 5 (outcome)</li> <li>Student attention</li> </ul>	<ul style="list-style-type: none"> <li>Results measurement survey</li> <li>Evaluation survey</li> <li>Semi-structured interviews</li> </ul>	<ul style="list-style-type: none"> <li>WFP: results measurement report</li> <li>Teachers, students</li> </ul>	Triangulation of quantitative and qualitative evidence from different sources. Analysis of indicator trends over the course of the project and comparison between beneficiaries and non-beneficiaries
1.2.1 Short-term hunger reduction	<ul style="list-style-type: none"> <li>MDG St 14 (output)</li> <li>MGD St 15 (output)</li> <li>MGD St 16 (output)</li> <li>MGD St 17 (output)</li> <li>MGD Cst 12 (output)</li> <li>MGD Cst 13 (output)</li> <li>MGD Cst 14 (output)</li> <li>LRP St 3 (output)</li> <li>Student nutrition</li> <li>Suitability of rations</li> </ul>	<ul style="list-style-type: none"> <li>Compilation of rations distributed</li> <li>Compilation of THR beneficiaries</li> <li>Compilation of meals served</li> <li>Compilation of meal recipients</li> <li>Compilation of the number of groups created</li> <li>Compilation of the number of members</li> <li>Compilation of the number of members trained</li> <li>Compilation of the number of beneficiaries</li> <li>Evaluation survey</li> <li>Semi-structured interviews</li> </ul>	<ul style="list-style-type: none"> <li>WFP: Monitoring activities</li> <li>WFP: Monitoring activities</li> <li>WFP: Monitoring activities</li> <li>WFP: Monitoring activities</li> <li>CRS: Monitoring activities</li> <li>CRS: Monitoring activities</li> <li>CRS: Monitoring activities</li> <li>WFP: Monitoring activities</li> <li>Students</li> <li>Households</li> <li>Cooks</li> <li>Students, parents, management committee, cooks</li> </ul>	Triangulation of quantitative and qualitative evidence from different sources. Analysis of indicator trends over the course of the project and comparison between beneficiaries and non-beneficiaries
1.2.1.1 Increasing access to food	<ul style="list-style-type: none"> <li>MDG St 14 (output)</li> <li>MGD St 15 (output)</li> <li>MGD St 16 (output)</li> <li>MGD St 17 (output)</li> <li>LRP St 3 (output)</li> </ul>	<ul style="list-style-type: none"> <li>Compilation of rations distributed</li> <li>Compilation of THR beneficiaries</li> <li>Compilation of meals served</li> </ul>	<ul style="list-style-type: none"> <li>WFP: Monitoring activities</li> <li>WFP: Monitoring activities</li> <li>WFP: Monitoring activities</li> <li>WFP: Monitoring activities</li> <li>WFP: monitoring activities</li> </ul>	Analysis of products achieved against targets



		<ul style="list-style-type: none"> <li>• Compilation of meal recipients</li> <li>• Compilation of the number of beneficiaries</li> </ul>		
1.3 Improving student attendance	<ul style="list-style-type: none"> <li>• MGD St 2 (outcome)</li> <li>• Frequency and causes of absences</li> </ul>	<ul style="list-style-type: none"> <li>• Compilation of school registers</li> <li>• Evaluation survey</li> </ul>	<ul style="list-style-type: none"> <li>• Review of registers by WFP</li> <li>• School principals</li> <li>• Students</li> <li>• Teachers</li> </ul>	Triangulation of quantitative and qualitative evidence from different sources. Analysis of indicator trends over the course of the project and comparison between beneficiaries and non-beneficiaries
1.3.1 Improving economic and cultural incentives	<ul style="list-style-type: none"> <li>• MDG St 14 (output)</li> <li>• MGD St 15 (output)</li> <li>• MGD St 16 (output)</li> <li>• MGD St 17 (output)</li> <li>• MGD Cst 12 (output)</li> <li>• MGD Cst 13 (output)</li> <li>• MGD Cst 14 (output)</li> <li>• LRP St 3 (output)</li> <li>• Reasons for increased registrations</li> </ul>	<ul style="list-style-type: none"> <li>• Compilation of rations distributed</li> <li>• Compilation of THR beneficiaries</li> <li>• Compilation of meals served</li> <li>• Compilation of meal recipients</li> <li>• Compilation of created groups</li> <li>• Compilation of the number of members</li> <li>• Compilation of the number of members trained</li> <li>• Compilation of the number of beneficiaries</li> <li>• Evaluation survey</li> </ul>	<ul style="list-style-type: none"> <li>• WFP: Monitoring activities</li> <li>• WFP: Monitoring activities</li> <li>• WFP: Monitoring activities</li> <li>• WFP: Monitoring activities</li> <li>• CRS: monitoring activities</li> <li>• CRS: monitoring activities</li> <li>• CRS: Monitoring activities</li> <li>• WFP: Monitoring activities</li> <li>• School principals</li> </ul>	Triangulation of quantitative and qualitative evidence from different sources. Analysis of indicator trends over the course of the project and comparison between beneficiaries and non-beneficiaries
1.3.1.1 Increasing access to food	<ul style="list-style-type: none"> <li>• MDG St 14 (output)</li> <li>• MGD St 15 (output)</li> <li>• MGD St 16 (output)</li> <li>• MGD St 17 (output)</li> </ul>	<ul style="list-style-type: none"> <li>• Compilation of rations distributed</li> <li>• Compilation of THR beneficiaries</li> <li>• Compilation of meals served</li> <li>• Compilation of meal recipients</li> </ul>	<ul style="list-style-type: none"> <li>• WFP: Monitoring activities</li> <li>• WFP: Monitoring activities</li> <li>• WFP: Monitoring activities</li> <li>• WFP: Monitoring activities</li> </ul>	Triangulation of quantitative and qualitative evidence from different sources. Analysis of indicator trends over the course of the project and comparison between beneficiaries and non-beneficiaries
1.3.2 Reducing sick leave	<ul style="list-style-type: none"> <li>• MGD Cst 6 (outcome)</li> <li>• Frequency and causes of student absence</li> </ul>	<ul style="list-style-type: none"> <li>• Results measurement survey</li> <li>• Evaluation survey</li> </ul>	<ul style="list-style-type: none"> <li>• CRS: results measurement report</li> <li>• Teachers</li> <li>• Students</li> </ul>	Triangulation of quantitative and qualitative evidence from different sources. Analysis of indicator trends over the course of the project and



				comparison between beneficiaries and non-beneficiaries
1.3.3 Improving school infrastructure	<ul style="list-style-type: none"> <li>• MGD St 8 (outcome)</li> <li>• Existing infrastructures</li> </ul>	<ul style="list-style-type: none"> <li>• Compilation of rehabilitated/built infrastructures</li> <li>• Evaluation survey</li> </ul>	<ul style="list-style-type: none"> <li>• CRS: School activity and analysis reports</li> <li>• School principals</li> </ul>	Triangulation of quantitative and qualitative evidence from different sources. Analysis of indicator trends over the course of the project
1.3.4 Increase in student enrolments	<ul style="list-style-type: none"> <li>• MGD St 9 (outcome)</li> <li>• Registration trends</li> </ul>	<ul style="list-style-type: none"> <li>• Compilation of registered students</li> <li>• Evaluation survey</li> </ul>	<ul style="list-style-type: none"> <li>• WFP: school registers</li> <li>• School principals</li> </ul>	Triangulation of quantitative evidence
1.3.5 Increasing community understanding of the benefits of education	<ul style="list-style-type: none"> <li>• MGD Cst 11 (outcome)</li> <li>• Perceived benefits of education</li> </ul>	<ul style="list-style-type: none"> <li>• Semi-structured interviews</li> <li>• Evaluation survey</li> </ul>	<ul style="list-style-type: none"> <li>• CRS: monitoring activities</li> <li>• Households, students</li> <li>• Students</li> </ul>	Triangulation of quantitative and qualitative evidence from different sources. Analysis of indicator trends over the course of the project and comparison between beneficiaries and non-beneficiaries

National capacity building in the field of school feeding				
Products/results	Indicators	Data collection methods	Data/information sources	Data analysis/triangulation methods
1.4.1 Improving the capacity of government institutions	<ul style="list-style-type: none"> <li>MGD Cst 7 (revenue/outcome)</li> <li>MGD Cst 8 (outcome)</li> </ul>	<ul style="list-style-type: none"> <li>Compilation of number of meetings/tables</li> <li>Compilation of visits made</li> <li>Semi-structured interview</li> <li>Semi-structured interview</li> <li>Semi-structured interview</li> </ul>	<ul style="list-style-type: none"> <li>WFP: monitoring activities</li> <li>WFP: monitoring activities</li> <li>WFP</li> <li>Donors, UN agencies</li> <li>Local government</li> </ul>	Triangulation of quantitative and qualitative evidence from different sources.
1.4.2 Improving the policy and regulatory framework	<ul style="list-style-type: none"> <li>MGD St 10 (revenue, profit)</li> </ul>	<ul style="list-style-type: none"> <li>Compilation of supported policies</li> <li>Semi-structured interview</li> <li>Semi-structured interview</li> </ul>	<ul style="list-style-type: none"> <li>WFP: ACR reports</li> <li>WFP</li> <li>Donors, UN agencies</li> </ul>	Triangulation of quantitative and qualitative evidence from different sources.
1.4.3 Increased government support	<ul style="list-style-type: none"> <li>MGD St 11 (output)</li> <li>MGD Cst 9 (outcome)</li> </ul>	<ul style="list-style-type: none"> <li>Compilation of contributed resources</li> <li>Compilation of donor numbers</li> <li>Semi-structured interview</li> <li>Semi-structured interview</li> <li>Semi-structured interview</li> </ul>	<ul style="list-style-type: none"> <li>WFP: MoU with partner</li> <li>WFP: MoU with donors</li> <li>WFP</li> <li>Donors, UN agencies</li> <li>Local government</li> </ul>	Triangulation of quantitative and qualitative evidence from different sources.
1.4.4 Increasing the participation of local organizations and communities	<ul style="list-style-type: none"> <li>MGD St 11 (output)</li> <li>MGD St 13 (output)</li> </ul>	<ul style="list-style-type: none"> <li>Compilation of contributed resources</li> <li>Compilation of supported associations</li> <li>Semi-structured interview</li> <li>Semi-structured interview</li> <li>Semi-structured interview</li> </ul>	<ul style="list-style-type: none"> <li>WFP: MoU with partners</li> <li>WFP: Monitoring activities</li> <li>WFP</li> <li>Partners</li> <li>Local government</li> </ul>	Triangulation of quantitative and qualitative evidence from different sources.

Improving health and nutrition practices				
Products/results	Indicators	Data collection methods	Data/information sources	Data analysis/triangulation methods
2. Increasing good health and nutrition practices	<ul style="list-style-type: none"> <li>• MGD St 19 (outcome)</li> <li>• MGD St 20 (outcome)</li> <li>• MGD St 30 (output): food security program? not sure if relevant</li> <li>• MGD St 31 (output)</li> <li>• MGD St 32 (output)</li> <li>• MDG Cst 6</li> <li>• Knowledge and use of best practices</li> </ul>	<ul style="list-style-type: none"> <li>• Results measurement survey</li> <li>• Results measurement survey</li> <li>• Compilation of project participants</li> <li>• Compilation of indirect project beneficiaries</li> <li>• Compilation of schools covered</li> <li>• Evaluation survey</li> </ul>	<ul style="list-style-type: none"> <li>• WFP: Results measurement report</li> <li>• WFP: Results measurement report</li> <li>• WFP: monitoring activities</li> <li>• WFP: Monitoring activities</li> <li>• WFP: Monitoring activities</li> <li>• Teachers</li> <li>• Cooks</li> <li>• Students</li> <li>• Households</li> </ul>	Triangulation of quantitative and qualitative evidence from different sources. Analysis of indicator trends over the course of the project and comparison between beneficiaries and non-beneficiaries
2.1 Improving health and hygiene knowledge and practices	<ul style="list-style-type: none"> <li>• MGD Cst 15 (outcome)</li> <li>• Participation in hygiene training</li> <li>• Implementing hygiene measures</li> <li>• Good hygiene practices</li> </ul>	<ul style="list-style-type: none"> <li>• Results measurement survey</li> <li>• Evaluation survey</li> <li>• Evaluation survey</li> <li>• Evaluation survey</li> </ul>	<ul style="list-style-type: none"> <li>• WFP: results measurement report</li> <li>• School principals, teachers, cooks</li> <li>• School principals</li> <li>• Teachers, students, cooks</li> </ul>	Triangulation of quantitative and qualitative evidence from different sources. Analysis of indicator trends over the course of the project and comparison between beneficiaries and non-beneficiaries
2.2 Improving knowledge and practices in food preparation and storage	<ul style="list-style-type: none"> <li>• MGD St 22 (output)</li> <li>• Participation in training courses</li> <li>• Access to materials and equipment</li> <li>• Good food preparation and preservation practices</li> </ul>	<ul style="list-style-type: none"> <li>• Compilation of training participants</li> <li>• Evaluation survey</li> <li>• Evaluation survey</li> <li>• Evaluation survey</li> </ul>	<ul style="list-style-type: none"> <li>• WFP: monitoring activities</li> <li>• Cooks, Management committees</li> <li>• Cooks, Management committees</li> <li>• Cooks</li> </ul>	Triangulation of quantitative and qualitative evidence from different sources. Analysis of indicator trends over the course of the project and comparison between beneficiaries and non-beneficiaries
2.3 Improving knowledge of nutrition	<ul style="list-style-type: none"> <li>• MGD St 23 (output)</li> <li>• Participation in nutrition training courses</li> </ul>	<ul style="list-style-type: none"> <li>• Compilation of training participants</li> <li>• Evaluation survey</li> </ul>	<ul style="list-style-type: none"> <li>• WFP: monitoring activities</li> <li>• Teachers, cooks</li> </ul>	Triangulation of quantitative and qualitative evidence from different sources. Analysis of indicator trends over the course of the project and comparison between beneficiaries and non-beneficiaries

2.4 Increasing access to drinking water and sanitation services	<ul style="list-style-type: none"> <li>• MGD St 8 (outcome)</li> <li>• MGD 27 (output)</li> <li>• MGD 28 (output)</li> <li>• Drinking water and wastewater infrastructure</li> <li>• Separate latrines for boys and girls</li> <li>• Access to water for meal preparation</li> </ul>	<ul style="list-style-type: none"> <li>• Compilation of rehabilitated/built infrastructures</li> <li>• Compilation of monitoring data</li> <li>• Compilation of monitoring data</li> <li>• Evaluation survey</li> <li>• Evaluation survey</li> </ul>	<ul style="list-style-type: none"> <li>• CRS: School activity and analysis reports</li> <li>• WFP/CRS: Monitoring activities</li> <li>• WFP/CRS: Monitoring activities</li> <li>• School principals</li> <li>• School principals</li> <li>• Cooks</li> </ul>	Triangulation of quantitative and qualitative evidence from different sources. Analysis of indicator trends over the course of the project and comparison between beneficiaries and non-beneficiaries
2.5 Improving access to preventive healthcare interventions	<ul style="list-style-type: none"> <li>• MGD St 29 (output)</li> <li>• LRP St 3 (product) Number of social assistance beneficiaries participating in productive safety nets as a result of USDA assistance: not sure if relevant</li> <li>• Deworming treatment</li> <li>• Preventive health services</li> </ul>	<ul style="list-style-type: none"> <li>• Compilation of children receiving deworming</li> <li>• Compilation of the number of beneficiaries</li> <li>• Evaluation survey</li> </ul>	<ul style="list-style-type: none"> <li>• WFP: Monitoring activities</li> <li>• WHO report</li> <li>• WFP: monitoring activities</li> <li>• School principals</li> </ul>	Triangulation of quantitative and qualitative evidence from different sources. Analysis of indicator trends over the course of the project and comparison between beneficiaries and non-beneficiaries
2.6 Increased access to materials and equipment for food preparation and storage	<ul style="list-style-type: none"> <li>• Access to meal preparation equipment</li> </ul>	<ul style="list-style-type: none"> <li>• Evaluation survey</li> </ul>	<ul style="list-style-type: none"> <li>• Cooks</li> </ul>	Triangulation of quantitative and qualitative evidence from different sources. Analysis of indicator trends over the course of the project and comparison between beneficiaries and non-beneficiaries
1.3.4 Increase in student enrolments	<ul style="list-style-type: none"> <li>• Number of registrations</li> </ul>	<ul style="list-style-type: none"> <li>• Evaluation survey</li> </ul>	<ul style="list-style-type: none"> <li>• School principals</li> </ul>	Triangulation of quantitative and qualitative evidence from different sources. Analysis of indicator trends over the course of the project and comparison between beneficiaries and non-beneficiaries

Local and regional sourcing	
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Products/results	Indicators	Data collection methods	Data/information sources	Data analysis/triangulation methods
LRP 01: Improving the effectiveness of food assistance through local and regional sourcing	<ul style="list-style-type: none"> <li>• MGD ST 30 (output)</li> <li>• MGD St 31 (output)</li> <li>• LRP St 3 (output)</li> </ul>	<ul style="list-style-type: none"> <li>• Compilation of project participants</li> <li>• Compilation of indirect project beneficiaries</li> <li>• Compilation of the number of beneficiaries</li> </ul>	<ul style="list-style-type: none"> <li>• WFP: monitoring activities</li> <li>• WFP: monitoring activities</li> <li>• WFP: monitoring activities</li> </ul>	Triangulation of quantitative and qualitative evidence from different sources.
LRP 1.1 Improving the cost-effectiveness of food assistance	<ul style="list-style-type: none"> <li>• LRP St 4 (output)</li> </ul>	<ul style="list-style-type: none"> <li>• Compilation of cost data</li> </ul>	<ul style="list-style-type: none"> <li>• WFP: monitoring activities</li> </ul>	Triangulation of quantitative and qualitative evidence from different sources.
LRP 1.1.1 Improving purchasing cost efficiency	<ul style="list-style-type: none"> <li>• LRP St 5 (output)</li> </ul>	<ul style="list-style-type: none"> <li>• Compilation of cost data</li> </ul>	<ul style="list-style-type: none"> <li>• WFP: monitoring activities</li> </ul>	Triangulation of quantitative and qualitative evidence from different sources.
LRP 1.1.2 Improving delivery cost efficiency				
LRP 1.1.3 Improving distribution cost efficiency				
LRP 1.2 Improving the speed of food assistance				
LRP 1.2.1 Improving purchasing speed				
LRP 1.2.2 Improving delivery speed				
LRP 1.2.3 Improving distribution speed				
LRP 1.3 Improving the use of nutritious, culturally accepted foods that meet quality standards	<ul style="list-style-type: none"> <li>• LRP Cst 1 (output)</li> <li>• LRP Cst 2 (outcome)</li> </ul>	<ul style="list-style-type: none"> <li>• Compilation of meal composition data</li> <li>• Compilation of food quality data</li> <li>• Evaluation survey</li> </ul>	<ul style="list-style-type: none"> <li>• WFP: Monitoring activities</li> <li>• WFP: Monitoring activities</li> <li>• Students, cooks</li> </ul>	Triangulation of quantitative and qualitative evidence from different sources. Analysis of indicator trends over the course of the project

	<ul style="list-style-type: none"> <li>• Level of beneficiary satisfaction</li> </ul>			
LRP 1.3.1 Improving access to culturally accepted foods	<ul style="list-style-type: none"> <li>• LRP St 6 (output)</li> <li>• LRP Cst 5 (output)</li> <li>• Level of beneficiary satisfaction</li> </ul>	<ul style="list-style-type: none"> <li>• Compilation of data on products purchased</li> <li>• Compilation of salt delivery data</li> <li>• Evaluation survey</li> </ul>	<ul style="list-style-type: none"> <li>• WFP: monitoring activities</li> <li>• WFP: Monitoring activities</li> <li>• Students, cooks</li> </ul>	Triangulation of quantitative and qualitative evidence from different sources. Analysis of indicator trends over the course of the project
LRP 1.3.2 Strengthening local and regional food marketing systems	<ul style="list-style-type: none"> <li>• LRP St 6 (output)</li> <li>• Quantities of products sold in school canteens</li> <li>• Aggregation system development level</li> <li>• Number of OPAs and farmers participating in systems</li> </ul>	<ul style="list-style-type: none"> <li>• Compilation of data on products purchased</li> <li>• Case studies</li> </ul>	<ul style="list-style-type: none"> <li>• WFP: monitoring activities</li> <li>• Approval center</li> <li>• OPA</li> </ul>	Triangulation of quantitative and qualitative evidence from different sources. Analysis of indicator trends over the course of the project
LRP 1.3.2.1 Increasing agricultural productivity	<ul style="list-style-type: none"> <li>• LRP St 8 (outcome)</li> </ul>	<ul style="list-style-type: none"> <li>• Survey</li> </ul>	<ul style="list-style-type: none"> <li>• WFP: Survey report</li> </ul>	Triangulation of quantitative evidence Analysis of indicator trends over the course of the project
LRP 1.3.2.2 Increasing the post-production added value of agricultural products	<ul style="list-style-type: none"> <li>• LRP St 9 (output)</li> </ul>	<ul style="list-style-type: none"> <li>• Survey</li> </ul>	<ul style="list-style-type: none"> <li>• WFP: Survey report</li> </ul>	Triangulation of quantitative evidence Analysis of indicator trends over the course of the project
LRP 1.3.2.3 Increased access to markets for the sale of agricultural products	<ul style="list-style-type: none"> <li>• LRP St 6 (output)</li> <li>• Quantities of products sold in school canteens</li> <li>• Number of OPAs and farmers participating in systems</li> </ul>	<ul style="list-style-type: none"> <li>• Compilation of data on products purchased</li> <li>• Case study</li> </ul>	<ul style="list-style-type: none"> <li>• WFP: monitoring activities</li> <li>• Case study</li> </ul>	Triangulation of quantitative and qualitative evidence from different sources. Analysis of indicator trends over the course of the project
LRP 1.3.2.4 Improving transaction efficiency				
LRP 1.3.3 Improving access to nutritious food	<ul style="list-style-type: none"> <li>• Level of beneficiary satisfaction</li> <li>• Ration composition</li> </ul>	<ul style="list-style-type: none"> <li>• Evaluation surveys</li> <li>• MAP follow-up</li> </ul>	<ul style="list-style-type: none"> <li>• Students, cooks</li> <li>• WFP, activity monitoring</li> </ul>	Triangulation of quantitative evidence Analysis of indicator trends over the course of the project
LRP 1.4.1. Increasing the capacity of government institutions	<ul style="list-style-type: none"> <li>• LRP Cst 3 (output)</li> <li>• LRP Cst 4 (outcome)</li> <li>• Capacity trends</li> </ul>	<ul style="list-style-type: none"> <li>• Compilation of training participants</li> <li>• Semi-structured interviews</li> </ul>	<ul style="list-style-type: none"> <li>• WFP: Monitoring activities</li> <li>• WFP: Monitoring activities</li> <li>• Departmental Directorates of Agriculture</li> </ul>	Triangulation of quantitative and qualitative evidence from different sources. Analysis of indicator trends over the course of the project

LRP 1.4.2 Improving the policy and regulatory framework	<ul style="list-style-type: none"> <li>• MGD St 10 (revenue/outcome)</li> <li>• LRP St 11 (output)</li> <li>• LRP St 12 (outcome)</li> </ul>	<ul style="list-style-type: none"> <li>• Compilation of supported policies</li> <li>• Compilation of training participants</li> </ul>	<ul style="list-style-type: none"> <li>• WFP: ACR reports</li> <li>• WFP: Monitoring activities</li> <li>• WFP: Monitoring activities</li> </ul>	Triangulation of quantitative and qualitative evidence from different sources. Analysis of indicator trends over the course of the project
LRP 1.4.3 Improving the capacity of relevant organizations	<ul style="list-style-type: none"> <li>• Local supply system management</li> </ul>	<ul style="list-style-type: none"> <li>• Case study</li> </ul>	<ul style="list-style-type: none"> <li>• WFP</li> <li>• Departmental Directorates of Agriculture</li> <li>• OPA</li> <li>• Aggregation centers</li> </ul>	Triangulation of qualitative evidence from different sources. Analysis of indicator trends over the course of the project
LRP 1.4.4 Increasing the leverage of private sector resources				

Gender				
Products/results	Indicators	Data collection methods	Data/information sources	Data analysis/triangulation methods
Gender equality objectives and promotion of women's autonomy	<ul style="list-style-type: none"> <li>• Consideration of cooks' suggestions</li> <li>• Consideration</li> <li>• Composition of management committees</li> </ul>	<ul style="list-style-type: none"> <li>• Evaluation survey</li> <li>• Evaluation survey</li> <li>• Evaluation survey</li> </ul>	<ul style="list-style-type: none"> <li>• Cooks</li> <li>• Cooks</li> <li>• Management committees</li> </ul>	Triangulation of quantitative evidence from different sources. Analysis of indicator trends over the course of the project
Gender mainstreaming in WASH and SBCC activities	<ul style="list-style-type: none"> <li>• Construction or rehabilitation of separate latrines for girls and boys</li> <li>• Gender-inclusive hygiene sessions</li> </ul>	<ul style="list-style-type: none"> <li>• Compilation of rehabilitated/built infrastructures</li> <li>• Evaluation survey</li> <li>• Semi-structured interviews</li> </ul>	<ul style="list-style-type: none"> <li>• School principals, students</li> <li>• Students</li> </ul>	Triangulation of quantitative and qualitative evidence from different sources. Analysis of indicator trends over the course of the project and comparison with non-beneficiaries

Specific questions to be answered in the baseline study				
Questions	Indicators	Data collection methods	Data/information sources	Data analysis/triangulation methods
How appropriate are the PMP performance indicators and their targets?	<ul style="list-style-type: none"> <li>• Relevance of indicators to the nature of the corresponding elements of the results framework</li> <li>• Adequacy of collection methods and frequencies with USDA specifications and with the nature of the corresponding elements of the results framework</li> <li>• Justification of the targets set and consistency with the trajectory of results from the previous project</li> </ul>	<ul style="list-style-type: none"> <li>• Review of secondary data</li> <li>• Semi-structured interviews</li> </ul>	<ul style="list-style-type: none"> <li>• WFP BP</li> <li>• Previous project evaluation reports</li> <li>• USDA PMP standard indicator sheets</li> </ul>	<p>Analysis of indicator definitions in relation to the elements they measure.</p> <p>Comparison of these definitions and collection methods with USDA specifications</p> <p>Analysis of indicator trends over the course of the previous project.</p> <p>Lessons learned from previous project, extracted from evaluation reports</p>
How relevant are the questions proposed for the project's midline and final evaluations?	<ul style="list-style-type: none"> <li>• Aligning questions with stakeholders' expectations and interests</li> <li>• Evaluability of evaluation questions</li> </ul>	<ul style="list-style-type: none"> <li>• Review of secondary data</li> <li>• Semi-structured interviews</li> </ul>	<ul style="list-style-type: none"> <li>• WFP BP</li> <li>• Government</li> <li>• Implementation partners</li> <li>• Previous project evaluation reports</li> </ul>	<p>Triangulation of qualitative evidence from stakeholder interviews</p> <p>Anticipated data analysis for midline and final evaluations</p>



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## Annex 5. Detailed methodology

199. This series of assessments has been designed to systematically establish benchmarks for measuring the progress and impact of the McGovern-Dole project and its literacy component. The baseline study established the initial situation for each outcome of the project's results framework and for each PMP performance indicator. During the baseline study, the evaluation team carried out a critical review of the project's objectives and the existing PMP, and determined whether the targets for each indicator are appropriate and realistic.

200. The design of the evaluation series is based on a user-oriented and gender-sensitive approach, and on the Organisation for Economic Co-operation and Development-Development Assistance Committee (OECD-DAC) evaluation criteria of impact, relevance, effectiveness, sustainability, efficiency and coherence, as the basis for determining and presenting the evaluation results.

201. The series will be based on the use of a **theoretical model** to identify "a priori" the causal relationships between the different levels of results of the McGovern-Dole project, and then to test "a posteriori" the extent to which these relationships occurred, and the results were achieved. To do this, the evaluation series will use the project results framework presented in Annex 2 which provides a clear picture of the anticipated causal relationships between activities and the various levels of project results. The evaluation will start from the level of achievement of the various planned activities and analyze the extent to which the results chain has been achieved, and the factors that enabled or prevented it.

202. The series of evaluations will use a **mixed-methods approach**, employing three main collection techniques: secondary data review, and qualitative and quantitative data collection, to achieve a sufficient level of triangulation to provide reliable results and conclusions. The quantitative component of the evaluation will follow a quasi-experimental approach that will include several groups of schools according to their transfer to the hybrid procurement model managed by PNCS to be able to identify the effects of this transfer on the project's performance, in particular on strategic outcomes 1 and 2.

203. The qualitative approach will be used to triangulate the quantitative data for the evaluation of results 1 and 2, and to evaluate the local and regional purchasing component. This will be based on the use of secondary data, and on the completion during the baseline study of a **case study** of the local produce aggregation center. This study focused on the center itself and on a sample of Professional Agricultural Organizations that sell their produce to the school feeding program. During the baseline study, this study focused on the existing center in the Nord department, located in the localities of Dondon and Saint Raphaël. Depending on the progress of activities to set up a second center in the Nord Est department, the second center planned for the project will be included in the midline and/or final evaluation. The evaluation of the results in terms of **national capacity building** of the national school canteen program are based on the analysis of the evolution of the 5 pillars of the SABER method, which were measured during a workshop in 2022 (Baseline) and will be updated in 2024 with a mini workshop. They will be measured again in 2028 (Final evaluation). As part of the baseline study, the evaluation team investigated what key developments have been observed in relation to the 2022 workshop during stakeholder interviews at national level.

204. **Gender mainstreaming.** Although the project's results framework does not contain specific gender-related outcomes and outputs, the evaluation team will analyze the extent to which the objectives and principles of gender mainstreaming and women's empowerment are included in the project's design and implementation and aligned with the government's gender objectives. The gender analysis will assess the extent to which the different voices, vulnerabilities, capacities and priorities of women, men, girls and boys are reflected in the design, selection, implementation and monitoring of the McGovern-Dole project, and how these distinct groups could benefit socially and materially from the project. Gender elements will be integrated into quantitative and qualitative data collection and secondary data review. Where data is available, this quantitative analysis will include gender-disaggregated data. KonTerra's quantitative surveys (baseline studies and evaluations) will ensure the collection of gender-disaggregated data. However, the extent to which WFP monitoring systems guarantee gender-disaggregated data will be assessed during data analysis. To the extent that such disaggregation is

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available, it will be used as an additional source for assessing the gender dimensions of the intervention. Where such data is not available, it will be noted as an aspect of the monitoring system that needs to be strengthened. In such cases, qualitative evaluation will be used to compensate to some extent for gender analysis. Wherever possible, the evaluation team will encourage the participation of as many women as possible among the key informants.

205. The evaluation team will draw up an **evaluation matrix** at the start-up phase of each exercise. The midline and final evaluation matrices will be built around the respective evaluation questions of these evaluations and will identify the indicators or detailed information needed to answer each question, the sources of information, and the methods of collection and analysis. The matrix for the baseline study is presented in Annex 4 structured around the elements of the project's results framework. It identifies the indicators proposed for each result (outputs and outcomes), the methods for collecting and analyzing these indicators, and the sources of information.

### **Data collection methods**

206. The methodology of the evaluation series is based on four main data collection methods: 1) secondary data review, 2) quantitative surveys, 3) qualitative semi-structured interviews and 4) observation. These four methods are complementary and will enable a high level of data triangulation.

### **Review of secondary data**

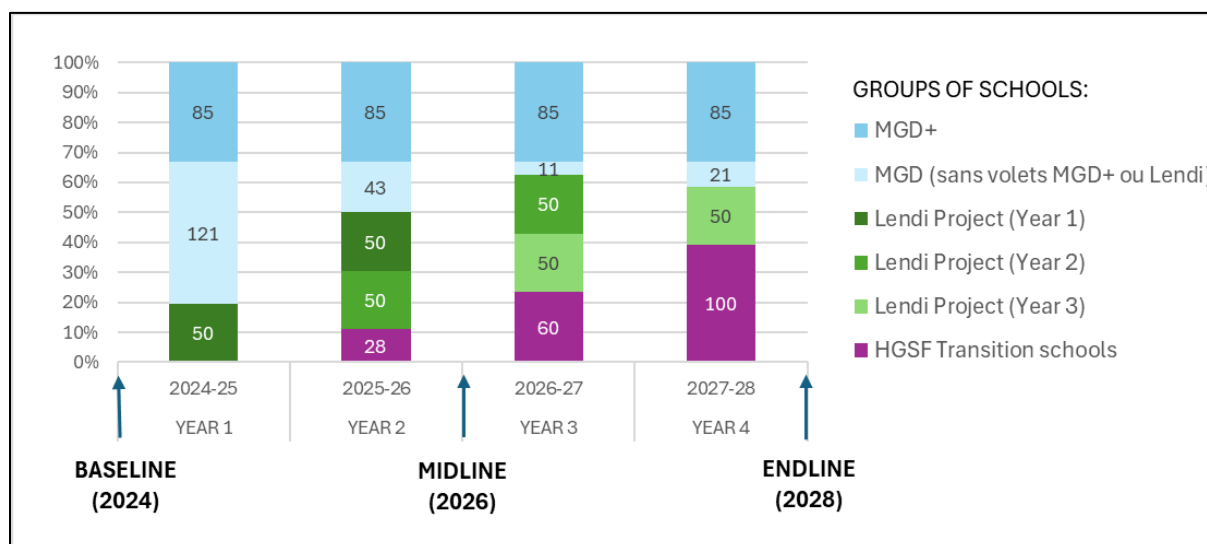
207. A desk study of relevant documents will be carried out for each exercise in the evaluation series. It will provide quantitative and qualitative information on the context, national policies, the activities of other players, the activities implemented, and the results obtained. In particular, it will include a detailed review of the semi-annual reports that the WFP will submit to the USDA, which will include an update on the measurements of the PMP output and outcome indicators, and the measurement reports for the reading skills indicator to be produced by CRS. This information will be essential for analyzing the project's effectiveness and impact. Information on the national context and policies will be important for analyzing the project's relevance and coherence, while the other documents produced for the WFP may provide information on the project's efficiency and sustainability, and on gender mainstreaming. In particular, the evaluation team will extract gender-disaggregated data and include this disaggregation in a gender-specific analysis of results. The review of PMP indicators that took place during the baseline study will rely in part on the review of secondary data, in particular evaluation reports from previous projects, to analyze the extent to which the proposed targets are realistic given the trajectory of results from these projects.

### **Approach to quantitative surveys**

208. The quantitative approach to evaluation will seek to assess the project's effect on strategic outcomes 1 and 2 through a quasi-experimental approach using the double-difference (DD) methodology. It will therefore contribute to the criterion of effectiveness and impact by integrating the gender dimension. The team is proposing a multi-level impact measurement exercise aimed at estimating (1) the effect of the basic component of the McGovern-Dole program and (2) the effect of the additional literacy component. To this end, a sample was designed using a quasi-experimental model.

209. According to information provided by the CO, the McGovern-Dole project will target 256 schools (instead of the 300 initially planned), including 85 schools that will be targeted by the literacy component. Among the McGovern-Dole schools without a literacy component, 50 schools per year will be selected to follow a social communication for behavior change project ("lendi" project) for 2 years. Then, 35 schools will be selected to carry out complementary water and sanitation activities during the last two years of the project. Some of these schools will then be gradually transferred to the hybrid model managed by PNCS: 28 schools in Year 2 (Y2), 32 schools in Year 3 (Y3) and 40 schools in Year 4 (Y4). The evaluation team assumes at this stage that the transferred schools are not covered by the literacy component. The chronology of the evaluation series is shown in the figure below.

### **Simplified transition plan for evaluation design**



Source: prepared by the evaluation team

210. Based on the anticipated transition plan, the evaluation team adapted the quasi-experimental design to measure the effects of the project allowing for distinguishing schools with and without the literacy component as follows:

211. **Intervention group:** McGovern-Dole project schools in the North and North-West departments, distributed as follows:

- Group T1: schools participating in the McGovern-Dole project without the literacy component (171 schools). Among these schools, some will receive the water and sanitation component (35 schools) and the social communication for behavior change project ("lendi" project) (150 schools in total during the evaluation period). If the list of schools targeted by these components is available to the evaluation team in the midterm or endline phases, the Group T1 sample will take this into account through stratification.
- Group T2: schools participating in the McGovern-Dole project with the literacy component (85 schools).

212. **Comparison group:** Public schools not targeted by the McGovern-Dole project, or by any CRS project, in the North and Northwest departments. These schools were strategically selected to be as similar as possible to the treatment sample schools, but free from potential project spillover effects. This will be achieved by geographically selecting schools in the communes or sub-departments closest to those targeted by the project.<sup>7778</sup>

213. **Sample design:** For each year in the evaluation series, the sample will comprise 50 intervention schools and 50 comparison schools. The intervention schools will be divided into two groups: the intervention group without literacy component (T1) and with the literacy component (T2).

214. If the information is available in the later phases of the evaluation (midline and endline), the T1 group will be stratified according to the additional water and sanitation and Lendi project components.

<sup>77</sup> The ToR indicates that the schools selected to participate in the transition (T2) will be grouped together at commune level to facilitate supply chains. This was taken into account during sampling, which sought to cover as many different communes as possible.

<sup>78</sup> The sample frame for the control group was not possible to establish before data collection because the list of total schools, targeted and not targeted by the project in the two departments was not made available timely. A sample frame will be prepared prior to data collection for the midline and endline evaluations as the list of schools is now available.

215. Surveys will include questionnaires for pupils (16 per school, including 8 girls and 8 boys to enable gender-differentiated analyses), principals (1), teachers (1), cooks (1), canteen management committees (1, only in schools with canteens) and pupils' households (5). The total number of people to be included in each evaluation is shown in the table below. For each type of person surveyed, a questionnaire has been developed based on the indicators included in the evaluation matrix. The questionnaires are presented in Annex 8.

**Number of people included in each survey.**

Target group	Intervention group sample size	Comparison group sample size	Total
Schools	50	50	100
Managers and assistant managers	50	50	100
Teachers	50	50	100
Students	800	800	1600
Cooks	50		<b>50</b>
School Food Committee members	50		<b>50</b>
Student households	250	250	500

Source: Prepared by the evaluation team

216. The tables below show, respectively, the sampling plan for each exercise in relation to the total number of schools included in the project, and the sampling plan.

Universe and sampling plan by group/exercise. Total number of schools and sample size of target schools

		Baseline study			Midline evaluation			Endline evaluation		
		Number of schools	School sample size	Student sample size	Number of schools	School sample size	Student sample size	Number of schools	School sample size	Student sample size
Intervention group	Group T1 (without literacy component)	171	25	400	143	25	400	80	25	400
	Group T2 (with literacy component)	85	25	400	85	25	400	85	25	400
Comparison group	Schools without intervention	unknown	50	800	Unknown	50	800	Unknown	50	800

Source: Prepared by the evaluation team

Sample sizes for different groups in terms of schools, pupils and households.

			Basic study			Mid-course evaluation			Final evaluation		
			Schools	Students	Households	Schools	Students	Households	Schools	Students	Households
Intervention group	Non-hybrid	McGovern-Dole Schools - TOTAL	50	800	250	30	480	150	30	480	150
		T1	25	400	125	25	400	125	25	400	125
		T2	25	400	125	25	400	125	25	400	125

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	Hybrids									
<b>Comparison group</b>		50	800	250	50	800	250	50	800	250
<b>Schools without intervention</b>										

Source: Prepared by the evaluation team

217. In the intervention and comparison groups, the proposed sample offers margins of error of  $\pm 4.6\%$  for the student group and  $\pm 6.8\%$  for the household survey over the three evaluation exercises. For groups T1 and T2 separately, the margins of error will be  $\pm 6.5\%$  for the student evaluation and  $\pm 9.6\%$  for the household survey. These values are calculated based on a probability  $p = 50\%$  - the most conservative assumption - an intra-group correlation of 0.05 and a confidence level of 95%.

218. For the intervention schools, the statistical design is intended to identify a **minimum detectable effect** of 8.0% for the student assessment and 11.9% for the household survey, assuming  $p = 25\%$ , intra-group correlation of 0.05, and confidence level set at 95% and power at 80%.

219. For schools in groups T1 and T2 separately, the design aims to identify a **minimum detectable effect** of 9.8% for the student assessment and 14.6% for the household survey, assuming  $p = 25\%$ , with an intra-group correlation of 0.05 and a confidence level of 95%, and power at 80%. The table below presents the margin of error for each surveyed group. The subsequent table provides the minimum detectable effect per intervention and for the household and student surveys.

#### Margin of error by group

Population	Sample type	Minimum sample size	Random draw standard error	DEFF	Typical complex print run error	Margin of error (complex print run)
Intervention groups and comparison	Households	250	3,2 %	1,20	3,5 %	6,8 %
Intervention groups and comparison	Students	800	1,8 %	1,75	2,3 %	4,6 %
Non-hybrid			,	,	,	,
Non-hybrid			,	,	,	,
Hybrids			,	,	,	,
Hybrids			,	,	,	,
Non-hybrid groups - Groups T1 and T2 separately (baseline study)	Households	125	4,5 %	1,20	4,9 %	9,6 %
Groups T1 and T2 (baseline study) non-hybrids	Students	400	2,5 %	1,75	3,3 %	6,5 %
Non-hybrid						
Non-hybrid						

Source: Prepared by the evaluation team

#### Minimum detectable effect by intervention and group

Type of intervention	Household survey	Student survey
T1+T2 group	11,9 %	8,0 %
T1 group	14,6 %	9,8 %
T2 group	14,6 %	9,8 %

Source: Prepared by the evaluation team

#### Qualitative semi-structured interviews

220. Qualitative semi-structured interviews will be the main method of collecting primary qualitative data. They will contribute to the assessment of all evaluation criteria. They will include individual or small-group interviews with stakeholders at national or regional level and focus group interviews with beneficiaries. At the

national level, all relevant stakeholders identified will be consulted. The evaluation team will not be able to apply gender considerations to the selection of stakeholders, who will be determined by their function. Stakeholder interviews at national level will help to identify expectations and particular learning interests as part of the review of evaluation questions at midline and at the end of the project. At the departmental level, the evaluation team will conduct key informant interviews with WFP sub-offices, deconcentrated government technical services, SNU members and implementing partners in the departmental capitals to be visited. As with national stakeholders, gender considerations cannot be considered at departmental level. At local level, focus group discussions will be carried out in schools with school principals, teachers, canteen management committees, separated girl and boy pupils, and members of separated women and men households. Individual interviews with 2 or 3 people per school (pupils, parents, cooks, principals or teachers) and one or two people per OPA will be carried out in each school to identify inspiring examples that illustrate the results achieved by the project. These people will be identified during the focus group discussions based on their eloquence and the information they provide about their individual situation during the group interviews.

221. Semi-structured qualitative interviews will be the main method of collecting primary information for the case studies of local product aggregation centers. The evaluation team carried out a case study on the single existing aggregation center during the baseline study (in the Nord department), and will carry out a case study on two aggregation centers (the one in the Nord and the one planned to be created in the North East during the project) during the midline and final evaluations. These studies will include interviews with the management committees of the centers, physical visits to the infrastructure and equipment, and interviews with 3 professional agricultural organizations per aggregation center, which participate in the local produce supply system.

222. Semi-structured interviews will be conducted using the interview guides presented in Annex 8.

223. **Sampling.** Interviews at the national level will cover all relevant stakeholders to the extent feasible given the political context. Similarly, all relevant stakeholders will be consulted in the departmental capitals. The baseline study covered 6 schools, 3 in each of the two departments covered by the project. The criteria for selecting the schools are shown in the table below. The number of schools and selection criteria may be reviewed during the start-up phases of the midline and final evaluations. If the timetable for implementation of the final evaluation permits, the evaluation team will consider a phased approach between quantitative and qualitative data collection. This will enable the selection of a purposive sample of schools showing the best and worst results from the quantitative survey. This approach will aim to draw lessons on the most important success and failure factors for the different project outcomes. The selection of schools will be carried out prior to data collection, with the support of the CO.

#### School selection criteria for qualitative data collection

Baseline study	Midline evaluation	Final evaluation
Coverage of both départements	Extreme selection method based on quantitative survey results	Extreme selection method based on quantitative survey results
Hybrid and non-hybrid schools	Coverage of both départements	Coverage of both départements
Schools with and without a literacy component	Hybrid and non-hybrid schools	Hybrid and non-hybrid schools
Access in a reasonable time	Schools with and without a literacy component	Schools with and without a literacy component
	Schools with and without the water and sanitation component	Schools with and without the water and sanitation component
	Access in a reasonable time	Access in a reasonable time

Source: Prepared by the evaluation team



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224. During the baseline study, the case study of the local produce aggregation center located in the Nord department covered this center and 4 OPAs that market their production to the school feeding program. They were selected based on the types of food they produce and their distance from the center, while maintaining access within a reasonable timeframe. The number of OPAs covered may be revised for the midline and final evaluations, given that 2 centers instead of one will have to be covered.

### **Direct observation**

225. Observation will complement the qualitative data collected through semi-structured interviews and will help to draw the evaluation team's attention to elements that were not taken into account during the inception phase. Direct observation will take place in the offices of WFP and the stakeholders who will be consulted, during visits to schools, in specific kitchens, storage facilities and water, hygiene and sanitation infrastructure and equipment, and at regional local food aggregation centers. The national experts who will carry out the data collection in the field will take photos and send them to the sector experts.

### **Data analysis**

226. The evaluation team will use several data analysis approaches that will be applied specifically to certain data or as a general principle of analysis for others.

227. **Qualitative data analysis.** For the baseline study, the evaluation team systematized the evidence collected in interview reports structured around the results of the project's results framework. For the midline and final evaluations, qualitative evidence will be systematized in reports structured around the evaluation questions. This will enable the team to easily pool evidence relating to each outcome, and to produce summaries by outcome that will be triangulated with evidence collected using other methods. Qualitative secondary data extracted from the documentation will be directly integrated into the triangulation of primary qualitative and primary and secondary quantitative evidence when the report is written. This applies also to half-yearly activity reports.

228. **Quantitative data analysis.** For each exercise in the series of assessments, quantitative data will be analyzed using R software. The data will be cleaned and recoded if necessary. The quantitative analysis of the data collected during the field survey of schools and households will comprise three main components.

229. Univariate and bivariate analysis. The results of the analysis will be presented in detail, disaggregated by gender and other relevant variables where possible. Depending on the sample size, the ET will examine the main vulnerability characteristics, including intersecting vulnerabilities such as socio-economic status, head of household characteristics, presence of disabled members, gender, etc.

230. Analysis of significant differences between the different groups in the quasi-experimental design. In addition to this analysis, a systematic check of significant differences between schools covered and not covered by the McGovern-Dole project overall and by literacy activities specifically will be carried out for each evaluation. These differences will be analyzed in terms of project outcomes, as well as household socio-economic and demographic conditions. This analysis aims to determine whether the T1, T2 and comparison groups are significantly different, without including the time dimension in the analysis. The analysis will be carried out using statistical t-tests.

231. Quantitative estimation of the program effect using the double-difference method. The effect of the project will be quantified using the double-difference (DD) method with heterogeneous interventions. This method will make it possible to evaluate the effect of the project's intervention while considering the fact that additional components of the McGovern-Dole program are implemented in a few schools and in different years. Similarly, the effect of the literacy component will be estimated separately. Finally, the differential effects of the McGovern-Dole intervention by gender will also be estimated using this method.

232. **Triangulation of evidence.** Triangulation of evidence will be applied as a general principle of information collection and analysis, and to the greatest possible extent as a key element in the reliability of evaluation results. Triangulation will be applied using diverse information sources, different collection methods and the involvement of the five team members who will participate in primary data collection for each theme

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addressed. For data analysis, a convergence of evidence approach will be used, in which a result will be considered reliable when it is supported by several pieces of evidence without being challenged by contradictory evidence. If contradictory evidence is collected, the evaluation team will carry out further checks to determine its origin and nature.

233. **Feedback on preliminary results from internal and external stakeholders.** The evaluation team will make a presentation of the preliminary results at the end of the data collection phase to the CO and the Regional Office. This will enable the results to be triangulated, verified and completed.

234. Wherever data permits, **analyses will be differentiated by gender**, so as to highlight the particular results recorded for girls, boys, women and men. In particular, this will be achieved through the analysis of disaggregated quantitative data and qualitative information reflecting the perceptions of each group, as well as responses to gender-related questions.

### **Quality assurance**

235. WFP has developed a Decentralized Evaluation Quality Assurance System (DEQAS) based on UNEG norms and standards, and on the best practices of the international evaluation community (the Active Learning Network for Accountability and Performance [ALNAP] and the Development Assistance Committee [DAC]). This system establishes processes with integrated steps for quality assurance and templates for evaluation products. It also includes checklists for quality feedback on each assessment product. The DEQAS system will be used systematically during this assessment, and the relevant documents have been provided to the assessment team.

236. To ensure data validity and reliability, evaluation questionnaires were designed with an evaluation matrix, allowing responses from a variety of stakeholders to ensure triangulation and covering all aspects of the ToRs. To address issues of consistency and potential bias, the methodological approach included the selection of a diversity of stakeholders (women, men, girls, boys) and standardized interview guides. Different team members will interview different groups to minimize the risk of bias.

237. The local company DemDev, in charge of quantitative surveys, will ensure the credibility and neutrality of the data collected. Interviewers will be trained to fully understand the survey objectives, and the evaluation team will monitor data quality in real time.

238. KonTerra's quality assurance system, based on UNEG, OECD/DAC and ALNAP standards, includes testing of data collection tools before their large-scale use, verification of data quality and accuracy, and consultation with stakeholders to incorporate their perspectives. KonTerra's quality control manager will check all deliverables before they are handed over to WFP, focusing on content, validation of information and compliance with quality standards.

## Annex 6. List of people met

Institution	Number of persons
<b>National level</b>	
WFP Country Office	3 women, 3 men
WFP Regional Office	1 woman
PNCS	1 woman, 1 man
MARNDR	1 man
CRS	1 woman, 2 men
BND	2 women, 1 man
AMURT	1 man
UNICEF	4 women
Canadian Embassy	2 men, 1 woman
<b>Departmental level</b>	
PNCS North	1 woman
PNCS NE	1 man
Direction Départementale de l'Éducation du Nord	1 woman
NE Department of Education	1 man
NE Departmental Directorate of Agriculture	1 man
CRS	4 men
AMURT	1 man
BND	1 man

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# **Annex 7.Quantitative data collection report**

## **SURVEY REPORT**

**June 2024**

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## Introduction

KonTerra Group hired DEMDEV to collect quantitative data within the evaluation of the second round of USDA McGovern-Dole International Food for Education and Child Nutrition Program Support in Haiti. DEMDEV had to prepare the questionnaires, test them, hire enumerators, train them and then collect data at schools and households. At the end, DEMDEV is expected to provide KonTerra with 6 types of databases from interviews with director, teachers, pupils, cooks, members of the school feeding management committee and pupil's parents. All in all, we had to conduct 2,500 interviews, including 2,000 in school and 500 at household with parents.

Two departments of Haiti are involved in this evaluation: the Nord department and the North East department. The evaluation includes treated schools, that will benefit from the program and comparison schools, which will not benefit from the program. In the North East department, lists of treated and comparison schools have been provided but, in the North, only a list of treated school has been available. Enumerators selected comparison schools in the field while they conducted survey. The selection of control schools in the field had to meet certain criteria in terms of comparability between treated and control groups.

In this report, we will explain how our work unfolds step by step until the delivery of the cleaned databases.

### I. Preparation of questionnaires

After translation into Haitian Creole, the questionnaires were digitized on KoboToolBox, an open platform which offers very interesting functionalities in terms of quantitative data collection. KoboToolBox server access was shared with KonTerra to allow team leader and data specialist to check digitized questionnaires and to follow up survey progress. Also, translated questionnaires have been validated by KonTerra's Haitian consultants.

### II. Training of enumerators and pilot survey

Enumerators were trained in Cap Haitien during 3 days prior to the survey. It is important to note that enumerators had to work in teams of three. Each team include a supervisor (male or female) who was in charge of director and teacher's interviews, a female enumerator who was in charge of female pupils' interviews as well as female cooks and female school feeding committee members, and a male enumerator who interviewed male pupils, male cooks and male school feeding committee members. Each team had to finish all the interviews for a school in one day. So, we hired 30 enumerators in order to form 10 teams, because data collection in school had to be done in 2 weeks (10 working days), before the start of school exams, while we had 100 schools to visit.

On the first day, we did a theoretical training based on the paper questionnaires. We went through the questions one by one to allow the enumerators to understand their meaning and to help them to properly formulate it, so that the respondents would not be lost. The trainer also insisted on the need to consult documents such as registration and attendance books during director's interviews. The next day, enumerators were able to handle the tablets. They first downloaded the forms from the server and started to browse the digitized questionnaires. The third day was spent for interview simulations between enumerators (one to ask questions and another to respond). This was to help them acquire skills in using the 6 types of questionnaires.

**Table 1. Training Schedule**

Date	Activity
Day 1	Presentation of the objective of the study and the behaviors to adopt to face the situation of insecurity
	Work on paper questionnaires (review of each question and discussions)
Day 2	Work on paper questionnaires (review of each question and discussions)
	Handling questionnaires on tablet

Day 3	Interview simulations between enumerators
	Interview simulations between enumerators
Day 4	Pilot survey
	Pilot survey debriefing

The pilot survey was held in 3 neighboring communes: Trou du Nord, Terrier Rouge and Saint Suzanne. During the pilot survey, the trainer observed how enumerators handled the questionnaire and how they asked the questions, to ensure that they can do the work in real situations. In the afternoon, during the debriefing, mistakes were discussed, and some adjustments were also made to the questionnaires.

**Table 2. Pilot Location**

Date	Municipality	School	Rental
June 3 <sup>rd</sup>	Sainte Suzanne	Ecole Nationale de Cotelette AM	Cotelette
		Ecole Presbyterale Christ Roi de Cotelette	
	Red Terrier	Ecole Nationale Mixte fondamentale Complète AM de Terrier Rouge	Calvary
		Ecole Nationale de Colonie /Grand-Bassin	Colony
	Trou du Nord	Ecole Nationale des Filles PM	Rue Saint Jean
		Ecole Nationale de Leroux-Pillette	Pillette
		Academy of Small Geniuses	Trou du Nord
		Jean Price Mars National School	Rue Samson
		Trou-du-Nord National School for Boys	
		Standford C. Kelly School	Downtown

### III. Data collection

Data collection began with the pilot survey, because forms completed during the pilot survey were considered as valid after some corrections. Enumerators were advised to contact the school's director prior to coming, in order to have all required documents ready and to be able to finish all interviews in a day. However sometimes they could not have all the respondents present, especially the committee members and the second cook. This forced them to come back another day to do one or two interviews. In the end, it was not possible to complete the survey before the start of the exams. Fortunately, some school directors arranged for the enumerators to come even on exam days, asking them to wait until the end of the day to interview teachers and students.

Furthermore, some schools did not have the documents about the registrations of previous years or the attendance of previous years. This made it impossible to provide information on these aspects for these schools.

**Table 3. Last 3 years' registration books available**

Department	Status	Yes	No
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North	Treated	22	4
	Control	13	12
North East	Treated	21	3
	Control	18	9
<b>Total</b>		<b>74</b>	<b>28</b>

**Table 4. Last 3 years' attendance books available**

Department	Status	Yes	No
North	Treated	20	6
	Control	12	13
North East	Treated	18	6
	Control	18	9
<b>Total</b>		<b>68</b>	<b>34</b>

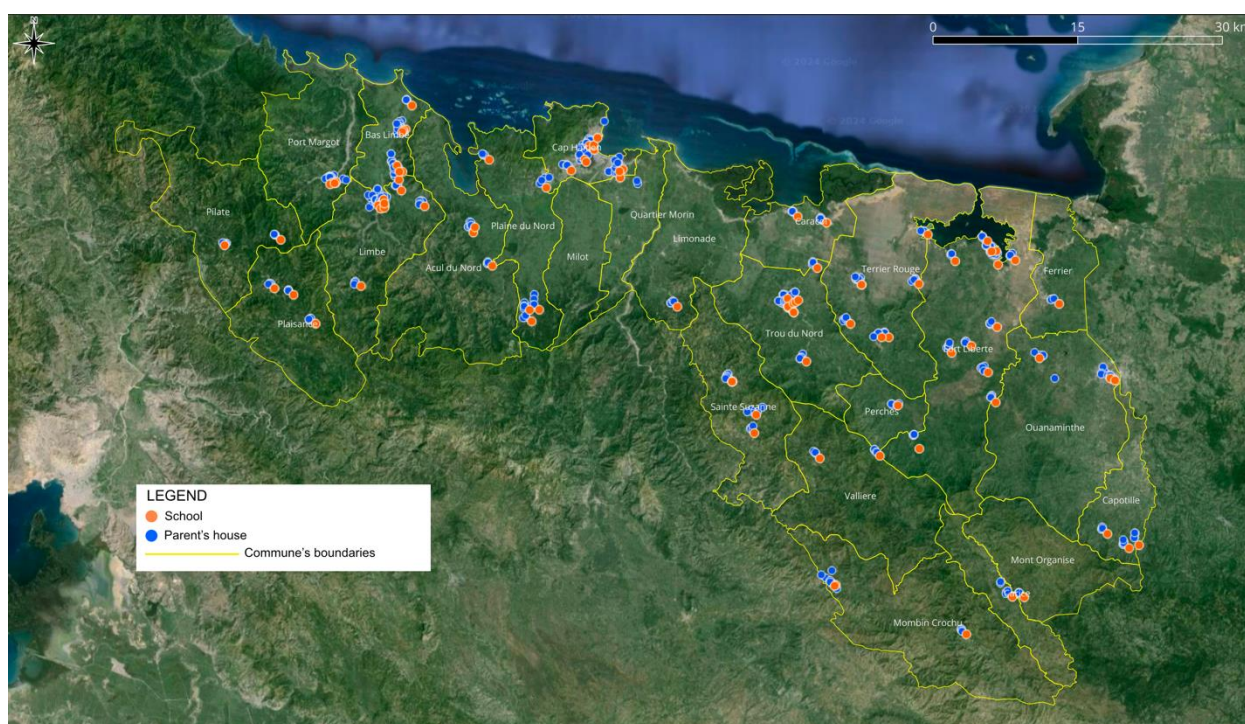
In terms of results, the enumerators were able to reach the 100 schools, and the 500 parents (households) planned. However, in some treated schools, enumerator met only 1 cook instead of 2, and there is 1 school that does not have feeding management committee. In all 100 directors were interviewed, as well as 2 teachers and 16 pupils per school. Cooks and members of the school feeding management committee have been interviewed in school which benefit the McGovern Dole program. The table below shows the achievement per type of respondents and per department.

**Table 5. Summary of enumerators' achievement**

Interviews	North		North East		Total	
	Treated	Control	Treated	Control	Treated	Control
Directors	26	25	24	27	50	52
Teachers	52	50	48	54	100	104
Pupils	418	402	393	445	811	847
Cooks	51		45		96	
CDFS	52		46		98	
Parents	132	127	122	140	254	267
<b>Total</b>						<b>2,679</b>



**Map 1: Schools and households' dispersion**



#### **IV. Data quality control**

DEMDEV team conducted a rigorous quality control at some stages of the work. First, each survey will go through automatic checks and controls which were built directly into the electronic survey instrument (such as constraints and filters). Once a survey is filled out, it will systematically go through two additional filters before it can be considered valid:

- 1) Visual review of the filled-out form directly on the tablet by supervisors;
- 2) Consistency analysis has been conducted by the team leader on all submitted surveys using Excel. The team leader will then submit a consistency report to the supervisors, with the list of valid surveys, and the list of those that contain inconsistencies and require additional work (e.g. a look at the enumerator's written notes; a phone call to the respondent; a re-visit; etc.).

#### **V. Challenges**

The main challenge enumerators had to face was the race against time because of the exam period and the end of the school year. During the allotted time, interviews had to be done in one go, in each school. But when the documents were not ready or people like the cook or the committee members were not present, it was necessary to come back another day. In some cases, the phone numbers provided in the sample list were no longer working. As a result, it was impossible to notify the schools before the arrival of the enumerators.

Fortunately, the school directors were very cooperative and did their best to accommodate the enumerators. And the enumerators have also shown their willingness to do the work even if it means going back and forth to the schools.

#### **VI. Conclusion**

Deploying a team of 30 enumerators was a major challenge, in terms of logistics. But it had to be done given the lack of time before schools closed. Fortunately, part of our team has already participated in the endline of the previous phase of the McGovern-Dole program and is still participating in the monitoring of school feeding program through DEMDEV's TPM (third party monitoring) agreement with the WFP.

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Finding control schools comparable to treated schools in the field during the survey was not easy. We noted that our enumerators did 52 control schools instead of the 50 planned. This is a kind of precaution taken to avoid having to catch up while the schools will be closed after the exams.

## Appendix 1. Achievement per school

	Directors	Teachers	Pupils	Cooks	Committee	Parents
<b>North</b>	<b>51</b>	<b>102</b>	<b>820</b>	<b>51</b>	<b>52</b>	<b>259</b>
<b>Acul du Nord</b>	<b>3</b>	<b>6</b>	<b>49</b>	<b>6</b>	<b>6</b>	<b>14</b>
Collège Béthanie	1	2	16	2	2	5
National Duty School	1	2	17	2	2	4
Notre Dame perpetuel Secours	1	2	16	2	2	5
<b>Lower Limb</b>	<b>10</b>	<b>20</b>	<b>161</b>			<b>50</b>
Letiro Adventist College	1	2	16			5
Collège Foyer du savoir de Bas-limbé	1	2	16			5
College la Reference	1	2	16			5
College Mixte United Choirs of Letiro	1	2	17			5
Ecole Adventiste de bas-limbé (Petit-Houard)	1	2	16			5
Ecole Evangelique Baptiste de Bas-limbé	1	2	16			5
Ecole Evangelique d'Haïti de Bas-Limbé (Normand)	1	2	16			5
Letiro National School	1	2	16			5
Bas-Limbé Wesleyan School	1	2	16			5
Institution Nouvelle Generation Letiro	1	2	16			5
<b>Cap Haitien</b>	<b>12</b>	<b>24</b>	<b>193</b>	<b>23</b>	<b>24</b>	<b>63</b>
Collège Wesleyen Mixte Maranatha	1	2	16	2	2	3
Raymond Thermidor Community School	1	2	17	1	2	5
Le Savoir Pour Tous School	1	2	16	2	2	5
Ecole Nationale de Claire Heureuse, Madeline	1	2	16	2	2	5
National School of Marie Rose	1	2	16	2	2	5
Ecole Nationale Fondation Vincent	1	2	16	2	2	5
Ecole Nationale Mixte Bel-Air AM	1	2	16	2	2	5
Ecole Nationale Saint Jean Baptiste	1	2	16	2	2	5
National Felix box	1	2	16	2	2	5
National Jean Price Mars AM/PM	1	2	16	2	2	5
Nationale Jean XXIII	1	2	16	2	2	10
Our Lady of Altagrace	1	2	16	2	2	5
<b>Leaf blade</b>	<b>10</b>	<b>20</b>	<b>161</b>			<b>51</b>

Academie Jacques 1er	1	2	16			5
Christian Bethany of Limbe	1	2	16			5
College Adventiste du Limbe	1	2	16			5
College Ignace Nau	1	2	16			5
College la Lumière du Limbé	1	2	16			5
Camp Coq National School	1	2	16			5
Institut Drop of Love du Limbé	1	2	16			5
Institution François Makandal	1	2	17			5
Lombard National	1	2	16			6
Boys' National	1	2	16			5
<b>Lemonade</b>	<b>1</b>	<b>2</b>	<b>16</b>	<b>2</b>	<b>2</b>	<b>5</b>
Ecole Nationale de Déricourt	1	2	16	2	2	5
<b>Pilate</b>	<b>2</b>	<b>4</b>	<b>32</b>	<b>4</b>	<b>4</b>	<b>10</b>
Ti-Poste Margot National School	1	2	16	2	2	5
St Vincent de Paul School in Pilate	1	2	16	2	2	5
<b>North Plain</b>	<b>5</b>	<b>10</b>	<b>80</b>	<b>10</b>	<b>10</b>	<b>25</b>
Center Chrétienne de Haïti de Robillard	1	2	16	2	2	5
Ecole Nationale Application de Vaudreuil	1	2	16	2	2	5
Grand Boucan National School	1	2	16	2	2	5
Ecole Nationale Laporte	1	2	16	2	2	5
Bodin's novelty institute	1	2	16	2	2	5
<b>Plaisance</b>	<b>3</b>	<b>6</b>	<b>48</b>	<b>6</b>	<b>6</b>	<b>15</b>
Ecole Nationale Colline Gaubert	1	2	16	2	2	5
Ecole Nationale de Haut Martineau	1	2	16	2	2	5
Institut de Formation pedagogique de Plaisance	1	2	16	2	2	5
<b>Port Margot</b>	<b>5</b>	<b>10</b>	<b>80</b>			<b>26</b>
Adventist School of Petit-Bourg de Port-Margot	1	2	16			7
Ecole Baptiste Gamaliel	1	2	16			5
Bérée Evangelical School	1	2	16			5
PEGHBM National School of Petit Bourg de Port-Margot	1	2	16			5
Institution Laurore de Petit Bourg Port-Margot	1	2	16			4

<b>North East</b>	<b>51</b>	<b>102</b>	<b>822</b>	<b>45</b>	<b>46</b>	<b>262</b>
<b>Capotille</b>	<b>3</b>	<b>6</b>	<b>48</b>			<b>16</b>
National Chamberlain School	1	2	21			7
Ecole Nationale de Lamine	1	2	16			5
Nationale Mateliere	1	2	11			4
<b>Caracol</b>	<b>3</b>	<b>6</b>	<b>48</b>			<b>15</b>
Ecole Nationale de Jacquesil	1	2	16			7
National Presbyteral School of Caracol	1	2	16			3
Ecole projet Evangelique missionnaire de Pardieu	1	2	16			5
<b>Carice</b>	<b>1</b>	<b>2</b>	<b>17</b>	<b>2</b>	<b>2</b>	<b>5</b>
National Water Jumping School	1	2	17	2	2	5
<b>Ferrier</b>	<b>1</b>	<b>2</b>	<b>16</b>			<b>5</b>
Institution Chretienne Mixte de Ferrier	1	2	16			5
<b>Fort Liberte</b>	<b>11</b>	<b>22</b>	<b>177</b>	<b>8</b>	<b>8</b>	<b>56</b>
EFA DE FORT-LIBERTE	1	2	16	2	2	6
Dumas National School	1	2	16			5
Ecole Nationale de Garde saline	1	2	16			5
Ecole Nationale de Miniere	1	2	16			5
Ecole nationale de piedor	1	2	16			5
National Salient School	1	2	16			5
Ecole Nationale ELIE DUBOIS HAUT MADELEINE	1	2	16	2	2	5
Ecole nationale Henry Christophe	1	2	17			5
OSWALD DURAND National School	1	2	16	1	2	5
Institut Baptiste de Derac	1	2	16	2	2	5
Institution Mixte la Référence	1	2	16	1		5
<b>Mombin Crochu</b>	<b>3</b>	<b>6</b>	<b>49</b>	<b>6</b>	<b>6</b>	<b>15</b>
Ecole Communale de Mombin-Crochu	1	2	16	2	2	5
Ecole Maranatha de Bois Laurence	1	2	17	2	2	5
Presbyteral School. St. Benoit	1	2	16	2	2	5
<b>Mount Organise</b>	<b>1</b>	<b>2</b>	<b>16</b>			<b>5</b>
Bois Neuf National School	1	2	16			5

<b>Ouanaminthe</b>	<b>4</b>	<b>8</b>	<b>80</b>	<b>4</b>	<b>4</b>	<b>20</b>
Ecole Nationale Centre Educatif Congréganiste St Esprit	1	2	16			5
Ecole Nationale de Lamatrie	1	2	16			5
Ecole Nationale JEAN-ROBERT ELIE	1	2	16	2	2	5
EFA (École Fondamentale d'application) de Ouanaminthe	1	2	16	2	2	5
<b>Poles</b>	<b>1</b>	<b>2</b>	<b>16</b>	<b>2</b>	<b>2</b>	<b>5</b>
École Nationale des Perches	1	2	16	2	2	5
<b>Sainte Suzanne</b>	<b>5</b>	<b>10</b>	<b>80</b>	<b>4</b>	<b>4</b>	<b>25</b>
Ecole Nationale DE COTELETTE AM	1	2	16	2	2	5
Cotelette National School PM	1	2	16			5
Ecole Nationale de Lassaie	1	2	16			5
Mocaneuf National School	1	2	16			5
Ecole Presbyterale Christ Roi de Cotelette	1	2	16	2	2	5
<b>Red Terrier</b>	<b>7</b>	<b>14</b>	<b>112</b>	<b>3</b>	<b>4</b>	<b>36</b>
Ecole Nationale DE COLONIE /GRAND-BASSIN	1	2	16	1	2	5
Ecole Nationale de Patricot	1	2	16			5
Phaeton National School	1	2	16			5
Ecole Nationale Mixte fondamentale Complète AM de terrier rouge	1	2	16	2	2	6
Ecole Nationale Mixte PM de Grand Bassin	1	2	16			5
Ecole Nationale Mixte PM de Terrier Rouge	1	2	16			5
Ecole Nationale savane carre	1	2	16			6
<b>Trou du Nord</b>	<b>9</b>	<b>18</b>	<b>147</b>	<b>12</b>	<b>12</b>	<b>43</b>
Academy of Small Geniuses	1	2	16	2	2	5
Trou-du-Nord National School for Boys	1	2	16	2	2	5
Ecole Nationale DES FILLES PM	1	2	16	2	2	5
Ecole Nationale DE JEAN PRICE MARS	1	2	22	2	2	5
Ecole Nationale DE LEROUX -PILLETTE	1	2	16	2	2	5
Ecole Nationale de Moussignac AM	1	2	12			3
Ecole Nationale de Moussignac PM	1	2	17			5
Ecole Nationale Presbyterale Saint Jean-Baptiste	1	2	16			5
Standford C. Kelly School	1	2	16	2	2	5

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<b>Valliere</b>	<b>2</b>	<b>4</b>	<b>32</b>	<b>4</b>	<b>4</b>	<b>10</b>
Ecole Foyer Evangelique Baptiste de Grosse Roche	1	2	16	2	2	5
Ecole Nationale DE TROIS PALMISTES	1	2	16	2	2	5
<b>Grand Total</b>	<b>102</b>	<b>204</b>	<b>1642</b>	<b>96</b>	<b>98</b>	<b>521</b>

## Annex 8.Data collection tools

# Evaluation survey

food program for children's education and nutrition  
funded by USDA and implemented by WFP in Haiti (2024-2028)

## Questionnaire for school principals

Survey type: 1=baseline survey 2=midline survey 3=final survey

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### GENERAL INFORMATION

#### A. School identification and location

Department: 1=Nord | 2=North East

|\_ |

Borough:

Municipality:

#### B. Collection team

Interviewer 1

Surveyor 2

Team Leader

Supervisor

#### C. Information about the school and the principal's characteristics

School name:

With or without WFP program: 1= with | 2= without

|\_ |

Has the school benefited from school canteens for at least one year in the last five years? Yes/No

|\_ |

For cycles 1 and 2, the school takes place at

1= morning 2= afternoon 3= morning and afternoon

|\_ |

Name of interviewee:

Gender: 1= female | 2= male

|\_ |

Age:

What is the manager's most recent degree?

1= BEPC 2=BAC 3=Licence 4=Master 5=Doctorate 6=Other to specify

What is the last professional diploma obtained? 1=Ecole Normale Jardinière 2=Ecole normale d'instituteur

3=Ecole normale supérieure 4=Science de l'éducation 5=Certificat d'aptitude pédagogique (CAP) 6=

Formation initiale accélérée (FIA) 7=No diploma 8=Other, Specify.....

How many years at this school: 1=first year | 2=less than 3 years | 3=three years or more

|\_ |

### Section 1: SCHOOL INFORMATION

Level	No. of students enrolled this year		No. of students promoted last year		No. of pupils repeating this year		No. of students who dropped out at the end of last year	
	Total	Girls	Total	Girls	Total	Girls	Total	Girls
1 <sup>re</sup> year (cycle 1)								
2 <sup>e</sup> year (cycle 1)								
3 <sup>e</sup> year (cycle 1)								
4 <sup>e</sup> year (cycle 1)								
5 <sup>e</sup> year (cycle 2)								
6 <sup>e</sup> year (cycle 2)								
7 <sup>e</sup> year (cycle 3)								
8 <sup>e</sup> year (cycle 3)								
9 <sup>e</sup> year (cycle 3)								



Does the school have attendance registers for each class over the last three school years? 1= yes, observable by interviewers   2=yes, observable, but some registers are missing   3= yes, observable, but mostly missing   4=no, or non-existent practice	_
<b>INCREASED SCHOOL ENROLMENT (MGD 1.3.4)</b>	
Has your school seen an increase in enrolment over the last three years? 1= Yes 2= No	_
Do you have school records for the last three years? 1= Yes 2= No	_
If yes, please specify this school increase according to school records (records must be seen by interviewers). 1= current year 2= last year 3= year before last	_    _    _
(Question only for schools monitored by WFP) Are the new pupils coming to your school from a school without a canteen, or are they pupils coming to school for the first time? 1= These are mostly children leaving schools without canteens 2= Most children come to school for the first time 3= They come for another reason (please specify) 4= I don't know	_
Has your school experienced a decline in enrolment over the past three years? 1= Yes 2= No	_
(Question for schools without canteens) Do you have children who leave your school without canteens for schools with canteens? 1= Yes, a lot 2= Yes, but it's not much 3= No, it's for other reasons (explain main reason) 3= no	_
<b>IMPROVING SCHOOL ATTENDANCE (MGD 1.3)</b>	
Has your school seen an increase in attendance over the last three years? 1= Yes 2= No	_
Do you have school records showing attendance for the last three years? 1= Yes 2= No	_
If yes, please specify school attendance according to school records (records must be seen by interviewers). 1= current year 2= last year 3= year before last	_    _    _
<b>MORE REGULAR TEACHER ATTENDANCE (MGD 1.1.1)</b>	
How many female teachers are there in the school (including the principal)?	_
How many (male) teachers are there in the school (including the principal)?	_
Do you have a teacher attendance register? 1= Yes 2= No	_
Generally speaking, how would you rate the level of teacher attendance? 1= Always present to teach students 2= Rarely absent 3= Regularly absent 4= A little too absent 5= Often absent to teach students	_
<b>IMPROVING ADMINISTRATOR SKILLS AND KNOWLEDGE (MGD 1.1.5)</b>	
Have you received any <b>professional training for principals</b> in the last three years? 1= Yes 2= No	_
If so, by whom? 1= MENFP 2= Catholic Relief Service and/or World Food Programme 3= Other, please specify	_
For each type of follow-up, please specify what you think of the quality of the follow-up:	
MENFP 1= Very good follow-up, nothing to add 2= Good follow-up, but not complete enough 3= Mediocre follow-up that still needs a lot of improvement	_
CRS and/or WFP 1= Very good follow-up, nothing to add 2= Good follow-up, but not complete enough 3= Mediocre follow-up that still needs a lot of improvement	_
Other	_

1= Very good follow-up, nothing to add 2= Good follow-up, but not complete enough 3= Mediocre follow-up that still needs a lot of improvement	
<b>IMPROVING STUDENTS' READING SKILLS (MGD SO1)</b>	
How would you rate your students' reading ability, taking into account their grade (not age)? 1= Very good 2= Good 3= Average 4= Poor 5= Very poor 6= Bad	_
<b>IMPROVING KNOWLEDGE OF HEALTH AND HYGIENE PRACTICES (MGD 2.1)</b>	
Have you received training in health and hygiene practices in the last three years? 1= Yes 2= No	_
If so, by whom? 1= MENFP 2= The World Food Programme or its partners 3= Other, please specify	_
For each training source, please specify the type of training:	
MENFP 1= on hand washing 2= on hygiene 3= on drinking water 4= on sanitation 5= on disease prevention 6= on safe food preparation 7= on safe food storage	_    _    _    _    _
WFP and its partners 1= on hand washing 2= on hygiene 3= on drinking water 4= on sanitation 5= on disease prevention 6= on safe food preparation 7= on safe food storage	_    _    _    _    _
Other 1= on hand washing 2= on hygiene 3= on drinking water 4= on sanitation 5= on disease prevention 6= on safe food preparation 7= on safe food storage	_    _    _    _    _
<b>IMPROVING ACCESS TO DRINKING WATER AND SANITATION (MGD 2.4)</b>	
<b>IMPROVING SCHOOL INFRASTRUCTURE (MGD 1.3.3)</b>	
<b>Latrines</b>	
Does the school have latrines 1= Yes 2=No, go to next section	_
If so, how many are there?	
How many of these latrines are functional?	
How many functional latrines are reserved for students?	
Are functional latrines for pupils separated for boys and girls? 1= Yes 2=No go to next section	
If yes, how many functional latrines for boys?	
If yes, how many functional latrines for girls:	
Do the girls' latrines have a specific space for information on menstruation and hygiene kits? (if yes, the interviewer should make an observation) 1= Yes 2=No	
Are the girls' and boys' latrines located in different parts of the yard? 1= Yes 2= No	_
Can latrines be closed from the inside? 1= Yes 2= No	_
Number of functional non-separated latrines	
Please categorize latrines (by direct observation) 1= Flush or drainage system connected to a sewer system, septic system or pit latrine 2= Flush or drain system without sewage system 3= Pit latrine with slab 4= Open pit latrine without slab 5= Compost toilets 6= Ventilated improved pit latrines 7= Other, please specify	_    _    _    _    _

	_
How do you manage and maintain the latrines? (several answers possible) 1= Train students and organize latrine cleaning rotations 2= Ensure that soap and hand-washing materials are available in or near toilets 3= Close the latrines during school vacations 4= Makes sure the sink is full of water 5= Invites users to leave their shoes outside latrines 6= Other, specify:	_   _   _   _   _   _
<b>Hand washing</b>	
Does the school have a hand-washing station? 1=Yes 2= No, go to next section	_
If yes, how many hand-washing stations are there in the school?	_ _
If so, what are the current conditions at the hand-washing station? 1=Good condition and year-round operation 2= Good condition and functioning only during the rainy season 3=Poor condition, but works all year round 4= Poor condition, but works only during the rainy season 5= Out of order, does not work 6= Other, please specify _____	_   _   _   _   _   _
What type of hand washer is used? 1= A basin with water 2= A tap bucket system 3= A tippy-tap system with a can of water that is emptied with the help of a cord 4= A sink with running water	_
<b>Soap</b>	
Do you have enough soap for your school needs? 1= Yes 2= No, but we have a good quantity of soap. 3= No, we have about half of our needs covered 4= No, we're short of more than half the requirements 5= No, we have little or no soap.	_
<b>Improved water source</b>	
Does the school have a water supply? 1=Yes 2= No, go to next section	_
Please describe the source of your water supply (comment and tick): <ul style="list-style-type: none"> <li>▪ a) Water piped into premises, plot or yard</li> <li>▪ b) public tap/pipe</li> <li>▪ c) Piped well/borehole</li> <li>▪ d) Protected dug well</li> <li>▪ e) Unprotected dug well</li> <li>▪ f) Protected source</li> <li>▪ g) Unprotected source</li> <li>▪ h) Rainwater collection</li> <li>▪ i) Trolley with small tank/drum</li> <li>▪ j) Tank truck</li> <li>▪ k) Surface water (river, dam, lake, pond)</li> <li>▪ l) Water from cans/drums</li> <li>▪ m) Other, please specify</li> </ul>	_   _   _
Specify main source (e.g. b represents the public tap/pipe)	
Is water available from this source? 1=Yes 2= No, if no go to next section	_
Has water not been available from this source in the last 2 weeks for at least one day? 1=Yes 2= No 3=Don't know	_
<b>Drinking water treatment</b>	
Do you have the equipment to treat the water in your school to make it safe to drink? 1= Yes, we have all the water treatment we need. 2= Yes, but we don't have enough to treat all the water we need. 3= No, we have little or nothing to treat the water we need. 4= No, our water doesn't need treatment	_
<b>Garbage cans</b>	

Does the school have garbage cans or other facilities for managing solid waste? 1=Yes observable 2=Yes observable 3=No	_
How often is solid waste collected? 1=everyday 2=every two or three days 3=every week	_
How is solid waste disposed of? 1=incinerated 2=thrown out of school 3=buried 4=vacated around school 5=thrown into nature	_
<b>BETTER ACCESS TO PREVENTIVE HEALTH CARE (MGD 2.5)</b>	
<b>Deworming</b>	
Have children in cycle 1 and 2 received deworming treatment in the last three years? Current year 1=Yes, 2 treatments, 2= Yes, 1 treatment 2= No Last year 1=Yes 2= No Year before last 1=Yes 2= No	_    _    _
<b>Vaccination and growth monitoring</b>	
Were any vaccination activities carried out in your school during this school year? 1=Yes 2=No	_
Were any growth monitoring activities (height and weight measurements) carried out in your school during this school year? 1=Yes 2=No	_
<b>OTHER</b>	
If you have any questions or problems relating to the WFP program, is it easy for you to contact someone? 1=Yes 2= No	_
To the best of your knowledge, is there a toll-free telephone number for information or complaints? 1=Yes 2= No	_
Have you used it before? 1=Yes 2=No	_
If yes, are you satisfied 1= yes 2= moderately 3= no	_

# Evaluation survey

food program for children's education and nutrition  
funded by USDA and implemented by WFP in Haiti (2024-2028)

## Questionnaire for teachers

(from cycle 1 or cycle 2)

Survey type: 1=baseline survey 2=midline survey 3=final survey

### GENERAL INFORMATION

#### A. School identification and location

Department: 1= Nord | 2=North East

Borough:

Municipality:

#### B. Collection team

Interviewer 1

Surveyor 2

Team Leader

Supervisor

#### C. Information about the school and the principal's characteristics

School name:

With or without WFP program: 1= with | 2= without

Name of interviewee:

Gender: 1= female | 2= male

Age:

How many years at this school: 1=first year | 2=less than 3 years | 3=three years or more

Teaching level (multiple answers possible for multi-level classes):

1= 1<sup>ère</sup> year 2= 2<sup>ème</sup> year 3= 3<sup>ème</sup> years 4= 4<sup>ème</sup> year 5= 5<sup>ème</sup> year 6= 6<sup>ème</sup> year

### IMPROVING THE QUALITY OF TEACHING (MGD 1.1)

#### IMPROVING TEACHER SKILLS AND KNOWLEDGE (MGD 1.1.4)

What is the teacher's most recent degree?

1= BEPC 2=BAC 3=Licence 4=Master 5=Doctorate 6=Other to specify

What is your most recent professional degree?

1=École Normale Jardinière 2=École normale d'instituteur 3=École normale supérieure 4=Science de l'éducation 5=Certificat d'aptitude pédagogique (CAP) 6= Formation initiale accélérée (FIA) 7=No diploma 8=Other, Specify.....

Do you think you have enough teaching tools to be able to carry out your job as a teacher? 1= Yes 2= No

Do you think you have enough knowledge to teach your students well?

1= Yes 2= No

Have you received any **professional training** in the last three years?

1= Yes 2= No

If so, by whom?

1= MENFP

2= Catholic Relief Service and/or World Food Programme

3= Other, please specify

For each training source, please specify the type of training:

MENFP (several choices possible)

1= Reading techniques

2= Writing techniques

3= Mathematics

4= Other

CRS and/or WFP 1= Reading techniques 2= Writing techniques 3= Mathematics 4= Other	_   _   _   _
Other 1= Reading techniques 2= Writing techniques 3= Mathematics 4= Other	_   _   _   _
Do you receive <b>regular training</b> to help you progress in your profession?	
If yes, who takes care of your pedagogical follow-up? 1= MENFP 2= Catholic Relief Service and/or World Food Programme 3= Other, please specify	_ _ _   _
For each type of follow-up, please specify what you think of the quality of the follow-up:	
MENFP 1= Very good follow-up, nothing to add 2= Good follow-up, but not complete enough 3= Mediocre follow-up that still needs a lot of improvement	_
CRS and/or WFP 1= Very good follow-up, nothing to add 2= Good follow-up, but not complete enough 3= Mediocre follow-up that still needs a lot of improvement	_
Other 1= Very good follow-up, nothing to add 2= Good follow-up, but not complete enough 3= Mediocre follow-up that still needs a lot of improvement	_
<b>IMPROVED ACCESS TO SCHOOL SUPPLIES AND MATERIALS (MGD 1.1.2)</b>	
Does your class have enough teaching aids for effective teaching this school year? ( <i>Note to interviewer: observe class</i> )	
▪ Chalk	Yes/No
▪ Brush for painting removal	Yes/No
▪ Rule for the table	Yes/No
▪ Pencils for students	Yes/No
▪ Rules for students	Yes/No
▪ Writing notebooks for students	Yes/No
▪ Reading books for students	Yes/No
▪ Mathematics books for students	Yes/No
▪ Educational posters in the classroom	Yes/No
<b>IMPROVED STUDENT ATTENDANCE (MGD 1.3)</b>	
How many <b>girls</b> in total are in your class (including absentees)?	_ _ _
How many <b>male</b> students do you have in total in your class (including absentees)?	_ _ _
How many <b>girls</b> are currently absent from your class?	_ _ _
How many <b>boys</b> are absent from your class today?	_ _ _
What are the most common reasons for children's absence? 1= sick 2= home is far from school 3= child works 4= financial reasons 5= child too hungry to come 6= early pregnancy 7= early marriage 8= don't know 9= other, please specify.	_
<b>IMPROVING STUDENT ATTENTION (MGD 1.2)</b>	
Please estimate the number of <b>girls</b> who are <b>often</b> inattentive in class (sleepy, inactive).	_ _ _
Please estimate the number of <b>boys</b> who are <b>often</b> inattentive in class (sleepy, inactive).	_ _ _
Please estimate the number of <b>girls</b> who are <b>sometimes</b> inattentive in class (sleepy, inactive).	_ _ _
Please estimate the number of <b>boys</b> who are <b>sometimes</b> inattentive in class (sleepy, inactive).	_ _ _
Does this change depend on the season/month? 1= Yes 2= No if no, end of questionnaire:	_
If yes, please specify if there are times of the year when students are more inattentive: 1= Beginning of dry season (November/December) 2= End of dry season (February/March)	_

3= Start of rainy season (April-May) 4= End of rainy season (September/October)	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
<b>IMPROVING KNOWLEDGE OF HEALTH AND HYGIENE (MGD 2.1)</b>	
Have you received training in health and hygiene practices in the last three years? 1= Yes 2= No	<input type="checkbox"/> <input type="checkbox"/>
If yes, how long did the training last? 1=2 days or more 2=less than 2 days 3=I don't know	<input type="checkbox"/> <input type="checkbox"/>
If so, by whom? 1= MENFP 2= The World Food Programme or its partners 3= Other, please specify	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
For each training source, please specify the type of training:	
MENFP (several choices possible) 1= on hand washing 2= on hygiene 3= on drinking water 4= on sanitation 5= on disease prevention	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
WFP and its partners 1= on hand washing 2= on hygiene 3= on drinking water 4= on sanitation 5= on disease prevention	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
Other 1= on hand washing 2= on hygiene 3= on drinking water 4= on sanitation 5= on disease prevention	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
<b>INCREASED USE OF GOOD HEALTH AND HYGIENE PRACTICES (MGD SO2)</b>	
Do children wash their hands before eating? 1=Yes, always 2=Sometimes 3=No, rarely or never	<input type="checkbox"/> <input type="checkbox"/>
Do children wash their hands after eating? 1=Yes, always 2=Sometimes 3=No, rarely or never	<input type="checkbox"/> <input type="checkbox"/>
Do children wash their hands after using the toilet? 1=Yes, always 2=Sometimes 3=No, rarely or never	<input type="checkbox"/> <input type="checkbox"/>
Do you have any hygiene awareness classes in the classroom? 1= yes 2=no	<input type="checkbox"/> <input type="checkbox"/>
Are there any teaching aids in the classroom on good hygiene practices (the survey team needs to see the material)? 1= yes 2= no	<input type="checkbox"/> <input type="checkbox"/>
In your opinion, is illness a major reason why students are absent from <b>your class</b> ? 1= Yes, that's the main reason 2= Yes, it's an important cause, but not the main one 3= No, illness is not a main reason for children's absence	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
If answers 1 or 2, what are the most common diseases? 1= Fever 2= Malaria 3= Diarrhea 4= Cold 5= CONTINUE THE LIST DURING TRAINING TO ADAPT IT TO THE CONTEXT	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
In your opinion, does your students' health have an influence on their academic abilities? 1= Yes, very much 2= Yes, a little 2= No, not at all	<input type="checkbox"/> <input type="checkbox"/>
<b>IMPROVING NUTRITIONAL KNOWLEDGE (MGD 2.2)</b>	
Have you received training in nutrition or good eating habits? 1= yes 2= no	<input type="checkbox"/> <input type="checkbox"/>
If yes, how long did the training last? 1=2 days or more 2=less than 2 days 3=I don't know	<input type="checkbox"/> <input type="checkbox"/>
If so, by whom 1= MENFP 2= The World Food Programme or its partners	<input type="checkbox"/> <input type="checkbox"/>

3= Other, please specify	_
At school, during class, are there any lessons about food and healthy eating habits? 1= yes 2= no	_
If yes: what are the key messages you can retain? 1= It's a good idea to eat 5 portions of fruit and vegetables every day 2= Eating a lot of sweets is bad for your health 3= Our body needs all 3 types of food every day 4= Washing our hands protects our health 5= It's important to drink enough water every day 6= Half of what we eat every day should be made up of foods that protect the body 7= The other half should be made up of foods that build and give strength and energy to the body 8= I don't know 9= Other: Specify	_   _   _   _   _   _   _   _
If other	
<b>IMPROVING GENDER KNOWLEDGE</b>	
Have you received gender training? 1= Yes 2=No	_
At school, during class, are there any lessons on attitudes towards gender equality? 1= Yes 2=No	_
1= Girls or boys, they can all cook well 2= Girls and boys can share meal-related tasks 3= Other, please specify	_
If other	
<b>IMPROVE READING SKILLS</b>	
In your opinion, have children's reading skills improved over the past two years? 1=Yes, a lot 2= Yes, a little 3= No, it's the same 4= No, it's worse 5= I can't really say	_



# Evaluation survey

food program for children's education and nutrition  
funded by USDA and implemented by WFP in Haiti (2024-2028)

Survey type: 1=baseline survey 2=midline survey 3=final survey

|\_ |

## Questionnaire for schoolchildren

### GENERAL INFORMATION

#### School identification and location

Department: 1= Nord | 2=North East

|\_ |

Borough:

Municipality:

#### Collection team

Interviewer 1

Surveyor 2

Team Leader

Supervisor

#### Student information

School name:

With or without WFP program: 1= with | 2= without

|\_ |

Name of interviewee:

Gender: 1= female | 2= male

Age:

|\_ ||\_ |

School level:

1= 1<sup>re</sup> year 2= 2<sup>e</sup> year 3= 3<sup>e</sup> years 4= 4<sup>e</sup> year 5= 5<sup>e</sup> year 6= 6<sup>e</sup> year

|\_ |

Children's classes take place

1= morning 2= afternoon

|\_ |

### ASSESSMENT OF MEALS SERVED BY THE SCHOOL CANTEEN

Do you receive a meal at the school canteen every day? 1= Yes 2= No

|\_ |

If not, how often on average?

1= more than 3 days a week

2= less than 3 days a week

3= never

|\_ |

In general, Are you still hungry at the end of the meal?

1= Yes always

2= Yes sometimes

3= No

|\_ |

How many different meals were served during the week?

|\_ |

Would you say that the meals served are well prepared?

1= Yes 2= No 3= Don't know

|\_ |

### SHORT-TERM HUNGER REDUCTION (MGD 1.2.1)

Do you usually eat something at home before coming to school in the morning?

1= Yes, everyday 2= Sometimes 3= Rarely 4= Never

|\_ |

Does it change with the seasons? 1= Yes 2= No (if no, go to next question)

|\_ |

If yes, specify the season when you don't eat before going to school

1= Beginning of dry season (November/December)

2= End of dry season (February/March)

3= Start of rainy season (April-May)

4= End of rainy season (September/October)

|\_ |

|\_ |

|\_ |

|\_ |

What did you eat this morning before coming to school?

1= Cassava, rice, small millet, maize, wheat, bread or fritters, other cereals (pasta, etc.), other tubers (sweet potatoes/potatoes, yams) and plantain bananas, sugar, honey and other sweets.

2= Beans, peas, lentils, cowpeas, squash, soybeans, peanut paste, groundnuts, sesame and other legumes

3= Vegetables (Amaranth, cabbage, watercress, lalo, spinach, sorrel...), other vegetables (eggplant, zucchini, cucumber, turnip, beet...)

|\_ |

|\_ |

4= Orange-fleshed vegetables (squash, carrots, red-fleshed sweet potatoes...), Orange-fleshed fruit (papaya, mango, oranges, melon), Wild fruit, Other fresh fruit 5= Farmed and bush meat (beef, goat, pork, horse, game), poultry, shrimps, fish (fresh, salted and smoked), offal, etc. 6= Eggs 7= Milk/Cheese/Yogurt/Dairy products	_     _     _     _     _
Did you bring any food to eat while you were at school? 1= Yes 2= No (if no, go to next question)	
If so, what did you bring? 1= Cassava (Chikwangue)/Fufu, Rice, Bread or fritters, other cereals (pasta, etc.), other tubers (sweet potato/potato, yam) and plantain, sugar, honey and other sweets. 2= Beans, peas, lentils, cowpeas, squash, soybeans, peanut paste, groundnuts, sesame and other legumes 3= Vegetables (amaranth, cassava leaves, endives, spinach, sorrel...), other vegetables (eggplant, zucchini...) 4= Orange-fleshed vegetables (squash, carrots, red-fleshed sweet potatoes...), Orange-fleshed fruit (papaya, mango, oranges), Wild fruit, Other fresh fruit 5= Farmed and bush meat (game), poultry, snails, shrimps, fish (fresh, salted and smoked), edible insects (caterpillars, etc.), offal, etc. 6= Eggs 7= Milk/Cheese/Yogurt/Dairy products	_     _     _     _     _     _     _
Do you receive meals at school? 1= Yes 2= No	_
If yes, are you still hungry after your school lunch? 1=Yes, often 2=Yes, sometimes 3=No, never	_
How many meals do you eat at home after school? 1= Nothing 2=One meal 3=Two meals 4=Only snacks	_
What kind of food did you receive at home after you got home from school (the day before or the day before school)? 1= Cassava (Chikwangue)/Fufu, Rice, Bread or fritters, other cereals (pasta, etc.), other tubers (sweet potato/potato, yam) and plantain, sugar, honey and other sweets. 2= Beans, peas, lentils, cowpeas, squash, soybeans, peanut paste, groundnuts, sesame and other legumes 3= Vegetables (amaranth, cassava leaves, endives, spinach, sorrel...), other vegetables (eggplant, zucchini...) 4= Orange-fleshed vegetables (squash, carrots, red-fleshed sweet potatoes...), Orange-fleshed fruit (papaya, mango, oranges), Wild fruit, Other fresh fruit 5= Farmed and bush meat (game), poultry, snails, shrimps, fish (fresh, salted and smoked), edible insects (caterpillars, etc.), offal, etc. 6= Eggs 7= Milk/Cheese/Yogurt/Dairy products	_     _     _     _     _     _     _
<b>INCREASED USE OF GOOD HEALTH AND HYGIENE PRACTICES (MGD SO2)</b>	
Do you usually wash your hands before eating? 1=Everyday 2=Sometimes 3=Rarely 4=Never	_
Do you usually wash your hands after meals? 1=Everyday 2=Sometimes 3=Rarely 4=Never	_
Do you usually wash your hands before going to the toilet? 1=Everyday 2=Sometimes 3=Rarely 4=Never	_
Do you usually wash your hands after using the toilet? 1=Everyday 2=Sometimes 3=Rarely 4=Never	_
Are there toilets at school? 1= Yes 2= No	_
Do you find these toilets easy to use? 1= Yes 2= No	_
If so, do you use them? 1= Yes 2= No	_
If not, what's wrong (several choices possible)? 1= They are often or always closed 2= They're dirty 3= I don't like toilets 4= I don't know 5= Other, please specify	_    _    _    _    _
Why do you think it's important to wash your hands? (DO NOT INFLUENCE THE ANSWER) 1= Kill microbes	_

2= Clean hands 3= Fight against Covid 4= I don't know 5= Other	_   _   _   _
If so, how many times a day on average do you wash your hands at school?	_
Is there access to enough water and soap at school most of the time? 1=Yes, enough of both 2=There's enough water but no soap most of the time 3=There's not enough water and there's soap 4=There's not enough water or soap	_
<b>IMPROVING STUDENT ATTENTION (MGD 1.2)</b>	
Are you hungry when you're at school in the morning? 1= Yes, often 2= Yes, sometimes 2= Not too often 4= No	_
If you're hungry, does that prevent you from working and listening at school?	_
<b>IMPROVED STUDENT ATTENDANCE (MGD 1.3)</b>	
<b>REDUCING HEALTH-RELATED ABSENCES (MGD 1.3.2)</b>	
Are you often absenting 1= Yes, often 2= Yes, sometimes 3= No, rarely	_
Why have you been away? 1=ill 2=home is far from school 3=work at home 4=financial reasons 5=hunger 6=family travel 7=field work 8=taking care of a family member 9=no answer 10=other to specify: _____	_
If you were ill, what illness did you suffer from? 1= fever 2= vomiting 3= weakness fatigue 4= stomach ache 5= headache 6= body pain 7= diarrheal reactions 8 cold 9= cold 10= other please specify: _____	_ _ _ _   _ _ _ _   _ _ _ _

# Evaluation survey

food program for children's education and nutrition  
funded by USDA and implemented by WFP in Haiti (2024-2028)

Survey type: 1=baseline survey 2=midline survey 3=final survey

|\_ |

## Questionnaire for cooks

### GENERAL INFORMATION

#### School identification and location

Department: 1= Nord | 2=North East

|\_ |

Borough:

Municipality:

#### Collection team

Interviewer 1

Surveyor 2

Team Leader

Supervisor

#### Kitchen team information

School name:

Name of interviewee:

Gender: 1= female | 2= male

|\_ |

Age:

|\_||\_ |

Has been working as a cook at this school for how many years: 1=first year | 2=less than 3 years | 3=three years or more

|\_ |

How many cooks are on the team?

|\_ |

How many women?

|\_ |

How many men?

|\_ |

### IMPROVED ACCESS TO TOOLS AND EQUIPMENT FOR FOOD PREPARATION (MGD 2.6)

Are you satisfied with the infrastructure for your work?

1= Yes, very satisfied 2= Yes, but could be better 3= No

|\_ |

Is your access to water satisfactory in quantity and quality for food preparation and hygiene? 1= Yes 2= No

|\_ |

Is the water used for cooking of good quality? 1= Yes 2=No

|\_ |

What type of fire do you cook over?

1= Three stones / open fire in a well-ventilated area

2= Three stones / open fire in an unventilated area

3= Simple charcoal stove

4= Improved stove with briquette

5= Improved wood-burning fireplaces

6= Improved gas fireplaces

|\_ |

If answer 5 or 6, were the households supplied by WFP? 1=yes 2=no

|\_ |

Are the pots you use:

In sufficient numbers 1= Yes 2= No

In good condition 1= Yes 2= No

Provided by parents 1= Yes 2= No

Supplied by WFP 1= Yes 2= No

|\_ |

|\_ |

|\_ |

|\_ |

Are the food preparation utensils:

In sufficient numbers 1= Yes 2= No

In good condition 1= Yes 2= No

Provided by parents 1= Yes 2= No

Supplied by WFP 1= Yes 2= No

|\_ |

|\_ |

|\_ |

|\_ |

Are the plates, spoons, knives, forks or cups:

In sufficient numbers 1= Yes 2= No	<input type="checkbox"/> <input type="checkbox"/>
In good condition 1= Yes 2= No	<input type="checkbox"/> <input type="checkbox"/>
Provided by parents 1= Yes 2= No	<input type="checkbox"/> <input type="checkbox"/>
Provided by WFP 1= Yes 2= No	<input type="checkbox"/> <input type="checkbox"/>
Do you have enough aprons?	<input type="checkbox"/> <input type="checkbox"/>
1= Yes 2= Not quite 3= No	
Are the aprons in good condition?	<input type="checkbox"/> <input type="checkbox"/>
1= Yes 2= More or less 3= No	
Do you have enough kerchiefs to put over your head?	<input type="checkbox"/> <input type="checkbox"/>
1= Yes 2= Not quite 3= No	
Are the fichus in good condition?	<input type="checkbox"/> <input type="checkbox"/>
1= Yes 2= More or less 3= No	
<b>SHORT-TERM HUNGER REDUCTION (MGD 1.2.1)</b>	
Can you serve enough food every school day?	<input type="checkbox"/> <input type="checkbox"/>
1= Yes, always 2= Almost everyday 3= Food is regularly missing 4= Food is often missing	
In your opinion, do the meals provided by the canteen give children enough to eat at lunchtime?	<input type="checkbox"/> <input type="checkbox"/>
1= Yes 2= Not always 3= No	
What foods were served in the school canteen this week?	<input type="checkbox"/> <input type="checkbox"/>
1= rice	<input type="checkbox"/> <input type="checkbox"/>
2= bulgur/wheat	<input type="checkbox"/> <input type="checkbox"/>
3= lenses	<input type="checkbox"/> <input type="checkbox"/>
4= Pinto beans	<input type="checkbox"/> <input type="checkbox"/>
5= potatoes/yams/sweet potatoes	<input type="checkbox"/> <input type="checkbox"/>
6= Leafy vegetables (Amaranth, cabbage, watercress, lalo, spinach, sorrel...),	<input type="checkbox"/> <input type="checkbox"/>
4= orange-fleshed vegetables (squash, carrots, red-fleshed sweet potatoes...)	<input type="checkbox"/> <input type="checkbox"/>
7= other vegetables (eggplants, zucchinis, cucumbers, turnips, beet ...)	<input type="checkbox"/> <input type="checkbox"/>
8= fruit	<input type="checkbox"/> <input type="checkbox"/>
9= Other, please specify	
<b>INCREASED USE OF GOOD HEALTH AND HYGIENE PRACTICES (MGD SO2)</b>	
Are meals often enriched with foods other than those delivered by WFP?	<input type="checkbox"/> <input type="checkbox"/>
1= Yes 2= No	
If so, how often?	<input type="checkbox"/> <input type="checkbox"/>
1= every day	<input type="checkbox"/> <input type="checkbox"/>
2= 2 to 4 times a week	<input type="checkbox"/> <input type="checkbox"/>
3= once a week	<input type="checkbox"/> <input type="checkbox"/>
4= rarely (less than once a week)	<input type="checkbox"/> <input type="checkbox"/>
If so, where does this food come from?	<input type="checkbox"/> <input type="checkbox"/>
1= from parents in the form of money or food	<input type="checkbox"/> <input type="checkbox"/>
2= another organization or program	<input type="checkbox"/> <input type="checkbox"/>
3= the school's own funds	<input type="checkbox"/> <input type="checkbox"/>
4= From the government	<input type="checkbox"/> <input type="checkbox"/>
5= A school garden	<input type="checkbox"/> <input type="checkbox"/>
6= Other, please specify	<input type="checkbox"/> <input type="checkbox"/>
If so, what is the main source of the extra food?	<input type="checkbox"/> <input type="checkbox"/>
First source 1,2,3,4,5 or 6	<input type="checkbox"/> <input type="checkbox"/>
Second source 1,2,3,4,5 or 6	<input type="checkbox"/> <input type="checkbox"/>
Third source 1,2,3,4,5 or 6	<input type="checkbox"/> <input type="checkbox"/>
<b>IMPROVED KNOWLEDGE OF GOOD FOOD PREPARATION AND STORAGE PRACTICES (MGD 2.2)</b>	
Is the food you receive from stock spoiled?	<input type="checkbox"/> <input type="checkbox"/>
1= Yes, often 2= Yes, sometimes 3= No, rarely 4= No, never	
Have you received training in good food preparation and storage practices in the last three years?	<input type="checkbox"/> <input type="checkbox"/>
If yes, the training lasted 1=2 days or more 2=less than 2 days, 3=I don't remember	
If so, by whom?	<input type="checkbox"/> <input type="checkbox"/>
1= MENFP	
2= WFP or its implementing partners	
3= Other, please specify	
4= Don't know	
Do you feel that the training is complete and appropriate?	<input type="checkbox"/> <input type="checkbox"/>

1= Yes 2= No, please specify	
Are there any new things you've implemented as a result of these training courses? 1= yes 2=no	_
If not, why not? 1= We've learned nothing new 2= We don't have the means to put things in place 3= Other, please specify	_   _   _
<b>GENRE</b>	
Are you happy working as a cook? 1= Yes, very 2= Yes, a little 3= No, not really	_
Are there many people in the community who would like to work in the school canteen? 1= Yes 2=No 3= Don't know	_
Do you work with the school canteen management committee? 1=Yes 2=No	_
Do you ever make suggestions to the canteen management committee? 1=Yes 2=No	_
If so, are these comments taken into account? 1= Yes 2=No 3= Don't know	_
Do you receive any compensation for your work? 1= Yes 2= No	_
If yes, 1= in kind or 2= in cash?	_
How much in cash?	_
What in kind? 1= A dish 2= Food for the family to take home 3= Other, please specify	_
From whom do you receive compensation for your work? (Multiple answers possible) 1=WFP 2=Government 3=School 4=Community 5=Other	_ _ _
Do you consider this remuneration (in kind or in cash) sufficient? 1= Yes 2= No	_
<b>CLOSING OF SCHOOLS</b>	
During periods of closure due to strikes, industrial action or security problems, did children have access to food through take-home rations? 1= yes, and take-home rations covered all missed school days. 2= yes, but the take-home rations covered a little less than the missed school days. 3= Yes, but take-home rations covered less than half the school days missed. 4 = Yes, but take-home rations barely covered school days missed. 5= No, there were no take-away rations. 6= I don't know	_

# Evaluation survey

food program for children's education and nutrition  
funded by USDA and implemented by WFP in Haiti (2024-2028)

Preferably not with the director, who is often the president of the CGCS.

## Questionnaire for school canteen management committees

Survey type: 1=baseline survey 2=midline survey 3=final survey	_
<b>GENERAL INFORMATION</b>	
<b>School identification and location</b>	
Department: 1= Nord   2=North East	_
Borough:	
Municipality:	
<b>Collection team</b>	
Interviewer 1	
Surveyor 2	
Team Leader	
Supervisor	
<b>Committee information</b>	
School name:	
With or without WFP program: 1= with   2= without	_
Names of committee members:	
Committee position	
Attendance at discussion	
Gender: 1= female   2= male	_
Age:	_ _
List other CGCS members (position, gender, profession, age)	
<b>IMPROVING ACCESS TO FOOD (MGD 1.2.1.1)</b>	
Are there any food shortages between WFP deliveries? 1= Yes, often 2= Yes, from time to time 3= Yes, but it's rare 4= no, never	_  _  _  _
Does the food delivered by the WFP arrive in good condition? 1= Yes, always	_

2= Food delivered is sometimes spoiled 3= Food delivered is often spoiled	<input type="checkbox"/> <input type="checkbox"/>
Do you receive food for the school meal from parents? 1= every day 2= 2 to 4 times a week 3= once a week 4= rarely (less than once a week)	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
<b>IMPROVED KNOWLEDGE OF GOOD FOOD PREPARATION AND STORAGE PRACTICES (MGD 2.2)</b>	
Have you received training in good food preparation and storage practices in the last three years? 1= Yes 2= No Did the training last 1= 2 days or more 2= Less than 2 days 3= Don't know	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
If so, by whom? 1= MENFP 2= WFP and/or its partners 3= Other, please specify	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
Do you feel that the training is complete and appropriate? 1= Yes 2= No, please specify	<input type="checkbox"/> <input type="checkbox"/>
<b>BETTER ACCESS TO TOOLS AND EQUIPMENT FOR FOOD PREPARATION AND STORAGE (MGD 2.6)</b>	
Does the school have a food storage area? (The storage area must be visited by the survey team). 1= Yes 2= No	<input type="checkbox"/>
Has the school received a set of utensils for preparing and distributing meals? If yes, the kit was distributed by 1= MENFP 2= WFP and/or its partners 3= Other, please specify	<input type="checkbox"/>
Is this kit complete and sufficient? 1= complete and sufficient 2= complete but insufficient products 3= incomplete and insufficient products	<input type="checkbox"/>
If so, what is the current state of the warehouse? Well cleaned (observe) 1= Yes 2= No 2= Floor is dry (observe) 1= Yes 2= No 3= Pallets for food storage (observe) 1= Yes 2= No 4= Door is securely locked 1= Yes 2= No 5= Security guard at night/during school vacations 1= Yes 2= No 6= Food is stored in good order (observe) 1= Yes 2= No 7= Leaking roofs 1= Yes 2= No 8= Broken windows/doors (observe) 1= Yes 2= No 9= Damaged walls (observe) 1= Yes 2= No 10= No walls 1= There are walls 2= Some or all walls are missing 11= Food stored above ground (not part of the soil) 1= Yes 2= No 12= Reserve has ventilation 1= Yes 2= No 13= Is the expiry or production date visible on stock? 1= Yes, always 2= Not always 3= Never 14= Have any expiry or manufacturing dates expired? 1= Yes, always 2= Not always 3= Never 14= Other, please specify: .....	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
In terms of security at your storage facility, do you think there could be a problem? (Multiple answers possible) 1= No, the warehouse is well secured (padlocks, guards, etc.). 2= No, the community looks after the warehouse. 3= Yes, it's difficult to secure the area even though it's closed. 4= Yes, having a food warehouse creates tension in the community or with neighboring communities.	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
How would you rate the quality of your food storage facility? (Without taking safety into account) 1= Very good, nothing in particular to improve	



2= Good, some minor improvements may be possible. 3= Fair, improvements should be made, food may spoil 4= Bad, food is not stored properly.	
<b>CLOSING OF SCHOOLS</b>	
During periods of closure due to strikes, industrial action or security problems, did children have access to food through take-home rations? 1= yes, and take-home rations covered all missed school days. 2= yes, but the take-home rations covered a little less than the missed school days. 3= Yes, but take-home rations covered less than half the school days missed. 4 = Yes, but take-home rations barely covered the missed school days. 5= No, there were no take-away rations. 6= I don't know	

# Evaluation survey

food program for children's education and nutrition  
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## Household questionnaire

Survey type: 1=baseline survey 2=midline survey 3=final survey	_
<b>GENERAL INFORMATION</b>	
<b>School identification and location</b>	
Department: 1=Nord   2=North East	_
Borough:	
Municipality:	
<b>Collection team</b>	
Interviewer 1	
Surveyor 2	
Team Leader	
Supervisor	
<b>Local/school information</b>	
School name:	
With or without WFP program: 1= with   2= without	_
<b>Household information</b>	
Gender of head of household 1=masculine 2= female	_
Main source of household income 1= agriculture 2= employment, specify 3= Other, please specify	_
Age of head of household	_ _
Education level of head of household 1= No level 2= Primary 3=Secondary 4= Superior	_
Household composition by gender and age group Total number of members Number of boys aged 0 to 5 Number of girls aged 0 to 5 Number of boys aged 6 to 14 Number of girls aged 6 to 14 Number of men aged 15 to 59 Number of women aged 15 to 59 Number of men aged 60 and over Number of women aged 60 and over	_   _   _   _   _   _   _   _   _   _
Gender: 1= female   2= male	_
Age:	_ _
<b>BENEFITS OF EDUCATION</b>	
How many of your school-age children attend school?	_
How many of your school-age <i>boys</i> attend school?	_
How many of your school-age <i>daughters</i> attend school?	_
How important do you think school is for your children? 1= Large	_

2= Low	_
2= None	_
What skills or knowledge do you hope your child/children will acquire at school?	
How do you plan to support your child/children's learning at home to complement what they learn at school?	
Are you involved in any school organizations? 1= Yes 2= No If so, which: 1= Parent-Teacher Association	_
30. 2=School management committee	_
31. 3=School canteen management committee	_
4=Other, please specify	
If some of your children don't go to school, what's the reason? 1= financial cost	_
2= health problem	_
3= distance from school	_
4= Other, please specify	_
What additional resources or support do you think are needed to help your children get the most out of their school education?	_
Why do you think some schools have canteens?	_
Do your children receive food at school (canteen or dry ration)?	_
Do your children seem satisfied with the meals they receive at the canteen? 1= Yes 2= No 3=Don't know	_
If not, what seems to be the point(s) of dissatisfaction? 1= Insufficient quantity	_
2= Dislikes meals	_
3= Other, please specify	_
Does the existence of a school canteen offer your child/children an advantage over a school without a canteen? 1= Yes 2= No If so, in which field? 1= Power supply	_
32. 2=Health	_
33. 3=Education	_
34. 4=Other, please specify	_
Are there any negative aspects of the school program your child/children attend for your household?	
<b>USING BEST PRACTICES AT HOME</b>	
Have you implemented any good hygiene, health or nutrition practices at home as a result of your child's learning at school (new practice)? 1= Yes 2= No If so, in which field? 1= wash hands after toilet and before meals	_
2= balanced diet	_
3= Personal hygiene	_
4= Household hygiene	_
5= Water and/or food processing and storage	_
6= Other, please specify	_
<b>ADAPTATION STRATEGIES</b>	
In the <b>last 7 days</b> , were there any days (and if so, how many) when your household had to resort to any of the following strategies (to cope with lack of food or money to buy it)?  <b>READ-ALOUD STRATEGIES</b>  1= Used less popular and less expensive foods	

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2= Borrowed food or relied on help from friends or relatives	<input type="checkbox"/>
3= Reduces the number of meals eaten per day	<input type="checkbox"/>
4= Reduces meal portion size	<input type="checkbox"/>
5= Restricts adult consumption so that small children can eat	<input type="checkbox"/>

	Food	<b>1.03-</b> Consumed in the <b>last 7 days</b> <i>If not consumed, do not fill in the main source section</i>	<b>1.04-</b> How was this food obtained? <b>Write the source of the main source of food for the last 7 days</b>	<b>1.05 - Consumed in the last 24 hours?</b>	FCS/HDDS
	<i>Note to enumerator: Determine whether fish or milk consumption was only in small quantities.</i>	For how many days in the last 7 days did most members of your household (more than 50%) eat the following food items?	And what was their source? (Use the codes below, write 0 if not consumed in the last 7 days)	Did most members of your household eat/consume the following foods yesterday? (Yes=1, No=0)	
1.	<b>Cereals, grains, roots and tubers:</b> rice, pasta, bread, sorghum, millet, corn, potato, yam, cassava, white sweet potato	__	__		FCSStap
<i>If 0 go directly to question 2</i>					
1.1.	<b>Cereals, grains:</b> rice, pasta, bread, sorghum, millet, corn	__		__	HDDSSStapCer
1.2.	<b>Roots and tubers:</b> potatoes, sweet potatoes, cassava, yam	__		__	HDDSSStapRoot
2.	<b>Pulses, nuts: beans,</b> peanuts, lentils, walnuts, soybeans, other nuts	__	__	__	FCSPulse/ HDDSPulse
3.	<b>Milk and other dairy products:</b> Fresh milk / curd, yoghurt, cheese, other dairy products	__	__	__	FCSDairy/ HDDSDairy

	(Exclude margarine/butter or small quantities of milk for tea or coffee)				
4.	<b>Meat, fish and eggs:</b> goat, beef, chicken, pork, blood, fish, including canned tuna, snails and/or other seafood, eggs. (meat and fish eaten in large quantities, not as condiments)	__	__		FCSPr
If 0 go directly to question 5					
4.1	<b>Meat:</b> beef, pork, lamb, goat, rabbit, chicken, duck, other poultry, insects	__		__	FCSPrMeatF/ HDDSPrMeatF
4.2	<b>Offal:</b> liver, kidneys, heart and/or other offal	__		__	FCSPrMeatO/ HDDSPrMeatO
4.3	<b>Fish/crustaceans:</b> fish, including canned tuna, snails and/or other seafood. (fish eaten in large quantities, not as a condiment)	__		__	FCSPrFish/ HDDSPrFish
4.4	<b>Eggs</b>	__		__	FCSPrEggs/ HDDSPrEgg
5.	<b>Vegetables and leaves:</b> Spinach, onions, tomatoes, carrots, peppers, green beans, lettuce, etc.	__	__	__	FCSVeg/ HDDSVeg
If 0 go directly to question 6					

5.1	<b>Orange-fleshed vegetables</b> (rich in vitamin A): carrot, red bell pepper, pumpkin, orange sweet potatoes	__	__		<i>FCSVegOrg</i>
5.2	<b>Leafy vegetables:</b> spinach, broccoli, amaranth and/or other dark green leaves, cassava leaves	__	__		<i>FCSVegGre</i>
6.	<b>Fruits:</b> banana, apple, lemon, mango, papaya, apricot, peach, etc.	__	__	__	<i>FCSFruit/ HDDSFruit</i>
<i>If 0 go directly to question 7</i>					
6.1	<b>Orange-fleshed fruit</b> (fruit rich in vitamin A): mango, papaya, apricot, peach)	__			<i>FCSFruiOrg</i>
7.	<b>Oil/fat/butter:</b> vegetable oil, palm oil, shea butter, margarine, other fats/oils	__	__	__	<i>FCSFat/ HDDSFat</i>
8.	<b>Sugar or sweets:</b> sugar, honey, jam, cakes, candies, cookies, pastries, cakes and other sweets (sweet drinks).	__	__	__	<i>FCSSugar/HDDSSugar</i>
9.	<b>Condiments / Spices:</b> tea, coffee / cocoa, salt, garlic, spices, yeast / baking powder, tomato sauce, meat or fish as a condiment, condiments including a small amount of milk / tea or coffee.	__	__	__	<i>FCSCond/HDDSCond</i>

Code list name: SrF	<p><b><u>Cides for means of food acquisition</u></b></p> <p>100 = Own production (agricultural and animal production)</p> <p>200 = Fishing/Hunting</p> <p>300 = Picking</p> <p>400 = Loan</p> <p>500 = Market (bought in cash)</p> <p>600 = Market (purchased on credit)</p> <p>700 = Begging</p> <p>800 = exchange for labor or goods</p> <p>900 = food donation from family or friends</p> <p>1000 = food assistance from local associations, NGOs, government, WFP, etc.</p>
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## Semi-structured interview guides

Interviews with WFP, regional and country office staff	Baseline assessment	Midterm evaluation	Endline evaluation
Name, position held, gender	N/A	N/A	N/A
Can you tell us about your involvement in the USDA McGovern-Dole FFE program? How long have you been involved?	N/A	N/A	N/A
Can you tell us more about the design of the McGovern-Dole FFE program (does it target the right beneficiaries, its alignment with SF policy)?	N/A	N/A	N/A
As far as the objectives of the school canteen are concerned, is there anything specific about the McGovern-Dole FFE program?	General understanding of EE		
Which organizations are involved and how are they cooperating?	General understanding of EE		
What is your opinion so far of WFP's partnership with its implementing partners in the McGovern-Dole ETF program activities? What is your opinion of its partnership with the government (effect on sustainability)?	N/A	Sustainability	Sustainability
How were gender considerations integrated into the McGovern-Dole ETF program?	Gender	Gender	Gender
Is the program designed to be gender-transformative? Please be specific.	Gender	Gender	Gender
In your opinion, what are the main challenges for the successful and effective implementation of the program? To empower women? For the successful transfer of responsibility to the government?	Gender	Gender	Gender
What is the funding situation? Is the program fully funded? Are there any gaps in funding?	General		
What efforts will be made to transfer responsibility to the government?	General		
What are the challenges for the sustainability of the McGovern-Dole FFE program?	Learning Agenda	Learning Agenda	Learning Agenda

How have the recommendations of the previous evaluation been integrated into this new phase of the FFE program? (with emphasis on gender)	General	N/A	N/A
In your opinion, what governance and management systems at community level are needed for the successful implementation of school canteen programs?	Learning Agenda #1	Learning Agenda #1	Learning Agenda #1
In your opinion, what governance and management systems at community level are needed to ensure the successful sustainability of school canteen programs?	Learning Agenda #1	Learning Agenda #1	Learning Agenda #1
In your opinion, how effective is the McGovern-Dole project compared with other types of school canteen programs (cost, logistics, speed of delivery)? In your opinion, how important is this effectiveness of the school canteen program when we consider the broader picture (food diversity, local production, etc.)?	N/A	Eval. Q. #6	Eval. Q. #6
Were there any unexpected or unintended positive or negative results?	Eval. Q. #8	Eval. Q. #8	Eval. Q. #8
How do you think gender transformation activities can be measured through the program in the Haitian context?	Information for monitoring	Information for monitoring	N/A

Discussions with donors and UN organizations	Baseline assessment	Midterm evaluation	Endline evaluation
Name, position, gender	N/A	N/A	N/A
Can you tell us about your involvement in the USDA McGovern-Dole FFE program? How long have you been involved?	N/A	N/A	N/A
To what extent was your organization involved in the design of the McGovern-Dole FFE program (products, targeting of areas, schools, gender considerations)?	General		
As far as the objectives of the school canteen are concerned, is there anything specific about the McGovern-Dole FFE program?	General		
Which organizations are involved, and how do they cooperate?	General		
How can a program combining local sourcing at harvest time be complemented by international food aid to promote a sustainable school canteen program at local and/or national level?	Learning Agenda #2	Learning Agenda #2	Learning Agenda #2
Based on your understanding of the country, do you think the government is willing or able to secure investment to guarantee the school canteen program? (obstacles and challenges) And at the local level? (obstacles and challenges)	Learning Agenda #3	Learning Agenda #3	Learning Agenda #3
What is your opinion of WFP's partnerships with its implementing partners on McGovern-Dole ETF program activities? What about its partnership with the government (ask for examples, evidence of meetings, agreements, etc.)?	General		
How are gender considerations integrated into the McGovern-Dole FFE program?	N/A	Gender	Gender
In your opinion, what are the main challenges for the successful and effective implementation of the program? For women's empowerment? For successful transfer to government?	Gender	Gender	Gender
How do you think a McGovern-Dole project could bring about changes in gender issues?	Gender	Gender	N/A
What recommendations do you have for the program before it is handed over to the government?	N/A	Sustainability	Sustainability

In your experience, what are the main challenges when monitoring a school canteen program in a context such as Haiti?	Information for monitoring	Information for monitoring	N/A
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Interviews with implementation partners	Baseline assessment	Midterm evaluation	Endline evaluation
Name, position held, gender	N/A	N/A	N/A
Can you tell us about your involvement in the USDA McGovern-Dole FFE program? How long have you been involved?	N/A	N/A	N/A
What is the nature of your organization's involvement in the FFE McGovern-Dole program?	General		
To what extent was your organization involved in the design of the McGovern-Dole FFE program (products, targeting of areas, schools, gender considerations)? Can you tell us more about the process and the considerations that were taken into account?	General		
As far as the objectives of the school canteen are concerned, is there anything specific about the McGovern-Dole FFE program?	General		
Which agencies/organizations are involved, and how do they cooperate?	General		
To date, what is your opinion of WFP's partnership with its implementing partners regarding McGovern-Dole ETF program activities? Its partnership with the government? (Ask for examples, evidence of meetings, agreements, etc.)	General		
What do you see as the main challenges to successful and efficient implementation?	Information for monitoring	Information for monitoring	N/A
What do you see as the main challenges to a successful transfer to government?	Learning Agenda #3	Learning Agenda #3	Learning Agenda #3
What are your recommendations for the program to move towards transfer to the government?	N/A	Sustainability	Sustainability

In your experience of working with WFP or other partners on school canteen programs, what are the main obstacles to proper program monitoring?	Information for monitoring	Information for monitoring	
What do you see as the main challenges to the successful empowerment of women?	Gender	Gender	Gender
How is gender integrated into the FFE McGovern-Dole program? Do you think this is being done correctly?	Gender	Gender	Gender
How do you think gender transformation activities can be measured through the program in the Haitian context?	Information for monitoring	Information for monitoring	N/A
In your opinion, what governance and management systems at community level are needed for the successful implementation of school canteen programs?	Learning Agenda #1	Learning Agenda #1	Learning Agenda #1
In your opinion, what governance and management systems at community level are needed to ensure the successful sustainability of school canteen programs?	Learning Agenda #1	Learning Agenda #1	Learning Agenda #1
How can a combination of local sourcing at harvest time be complemented by international food aid to promote a sustainable school canteen program at local and/or national level? (depending on the implementing partner's experience and area of expertise)	Learning Agenda #2	Learning Agenda #2	Learning Agenda #2
Given your knowledge of the local context, do you think the program is targeting the right people?	N/A	Eval. Q. # 1	Eval. Q. # 1
Having worked in collaboration with the WFP, do you feel that the initial objectives have been achieved?	N/A	Eval. Q. # 3	Eval. Q. # 3
Being constantly in the field, have you observed any transformative gender impacts as a result of the program? Please be specific.	N/A	Eval. Q. # 4a	Eval. Q. # 4a
Can you identify any parts of the program that were not effective? If so, please specify.	N/A	Eval. Q. # 6	Eval. Q. # 6
At the local level, do you think the government has the will to invest in school canteen programs? Is it an integral part of their program? If so, do they have the necessary capacity?	Learning Agenda #3	Learning Agenda #3	Learning Agenda #3

Interviews with government officials at departmental level	Baseline assessment	Midterm evaluation	Endline evaluation
Name, position held, gender	N/A	N/A	N/A
Can you tell us about your involvement in the FFE McGovern-Dole program? How long have you been involved?	N/A	N/A	N/A
What are the terms and conditions of the program? Can you provide operational details on program implementation?	General		
In your opinion, what is the overall objective of the McGovern-Dole FFE program? (note to evaluation team: leave question open)	General		
As far as the objectives of the school canteen are concerned, are there any specifics concerning the McGovern-Dole FFE program?	General		
Are other government institutions involved? If so, what is their role?	General		
How many public and private elementary school are there in the département (by commune)?	General		
How many elementary schools benefit from a school canteen program?	General		
At this stage, what is your opinion of the partnership with WFP (and its implementing partners) regarding McGovern-Dole ETF program activities? (ask for examples, evidence of meetings, agreements, etc.).	General		
What do you see as the main challenges to successful and effective program implementation?	Information for monitoring	Information for monitoring	N/A
What do you see as the main challenges to the successful empowerment of women?	Gender	Gender	Gender
What do you see as the main challenges to a successful government handover?	Learning Agenda #3	Learning Agenda #3	Learning Agenda #3
What is the total population of elementary school age in the département (broken down by gender)?	Information for monitoring	Information for monitoring	Information for monitoring

What is the total number of children enrolled at school in the département for the current school year (broken down by gender)? How many teachers and principals are there (broken down by gender)? Can you provide school attendance and enrolment rates by school (for comparison with MAP schools)?	Information for monitoring	Information for monitoring	Information for monitoring
Given your knowledge of the local context, do you think the program is targeting the right people?	N/A	Eval. Q. # 1	Eval. Q. # 1
To what extent do you think the socio-political context can influence the smooth running of the program?	General		
In your opinion, is there a need for school catering in this département? If so, why?	General	Eval. Q. # 1	Eval. Q. # 1
Is the McGovern-Dole project in line with local policies?	N/A	Eval. Q. # 2	Eval. Q. # 2
Is there a body or system at departmental level where partners (representatives of various departmental offices, NGOs, the WFP field office, other UN agencies, the private sector, etc.) discuss education-related issues, including school catering?	General		
Were you involved in the design of the McGovern-Dole FFE program before it was launched in the department? Can you tell us more about it?	General		
Have you received specific training in school catering? When, how long did it last, and who gave it? What topics were covered during the training?	N/A	Efficiency	Efficiency
Are you responsible for reporting on school catering activities? If so, what topics do you report on, how often, and to whom?	Information for monitoring	Information for monitoring	N/A
Do you encounter any difficulties in fulfilling your mission concerning the school canteen?	General		
Do you think you need refresher training? If so, on what subjects?	General		

How useful do you think the McGovern-Dole FFE program is? What is the main benefit for children? What are the benefits for schools/teachers, if any? Can you provide objective evidence to support your assessment?	General
Is there a need for improvement? What would you suggest?	General

Interviews with parents (P), members of the school canteen supervisory committee (CS) and cooks (C)	Baseline assessment	Midterm evaluation	Endline evaluation
Number of people, male/female	N/A	N/A	N/A
<b>CS, C:</b> Can you tell us about your participation in the McGovern-Dole FFE program? How long have you been involved?	General		
<b>P, CS, C:</b> Why do you think this school has a canteen?	General		
<b>CS, C:</b> As far as the objectives of the school canteen are concerned, is there anything specific about the McGovern-Dole FFE program?	General		
<b>P, CS, C:</b> Were you consulted before launching the school feeding activity in your school? Who did you consult?	General		
<b>P, CS, C:</b> What is your role in the school canteen business? <b>P, CS, C:</b> To what extent were you involved in selecting the food supplied?	General		
<b>P, CS, C:</b> Is there a school canteen supervisory committee? If so, who participates?	General		
<b>CS:</b> How many women are members of the School Feeding (SF) Committee? What are their roles, and how do they differ (if at all) from the male members of the SF committee?	Gender	Gender	Gender
<b>CS:</b> What types of activities do members of the School Feeding Committee carry out every day? Please describe a typical SF day.	General		
<b>CS, C:</b> When and by whom is food delivered to the school? What challenges do you face with deliveries?	N/A	Efficiency	Efficiency
<b>CS, C:</b> How does the transporter know exactly how much food to deliver to the school?	N/A	Efficiency	Efficiency



<b>CS, C:</b> Who checks the quantity of food delivered and signs the delivery slip?	N/A	Efficiency	Efficiency
<b>P, CS, C:</b> Where is the food stored and who is responsible for it?	N/A	Efficiency	Efficiency
<b>CS, C:</b> Can you tell us how you know the amount of food in stock and the daily distribution (Is there a register to keep records of food stock and daily distribution? Who is responsible for this?)	N/A	Efficiency	Efficiency
<b>P, CS, C:</b> Can you tell us more about the parents' contribution (additional provision of food in kind or financial resources for feeding the children, how much, how often, what are the possible challenges)?	General		
<b>P, CS, C:</b> What other contribution, if any, do parents make to school feeding activities?	General		
<b>P, CS, C:</b> In your opinion, what is the main benefit for children and their families? What are the negative aspects of the program?	N/A	Impact	Impact
<b>P, CS, C:</b> Is there room for improvement? What would you suggest?	N/A	General	
<b>P, CS, C:</b> A few questions about your community's socio-economic situation: what is your household's main source of income?	General		
<b>P, CS, C:</b> In your household, do you manage to meet the dietary needs of all the members of your family? If not, have you made any adaptations, such as reducing the number of meals, reducing the portion size of meals, using less expensive/less popular foods, skipping meals?	General		
<b>P, CS, C:</b> Is the situation similar to last year, worse or better?  If there have been changes, what have been the main causes? (price increases, frequent travel, lower agricultural production, loss of income/jobs, other)	General		
<b>P, CS, C:</b> Does your socio-economic situation have an impact on your decision to send your child(ren) to school, and on the school where he/she/they will attend? if so, please explain,	General		

Interviews with teachers and principals	Baseline assessment	Midterm evaluation	Endline evaluation
Name, position, gender	N/A		N/A

How long have you been principal/teacher at this school?	General		
Why do you think school meals have been introduced at this school?	General		
In terms of school food objectives, is there anything specific about the McGovern-Dole FFE program?	General		
Which institution introduced you to the school feeding program?	General		
To what extent were you involved in designing the school feeding activity?	N/A	Relevance	Relevance
Have you attended a school nutrition training course? How long did it last and who provided it?	N/A	PMP indicator	PMP indicator
What is your exact role or responsibility in relation to the school feeding activity at your school?	General		
Have you been provided with any tools for monitoring school nutrition? If so, by whom (which institution)? How are they used (what is monitored, how, how often, what do you do with the results)?	N/A	PMP indicator	PMP indicator
Are you responsible for reporting on school feeding activities? If so, what topics are covered by your reports, how often do you submit them, and to whom do you address them?	N/A	General	General
Do you find it difficult to carry out your school feeding duties?	N/A	General	General
How successful do you think the school feeding program is? What is the main benefit for the children?	N/A	Efficiency / Impact	Efficiency / Impact
Is there room for improvement? What would you suggest?	N/A	General	General

Guide to Focus Group discussions with students	Baseline assessment	Midterm evaluation	Endline evaluation
What do you think is the main reason you go to school?	General		
Do you manage to come to school regularly? If not, what's the main reason/what's the problem?			
Do you receive your school meals every day?			

What do you think of the quality and quantity of school meals?	
Are canteen meals varied, and do they contain fresh produce?	
Is there something missing from your school meal, or something you'd like to add or change?	
Do you receive regular advice on good nutrition, health and hygiene practices from your teacher or others?	
Do you know what gender-based violence is?	
Do you talk about this in class?	
Do you talk about this at home?	
Further questions may be formulated once the EA has had a chance to talk to certain key informants.	

## Annex 9. Detailed review of PMP indicators

Indicators	Baseline value	Life of project target	Suitability of targets given previous trajectory and baseline situation	Alignment with USDA guidelines	Suitability of collection and analysis methods and frequency of collection to measure project results
MDG Standard 1: Percentage of pupils who, after 2 levels of elementary school, demonstrate that they can read and understand the meaning of a text at their level.	13.5%	20%	The projections are based on the results of the final evaluation of the previous cycle, which fell well short of the target. The target should be revised when the results of the EGRA test become available, and on the basis of the trajectory of the previous project.	OK	<p>The criteria for selecting schools to take the EGRA test have been modified to take account of comments made during the previous McGovern-Dole cycle.</p> <p>The frequency of the test (before the start of the program, at midline and at the end) will enable you to monitor progress towards the final objective.</p>
MGD Standard 2: Average student attendance rate in USDA-supported classes/schools	88%	85%	Baseline value is the most recent measurement of the indicator, in the December 2024 outcome monitoring. Target should be reviewed as the attendance value at baseline is already higher to the target value	OK	Indicator established biannually on the basis of student attendance register data presented in monthly school reports. OK
MGD Standard 3: Number of teaching and learning materials provided with USDA support	0	32.400	In line with project targets	OK	The final evaluation of the previous cycle highlighted the absence of data broken down by type of material, which would be useful for analyzing how the material

					should contribute to learning outcomes.
MGD Standard 4: Number of teachers/educators/teaching assistants in target schools who demonstrate the use of new, quality teaching techniques or tools thanks to USDA assistance.	0	204	Undocumented target	OK	Biannual collection by implementing partner. OK
MGD Standard 5: Number of teachers/educators/teaching assistants trained or certified with USDA support	0	255	In line with the situation at baseline	OK	Biannual collection by implementing partner. OK
MGD Standard 6: Number of administrators and school leaders in target schools who demonstrate the use of new techniques or tools thanks to USDA assistance.	0	85	In line with the baseline situation. The target is justified in view of the number of beneficiary schools. However, it applies only to those receiving a complete package of interventions.	OK	Biannual collection by implementing partner. OK
MGD Standard 7: Number of administrators trained or certified with USDA support	0	105	In line with the situation at baseline	OK	Biannual collection by implementing partner. OK
MGD Standard 8: Number of educational facilities (i.e. school buildings, classrooms, improved water sources and latrines) rehabilitated/constructed with USDA assistance	0	35	The previous project achieved 100% of the 45 infrastructures planned over 3 years. This target seems realistic.	Complies with USDA guidelines	Collected by CRS. Reported in activity reports. OK

MGD Standard 9: Number of pupils enrolled in USDA-assisted schools	0	101.700	The target foresees an annual reduction from 75,000 pupils in the first year, to 60,000 in the final year. This reduction is in line with the project's disengagement program. The end-of-project target takes into account children entering primary school each year.	OK	Annual collection of school registrations: OK
MGD Standard 10: Number of policies, regulations or administrative procedures at each of the following stages of development thanks to USDA assistance	0	3	The end-of-project target does not correspond to the sum of the annual targets	OK	Annual collection of the number of policies, regulations and procedures supported by the project: OK
MGD Standard 11: Value of new US government commitments and new public and private sector investments mobilized by USDA to support food security and nutrition.	0	10.200.000	Sum of annual targets.	OK	Annual collection: OK
MGD Standard 13: Number of parent-teacher associations (PTAs) or similar "school" governance structures supported thanks to USDA aid.	0	300	Aligned with the number of schools targeted by the project. This number should be adjusted to the actual number of schools assisted (256). Decrease in annual targets aligned with the gradual disengagement of the project.	OK	Bi-annual collection: OK
MGD Standard 14: Quantity of take-home rations	0	0	NA	NA	NA

supplied (in tons) thanks to USDA assistance					
MGD Standard 15: Number of people receiving take-home rations thanks to USDA assistance	0	0	NA	NA	NA
MGD Standard 16: Number of daily school meals (breakfast, afternoon snack, lunch) provided to school-age children with USDA assistance.	0	34.155.000	Sum of annual targets. Decrease in annual targets in line with project withdrawal plan	OK	Daily collection from school canteen registers. Bi-annual reporting: OK
MGD Standard 17: Number of school-age children receiving daily school meals (breakfast, afternoon snack, lunch) thanks to USDA assistance.	0	101.700	Equal to the number of children enrolled in schools assisted by the project (MDG standard 9)	OK	Annual collection of school registrations: OK
MGD Standard 19: Number of people demonstrating the use of new health and nutrition practices for children thanks to USDA assistance.	0	100	In line with MGD Standard 23, which is the number of participants to trainings on new health and nutrition practices	OK	Data collection during school visits by WFP and partners.
MGD Standard 20: Number of people demonstrating the use of new safe food preparation and storage practices with USDA assistance.	0	1088	Target not documented and target group of training beneficiaries not specified, as well as the number of beneficiaries per school.	OK	Data collection during school visits by WFP and partners. Unsuitable approach. Measurement of this indicator should be based on a survey of beneficiaries.
MGD Standard 22: Number of people trained in safe food preparation and	0	1500	Target not documented and target group of training beneficiaries not specified,	Only take into account training courses lasting a minimum of 2 hours (16	Training and activity report. OK.

storage with USDA assistance			as well as the number of beneficiaries per school.	hours) as defined in the USDA guidelines. According to interviews with partners, they provide for one-day training courses, followed by supervision during measurement visits.	
MGD Standard 23: Number of people trained in child health and nutrition thanks to USDA assistance (women/men)	0	100	Target not documented	Same as MDG Standard 22	Training and activity report. OK.
MGD Standard 27: Number of schools using an improved water source	153	55	MGD Standard Indicator 27 should be provided through an inventory of existing water infrastructures in targeted schools. This inventory is in process and should be finalized before the start of WASH activities in 2025. The baseline survey provides a proxy of 209 schools out of 256 with access to an improved water source. The baseline value should be updated once the inventory is finalized and the target value should be adjusted considering the updated baseline value	Suggestion to take into account only the infrastructure that will be built/rehabilitated by the project and to define a base value of 0	CRS and WFP activity report. OK.
MGD Standard 28: Number of schools with improved sanitary facilities	77	34	MGD Standard Indicator 28 should be provided through an inventory of existing sanitation infrastructures in targeted schools. This inventory is in process and should be finalized before	Suggestion to take into account only the infrastructure that will be built/rehabilitated by the project and to define a base value of 0	CRS and WFP activity report. OK.



			the start of WASH activities in 2025. The baseline survey provides a proxy of 77 schools out of 256 with at least an element of improvement. The baseline value should be updated once the inventory is finalized and the target value should be adjusted considering the updated baseline value		
MGD Standard 29: Number of pupils receiving deworming medication.	0	101.700	<p>It is planned that all pupils receiving assistance from the MGD program will receive deworming treatment in each year of the program's implementation.</p> <p>This target is realistic and adequate, but deworming should be carried out twice a year according to PSNAS.</p>	OK	WFP activity reports. OK
MGD Standard 30: Number of people participating in USDA food security programs	0	104.230	Sum of all beneficiaries in direct contact with project activities. Number of beneficiaries targeted for each activity not detailed in the PMP	OK	Number of beneficiaries of activities collected in activity reports. Annual reporting: OK
MGD Standard 31: Number of people indirectly benefiting from USDA-funded interventions	0	406.800	Undocumented target	OK	Report on all project activities. OK

MGD Custom 1: Percentage of students graduating from USDA-supported schools	72%	85%	Baseline value is the most recent measurement of this indicator, in the WFP outcome monitoring of December 2024.	NA	The wording of this indicator in the PMP (Number of students who complete the last grade / complete primary school) indicates that it refers to obtaining a primary school leaving certificate. Maintaining this indicator does not seem justified, as the program only intervenes in the 1 <sup>ère</sup> and 2 <sup>ème</sup> years of basic education.
MGD Custom 2: Percentage of schools using the teacher attendance monitoring tool	0	100%	Indicator not tracked in previous project	NA	Annual collection by implementing partner. OK
MGD Custom 3: Percentage of teachers with constant attendance (>=80%) in USDA-supported schools	81%	80%	Baseline value is the last measurement in the December 2024 outcome monitoring. In line with previous trajectory. The target should be revised as it is equal to the value at baseline	NA	Annual analysis subject to the use of a data collection tool by USDA-supported schools (see previous indicator).
MGD Custom 4: Percentage of students participating in peer tutoring who improve at least one level	0	80%	In line with baseline (will only start in second year). The results of the previous cycle were expressed in number of beneficiaries, not in percentage.	NA	This indicator helps to assess a customized outcome (Custom Outcome 3) which does not appear in the project's results framework.
MGD Custom 5: Percentage of students identified as attentive by their teachers	86%	84%	Baseline value is the most recent measurement of this indicator, in the WFP	NA	WFP annual teacher survey: OK

			<p>outcome monitoring of <b>December 2024</b>.</p> <p>Targets for the first two years (64% and 69%) below the value for the last year of the previous project (75%).</p> <p>Realistic end-of-project target based on previous project trajectory (progress from 60 to 75%)</p>		
MGD Custom 6: Percentage of children absent the previous week due to a health problem (disaggregated by cause)	11%	5	Data from last WFP outcome monitoring carried out in December 2024	NA	Collected by CRS annually, via class register and evaluation matrices. CRS only works in certain schools; other partners should be involved.
MGD Custom 7: Number of coordination and sectoral tables organized with the participation of at least three ministries	2	10	Sum of annual targets (2 tables per year).	NA	Collected in sub-office reports. Annual reporting: OK.
MGD Custom 8: Number of control visits carried out by officials using newly developed control tools	0	640	Sum of annual targets.  Indicator not tracked in previous project. No reference.	NA	WFP activity reports: OK
MGD Custom 9: Number of donor institutions contributing to school feeding programs	10	15	Gradual increase from 10 to 15 donors over the course of the project. Target not documented.	NA	WFP internal partnership report. OK
MGD Custom 10: Student retention rates in USDA-supported schools	92%	97%	Data from last WFP outcome monitoring carried out in December 2024. This is in line with the improved	NA	Annual survey based on student attendance

			results achieved in the previous program cycle, at the end of which the student retention rate was set at 92%.		records. OK
MGD Custom 11: Percentage of community members (APT) with knowledge of the benefits of education (broken down by parents, teachers)	40%	100%	The forecast of a considerable increase to 100% success rate is not based on objective data and seems to contradict the qualitative data from the final evaluation of the previous cycle.	NA	Biannual analysis of BP reports. This indicator remains very vague and needs to be supplemented by more detailed studies.
MGD Custom 12: Number of SILC groups created with project support	0	10	All SILC groups will be created in the second year of the project.  Indicator not tracked in previous project. No reference.	NA	CRS activity reports. Bi-annual reporting: OK
MGD Custom 13: Number of people in SILC groups (broken down by parents, teachers)	0	300	Indicator not tracked in previous project. No reference.	NA	CRS activity reports. Bi-annual reporting: OK
MGD Custom 14: Number of PTA members trained in SILC (broken down by parents, teachers)	0	50	Indicator not tracked in previous project. No reference.	NA	CRS activity reports. Bi-annual reporting: OK
MGD Custom 15: Percentage of people able to name the 3 critical times for hand washing	47%	80%	Data from last WFP outcome monitoring carried out in December 2024	NA	WFP SBCC reports twice a year. OK. Annual measurement would be sufficient.

LRP Standard 3: Number of welfare recipients participating in productive safety nets thanks to USDA assistance	0	101.700	Equal to the number of children enrolled in schools assisted by the project (MDG standard 9)	OK	Annual collection of school registrations: OK
LRP Standard 4: Cost of transport, storage and handling of products purchased with USDA assistance (per product)	0	520,030 USD	Sum of annual targets.  Indicator not tracked in previous project. No reference. To measure the cost-effectiveness of the various canteen supply methods, this indicator should be established on a unit basis per type of foodstuff and method.	OK	WFP activity reports. Biannual reporting: OK
LRP Standard 5: Cost of products purchased with USDA aid (by product and country of origin)	0	2,531,250 USD	Sum of annual targets.  Indicator not tracked in previous project. No reference. To measure the cost-effectiveness of the various canteen supply methods, this indicator should be established on a unit basis per type of foodstuff and method.	OK	WFP activity reports. Biannual reporting: OK
LRP Standard 6: Quantity of products purchased with USDA assistance (by product and country of origin)	0	2,261 tons	Sum of annual targets.  Indicator not tracked in previous project. No reference.	OK	WFP activity reports. Biannual reporting: OK
LRP Standard 8: Volume of products sold by USDA-assisted farms and businesses	1,485 tons	6,783 tons	Sum of annual targets.  Indicator not tracked in previous project. No reference. Baseline data	OK	Data collected from OPAs supported by the project.

			from last WFP outcome monitoring carried out in December 2024		
LRP Standard 9: Total increase in installed storage capacity (dry or cold storage) thanks to USDA support	0	9,200 tons	Sum of annual targets. Indicator not tracked in previous project. No reference.	OK	According to the PMP, this indicator should be collected through a survey of farmers. As these are project products, the data should be recorded in the activity reports, and a survey does not seem necessary.
LRP Standard 11: Number of people who have benefited from short-term training in agricultural productivity or food security thanks to USDA assistance.	0	230	Sum of annual targets. Indicator not tracked in previous project. No reference.	OK	WFP activity reports. Biannual reporting: OK
LRP Standard 12: Number of people in the farming system who have applied improved management practices or technologies with USDA assistance.	0	184	80% of participants in agricultural training courses Indicator not tracked in previous project. No reference.	OK	Survey of training participants. OK.
LRP Custom 1: Percentage of school meals served with locally sourced products	0	49%	Progression of targets in line with project objectives	NA	WFP activity reports. Biannual reporting: OK
LRP Custom 2: Percentage of products purchased that meet quality standards.	0	97%	Progressive increase in annual targets	NA	The PMP does not give clear information on how data on product quality will be collected. It seems easier to set up a collection system in schools, which will enable management committees to

					be trained in the quality of products served in canteens.
LRP Custom 3: Number of civil servants trained in food procurement control procedures	0	20	20 civil servants trained in years 1, 3 and 5	NA	WFP activity reports. Biannual reporting: OK
LRP Custom 4: Number of OPAs listed and registered by civil servants trained to improve control procedures	0	80	This indicator comprises two distinct elements which could be the subject of two separate indicators: 1) number of OPAs supported by the project registered. 2) number of civil servants trained.	NA	WFP activity reports. Biannual reporting: OK
LRP Custom 5: Number of tons of salt supplied	0	1,024.65 tons	Sum of annual targets	NA	WFP activity reports. Biannual reporting: OK

## Annex 10. Qualitative data collection schedule for the baseline study

DATE	SCHEDULE	ACTIVITIES
June 5, 2024	PM	Arrival of Consultants (via Sunrise Cap-Haïtien Airport)
June 6, 2024	AM	Introductory meeting with North Sub-Office Focal Points and Safety Officers
June 7, 2024	AM	EPA Antênor Firmin
	PM	Interview with AMURT field office manager
June 8, 2024		
June 9, 2024		
June 10, 2024	AM	National Seaside School
June 11, 2024	AM	Saint Joseph de Bahon School
June 12, 2024	AM	Ecole Nationale des Garçons de Fort-Liberté
	PM	Interview with DDE-North East manager
June 13, 2024	AM	Ferrier National School
	PM	Interview with BND Field Office Manager
June 14, 2024	AM	EFA de Ouanaminthe
	PM	Interview with DDS-North East
June 15, 2024		
June 16, 2024		
June 17, 2024	AM	Visit to APLADON (Association des Planteurs de Dondon)
June 18, 2024	AM	OGDS (Organisation des Gens Démunis de Saint-Raphaël) visit
June 19, 2024	AM	Visit to SODAD (Organized Sector for the Agro-environmental Development of Dondon)
June 20, 2024	AM	Interview with PNCS Nord managers
	PM	Interview with DDE-N manager
June 21, 2024	AM	Interview with DDS-N manager
	PM	Interview with DDA-N manager
June 22, 2024	AM	Return of Consultants (via Sunrise Airport to Port-au-Prince/ Cayes )



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## **Annex 11. Ethical conduct forms signed by evaluation team members**



## ETHICAL GUIDELINES FOR EVALUATION PLEDGE OF ETHICAL CONDUCT IN EVALUATION



By signing this pledge, I hereby commit to discussing and applying the UNEG Ethical Guidelines for Evaluation and to adopting the associated ethical behaviours.



### INTEGRITY

I will actively adhere to the moral values and professional standards of evaluation practice as outlined in the UNEG Ethical Guidelines for Evaluation and following the values of the United Nations. Specifically, I will be:

- Honest and truthful in my communication and actions.
- Professional, engaging in credible and trustworthy behaviour, alongside competence, commitment and ongoing reflective practice.
- Independent, impartial and incorruptible.



### ACCOUNTABILITY

I will be answerable for all decisions made and actions taken and responsible for honouring commitments, without qualification or exception; I will report potential or actual harms observed. Specifically, I will be:

- Transparent regarding evaluation purpose and actions taken, establishing trust and increasing accountability for performance to the public, particularly those populations affected by the evaluation.
- Responsive as questions or events arise, adapting plans as required and referring to appropriate channels where corruption, fraud, sexual exploitation or abuse or other misconduct or waste of resources is identified.
- Responsible for meeting the evaluation purpose and for actions taken and for ensuring redress and recognition as needed.



### RESPECT

I will engage with all stakeholders of an evaluation in a way that honours their dignity, well-being, personal agency and characteristics. Specifically, I will ensure:

- Access to the evaluation process and products by all relevant stakeholders - whether powerless or powerful - with due attention to factors that could impede access such as sex, gender, race, language, country of origin, LGBTQ status, age, background, religion, ethnicity and ability.
- Meaningful participation and equitable treatment of all relevant stakeholders in the evaluation processes, from design to dissemination. This includes engaging various stakeholders, particularly affected people, so they can actively inform the evaluation approach and products rather than being solely a subject of data collection.
- Fair representation of different voices and perspectives in evaluation products (reports, webinars, etc.).



### BENEFICENCE

I will strive to do good for people and planet while minimizing harm arising from evaluation as an intervention. Specifically, I will ensure:

- Explicit and ongoing consideration of risks and benefits from evaluation processes.
- Maximum benefits at systemic (including environmental), organizational and programmatic levels.
- No harm. I will not proceed where harm cannot be mitigated.
- Evaluation makes an overall positive contribution to human and natural systems and the mission of the United Nations.

I commit to playing my part in ensuring that evaluations are conducted according to the Charter of the United Nations and the ethical requirements laid down above and contained within the UNEG Ethical Guidelines for Evaluation. When this is not possible, I will report the situation to my supervisor, designated focal points or channels and will actively seek an appropriate response.

Evaluation *Barbara McGovern-Dole Haiti, WFP*

Name

*Piero Leguina*

Date

*5 May 2024*

Signature

*[Handwritten Signature]*



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Evaluation **WFP McGovern-Dole Haiti**

Date **04/23/2024**

Signature

Name **Marie-Sophie Whitney**



## ETHICAL GUIDELINES FOR EVALUATION

# PLEDGE OF ETHICAL CONDUCT IN EVALUATION



UNEG

United Nations Evaluation Group

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Evaluation **MGD Baseline Haiti**

Date

24-Apr-2024

Signature

*Covadonga Canteli*  
Covadonga Canteli

Name **Covadonga Canteli**



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Evaluation

Name **Wilphana Rousseau**

Date **19-Avr-2024**

Signature

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ca06-4f0d-  
ab86-  
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## ETHICAL GUIDELINES FOR EVALUATION

# PLEDGE OF ETHICAL CONDUCT IN EVALUATION



By signing this pledge, I hereby commit to discussing and applying the UNEG Ethical Guidelines for Evaluation and to adopting the associated ethical behaviours.



### INTEGRITY

I will actively adhere to the moral values and professional standards of evaluation practice as outlined in the UNEG Ethical Guidelines for Evaluation and following the values of the United Nations. Specifically, I will be:

- **Honest and truthful** in my communication and actions.
- **Professional**, engaging in credible and trustworthy behaviour, alongside competence, commitment and ongoing reflective practice.
- **Independent, impartial and incorruptible**.



### ACCOUNTABILITY

I will be answerable for all decisions made and actions taken and responsible for honouring commitments, without qualification or exception; I will report potential or actual harms observed. Specifically, I will be:

- **Transparent regarding evaluation** purpose and actions taken, establishing trust and increasing accountability for performance to the public, particularly those populations affected by the evaluation.
- **Responsive** as questions or events arise, adapting plans as required and referring to appropriate channels where corruption, fraud, sexual exploitation or abuse or other misconduct or waste of resources is identified.
- **Responsible** for meeting the evaluation purpose and for actions taken and for ensuring redress and recognition as needed.



### RESPECT

I will engage with all stakeholders of an evaluation in a way that honours their dignity, well-being, personal agency and characteristics. Specifically, I will ensure:

- **Access to** the evaluation process and products by all relevant stakeholders – whether powerless or powerful – with due attention to factors that could impede access such as sex, gender, race, language, country of origin, LGBTQ status, age, background, religion, ethnicity and ability.
- **Meaningful participation and equitable treatment** of all relevant stakeholders in the evaluation processes, from design to dissemination. This includes engaging various stakeholders, particularly affected people, so they can actively inform the evaluation approach and products rather than being solely a subject of data collection.
- **Fair representation** of different voices and perspectives in evaluation products (reports, webinars, etc.).



### BENEFICENCE

I will strive to do good for people and planet while minimizing harm arising from evaluation as an intervention. Specifically, I will ensure:

- **Explicit and ongoing consideration of risks and benefits** from evaluation processes.
- **Maximum benefits** at systemic (including environmental), organizational and programmatic levels.
- **No harm**. I will not proceed where harm cannot be mitigated.
- **Evaluation makes an overall positive contribution** to human and natural systems and the mission of the United Nations.

I commit to playing my part in ensuring that evaluations are conducted according to the Charter of the United Nations and the ethical requirements laid down above and contained within the UNEG Ethical Guidelines for Evaluation. When this is not possible, I will report the situation to my supervisor, designated focal points or channels and will actively seek an appropriate response.

**Evaluation** Baseline Evaluation of Nou Manje Pou Nou Aprann McGovern-Dole project in Haiti from 2024 to 2028

**Name** Jean-Pierre SILVEREANO

**Date** 17-Avr-2024

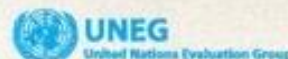
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## ETHICAL GUIDELINES FOR EVALUATION PLEDGE OF ETHICAL CONDUCT IN EVALUATION



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Evaluation **Projet MoGovern-Dole 2024-2028 en Haïti**

Name **Marc-Danielle ACCEUS**

Date

Signature

04/17/2024

# Annex 12 :\_ Conflict of Interest Form

## Representation/disclosure made by the bidder in the offer

I, the undersigned, **Menno Wiebe** duly authorized representative of **The KonTerra Group**, submitting an offer in respect to the **Provision of Evaluation services for the McGovern-Dole Project in Haiti from 2024 to 2028** reference number (**HTI24NF19-MB01**), hereby represent, to the best of my knowledge, that:

- ☒ The KonTerra Group has no conflict of interest, as defined in the signed Long Term Agreement reference number (**HQ20NF465-LTA-19**), in connexion with this bidding process;
- ☐ [full name of the bidder] discloses the following situation that may give rise to a conflict of interest:

I understand that I have an ongoing obligation to disclose to WFP, without any delay, any situation that may constitute a conflict of interest.

I further understand that, without prejudice to any other rights or remedies, WFP reserves the right to verify the representation made above, along with any disclosed information, and to disqualify **The KonTerra Group** from this bidding process or to terminate the awarded contract if **The KonTerra Group** is found to have a conflict of interest.

### Company seal and Signature:

**Responsible for sale (full name and title of the authorised signatory):** Menno Wiebe

**Title:** Managing Director

**Date:** 11 March 2024

**Signature:**

Supplier's corporate stamp





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# Acronyms

<b>AMURT</b>	Ananda Marga Universal Relief Team
<b>BEPC</b>	Brevet d'Etude de Premier Cycle
<b>BND</b>	National Development Office
<b>BP</b>	Country office
<b>CRS</b>	Catholic Relief Services
<b>EDS</b>	Demographic and health survey
<b>EGRA</b>	Methodology for reading assessment at the beginning of the school year
<b>FAS</b>	Foreign Agricultural Service
<b>GEWE</b>	Gender equality and women's empowerment
<b>IPC</b>	Integrated Framework for Food Safety Classification
<b>IPC-AMN</b>	Integrated Analysis of Acute Malnutrition
<b>KonTerra</b>	The KonTerra Group
<b>LRP</b>	Local and regional sourcing
<b>MARNDR</b>	Ministry of Agriculture, Natural Resources and Rural Development
<b>MENFP</b>	Ministry of National Education and Vocational Training
<b>MGD</b>	McGovern-Dole
<b>NGO</b>	Non-governmental organization
<b>OPA</b>	Professional agricultural organization
<b>OS</b>	Strategic objective
<b>WFP</b>	World Food Program
<b>PMP</b>	Performance monitoring plan
<b>PNCS</b>	National school canteen program
<b>SABER</b>	Systems Approach for Better Education Results
<b>UAA</b>	Useful Agricultural Area
<b>ToR</b>	Terms of Reference
<b>USDA</b>	United States Department of Agriculture

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<b>YBE</b>	Year of Basic Education
<b>WASH</b>	Water, sanitation and hygiene

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**Evaluation Office**

**WFP Haiti Country Office**

**<https://www.wfp.org/countries/haiti>**

World Food Programme

Via Cesare Giulio Viola 68/70

00148 Rome, Italy

Tel: +39 06 65131 [wfp.org](https://www.wfp.org)