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Mid-term evaluation of Support to the integrated programme for sustainability of school canteens in Côte d'Ivoire from 2020 to 2026

United States Department of Agriculture's
(USDA) McGovern-Dole International Food for
Education and Child Nutrition Program

Decentralized evaluation report
WFP Côte d'Ivoire

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Disclaimer

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Contents

1. Introduction.....	13
1.1. Evaluation features.....	13
1.2. Context.....	14
1.3. Subject of the evaluation	18
1.4. Evaluation approach, methodology and ethical considerations.....	22
2. Evaluation findings	37
2.1 Relevance	37
2.2 Effectiveness.....	47
2.3 Efficiency	68
2.4 Impact	80
2.5 Sustainability	87
3. Conclusions and recommendations.....	96
3.1 Conclusions	96
3.2 Lessons Learned	101
3.3 Recommendations.....	103
Annexes.....	108
Annex 1. Summary terms of reference	108
Annex 2. Detailed timeline	111
Annex 3. Methodology guidance	113
Annex 4. Evaluation matrix.....	119
Annex 5. Data collection tools	141
Annex 6. Quantitative Analysis Results	230
Annex 7. Reconstructed Theory of Change.....	240
Annex 8. Progress made on Results Framework indicators.....	241
Annex 9. Mapping Recommendations to Findings	248
Annex 10. List of people interviewed	250
Annex 11. Bibliography	251
Annex 12. Recommendations	254
Annex 13. Confidentiality and ethics, and conflict of interest forms	257
Annex 14. Acronyms and abbreviations.....	266

List of figures

Figure 1:Location of school canteens in the programme by region	21
Figure 2 FCS by sex	49
Figure 3 FCS by grade / class	50
Figure 4 Mean reduced CSI by region and sex	52
Figure 5 Median enrolment rate by class.....	53
Figure 6 Girl-Boy ratio in study sample by region.....	54
Figure 7 Mean reading scores by class and sex	62
Figure 8 School-level cost-effectiveness by resource (rice, oil, beans).....	69
Figure 9 Total cost-effectiveness ratios per beneficiary by district.....	70
Figure 10 District-level financial breakdown by activity	71
Figure 11 Operational Efficiency Scores by District	71
Figure 12 Year 1 vs. Year 2 planned allocation and actually served resource trends across districts	72
Figure 13 Cost per beneficiary in Year 1 and Year 2 by district.....	73
Figure 14 Total Resource Utilization Over Two Project Years.....	74
Figure 15 Efficiency Scores Across Scenarios (+10%, Baseline, -10%)	76
Figure 16 Scatter plot illustrating the relationship between school size and resource gap	77
Figure 17 Population Served – First 10 operational days.....	77
Figure 18 Key factors influencing efficiency.....	79
Figure 19 Figure 4 FCS by region.....	237
Figure 20: Reconstructed Theory of Change	240

List of tables

Table 1: Key programme activities.....	20
Table 2 Pupils survey - demographic characteristics.....	27
Table 3 Headteachers' survey - demographic characteristics	28
Table 4 Teachers' survey - demographic characteristics	28
Table 5 Canteen managers' survey - demographic characteristics	29
Table 6 Overview of the qualitative interviews	29
Table 7 Risks and mitigation measures.....	34
Table 8 Planned vs actual number of children reached with school meals from 2021 - 2023.....	47
Table 9 Number of schoolchildren receiving daily school meals (breakfast, snack, lunch) as a result of the project	48
Table 10 Mean Household Dietary Diversity Scores.....	50

Table 11 Coping Strategy Index (average) by sex of head of household	51
Table 12 Median enrolment	52
Table 13 Pupils' attendance rates	54
Table 14 Pupils' health-related absenteeism	55
Table 15 Schoolchildren identified as being attentive in class by their teachers.....	55
Table 16 Teachers in target schools who regularly attend and teach at school at baseline and midline.....	57
Table 17 Teachers/teaching assistants trained as a result of the FY20 project	57
Table 18 Use of new techniques or quality teaching tools by teachers	58
Table 19 Availability of equipment for preparing and storing food in intervention schools	59
Table 20 Availability of water in schools	59
Table 21 Improved Water Sources.....	60
Table 22 Improved Sanitation	60
Table 23 Average reading scores by region, class and sex	61
Table 24 Prevalence of Attaining Minimum Grade-Appropriate Reading Score by region, class and sex	62
Table 25 Attainment of Maximum Grade-Appropriate Reading Score by region, class and sex	63
Table 26 Prevalence of Higher-than-Maximum Grade-Appropriate Reading Scores by region, class and sex.....	64
Table 27 Number of beneficiaries and resources costs by district in Currency Units (CU).	70
Table 28 Financial Breakdown by Activity	70
Table 29 Statistical analysis results of resource allocation trends in Year 1 vs. Year 2.....	73
Table 30 Resource mix proportions by district	73
Table 31 Planned vs. actual operational days by district	76
Table 32 Overall Effect of the School Feeding Programme across different models	80
Table 33 The effects of the school feeding programme on various academic performance measures for girls and boys.....	81
Table 34 Overall Effect of the School Feeding Programme across different models	230
Table 35 The effects of the school feeding programme on various academic performance measures for female and male pupils.....	230
Table 36 The effects of the school feeding programme on various academic performance measures by region	231
Table 37 The effects of the FY20 project on pupils' learning outcomes by grade/class.....	232
Table 38 Food Consumption Scores by households	237
Table 39 Proportion of canteen staff able to identify at least three health and hygiene, food preparation and food storage practices.....	239

Executive summary

Introduction

1. The World Food Program (WFP) Côte d'Ivoire Country Office received a financing agreement of US\$26,513,178.00¹ from the United States Department of Agriculture's (USDA) McGovern-Dole International Food For Education and Child Nutrition Program (McGovern-Dole) for the "Support for the integrated programme for the sustainability of school canteens in Côte d'Ivoire from 2020 to 2026." This represents the second round of funding for the programme. The school canteen programme is a school feeding and literacy programme implemented in the West, North and Northeast regions of Côte d'Ivoire from 2015 to 2021 in its first phase. This second project (FY20 award) covers the same area and schools from 2020 to 2026 and aims to improve the programme's achievements and facilitate a gradual transfer of the programme to the State of Côte d'Ivoire. The programme aims to support the country's national objectives in terms of improving enrolment, retention, primary education, literacy, food security, nutrition and school health.
2. Oversee Advising Group was commissioned by the WFP country office in Côte d'Ivoire in accordance with the Terms of Reference (ToR) approved by USDA, to conduct the midterm evaluation of "Support for the integrated programme for the sustainability of school canteens in Côte d'Ivoire from 2020-2026" after over two years of its implementation from September 2021 to April 2024.

Evaluation purpose and objectives

3. The purpose of the midterm evaluation was to critically and objectively review and take lessons of this programme implementation within the environment of Côte d'Ivoire in order to assess whether the targeted beneficiaries are receiving services as expected, and whether the project is on track to achieve its stated goals and objectives. This decentralized evaluation focused on accountability and learning with an emphasis on the learning component and evidence generation needs. The Organization for Economic Cooperation and Development - Development Assistance Committee criteria of relevance, effectiveness, efficiency, impact, and sustainability; human rights, and considerations related to the differing experiences and needs of girls, boys, women and men were integrated into the assessment to ensure a balanced and context-sensitive evaluation.

Context

4. Côte d'Ivoire is a lower-middle-income country with a Human Development Index (HDI) of 0.534, ranking 166th out of 191 countries on the Human Development Index.² It is prone to widespread food insecurity, malnutrition and unequal access to resources among girls, boys, women and men³, which has a serious impact on smallholder farmers who already face challenges related to land access and recurrent weather-induced emergencies.⁴ Despite Côte d'Ivoire remaining one of the strongest economies in West Africa, addressing inequalities in access and opportunities for women and men, will be critical to growth⁵. While women make up 90% of the agricultural labour force, available data indicate that only 8% of women have title deeds, compared to 22% of men⁶. Women receive less secondary (39%) and post-secondary (11%) education than men. The illiterate population (not being able to read or write) aged 15 and over is 51.5 per cent nationally, with 57 per cent of women and 46. per cent of men. The North, West and North-East regions are the regions with the lowest enrolment of girls in school, given the socio-cultural burdens which are still very deep. WFP' support of the McGovern-Dole phase 2 project aligns with Agenda 2030 and the Sustainable Development Goals (SDGs), specifically SDG 2 – supporting countries to achieve Zero Hunger and SDG 17 – partnering to support implementation of the SDGs.

¹ The award total was adjusted from US\$25 million to US\$26,513,178.00 after a cost amendment in 2024

² United Nations Development Programme's Human Development Report 2023-24,

³ Republic of Côte d'Ivoire/Ministry of Women, Family and Children, Report on the Evaluation of the Implementation of the Beijing +25 Declaration and Platform for Action

⁴ IFAD. Côte d'Ivoire Côte d'Ivoire Making small-scale farmers resilient to climate change

⁵ WFP, Draft Country Strategic Plan – Côte d'Ivoire (2019-2023)

⁶ World Bank, Economic Situation in Côte d'Ivoire: What if Emergence Were a Woman? 2017.

Main features of the subject of the evaluation

5. The FY20 project was implemented in seven (7) regions across 613 rural primary schools. The programme has four components, including (i) the provision of hot meals to pupils, (ii) the promotion of better health and nutrition, (iii) the promotion of better reading and learning, and (iv) the strengthening of institutional capacities and capacities of agricultural groups.

Main users/intended audience

6. The expected users of this evaluation are the WFP Country Office and its decision-making partners, Office of Evaluation (OEV), WFP Headquarters in Rome, WFP Executive Board, USDA, Directorate of School Canteens (DCS); implementing partners such as ANADER and AVSI; Ministries of Education, Agriculture and Health; other UN Agencies (UNICEF, UNESCO etc.) and other stakeholders.

Methodology

7. This midterm evaluation adopted a methodology consistent with the baseline evaluation to ensure continuity and minimize introducing new biases. The methodology involved a quasi-experimental longitudinal design with repeated cross-sectional studies using mixed methods and involved following a cohort of schools from baseline through midterm for the measurement of changes over time. Data was collected through school-based surveys, including student learning outcomes assessment. Data was collected across seven regions. Quantitative data was collected from 745 pupils across intervention schools and 345 pupils across non-intervention schools (total of 1090 pupils) and their households. 117 headteachers and schools; 300 teachers and 71 school canteen managers. Qualitative data was collected via desk review, 37 Key Informant Interviews (KIs) with government, WFP, implementing partners, various UN agencies and other stakeholders; and 25 Focus Group Discussions (FGDs) with school girls and boys; parents-teachers associations (PTA); farmers, traders, school management committee (SMC) members; and community men and women. A limitation is that conducting a reading assessment on a subsample of schools poses a challenge in accurately gauging reading skills across the programme. This was mitigated via the use of repeated cross-sectional samples in the same cohort of schools. Also, Since the ASER tools were administered at baseline, and the schools were informed prior to the midterm data collection, it is possible that the children were prepared specially by the teachers for the test.

Evaluation Findings

Relevance

8. **The FY20 intervention was highly relevant** and well aligned with the policies, strategies, and priorities of the Côte d'Ivoire Government, WFP and other UN agencies. The design of the programme was also based on a situation analysis that highlighted the needs of the different population groups including women. Regions with poor enrolment indicators, disparities in access and opportunities between girls and boys, and literacy difficulties were prioritised. By targeting the most affected areas of the country with high rates of food insecurity and malnutrition, the programme also adopted a pro-poor approach.
9. **The design and objectives of the FY20 project incorporated sex-specific and social considerations in various ways, including:** the choice of pedagogical approaches, the design of reading tools, the construction or rehabilitation of separate latrines to protect the privacy of girls and boys, the training of school management committees on sex-related factors as a cross-cutting issue affecting children's schooling, and the targeted support to women farmer groups.
10. The programme's adaptability was evident in its response to emergencies, such as the COVID-19 pandemic, and the Burkinabé refugee influx in 2023.
11. **However, documentary evidence and interviews showed that there has been little or no consideration of children with disabilities** since this was not in the programme design.

Effectiveness

12. **The FY20 award has largely achieved its intermediate outcomes as outlined in the programme logical framework particularly in reducing hunger, improving school enrolment and attendance, and enhancing literacy competencies.** However, the effectiveness varied across regions and demographic groups. **Programme effectiveness was also affected by the non-implementation of crucial elements articulated in the handover document of the transition plan.** The expected

government coverage of 25 days per year of school feeding in the FY20 award project schools from the second year of operation, had not been executed by midterm.

13. There was a significant increase in the proportion of households achieving an acceptable Food Consumption Score (FCS) from baseline to midline, though the comparison group (64.7% to 84.3%) outperformed the intervention group (72.5% to 85.5%). **However, more female students in the intervention schools (86.2%) achieved acceptable FCS at midterm, surpassing boys in both intervention (84.8%) and comparison schools (85.3%) as well as girls (83.4%) in comparison schools. Also, more female-headed households (88.4%), in the intervention group achieved acceptable FCS by midterm, compared to male-headed households, (84.8%).**
14. **Nevertheless, the reduced Coping Strategy Index (rCSI)⁷ results revealed an upward trend in the levels of stress** for both the intervention (mean rCSI score increased from 4.8 at baseline to 6.9 at midterm) and comparison groups (from 4.4 to 7.3). **Female-headed households in the comparison group emerged as the most disadvantaged with an average index of 8.9, followed by their counterparts in the intervention group (8.3).**
15. **The intervention schools had higher median enrolment compared to the comparison schools. The median enrolment was highest for girls in the intervention schools at 110 compared to 107 for boys; conversely in the comparison schools, boys had higher median enrolment (79) than the girls (71).**
Pupil absenteeism increased by midterm especially for boys in intervention (from 3.4% to 6.0%) (from and comparison 4.3% to 7.1%) schools. **There was a significant increase in the percentage of pupils meeting the minimum grade-appropriate reading scores from baseline to midline across both groups with more improvement in the intervention group (12.2% at baseline to 54.0% at midline) compared to the comparison group (11.3% to 35.9%); with the younger classes CP1 and CP2 in the intervention group emerging as the best performing at midline (83.9% and 50.7% respectively). There was no significant difference in literacy outcomes for girls and boys. Boys in the intervention group improved from 10.7% to 54.3% and girls from 13.7% to 53.6%.**
16. Comprehensive educational interventions including teacher training and the provision of educational resources, the provision of school meals, and intensive community engagement were described by school authorities and local government education officers as pivotal to the programme's success. The overarching economic landscape, including the state of external funding were noted by government officials and development partners in the KILs as major risks to consistent progress.

Efficiency

17. **Overall, the FY20 school feeding programme demonstrated a moderate level of cost-effectiveness by midterm.** Key achievements include equitable resource distribution for both girls and boys and adherence to planned project operational days (especially from 2023), which enabled consistent service delivery. **However, resource utilization ratios⁸ (averaging 31.6%) and gaps between planned and served beneficiaries indicated inefficiencies in resource allocation and operational performance.** Year 1 trends exhibited variability in resource utilization with notable gaps between planned and actual distributions. Operational challenges, such as supply chain disruptions, were key contributors to inefficiencies. However, **Year 2 trends demonstrated improved alignment, reduced under- or over-utilization, and greater consistency, reflecting adaptive management and enhanced operational strategies.**
18. **The programme achieved an average total coverage ratio of 87%, falling short of the 90% benchmark.** While parity was maintained between male and female beneficiaries (less than 1% difference ($p > 0.05$)), disparities in coverage ratios across districts highlighted equity concerns. Districts

⁷ The reduced coping strategy index - a high score means an extensive use of negative coping strategies and hence increased food insecurity (rCSI ranges from 0 to 56, where a score of 0 indicates the highest food security and 56 indicates the highest food insecurity).

⁸ Resource Utilization Ratios measure how effectively allocated resources (such as food supplies) are used in a school feeding programme. For each resource (e.g., rice, oil, beans), the utilization ratio is calculated as:
Utilization Ratio= (Planned Quantity Used/Actual Quantity Used) ×100

such as Korhogo exhibited higher costs per beneficiary, suggesting logistical challenges and operational inefficiencies. Consistent growth in districts such as Guiglo and Ferke suggests strong operational performance especially in terms of logistical planning and resource distribution.

19. **Timeliness challenges⁹ emerged in resource utilization, as ratios for rice, oil, and beans consistently fell below the benchmark range of 90%-110%¹⁰ indicating underutilization of allocated resources.** Schools with experienced staff achieved higher alignment between planned and served populations, reflecting the importance of capacity building in improving operational efficiency. Limited real-time monitoring mechanisms and inconsistent data collection hampered the ability to promptly identify and address inefficiencies, particularly in resource utilization and service delivery.

Impact

20. **The programme had a positive and statistically significant impact on both girls and boys achieving the grade-appropriate minimum score.** However, the effects weakened or became statistically insignificant when additional factors like region, class, and individual covariates were considered. No significant effects were found on students' raw Annual Status of Education Report (ASER) scores¹¹ or on their chances of performing above the upper band of their grade-appropriate benchmarks' thresholds. Overall, the programme did not significantly impact the Household Dietary Diversity Score, the Food Consumption Score, or the Reduced Coping Strategies Index. **However, a significant reduction in the use of crisis coping strategies¹² was observed,** suggesting that the programme helped households reduce reliance on extreme coping strategies to deal with food insecurity. In male-headed households, there was a reduction in crisis coping strategies, although this effect diminished in later models.

Sustainability

21. **The FY20 award demonstrated several sustainability elements, notably robust community engagement, ongoing capacity-building initiatives, and a gradual increase in government financial commitment.** Nonetheless, significant challenges persist, particularly regarding the transition to government ownership, resource management, and dependence on external support, which may affect the programme's long-term viability. The full integration of McGovern-Dole-supported schools into the national budget remains unachieved, and anticipated legislative support for securing long-term funding is pending, creating uncertainty regarding the programme's financial sustainability beyond 2026.

Conclusions

22. The overall conclusions on the FY20 project in Côte d'Ivoire are that it is highly relevant and has responded appropriately to the needs and priorities of the government and the target population groups to a large extent, using a comprehensive approach. The project has largely achieved its intermediate outcomes, particularly in reducing mid-day hunger, improving school enrolment and attendance, and enhancing literacy competencies. However, programme effectiveness and efficiency varied across regions and demographic groups. The intervention displays balanced learning outcomes between girls and boys, and cost-effectiveness and this suggests that the programme is on track to achieve its broader objectives, particularly in improving educational access and quality for both girls and boys. However, it is to be noted that the comparison schools also consistently showed progress and, in some cases, outperformed the intervention schools. The programme displayed some positive impact on both girls and boys achieving the grade-appropriate minimum score and demonstrated several

⁹ The term "timeliness challenges" refers to delays in the distribution of food to schools caused by several factors, including logistical difficulties, administrative delays and supply chain interruptions

¹⁰ The 90% to 110% reference range represents the optimal threshold for the use of food resources allocated under the school feeding programme. A rate of less than 90% indicates under-utilization of resources, which means that available food is not fully consumed, either due to poor planning, student absences, poor logistics, or food waste. A rate above 110% would indicate overconsumption of resources, which may reflect a lack of adequate forecasting or an unforeseen increase in the number of beneficiaries compared to the initial estimates.

¹¹ The ASER (Annual Status of Education Report) score is a measure used in India and some other countries to assess basic reading and arithmetic skills in children, typically in rural areas. ASER provides an insight into the learning levels of children in different grades, even in the absence of formalized, large-scale educational assessments.

¹² Crisis coping strategies here is derived from the Livelihood Coping Strategies for Food Security (LCS-FS) which is an indicator used to measure the extent to which households need to employ coping strategies in response to a lack of food or money to purchase food (https://wfp-vam.github.io/RBD_FS_CH_guide_EN/livelihood-coping-strategies.html)

sustainability elements. Nonetheless, significant challenges persist, particularly regarding the transition to government ownership, which substantially affects the planned programme operational days. The current lack of government commitment to the handover process proffers a risk to the achievement of project targets and the demonstration of programme impact by endline.

Recommendations

23. Several recommendations are made by the Evaluation Team based on the findings of this evaluation. They include the following:
 1. **Intensify advocacy to promote the realization and execution of the essential components outlined in the handover document**, based on the findings from this midterm evaluation regarding its influence on the programme's effectiveness and efficiency. WFP can support the process in several ways:
 - a. Create awareness and propose possible solutions to relevant stakeholders on ways to address the disparities highlighted by the government.
 - b. Strengthen advocacy for the signing of CI commitments for the school meals coalition. Then, align with School Meal Coalition commitments once they are signed;
 - c. Review the transition plan and define new deadlines;
 - d. Review the number of days to be borne by the government (downwards) - to generate willingness and an initial momentum.
 2. **Strengthen the programme monitoring system to address data gaps in monitoring equitable outcomes for all population groups**. Perspectives on balanced access and outcomes for girls, boys, women, and men should be explicitly outlined in the project's outputs or indicators. Ensure that sex-disaggregated and disparity reduction indicators are developed that track women's participation in the food production, storage and distribution processes. Also develop indicators that can track sales/income at household level.
 3. **Implement a systematic methodology that emphasizes intentional geographic programme alignment at district and potentially, regional levels to mitigate disparities in cost-effectiveness**. This approach should encompass the enhancement of all relevant supply chain components—from WFP's procurement and distribution systems to government-managed logistics and local producer networks = to optimize cost-effectiveness while maintaining budgetary constraints. Additionally, it is essential to replicate successful strategies and lessons learned from high-performing districts.
 4. **Address the issue of absenteeism in boys due to household agricultural work and seasonal jobs; and the increase in health-related absenteeism for girls**. Consider strategies like take-home rations for boys and girls to relieve the pressure to support their households which disproportionately affects boys. However, it is important to recognize that take-home rations is a back-up mechanism. The focus should be for WFP/Government to increase the actual number of operational days for on-site meals.
 5. **Adopt a comprehensive approach that specifically addresses the needs of children with disabilities**. This involves integrating indicators related to children with disabilities into the programme's log frame, thereby ensuring their visibility and representation within the initiative. Introduce indicators on children with disabilities at the school level - into the programme log frame. Data should be collected on disability among the programme's target beneficiaries – an important step needed to prevent their exclusion from the interventions. Disability inclusion will require infrastructural adjustments at the school level and possible policy adjustments which would require cooperation with other technical partners.
 6. **Strengthen local / community structures** - Continue to raise awareness on smallholder farmers among communities and advocate with village authorities concerning mutual insurance companies to encourage their commitment to supporting school canteens. Establish more targeted support and foster peer learning between more and less effective school canteen management committees. Advocate for the integration of school canteen funding in local government budgets and to build the capacity of local authorities to manage those funds effectively.
 7. **Improve Teacher Training Coverage especially in Bagoué and Gontougo**. To address the decline in teacher training participation, adopt a more adaptive and context-sensitive approach that considers the logistical, institutional, and socio-economic constraints affecting schools in Bagoué and Gontougo. Decentralize and adapt training delivery models, provide substitution support during training periods, and address broader teacher workload and support gaps by targeted recruitment, and concurrently encourage retention via motivational strategies such as certificates, recognition, or minor incentives for training completion.

1. Introduction

2. The World Food Program (WFP) Côte d'Ivoire Country Office received a financing agreement of US\$26,513,178.00¹³ from the United States Department of Agriculture's (USDA) McGovern-Dole International Food For Education and Child Nutrition Program (McGovern-Dole) for the "Support for the integrated programme for the sustainability of school canteens in Côte d'Ivoire from 2020 to 2026." This represents the second round of funding for the programme. The school canteen programme is a school feeding and literacy programme implemented in the West, North and Northeast regions of Côte d'Ivoire from 2015 to 2021 in its first phase. This second project (FY20 award) covers the same area and schools from 2020 to 2026 and aims to improve the programme's achievements and facilitate a gradual transfer of the programme to the State of Côte d'Ivoire. The programme aims to support the country's national objectives in terms of improving enrolment, retention, primary education, literacy, food security, nutrition and school health.
3. Oversee Advising Group was commissioned by the WFP country office in Côte d'Ivoire in accordance with the Terms of Reference (ToR) approved by USDA to conduct the midterm evaluation of "Support for the integrated programme for the sustainability of school canteens in Côte d'Ivoire from 2020-2026" after over two years of its implementation from September 2021 to April 2024.

1.1. Evaluation features

4. The midterm evaluation purposed to critically and objectively review and take lessons of this programme implementation within the environment of Côte d'Ivoire in order to assess whether the targeted beneficiaries are receiving services as expected, and whether the project is on track to achieve its stated goals and objectives. The evaluation aimed to assess the programme's alignment with considerations related to the differing experiences and needs of girls, boys, women and men, and variations in access and outcomes across population groups, within the context of the programme. The cross-cutting theme of this evaluation played a pivotal role in illuminating essential aspects of the programme's impact and future trajectory particularly in relation to disparities in participation, access, and outcomes among different population groups.
5. This midterm evaluation focused on accountability and learning with an emphasis on the learning component and evidence generation needs. The evaluation critically and objectively examined the programme implementation experience within the context of Côte d'Ivoire. It assessed whether targeted beneficiaries are receiving services as intended and whether the programme is on track to achieve stated goals and objectives; reviewed results frameworks and assumptions; documented lessons learned, and discussed modifications or mid-course corrections needed to effectively and efficiently achieve stated goals and objectives while highlighting sex-differentiated issues through a cross-cutting approach. In addition, this evaluation aimed to provide insight into the government's capacity to take full control of the 613 schools through (1) sustainable funding, and (2) finalization of the drafting of the school feeding law during the remaining programme period; to formulate recommendations in this area. The previous FY15 McGovern-Dole project's final evaluation report, published in 2022, indicated that the upward trend in girls' enrolment and a decrease in boys' enrolment may be explained by the provision of take-home rations for girls only. This evaluation explored this finding. The recommendations from this midterm evaluation will inform the adjustments required during the rest of the programme's life.
6. The evaluation inception period started with a virtual kick-off meeting on March 18th 2024, followed by an orientation meeting on the 3rd of April 2024, between the Evaluation Team (ET) and Country and Regional Evaluation Managers (EMs). The inception mission took place from the 15th to 19th of April 2024. In the progression from our initial proposal to a more contextually feasible evaluation plan reflected in the approved inception report, field data collection and the development of this evaluation

¹³ The award total was adjusted from US\$25 million to US\$26,513,178.00 after a cost amendment in 2024

report, we have maintained flexibility and received comments from WFP that has enabled us improve our methodology, approach and the interpretation of the findings. At the inception phase, the ET also reviewed programme and other documents (detailed in Annex 10) shared by WFP in the virtual library. Additionally, preliminary discussions were held with WFP Country stakeholders, including the school canteen management, monitoring & evaluation, planning & budget, and capacity building teams; Government stakeholders, including the Ministry of Agriculture and Direction of School Feeding (DCS); and Implementing Partners (ANADER and AVSI).

7. Data collection took place from May to June 2024. Mop-up interviews continued up till September 2024. Primary quantitative and qualitative data were collected, analyzed and triangulated with data from other sources.
8. The mid-term evaluation is part of the McGovern-Dole FY20 award evaluation plan, which envisions three types of evaluation during the life of the programme: (i) a baseline evaluation before the start of the programme (in 2021) to establish baseline values for programme indicators, (ii) a mid-term evaluation and (iii) a final evaluation to assess programme performance at mid-term and at the end of the programme respectively.
9. This midline evaluation was designed to align with the methodology used at baseline to ensure consistency in the approach and to minimize the introduction of new biases. This is a performance evaluation with data collected only from project participants and control schools, so the design measured changes in indicators from the baseline to assess the programme's progress in reaching its target goals and measured the programme's causal outcomes after two years of implementation using the criteria of relevance, effectiveness, efficiency, sustainability, and impact. The ET is aware that after two years of implementation, it is more likely to see effects rather than impacts of the programme at this point. In line with the guidance of the UNSWAP (System Wide Action Plan), the evaluation integrated key cross-cutting principles, including human rights and attention to the different circumstances and needs of various population groups. Considerations related to the differentiated experiences of girls, boys, women and men, were systematically embedded into the evaluation process through the incorporation of relevant indicators across the five evaluation criteria. This approach ensured a comprehensive and nuanced examination of the programme's performance.
10. In terms of scope, the evaluation covered the seven (7) regions where the programme is being implemented in 613 rural primary schools. These are Poro, Bagoué, Tchologo, Bounkani, Gontougo, Bafing and Cavally. The evaluation focused on the period from the start of the operationalization of the second phase of the project in Côte d'Ivoire to the start of the evaluation, i.e. from September 2021 to April 2024. The assessment focused on the programme's six components, including (i) the provision of hot meals to pupils, (ii) take-away rations, (iii) deworming of pupils and the distribution of micro-nutrients, (iv) learning to read, (v) training of canteen managers in the use of health and food practices, and (vi) capacity building of agricultural groups around canteen schools. There was no change made to the scope of the evaluation detailed in the ToR (see Annex 1).
11. This midterm evaluation was conducted concurrently with the WFP Côte d'Ivoire's Country Strategic Plan (CSP) evaluation (2019-2025). However, the focus of the two were different. A detailed timeline is in Annex 2. The expected users of this evaluation are the WFP Country Office and its decision-making partners, Office of Evaluation (OEV), WFP Headquarters in Rome, USDA, Directorate of School Canteens (DCS); implementing partners such as ANADER and AVSI; Ministries of Education, Agriculture and Health; other UN Agencies (UNICEF, UNESCO etc.) and other stakeholders.

1.2. Context

12. Côte d'Ivoire is a country in West Africa, bordered to the north by Mali and Burkina Faso, to the west by Liberia and Guinea, to the east by Ghana, and to the south by the Atlantic Ocean. With

an estimated population of nearly 29.4 million in 2021, 48.4% of whom are women.¹⁴ Côte d'Ivoire is a lower-middle-income country with a Human Development Index (HDI) of 0.534, ranking 166th out of 191 countries on the Human Development Index.¹⁵ It is prone to widespread food insecurity, malnutrition and inequalities in opportunities and access to resources for girls and boys, women and men¹⁶, which has a serious impact on smallholder farmers struggling with access to land and frequent weather-induced emergencies¹⁷. Despite Côte d'Ivoire remaining one of the strongest economies in West Africa, addressing sex-based discrimination will be critical to inclusive growth¹⁸. Despite legislative progress, women continue to face discrimination in the labour market,¹⁹ where they account for only 11.5 per cent of employees in the private sector, as well as in the education and health sectors. While women make up 90% of the agricultural labour force, available data indicate that only 8% of women have title deeds, compared to 22% of men²⁰. In Côte d'Ivoire, 57% of women and 46% of men are illiterate, according to Côte d'Ivoire's National Institute of Statistics in 2021.

13. Regarding the education sector, based on current data available from the Ministry of Education, there is almost no longer a sex-related disparity in primary school enrolment: 49% of girls and 51% of boys (MENA Statistical Yearbook, 2021-2022). This is justified by the existence of a directorate in charge of gender within the Ministry of National Education. The completion rate of school education is clearly increasing for both girls and boys, regardless of the cycle. In the 2nd cycle of secondary education, for example, the completion rate increased from 19.4% before 2019 to 32.6% after 2019, with a qualitative jump of 13 points. The same is true for boys, where the rate increased from 26.9 per cent to 39.5 per cent. As a result, the crude primary school enrolment rate, which was 73.4% in 2008, has improved to 100% today. The Net Enrolment Rate (NER) was 90.9% over the same period. Women receive less secondary (39%) and post-secondary (11%) education than men. The illiterate population (not being able to read or write) aged 15 and over is 51.5 per cent nationally, with 57 per cent of women and 46 per cent of men.²¹ It should be noted that these data vary by region. The North, West and North-East regions are the regions with the lowest enrolment of girls in school, given the socio-cultural burdens that are still very deep. The prevalence of malnutrition in the northern and northeastern areas is considered critical, with rates exceeding 40%. Similarly In the western, and northwestern regions have malnutrition rates exceeding 30%.²²
14. The agricultural sector employs 46% of the workforce and supports two-thirds of the population. In the country, the agricultural sector is strongly structured by disparities between men and women. Thus, young people and women are strongly present in the agricultural and food value chains, with the presence of women mainly in market gardening (production and marketing) and food (cassava) activities, where their participation is around 95%.²³ Women and young people are overwhelmingly in the majority of the niches of importing, preserving, processing (especially fish smoking) and marketing fish in the country. They represent more than 90% of the actors, 70% of whom are women²⁴. Women dominate the marketing of rice (85%), while men are more involved in the trade in yams (67.4%) and meat (cattle, sheep, eggs and meat products). Plantain production is dominated by men (80%), while the marketing and processing of cassava and plantain is dominated by women

¹⁴ <https://www.ins.ci>

¹⁵ United Nations Development Programme's Human Development Report 2023-24,

¹⁶ Republic of Côte d'Ivoire/Ministry of Women, Family and Children, Report on the Evaluation of the Implementation of the Beijing +25 Declaration and Platform for Action

¹⁷ WFP, Draft Country Strategic Plan – Côte d'Ivoire (2019-2023)

¹⁸ WFP, Draft Country Strategic Plan – Côte d'Ivoire (2019-2023)

¹⁹ United Nations Committee on the Elimination of Discrimination against Women. 2011. Concluding observations of the Committee on the Elimination of Discrimination against Women.

²⁰ World Bank, Economic Situation in Côte d'Ivoire: What if Emergence Were a Woman? 2017.

²¹ INS, Recensement général de la population et de l'habitat, 2021, p. 47.

²² Egnon KV Kouakou., et al. "Geospatial Disease of Cereals and Prevalence of Malnutrition in Cote d'Ivoire". Acta Scientific Nutritional Health 4.3 (2020): 111-115.

²³ IFAD - International Fund for Agricultural Development

²⁴ WFP, Draft Country Strategic Plan – Côte d'Ivoire (2019-2023)

(more than 90%).^{25, 26}

15. Within households, the sex-related division of labour means that women are also very involved in food and nutrition within families. This strong involvement guarantees the application of good practices disseminated in these fields. With regard to changes in weather patterns, women are the most affected by various phenomena, as they often find it difficult to find land to carry out their agricultural production activities. Women do not have the same access to land (transmission of land assets) as other actors in the rural world. Although current legislation is in favour of balanced opportunities and outcomes for women and men; and equal access to productive resources (land), difficulties persist in particular: (i) inequalities of rights with regard to access to land (restriction of areas, types of use, property rights or other rights in a generalized context of land pressure and increasing urbanization); (ii) inequalities of rights with regard to the transmission of land assets; and (iii) the precariousness of women's farms and investments²⁷.
16. According to the 2021 poverty profile of the Ivory Coast²⁸ poverty affects households headed by men (38,5%) more than those headed by women (32,4%). The share of the working-age population in employment is lower among women (40%) than among men (60%) (EHCVM, 2021).²⁹ Data from the National Survey on the Employment Situation and the Informal Sector (2016) show that the combined unemployment/underemployment rate is much higher for women (37.6%) than for men (20.2%). Thus, inequalities are also reflected socially in the fact that women have less access to education than men and face more difficulties in accessing health care and the labour market. These inequalities are also reinforced by the cultural, religious and institutional constraints that women face and which have been exacerbated during the decade of socio-political crisis and the recent Covid-19 pandemic. According to Afrobarometer, seven in ten Ivorians (71%) say women should be as eligible for political office as men. But 58% believe that women running could be criticized or harassed. Most Ivorians support equal access to employment and land and women's leadership². They approve of the government's performance in promoting balanced participation and opportunities for men and women, but believe it still needs to do more.
17. Côte d'Ivoire's economic recovery has been remarkable since the end of the 2010 post-election crisis, with one of the highest growth rates in sub-Saharan Africa. Estimated at 8.0% in 2016, 7.7% in 2017, 7.4% in 2018 and 6.9% in 2019, the real GDP growth rate was estimated at 1.7% in 2020 due to the adverse effects of the COVID-19 health crisis on the economy. In 2022, it was 7.0 in 2021 versus 6.7% in 2022. Côte d'Ivoire has made great strides in keeping economic growth above 7% (SDG target), education, clean water and electrification: the proportion of the population with access to an improved source of electricity and water increased from 61% in 2008 to 78.4% in 2015, then to 82% in 2017 and 84% in 2019. The rate of access to electricity has continued to grow, increasing from 34% in 2011 to 94% in 2020⁵ with a target of 100% by 2025.
18. Despite this improvement, poverty remains a predominantly rural phenomenon³⁰, manifested by inequalities in access to essential services and disparities between girls, boys, women and men, fuelling divides between income groups and urban and rural populations. The various socio-political crises that the country has faced have led to the deterioration of the living conditions of the populations despite the adoption and implementation of various economic and financial programs,

²⁵ World Bank. Gender Differences in Agricultural Productivity in Côte d'Ivoire Changes in Determinants and Distributional Composition over the Past Decade. Policy Research Working Paper 9113. 2020

²⁶ Donald, Aletheia Almalia; Lawin, Kotchikpa Gabriel; Rouanet, Lea Marie. *Reducing the Agricultural Gender Gap in Cote d'Ivoire : How has it Changed?* (English). Gender Innovation Lab Washington, D.C. : World Bank Group. <http://documents.worldbank.org/curated/en/853891581398735300>

²⁷ UNDP, Strategy for the Promotion of Gender Equality and the Empowerment of Women 2021-2025

²⁸ ANStat, Enquête harmonisée sur les conditions de vie des ménages (EHCVM), 2021, p. 80.

²⁹ ANStat, Enquête harmonisée sur les conditions de vie des ménages (EHCVM), 2021, p. 80.

³⁰ NSI, Household Living Standards Survey 2015

with a poverty rate that has decreased from 46.3% in 2015³¹ to 39.5% in 2018³² and 37.5% in 2021.³³ With the COVID-19 health crisis and the Black Sea crisis (Russia-Ukraine) directly affecting the formal and informal sector and household incomes, we are witnessing market volatility, hindering different population groups' access to diversified food.

19. Eliminating malnutrition is one of the priorities of the National Development Plan (NDP) adopted³⁴ by the country as a reference framework for its emergence. For this reason, the Ministry of Health and Public Hygiene Directorate has developed and adopted a National Multisectoral Nutrition Plan for 2016-2020. However, food security remains a challenge for the country as food systems are increasingly disrupted by changes in weather patterns, flooding³⁵, large-scale deforestation and unsustainable agricultural practices such as slash-and-burn farming techniques³⁶. Due to floods and droughts that cause the loss of livelihoods, people are often affected by crop failures in the north and south of the country, exacerbating the risk of food insecurity.
20. In the seven McGovern-Dole regions targeted in 2018 by the programme, the food insecurity rate was 10.9%, roughly equal to the national food insecurity rate of 11%. That's why the USDA supported the McGovern-Dole International Food for Education and Child Nutrition Program targeting the most affected areas of the country with high rates of food insecurity and malnutrition. Estimated at 6% in January 2023 (DISSA), this rate has pronounced disparities between regions. Bafing, 12.5% and Tchologo 1.1%; Poro 6.0%; Gontougo 8.8%; Cavally 8.3%; Bagoue 0.2%; Bounkani 5.2%.³⁷ Estimated at around 21.6% according to the results of the 2016 MICS survey³⁸, the rate of chronic malnutrition among children under five years of age increased to 23% in 2021³⁹.
21. Progress on the 2030 Agenda shows that the prevalence of undernourishment and stunting among children is stagnating and that major challenges remain.⁴⁰ The 2018 Zero Hunger Strategic Review identified that challenges related to 1) access to food (such as a lack of coherence in food security programmes; lack of recognition of the role of small-scale producers in the formulation of trade and fiscal policies; and insufficient collection, analysis and use of data to identify the affected people); 2) nutrition (such as insufficient reach of communication initiatives aimed at changing society and behaviour on issues related to dietary diversity, hygiene and food safety; and the lack of attention for adolescent girls); and 3) social protection (such as insufficient resources invested in social protection responsive to the diverse needs of girls, boys, women and men; and limited coverage of the national school feeding programme); will need to be addressed to achieve SDG 2 in Côte d'Ivoire⁴¹.
22. Since its independence, Côte d'Ivoire has prioritised education by ratifying several international legal instruments, devoting more than 40% of its budget to it and setting itself the goal of universal access to education. Efforts to make the Ivorian education system more inclusive and of better quality have led to improvements, including implementing near-universal primary education. However, systemic challenges continue to impede learning⁴². Thus, several factors inhibit learning, including mid-day hunger faced at an early age by many children whose school was located several kilometres from the family home. An adequate and comprehensive response to this important problem requires implementing a social policy, particularly in school canteens. Since 1989, the Government of Côte

³¹ NSI, Household Living Standards Survey 2015

³² World Bank, Economic Situation in Côte d'Ivoire: What if Emergence Were a Woman? 2017.

³³ ANstat, Profil de pauvreté de la Côte d'Ivoire 2021, p.12.

³⁴ Republic of Côte d'Ivoire, National Development Plan (NDP) 2016-2020

Republic of Côte d'Ivoire, National Development Plan (PND) 2021-2025

³⁵ Post-distribution Monitoring evaluation for the project "Cash transfer for households affected by floods in Côte d'Ivoire in 2020 under ECOWAS financing", December 2021 report.

³⁶ WFP, Draft Country Strategic Plan – Côte d'Ivoire (2019-2023)

³⁷ SAVA August 2018, DISSA January 2023

³⁸ INS, Multi Indicator Cluster Survey (MICS) 2016

³⁹ NSI, Demographic and Health Survey (DHS) 2021

⁴⁰ SDG Report, 2018

⁴¹ WFP, Draft Country Strategic Plan – Côte d'Ivoire (2019-2023).

⁴² Republic of Côte d'Ivoire, Education and Training Sector Plan 2016-2025.

d'Ivoire (the Government) has established a national school feeding programme with the support of WFP to encourage primary school enrolment and address the challenge of midday hunger in schools⁴³. The school feeding programme has seen encouraging development that resulted in the establishing of more than 5,500 school canteens throughout the country in 2012-2013, providing a hot meal to nearly one million children. This corresponded to a canteen coverage rate of about 36%. However, the mismatch between allocated resources and demand for school canteens has led to a decline in the level of service, including a decrease in the number of rations and the number of days of providing hot meals to children. Thus, to fill this gap, communities were invited to participate in managing school canteens. Since 1998, these groups, comprised of a vast majority of women volunteers, have been carrying out income-generating activities, mainly in the agricultural and livestock sectors, and donate part of their production to the canteen, thus making a major contribution to feeding the children, alongside other partners. As part of its assistance to communities in high-need areas, the World Food Programme (WFP) Côte d'Ivoire, through its strategic plan, assists groups of women farmers mobilized around school canteens⁴⁴ in the McGovern-Dole programme to improve the capacity of these groups to produce quality and nutritious food for domestic consumption and to provide a local school meal program in their women's agricultural group of communities. However, groups more likely to be affected by malnutrition, such as out-of-school children and some groups facing heightened challenges are not covered by the McGovern-Dole programme. Few health, food or community support programmes have been set up by the government to provide them with the support they need.

23. WFP supported the review of the 2018–2022 National School Feeding Strategy and helped develop the 2024–2025 strategy which defines the priority areas for intervention by combining the level of food insecurity, the prevalence of chronic malnutrition, the school enrolment rate and the poverty rate in the different regions of the country. The Government's flagship initiative, "One School, One Canteen, One Farmers' Group", continues to work towards the sustainability of the school meal programme and demonstrates the Government's commitment to empowering local farmers' groups (especially those led by women).⁴⁵
24. From September 2013 to December 2016, WFP implemented a development project entitled: "Support to the Integrated Programme for the Sustainability of School Canteens". With 571,000 beneficiaries expected, this programme targeted 29% of all school canteens and 15% of all public primary schools in Côte d'Ivoire. The programme covered 1,634 school canteens in the 10 priority regions. WFP is implementing the McGovern-Dole program funded by USDA. This program is a cooperative agreement and supports school feeding in seven (7) priority regions (Poro, Bagoué, Tchologo, Bounkani, Gontougo, Bafing and Cavally) in Côte d'Ivoire, from 2015 to 2020 for the first phase and from 2021 to 2026 for the second phase.
25. The school canteen programme is implemented by the Ministry of National Education, Technical Education and Vocational Training (MENET-FP) through the Directorate of School Canteens (DCS), which carries out the various activities of this project in the various regional directorates of National Education. The project also benefits from the technical support of the National Agency for Rural Development Support (ANADER), particularly for supervising agricultural groups mobilized around school canteens.

1.3. Subject of the evaluation

26. The midterm evaluation focused on the McGovern-Dole project implemented by WFP in Côte d'Ivoire. The FY20 award school feeding programme was approved by USDA in 2020 for US\$26,513,178.00⁴⁶ and aims to support education, child development, and food security in low-income and food-deficit countries worldwide. This programme provides U.S. agricultural products, as well as financial and

⁴³ Mid-term evaluation of "Support for the integrated programme for the sustainability of school canteens" in Côte d'Ivoire, 2019.

⁴⁴ WFP, Monitoring report on the results of support to agricultural groups mobilized around school canteens, 2023.

⁴⁵ WFP, Draft Country Strategic Plan – Côte d'Ivoire (2019-2023).

⁴⁶ The award total was adjusted from US\$25 million to US\$26,513,178.00 after a cost amendment in 2024

technical assistance, to support school and kindergarten feeding, as well as child nutrition projects. According to the cooperative agreement, this school feeding programme in Côte d'Ivoire focuses on the following five objectives: (i) to increase student enrolment and alleviate hunger at noon through the provision of school meals; (ii) improve student health and nutrition by supporting national health and nutrition policies and programmes, community mobilization and awareness-raising, and improving sanitation practices and access to safe drinking water; (iii) improving literacy among school-age children and the quality of education through improved access to materials and capacity-building for school administrators and teachers; (iv) increase the capacity of smallholder farming groups to create supply chain linkages and promote community contribution to the school meal program for sustainable transfer to government; and (v) strengthening the institutional framework of the school feeding programme. In this second phase of the programme, particular emphasis is placed on the gradual transfer of the programme to the government through capacity-building activities. The main results expected from the intervention are improved reading skills among school-age children and an increase in good health and nutrition practices. Achievement of these two results is expected to result from a combination of sustained teacher attendance, improved access to school supplies and materials, improved access to reading materials and improved teacher skills and knowledge. Other results include improved knowledge of health and hygiene practices, food preparation and preservation practices, nutrition and preventive health interventions.

27. In Côte d'Ivoire, the FY20 award assists at least 125,000 children⁴⁷ in 613 public primary schools in the regions in the country facing the greatest challenges with malnutrition (Cavally, Bafing, Bagoué, Poro, Tchologo, Bounkani, Gontougo), providing them with a daily hot meal during the school year for the duration of the program. Its purpose is to improve school enrolment, retention, primary education, literacy capacity, food security, nutrition and health of school children. The programme focuses on balanced opportunities and outcomes for girls and boys, which is implemented throughout the activities. The current project provides daily hot school meals consisting of rice, legumes, oil and salt to 125,000 students in 613 primary schools in the seven targeted departments.⁴⁸ The McGovern-Dole project implemented by WFP in Cote d'Ivoire includes 7,230 metric tons (MT) of USDA donated commodities (cereals, pulses etc.) and 1,312 MT of locally procured commodities, to be distributed by WFP for the duration of the project.
28. In addition to school feeding, McGovern-Dole funding supports a component to improve students' reading skills. This 2020-2026 programme, following the first 2015-2022, strategically aims to improve students' reading skills and increase the use of good practices in food, health and nutrition. For example, it focuses on the transition of USDA supported schools to the national school feeding program. As the number of meals is to be gradually reduced, it is up to the Government to take over by ensuring the financing of the days not covered. To this end, the international NGO AVSI was selected by WFP as a subrecipient to improve students' reading skills. In collaboration with the Ministry of Education, didactic and pedagogical tools such as reading boards and sculpted letters have been developed to improve reading skills, and teachers have been trained to use these new tools. AVSI aims to improve the reading skills of 136,000 students during this second phase.
29. The FY20 award also pays special attention to local rice and cowpea production to encourage local purchases of these commodities, strengthen the resilience of populations and thus stimulate the rural economy. It also helps build capacity and collaboration with women farmers who provide food for the school feeding program. In addition, it supports small-scale producers to enable the community to make a complementary contribution to the government's efforts to ensure consistent sustainability of the national school feeding programme.
30. The programme for the sustainability of school canteens has four components, including (i) the provision of hot meals to pupils, (ii) the promotion of better health and nutrition, (iii) the promotion of better reading and learning, and (iv) the strengthening of institutional capacities and capacities of agricultural

⁴⁷ The caseload was increased to 136,500 around the time of data collection (Amendment B included this change and became effective 3 April 2024)

⁴⁸ WFP, World food program Cote d'Ivoire, FY2015 McGovern proposal, p.50

groups.

31. The programme's activities are aimed at various beneficiaries at the primary school level, including pupils from CP1 to CM2 (grades one to six), teachers, principals, school canteen staff, members of school management committees (COGES)⁴⁹, members of working groups and households. At the school level, the beneficiaries are in the 613 schools that participated in the first phase of the programme. The programme also takes into account the needs of women and girls in all areas of the program, but does not specifically target other affected populations in the project focal areas. The key programme activities are detailed in table 1.

Table 1: Key programme activities

Domain	Type of activity
Nutrition and Health	<ul style="list-style-type: none"> - Provision of school meals - Training of canteen management staff and school management committees - Supply of tools and equipment for food preparation and storage - Building local capacity to provide food to schools - Distribution of deworming tablets - Support for the implementation of a national school feeding programme - Carrying out WASH activities
Literacy	<ul style="list-style-type: none"> - Development of reading enhancement tools - Provision of additional reading materials - Improving the use of existing government literacy materials - Organization of literacy workshops - Strengthening government and community capacity to improve literacy education
Strengthening of institutional capacities	<ul style="list-style-type: none"> - Support of the drafting of the school feeding law, - Support of the revision of the national strategy for school feeding, - Support of the drafting of government commitments within the framework of the global coalition for school feeding, - Facilitating studies – e.g. SABER study, cost benefit study - The strengthening of capacities of agricultural groups mobilized around canteens.

32. In light of the above, the enhanced Theory of Change (ToC) for the McGovern-Dole Programme integrates the broader context of Côte d'Ivoire's agricultural, nutrition, education, and social protection strategies to address several Sustainable Development Goals (SDGs): Zero Hunger (SDG 2), Quality of Education (SDG 4), Health and well-being (SDG 3), Clean water and sanitation (SDG 6), Reduced inequalities (SDG 10), and Partnerships for the Goals (SDG 17) by 2030. It recognizes the multiple challenges to achieving food security, nutrition, education and balanced participation and representation of girls, boys, women and men; and sets out a comprehensive approach to sustainable development in these interrelated areas. The reconstructed ToC is illustrated in Annex 7.
33. The end goal is to contribute significantly to the achievement of SDG 2 in Côte d'Ivoire by improving education, nutrition and food security outcomes for school-aged children, with a particular focus on equitable participation and outcomes for girls and boys; and the empowerment of women and girls. Implementation of the program should ultimately help to improve schoolchildren's literacy; increase the use of health and dietary practices; and improve the effectiveness of local and regional food assistance. To achieve this sectoral objective, efforts must continue on the progress already made, such as:

⁴⁹ Comité de gestion scolaire

1.4. Evaluation approach, methodology and ethical considerations

Methodological approach

36. The goal of the evaluation was not only to appreciate if the strategies of the FY20 award in Côte d'Ivoire implemented from September 2021 to April 2024 worked but also how they worked, where, why and for whom. This perspective of evaluation is especially important for effectively informing learning, accountability, and future interventions. The best way to respond to this is to use a **mixed methods approach**, combining qualitative and quantitative methods. We understood from the ToR that this was what the project aimed for, especially in assessing the programme outcomes and effects. We used mixed methods data to ensure that the strengths of one type of data balanced the limitations of another type. This enabled improved understanding by integrating different ways of knowing. Triangulation of methods further enabled the validation of data through cross-verification from various sources. Additionally, the data gaps seen in the evaluability assessment (such as lack of data on beneficiary needs, and lack of teachers' survey data in comparison schools at baseline) were addressed using this approach.
37. The ET followed a **participatory and consultative evaluation approach**, ensuring the meaningful participation of all relevant stakeholders, especially women and girls, rural dwellers and other population groups, including persons living with disabilities. We ensured that mixed methods were used, that women, girls, men, and boys from different stakeholder groups participated and that their voices were heard and used. Girls face major logistical and cultural obstacles to access, especially girls from remote areas, those with limited resources and teenage mothers. Therefore, it was crucial that the evaluation explored sex-based discrimination with a multilevel approach, reviewing how the school feeding interventions had made practical and strategic considerations for girls' needs.⁵⁰ The ET fully included national/ local experts, especially women, in the fieldwork. Feedback was sought on the evaluation methodology and tools from the EMs and the Evaluation Reference Group (ERG) for fine-tuning of the evaluation protocol.
38. Sex- and age-sensitive approaches were adopted in designing data gathering and analysis tools, sampling for primary qualitative data collection, and developing ethical and safety measures. Disability inclusion was enabled as much as possible as a cross-cutting theme to gain insight into the contextual realities regarding that element. Regarding the Convention on the Rights of the Child,⁵¹ the ET ensured adequate engagement of children and adolescents throughout the evaluation process. The evaluation was guided by the United Nations System Wide Action Plan (UNSWAP) 2a and 2b – sex-related issues were addressed in the methodology, including data collection and analysis, and data collected was disaggregated by sex. Additionally, the evaluation employed a mixed-methods approach, appropriate for examining sex-based and other specific needs and experiences across population groups and capturing the different perspectives, lived realities, and outcomes among girls, boys, women, and men.
39. Learnings from the evaluation will be incorporated into WFP lesson-sharing systems to contribute to the organization's culture of on-going learning and innovation and promote continuous improvement of programmatic design and implementation. The lessons have been structured to highlight what worked well and how; areas for improvement; and innovative approaches to adopt as best practices.

Evaluability assessment

40. The methodology was explicitly informed by an evaluability assessment (documents reviewed are detailed in Annex 11) which described the available baseline and showed that the objectives and expected results were articulated and observable during implementation. SMART indicators were used with time-bound targets, though not in all cases. Documents on progress made relating to the output indicators showed that the log frame was flexible and responsive. The theory of change was reconstructed at mid-term. Some data was available to assess the project's contributions, especially at the output level (Annual Performance Reporting Data). However, some data gaps relating to the baseline existed such as inaccurate or missing data relating to the programme indicators, lack of data on beneficiary needs, and lack of teachers' survey data in comparison schools at baseline. This evaluation

⁵⁰ <https://www.unicef.org/child-rights-convention/convention-text>

⁵¹ Ibid

revised the quantitative tools to capture the required McGovern-Dole indicators more accurately-and to ensure that the baseline indicators would be comparable with the midline. The qualitative tools at midterm include questions on beneficiaries' perceptions of their needs and expectations from the programme and how they are being met. Furthermore, the evaluation team collected additional data on cross-cutting issues, including accountability to Affected Populations (AAP), sex, human rights, differing needs and experiences across population groups, disability and inclusivity. Also, a teachers' survey was carried out in the comparison schools.

Evaluation criteria and questions

This section details the evaluation criteria and evaluation questions – “what” to be evaluated.

41. The evaluation used the OECD/DAC criteria of relevance, effectiveness, efficiency, sustainability, and effects/impact to guide and develop the assessment. The ET conducted an analysis that reviewed disparities in access and outcomes among girls, boys, women and men, within the context of the programme. The cross-cutting theme of this evaluation played a pivotal role in illuminating essential aspects of the programme's impact and future trajectory particularly in relation to the varied experiences, roles, and needs of these groups. The evaluation employed this cross-cutting approach to analyze the nuanced interactions and influences within the social fabric of the programme. This approach enabled a more in-depth and comprehensive understanding of how the programme addressed social differences and contributed to more balanced outcomes., interactions, and the varying impacts on women, girls, boys, and men and their intersectionality with programme design, effectiveness, efficiency, impact, and sustainability. Additionally, the principles of independence, technical rigour, transparency, validity, reliability, partnership, and usability were safeguarded in this evaluation.
42. There has been no fundamental change from the TOR in relation to the evaluation criteria and questions. However, questions in the ToR were reviewed during the inception phase, and the different comments made by the WFP stakeholders were taken into consideration. In line with this, some similar questions were combined. The evaluation answered twenty (20) questions according to the criteria – these are elaborated in the evaluation matrix along with the sub-questions and indicators in Annex 4.

Evaluation design

43. This midterm evaluation adopted a methodology **consistent with the baseline evaluation** to ensure continuity and minimize introducing new biases. The midterm tools were consistent with the baseline but were updated to address data gaps and to answer the mid-term evaluation questions (see Annex 4). This evaluation focused on collecting data from project participants to measure changes in indicators from the baseline, assessing the programme's progress towards its target goals, and evaluating the programme's causal effects/impacts after two years of implementation. Given the challenges identified in the baseline study and outlined in ToR⁵², **a quasi-experimental longitudinal design with repeated cross-sectional studies** using **mixed methods** was considered to be best suited for this evaluation.
44. **The longitudinal aspect, which involved following a cohort of schools** from baseline through midterm to endline allowed for the measurement of changes over time. Data was collected through school-based surveys, including student learning outcomes assessment. The repeated measurements in the longitudinal design will provide an opportunity to capture trends, control for initial variations, and assess changes over the course of the programme - this is particularly valuable for understanding the trajectory of programme impact at endline. The design will also allow the tracking of changes in beneficiary needs over time and the collection of additional data points that can contribute to a more comprehensive understanding of how needs evolve and how the programme addresses them.
45. Though we tracked the cohort of schools at midterm, we did not track the individuals within the cohort of students interviewed from baseline. This is because some of the students had left the schools, having passed their exams and moved on to a higher level of education, and also because the ET did not have access to information on the students assessed at baseline. **At the level of students, we used a repeated cross-sectional design** from baseline to midterm. This enabled the assessment of changes in

⁵² ToR, Table 4, p. 17

learning outcomes of students at an aggregate level. The ToR specifically asked for an assessment using the OECD-DAC criteria related to performance – to measure changes in indicators from the baseline to assess the programme's progress after two years of implementation. We assessed the outcomes and impact indicators for schools, children, government, farmers, traders and communities' transformation, to provide explanations about successes or shortfalls.

46. The design was developed to simulate a **'before and after'** approach and a **with /without** comparison. The baseline evaluation represented the **'before'** component. To create the **'after'** component, at midterm, we conducted school-based surveys of the project intervention and comparison areas. The students were assessed to determine their reading abilities based on the Annual Status of Education Report (ASER) learning outcomes assessment tool. The evaluation involved the ultimate and indirect beneficiaries ("was there a change? What were the enabling factors, what were the disabling factors?"). School survey data also enabled the ET to assess the overall outcomes and effects / impact of the McGovern-Dole school feeding programme on children's education. Outcomes related to improved health and dietary practices, alleviated short-term hunger of school children through the provision of school meals, improved literacy capabilities of students through school feeding and related activities as well as outcomes relating to household health and nutrition practices, coping strategies; and students' literacy and numeracy proficiencies in intervention and non-intervention sites were measured; and compared with data from the baseline. We addressed **issues / lessons learned from the baseline study**⁵³ related to missing data including the lack of data on beneficiary needs and the absence of a teacher survey at base line.
47. Further, the evaluation design utilized the **Difference-in-Differences (DiD)** method⁵⁴ to assess the causal impact of the program on students' reading skills over time. DiD was used with the pre/post-intervention and repeated cross-sectional data. The approach enabled the removal of biases in post-intervention period comparisons between the intervention and comparison group that could be the result of permanent differences between those groups, as well as biases from comparisons over time in the intervention group that could be the result of trends due to other causes of the outcome (i.e., common trends). In the context of assessing the literacy component of the programme, DiD will help discern the program's specific influence on students' reading skills by contrasting the changes observed in the intervention group with those in the comparison groups by class levels.

Evaluation methods

Quantitative methods

48. **School-Based Surveys** – this targeted beneficiary school children from sampled primary schools in the intervention regions. Non-intervention schools were also sampled for the survey to enable a comparison with non-beneficiaries of the programme. The school survey comprised:
 - **Student learning outcomes assessment** - As suggested in the ToR, the **Annual Status of Education Report (ASER)** methodology was used for the students' literacy assessment. ASER is a comprehensive approach that systematically assesses students' educational achievements, particularly focusing on literacy skills. It provides a standardised framework for gauging the status of education and literacy, offering valuable insights into the effectiveness of the program in enhancing reading abilities. The same French-language ASER reading assessment tool used at baseline was administered to provide meaningful comparisons over time. The ASER test includes 11 levels (A-K) corresponding to the practical reading standards for each grade. Annex III presents the structure of the ASER reading test.
 - **School directors / Headteacher survey** – This provided information related to the schools such as enrolment, attendance and retention of students; school infrastructure including kitchen, storage and WASH facilities.
 - **Teachers survey** – this provided insight into the perception and experiences of teachers with the programme.

⁵³ Baseline evaluation of the second phase (2021–2026) of the McGovern-Dole Food for Education and Child Nutrition Program in Cote d'Ivoire, March 2022

⁵⁴ Wing, C., Simon, K. and Bello-Gomez, R.A. (2018). Designing difference in difference studies: Best practices for public health policy research. *Annual Review of Public Health* 39: 453–469. <https://doi.org/10.1146/annurev-publhealth-040617-013507>.

- **School canteen managers' survey** – this provided insight into the perception and experiences of school canteen managers with the programme.
49. **Household Survey** – this targeted parent of beneficiary and non-beneficiary students whose learning outcomes were assessed. The survey assessed food security based on WFP guidance, and core indicators such as food consumption score, household dietary diversity score, and reduced coping strategy index were measured.

Qualitative methods

50. **Desk review** was carried out on programme documents, including national and international literature; existing studies at national and region regional level and documents from government ministries: (organizational, country levels, etc.) and continued to be used to inform different stages of the evaluation. This was supported by discussions during the kick-off meeting with the ET facilitated by WFP EMs; and preliminary discussions with the EMs, WFP programme and government stakeholders, as well as the implementing partners to provide additional context and clarifications during the inception mission. Overall, the documents reviewed displayed a clear presentation of the objectives of the programme and the underlying programme logic. The stakeholders and their roles were clearly defined. The logframe indicators provided information on how progress towards the achievement of results could be measured.
51. **Key Informant Interviews (KIIs)** were used to collect in-depth information regarding the programme from a wide variety of key stakeholders including WFP, USDA, UN, Non-Governmental Organisations (NGOs) and governmental stakeholders at national, regional and local levels. The KIIs were used to get information and data on the relevance, effectiveness, efficiency, impact, sustainability of the programme's interventions and strategies; the extent to which the interventions integrated equity and sex-related considerations in its design, implementation and monitoring; good practices and gaps to be addressed etc. The KIIs reflected diversity and representation, as well as of the constituents and relevant partners and institutions.
52. **Participatory Focus Group Discussions (FGDs)** with **school children (girls and boys)**; parents/caregivers (**community men and women** grouped separately to promote open and active participation); **women farmers groups** mobilized around canteens; **school management committees, school boards and teachers** were conducted to explore the uptake of the programme's interventions, to explore emerging trends or tensions; as well as the facilitators and barriers to programme's effectiveness, processes and successes. We also assessed beneficiaries' satisfaction levels with the McGovern-Dole project via these discussions.

The 1-2-4-All method⁵⁵ and the After-Action Review

53. A participatory appraisal workshop using the 1-2-4-All and After-Action Review methods which involved collaborative sessions between Government, WFP and other McGovern-Dole project stakeholders was carried out in Abidjan on July 11, 2024, and provided extensive insight into the handover process. Workshop participants included stakeholders from the Directorate of School Canteens (DCS), the Directorate of Pedagogy and Continuing Education, implementing partners (AVSI and ANADER) and the WFP. A total of eleven stakeholders participated in the workshop. The workshop provided insight into the following: action points in the handover document and what had happened so far; what worked and what did not work and why; challenges faced by the government in implementing the elements in the handover document; challenges faced by WFP in the transition process; the realistic way forward.
54. **The 1-2-4-All method** is a collaborative facilitation technique derived from brainstorming. It encouraged idea generation in a structured manner, moving from individual reflection to pairs, then progressively larger groups. This fostered active participation and inclusivity, making it an effective ice-breaker. It engaged each participant in a silent self-reflection, followed by idea generation in pairs, and then in groups of four to explore shared insights. Ultimately, consensus or a shared understanding was reached.

⁵⁵ Liberating Structure developed by Henri Lipmanowicz and Keith McCandless <https://www.liberatingstructures.com/1-1-2-4-all/>

55. By applying the **After-Action Review**⁵⁶ method, the midterm evaluation benefited from a structured reflection on experiences, successes, challenges, and actionable insights for continuous improvement. During the Action Review, the facilitator asked "What Happened?" questions, "What Worked?" questions and "What About Next Time?" questions. Facilitators guided discussions with key stakeholders to analyze successes, challenges, and lessons learned. This structured reflection provided some actionable insights for enhancing programme implementation and addressing emerging issues.
56. **Direct Observation** of specific intervention locations was carried out using observation guides and checklists to collect data on prevalence of school canteens/functionality of canteens, access to drinking water, presence of improved, separate sanitation facilities for boys and girls etc. It aimed to provide a rich and detailed understanding of the subjects being observed.

Sampling and demographic characteristics

The quantitative sample

57. **Selection of McGovern-Dole Beneficiary and Comparison Schools:** the FY20 award established baseline indicators in 120 schools, including 84 beneficiary schools and 36 comparison schools. Regarding the logic of juxtaposition and comparative results, the midterm evaluation concentrated in the same schools. Taking into account the contagion effect linked to positive deviance of the providers (teachers) of the comparison schools exposed to the good practices of their peers in the beneficiary schools, during this midterm evaluation, we also interviewed the teachers to document probable reasons that would justify the results or allow us to understand the progress of the students in the comparison group to support refined analyses.
58. **Students and parents:** In each school, at least ten (10) students (two students per grade) will be selected for data collection. In each class from CP1 to CM1, one boy and one girl will be selected to ensure a balanced sample of boys and girls. In each class, students were divided into two groups (n girl and m boy). Girls were numbered from 1 to n and boys from 1 to m with (n,m) belonging to the set of natural numbers. For each group, a random draw was carried out and the number drawn corresponding to the student was the selected individual for the survey. If children with disabilities and other limiting factors were found in a school, they were prioritized in this evaluation. For each student, the enumerators collected additional information about their household, such as acceptable food intake, coping strategy index, and dietary diversity score, reaching a total of 1090 students and their corresponding households. Selecting the households of the students in the sample helped the team better understand and refine the results and/or their responses at the analysis stage. Once in the household⁵⁷, only the head of household⁵⁸ was surveyed regardless of sex, although the household survey was designed to be completed by both male and female parents.
59. **For the surveyed pupils, there are similar patterns across both control and intervention groups at baseline and midline, with some slight shifts over time.** Regions like Poro remained the most represented, while Gontougo saw an increase in the intervention group at midline. Class distributions shifted slightly, with more pupils in CP1 at midline in the intervention group. Male-female balance remained consistent, and most households were headed by males, though female-headed households increased over time, especially in the intervention group. Household age and education levels showed little change, though more household heads in the intervention group had secondary or higher education by midline. Household size trends, similarly, with large households dominating, but a slight decrease in 7+ member households in the intervention group. Wealth distribution remained stable, with most households in the low or middle-wealth categories (see Table 2).

⁵⁶ <https://www.betterevaluation.org/methods-approaches/methods/after-action-review>

⁵⁷ **The household** is seen as a collection of people, regardless of their ties, occupying the same dwelling as their principal residence, sharing a meal from the same pot, and recognizing the authority of a single individual called the head of household. Thus, a household may consist of a single person who is at the same time the head of household. The head of the household is not necessarily the head of the household.

⁵⁸ **The head of household** is the one who is recognized by others as their head and whom they recognize as authority. They are always consulted during decision-making and has a significant influence on the household's management decisions.

Table 2 Pupils survey - demographic characteristics

Variable	Control Baseline N = 371 ⁴¹	- Control - Midline N = 345 ⁴¹	Intervention Baseline N = 1,115 ⁴¹	- Intervention - Midline N = 745 ⁵⁹
Region				
Bafing	50 (13%)	39 (11%)	70 (6.3%)	39 (5.2%)
Cavally	60 (16%)	58 (17%)	66 (5.9%)	59 (7.9%)
Poro	111 (30%)	92 (27%)	389 (35%)	220 (30%)
Tchologo	40 (11%)	36 (10%)	118 (11%)	64 (8.6%)
Boukani	20 (5.4%)	34 (9.9%)	80 (7.2%)	76 (10%)
Bagoue	30 (8.1%)	29 (8.4%)	172 (15%)	99 (13%)
Gontougo	60 (16%)	57 (17%)	220 (20%)	188 (25%)
Class				
CP1	0 (0%)	66 (19%)	0 (0%)	149 (20%)
CP2	73 (20%)	69 (20%)	171 (15%)	150 (20%)
CE1	79 (21%)	70 (20%)	171 (15%)	146 (20%)
CE2	72 (19%)	70 (20%)	254 (23%)	148 (20%)
CM1	84 (23%)	70 (20%)	249 (22%)	152 (20%)
CM2	63 (17%)	0 (0%)	270 (24%)	0 (0%)
Sex of pupil				
Male	184 (50%)	170 (49%)	560 (50%)	368 (49%)
Female	187 (50%)	175 (51%)	555 (50%)	377 (51%)
Sex of HH head				
Male	339 (91%)	273 (79%)	994 (89%)	607 (81%)
Female	32 (8.6%)	72 (21%)	121 (11%)	138 (19%)
Age of HH head				
<25	4 (1.1%)	11 (3.2%)	10 (0.9%)	18 (2.4%)
25 - 40	114 (31%)	129 (37%)	364 (33%)	313 (42%)
41 - 59	176 (47%)	152 (44%)	510 (46%)	330 (44%)
60+	57 (15%)	34 (9.9%)	140 (13%)	54 (7.2%)
Missing	20 (5.4%)	19 (5.5%)	91 (8.2%)	30 (4.0%)
Education level of HH head				
None	251 (68%)	201 (58%)	673 (60%)	406 (54%)
Primary	60 (16%)	75 (22%)	277 (25%)	164 (22%)
Secondary	49 (13%)	52 (15%)	138 (12%)	137 (18%)
Higher	11 (3.0%)	17 (4.9%)	27 (2.4%)	38 (5.1%)
Household size				
1 - 3 members	9 (2.4%)	23 (6.7%)	44 (3.9%)	49 (6.6%)
4 - 6 members	109 (29%)	98 (28%)	333 (30%)	269 (36%)
7+ members	253 (68%)	224 (65%)	738 (66%)	427 (57%)
Household wealth				
Low	113 (30%)	114 (33%)	383 (34%)	250 (34%)
Middle	123 (33%)	91 (26%)	372 (33%)	272 (37%)
High	135 (36%)	140 (41%)	360 (32%)	223 (30%)

¹n(%)

60. **The choice of the school directors (headteachers), canteen managers, and teachers:** choosing a school was the same as choosing the director of the school, an additional five (5) teachers and the manager of the school canteen. Having selected 84 beneficiary schools of the McGovern-Dole project, 84 school canteen managers were selected. Regardless of the type of school, once there was a canteen, the managers of these canteens were interviewed.

⁵⁹ Bertrand, M., Duflo, E. and Mullainathan, S. (2004). How much should we trust difference-in-differences estimates? Quarterly Journal of Economics 119: 249–275. <https://doi.org/10.1162/003355304772839588>.

61. **There are similar patterns across both control and intervention groups at baseline and midline for the sample of headteachers.** The distribution of regions was fairly consistent over time and across groups, with Poro and Gontougo representing the largest proportions in both the control and intervention groups and only slight changed in their percentages. Other regions like Bafing and Cavally had stable but lower representation. The majority of headteachers were male in both control and intervention groups. However, there was a slight increase in the proportion of female headteachers in the intervention group at midline, from 7.1% to 11%, while it remained stable for the control group. Table 3 displays the details.

Table 3 Headteachers' survey - demographic characteristics

Variable	Control - Baseline N = 36	Control Midline N = 35	- Intervention Baseline N = 84	- Intervention - Midline N = 84
Region				
Bafing	5 (14%)	4 (11%)	7 (8.3%)	7 (8.3%)
Cavally	6 (17%)	5 (14%)	7 (8.3%)	7 (8.3%)
Poro	10 (28%)	8 (23%)	23 (27%)	22 (26%)
Tchologo	4 (11%)	4 (11%)	7 (8.3%)	7 (8.3%)
Boukani	2 (5.6%)	5 (14%)	8 (9.5%)	8 (9.5%)
Bagoue	3 (8.3%)	3 (8.6%)	10 (12%)	10 (12%)
Gontougo	6 (17%)	6 (17%)	22 (26%)	23 (27%)
Sex of Headteacher				
Male	33 (92%)	32 (91%)	78 (93%)	75 (89%)
Female	3 (8.3%)	3 (8.6%)	6 (7.1%)	9 (11%)

62. **For the sample of teachers in the intervention schools, there are similar trends at baseline and midline, with some minor shifts** (see table 4). The distribution across regions was fairly consistent, with Poro and Gontougo representing the largest shares. There was a slight decrease in Poro (from 30% to 27%) and Gontougo (from 23% to 21%), while regions like Bagoue and Cavally saw slight increases in representation. The distribution of teachers shifted slightly, with a decrease in the proportion of male teachers (from 74% to 66%) and a corresponding increase in the proportion of female teachers (from 26% to 34%).

Table 4 Teachers' survey - demographic characteristics

Variable	Intervention - Baseline N = 391	Intervention - Midline N = 300
Region		
Bafing	27 (6.9%)	22 (7.3%)
Bagoue	58 (15%)	50 (17%)
Boukani	33 (8.4%)	28 (9.3%)
Cavally	27 (6.9%)	25 (8.3%)
Gontougo	88 (23%)	64 (21%)
Poro	119 (30%)	80 (27%)
Tchologo	39 (10.0%)	31 (10%)
Sex of Teacher		
Male	289 (74%)	199 (66%)
Female	101 (26%)	101 (34%)
Unknown	1	0

63. **The distribution of the sample of canteen managers across regions remains largely stable, with slight changes.** Gontougo and Poro show small decreases in representation, while regions like Bafing, Bagoue, and Tchologo see slight increases. Overall, the regional proportions are fairly consistent, with no major shifts. There is a noticeable change in the distribution of canteen managers, with a decrease in the proportion of male managers (from 81% to 73%) and an increase in the proportion of female managers (from 19% to 27%). Table 5 displays the details.

Table 5 Canteen managers' survey - demographic characteristics

Variable	Intervention - Baseline N = 84	Intervention - Midline N = 71
Region		
Bafing	7 (8.3%)	7 (9.9%)
Bagoue	10 (12%)	10 (14%)
Boukani	8 (9.5%)	7 (9.9%)
Cavally	7 (8.3%)	5 (7.0%)
Gontougo	22 (26%)	18 (25%)
Poro	23 (27%)	17 (24%)
Tchologo	7 (8.3%)	7 (9.9%)
Sex of Canteen Manager		
Male	68 (81%)	52 (73%)
Female	16 (19%)	19 (27%)

The qualitative sample

64. The qualitative data collection targeted key stakeholders from government and other implementing stakeholders at national, regional and local levels through key informant interviews and focus group sessions to analyze and triangulate programme data.
65. Purposive and convenient sampling was employed for the selection of KII respondents and FGD participants. KII respondents were selected in collaboration with WFP Country Office using the criteria of function, organization, and interaction with the programme. These will include the donor, relevant Ministries, Departments, and Agencies (at national, regional and county levels), WFP's cooperating partners, WFP's relevant units/offices (HQ, regional bureau, Country Office, and field offices), implementing partners, etc. A total of 37 KII were conducted.
66. Purposive sampling for the FGDs was carried out using the criteria of occupation, sex, age, marital status, location, vulnerability including disability, and interaction with the programme interventions. These will include community men and women, schoolboys and girls, PTAs, SMCs, small holder farmers etc. A total of 25 FGDs were conducted. Table 6 provides an overview of the KII and the FGD and Annex 10 provides information on the specific stakeholders interviewed.

Table 6 Overview of the qualitative interviews

Region	Type of Interview								Total			
	KII				FGD							
	Actual	Male	Female	Total	Actual	Male	Female	Total	Actual	Male	Female	Total
District Autonome d'Abidjan	10	12	6	18	0	0	0	0	10	12	6	18
BAFING	3	1	2	3	4	16	5	21	7	17	7	24
BAGOUÉ	2	2	0	2	4	18	32	50	6	20	32	52
BOUKANI	4	6	0	6	3	12	6	18	7	18	6	24
CAVALLY	1	1	0	1	2	10	10	20	3	11	10	21
GONTOUGO	4	3	1	4	4	10	17	27	8	13	18	31
PORO	7	6	1	7	3	13	17	30	10	19	18	37
TCHOLOGO	3	3	0	3	5	14	17	31	8	17	17	34
Total	34	34	10	44	25	93	104	197	59	127	114	241

Data collection methods

67. The evaluation design used a mix of quantitative and qualitative methods, secondary and primary data collection, interpreted and analysed to answer the evaluation questions. Triangulation of data from the different methods and sources enabled the ET to address the evaluation's objectives. The purpose was to comprehensively analyse the programme's outcomes, extract valuable insights, and facilitate recommendations for adaptive programming. The key themes explored through a range of data collection methods and tools are elaborated in Annex 4 in the evaluation matrix. The structured tools (questionnaires) for the school-based and household surveys; and the semi-structured tools (topic guides) for the KIIs and FGDs are all detailed in Annex 5.
68. The ET enlisted the services of field researchers in Côte d'Ivoire. Field level research assistants were selected based on their demonstrated experience in collecting quantitative and qualitative data, including via virtual platforms, educational background, language proficiency and experience with administering ASER learning outcomes tools.

Data Cleaning

69. The data cleaning process encompassed several essential steps to ensure the subsequent data analysis is robust and reliable. The initial step involved meticulously verifying the accuracy of data entries through cross-referencing with their original sources to identify and rectify any errors or inconsistencies in the data. In cases where data points are missing, appropriate strategies, such as imputation or removal, will be employed based on their impact on the analysis. Importantly, data quality checks will be ongoing during the data collection phase to rectify issues timeously.
70. The identification and management of outliers (extreme values that could skew the results) was done to enhance the accuracy of the analysis. To ensure data consistency, efforts were made to rectify any discrepancies or irregularities within the dataset using standard approaches. Data transformation was used to align data with the assumptions required for effective analysis. To maintain the integrity of the data, duplicate entries were removed. Additionally, variables within the dataset were standardised where necessary to facilitate uniform measurement and enhance the reliability of comparisons. The validity of data formats was verified to confirm that the information was accurately represented.

Data analysis

71. Quantitative data was analysed using Stata⁶⁰ for the most part. Originally, data captured using mobile phones were exported as Comma Separated Values (CSV) in Excel before exporting to Stata. Basic statistical outputs included frequency distributions with percentages, online analytical processing (OLAP) cube reports for measures of central tendency and cross-tabulations. Simple tests were performed to assess similarities between the intervention and comparison groups using observable characteristics. This was done using standard statistical inferential methods on the measures of central tendencies.
72. The analysis followed a systematic approach, beginning with a descriptive examination of the study outcomes to provide an overview of the data and highlight any notable trends or patterns. This initial exploration allowed us to better understand the characteristics of the outcomes before diving into more detailed assessments. Next, the individual outputs within the results framework were tackled, descriptively assessing each of the specific outcomes of interest. This step aimed to break down the results into distinct categories, ensuring that each output was clearly understood in the context of the intervention. Finally, the core of the impact analysis was performed, utilizing a Difference-in-Differences (DiD) approach to evaluate the causal effect of the intervention on each of the identified outcomes. The DiD methodology allowed us to control for pre-existing differences between the treatment and control groups, providing a robust analysis of the intervention's impact over time. The outcome variables used in the impact analysis and the covariates included to control for potential confounding factors are detailed in Annex 3.
73. The intervention and non-intervention schools were compared using rigorous statistical methods to

⁶⁰ StataCorp (2021). Stata: release 17 - Statistical software, College Station, Texas, StataCorp LP.

assess whether there was a difference in pupils' learning outcomes between the intervention schools and comparison schools by level. A sex-based analysis was also conducted, as the sample has an almost even split between boys and girls. Because we are estimating intention to treat (**ITT**) using repeated cross-sectional data, the DiD equation is represented by the equation:

$$y_{igt} = \gamma_g + \gamma_t + z_{igt}\alpha + D_{gt}\beta + \varepsilon_{igt}.$$

Where:

y_{igt} = the pupil's learning outcome.

i = the pupil,

g = the school-level index (by grade or region),

t = the before and after time indicator (1 = post-intervention, 0 = pre-intervention).

74. The school-level and time-fixed effects are given as γ_g and γ_t , respectively. The vector of relevant covariates is given as z_{igt} , the intervention assignment is represented by D_{gt} , while the estimated impact of the programme (**ITT**) is the estimate (β). As there is only data from two time points (baseline and midline), the parallel-trend assumption that pupils' performance is "parallel" for the comparison and intervention groups before the intervention was implied. In computing standard errors for β , pupils within the same school may be more similar to each other than to pupils in other schools (intra-cluster correlation). We, therefore, computed cluster-robust standard errors⁶¹ to accurately capture the potential correlation of observations within each school and obtain robust estimates of the treatment effect.
75. The **ITT** will be estimated with the "*diff*" program in Stata. The "*diff*", particularly with the "*rcs*" option, is useful for performing DiD analyses in repeated cross-section studies, where there is data from multiple periods but distinct groups in each period. It handles the data structure appropriately and allows for advanced techniques like kernel matching.
76. **Three models** were fitted for each DiD estimate. Each model progressively adds controls: **Model 1** is the raw model without controls, **Model 2** controls for region and class fixed effects, and **Model 3** is the full model with region, class fixed effects, and other individual covariates. For the food security outcomes, **Model 2** only controls for region fixed effects, and only household-level explanatory variables were included as covariates in **Model 3**.
77. **Food security was assessed by the food consumption score (FCS) and household dietary diversity scale (HDDS)**. These measures were computed using standard approaches and thresholds based on selected food groupings (cereals and tuber, pulses, fruits, vegetables, meat and fish, dairy products, sugar, and oil). These measures are estimated at the household level and indicate whether the household is food secure. Additionally, we assessed household consumption behaviour by constructing an index for coping strategies and household food insecurity and access scale. Food security was measured at the household level and the intervention was not directly implemented at the household level, therefore, conducting a classic impact evaluation of the programme on food security is difficult. However, we assessed the relationship between food security (at the household) and student learning outcomes, both at baseline and midline.
78. For the **assessment of efficiency**, financial data was collected on planned and actual resource allocation, operational days, and financial expenditure. Metrics such as resource allocation efficiency, utilization ratios, and consumption ratios were analyzed to evaluate performance. Comparative analysis between Year 1 and Year 2 allocations was conducted to identify trends and disparities. Service delivery

⁶¹ Bertrand, M., Duflo, E. and Mullainathan, S. (2004). How much should we trust difference-in-differences estimates? Quarterly Journal of Economics 119: 249–275. <https://doi.org/10.1162/003355304772839588>.

efficiency was analyzed by comparing planned versus served populations at both school and district levels. Correlations between school size and resource gaps were explored. Statistical analyses, including ANOVA and paired t-tests, were employed to assess cost-effectiveness and parity of people involved. Sensitivity analysis evaluated the implications of resource allocation adjustments on cost and operations. The Data Envelopment Analysis (DEA) model was applied to measure relative efficiency across districts and schools. More details on the efficiency analysis including on definitions of the efficiency metrics and scores and the efficiency scoring approach are detailed in Annex 3.

Qualitative Analysis

79. FGD and semi-structured interviews (SSIs) including KII were audio-recorded and transcribed. Data was analysed using an inductive approach and open thematic coding. Transcripts were read and coded by qualitative research assistants, using common themes and sub-themes according to the evaluation matrix. A qualitative researcher ratified the codes and themes/sub-themes. Analysis was conducted iteratively using a three-pronged approach: “noticing, collecting, and thinking”.⁶² Emerging themes were also identified during coding and labelling of qualitative data. Analysis of the findings were guided by the evaluation matrix.

Sex-related and Equity Analysis

80. The evaluation systematically incorporated an analysis of different population groups taking sex and their different needs and circumstances into consideration. The assessment primarily concentrated on assessing the integration of sex-based considerations and specific needs across population groups in the design, implementation and monitoring of the McGovern-Dole project. Furthermore, the evaluation gauged the adequacy of the intervention with regard to the intricate social and sex-related dynamics in Côte d'Ivoire. Lastly, the evaluation sought input from various stakeholders to identify gaps and explore how transformative approaches, which address societal norms as the root causes, can enhance the programme's effectiveness and long-term sustainability in this context. Moreover, aiming at assessing the programme's impact on girls, boys, women and men, all data were sex-disaggregated and other drivers were considered, such as age, ethnicity, disability, socio-economic status, etc., to inform a comprehensive analysis. Also, FDGs were conducted exclusively for/by women, men and, girls and boys to increase women and girls' engagement and participation. Separate age FGD with school children was also observed. The evaluation aimed to understand the differences between women, men, boys, and girls related to their social roles, division of labour, distribution of resources, decision-making abilities, opportunities, barriers and power relations. The analysis relied both on available secondary data (UNESCO Institute for Statistics (UIS), World Development Indicators (WDI) etc.) and on primary data (FGDs, KIIs and direct observation). FGDs and KIIs included questions on perceptions of sex-related aspects of the intervention and awareness of relational dynamics between men and women. Specifically, in the case of KIIs, interviews also assessed respondents' ability to integrate considerations for different groups – girls, boys, women and men - into interventions.
81. The analysis:
 - Identified sex- and equity -related issues that emerged that were overlooked in the programme design and implementation.
 - Detected which data allowed monitoring of sex-related impacts of the programme.
 - Assessed if the programme had no potential unintentional negative sex-related impact.
 - Detected opportunities to enhance future school feeding programmes (SFP) in promoting balanced participation and empowerment through a transformative approach for the beneficiaries.

The findings of the analysis were incorporated into the conclusions and lessons learned from this evaluation.

Limitations

⁶² Seidel J.V Qualitative Data Analysis 1998 <http://eer.engin.umich.edu/wpcontent/uploads/sites/443/2019/08/Seidel-Qualitative-Data-Analysis.pdf>

82. The baseline noted a limitation regarding the comparison group. The comparison schools were selected using school lists from seven years ago before the roll out of the first phase of the programme. At that time, the comparison schools were selected to be very similar to the intervention group of FY15 award schools in terms of socio-economic and geographic characteristics. However, since that time the intervention schools received a variety of canteen, nutrition, health, as well as literacy interventions, and may now differ in considerable ways from the comparison group. The mitigation strategy employed to test whether the comparison schools still represented a valid comparison group for the evaluation of the second phase of the programme at baseline, concluded that the comparison group largely resembled the intervention group, especially in terms of WASH outcomes.
83. Since the ASER tools were administered at baseline, and the schools were informed prior to the midterm data collection, it is possible that the children were prepared specially by the teachers for the test.
84. The financial analysis had some limitations including: incomplete cost data: due to gaps in financial records, cost-efficiency estimates relied on normalized resource quantities rather than precise expenditures; regional variations: geographic disparities in logistics and food pricing were not fully captured due to a lack of region-specific cost data; Year-to-Year comparisons: changes in programme design and implementation between Year 1 and Year 2 posed challenges for direct comparability of results. More limitations and their mitigation strategies are presented in table 7.

Ethical considerations

85. Evaluations must conform to the 2020 United Nations Evaluation Group (UNEG) Ethical Guidelines. Accordingly, OAG is responsible for safeguarding and ensuring ethics at all stages of the evaluation cycle. This includes, but is not limited to, ensuring informed consent, protecting privacy, confidentiality, and anonymity of participants, ensuring cultural sensitivity, respecting the autonomy of participants, ensuring fair recruitment of participants (including women and socially excluded groups) and ensuring that the evaluation results cause no harm to participants or their communities.
86. The evaluation adhered to UNEG's directive on Ethical Standards and was guided by standard good practice and professional interagency. Ethical considerations were a very important aspect of the training for the field staff. Based on discussions with the WFP stakeholders, ethics approval was not required for this evaluation. The relevant government approval and permission for the evaluation was obtained with WFP support. We respected applicable child protection laws while conducting interviews/discussions with children and obtained consent from parents/guardians. We sought and obtained prior permission for taking and using visual still or moving images for the research report and presentations. We assured the participants' anonymity and confidentiality and ensured that visual data was protected and used only for the agreed purposes, and that the names of individuals were deleted from the data and replaced by codes in the evaluation notes. Furthermore, data is accessible only to the team members and will not be shared with third parties. Informed consent was obtained from all the respondents before interviews were conducted. Informed consent forms are displayed in Annex 5.

Child protection considerations and practical ethical considerations for adolescents and children

87. In line with UNICEF's Ethical Research Involving Children (ERIC) guidelines we considered, ahead of fieldwork, all issues which may affect the children and adolescent respondents in our focus group discussions to ensure that all our work in the Côte d'Ivoire was ethical and took the requirement to 'do no harm' to children and adolescents into consideration. We ensured that all the research assistants and data collectors were trained to understand and implement the ERIC guidelines.
88. We recognized the importance of the voice of the children and youth and were therefore committed to collecting data in a safe and non-threatening manner. We emphasized the importance of the three pillars of Respect, Benefit and Justice in dealing with children and their data. We ensured that parents of minors were well informed about the activity involving their children. We obtained informed consent from both the parents and the children / adolescents. We sought local and specialized support to better understand any risks that might accrue to children during purposive selection of children and adolescents.

89. We conducted no financial transactions that could cause harm to children or adolescents during this research. We provided comprehensive training and capacity building support for all the data collectors including research assistants and data managers on interviewing skills, ethics and child protection and safety during research. In addition, we integrated a module on safeguarding including the prevention of sexual exploitation in the training of consultants and research assistants.

Risk and assumptions

90. The table 7 summarizes some risks and mitigation measures. By addressing these identified risks with appropriate mitigation measures, the midterm evaluation enhanced the reliability and validity of the findings.

Table 7 Risks and mitigation measures

N°	Limitations and Risk	Mitigation Measures
1	Lengthy interview guides for FDGs and KIIs may lead to fatigue and potential loss of focus, impacting the quality of responses.	<ul style="list-style-type: none"> - Research assistants were trained to prioritize and streamline interview guides by focusing on the most critical questions relevant to the evaluation objectives for each specific stakeholder. - Questions were segmented across different groups to avoid overwhelming participants, ensuring focused and meaningful responses.
2	Poor mobile network for real time data collection	<ul style="list-style-type: none"> - Daily data uploads instead of real time - Ensuring supervisors knew the number of daily collected data. - Offering different interviewing modalities/options to the interviewees for them to select the appropriate one for them. - In some cases, the evaluation team shared the interview questions/areas of discussion for the targeted stakeholders in the KIIs prior to the time of the interview for better time management.
3	Some high-level officials might not have the details on programmes required for the evaluation.	<ul style="list-style-type: none"> - In this case, additional consultation was carried out with other delegated officials in the ministry for filling the gaps-including follow-up interviews-when needed. - Sharing the interview questions/areas of discussion for the targeted stakeholders in the KIIs in prior to the time of the interview for better time management and to prepare for the interview.
4	The challenge of inaccurate or missing data from the baseline noted in the ToR.	<ul style="list-style-type: none"> - The ET reviewed existing data collection tools to identify gaps and improve clarity and accuracy in capturing the required McGovern-Dole indicators. - The performance indicators and the indicators in the results framework were mapped to the data collection tools to address gaps where possible.
5	The lack of data on beneficiary needs at baseline posed a challenge in accurately tailoring programme interventions.	<ul style="list-style-type: none"> - Beneficiary perception studies was conducted through FDGs to gain deeper insights into the perspectives of beneficiaries (school girls and boys; community men and women) regarding their needs, challenges, and satisfaction with the programme interventions.

6	The absence of a teacher survey in the comparison group at baseline presented a challenge in evaluating changes over time in teacher perceptions and experiences within the programme.	<ul style="list-style-type: none"> - The solution involved presenting descriptive findings for the comparison group from the midline survey to provide a snapshot of the current situation without temporal comparisons. - However, a comparison between teachers in the intervention group and those in the comparison group was possible at midline. - Subsequently, the endline teacher survey will evaluate changes over time, allowing for comparisons with midline data only.
7	Conducting a reading assessment on a subsample of schools poses a challenge in accurately gauging reading skills across the programme.	<ul style="list-style-type: none"> - To address this, longitudinal tracking was conducted, continuously monitoring the reading skills of the initial subsample of schools over time to observe trends and progress. - Additionally, the repeated cross-sectional studies of students' learning outcomes is used to confirm and contextualize the results of the more targeted longitudinal study at the school level.

Quality assurance

91. WFP has developed a Decentralized Evaluation Quality Assurance System (DEQS) based on the UNEG norms and standards and good practice of the international evaluation community (the Active Learning Network for Accountability and Performance (ALNAP) and the Development Assistance Commission (DAC)). It sets out process maps with in-built steps for quality assurance and templates for evaluation products. It also includes checklists for feedback on quality for each of the evaluation products. DEQS will be systematically applied during this evaluation and relevant documents have been provided to the evaluation team. OAG followed the requirement of the DEQS Quality Checklist for Evaluation to make sure the evaluation respects the UNEG Standard.
92. The evaluation team ensured that we maintained the principles of **independence** and **impartiality** in respect to the programme under review, and that none of us have been or will be involved in its implementation or any other phase. Additionally, we ensured validity, reliability, and usability of the evaluation findings by the following principles during the evaluation:
 - ▶ Regular consultations with WFP and government stakeholders including in relation to data availability and completeness, the results framework, the methodology and the sampling procedures, as set out in the ToR;
 - ▶ Conducting the study with high professional and rigorous standards, with open and enquiring minds, and well-written reports.
 - ▶ The views of all stakeholders (communities, School Management Committees, Women farmer groups, etc.) were sought and considered through qualitative methods.
 - ▶ A balanced combination of a data-driven and a research-driven approach.
93. The ET carried out **data triangulation** using a variety of data sources to corroborate findings. Any weakness in one type of data was compensated for by the strengths of other data, thereby increasing the validity and reliability of the results. Primary quantitative and qualitative data was triangulated with secondary quantitative data.
94. **Methods triangulation** was also conducted using multiple methods to study the situation. Different methods worked better for some of the evaluation questions than others. For instance, in the assessment of quality of learning, the ASER tools provided a comparative advantage; the school survey tools with teachers, school directors and canteen managers provided an advantage in assessing the environment for learning and child development; and FGDs were better used to assess community perceptions of the programme while the KIIs provided more insight into programmatic design and issues.
95. Quality assurance mechanisms used include effective coordination and communication during field work; regular weekly calls with WFP to discuss the status of the evaluation. Training of the field team and

pre-testing of tools by a small sample of potential respondents as well as the translation and back-translation of tools; audio-recording of qualitative interviews; and report writing consistent with the ToR requirements, DEQS checklist and UNEG guidelines.

2. Evaluation findings

2.1 Relevance

How well was the McGovern Dole funded School Feeding Programme aligned with needs of beneficiaries and the national priorities, strategies, policies?

QR1. What extent was the design of the interventions consistent with the needs and priorities of the government and the different target population groups - women, girls, boys and men? To what extent did the programme design and objectives take into account: a) sex, b) the social, economic, cultural, political and environmental context; and c) equity for beneficiaries?)

QR2. Was the intervention aligned with the policies and priorities of WFP, partners and United Nations agencies?

QR3. Was the intervention aligned with the policies and priorities of USDA's McGovern-Dole Food for Education Program?

QR4. To what extent was the intervention able to adapt throughout the programme to new needs or changing circumstances?

QR5. What were the synergies between the intervention and other WFP interventions; and between the intervention and other U.S. Government funded interventions in Côte d'Ivoire?

The evaluation questions used for assessing the relevance of the programme are reiterated below:

The questions related to relevance were answered by triangulating the findings from the extensive document review (which includes convincing and rigorous sources outside of the present study) and the qualitative interviews (KIs and FGDs).

QR1. What extent was the design of the interventions consistent with the needs and priorities of the government and the target population, including different population groups - women, girls, boys and men?

- i. To what extent did the programme design and objectives take into account: a) sex, b) the social, economic, cultural, political and environmental context; and c) fair access to services and opportunities for beneficiaries?)

Consistency of the design of the programme's interventions with the needs and priorities of the government

96. **The design of the McGovern-Dole Phase 2 interventions aligns with the priorities of the Côte d'Ivoire Government as described in the National Development Plan (PND 2021-2025)⁶³, the National School Feeding Strategy (2023-2027) and the National Multisectoral Nutrition Plan (PNMN 2016-2020)⁶⁴** which provide the guidelines on the national policies on school feeding as a lever to support efforts towards the universalization of primary education. According to the National Development Plan (PND 2021-2025),⁶⁵ education is a priority sector for the Ivorian Government, whose objective is to ensure universal quality schooling, particularly for girls and in remote areas of the country. To achieve this objective, the Government has undertaken important reforms in the sector, including the school canteen policy. In this respect, for the strengthening of the programme for the sustainability of school canteens, the strategy adopted by the Government has consisted of helping village communities to gradually take ownership of the operation of their canteens, both in its supply and in its management, by making it a vector of local development. Thus, in 2020, the Government, with WFP support distributed

⁶³ Plan National de Développement (PND) 2021-2025

⁶⁴ le Plan National Multisectoriel de Nutrition (PNMN) 2016-2020

⁶⁵ PND, p.123.

1,401.5 tons of food in 613 canteens and 1,500 tons of dry food in 12 regions for 15,000 girls in school and 119,527 other students in 2019. The food items provided included cereals/grains, fish (sardines), oil, and salt, which were fortified with essential micronutrients such as iron, calcium, vitamin A, and vitamin C.⁶⁶ However, this quantity remains insufficient insofar as not all schools are yet covered and existing canteens only receive an average of 18 days of ration throughout the year. This is why, as part of the support for the integrated program for the sustainability of school canteens in Côte d'Ivoire, WFP obtained the USDA funding to support the school canteen programme during the second phase of the McGovern-Dole project.⁶⁷ According to an implementing partner:

"The government's policy in the context of school feeding is to feed all children at mid-day in principle, which is why the State is currently making efforts to cover all schools, at least in public schools, all school canteens. We are still far from achieving the objectives because today the national coverage rate is 36%, you understand that it is still a gap of around 64% practically, and so the objectives will certainly take a little time unless the state really boosts school canteens in an extraordinary way in 1 or 2 years." AVSI stakeholder

97. **In line with the PND (2021-2025) which plans to strengthen students' competence in literacy and numeracy by the end of the primary cycle, the FY20 award aims to improve students' literacy skills.** The PND⁶⁸ noted that the level of competence of students at the end of the primary cycle, which was already low in 2014 in mathematics and reading, deteriorated further in 2019. Indeed, the assessments carried out as part of the PASEC 2019 indicated that at the beginning of schooling, 55% of students in the countries assessed did not reach the "sufficient" threshold of the language proficiency scale.⁶⁹ The AVSI is the implementing partner for the literacy component in the McGovern-Dole phase 2 project and in collaboration with the Ministry of National Education, tools to improve reading skills have been designed and teachers trained in the use of these new tools. The project aims to improve the reading skills of 136,000 students in this second phase.
98. **The health and nutrition component of the McGovern-Dole project** which consists of offering two deworming sessions to students in targeted schools and building the capacity of canteen managers and educational communities for increased use of good sanitation management and food storage practices, is in line with the Government's priorities in the field of health. Indeed, according to the PND, the Ivorian Government aims to have an effective, integrated, responsible and efficient health system, guaranteeing all populations, and more specifically those facing the most challenges, an optimal state of health to support the growth and sustainable development of the country. As such, the interventions carried out within the framework of the programme are in line with the objectives sought by the Government, through the national strategy document for the promotion of hygiene and the National Multisectoral Nutrition Plan (PNMN 2016-2020) respectively. In terms of nutrition, the Government has set itself the ambition of guaranteeing the entire population an optimal nutritional status in order to improve their well-being. In view of the situation of malnutrition and its effects on children of school age, the State has made the fight against malnutrition a national priority, with a view to giving them the opportunity to continue their schooling in good health conditions. According to the fifth edition of the Multi Indicator Cluster Survey (MICS), 37.2% of children aged 36-59 months (600,000) did not develop adequately in at least three of the following four domains: reading/arithmetic, physical, socio-emotional and learning (MICS-5).⁷⁰

⁶⁶ Republic of Cote d'Ivoire. School meal/feeding programs https://gcnf.org/wp-content/uploads/2022/09/Cote_dIvoire_2021_final.pdf

⁶⁷ PND

⁶⁸ PND 2021-2025

⁶⁹ PASEC Report 2019. Quality Educational Systems in Sub-Saharan Africa Francophone. Performance and Environment of Teaching and Learning in Primary School.

⁷⁰ Multi Indicator Cluster Survey 2016 Côte d'Ivoire

99. By aiming to improve the health and nutrition of students and reduce health-related absences, through supporting national health and nutrition policies and programmes, community mobilization and awareness-raising, as well as improving sanitation practices and access to safe drinking water, the programme is in line with the objectives of the PNMN, namely i) to reduce the prevalence of global acute malnutrition from 7.5% to 5% ; ii) to get 40% of the population to adopt Essential Actions in Nutrition; and (iii) increase the coverage of school canteens to 100 per cent in areas with a high prevalence of malnutrition and food insecurity. Therefore, the interventions of the “integrated programme for the sustainability of school canteens in Côte d'Ivoire” contribute to the achievement of strategic outcomes 1 (good nutritional practices and preventive measures are promoted), 3 (availability of and access to nutritious and diversified food for consumption are increased), 4 (food safety is strengthened) and 5 (household resilience to food and nutrition crises is strengthened) of the PNMN.

100. The Draft Country Strategic Plan for Côte d'Ivoire (2019-2023)⁷¹ indicated that the Government, with the support of WFP developed its National School Feeding Policy (2018-2025). By also giving priority to areas of high food insecurity, the McGovern-Dole phase 2 is in line with the approach adopted in the context of the implementation of the national school feeding strategy. Thus, in accordance with the national strategy, Poro, Bagoué, Tchologo, Bounkani, Gontougo, Bafing and Cavally were selected as part of the priority areas for the school canteen interventions. WFP also supports the implementation of National Social Protection Strategy (2015-2020) through the FY20 award including the support of smallholder farmers' groups.

101. This coherence with public policies and national priorities is also reflected in the involvement of government structures (DCS, DRENS, IEPs) in the planning and implementation phase of interventions to ensure that implementation also meets the country's expectations. For instance, with regard to the identification of localities, interviews with WFP officials as well as those with the DREN indicate that the list of schools had been defined in the target areas with the support of local officials.

Consistency of the programme's interventions with the needs of the target population, including different population groups - women, girls, boys and men

102. **The design of the programme was based on a situation analysis that highlighted the needs of the different population groups including women.** The analysis highlighted that the country's overall context was marked by poverty, mainly rural, with inequalities in access to essential services. The poverty rate fell from 46.3% in 2015 (ENV2015) to 39.5% in 2018 (World Bank). Poverty affects more women (47.4 per cent) than men (45.4 per cent),⁷² partly due to the precarious and informal nature of women's work and productive activities. Côte d'Ivoire is prone to widespread food insecurity, malnutrition and sex-based discrimination, which have a severe impact on smallholder farmers who face problems of access to land and frequent extreme weather events⁷³. Food security continues to be a challenge, with 12.8 percent of the population food insecure. In the north of the country where the programme operates, food availability is disrupted by alterations in weather patterns, hindering the population's access to food. Nutritional indicators (stunting, wasting, underweight) were still a concern, despite improvements observed. Despite the institution of free compulsory schooling for all children up to the age of 16, many children did not attend school, especially in rural areas. In the light of the above, and in line with the 2018 Zero Hunger Strategic Review,⁷⁴ these challenges reflected the needs of different population groups — women, girls, boys and men: the respective difficulties of women and men, or girls and boys, in terms of access to food.

103. **In view of this situation, the programme put in place interventions to facilitate access to**

⁷¹ Draft Côte d'Ivoire country strategic plan (2019–2023) https://executiveboard.wfp.org/document_download/WFP-0000100984

⁷² UNDP. Draft country programme document for Côte d'Ivoire (2021-2025)

⁷³ WFP, Draft Country Strategic Plan – Côte d'Ivoire (2019-2023).

⁷⁴ Zero Hunger Strategic Review 2018 https://docs.wfp.org/api/documents/WFP-0000111575/download/?_ga=2.140550514.1743053818.1735637446-358947067.1668759393

education for children, including girls; improve children's health, including their nutritional status; and strengthen women's access to means of production, including land, and women's empowerment. With regard to nutritional needs, the choice of intervention areas was made on the basis of food security and nutrition indicators – the project targeted the most challenged areas of the country with high rates of food insecurity and malnutrition. The food insecurity rating for the seven project focal regions in 2018 was 10.9%, roughly equal to the national food insecurity rate which was 11%. To ensure consistency with the health and nutrition needs of the target populations, the programme aimed to encourage the consumption of local foods rich in protein and micronutrients in school canteens; engage agricultural groups in the production of micronutrient-rich foods; inform, raise awareness and train actors in the field (advisors, managers, canteens), communities on environmental health and the damage caused by HIV/AIDS. Stakeholders in the interviews had the consensus that the McGovern-Dole phase 2 interventions were well aligned with the needs of the target populations as typified by the quote below:

"The McGovern Dole program remains consistent in its framework and does not deviate from its principles. Its constancy is manifested through school feeding, pedagogy, and support for vulnerable populations, particularly in disadvantaged rural areas. The objective is to ensure that the students benefiting from the project can be essential actors in the progress of Cote D'Ivoire in the future. These interventions really help children stay in school, but also improve their academic achievements. Sometimes those who do not go to school are in villages where there is a lack of schools; where the means do not allow children to attend. This programme helps to solve this kind of difficulty and it gives a chance to many vulnerable children."
Government stakeholder

104. **With regard to access, attendance and retention in school**, situational analysis showed that the focal regions had poor enrolment indicators and sometimes disparities between girls and boys. In addition, the available data showed that children had difficulties in reading which was also a determinant of staying in school. According to the heads of the DREN and some school directors or teachers, this is why the programme proposed, among other things, to develop tools for improving reading; provide additional reading materials; improve the Government's existing reading materials; to contribute to the improvement of the teaching of reading in CP1 and CP2 classes through the four professional development initiatives; strengthen government and community capacity to improve reading education, in addition to the implementation of reading-related interventions, reading promotion circles and reading symposiums. Teachers' needs for teaching materials and capacity building were met by providing support and tools to facilitate reading lessons. Training was also organized to facilitate the appropriation and use of these educational tools. **Thus, the programme is aligned with the needs of students, parents and education personnel as it aims to improve learning outcomes and strengthen local capacities.**

105. With regard to the needs of women, the programme developed strategies to facilitate women's access to land and means of production with a view to strengthening their empowerment. **The construction of the latrines took into account the specific needs of girls, in terms of separate latrines in schools.** To ensure its coherence with these needs of women and smallholders globally, the programme proposed to contribute to local development through the realization of income-generating activities and the creation of local markets.

106. **Documentary evidence and interviews showed that there has been little or no consideration of children with disabilities.** The approaches and supports do not highlight any strategies developed to directly address their needs. By way of illustration, the development of ramps to facilitate access for disabled children and the development of specific tools for these categories of children are not clearly mentioned in the programme documentation. This is why one parent said *"disabled children are not caught up in everything we do"*. Overall, disability inclusion appeared to be absent from the programme

design.

Consideration of the realities and needs of girls, boys, women and men in the design of the programme and in its objectives

107. **The design and objectives of the McGovern-Dole phase 2 project considered the specific experiences and challenges faced by all community members including girls and women in various ways**, including: the assessment of needs, the description of the objectives and activities, the choice of intervention strategies, the choice of pedagogical approaches, the design of reading tools, the construction or rehabilitation of separate latrines to protect the privacy of girls and boys, strengthening community involvement in school feeding, etc. For instance, the objectives of the school feeding programme specified to improve educational outcomes, especially for girls. **WFP also committed under the programme to provide targeted support to women farming groups.** Thus, the programme has clearly positioned itself in favour of supporting women and girls, particularly in view of the disparities between girls and boys in school enrolment, the difficulties in women's access to means of production (credit, land) and the weak financial power of women's groups, despite the roles that women play in the agricultural production cycle.

108. To address the root causes of girls' access, retention and retention in school, the initial needs analysis highlighted the issues that affect young girls, namely social pressures to marry, housework, and sex-based violence, including acts of physical, emotional, or sexual harm disproportionately affecting girls in school⁷⁵. Some of the strategies used, such as the choice of women's groups, help to strengthen women's capacity for their autonomy. Based on the social context marked by disparities between girls, boys, women and men, the programme built a strategy around groups of women farmers so that they mobilize around school canteens to support the schooling of children, including girls. Although women were not directly paid through the McGovern-Dole project, women's production groups received inputs such as seeds and fertilizers, agricultural training, and extension support. To increase the engagement of local organizations and groups, one of the strategies to strengthen localization has been to strengthen the capacity of women's producer groups linked to the school feeding programme. The DCS has committed to buying at least 30% of the groups' production to supply other schools. According to a WFP official:

So, I think that all these allow these women to increase their production and also their income since one of the objectives is not only to bring food to the canteen, but also to increase their income in order to ensure their financial autonomy. Some women tell us that thanks to the project, they have learned cultivation techniques that they did not know and they also apply in their field. Even their household is starting to apply these techniques. Thanks to the project when they sell the products of their field, they also manage to meet their needs. They even help to send children to school." WFP stakeholder, Bondoukou

109. **As part of the training of school management committees, a module addressing sex-related factors was provided to members as a cross-cutting issue affecting children's schooling.** In the context of the assessments on reading skills, the samples are systematically made up of girls and boys. The tools take into account sex-related dynamics such as enrolment or teacher practices, which can impact enrolment, retention, and learning achievements for girls and boys. **Similarly, during the design of the reading improvement toolkits at the beginning of the programme, ministry officials, inspectors, school principals, teachers and community members were trained on teaching approaches that recognize and address the different learning needs and experiences of boys and girls.** After the acquisition of the reading materials, WFP and the Ministry reviewed them to ensure that they did not contain sex-related biases and stereotypes before distributing them to the beneficiary

⁷⁵ WFP, Côte d'Ivoire McGovern-Dole proposal, p. 8.

schools. To facilitate the use of these tools, the training courses incorporated teaching methods that addressed the different needs and experiences of girls and boys. In addition to promoting good reading practices in the community, the community outreach events also aimed to advocate for the importance of girls' education, promote safer and less sex-based discriminatory practices, and support the creation of school environments that are safer and more supportive for both girls and boys.

110. The WFP evaluation plan for the McGovern-Dole programme, envisaged the need to ensure that the sex- and socially based differences are taken into account through the evaluation of the effects / contributions of the intervention on the reduction of disparities among girls, boys, women and men. As such, the plan has provided for this dimension to be an essential component of the project evaluations to be carried out. As such, in 2017, WFP Côte d'Ivoire carried out a study on the impact of the food aid programme on the roles of men and women with the aim of refining its intervention capacities in addressing disparities between women and men and to promote more transformative and lasting change.⁷⁶ Indeed, the current FY20 project enhanced its focus on addressing the specific needs of girls and boys, women and men, as compared to the previous McGovern-Dole project.
111. Indicators are disaggregated by sex in the results framework and to provide access to a modern latrine system, latrine construction standards took into account the specificities for boys and girls; and expectations of girls⁷⁷. However, in order to promote better literacy through teacher training, the programme does not clearly define the measures taken to encourage parity in the workforce and the methods of selecting participants in view of the high representation of women in the staff at this level of education. In addition, and as noted in the report of the baseline evaluation of the second phase⁷⁸, while the programme is working to build the capacity of women and support girls, there are structural and systemic barriers which reinforce unequal opportunities, and outcomes for girls, boys, women and men; and sustainability in the context of the programme. To this end, some of the actors interviewed noted the persistence of male-female power imbalance, harmful stereotypes, and various forms of sex-based violence and discrimination. However, a WFP stakeholder noted the limitations of the organizational mandate in terms of influencing these deeply rooted social and cultural issues.

"At the project level, in any case, the WFP emphasizes gender, so committees are set up at the school level with AVSI. That is to say, they have school committees, they have hygiene committees, all that, we insist on gender. And then even at the community level there is the school canteen monitoring committee, we insist on gender. That's why in this committee, there is a girl from CM, from the CM class, either CM1 or CM2. To be part of this canteen monitoring committee since it is this group that brings food to the canteen. So, we put a lot of emphasis on the gender aspect. This group, especially women, which brought food, should not remain on the sidelines. And so we really focus on it. But there is one thing that we can't influence, and that's the teachers. Well, teachers, very often, we have more male teachers than women. That, this aspect, we can't influence. But what we have also generally seen when it is women who are the managers in schools. They manage better, they keep better records of recordkeeping. The management, the outfit is well done. So really, anyway WFP put the focus a lot on gender." **WFP Stakeholder**

⁷⁶ WFP, Evaluation Plan, p.10.

⁷⁷ USDA, Food Assistance Indicators and Definitions, Feb. 2019, p.81.

⁷⁸ Baseline evaluation of the second phase (2021–2026) of the McGovern-Dole Food for Education and Child Nutrition Program in Côte d'Ivoire.

Consideration of the social, economic, cultural, political and environmental context in the design and objectives of the programme

112. Analysis of the various programme documents and data from interviews with WFP and MENA officials indicated that aspects of the social, economic, cultural, political and environmental context were integrated into the design and objectives of the programme. As already noted, the design of the programme was informed by an analysis of the situation which made it possible to identify the main contextual issues and challenges. In terms of the **social and political context**, the country faces challenges in implementing a strategy to extend safety nets to rural populations and the need for more inclusive and equitable safety net policies, including for school meals. From a sex-based perspective, despite the adoption of the Strategic Plan for the Acceleration of Girls' Education (PSAEF) in Côte d'Ivoire, challenges remain, including disparities in education, women's low economic power, and their poor access to land. By incorporating sex-specific considerations from its conception, the McGovern-Dole programme provides a response to the under-representation of girls in schools and the reluctance of families to send their children to school as contextual determinants of the schooling of children and more specifically girls.

113. The McGovern-Dole project also took into account the **environmental context** by striving to provide stoves that use less firewood than traditional stoves and by using organic manure from the digestion of beef and plant debris⁷⁹. **In terms of the economic context**, given the limited resources available to support school feeding over the long-term, the FY20 award has worked to supply canteens with local and sustainable products, promote women's livelihoods and empower communities. However, some stakeholders, particularly in the Bouna and Ferké areas, believe that the security context has not been sufficiently taken into account in the design of the programme. Local education authorities in Bouna reported that security challenges, particularly cross-border threats and instability, disrupted programme implementation during the FY15 project. Food deliveries were delayed or suspended in high-risk areas. Although the FY20 project experienced fewer disruptions, stakeholders noted the absence of updated safety protocols—highlighting a missed opportunity to strengthen risk mitigation. Given the region's history of conflict, the lack of a visible contingency plan in the FY20 project has raised concerns about preparedness for potential future instability. Stakeholders in Ferkessédougou and surrounding zones (Tchologo), described a more acute security threat, citing proximity to areas like Kafolo and Kong that have experienced jihadist activity. Key informant interviews revealed concerns over personal safety and operational risks during fieldwork. A recent supervision mission in a high-risk zone underscored gaps in logistical and safety preparedness. Additionally, Ferké was reported as facing compounded pressures from food insecurity and an influx of migrant populations, including children. Stakeholders in the KIs emphasized the school canteen's role in supporting these children's education. However, they noted that the programme currently lacks targeted support for displaced or migrant populations and does not incorporate localized strategies to address these specific vulnerabilities.

Consideration of equity for beneficiaries in the design and objectives of the program

114. In order to ensure that **equity** was taken into account in the coverage of the programme, the choice of intervention areas was based on an analysis of the situation conducted as part of the development of the National School Feeding Strategy (2023-2017). This analysis made it possible to identify areas with heightened challenges with a view to directing interventions in favour of the most affected people. The programme took into account the socio-economic context of households by targeting the rural areas of northern and northwestern Côte d'Ivoire where food insecurity is high. **Thus, by targeting the most affected areas of the country with high rates of food insecurity and malnutrition, the programme adopted a pro-poor approach.** Although the objectives of the programme do not directly emphasize the targeting of the most affected, they do reach out to smallholder farming groups. In addition, to facilitate equity, the intervention approach makes it possible to cover all the students of the selected schools, by offering them hot meals, two deworming sessions per year.

⁷⁹ Final Evaluation Report: McGovern-Dole Program in Côte d'Ivoire (2015-2021) Final Evaluation Report: McGovern-Dole Program in Côte d'Ivoire (2015-2021), p.20.

QR2. Was the intervention aligned with the policies and priorities of WFP, partners and United Nations agencies? Alignment of the intervention with the policies and priorities of WFP, partners and United Nations agencies

- 115. The McGovern-Dole programme in Côte d'Ivoire is largely aligned with the policies and priorities of WFP, national partners, and UN agencies.** This alignment is reflected in the programme's objectives, targets, and activities, which are consistent with national strategies on education, food security, nutrition, and sex-based policies; and complementary to other global initiatives in the education and food security sectors. Stakeholders in the interviews generally viewed the programme as well-integrated with national policies and global priorities on education and food security. However, some gaps in alignment, particularly in integration of sex-specific considerations, were highlighted as requiring further attention.
- 116. The McGovern-Dole project funded by USDA is fully integrated into WFP Côte d'Ivoire Country Strategic Plan (CSP) 2019-2025⁸⁰.** The CSP Strategic Outcome 01 which states that 'primary school-age children and their households in food insecure areas have access to adequate and nutritious food all year-round'. The strategic plan (2019-2025) marks a shift in WFP's approach in Côte d'Ivoire, with stronger emphasis on capacity strengthening with a view to shifting WFP-led programmes to government and community ownership. At the core of this strategic approach is the sustainability of the national school meals programme, in which WFP assists 613 schools through the McGovern-Dole project (representing 10 percent of the schools covered by the programme) as a platform for promoting education, nutrition, equal access and opportunities for girls, boys, women and men, and stimulating local food production and rural economies.⁸¹ **Additionally, the project was designed and implemented in line with humanitarian principles undergirded by the WFP's Code of Conduct; and prioritised WFP's strategy and programme for long term resilience and social protection, especially for girls and women.**
- 117. The programme design also reflects the priorities of national policies** by aiming to reduce short-term hunger and improve educational access, for different population groups. The program's alignment with national strategies, such as the Education Sector Plan and the National Food Security Strategy, underscores its commitment to supporting the country's educational and nutritional goals. Stakeholders in the KIs highlighted that the programme's integration into the national education framework had facilitated cooperation with government bodies, and had enabled the interventions to complement existing initiatives.
- 118. WFP (including in the McGovern-Dole project) aligns its objectives and results with Agenda 2030 and the Sustainable Development Goals (SDGs), specifically SDG 2 – supporting countries to achieve Zero Hunger and SDG 17 – partnering to support implementation of the SDGs.** Overall, the McGovern-Dole phase 2 project contributes to broader international development frameworks, such as SDGs 2,3,4,5,6,10,13 and 17.⁸² The programme's literacy initiatives are aligned with USAID's Education Strategy, and its food security components support USDA's global food security goals. In January 2023, the Government of Côte d'Ivoire joined the global School Meals Coalition to support the vision of the Ministry of National Education to increase school feeding coverage in the country, and WFP provided support through the McGovern-Dole project, and expertise in policy development and evidence generation. WFP also supported the review of the national school feeding strategy and the development of the new strategy for 2024–2025.⁸³ The FY20 project has also been implemented in synergy with other partners' interventions, particularly through collaborations with AVSI and ANADER. These partnerships have allowed the programme to maximize its effect by complementing other efforts in the national education and food security sectors. Reports on the programme's partnerships and its involvement in coordination groups, such as the Education Sector Group, demonstrate that the programme was designed to work alongside other initiatives, thereby enhancing overall effectiveness and avoiding

⁸⁰ Côte d'Ivoire Country Strategic Plan (2019-2025). <https://www.wfp.org/operations/ci02-cote-divoire-country-strategic-plan-2019-2025>

⁸¹ Ibid

⁸² Zero Hunger, (SDG 2), Good Health and Well-being (SDG 3), Education Quality (SDG 4), Achieve gender equality and empower all women and girls (SDG 5), Clean Water and Sanitation (SDG 6), Reduced Inequalities (SDG 10), Take urgent action to combat climate change and its impacts (SDG 13) and Partnerships for the Goals (SDG 17)

⁸³ ACR 2023

duplication of efforts.

119. While the programme is broadly aligned with national and international policies, some stakeholders in the interviews identified gaps, particularly in the integration of sex-specific objectives. **Although the programme has made progress in promoting male-female parity, there is a need for more comprehensive integration of sex-disaggregated data and elements related to access to services and outcomes for different population groups within the programme's monitoring and evaluation framework.** This gap suggests that while the programme aligns with goals addressing disparities between women and men, girls and boys, the practical application and measurement of progress towards these goals could be strengthened. Feedback from stakeholders highlighted the need for a more robust incorporation of sex-specific indicators, with suggestions that addressing these gaps could enhance the programme's ability to meet its objectives related to reducing disparities between girls, boys, women and men and ensure that the benefits of the programme are equitably distributed.

QR3. Was the intervention aligned with the policies and priorities of USDA's McGovern-Dole International Food for Education and Child Nutrition Program?

Alignment of the intervention with the policies and priorities of the United States Department of Agriculture (USDA) McGovern-Dole programme

120. **The FY20 award in Côte d'Ivoire is well aligned with the policies and priorities of the USDA McGovern-Dole programme.** The McGovern-Dole International Food for Education and Child Nutrition Programme is a food assistance programme authorized by the Farm Security and Rural Investment Act of 2002 (P.L. 107-171, Sec. 3107, known as the Farm Bill 2002) that provides for the donation of U.S. agricultural products and associated financial and technical assistance to implement early childhood education and school feeding programs in foreign countries. Thus, the policy of the McGovern-Dole International Food for Education and Child Nutrition programme is to support education, child development, and food security in low-income, food-deficit countries around the world. As such, the programme provides for the donation of American agricultural products, as well as financial and technical assistance, to support school feeding and maternal and child nutrition projects⁸⁴.

121. The strategic objectives for the McGovern-Dole project are 1) improved literacy of school-age children, and 2) increased use of health, dietary and nutrition practices, with a third strategic objective of improved effectiveness of food assistance through local and regional food procurement. By providing school meals, teacher training and related support, McGovern-Dole projects help boost enrolment and educational outcomes. At the same time, the programme also focuses on improving children's health and learning capacity before they enter school by providing nutrition programmes for pregnant and lactating women, infants and pre-school children. Other organization funded activities related to literacy and WASH also align with the McGovern-Dole strategic objectives.

122. The interventions of the McGovern-Dole International Food for Education and Child Nutrition Program in Côte d'Ivoire are consistent with the policy and priorities of the McGovern-Dole projects of the United States Department of Agriculture (USDA) in that they focus on: (a) providing daily hot meals (consisting of rice, legumes, oil and salt) to students in targeted schools; (b) training canteen managers to improve management and administrative capacity in the areas of food preparation, nutrition and reporting; train members of the school management committee, canteen monitoring committees (CSCS) including on community mobilization, maintenance and management of school infrastructure, canteen management and other relevant issues affecting the community; provide food preparation and storage equipment and tools, improved preparation and storage equipment (cooking kits, improved stoves) in canteen schools; develop local capacity to provide food to schools; distribute deworming agents (deworming tablets) to all students. These activities are based on the guidelines. In 2024, in collaboration with the USDA, WFP

⁸⁴ <https://fas.usda.gov/programs/mcgovern-dole-food-education-program>.

adjusted the programme to incorporate additional donated in-kind commodities from the U.S., notably yellow whole peas, to fulfil the pulse requirement after the depletion of cow peas. Additionally, the tonnage was increased to accommodate 136,500 students, an adjustment from the initial 125,000. This cost amendment, adopted in April 2024, responded to the unexpected surge in local cow pea prices, which prematurely exhausted the project's local procurement budget. Furthermore, the amendment addressed the increased student enrolment in project schools, attributed to improvements in infrastructure and an influx of refugees.

QR4. To what extent was the intervention able to adapt throughout the programme to new needs or changing circumstances?

Adaptability of the programme to new needs or changing circumstances

123. The FY20 award intervention in Côte d'Ivoire has created synergies with other WFP interventions and U.S. Government-funded initiatives in the country which have allowed the program to adapt to new needs and changing circumstances, enhancing its responsiveness to contextual and emerging realities. The programme's adaptability was positively perceived by communities, government stakeholders, and implementing partners, although some noted that further integration and coordination could enhance synergies.

124. **The program's adaptability was evident in its response to emergencies, such as the COVID-19 pandemic, where it swiftly transitioned from school-based meal distribution to take-home rations, ensuring continuous nutritional support for students despite school closures.** This flexibility was facilitated by close coordination with WFP's emergency response teams, further underscoring the programme's alignment with USDA's and USAID's strategic goals in view of enhancing global food security. Another example of the program's flexibility was the modification of costs to adapt to the unexpected rise in local cowpea prices. This quickly exhausted the project's local procurement budget, as did adapting to the increased number of students in the project's schools (due to improved infrastructure and the influx of refugees). Faced with this unexpected situation, USDA approved supplemental funding to cover the costs of US provided commodity and freight to ensure the project could cover school meals as planned, despite rising costs and increased enrollment in McGovern-Dole schools.

QR5. What were the synergies between the intervention and other WFP interventions; and between the intervention and other U.S. Government funded interventions in Côte d'Ivoire?

Synergies between the intervention and other WFP and U.S Government funded interventions

125. **The FY20 award is closely aligned with WFP's Country Strategic Plan which emphasizes food and nutrition security and aligns with Côte d'Ivoire's national development objectives and the United Nations development assistance framework.** By integrating with WFP's comprehensive approach to combat hunger, the McGovern-Dole programme addresses food insecurity through initiatives such as utilizing local food production to supply school canteens. This strategy not only improves school attendance by providing meals but also stimulates local economies. This alignment extends to WFP's focus on sustainability, with the FY20 award supporting community-based initiatives like women's production groups.

126. **The programme benefits from harmonization with other U.S. Government-funded interventions, such as USAID's early grade reading initiatives, which have been instrumental in refining literacy promotion activities to be culturally relevant and integrated into the school curriculum.** The FY20 intervention's synergy with other partners' interventions is generally viewed positively by stakeholders, suggesting that the programme effectively coordinates with other initiatives in the regions, leading to complementary actions and overall, an enhanced effect. Several stakeholders indicated the amplification of positive outcomes, particularly in food security, education, and community resilience. **However, some stakeholders expressed concerns about challenges in coordinating with multiple partners. Differences in organizational culture, priorities, or operational procedures were noted as sometimes leading to misunderstandings or inefficiencies.** For instance, areas of intervention and prioritized activities sometimes varied from one organization to another, limiting complementarity in

achieving development objectives. Similarly, the programme's administrative and financial procedures were different from those of other partners, requiring additional monitoring activities when certain activities are carried out with the support of several partners. Furthermore, weaknesses in supply chain coordination revealed gaps in aligning timelines and responsibilities. Delays in planning and communicating food distribution schedules often resulted in food stocks arriving near the end of the school year, limiting their effectiveness. These delays stemmed not only from logistical constraints but also from inconsistent and untimely communication among responsible parties.

2.2 Effectiveness

To what extent did McGovern-Dole Phase 2 achieve its objectives and results?

The evaluation questions used for assessing the effectiveness of the programme are recapitulated below:

QE1. To what extent have the outputs and outcomes been achieved for men, women, boys and girls ((and are they likely to be)? Has the achievement of results led / is it likely to lead to the achievement of the objectives of the intervention? What major factors influenced this?

QE2. To what extent have the recommendations made in the McGovern-Dole 1 final evaluation been implemented? What factors helped or hindered the implementation of these recommendations?

QE3. How effective have the activities been in addressing the specific needs of girls, women, boys and men?

The questions related to effectiveness were answered by triangulating the findings from the school-based surveys including the pupils learning outcomes assessment, headteachers' survey, and school observations; household survey; document review and qualitative interviews (KIIs and FGDs).

QE1. To what extent have the outputs and outcomes been achieved for men, women, boys and girls ((and are they likely to be)? Has the achievement of results led / is it likely to lead to the achievement of the objectives of the intervention? What major factors influenced this?

In this section, the extent to which the results achieved in relation to nutrition and food security including the alleviation of mid-day hunger of children are reviewed first, followed by results achieved by the programme in relation to educational outcomes. In presenting the findings, descriptive statistics related to outputs and outcomes of the programme are displayed, with results contrasted between baseline and midline; and regional differences shown where relevant. A comprehensive table outlining the project's progress on the McGovern-Dole indicators, in alignment with the results framework, is provided in Annex 8.

The extent to which outputs and outcomes related to nutrition and food security have been achieved

127. The review of the WFP Annual Country Reports (ACR) from 2021 to 2023 provided some insights into the progress made in the achievement of some output level results related to the McGovern-Dole project schools linked and linked to the CSP strategic outcome 1. **There was evidence of programme effectiveness in 2022 and 2023 in terms of reaching the planned number of children with school meals.** However it is to be noted that the achieved results did not necessarily mean achievement of planned days. For instance, reaching 108% of the planned number of children in 2023 represented 59 out of 70 planned days. Table 8 shows the planned vs actual number of children reached from 2021 - 2023.

Table 8 Planned vs actual number of children reached with school meals from 2021 - 2023

Linked to Activity 01 Provide school meals, take-home rations and complementary services to primary school-age children during the school year and promote the purchase of locally produced food for school meals				
Beneficiary Group: Students (primary schools) 5-11years				
Programme Year	Sub-activity	Planned <i>Girls</i> <i>Boys</i>	Actual <i>Girls</i> <i>Boys</i>	Achieved (actual vs Planned)

		Total	Total	
2021	School feeding (on-site)	61,250 63,750 125,000	59,803 59,540 119,343	95.5%
2022	School feeding (on-site)	61,250 63,750 125,000	63,524 63,270 126,794	101%
2023	School feeding (on-site)	61,383 63,792 125,175	68,580 66,255 134,835	108%⁸⁵

Sources: ACR 2021, ACR 2022, ACR 2023

* Represented in ACR 2022 as 97.93%

From the school directors' survey, the number of schoolchildren receiving daily school meals (breakfast, snack, lunch) as a result of the project was 18482 in the intervention schools compared to 1846 in the non-intervention schools.⁸⁶

Table 9 Number of schoolchildren receiving daily school meals (breakfast, snack, lunch) as a result of the project

Region	Intervention Group			Comparison group		
	Girls	Boys	Total	Girls	Boys	Total
BAFING	508	552	1060	54	43	97
BAGUE	1185	1247	2432	70	65	135
BOUKANI	798	822	1620	199	204	403
CAVALLY	712	750	1462	91	108	199
GONTUOGO	1646	1795	3441	191	170	361
PORO	3574	3168	6742	354	297	651
TCHOLOGO	946	779	1725	0	0	0
Total	9369	9113	18482	959	887	1846

128. **WFP and Government Stakeholders in the Participatory Appraisal Workshop indicated that programme effectiveness was affected by the non-implementation of crucial elements articulated in the handover document of the transition plan.** The project was structured around a handover (transition) process which required the government to take over coverage of 25 days per year of school feeding in the FY20 project schools from the second year of operation. According to the stakeholders in the workshop, targets regarding the provision of school meals were not met until 2023-2024.

- 2021-2022: **60-day supplies vs. 120 days expected**
- 2022-2023 **60-day supplies vs. 95 days expected**
- 2023-2024: **75-day supply of school meals compared to 70 days expected** (due to distribution of rice for 5 days to avoid its expiry)

129. Government stakeholders in the KIIs provided insight into the main reasoning behind the non-implementation of certain elements in the handover document as typified by the following quote:

⁸⁵ Actual feeding days were 59 out of 70 planned days

⁸⁶ This information was obtained from the school records provided by the school directors.

*4,500 schools had 25 days of coverage by the Government and the 613 McGovern Dole schools had 120 days coverage by the project. So, the difficulty was to justify having these extra 25 days for 613 schools. And to give them to those who will have 120 while 4,500 schools will have only 25 days. Or maybe it was even 18 at the time. So, the budget for the 25 days was used for those 4500 schools and not for the McGovern Dole schools. - **Government Stakeholder***

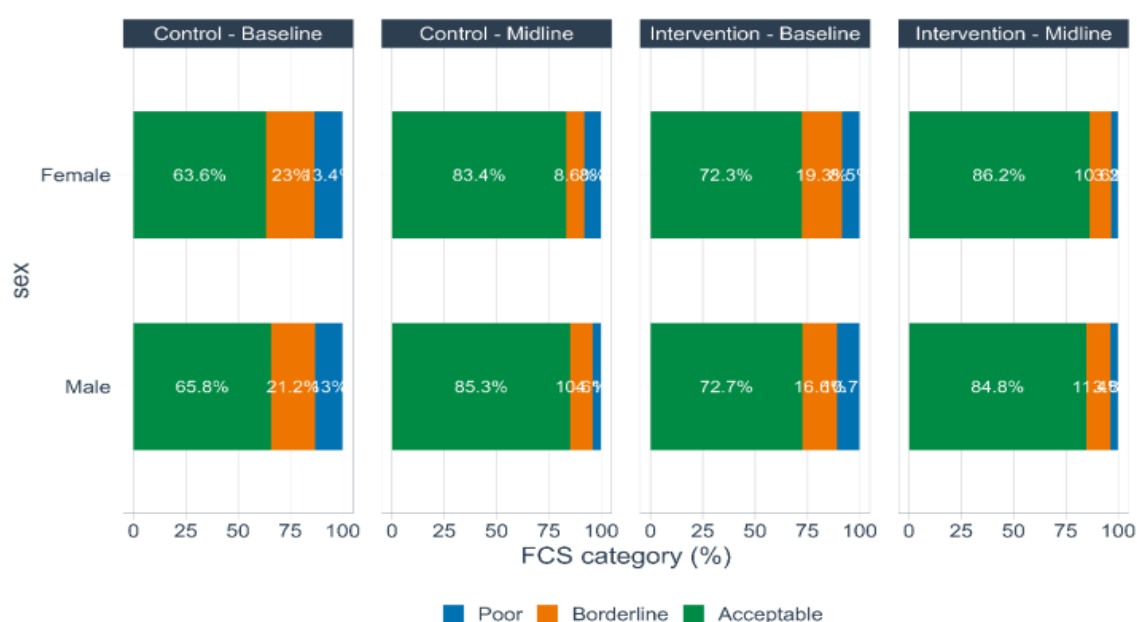
130. To gain better insight into food security in the households linked to the children in intervention and comparison schools, a series of food security measures - the Household Dietary Diversity Score (HDDS), Food Consumption Score (FCS) and the Reduced Coping Strategy Index (CSI) - were used.

Acceptable Food Consumption Score

131. **There was a significant increase in the proportion of households achieving an acceptable Food Consumption Score (FCS) within both the intervention and comparison groups from baseline to midline.** The intervention group demonstrated a rise from 72.5% to 85.5% however, the comparison group exhibited a greater improvement from 64.7% to 84.3%. Nonetheless, **more female students in the intervention schools (86.2%) achieved acceptable FCS at midterm, surpassing boys in both intervention (84.8%) and comparison schools (85.3%) as well as girls (83.4%) in comparison schools.** Key regional advancements within the intervention group were observed in Bagoue, Gontougo, and Tchologo, with Tchologo showing a remarkable improvement from 55.1% at baseline to 90.6% at midline. Class-specific analyses revealed that the more pupils in CE2, CE1, and CP2 attained acceptable FCS compared to their non-intervention peers at midterm, while the comparison group experienced a substantial increase in CM1, rising from 54.8% to 85.7%.

132. Furthermore, an examination of household heads revealed that **more female-headed households in the intervention group achieved acceptable FCS, (increasing from 71.9% to 88.4% at midterm), compared to male-headed households, which increased from 72.5% to 84.8%.** Figures 2 and 3 illustrate the FCS stratified by sex and class, respectively. More details regarding Food Consumption Scores by household and region are available in Annex 6.

Figure 2 FCS by sex



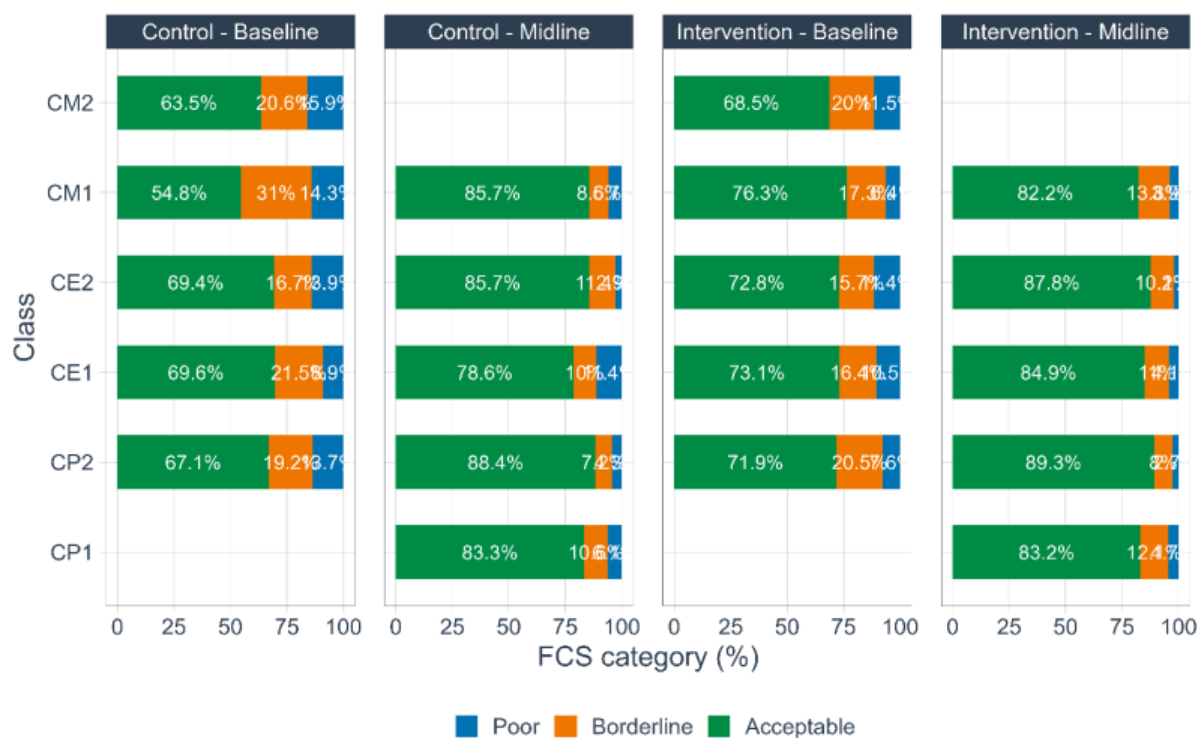


Figure 3 FCS by grade / class

Household Dietary Diversity

133. **The mean Household Dietary Diversity Score (HDDS) demonstrated a slight improvement from baseline to midline in both the intervention and comparison groups, with several notable regional variations.** In the intervention group, the average HDDS increased from 4.5 at baseline to 4.7 at midline, while the comparison group exhibited a rise from 4.6 to 4.9. Certain regions experienced significant improvements; for instance, Tchologo showed a substantial increase in the intervention group from 4.2 to 7.3, in contrast to the comparison group, which improved from 4.6 to 4.9. Bafing also recorded increases in both groups (intervention: 4.7 to 5.8; control: 4.7 to 5.4), whereas Bagoue experienced declines in both groups (intervention: 5.4 to 3.4; control: 4.2 to 3.4).

134. The overall increase in HDDS was modest across most class groups, with CM1 reflecting a significant rise in the comparison group (4.6 to 5.1) and CE2 showing a slight increase in the intervention group (4.3 to 4.5). Male-headed households experienced a minor increase in the comparison group (4.6 to 5.0) and a smaller increment in the intervention group (4.5 to 4.7). Conversely, **female-headed households demonstrated improvement in the intervention group (4.1 to 4.6) while remaining unchanged in the comparison group (4.3 to 4.3).** Details are in table 10.

Table 10 Mean Household Dietary Diversity Scores

Variable	Control - Baseline	Control - Midline	Intervention - Baseline	Intervention - Midline
	N = 371	N = 345	N = 1,115	N = 745
All Subjects	4,6	4,9	4,5	4,7
Region				
Bafing	4,7	5,4	4,7	5,8
Cavally	5,2	4,4	5,0	4,6
Poro	3,7	3,3	3,8	3,3
Tchologo	6,1	7,6	4,2	7,3
Boukani	3,9	5,3	4,3	5,8
Bagoue	4,2	3,4	5,4	3,4
Gontougo	5,1	6,3	4,9	5,5

Class				
CP1	-	5,0	-	4,7
CP2	4,3	4,7	4,4	4,6
CE1	4,8	4,2	4,4	4,8
CE2	4,6	5,4	4,3	4,5
CM1	4,6	5,1	4,5	4,8
CM2	4,9	-	4,6	-
Sex of HH Head				
Male	4,6	5,0	4,5	4,7
Female	4,3	4,3	4,1	4,6

Reduced Coping Strategy Index (average) by sex of head of household

135. The reduced Coping Strategy Index (rCSI) results reveal an overall upward trend in the reliance on negative coping strategies for both the intervention and comparison groups. However, the intervention group experienced a smaller increase. In the comparison group, the coping strategy score rose from 4.4 to 7.3 by midline, indicating pupils became more reliant on negative coping strategies. Similarly, the intervention group showed an increase from 4.8 to 6.9, reflecting a comparable trend of worsening coping strategies.

136. Regionally, the intervention group saw significant increases in Cavally, Boukani, and Gontougo, while regions like Bafing, Tchologo, and Bagoue showed relatively smaller increases. In the control group, the increase in coping strategies was most pronounced in Cavally, Bafing, and Poro, while Bagoue and Gontougo saw decreases.

137. **Female-headed households emerged as the most disadvantaged demographic - those in the comparison group showed the highest increase from 3.8 to 8.9, followed by their counterparts in the intervention group (from 5.0 to 8.3).** Table 11 provides the details while figure 4 visually represents the mean CSI by region and sex

Table 11 Coping Strategy Index (average) by sex of head of household

Variable	Control Baseline N = 371	Control Midline N = 345	Intervention Baseline N = 1,115	Intervention Midline N = 745
All Subjects	4,4	7,3	4,8	6,9
Region				
Bafing	3,7	6,5	5	5,8
Cavally	5,5	8,9	9,1	12,2
Poro	4,5	7,4	5,2	7,1
Tchologo	2,2	2,6	4	3,8
Boukani	7,2	19,9	3,4	12,9
Bagoue	7,5	2,4	7,4	3,8
Gontougo	2,6	4,3	1,6	5,5
Class				
CP1	NA	8,5	NA	7,1
CP2	3	7,1	5,5	7,2
CE1	4,2	8,4	4,2	7,5
CE2	4,4	6,1	6,2	6
CM1	5,3	6,7	4,6	6,8
CM2	4,9	NA	3,6	NA
Sex of HH Head				
Male	4,4	6,9	4,8	6,6
Female	3,8	8,9	5	8,3



Figure 4 Mean reduced CSI by region and sex

138. **The extent to which the FY20 project achieved the expected result of improving educational outcomes**

139. In this section we assess several elements related to three categories of factors which are most likely to influence educational outcomes - factors relating to the student, factors relating to the teacher and factors relating to the school environment.⁸⁷

Factors related to the student

Enrolment, attendance, absenteeism and attentiveness in class

140. School based surveys provided contextual information on the intervention and comparison schools.

Overall, the **intervention schools had higher median enrolment compared to the comparison schools**. Across all regions, the intervention group had more pupils enrolled at both baseline and midline, with enrolment rising slightly from baseline to midline. In contrast, the comparison group experienced mixed changes, with some regions showing a decline in enrolment and others showing small increases (see table 12). In terms of class level, enrolment generally decreased as pupils moved up through the grades, with CP1 having the highest enrolment and CM2 having the lowest in both groups. However, the intervention group showed a slight increase in enrolment at the CP1 level at midline, while the CM2 class remained relatively stable. **Girls had slightly higher enrolment than boys in the intervention group, though the difference was modest**. Figure 4 illustrates the median enrolment by class.

Table 12 Median enrolment

Variable	Control Baseline	Control Midline	Intervention Baseline	Intervention Midline
	N = 36	N = 35	N = 84	N = 84
All schools	149	150	223	224
Region				
Bafing	106	82	174	116
Cavally	138	132	161	216

⁸⁷ PASEC2019 Quality of Education Systems in French-Speaking Sub-Saharan Africa Teaching/Learning Performance and Environment In Primary Education

Poro	194	164	291	300
Tchologo	64	112	275	255
Boukani	155	136	219	223
Bagoue	143	135	245	239
Gontougo	242	237	147	140
Class				
CP1	31	33	36	44
CP2	29	27	37	37
CE1	28	26	38	41
CE2	25	22	38	31
CM1	26	18	37	30
CM2	21	17	29	28
Sex of pupil				
Boys	78	79	109	107
Girls	71	71	112	110

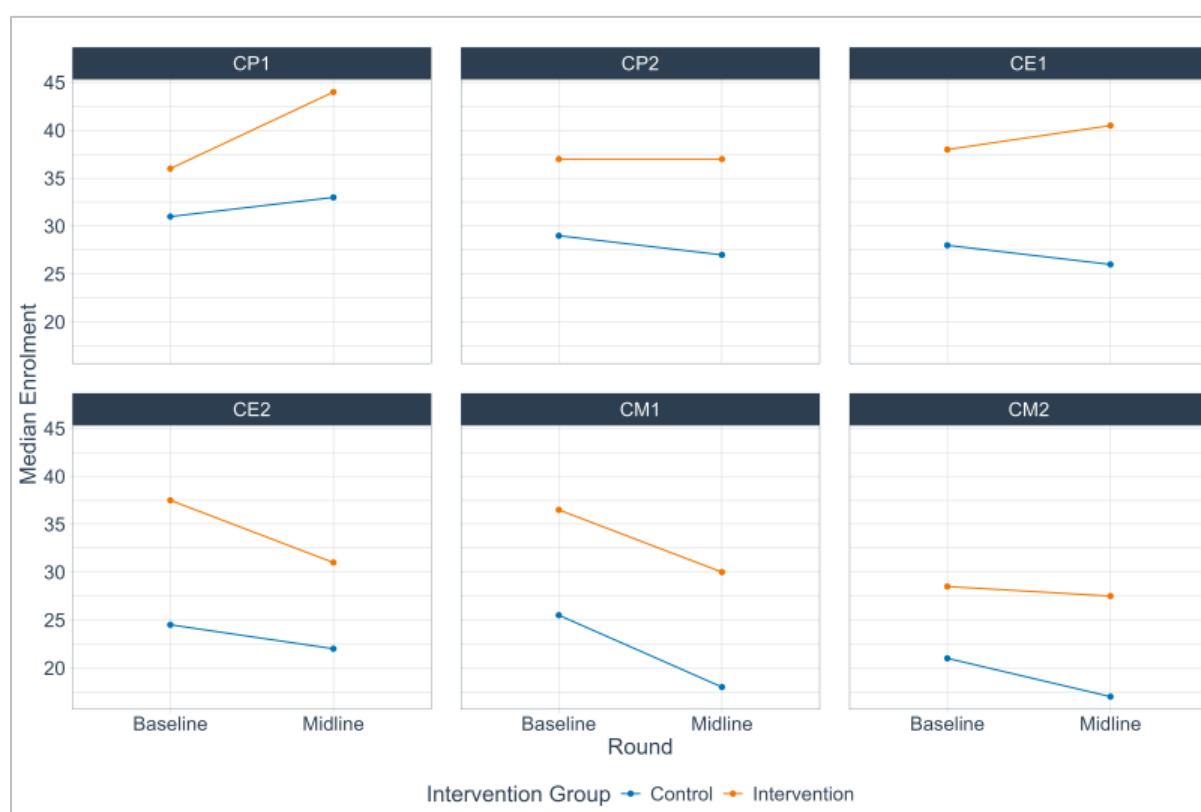


Figure 5 Median enrolment rate by class

141. **The intervention group in the study sample generally showed a more balanced or improved girl-to-boy ratio, especially in regions such as Tchologo and Cavally, where the intervention contributed to an increase in the number of girls in schools.** However, in other regions like Bafing, the girl-to-boy ratio declined during the intervention, despite an increase in the comparison group. Meanwhile, regions such as Bagoué and Gontougo experienced a decrease in the ratio from the baseline irrespective of being in the comparison or intervention group. Figure 6 shows the girl-boy ratio by region.

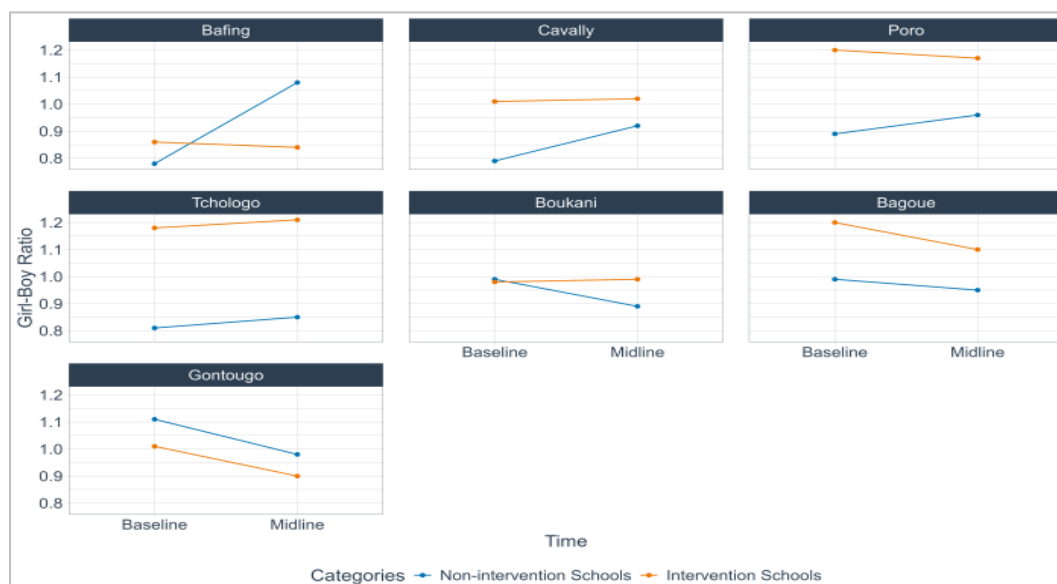


Figure 6 Girl-Boy ratio in study sample by region

142. The **average student attendance rate** in USDA supported classrooms/schools (Standard Indicator 2) was assessed in the school-based survey. The USDA indicator handbook⁸⁸ signifies that attendance should be measured over the years and should not reflect a single point in time. As presented in Table 13, **pupil attendance at 80% or more in intervention schools improved slightly from 90.3% at baseline to 92.3% at midline**. Tchologo and Poro saw notable increases, while Bagoue and Cavally experienced declines. CM1 had perfect attendance, but CP2, CP1, and CM2 saw small drops in attendance. Overall, male teachers reported a slightly higher increase in attendance than female teachers.

Table 13 Pupils' attendance rates

Variable	Intervention - Baseline	Intervention - Midline
	N = 391	N = 300
All Subjects	90,3%	92,3%
Region		
Bafing	81,5%	86,4%
Bagoue	98,3%	90,0%
Boukani	93,9%	96,4%
Cavally	81,5%	80,0%
Gontougo	88,6%	89,1%
Poro	89,1%	97,5%
Tchologo	94,9%	100,0%
Class		
CP1	98,3%	90,7%
CP2	100,0%	88,6%
CE1	94,9%	93,9%
CE2	98,4%	90,9%
CM1	100,0%	100,0%
CM2	98,4%	94,1%
Sex of Teacher		
Male	91,3%	93,0%
Female	88,1%	91,1%

143. **The prevalence of pupils missing more than 10 days due to illness increased slightly in both the**

⁸⁸ USDA. Food Assistance Indicators and Definitions. February 2019

intervention and comparison groups over time. The intervention group's absenteeism rose from 2.9% to 6.2%, while the control group's rose from 5.4% to 6.1%. **Regionally, the intervention group saw a notable decrease in absenteeism in Bafing (from 6% to 0%) but increases in areas like Tchologo and Poro.** The comparison group showed regional variations, with Tchologo seeing an increase (from 10% to 16.7%) and Bafing experiencing a decrease (from 6% to 2.6%). Class-wise, the highest absenteeism in the control group was seen in CP1 (18.2%). **Boys in the intervention group had an increase in absenteeism (from 3.4% to 6.0%) similar to boys in the comparison group (from 4.3% to 7.1%).** Girls in the intervention group had no change but those in the non-intervention group actually had a decrease in absenteeism (from 6.4% to 5.1%). Table 14 provides the details.

Table 14 Pupils' health-related absenteeism

Variable	Control - Baseline N = 371	Control - Midline N = 345	Intervention - Baseline N = 1,115	Intervention - Midline N = 745
All Subjects	5,40%	6,10%	2,90%	6,20%
Region				
Bafing	6,00%	2,60%	1,40%	0,00%
Cavally	5,00%	0,00%	3,00%	3,40%
Poro	1,80%	9,80%	2,10%	8,20%
Tchologo	10,00%	16,70%	1,70%	7,80%
Boukani	20,00%	5,90%	7,50%	2,60%
Bagoue	0,00%	0,00%	2,90%	3,00%
Gontougo	6,70%	5,30%	3,60%	8,50%
Class				
CP1	NA%	18,20%	NA%	9,40%
CP2	4,10%	1,40%	2,90%	6,70%
CE1	5,10%	2,90%	2,30%	4,10%
CE2	8,30%	1,40%	2,80%	7,40%
CM1	4,80%	7,10%	4,00%	3,30%
CM2	4,80%	NA%	2,20%	NA%
Sex of pupil				
Male	4,30%	7,10%	3,40%	6,00%
Female	6,40%	5,10%	2,30%	6,40%

144. Overall, for boys, the predominant reason for absenteeism at baseline was health and medical issues (70% in the intervention group and 50% in the comparison group). Additionally, weather conditions emerged as a significant factor. However, by the midterm assessment, health-related issues were no longer a major contributor to absenteeism. Instead, household agricultural work and seasonal employment gained prominence especially in the intervention group. **In the case of girls, health and medical issues consistently represented the leading cause of absenteeism across all time points,** (74% and 73% at baseline and midterm for the intervention group; and 58% and 53% respectively in the comparison group) reflecting a stable trend. Annex 6 displays the details of the reasons given for absenteeism.

145. The extent to which schoolchildren were attentive in class was reported by their teachers in the survey (see table 15). **There was an overall increase in girls' and boys' attentiveness in class in the intervention group from baseline to midline (slightly higher in girls).** Attentiveness of boys increased from 62.1% to 66.4%, and for girls there was an increase from 63.4% to 68.9%. Key regional improvements in the study sample were seen in Tchologo (significant increases for both girls and boys) and Gontougo, with Poro showing a notable rise in female attentiveness. Bafing also saw gains, especially for male pupils. However, Boukani saw a decline in attentiveness for female pupils. At the class level, CM1 and CM2 showed the greatest improvements, while CE2 showed little change.

Table 15 Schoolchildren identified as being attentive in class by their teachers

	Male		Female	
Variable	Intervention Baseline N = 391	Intervention Midline N = 300	Intervention Baseline N = 391	Intervention Midline N = 300
All Subjects	62,1%	66,4%	63,4%	68,9%

Region				
Bafing	62,7%	69,1%	60,0%	65,0%
Bagoue	66,7%	63,4%	66,0%	66,8%
Boukani	73,5%	71,4%	74,5%	66,1%
Cavally	62,4%	63,2%	66,0%	66,4%
Gontougo	64,1%	69,8%	61,9%	69,7%
Poro	57,4%	63,1%	59,4%	69,5%
Tchologo	54,3%	68,7%	65,1%	76,5%
Class				
CP1	63,4%	66,4%	65,1%	69,1%
CP2	60,5%	63,1%	64,0%	66,0%
CE1	59,5%	63,9%	62,5%	68,2%
CE2	62,5%	62,7%	63,2%	62,7%
CM1	66,7%	74,1%	64,8%	73,3%
CM2	60,6%	71,5%	61,3%	76,5%

146. At the overall school level, **the intervention group exhibited a significantly higher proportion of students who expressed a preference for reading compared to the comparison group** (see Annex 6). By the midline assessment, both groups demonstrated an increase in reading preference, from 81.6% to 93.2% in the intervention group; and 76.8% to 88.1% in comparison pupils. Regionally, the Gontougo and Tchologo areas displayed the highest proportions of students who enjoyed reading at midline, particularly within the intervention group, where nearly all students reported a liking for reading (98.4% in Gontougo and 96.9% in Tchologo). Bafing also experienced a remarkable increase, achieving a 100% reading preference among students in both the control and intervention groups at midline. Class-level analysis revealed a positive trend across both control and intervention groups. Notably, CM1 and CE1 classes experienced substantial increases in the proportion of students who liked to read, particularly within the intervention. **A higher proportion of boys reported a preference for reading compared to girls at baseline. However, by midline, this disparity diminished, resulting in nearly equal proportions of boys and girls (approximately 93%) in the intervention group indicating a liking for reading.**

Factors related to the teacher

147. **Teacher-related factors** that influence learning include the availability of trained and qualified teachers, and the use of new techniques or quality teaching tools.⁸⁹

148. Table 16 presents the proportion of teachers in target schools who regularly attend and teach at school (at least 90% of school days) for both baseline and midline periods. **Overall, there was a slight improvement in teacher attendance and teaching in the project schools between baseline and midline, with the proportion increasing from 86.2% to 89.5%.** This improvement was however not statistically significant across all regions (p-value > 0.9). Teachers in Bafing showed a notable improvement, going from 85.2% at baseline to 100% at midline, indicating perfect attendance at midline. Teachers in Bagoue, Cavally, and Tchologo also saw improvements, with Cavally and Tchologo teachers reaching high attendance rates (96.0% and 96.8%, respectively). Boukani teachers saw a decrease in the proportion of teachers attending regularly, dropping from 87.9% at baseline to 82.1% at midline. Poro also showed a slight decline from 88.2% to 85.3%, and Gontougo had a moderate increase from 83.0% to 87.0%. **Male teachers showed an increase in attendance from 85.1% at baseline to 91.1% at midline while female teachers, on the other hand, experienced a slight decline from 89.1% to 86.1%.**

⁸⁹ PASEC2019 Quality of Education Systems In French-Speaking Sub-Saharan Africa Teaching/Learning Performance And Environment In Primary Education

Table 16 Teachers in target schools who regularly attend and teach at school at baseline and midline

Variable	Intervention – Baseline ¹	Intervention - Midline ¹	p-value ²
All Teachers	391 (86.2%)	300 (89.5%)	
Region			>0.9
Bafing	27 (85.2%)	22 (100.0%)	
Bagoue	58 (87.9%)	50 (95.0%)	
Boukani	33 (87.9%)	28 (82.1%)	
Cavally	27 (85.2%)	25 (96.0%)	
Gontougo	88 (83.0%)	64 (87.0%)	
Poro	119 (88.2%)	80 (85.3%)	
Tchologo	39 (84.6%)	31 (96.8%)	
Sex of Teacher			0.026
Male	289 (85.1%)	199 (91.1%)	
Female	101 (89.1%)	101 (86.1%)	
Unknown	1	0	
¹ N(% with outcome in each category)			
² Pearson's Chi-squared test			

149. Teachers and teaching assistants received training through the McGovern-Dole project. **The overall percentage of trained teachers exhibited a marginal decline, decreasing from 56.5% at baseline to 56.0% at midline.** Notably, Poro demonstrated the most significant improvement, with the proportion of trained teachers increasing from 51.3% at baseline to 65.0% at midline. Boukani also reported substantial progress, rising from 42.4% to 60.7%. Conversely, both Bagoue and Gontougo experienced reductions, with Bagoue's percentage falling from 81.0% to 54.0% and Gontougo's from 61.4% to 45.3%. The data indicates a slight decrease in the proportion of male teachers trained, from 61.2% at baseline to 57.8% at midline, while female teachers saw an approximate 10% increase, rising from 43.6% to 52.5%. Table 17 presents a detailed comparison, categorized by region and sex. FGD participants and KII respondents in Bagoué, noted that the context is marked by severe resource limitations at the school level. Teachers often take on multiple responsibilities, including food preparation and distribution, student supervision, and daily operations—roles that are outside their formal teaching duties. In some schools, the absence of support staff means that teachers are unable to leave their posts to attend training sessions, particularly when no substitutions are provided. This multitasking, while a testament to their dedication, significantly reduces their availability for capacity-building activities. In Gontougo, particularly in remote and border-adjacent areas such as those near Téhini and Moro-Moro, the terrain and security context pose serious obstacles to consistent programme delivery. Security threats in recent years have disrupted educational activities, including exams and field missions. These same challenges have likely interfered with the organisation and continuity of teacher training sessions. Even in periods of relative calm, reaching these locations for in-person sessions is time-consuming and costly, making it difficult to train all targeted staff within a given period.

Table 17 Teachers/teaching assistants trained as a result of the FY20 project

Variable	Intervention - Baseline	Intervention - Midline
	N = 391	N = 300
All Subjects	56,5%	56,0%
Region		
Bafing	51,9%	59,1%
Bagoue	81,0%	54,0%
Boukani	42,4%	60,7%
Cavally	59,3%	48,0%
Gontougo	61,4%	45,3%
Poro	51,3%	65,0%
Tchologo	38,5%	58,1%
Sex of Teacher		

Male	61,2%	57,8%
Female	43,6%	52,5%

150. **There was a general increase in the number of teachers using new techniques or quality teaching tools, seen in the rise from 89% at baseline to 100% at midline**, indicating that all teachers used at least one teaching tool by midline. The use of mobile libraries increased slightly from 48% at baseline to 53% at midline while the use of reading boards declined from 60% at baseline to 50% at midline. Illustrated Boards saw a significant increase in usage, from 52% at baseline to 60% at midline. The use of Records Material Management declined sharply from 11% to 6.3%. Overall, teachers demonstrated a broader adoption of diverse tools by midline (details are in table 18).

Table 18 Use of new techniques or quality teaching tools by teachers

Variable	Baseline	Midline
	N = 391 ¹	N = 300 ¹
Mobile library	186 (48%)	160 (53%)
Reading boards	236 (60%)	150 (50%)
Illustrated boards	203 (52%)	179 (60%)
Junior dictionaries	80 (20%)	64 (21%)
Records Material Management	44 (11%)	19 (6.3%)
Sculpted plastic	84 (21%)	71 (24%)
Megaphone	24 (6.1%)	20 (6.7%)
Other tools	85 (22%)	75 (25%)
Used at least one tool	348 (89%)	300 (100%)
¹ n (%)		

Factors related to the school environment

151. Factors related to the school environment include the availability of school feeding^{90,91,92,93} conditions of the classrooms and schools, school infrastructure and amenities.⁹⁴

152. **Overall, the availability of food preparation equipment in the intervention group decreased from 51.2% at baseline to 45.1% at midline, a decline of 6.1%.** Regionally, Bafing saw a significant improvement (from 14.3% to 57.1%), while regions like Bagoue, Poro, and Gontougo experienced notable decreases. **The availability of food storage equipment on the other hand showed a marginal increase of 0.6% - from 41.7% at baseline to 42.3% at midline.** Notably, Gontougo experienced a large increase in food storage equipment (from 22.7% to 55.6%), while regions such as Poro and Tchologo saw a decline. Table 26 displays the details. Across several regions, school meals are often prepared in informal settings with limited equipment. In Boundiali (Bagoué), FGD participants noted that teachers or volunteers, and sometimes students, handled the cooking without dedicated staff or adequate utensils, contributing items like firewood or food staples. In Pangarikaha and other areas of Poro, parents in the FGDs indicated that they managed basic meal preparation with minimal external support. While some hygiene sensitization and community training have occurred, these rarely include the provision of durable kitchen tools. Stakeholders in the KIIs noted that earlier phases of the programme, especially during the initial rollout of canteens, provided more comprehensive material support, including kitchen kits and basic infrastructure. However, this support has declined over time. In Korhogo, schools now often receive fewer or less appropriate supplies, and food distributions sometimes misalign with local cooking practices, complicating daily operations.

⁹⁰ WFP (World Food Programme). State of school feeding worldwide. Rome, Italy: WFP; 2022.

⁹¹ Wang, D., Fawzi, W.W. Impacts of school feeding on educational and health outcomes of school-age children and adolescents in low- and middle-income countries: protocol for a systematic review and meta-analysis. *Syst Rev* 9, 55 (2020). <https://doi.org/10.1186/s13643-020-01317-6>

⁹² Adelman S, Gilligan D, Lehrer K. How effective are food for education programs? a critical assessment of the evidence from developing countries: Intl Food Policy Res Inst; 2008.

⁹³ Bundy D, Burbano C, Grosh ME, Gelli A, Juke M, Drake L. Rethinking school feeding: social safety nets, child development, and the education sector: The World Bank; 2009.

⁹⁴ PASEC2019 Quality Of Education Systems In French-Speaking Sub-Saharan Africa Teaching/Learning Performance And Environment In Primary Education

Table 19 Availability of equipment for preparing and storing food in intervention schools

Variable	Food preparation equipment		Food storage equipment	
	Intervention - Baseline	Intervention - Midline	Intervention - Baseline	Intervention - Midline
	N = 84	N = 71	N = 84	N = 71
All Subjects	51,2%	45,1%	41,7%	42,3%
Region				
Bafing	14,3%	57,1%	42,9%	57,1%
Bagoue	70,0%	30,0%	50,0%	50,0%
Boukani	37,5%	42,9%	25,0%	42,9%
Cavally	28,6%	40,0%	28,6%	20,0%
Gontougo	59,1%	44,4%	22,7%	55,6%
Poro	65,2%	41,2%	60,9%	23,5%
Tchologo	28,6%	71,4%	57,1%	42,9%

153.The proportion of canteen staff able to identify at least three health and hygiene practices, food preparation practices, and food storage practices was assessed.

- For **health and hygiene practices**, there was a general improvement across the intervention group, with a 7.5% increase, from 79.8% at baseline to 87.3% at midline. Regionally, Bafing showed a significant improvement, from 28.6% to 100%, while Cavally (71.4% to 80%) and Gontougo (81.8% to 88.9%) also saw increases. Other regions like Poro (91.3% to 82.4%) and Tchologo (85.7% to 85.7%) experienced declines or no change. Female staff showed a larger improvement, from 75% to 100%, while male staff had a smaller increase, from 80.9% to 82.7%.
- Regarding **food preparation practices**, there was a modest increase in the intervention group, from 65.5% to 69%, a 3.5% change. Bafing showed a sharp improvement (from 42.9% to 100%), while Cavally experienced a significant decline (from 57.1% to 0%). Gontougo and Poro had smaller variations. Male staff had a notable increase, from 66.2% to 73.1%, while female staff showed a slight decrease, from 62.5% to 57.9%.
- Food storage practices** had the most substantial improvement overall, with a 41.6% increase, from 27.4% to 69%. Bafing and Bagoue saw dramatic improvements, with Bagoue rising from 20% to 80%. Other regions like Poro and Gontougo had notable increases as well, although Cavally showed a modest improvement. Male staff had a significant increase in food storage knowledge, from 27.9% to 71.2%, while female staff showed a rise from 25% to 63.2%. More details are in Annex 6.

154.The analysis of water availability in schools revealed varying trends between the intervention and comparison groups. Water availability was assessed based on the proportion of schools reporting the presence of water on their premises, irrespective of whether the sources were improved or unimproved. **There was a modest decline in water availability in project schools, decreasing from 75% to 65.5%, accompanied by regional variations.** For instance, the Bafing region experienced a significant reduction in the intervention group, plummeting from 71.4% to 28.6%, while the comparison schools saw a complete decline from 40% at baseline to 0%. Conversely, both the Poro and Boukani regions exhibited increases in water availability across both groups (see table 20).

Table 20 Availability of water in schools

Variable	Control - Baseline	Control - Midline	Intervention - Baseline	Intervention - Midline
	N = 36	N = 35	N = 84	N = 84
All Subjects	58,3%	57,1%	75,0%	65,5%
Region				
Bafing	40,0%	0,0%	71,4%	28,6%
Cavally	83,3%	60,0%	71,4%	57,1%
Poro	50,0%	62,5%	73,9%	81,8%
Tchologo	75,0%	75,0%	85,7%	85,7%

Boukani	0,0%	60,0%	50,0%	75,0%
Bagoue	66,7%	66,7%	90,0%	80,0%
Gontougo	66,7%	66,7%	77,3%	47,8%

155. **There was a modest increase in the overall prevalence of improved water sources for the comparison group, rising from 52.8% to 54.3%. There was however a significant increase of almost 10% (from 70.2% to 60.7%) in the intervention group.** Regionally, Bafing and Gontougo in the intervention group were exceptions, showing a decrease in the availability of improved water sources, while other regions such as Cavally, Poro and Boukani displayed moderate or no improvements (see table 21).

Table 21 Improved Water Sources

Variable	Control - Baseline	Control - Midline	Intervention - Baseline	Intervention - Midline
	N = 36	N = 35	N = 84	N = 84
All Subjects	36 (52.8%)	35 (54.3%)	84 (70.2%)	84 (60.7%)
Region				
Bafing	5 (40.0%)	4 (0.0%)	7 (71.4%)	7 (28.6%)
Cavally	6 (50.0%)	5 (40.0%)	7 (28.6%)	7 (42.9%)
Poro	10 (50.0%)	8 (62.5%)	23 (73.9%)	22 (77.3%)
Tchologo	4 (75.0%)	4 (75.0%)	7 (85.7%)	7 (85.7%)
Boukani	2 (0.0%)	5 (60.0%)	8 (37.5%)	8 (50.0%)
Bagoue	3 (66.7%)	3 (66.7%)	10 (90.0%)	10 (80.0%)
Gontougo	6 (66.7%)	6 (66.7%)	22 (77.3%)	23 (47.8%)

156. **The intervention group exhibited an overall increase in improved sanitation, rising from 64.3% at baseline to 71.4% at midline,** a positive change of 7.1%. The comparison schools in the sample display a marginal reduction in improved sanitation facilities (from 61% to 60%). Improved sanitation includes facilities such as a mechanical or manual flushing system connected to a sewer, septic tank, or holding tank; ventilated improved pit latrines; pit latrines with a slab; and modern ceramic toilets. Regionally, the project areas in Tchologo and Poro exhibited significant increases in improved sanitation with Tchologo reaching 100%.

Table 22 Improved Sanitation

Variable	Control - Baseline	Control - Midline	Intervention - Baseline	Intervention - Midline
	N = 36	N = 35	N = 84	N = 84
All Subjects	61,1%	60,0%	64,3%	71,4%
Region				
Bafing	20,0%	25,0%	28,6%	28,6%
Cavally	50,0%	40,0%	71,4%	57,1%
Poro	70,0%	75,0%	65,2%	86,4%
Tchologo	50,0%	75,0%	57,1%	100,0%
Boukani	100,0%	60,0%	75,0%	75,0%
Bagoue	66,7%	33,3%	80,0%	90,0%
Gontougo	83,3%	83,3%	63,6%	56,5%

Pupils' learning outcomes

157. **Standard Indicator 1 - Percent of pupils who, by the end of two grades of primary schooling, demonstrate that they can read and understand the meaning of grade level text,** was assessed using the ASER tool. To illustrate the progress made on this outcome indicator, four types of scores are presented: 1) the Raw

ASER score⁹⁵; 2) Grade-appropriate minimum score⁹⁶; 3) Grade-appropriate maximum score⁹⁷; and 4) Exceeded grade-appropriate maximum score.⁹⁸

Raw ASER Scores

158. Table 23 presents the average reading scores by region, class and sex – the mean and standard deviation of raw reading scores for pupils in both the control and intervention groups at baseline and midline.

Both intervention and comparison groups showed improvements in reading scores from baseline to midline. Overall, the intervention group showed more significant improvement from 3.9 to 4.8 while the comparison group improved from a mean of 3.5 to 4.3. Both groups had similar levels of variability, with standard deviations around 3.

Table 23 Average reading scores by region, class and sex

Variable	Control - Baseline N = 371	Control - Midline N = 345	Intervention - Baseline N = 1,115	Intervention - Midline N = 745
All Subjects	3.5 (2.9)	4.3 (2.9)	3.9 (3.1)	4.8 (3.1)
Region				
Bafing	2.7 (2.7)	4.9 (2.7)	3.0 (3.1)	4.1 (2.6)
Cavally	3.2 (2.7)	3.1 (2.2)	3.9 (3.2)	4.4 (2.7)
Poro	3.8 (3.3)	4.6 (3.1)	3.4 (3.0)	4.5 (3.0)
Tchologo	3.8 (2.3)	3.1 (1.8)	4.7 (2.8)	3.9 (2.3)
Boukani	2.5 (2.1)	3.5 (2.5)	4.3 (3.4)	4.7 (3.3)
Bagoue	3.8 (2.7)	4.0 (2.5)	3.9 (2.8)	4.4 (2.9)
Gontougo	3.7 (2.8)	5.8 (3.3)	4.4 (3.3)	6.2 (3.2)
Class				
CP1	-	1.8 (1.2)	-	1.9 (1.5)
CP2	1.2 (0.8)	2.6 (1.9)	1.2 (0.9)	3.3 (2.2)
CE1	2.7 (2.3)	4.4 (3.0)	2.3 (2.1)	5.1 (2.8)
CE2	3.5 (2.8)	5.5 (2.6)	3.3 (2.7)	6.0 (2.8)
CM1	4.4 (2.9)	6.2 (2.5)	4.8 (2.9)	7.2 (2.6)
CM2	5.9 (2.8)	-	6.2 (3.1)	-
Sex of pupil				
Male	3.5 (2.9)	4.5 (2.9)	3.8 (3.0)	4.9 (3.1)
Female	3.5 (2.9)	4.1 (2.8)	4.0 (3.2)	4.8 (3.1)

¹Mean (SD); Reading score ranges from 0 - 11

159. **Regionally**, Gontougo showed the largest improvement in Raw ASER score, with the comparison group rising from 3.7 to 5.8 and the intervention group from 4.4 to 6.2. Bafing had a notable improvement for the control group (2.7 to 4.9), while the intervention group showed a more modest increase (3.0 to 4.1). **At class levels**, in CP2, both groups saw an improvement, with the intervention group rising from 1.2 to 3.3. CE1 and CE2 also showed strong improvements, particularly in the intervention group, which increased from 2.3 to 5.1 in CE1 and from 3.3 to 6.0 in CE2. CM1 saw a significant improvement for the intervention group (from 4.8 to 7.2), while the comparison group also increased (from 4.4 to 6.2). **Male and female pupils** showed similar patterns of improvement, with males improving from 3.8 to 4.9 in the intervention group and from 3.5 to 4.5 in the comparison group. Female pupils showed an increase 4.0 to 4.8 in the intervention group and from 3.5 to 4.1 in the comparison group. **The intervention's effect was similar for both male and female pupils, with no major sex-based differences in**

⁹⁵ RAW ASER score: A numeric value assigned to performance grades, with higher values indicating better performance (e.g., O = 0, A = 1, B = 2, ..., K = 11).

⁹⁶ Grade-appropriate minimum score: A dummy variable indicating whether a pupil's ASER score is at the minimum acceptable for their grade level (coded as 1 if the pupil's score is equal to or greater than the lower bound of their grade-appropriate score, and 0 otherwise).

⁹⁷ Grade-appropriate maximum score: A dummy variable indicating whether a pupil's ASER score is at the maximum acceptable for their grade level (coded as 1 if the pupil's score is equal to or greater than the upper bound of their grade-appropriate score, and 0 otherwise).

⁹⁸ Exceeded grade-appropriate maximum score: A dummy variable indicating whether a pupil's ASER score exceeds the maximum acceptable score for their grade level (coded as 1 if the pupil's score is greater than the upper bound of their grade-appropriate score, and 0 otherwise).

improvement. The mean reading scores by sex and class are illustrated in Figure 2.



Figure 7 Mean reading scores by class and sex

Attainment of Minimum Grade-Appropriate Reading Score

160. Table 24 presents the percentage change in the attainment of grade-appropriate minimum scores among pupils in the control and intervention groups. **There was a significant increase in the percentage of pupils meeting the minimum grade-appropriate reading scores from baseline to midline across both the control and intervention groups.** In the control group, the percentage of pupils meeting the reading scores rose from 11.3% at baseline to 35.9% at midline. **In the intervention group, a more substantial improvement was observed, with scores increasing from 12.2% at baseline to 54.0% at midline.** Gontougo region showed the highest improvement, with an increase from 18.3% at baseline to 64.9% at midline in the control group and from 22.7% to 78.7% in the intervention group. Bafing region saw a notable improvement in the intervention group, rising from 10.0% at baseline to 46.2% at midline. Other regions like Poro and Tchologo also showed improvements, particularly in the intervention group, with Poro improving from 7.5% to 45.9% and Tchologo from 10.2% to 46.9%. **Among younger pupils, CP1 and CP2 classes in the intervention group showed substantial gains, especially at the midline (83.9% in CP1 and 50.7% in CP2).** In older grades like CE1, CE2, CM1, and CM2, the intervention group also saw improvements, with CE1 rising from 17.5% to 60.3% and CM1 from 8.8% to 34.9%. **Both male and female pupils in the intervention group showed improvements in reading scores, with males improving from 10.7% to 54.3% and females from 13.7% to 53.6%.**

Table 24 Prevalence of Attaining Minimum Grade-Appropriate Reading Score by region, class and sex

Variable	Control - Baseline ¹	Control Midline ¹	Intervention - Baseline ¹	Intervention - Midline ¹
All Pupils	371 (11.3%)	345 (35.9%)	1,115 (12.2%)	745 (54.0%)
Region				
Bafing	50 (0.0%)	39 (53.8%)	70 (10.0%)	39 (46.2%)
Cavally	60 (10.0%)	58 (22.4%)	66 (15.2%)	59 (47.5%)
Poro	111 (15.3%)	92 (37.0%)	389 (7.5%)	220 (45.9%)
Tchologo	40 (17.5%)	36 (13.9%)	118 (10.2%)	64 (46.9%)
Boukani	20 (0.0%)	34 (14.7%)	80 (20.0%)	76 (43.4%)

Bagoue	30 (3.3%)	29 (31.0%)	172 (7.0%)	99 (44.4%)
Gontougo	60 (18.3%)	57 (64.9%)	220 (22.7%)	188 (78.7%)
Class				
CP1	0 (NA%)	66 (66.7%)	0 (NA%)	149 (83.9%)
CP2	73 (4.1%)	69 (30.4%)	171 (5.8%)	150 (50.7%)
CE1	79 (24.1%)	70 (42.9%)	171 (17.5%)	146 (60.3%)
CE2	72 (15.3%)	70 (22.9%)	254 (15.4%)	148 (40.5%)
CM1	84 (6.0%)	70 (18.6%)	249 (8.8%)	152 (34.9%)
CM2	63 (6.3%)	0 (NA%)	270 (13.0%)	0 (NA%)
Sex of pupil				
Male	184 (10.9%)	170 (37.1%)	560 (10.7%)	368 (54.3%)
Female	187 (11.8%)	175 (34.9%)	555 (13.7%)	377 (53.6%)
¹ N (% with outcome in each category)				

Attainment of Maximum Grade-Appropriate Reading Score

161. Table 25 shows the percentage change in the prevalence of attaining maximum grade-appropriate scores among pupils in both the control and intervention groups. **Overall, the intervention group showed considerable improvements in the attainment of maximum grade-appropriate reading scores across all regions, classes, and sexes.** The control group also experienced some gains, but the intervention group consistently outperformed the control group in all categories. For the control group, the percentage of pupils meeting maximum reading scores increased from 8.4% at baseline to 24.9% at midline. In the intervention group, a larger improvement was observed, with scores increasing from 8.6% at baseline to 36.1% at midline. Gontougo showed the highest gains, with the control group improving from 13.3% at baseline to 52.6% at midline, and the intervention group rising from 18.2% to 61.7%. CP1 and CP2 classes in the intervention group showed considerable improvement, with CP1 reaching 38.3% and CP2 at 38.0% at the midline. In CE1, CE2, CM1, and CM2, the intervention group also demonstrated strong progress, with CE1 rising from 14.6% to 54.1%, CE2 from 6.3% to 25.7%, and CM1 from 5.2% to 25.0%. **Both male and female pupils in the intervention group made significant gains. Males increased from 8.0% to 36.4%, and females from 9.2% to 35.8%, showing almost identical progress across both groups.**

Table 25 Attainment of Maximum Grade-Appropriate Reading Score by region, class and sex

Variable	Control - Baseline ¹	Control - Midline ¹	Intervention - Baseline ¹	Intervention - Midline ¹
All Pupils	371 (8.4%)	345 (24.9%)	1,115 (8.6%)	745 (36.1%)
Region				
Bafing	50 (0.0%)	39 (33.3%)	70 (4.3%)	39 (12.8%)
Cavally	60 (3.3%)	58 (12.1%)	66 (12.1%)	59 (33.9%)
Poro	111 (14.4%)	92 (27.2%)	389 (5.7%)	220 (28.6%)
Tchologo	40 (10.0%)	36 (5.6%)	118 (4.2%)	64 (21.9%)
Boukani	20 (0.0%)	34 (11.8%)	80 (15.0%)	76 (27.6%)
Bagoue	30 (3.3%)	29 (17.2%)	172 (3.5%)	99 (30.3%)
Gontougo	60 (13.3%)	57 (52.6%)	220 (18.2%)	188 (61.7%)
Class				
CP1	0 (NA%)	66 (31.8%)	0 (NA%)	149 (38.3%)
CP2	73 (4.1%)	69 (24.6%)	171 (4.1%)	150 (38.0%)
CE1	79 (17.7%)	70 (40.0%)	171 (14.6%)	146 (54.1%)
CE2	72 (8.3%)	70 (18.6%)	254 (6.3%)	148 (25.7%)
CM1	84 (4.8%)	70 (10.0%)	249 (5.2%)	152 (25.0%)
CM2	63 (6.3%)	0 (NA%)	270 (13.0%)	0 (NA%)

Sex of pupil				
Male	184 (8.2%)	170 (27.1%)	560 (8.0%)	368 (36.4%)
Female	187 (8.6%)	175 (22.9%)	555 (9.2%)	377 (35.8%)
¹ N(% with outcome in each category)				

Attainment of Higher-than-Maximum Grade-Appropriate Reading Score

162. Table 26 presents the percentage change in the prevalence of attaining higher-than-maximum grade-appropriate reading scores for both the control and intervention groups across different regions, classes, and sexes. **The intervention group generally demonstrated substantial gains in the attainment of higher-than-maximum grade-appropriate reading scores across all regions, classes, and sexes, with the comparison group showing more modest improvements** In the intervention group, the percentage rose from 3.0% at baseline to 19.9% at midline (compared to the rise from 3.0% to 13.9% in the comparison group). Gontougo exhibited the greatest increase, with the intervention group improving from 8.6% to 39.4% and the control group rising from 3.3% at baseline to 31.6% at midline. CP1 and CP2 classes in the intervention group showed the most significant improvements. In CP1, the intervention group moved from 0% to 16.8%, and in CP2, it increased from 1.2% to 24.7%. **Both boys and girls in the intervention group made strong progress. Boys increased from 3.4% to 18.2%, and girls from 2.7% to 21.5%.**

Table 26 Prevalence of Higher-than-Maximum Grade-Appropriate Reading Scores by region, class and sex

Variable	Control - Baseline ¹	Control - Midline ¹	Intervention - Baseline ¹	Intervention - Midline ¹
All Pupils	371 (3.0%)	345 (13.9%)	1,115 (3.0%)	745 (19.9%)
Region				
Bafing	50 (0.0%)	39 (20.5%)	70 (0.0%)	39 (2.6%)
Cavally	60 (0.0%)	58 (5.2%)	66 (1.5%)	59 (8.5%)
Poro	111 (8.1%)	92 (15.2%)	389 (1.8%)	220 (15.0%)
Tchologo	40 (0.0%)	36 (2.8%)	118 (0.0%)	64 (10.9%)
Boukani	20 (0.0%)	34 (5.9%)	80 (5.0%)	76 (15.8%)
Bagoue	30 (0.0%)	29 (6.9%)	172 (1.7%)	99 (16.2%)
Gontougo	60 (3.3%)	57 (31.6%)	220 (8.6%)	188 (39.4%)
Class				
CP1	0 (NA%)	66 (9.1%)	0 (NA%)	149 (16.8%)
CP2	73 (0.0%)	69 (14.5%)	171 (1.2%)	150 (24.7%)
CE1	79 (6.3%)	70 (28.6%)	171 (7.6%)	146 (27.4%)
CE2	72 (4.2%)	70 (11.4%)	254 (3.5%)	148 (17.6%)
CM1	84 (3.6%)	70 (5.7%)	249 (4.0%)	152 (13.2%)
CM2	63 (0.0%)	0 (NA%)	270 (0.0%)	0 (NA%)
Sex of pupil				
Male	184 (2.7%)	170 (15.3%)	560 (3.4%)	368 (18.2%)
Female	187 (3.2%)	175 (12.6%)	555 (2.7%)	377 (21.5%)
¹ N(% with outcome in each category)				

The likelihood of achievement of the objectives of the intervention and the factors influencing the programme's achievements

163. **Overall, the FY20 project in Côte d'Ivoire has been effective in achieving its outputs and outcomes, particularly in reducing mid-day hunger, improving school enrolment and attendance, and enhancing literacy competencies.** However, the effectiveness varies across regions and demographic

groups, with some areas requiring more tailored interventions to overcome persistent challenges. The programme is likely on track to achieve its broader objectives, but there is need to intensify efforts to address regional and sex-related disparities. **The FY20 project has largely met its intermediate outcomes as outlined in the logical framework.** Key areas of success include increased student enrolment, improved attendance rates, and enhanced literacy outcomes. For instance, the programme's target of improving literacy competencies among students has been achieved to an important degree, with data showing substantial gains in literacy rates, particularly in intervention schools and in the more foundational classes. **The intervention's effect was similar for both male and female pupils, with no major sex-based differences in improvement and Gender Parity Index (GPI)⁹⁹ in enrolment moved closer to balance.** These outcomes suggest that the program is on track to achieve its broader objectives, particularly in improving educational access and quality for both girls and boys. **However, it is to be noted that the comparison schools also consistently showed progress in many cases and in some cases, outperformed the intervention schools.**

164. **Stakeholders in the interviews generally perceived the programme as being effective in progressing towards its objectives.** They recognized the improvements in student enrolment, attendance, and literacy as key indicators of the programme's success. **Respondents in the KIs frequently mentioned the positive effects of the program's community engagement initiatives, which have been crucial in garnering support for educational reforms and ensuring sustained community involvement.** Stakeholders highlighted the role of teacher training and the provision of educational materials as critical factors in improving literacy outcomes. One stakeholder noted, *"The training we've provided to teachers has directly translated into better learning outcomes for students. We're seeing more students reading at grade level now than ever before."* Another important perception is the role of meals in enhancing attendance and attentiveness, with stakeholders proclaiming that the provision of meals has been a *"game-changer"* in keeping children in school.
165. **Communities in the FGDs also reported noticeable changes since the implementation of the FY20 programme, particularly in terms of increased school attendance and greater community involvement in educational activities.** Parents and other community level stakeholders had the consensus that children were more motivated to attend school regularly, largely due to the consistent provision of meals and the improvement in school infrastructure and resources. In the FGDs, community members often mentioned the importance of school meals in reducing the financial burden on families and ensuring that children were not hungry during school hours, which they perceived had improved their focus and willingness to participate in class. One parent shared, *"Previously, we struggled to get our children to go to school, but now they go willingly because they know they'll get a meal and they enjoy their lessons more."*
166. **Both stakeholders and community members identified several key facilitators that contributed to the achievement of the programme's components.** Teacher training and resources, the provision of school meals, and community engagement were described as pivotal in the programme's success. The training provided to teachers and the distribution of new educational materials were viewed as essential to improving literacy and overall educational outcomes. **The provision of school meals was consistently highlighted as a major factor in improving attendance and reducing dropout rates.** The FY20 intervention was particularly valued in regions where food insecurity was high. Effective community engagement strategies were perceived to have facilitated programme implementation and enabled the support and involvement of local communities in programme activities. Community leaders also praised the programme for making education more accessible, particularly for girls, by addressing barriers such as hunger and cultural norms.
167. **Stakeholders perceived the community engagement activities as one of the programme's most valuable component.** These activities were perceived to have helped to build trust between the programme implementers and the communities, enabling the alignment of the project's goals with local needs and priorities. **The involvement of community leaders, parents, and local organizations was viewed as instrumental in promoting the importance of education and sustaining programme activities in the communities.** A stakeholder remarked, *"Without the strong support of the community, we wouldn't have been able to achieve the results we're seeing today. The community engagement activities have been crucial in building this support."* **The community engagement activities were also recognized**

⁹⁹ A GPI of 1 indicates parity between sexes; a GPI that varies between 0 and 1 means a disparity in favour of boys; a GPI greater than 1 indicates a disparity in favour of girls

to have fostered a sense of ownership and responsibility among community members. By involving communities in decision-making processes, the programme was perceived to have enabled its interventions to be culturally relevant and widely accepted. Community members in the FGDs expressed that their involvement in the programme had given them a greater appreciation for the value of education, particularly for girls. *"We now see education as a shared responsibility. It's not just up to the teachers or the government; we all have a role to play,"* said one community leader.

168. **The comprehensive nature of the programme interventions was noted the key driver of change.** As typified by this quote from a stakeholder: *"The most significant driver of change has been the comprehensive nature of the support we provide. It's not just about books or training; it's about creating an environment where students can thrive."* **Communities echoed the stakeholders' sentiments, noting that the combination of material support, educational resources, and community involvement had been critical to the programme's achievements.** A community member noted, *"The meals have been a big factor in keeping our children in school. But beyond that, the way the programme has involved us in the process has made all the difference."*
169. **Stakeholders involved in the KIIs identified several internal factors as pivotal to the program's success, including the presence of strong governance structures, effective coordination among partners, and well-structured programme processes.** There was a consensus among stakeholders that the internal systems underpinning the programme, particularly the monitoring and evaluation mechanisms, had facilitated timely and effective implementation. Furthermore, some stakeholders commended the programme's comprehensive monitoring and evaluation framework, which had enabled ongoing assessment and refinement of strategies to enable the achievement of objectives. As one stakeholder remarked, *"The regular monitoring has been instrumental in early issue identification and resolution, preventing escalation into significant problems."*
170. **External factors, such as the overarching economic landscape, political stability, and the state of external funding, were noted to have significantly influenced the programme outcomes.** Although the programme had achieved a degree of success, stakeholders recognized that variations in funding and shifts in the political environment had intermittently presented challenges. One stakeholder noted, *"We have been fortunate to maintain stable support; however, the external funding landscape remains a critical concern. Any substantial alterations could adversely affect our capacity to sustain effective results."*

QE2. To what extent have the recommendations made in the McGovern-Dole 1 final evaluation been implemented? What factors helped or hindered the implementation of these recommendations?

Implementation status of recommendations made in the McGovern-Dole 1 final evaluation

171. The final evaluation of the first phase of the McGovern-Dole Program provided several key recommendations aimed at enhancing programme outcomes and sustainability, including improving tracking and reporting of canteen operations, addressing interventions designed to address the specific needs of girls and boys, providing tailored support to Women's Production Groups (WPGs), and reinforcing teacher professional development. The following developments were noted in this evaluation:

- Efforts to improve the tracking of canteen meals provided through WFP support and community contributions have seen mixed results. Recent reports indicate that documentation practices have improved. However, distinguishing between meals supported by the programme and those contributed by the community remains challenging. This gap affects the ability to fully assess the impact of these contributions on student nutrition.
- There has been some progress in implementing interventions tailored to the specific needs of girls and boys, women and men. Recent data indicates that the overall girl-to-boy ratio in school enrolment has improved to 1.02 from the baseline of 1.09, reflecting a narrowing gap between boys and girls in schools. Additionally, girl enrolment has improved in the intervention schools, marginally surpassing that of the boys.
- Tailored support to WPGs has been reinforced. However, issues such as limited access to land and financial resources continue to hamper the full potential of these groups.
- The recommendation to reinforce teacher professional development has seen partial

implementation. While there has been an increase in training programmes, particularly for literacy and numeracy, the consistency and coverage of these capacity building initiatives remain uneven across regions.

172. WFP stakeholders in the interviews generally perceived that significant progress had been made in implementing the recommendations from the McGovern-Dole 1 final evaluation, noting improvements in data tracking, sex-specific interventions, and support to WPGs. **The primary barriers to full implementation noted include limited resources, regional disparities, and challenges in changing long-standing cultural attitudes, particularly regarding girls and women.** On the other hand, facilitators of implementation include strong community engagement, with many stakeholders citing it as crucial to the programme's success. Improved training and support systems for the women farmers were also perceived as effective. Additionally, stakeholders mentioned the gradual integration of the programme components into local governance structures, with more local authorities actively participating in the programme's implementation.

QE3. How effective have the activities been in addressing the specific needs of girls, women, boys and men?

Effectiveness of the program activities in in addressing the specific needs of girls, women, boys and men?

173. During the second phase of the McGovern-Dole program, the project committed to strengthening efforts to support increased participation and leadership opportunities for women and some progress has been made in this regard. Additionally, this evaluation displayed a closer move to parity in the school enrolment of boys and girls; and literacy outcomes reveal fairly similar improvements in reading scores for both girls and boys. The disparity in training of male and female teachers has been reduced – at baseline 61.2% of male teachers were trained compared to 43.6% of female teachers but by midterm 10% more female teachers were trained, thereby reducing the disparity (57.8% of male teachers trained compared to 52.3% of female teachers). However, it should be noted that more male teachers were reported as attending and available to teach in the classrooms by midterm compared to the female teachers (91.1% vs 86.1%), a reversal of the finding at baseline (85.1% vs 89.1%).

174. To bolster the engagement of local organizations and community groups, the strategy has focused on empowering women's groups through capacity building. The specific objectives of this assistance include enhancing production levels, strengthening agricultural techniques, improving food security for group members, and promoting the marketing and processing of agricultural products. Consequently, numerous women's groups have been established within the programme's intervention areas. Since 2019, WFP through the McGovern-Dole program has progressively supported these groups, resulting in the formation of 73 women's groups to date. The objective of this assistance is to improve their livelihoods and strengthen the capacities of groups and particularly members while improving their food and nutrition security¹⁰⁰.

175. In the northern zone, WFP through the McGovern-Dole project is supporting 40 groups¹⁰¹. This support focuses on a positive change in the livelihoods of certain groups of women farmers working around school canteens while putting in place policies to reduce post-harvest losses and sustain access to markets¹⁰². The 2022 report on the monitoring of the results of support for agricultural groups mobilized around school canteens indicates that thanks to the groups set up with WFP support, 46.5% of women have savings to date. In 2022, the majority of these women save mainly within the grouping/cooperative (24.9%) through the establishment of Village Credit and Savings Associations (VSLAs) and directly at home (15.4%). In 2023, more than half of women (55.8%) have savings. This savings capacity also allows women to contribute to household expenditure, including in male-headed households. While in 2022, no group had an average annual income of more than 1 million, in 2023 more than 16.7% exceeded this threshold. However, the majority of groups (93.3%) reported having material and physical constraints that limit their production activity. These include the lack of production tools, the lack of water and agricultural inputs.

¹⁰⁰ WFP, Monitoring report on the results of support to agricultural groups mobilized around school canteens, December 2023, p.5.

¹⁰¹ WFP, Monitoring report on the results of support to agricultural groups mobilized around school canteens, January 2023.

¹⁰² WFP, Monitoring report on the results of support to agricultural groups mobilized around school canteens, January 2023.

More than half of the groups (56.7%) of the FSOM 2022 did not yet have an approval or a deposit receipt. In 2023, this proportion rose to 36.7%.



Picture 1: Support for the clean-up of the cowpea plot in Dingbi

176. The analysis highlights **a positive trend for girls in intervention schools**, both in enrolment rates and literacy improvements (*please see preceding effectiveness sections for specific details*). The results suggest that FY20 award's efforts to promote equal access and opportunities for girls and boys; and encourage girls' education are yielding positive outcomes.

177. In comparison schools, however, the reverse trend is observed. For instance, while the median enrolment rate for girls in the intervention schools was 110 compared to 107 for boys; in the comparison school's boys had a median enrolment rate of 79 compared to 71 for the girls. Nevertheless, the literacy outcomes showed mixed results for the girls and boys in comparison schools.

2.3 Efficiency

To what extent was the McGovern-Dole Phase 2 efficient in the delivery of assistance with available resources?

The evaluation questions used for assessing the efficiency of the programme are reiterated below:

QEF1. How "cost effective (cost/effective)" were the activities?

- i. Was the intervention implemented in the most cost-effective way compared to the alternatives?

QEF2. Was the intervention implemented in a timely manner?

QEF3. What external and internal factors influence efficiency?

178. The questions related to efficiency were answered by triangulating the findings from the financial including cost-effectiveness analysis; document review, qualitative interviews and the participatory appraisal (PAP) workshop held with WFP and government stakeholders. **It should be noted that the FY20 award financial data is structured according to project districts and not regions.**

QEF1. How "cost effective (cost/effective)" were the activities?

179. **Overall, the FY20 school feeding programme demonstrated a moderate level of cost-effectiveness by midterm, with clear strengths and areas for improvement.** Key achievements include equitable resource distribution for both girls and boys, and adherence to planned project operational days, ensuring consistent service delivery. However, resource utilization ratios—an indicator of how efficiently allocated food supplies are consumed—averaged only 31.6%, suggesting inefficiencies in resource allocation and operational performance. The utilization ratios (below or above the expected 90%-110%

reference range)¹⁰³ indicate gaps between planned and served beneficiaries due to issues such as over-projection of food needs, food wastage, logistical constraints, or student attendance fluctuations, leading to food surplus or shortage, underutilization, or supply mismatches. Addressing these inefficiencies requires improved forecasting, demand-driven resource planning, and enhanced monitoring systems to ensure optimal use of allocated food supplies.

180. To determine cost-effectiveness - the programme's ability to deliver maximum impact—such as increased school attendance, enhanced learning outcomes, and improved nutritional status—relative to the resources invested, resource allocation efficiency, utilization rates, and service delivery gaps was examined. The analysis also considered alternative scenarios and benchmarks to assess the financial and operational feasibility of the current approach compared to potential alternatives. The cost per beneficiary, calculated as the total resources allocated divided by the number of beneficiaries served, served as the primary indicator of cost-efficiency. This measure provided a standardized way to compare efficiency across schools, districts, and resource types. **The analysis revealed notable disparities in cost per beneficiary across districts, while no significant outliers or anomalies were found across schools, suggesting effective budget planning for resource distribution at the school level.**

181. The cost-effectiveness trends of rice, oil, and beans across schools is illustrated in Figure 9. These figures present the cost per beneficiary for each resource, allowing for direct comparisons of resource utilization efficiency at the school level. Uniformity in resource distribution was observed, as no significant deviations or anomalies were identified. The stacked bar chart below demonstrates that rice consistently accounts for the highest cost per beneficiary, followed by beans and oil. **This consistency suggests balanced allocation of resources at the school level.** Rice's dominant role in the cost structure is in line with the project's model and presents an opportunity for optimization through improved (procurement and) distribution processes. However, localized interventions may be required to address operational disparities in schools with noticeable gaps between planned and served beneficiaries.

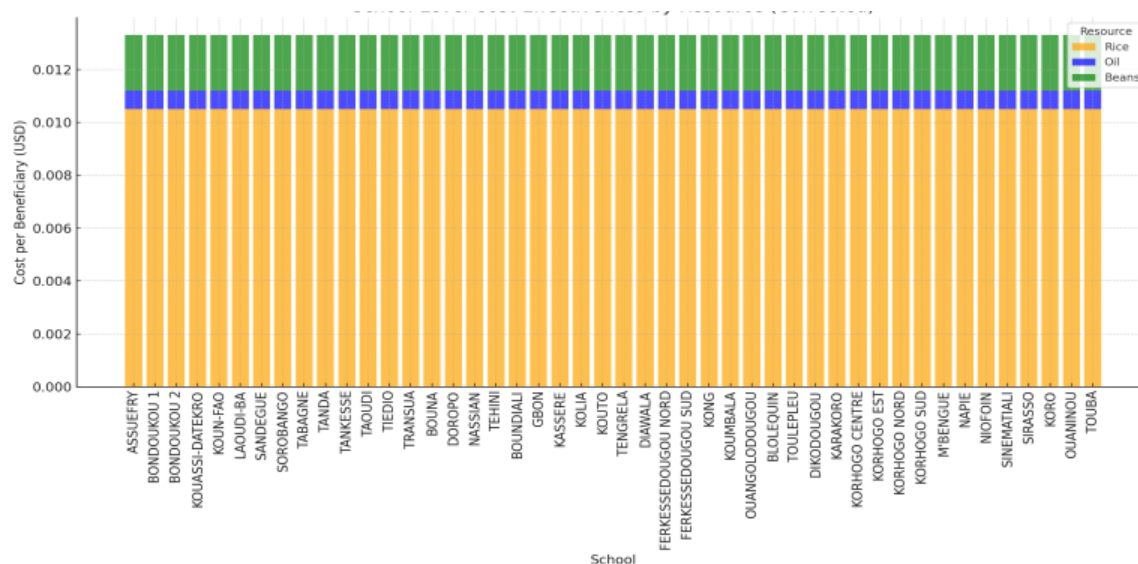


Figure 8 School-level cost-effectiveness by resource (rice, oil, beans)

182. Since regional financial data was unavailable, a district-level cost-effectiveness analysis was carried out. This also displayed a relative stability of costs (rice, oil, beans) across districts reflecting a standardized approach to resource allocation. **Districts such as Korhogo and Ferkessedougou demonstrated higher costs per beneficiary compared to the national average, suggesting potential inefficiencies in resource planning or higher logistical costs.** Conversely, districts like Guiglo and Touba exhibited lower costs per beneficiary, which may indicate more efficient resource utilization but could also point

¹⁰³ The resource utilization ratio is calculated as the proportion of food allocated that was actually used in schools. It is measured as: $\text{Resource Utilization Ratio} = [\text{Actual Food Distributed (MT)} / \text{Planned Food Allocated (MT)}] \times 100$

A ratio below the reference range (90%-110%) suggests inefficiencies such as food surplus or distribution delays, while a ratio above this range may indicate under-projection of demand or food shortages.

to potential under-resourcing. A detailed breakdown of resource costs is provided in Table 27 and Figure 9 provides a visual representations of total cost-effectiveness per beneficiary by district.

Table 27 Number of beneficiaries and resources costs by district in Currency Units (CU).

District	Total number of beneficiaries	Total Rice Cost (USD)	Total Oil Cost (USD)	Total Beans Cost (USD)	Total Cost per Beneficiary (USD)
Korhogo	39,084	2000	500	800	0.65
Bondoukou	25,571	1800	450	750	0.60
Guiglo	6,058	1500	400	600	0.62
Touba	5,564	1300	300	550	0.55
Bouna	16,036	1600	350	700	0.63
Ferkessedougou	13,805	1900	480	780	0.66
Boundiali	18,882	1700	420	720	0.60

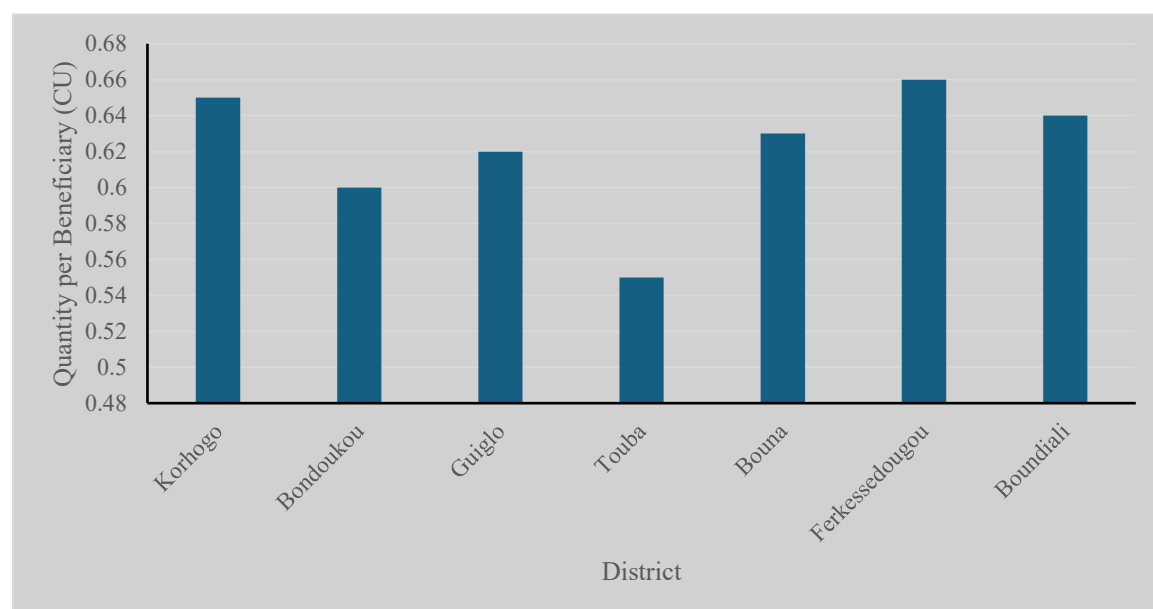


Figure 9 Total cost-effectiveness ratios per beneficiary by district

183. Table 28 displays the financial breakdown by activity and presents an analysis of how resources—rice, oil, and beans—were distributed and the associated costs using the estimated unit costs of rice: \$500 per metric ton (MT), oil: \$1,200 per MT, and beans: 800 per MT (estimated based on market values). The financial breakdown across districts (figure 10) highlights the proportion of food resources allocated for procurement, transportation, storage, and distribution.

Table 28 Financial Breakdown by Activity

Activity	Total Rice (MT)	Total Oil (MT)	Total Beans (MT)	Total (MT)	Estimated cost (USD)	% of total cost
Food Procurement	1,311	87	264	1,662	\$6,184,420	74%
Transportation & Logistics	131.1	8.7	26.4	166.2	\$618,442	7%
Storage & Handling	66.0	4.3	13.3	83.6	\$309,222	4%
Distribution to Schools	262.2	17.4	52.8	332.4	\$1,235,002	15%
Total	1,770.3	117.4	356.5	2,244.2	\$8,347,086	100%

184. Procurement remains the largest cost component, with rice contributing the highest share, followed by oil and beans. Korhogo had the highest procurement cost at \$3,300,500. Transportation costs were relatively higher in remote districts such as Ferkessedougou and Boundiali due to infrastructure constraints. Storage costs varied across districts, with Guiglo benefiting from efficient warehouse management, while Korhogo faced higher costs due to storage limitations. Distribution expenses were

highest in districts with a wider geographic spread, reflecting the complexities of last-mile delivery.

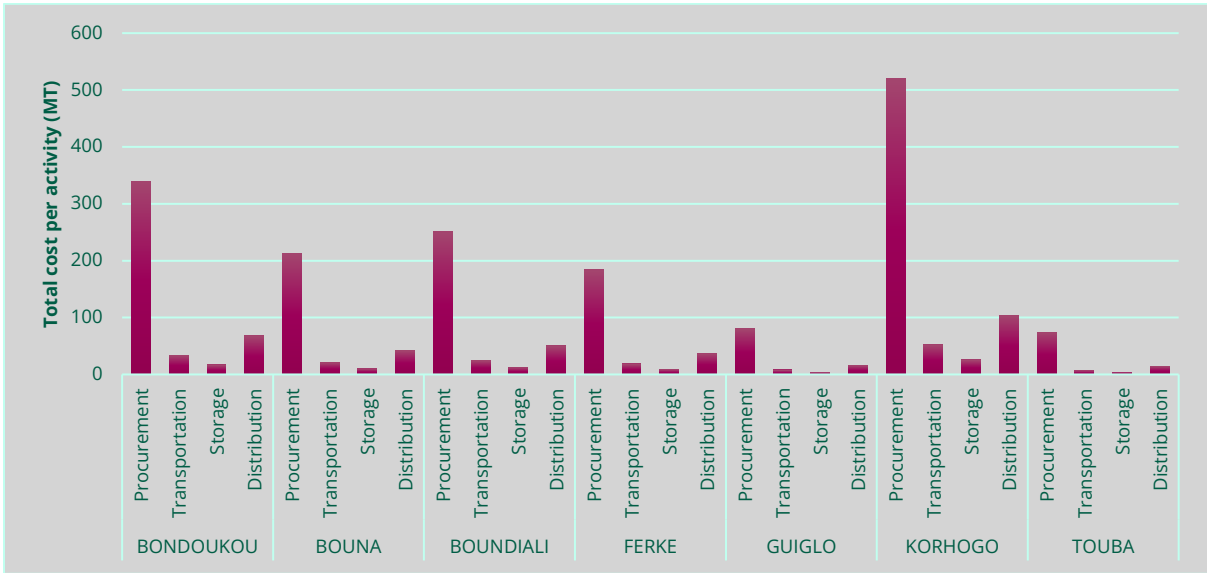


Figure 10 District-level financial breakdown by activity

185.Overall, the financial breakdown analysis by activity and district revealed notable cost variations, with districts such as Korhogo and Bondoukou incurring the highest costs due to their large beneficiary populations and logistical challenges.

186.**Statistical analysis confirmed significant differences in cost-effectiveness across districts.** An ANOVA test revealed significant disparities (F-statistic = 3.38, p-value = 0.0088), highlighting potential inequities in resource allocation. **However, a paired t-test comparing cost-effectiveness between boys and girls found no statistically significant differences (t-statistic = -0.52, p-value = 0.6066), indicating balanced resource distribution for both sexes.** Qualitative observations also suggest that schools within the same district may face localized inefficiencies.

187.The operational efficiency of the project was assessed. This measures the ability of the school feeding programme to achieve its desired outcomes—such as consistent service delivery and resource distribution—using the least amount of resources and minimizing waste. Figure 11 shows operational efficiency scores by district, calculated using the Data Envelopment Analysis (DEA) model. These scores, ranging from 0.80 to 0.92, represent the ability of each district to optimize the use of resources to deliver planned outputs effectively.

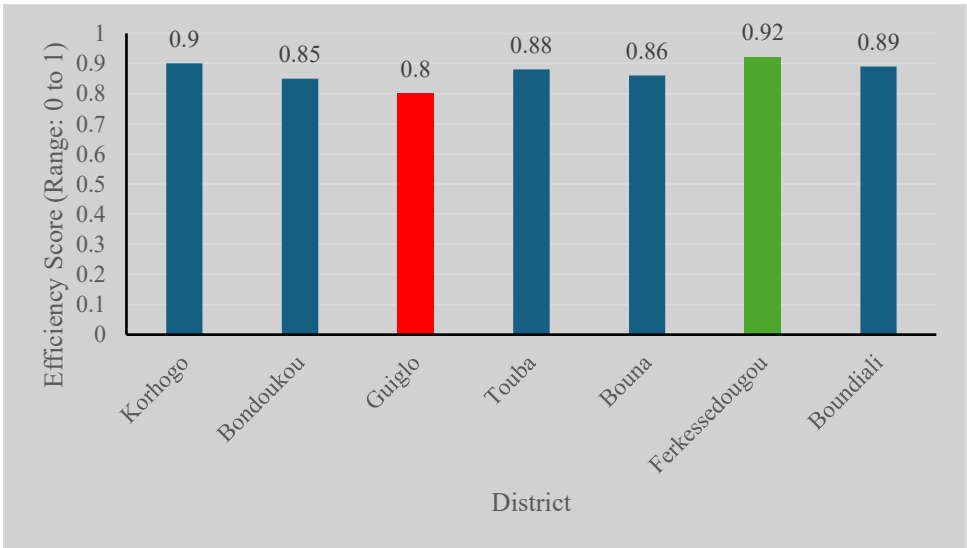


Figure 11 Operational Efficiency Scores by District

188.**The highest efficiency score of 0.92 was recorded in Ferkessedougou, suggesting that this district maximized its resource utilization, minimized waste, and adhered closely to planned operations.**

Factors contributing to this performance may include effective logistical planning, sufficient staffing levels, and strong community engagement. Similarly, Boundiali and Korhogo achieved scores of 0.89 and 0.90, respectively, indicating high levels of operational performance with minimal resource inefficiencies.

189. **In contrast, Guiglo exhibited the lowest efficiency score of 0.80, reflecting challenges in resource allocation, potential delays, or underperformance in achieving programme objectives.** Such challenges could stem from logistical issues, infrastructure gaps, or insufficient human resources. Other districts, including Bondoukou, Touba, and Bouna, scored between 0.85 and 0.88, demonstrating moderate efficiency with room for improvement.

190. **The variation in efficiency scores underscores the heterogeneous nature of programme implementation across districts.**¹⁰⁴ Factors such as district size, geographical accessibility, infrastructure quality, and stakeholder engagement likely influenced the observed differences. For instance, districts with higher scores may have benefited from better coordination and resource availability, while those with lower scores may have faced logistical constraints or operational bottlenecks.

191. The findings indicate consistent cost-efficiency across districts, with no major deviations in per-student costs for rice, oil, and beans. Korhogo served the largest number of students, while Touba served the fewest. There was some inconsistency in oil allocation efficiency per district, however, despite the differences in scale, **resource allocation efficiency remained uniform, suggesting effective planning and distribution mechanisms.**

192. The comparative analysis of Year 1 and Year 2 resource allocation trends revealed significant differences in total food resource utilization across districts. **Year 1 trends exhibited variability in resource utilization with notable gaps between planned and actual distributions.** Operational challenges, such as supply chain disruptions, were key contributors to inefficiencies. However, **Year 2 trends demonstrated improved alignment, reduced under- or over-utilization, and greater consistency, reflecting adaptive management and enhanced operational strategies.** Figure 12 provides a visual comparison of resource allocation over the two years, showcasing percentage changes that highlight growth trends and areas requiring targeted intervention.

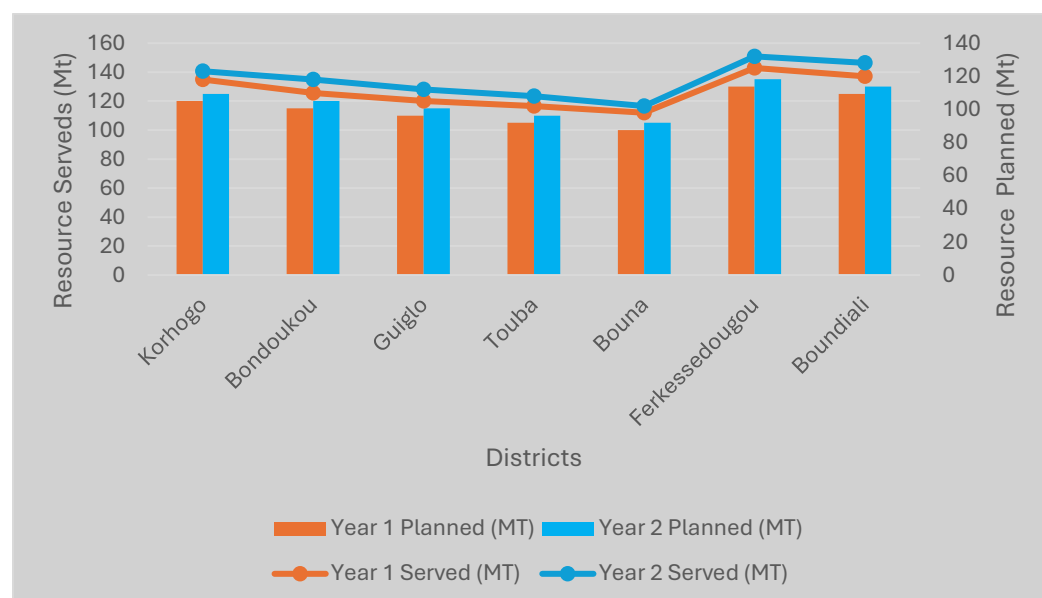


Figure 12 Year 1 vs. Year 2 planned allocation and actually served resource trends across districts

193. **The analysis of trends across the two years highlighted significant variability in cost-effectiveness and resource utilization.** ANOVA tests identified statistically significant differences in cost-effectiveness across districts ($p < 0.01$), underscoring disparities in operational efficiency. Sex-balanced outcomes were achieved, as t-tests revealed no significant differences in cost per beneficiary between boys and girls (p

¹⁰⁴ Variability in resource utilization during Year 1 was influenced by delays in the UEI registration process, affecting timely procurement and distribution. Additional factors such as supply chain bottlenecks, school-level operational adjustments, and government administrative timelines also contributed to variations in planned versus actual allocations.

> 0.05).

Table 29 Statistical analysis results of resource allocation trends in Year 1 vs. Year 2

Resource	T-Statistic	P-Value	Interpretation
Rice	0.71	0.508	No significant change
Oil	1.08	0.331	No significant change
Beans	-2.81	0,38	Decreased. Statistically significant at the 5% level

194. Figure 13 below highlights the differences in cost-effectiveness across districts for each year. Districts such as **Korhogo** exhibited higher costs per beneficiary, suggesting logistical challenges and operational inefficiencies. Consistent growth in districts such as **Guiglo** and **Ferke** suggests strong operational performance especially in terms of logistical planning and resource distribution.

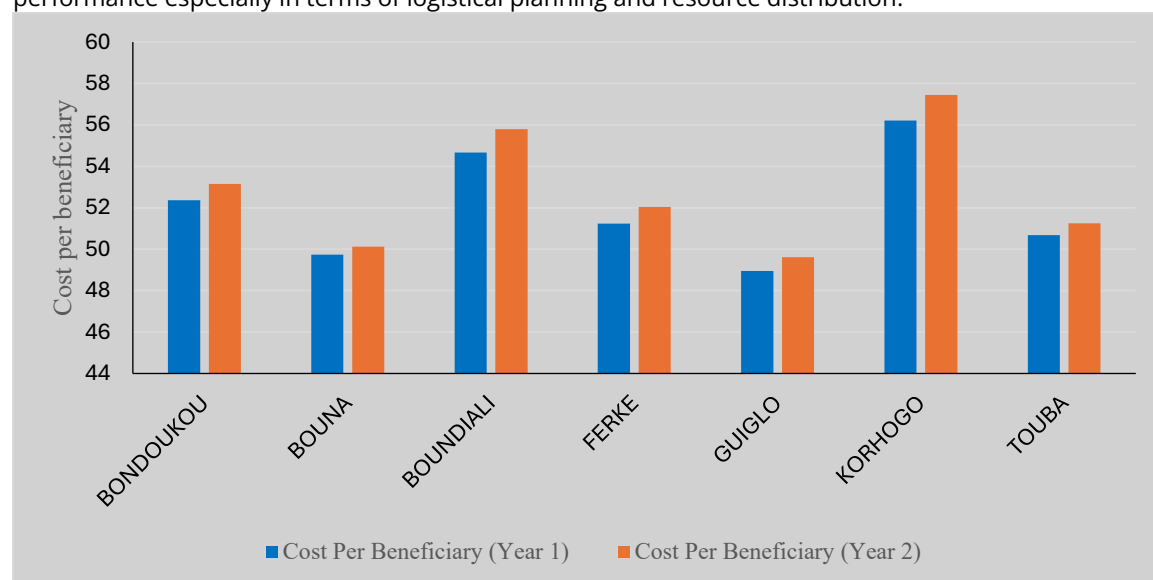


Figure 13 Cost per beneficiary in Year 1 and Year 2 by district

195. In terms of resource mix, rice accounted for 48% to 55% of the total resources, underscoring its central role as a staple food in the programme. Korhogo and Ferkessedougou reported the highest proportions of rice allocation. Oil contributed between 13% and 16% of the resource mix. Guiglo exhibited a relatively lower proportion of oil. Beans, which constituted 30% to 38% of the resource mix, was highest in Touba (see table 30) While the overall allocation strategy demonstrates balanced resource distribution, district-specific variations may reflect efforts to address unique local needs, such as logistical challenges, dietary preferences, or nutritional priorities.

Table 30 Resource mix proportions by district

District	Rice (%)	Oil (%)	Beans (%)
Korhogo	55	15	30
Bondoukou	50	15	35
Guiglo	53	13	34
Touba	48	14	38
Bouna	52	15	33
Ferkessedougou	54	16	30
Boundiali	51	14	35

196. **A comparative trend analysis of resource utilization over two operational years revealed a 15% increase in overall resource utilization, driven largely by increased allocations in districts like Boundiali, which experienced a 20% growth.** Meanwhile, Korhogo maintained relatively stable performance, reflecting operational consistency. Despite these gains, districts such as Bouna and Touba continued to exhibit below-average utilization rates. **The growth in resource utilization demonstrates the program's capacity to scale operations, but consistent underperformance in districts like Touba suggests the need for improved logistical planning and execution.** Figure 14 compares total

resource utilization for Year 1 and Year 2 across districts. The bars represent each district's total utilization, while the black line illustrates the percentage change between the years. The trendlines indicate that while most districts improved resource utilization, variations in growth rates suggest disparities in operational capacity and logistical efficiency.

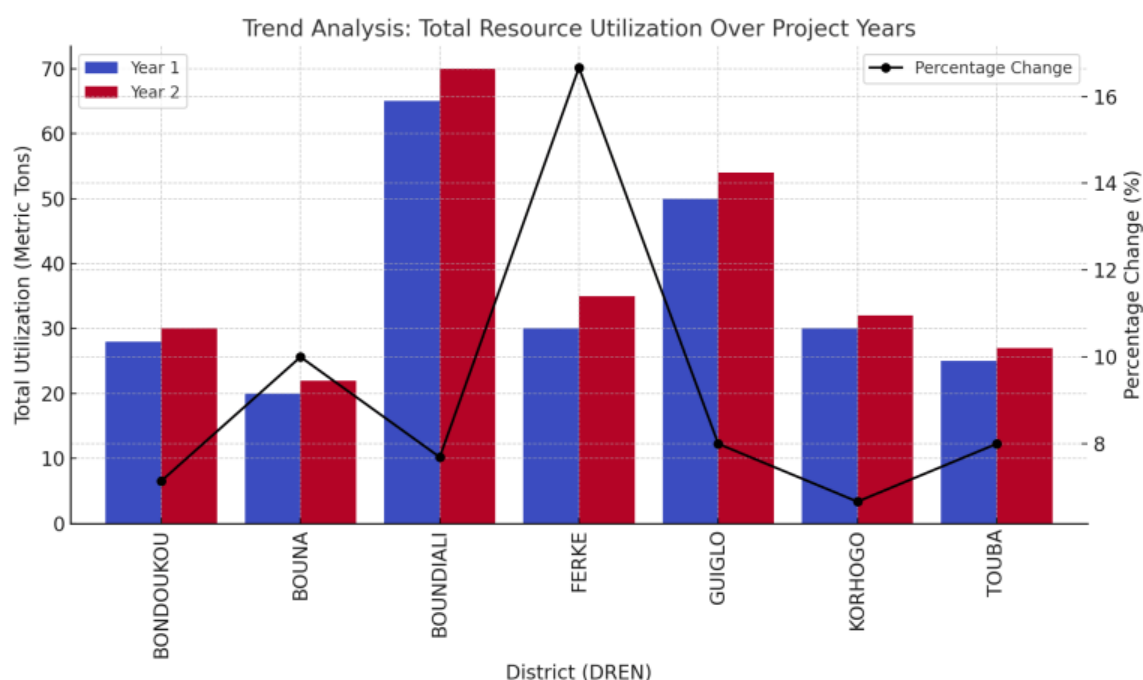


Figure 14 Total Resource Utilization Over Two Project Years

197. Qualitative evidence from different stakeholders (WFP, Government and other partners) indicated components of the project perceived to have been implemented efficiently including:

- a) Monitoring and evaluation of the project which includes the use of tablets for digital data collection.
- b) Community contributions to the school canteens.
- c) Mobilization of agricultural groups around school canteens to support local production.
- d) Execution of financing for 20 agricultural groups out of the 50 planned; with the start of financing execution for the remaining 30.
- e) Implementation of the targeted educational interventions and the focus on parity between girls and boys in access and outcomes.
- f) WASH interventions including the Social Behaviour Change Communication (SBCC) activities.

198. Several challenges were emphasized by stakeholders as impeding the effective implementation of the intervention. These challenges span logistical, agricultural, and human resource dimensions:

- a) Inadequate logistics support for activity tracking - Government monitoring and education field agents, who are responsible for overseeing and reporting on school feeding activities reported that they often lack essential equipment such as motorcycles, vehicles, and tablets. These limitations constrained their ability to effectively track activities, especially in remote or hard-to-reach areas. While WFP field staff occasionally experience similar challenges, the issue was reported as more prevalent among government actors.
- b) Inadequate local agricultural production overall - Many districts face low and inconsistent food production, limiting the availability of key staples such as rice, oil, and beans from local sources.
- c) Limited support from the agricultural groups for the school canteens - WFP and government Stakeholders in the interviews noted that agricultural cooperatives and community producers contribute little to school canteens—not only in terms of direct food donations but also in broader forms of support. These include lack of involvement in school garden initiatives, absence of technical agricultural guidance, and minimal provision of inputs or tools. Strengthening this collaboration was seen as key to enhancing local ownership and long-term program sustainability.

- d) The low motivation of teachers - A lack of motivation of teachers was identified as a challenge, particularly in implementing complementary programme components such as literacy promotion and nutrition awareness sessions. Reasons for this limited participation were not always detailed but may include heavy workloads, insufficient incentives, or a perceived misalignment between their core teaching responsibilities and program-related activities.

199. **Programme efficiency was also affected by the non-implementation of proposed government's coverage of 25 days per year of school feeding in the FY20 project schools from the second year of operation. The 2020 transition plan outlined various elements to be transferred to the government,** such as the provision of meals, equipment supplies, and capacity building for women's groups. However, **significant challenges persist, including budgeting issues, access to land and water, and the establishment of necessary coordination bodies.** Stakeholders also noted that the agreement with the Government was not signed early enough to allow the FY20 project to take charge of the entire target – to avoid the issue of stocks remaining unused in school stores.

QEF1a Was the intervention implemented in the most cost-effective way compared to the alternatives?

200. Stakeholders in the PAP workshop noted that the transition plan is central to the McGovern-Dole Phase 2 Project and limitations in its implementation limited the project's efficiency. **The alternative would have been not to develop the transition plan until the Government had signed the School Feeding Act into Law – that would have provided a stronger legal framework for the handover.**

201. A comparative cost-efficiency (sensitivity) analysis was used to examine the effect of resource changes on the cost efficiency of the project across districts under **three scenarios: Baseline (current resource allocation), +10% Resources, and -10% Resources** to provide some insights into the programme's resilience, scalability, and areas requiring intervention. Under the Baseline scenario, efficiency scores ranged from 0.75 in Guiglo to 0.88 in Ferkessedougou. These variations suggest differences in operational capacity, logistical challenges, and programme efficiency across districts: Ferkessedougou and Boundiali achieved high efficiency, indicating strong operational processes and effective resource utilization. In contrast, districts such as Guiglo and Touba faced challenges, highlighting areas where operational improvements are needed. Regarding the +10% Resources Scenario: increasing resources by 10% led to efficiency gains across all districts. The highest efficiency score of 0.90 was observed in Ferkessedougou, with noticeable improvements in districts such as: Korhogo and Bondoukou, which benefitted significantly from resource enhancements. However, the magnitude of improvement varied, suggesting that some districts, such as Guiglo, may face structural challenges beyond resource availability. In the -10% Resources Scenario: reducing resources by 10% had a pronounced negative impact on efficiency scores: scores dropped as low as 0.72 in Guiglo, highlighting vulnerabilities in resource-constrained environments. Ferkessedougou and Boundiali showed resilience, with relatively smaller declines in efficiency, suggesting robust operational frameworks. Figure 15 illustrates the efficiency scores in the districts across the three scenarios.

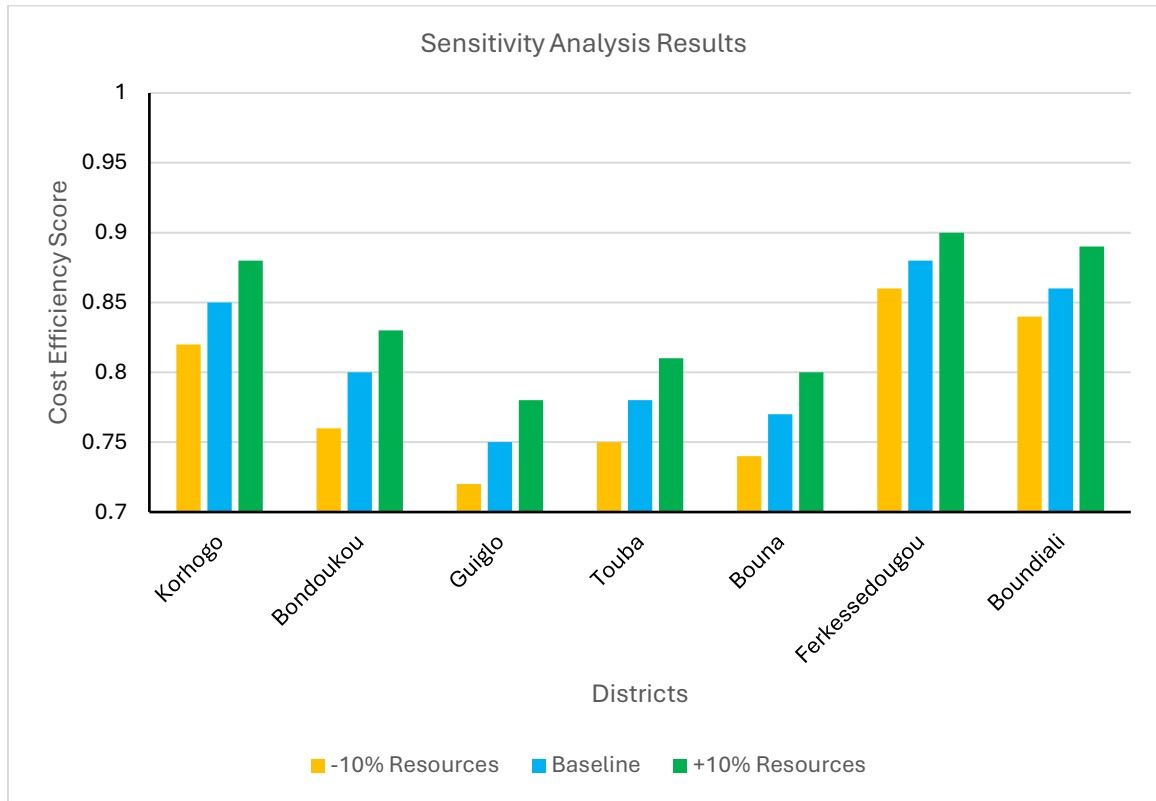


Figure 15 Efficiency Scores Across Scenarios (+10%, Baseline, -10%)

QEF2. Was the intervention implemented in a timely manner?

202. The McGovern-Dole funded programme demonstrated a strong adherence to its planned schedule of 70 operational days across the districts and schools in 2023. The analysis of operational days confirmed that the programme-maintained consistent service delivery, enabling uninterrupted access to school meals for enrolled children. Administrative records and monitoring reports confirmed that the actual number of school feeding days aligned with operational targets (see table 31). There was consistent daily distribution of rice, oil, and beans and the analysis of daily averages showed no significant fluctuations. **However, timeliness challenges¹⁰⁵ emerged in resource utilization, as ratios for rice, oil, and beans consistently fell below the benchmark range of 90%-110%.** Falling below this range, as seen in several districts, implies that less than 90% of the planned food was actually distributed or consumed. This is indicative of underutilization, which may result from logistical delays, inventory management issues, supply chain interruptions, or insufficient storage and handling capacity at the school level. Such issues were particularly evident in remote or infrastructurally disadvantaged areas, where timely delivery and local management of resources posed persistent challenges .

Table 31 Planned vs. actual operational days by district

District	Planned Days	Operational	Actual Operational Days	Deviation (Days)
Bondoukou	70		70	0
Bouna	70		69	-1
Boundiali	70		70	0
Ferkessedougou	70		70	0
Guiglo	70		68	-2

¹⁰⁵ The term "timeliness challenges" refers to delays in the distribution of food to schools caused by several factors, including logistical difficulties, administrative delays and supply chain interruptions

Korhogo	70	70	0
Touba	70	69	-1

203. Furthermore, in terms of service delivery efficiency, **school-level analysis revealed significant variations in the gap between the planned and served student numbers**. For instance, schools such as Korhogo Nord, Nassian, Bouna, and Korhogo Sud exhibited the largest gaps, with 962, 867, 857, and 838 fewer students served than planned, respectively. Larger schools tended to exhibit larger gaps, reflecting the complexities of serving larger populations. As shown in Figure 18, there is a near-perfect positive correlation ($r=0.99$) between school size (planned number of students) and the gap (difference between planned and served students). This upward trend demonstrates that scale was a critical factor influencing service delivery.

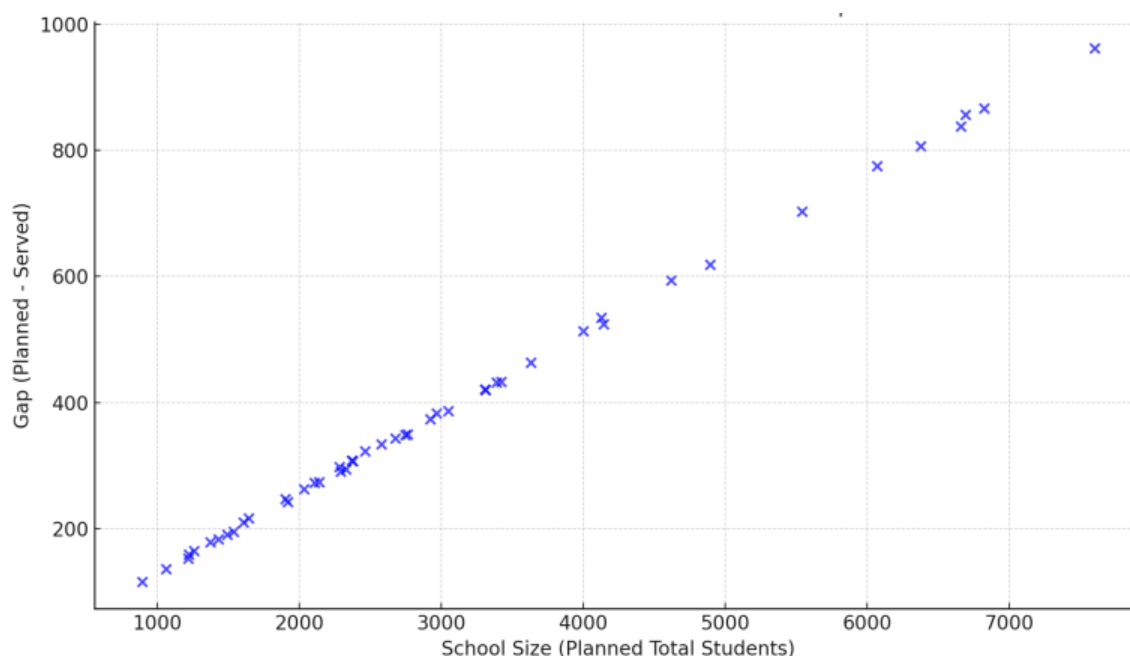


Figure 16 Scatter plot illustrating the relationship between school size and resource gap

204. The percentage of planned beneficiaries actually served was consistent across the districts, ranging from 85% to 89%. **Larger districts like Korhogo (gap of 5,316) and Bondoukou (gap of 3,799) appeared to face significant challenges in managing their larger-scale operations**, a likely reflection of the strain of higher planned targets on logistical systems. Smaller districts such as Guiglo and Touba achieved the highest percentage of planned beneficiaries served (88.7% and 86.9%, respectively). In terms of the timeline of service delivery, figure 19 displays the populations served during the first 10 operational days.

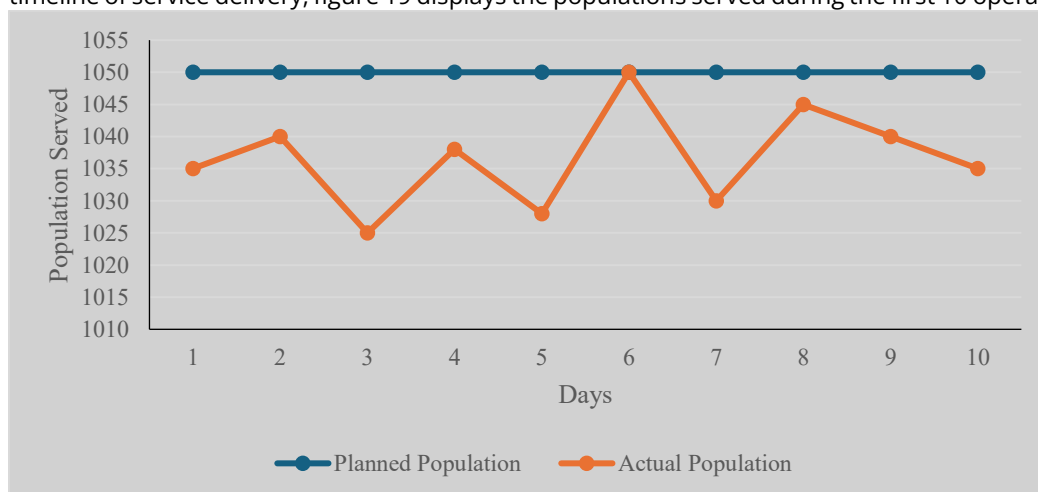


Figure 17 Population Served – First 10 operational days

205. Although stakeholders acknowledged that the FY20 McGovern-Dole program was largely implemented on schedule, delays were reported at various points in the distribution process. **The most frequently cited cause was bureaucratic inefficiencies—particularly the time-consuming approval processes required for food release and movement.** These included delays in obtaining signatures and document clearances, which often resulted in food remaining in port storage or central warehouses longer than planned. Additional delays were attributed to weak coordination between national logistics teams and local education offices, limiting timely handover of commodities. In remote districts, these challenges were exacerbated by poor infrastructure and limited transport options for last-mile delivery. To improve timeliness, stakeholders recommended several measures: digitizing approval processes to reduce paperwork delays, enhancing communication between the port, central depots, and districts, and delegating some administrative responsibilities to regional offices. Improved planning and forecasting, especially for harder-to-reach areas, was also emphasized as a key strategy for avoiding future delays.
206. In some instances, logistical challenges and capacity constraints at the implementing agency level (ANADER) resulted in delays in the provision of agricultural equipment, which had consequences for the farming cycle. This directly impacted the ability of smallholder farmers to support school feeding with locally produced food. Additionally, the Annual Country Review (2022) highlighted that delays in the procurement of locally sourced commodities and capacity-building initiatives for smallholder women farmers slowed down critical components of the project.

QEF3. What external and internal factors influence efficiency?

207. Efficiency is shaped by a combination of **internal factors**—such as resource allocation, utilization practices, staff capacity, and operational strategies—and **external factors**, including logistical infrastructure, local economic conditions, and socio-political dynamics.^{106, 107} The efficiency analysis highlighted the effect of external factors, such as transportation costs and market conditions on districts with varying socio-economic profiles. Internal inefficiencies, such as underutilization of resources, were magnified by these external challenges.
208. **Key factors identified include:**
- Infrastructure and Logistics:** Remote districts, such as *Korhogo* and *Touba*, faced higher transportation costs and delays due to poor road networks, directly impacting resource delivery and utilization. Poor road networks and logistical challenges in remote areas contributed to higher transportation costs and delays in food delivery. Districts like *Korhogo* and *Ferkessedougou* faced these barriers, leading to inefficiencies in resource distribution.
 - Environmental Conditions and Resource Management Practices:** Seasonal disruptions such as heavy rains further compounded logistical challenges, particularly in regions with fragile infrastructure. Effective planning and timely resource distribution were key strengths in districts like *Ferkessedougou* but fell short in *Guiglo* due to suboptimal coordination.
 - Market Dynamics and Economic Constraints:** While procurement for the core components of the school feeding programme is centrally managed by WFP and the government, regional market dynamics continue to influence programme implementation, particularly at the community level. Variations in food prices and transportation costs affect the feasibility and consistency of local contributions, including in-kind donations and informal procurement by schools or community groups. For instance, districts situated near agricultural production zones, such as *Boundiali*, tend to benefit from more affordable local food prices and better access to commodities, thereby facilitating stronger community engagement. In contrast, remote districts like *Bouna* face higher logistical costs and limited local availability of staple foods, which constrain their capacity to support school feeding efforts through localized sourcing.
 - Coverage Ratios:** The programme achieved an average total coverage ratio of 87%, falling short of the 90% benchmark. While balanced outcomes for girls and boys was maintained (less than 1% difference between them), disparities in coverage ratios between districts (e.g., *Guiglo* lagging behind *Ferkessedougou*) highlighted equity concerns.
 - Staff Capacity and Monitoring and Evaluation (M&E) Gaps:** Schools with experienced staff achieved higher alignment between planned and served populations, reflecting the importance

¹⁰⁶ International Labour Organization. Internal and external factors for SME success

¹⁰⁷ Nelson, R.R. and Winter, S.G. (1982). An evolutionary theory of economic change. Cambridge: Harvard University Press

of capacity building in improving operational efficiency. Limited real-time monitoring mechanisms and inconsistent data collection hampered the ability to promptly identify and address inefficiencies, particularly in resource utilization and service delivery. Figure 20 displays the key factors influencing efficiency in the project.

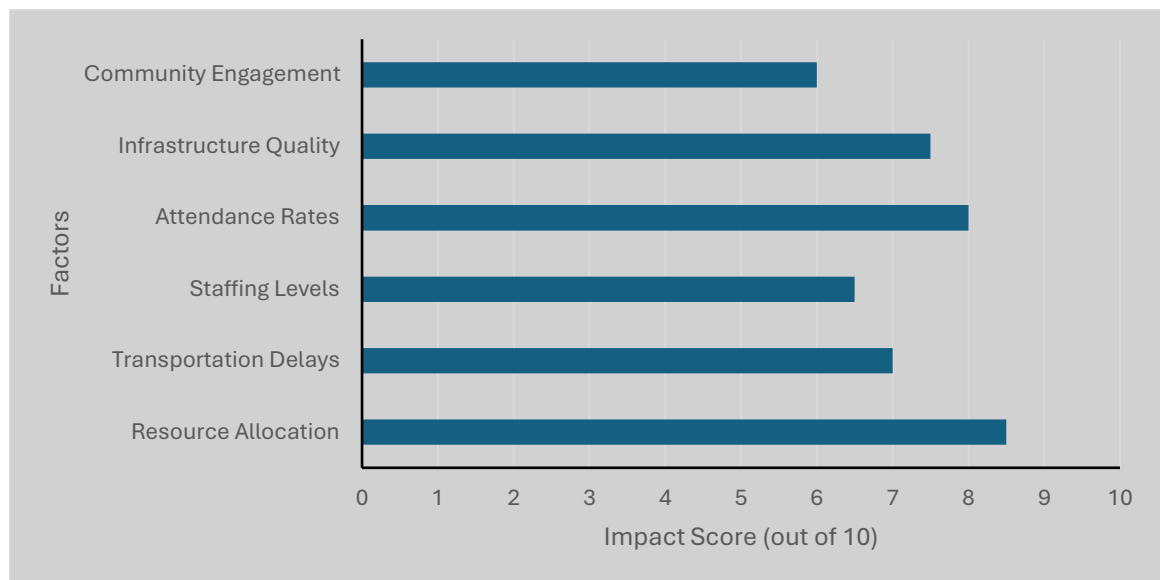


Figure 18 Key factors influencing efficiency

209. External factors influencing efficiency of the project identified by the stakeholders in the KIIs support the findings in the financial analysis and they include:

- a) The political issues influencing the implementation of the handover note such as shifts in government priorities.
- b) Changing weather patterns which influences the quality and quantity of production
- c) Poor motivation and mobility of teachers due to governance issues (poor working conditions, delayed salary payments, lack of career advancement opportunities etc.) within the education sector - this influences the effectiveness of the project's educational interventions.

210. Other internal factors highlighted by the stakeholders which positively influenced the efficiency of the programme include:

- a) The support received from the communities through different structures including the school canteen management committees, the women agricultural groups and the PTAs.
- b) Effective partnerships / collaborations with the government (through the DCS, DPFC etc) and other implementing bodies (AVSI, ANADER)

2.4 Impact

What wider effects did the FY20 award contribute to students, households, communities, and institutions?

Q11. What were the results and effects of the programme on the targeted beneficiaries (girls, boys, men and women, households, communities and institutions) in terms of: (a) improvement in educational indicators; (b) improvement in pupils' reading skills; (c) group capacity-building d) institutional capacity-building. What are the reasons for the effects observed?

Q12. Are there any unintended effects (negative and/or positive) on beneficiaries? What are the main positive impact factors?

Q13. What have been the differential impacts on girls, particularly with regard to their education?

The evaluation questions used for assessing the impact of the programme are recapitulated below:

The questions related to impact were answered by triangulating the findings from the school-based surveys including the pupils learning outcomes assessment, headteachers' survey, and school observations; household survey; document review and qualitative interviews (KIIs and FGDs).

Q11. What were the results and effects of the programme on the targeted beneficiaries (girls, boys, men and women, households, communities and institutions) in terms of: (a) improvement in educational indicators; (b) improvement in pupils' reading skills; (c) group capacity-building d) institutional capacity-building. What are the reasons for the effects observed?

- A. Improvement in educational indicators
- B. Improvement in pupils' reading skills

211. **The programme had a positive and statistically significant impact on students achieving the minimum grade-appropriate score.** However, it did not significantly affect raw scores, the likelihood of achieving the maximum grade score or exceeding it, once regional, class and individual factors were controlled for (see table 32).

Table 32 Overall Effect of the School Feeding Programme across different models

	Model 1		Model 2		Model 3	
Terms	DiD	SE	DiD	SE	DiD	SE
Raw ASER Score	0.120	(0.312)	0.252	(0.335)	0.536	(0.456)
Grade-appropriate min. score	0.171***	(0.0511)	0.143***	(0.0544)	0.131*	(0.0758)
Grade-appropriate max. score	0.109**	(0.0488)	0.0829	(0.0564)	0.0837	(0.0738)
Exceeded grade-appropriate max. score	0.0587*	(0.0352)	0.0435	(0.0423)	-0.00648	(0.0625)
Robust standard errors in parentheses *** $p < 0.01$, ** $p < 0.05$, * $p < 0.1$						
DiD = Difference-in-Difference SE = Standard Error						
Model 1 = Model without controls						
Model 2 = Model with Class & Region Fixed Effects						
Model 3 = Full model with region, class fixed effects, and other individual covariates ¹⁰⁸						

212. The programme showed a consistent positive effect on both girls and boys achieving the grade-appropriate minimum score (see table 33). Teachers and administrators noted that students were more attentive and focused, leading to better foundational learning outcomes and attributed this in part to

school feeding. However, the effects weakened or became statistically insignificant when additional factors like region, class, and individual covariates were considered. Educators in resource-constrained regions like Poro and Bagoué observed fewer improvements, citing large class sizes, shortages of trained teachers, and inconsistent curriculum application as barriers to sustained learning progress. No significant effects were found on raw scores or higher performance thresholds.

Table 33 The effects of the school feeding programme on various academic performance measures for girls and boys

	Model 1		Model 2		Model 3	
Terms	DiD	SE	DiD	SE	DiD	SE
Female						
Raw ASER Score	0.153	-0.387	0.281	-0.415	-0.385	-0.639
Grade-appropriate min. score	0.168** *	- 0.0578	0.137* *	-0.059	0.108	-0.108
Grade-appropriate max. score	0.123**	- 0.0546	0.0794	-0.061	0.0401	-0.12
Exceeded grade-appropriate max. score	0.0942* *	- 0.0449	0.0653	- 0.0538	0.0025 5	- 0.0842
Male						
Raw ASER Score	0.0799	-0.343	0.154	-0.376	0.269	-0.678
Grade-appropriate min. score	0.174** *	- 0.0597	0.158* *	- 0.0657	0.131	-0.112
Grade-appropriate max. score	0.0947	- 0.0576	0.0902	- 0.0657	0.0766	-0.11
Exceeded grade-appropriate max. score	0.0224	- 0.0403	0.0205	- 0.0442	-0.0727	- 0.0656
<i>Robust standard errors in parentheses</i> <i>*** p<0.01, ** p<0.05, * p<0.1</i>						
<i>DiD = Difference-in-Difference</i> <i>SE = Standard Error</i>						
<i>Model 1 = Model without controls</i> <i>Model 2 = Model with Class & Region Fixed Effects</i> <i>Model 3 = Full model with region, class fixed effects, and other individual covariates</i>						

213. The programme's effects varied by region. Bafing showed negative effects on performance, especially in exceeding grade-appropriate scores, while regions like Cavally, Poro, and Tchologo demonstrated positive effects, particularly in meeting grade-appropriate minimum and maximum scores. Gontougo did not show any significant effects. Annex 6 displays the results of the impact analysis.

214. Class level analysis displayed varying effects:

- For **CP2**, the McGovern-Dole funded school feeding programme showed consistent positive effects on the likelihood of students meeting the grade-appropriate minimum and maximum scores, though these effects weakened once additional covariates were controlled. The effect on raw ASER scores and exceeding the maximum score also weakened as more controls were added.
- In **CE1**, there were positive effects on meeting the minimum and maximum grade scores in the first two models,¹⁰⁹ but the effects became insignificant in the final model. There was no significant effect on exceeding the maximum score.
- For **CE2**, the programme had a positive effect on meeting the grade-appropriate minimum score in the first two models, but the effect weakened and became insignificant in Model 3. There was no significant impact on raw scores or on exceeding the maximum score.

¹⁰⁹ **Three models** were fitted for each DiD estimate. Each model progressively adds controls: Model 1 is the raw model without controls, Model 2 controls for region and class fixed effects, and Model 3 is the full model with region, class fixed effects, and other individual covariates.

- d. In **CM1**, the programme showed positive effects on raw ASER scores, meeting the minimum and maximum scores, and exceeding the maximum score particularly in the earlier models. However, the effects on raw ASER scores and exceeding the maximum score weakened after controlling for additional covariates. The most consistent result was the positive impact on achieving the grade-appropriate maximum score.
215. Overall, the educational indicators within the context of the FY20 project in Côte d'Ivoire showed mixed results, reflecting both the challenges and successes of the intervention. **The findings reveal a particularly strong effect in CP2 and CE1 grades critical for establishing foundational literacy skills.** The programme was also effective in improving school enrolment, attendance, and retention especially in these lower grades, which allowed for uptake of the learning interventions implemented by the programme. These grades appear to be pivotal for creating long-term educational gains, and the evidence suggests that targeted resources in these early stages yield significant returns. **The provision of school meals was perceived by stakeholders including parents and children as a critical factor in driving these improvements.** By alleviating mid-day hunger, the programme reduced absenteeism, as children were more likely to attend school when they knew they would receive a meal. **The community outreach and sensitization campaigns, particularly those targeting parents and local leaders, also played a crucial role.** These initiatives increased awareness of the importance of education, especially for girls, leading to greater community support for the programme.
216. Compared to the FY15 award, which struggled to maintain enrolment, particularly in the lower grades, FY20 award has shown a more stable and gradual increase. McGovern-Dole 1 faced significant challenges, with enrolment in lower grades like CP1 and CP2 dropping sharply. This decline was primarily due to the economic pressures that led to boys being pulled out of school to work in the fields. **In contrast, FY20 project managed to stabilize and slightly increase enrolment, particularly in the early grades – essential for establishing strong foundational literacy skills,** suggesting that the program's interventions were more effectively tailored to address these challenges. The comparison between the two programs reveals a shift in focus and effectiveness, and suggests better alignment of resources and strategies with the needs of the students and communities.
217. The FY20 programme has made important strides in improving pupils' reading skills by focusing on providing reading materials, training teachers, and engaging communities, leading to more tangible improvements in literacy. However, regional disparities in reading competencies, such as the gains in Cavally and the lower performance in Bafing, underscore the importance of tailoring literacy programs to local contexts. **It is also to be noted that the intervention was only implemented for less than three years before the midterm evaluation,¹¹⁰ so the effects noticed represent progress being made in the right direction by the programme, and provide insight into contextual needs for improvement or consolidation of gains.**

C. Group capacity-building

218. Qualitative evidence provided insight into wider effects of the programme on capacity building for teachers, administrators (school directors / headteachers) and community groups.
219. While the FY20 award has made some progress in group capacity building, it is not without ongoing challenges, and effects vary across different regions and schools. The project provided targeted training to teachers and administrators with a strong focus on literacy instruction, the effective use of educational resources, and improved school management. This evaluation indicates that more than half of the sample of educators and school leaders were trained similar to in the McGovern-Dole 1. Various types of training were employed in the FY20 project, including the use of new teaching tools (e.g., mobile libraries, reading boards), classroom management techniques, and enhanced literacy instruction methods. Literacy was a key emphasis in these training sessions, with many teachers reporting that they received specific guidance on how to improve reading instruction. **Interviews and focus group discussions revealed that, as a result of this training, teachers felt more confident in their teaching abilities, better equipped to manage their classrooms, and more capable of delivering improved educational outcomes.**
220. The improvement in literacy outcomes noticed in the FY20 project schools by midterm can be attributed to the programme's comprehensive approach, which includes not only the provision of reading materials

¹¹⁰ The evaluation focused on the period from the start of the operationalization of the second phase of the project in Côte d'Ivoire to the start of the evaluation, i.e. from September 2021 to April 2024.

but also the training of teachers in effective literacy instruction. The introduction of localized teaching methods that aligned with students' linguistic and cultural contexts may have also played a key role in enhancing reading skills. This culturally relevant approach was perceived by parents and School Management Committee members in the FGDs to have made learning more accessible and engaging for students, contributing to the observed improvements. Teachers in the interviews reported a marked improvement in students' ability to engage with the curriculum, attributing this to the availability of better educational resources and the targeted literacy training they received as part of the programme.

221. When compared to FY15 award, institutional capacity-building for teacher and administrators under FY20 award seems to have been more successful though varied across zones with Cavally, Tchologo, and Bagoué emerging as more effective. Although challenges such as insufficient resources and inconsistent teacher attendance persisted in both phases, these issues were less severe during the second project phase. Evidence from desk review and interviews with teachers and administrators provide some insight. In the FY20 project, teacher training was more structured and continuous, incorporating regular coaching, refresher courses, and improved literacy instruction techniques. This approach contrasts with the FY15, where training efforts lacked follow-up, leading to a gradual decline in teacher effectiveness over time. Similarly, school administrators under the FY20 award received more comprehensive training in governance, resource management, and accountability. While the FY15 project experienced a slight decline in the average number of full-time teachers per school and significant increases in the student-teacher ratio in some regions, which complicated classroom management, the FY20 project was more effective in mitigating these challenges (e.g. through refresher courses, classroom coaching, and literacy instruction support, better tracking and monitoring mechanisms to ensure teacher deployment aligned with student population needs, reducing overcrowding and improving learning conditions), leading to better outcomes in capacity-building. However in the FY20 project, in some areas such as the more resource-constrained areas of Bagoué and Gontougo declining teacher participation in trainings was reported by WFP stakeholders.

Community Groups

222. The FY20 award played a significant role in engaging communities and supporting their meaningful participation in the school feeding programme, particularly through targeted training and the gradual transfer of responsibilities to local actors. **The effectiveness of these efforts was bolstered by the leveraging of existing community structures and the willingness of local leaders and parents to engage with the programme.** Thus, while the programme catalysed community action, the success of these initiatives in various regions was dependent on the local contexts and the specific community's existing strengths.
223. **Qualitative evidence also underscored the programme's effects on shifting community attitudes towards education.** In the FGDs, SMC members, smallholders and parents, in particular, recognized the benefits of the school feeding programme, noting how it had positively influenced their views on the importance of keeping their children, including girls, in school. This change in perspective suggests that the provision of meals was a significant factor in creating a supportive environment for education within the community.
224. Overall, the capacity-building efforts in the FY20 award was perceived as more effective than those of the FY15 award, mainly due to a more structured and targeted approach to empowering community groups. **The programme's emphasis on tailored training, resource provision, and the gradual transfer of responsibilities to local communities led to greater community engagement and ownership of the initiatives.** These efforts demonstrated that the lessons learned from the FY15 award were effectively applied in the FY20 award. However, challenges such as regional disparities and resource constraints persist, highlighting that there is still room for improvement.

Effects of the programme at household level food security

225. Though the FY20 award did not provide take-home rations as part of its strategy, the evaluation assessed whether other project interventions related to 1) social mobilization and improving community awareness on nutrition and health; and 2) capacity building of smallholder farmer groups to improve local production and community empowerment, had influenced food security at HH level.
226. Overall, the programme did not significantly impact the Household Dietary Diversity Score, the Food Consumption Score, or the Reduced Coping Strategies Index, suggesting no major improvements in food consumption patterns or the use of negative coping strategies for food insecurity. **A significant reduction in the use of crisis coping strategies was observed, particularly in the simple models,** suggesting that the programme helped households reduce reliance on extreme coping strategies to deal

with food insecurity. **In male-headed households, there was a reduction in crisis coping strategies, although this effect diminished in later models.** Female-headed households showed some positive effects on HDDS, but experienced negative impacts on food consumption patterns, particularly when region-fixed effects are accounted for. No significant changes were observed in the reliance on negative coping strategies in female-headed households. Tchologo had the most promising results, showing significant improvements in HDDS and FCS, while Poro experienced reductions in crisis coping strategies. Other regions, including Bafing, Cavally, and Boukani, displayed minimal or no significant impacts on food security indicators. Annex 6 provides the details.

D. Institutional capacity-building

227. There were efforts to improve various elements of institutional capacity, for instance WFP Country Office provided institutional support in the development of the national school feeding strategy, a Cost-Benefit Study, the SABER exercise, and involved government structures in the logistical management of the programme. However, the available data did not explicitly confirm significant advancements in institutional capacities. There was limited evidence of a significant enhancement in the capacity of schools or local educational authorities to manage resources more effectively. While there were efforts to involve community groups and local leaders in managing resources, the degree to which these efforts translated into improved resource management practices within schools and educational institutions is not clear.
228. Similarly, there was no detailed mention of significant strengthening of institutional capacities specifically related to the implementation of educational programmes. **While the programme supported educational activities through training and provision of resources, there is little evidence on how schools or educational authorities have become better equipped to roll out and sustain the programme in the future.** The focus appeared to have been more on supporting the immediate needs related to the school feeding programme rather than on broader educational programme implementation capacities. Although local and regional educational authorities were involved in the programme activities, there is limited evidence of a comprehensive strategy aimed at strengthening their institutional capacities.
229. There was also lack of clear evidence that robust M&E systems were established or significantly enhanced as part of the institutional capacity-building efforts in the FY20 award, which indicates that this area may not have been a central focus of the programme or that any improvements made were not extensively documented.

Q12. Are there any unintended effects (negative and/or positive) on beneficiaries? What are the main positive impact factors?

Unintended effects

230. The programme's impact varied significantly across different regions, with some areas experiencing more pronounced benefits than others. This disparity may have been an unintended consequence of the programme's implementation strategy, which may not have fully accounted for regional differences in resources, infrastructure, and community engagement.

Positive Impact Factors

231. One of the most significant positive impacts was the increased involvement of local communities including the use of local governance structures in the school feeding programme. The programme's emphasis on capacity building, particularly through training, led to greater local ownership of the initiatives. This empowerment of community groups was a critical factor in the programme's success.
232. The project's focus on literacy and the provision of educational resources contributed to improved educational outcomes, particularly in reading skills among students. The targeted training provided to teachers and the distribution of educational materials were key factors that positively impacted student performance.

Q13. What have been the impacts for girls and boys, particularly with regard to girls' education?

233. The programme aims at equal access and opportunities for girls and boys, with a particular focus on reducing the disparities in education and integrating responsive teaching practices that address diverse

learners' needs. The results of the Difference-in-Differences analysis reveal nuanced impacts of the FY20 project on the performance of girls and boys. For both girls and boys, the programme consistently showed a positive effect on the likelihood of achieving the grade-appropriate minimum score, particularly in the earlier models of the analysis. However, as controls for region, class, and individual covariates are progressively added, these effects weaken, and in some cases, they become statistically insignificant. This indicates that while the programme contributes to meeting basic academic thresholds, broader systemic and contextual factors also significantly influence outcomes.

234. Furthermore, for other performance indicators—such as raw ASER scores, grade-appropriate maximum scores, and exceeding the maximum score—there is little consistent evidence of a significant impact once these covariates are accounted for. Notably, while the programme helps both female and male pupils achieve minimum grade requirements, it does not significantly enhance overall raw performance or support exceeding higher performance thresholds. These findings underscore the need for complementary interventions addressing educational quality and tailored strategies to bridge gaps in higher academic achievement for girls and boys.
235. Qualitative evidence highlighted that the programme contributed to improving the communities' understanding of the benefits of girls' education. In the FGDs, parents acknowledged that the school feeding programme encouraged them to prioritize their daughters' education, as it alleviated some of their economic burdens and made schooling more attractive. Additionally, insights from the KIIs indicated that the programme's outreach activities played a crucial role in changing community perspectives, fostering greater support for girls' education.

"Currently, there is no difference between girls and boys. Before, there was a difference - when you put your daughter in school, then you give her in marriage, it created problems of forced marriage and she refused. At that time, they did not understand the value of the girl at school, but now they understand that girls and boys are at the same level and can do anything." FGD, mothers, Ouarga – Tchologo

236. Quantitative data indicates that by midterm in the schools benefiting from the programme, girls in the intervention schools had slightly higher enrolment rates than the boys (110 vs 107) while in the comparison schools the boys had higher enrolment rates than the girls (79 vs 71). **This suggests that through the provision of meals and educational resources, the programme has generated more demand for girls' schooling in the intervention schools, reducing a number of bottlenecks that families may face.** However, according to the parents and institutional actors interviewed, the influences of sociocultural constraints, cultural norms, socio-economic factors and harmful social practices (sexual division of domestic work, child marriage, prioritization of boys' school education) are still strong within the communities. The perception of the opportunity cost of girls' schooling is still a barrier to girls' schooling. The influence of sex-discriminatory norms could still impact the sustainable retention of girls.
237. The intervention group generally showed a more balanced or improved girl-to-boy ratio than the comparison group. However, **a concerning pattern was the increase in absenteeism due to health-related reasons by midterm in the intervention group - higher in the girls and boys in the intervention group** but higher in the girls (from 2.3% at baseline to 6.4% at midterm) than the boys (from 3.4% to 6.0%). In the comparison group this increase in absenteeism was also noted with the boys (from 4.3% to 7.1%).

Q14. To what extent have school canteen monitoring committees strengthened support for canteens?

238. KIIs and FGDs with communities, school canteen managers and SMC members indicated that **the school canteen monitoring committees were instrumental in identifying key areas of improvement in the school canteens** - the committees were proactive in suggesting improvements in areas such as food storage, hygiene practices, and the nutritional content of meals. **There was evidence of the implementation of recommendations from the committees in some regions.** For instance,

in the Bagoué region, the committees recommended the introduction of more nutritious and locally sourced ingredients, which has led to a significant improvement in the quality of meals provided to students. This was particularly apparent in the schools where the proportion of children regularly consuming meals increased after the intervention of the committees. In Bagoué, the committees also recommended better food storage facilities to prevent spoilage and contamination, which were successfully implemented in several schools. Also, the monitoring committees in Cavally suggested regular training sessions for canteen staff to enhance their understanding of food safety and hygiene practices and this was implemented.

"The support from the monitoring committees has been crucial. Their recommendations are always practical, and their involvement with the community has made a significant difference." **School Director**

"We noticed a significant improvement in meal quality and safety after the monitoring committees started making regular recommendations. Their input has been invaluable." **School Canteen Manager**

"Before the training, we didn't fully understand the importance of hygiene in food preparation. The monitoring committee recommended that we get trained, and it has made a huge difference. Now, we follow strict guidelines to ensure the safety of the meals we prepare." **Canteen staff member**

239. **The involvement of school canteen monitoring committees were perceived to have led to some improvements in adherence to nutritional and hygiene standards, though the available evidence was limited.** In regions like Cavally and Poro, the introduction of locally sourced ingredients, as recommended by the committees, was perceived to have had a positive impact on the freshness and nutritional quality of meals. A canteen manager in Cavally noted, *"Since we started using ingredients from local farms, the meals are not only fresher but also much healthier for the children. The committee's recommendation to source locally has really made a difference in what we can provide."* Similarly, in Poro, a member of the canteen staff observed, *"Before, we had issues with the quality of the food because it wasn't always fresh. Now, thanks to the committee's push to use local ingredients, the food is fresher and the children are eating better."* Nevertheless, there was limited direct evidence of the committees' role in enforcing stricter hygiene protocols,
240. **The level of satisfaction among school authorities and canteen managers regarding the support provided by the school canteen monitoring committees was exceptionally positive in regions such as Cavally, Poro, and Bagoué.** The feedback from stakeholders in those regions suggests that the committees were highly effective in improving the overall functioning of the school canteens. In Cavally, a canteen manager expressed gratitude for the committees' support, stating, *"The regular visits and recommendations from the monitoring committees have helped us maintain high standards in our food preparation. Whenever there was a shortage of supplies or a hygiene issue, they were quick to respond and offer practical solutions."* This proactive approach was perceived to have helped prevent problems before they escalated, contributing to a more efficient programme. In Poro, school authorities echoed similar sentiments, noting that the committees' recommendations were aligned with the schools' goals of providing nutritious meals to students. One school authority remarked, *"The involvement of the committees in sourcing local ingredients and involving parents in the process has made a significant difference. Not only has the quality of meals improved, but it has also fostered a stronger sense of ownership and responsibility among everyone involved."* In Bagoué, the effect of the monitoring committees was also evident. A member of the school staff shared, *"The committees have been instrumental in ensuring that we adhere to hygiene standards. Their regular inspections and guidance have kept us on track, and the community feels more engaged and supportive because of their efforts."* The success in Cavally, Poro, and Bagoué could be attributed to several factors specific to these areas, including strong community engagement, effective local leadership, and a proactive approach to problem-solving by the committees. In **Bafing, Goutougo and Bounkani**, the perceptions in the KIIs and FGDs about the school committees were largely positive, but challenges related to training, food supply delays, and resource constraints were noted.

School canteen committees in **Tchologo** were functional. Parents and communities were engaged in food provision, but transparency in COGES operations needed improvement. Regional authorities acknowledged the usefulness of the McGovern-Dole project but noted that food supply challenges and security risks remained concerns.

2.5 Sustainability

To what extent did the FY20 project contribute to sustainable food security, nutrition, and social protection in households, schools, communities, and government?

The evaluation questions used for assessing the sustainability of the programme are reiterated below:

- QS1. To what extent has the handover of the programme has effectively started and what are the factors limiting the handover process?
- QS2. To what extent will the benefits of the intervention continue after McGovern-Dole programme activities end? What are the key factors that affect programme sustainability (FY20)? Has there been an evolution of these factors since the start of the programme (FY20 and FY15)?
- QS3. To what extent do groups of women farmers contribute to the supply of canteens? Is it clear that their contribution will continue after the McGovern-Dole programme ends? To what extent is this model (based on women farmers' donations) sustainable, and what would be the tradeoff for voluntary contributions?
- QS4. To what extent have school canteen monitoring committees helped to support canteens and women farmers, and could strengthen, improve and sustain their long-term support?
- QS5. Has the intervention changed relational dynamics between men and women in the medium and long term? To what extent will the achievements of the programme in terms of sex, equity and empowerment be sustained after the programme?

The questions related to sustainability were answered by triangulating the findings from the extensive document review and the qualitative interviews (KIs and FGDs).

QS1. To what extent has the handover of the programme has effectively started and what are the factors limiting the handover process?

Progress made with the handover process and limiting factors

241. The handover document outlined a gradual transfer of responsibilities to the Government, specifying 25 days feeding days provided by the government each year¹¹¹ starting from the second year, along with contributions of resources from local communities to support school canteens. **However, as highlighted in section 2.3 (Efficiency), many critical aspects of the handover process remain unimplemented.**
242. By the midterm evaluation, the Government had not yet fulfilled the commitment of 25 days per year. Additionally, the Prime Minister, who had previously shown strong support for the initiative, was replaced, and the current government's focus shifted towards reallocating resources to government canteens, increasing their operational days from 20 to 26, in contrast to the McGovern-Dole canteens, which operate for 70 days. Furthermore, the agreement with the Government was not finalized in a timely manner, hindering the FY20 project from assuming full responsibility for the overall target and preventing excess stock from accumulating in school stores. There was also inadequate documentation and capitalization of the support provided by communities that had been managing their school

¹¹¹ Out of the 120 days of school feeding in a year, the government was supposed to cover 25 days of meal provision during the 2022-2023 school year, and 50 days during the last school year (2023-2024). The DCS had not yet covered any by midterm.

canteens.

243. According to the stakeholders in the Participatory Appraisal Workshop, several critical issues are hindering the handover process. These include:

- a. Insufficient political commitment to enforce the terms of the handover agreement.
- b. Absence of government policies that support school feeding programs, particularly through legislation to incorporate canteen expenditures into the state budget.
- c. The School Feeding Act has not yet been enacted into law.
- d. Lack of a dedicated budget line for school feeding initiatives.
- e. A pressing need for enhanced community mobilization and engagement.
- f. The necessity for the development of local procurement strategies.

QS2. To what extent will the benefits of the intervention continue after McGovern-Dole programme activities end? What are the key factors that affect programme sustainability (FY20)? Has there been an evolution of these factors since the start of the programme (FY20 and FY15)?

Extent to which the benefits of the intervention will continue after the McGovern-Dole programme activities end.

244. **The FY20 initiative in Côte d'Ivoire demonstrates several sustainability elements, notably through robust community engagement, ongoing capacity-building initiatives, and a gradual increase in government financial commitment.** Nonetheless, significant challenges persist, particularly regarding the transition to government ownership, resource management, and dependence on external support, which may affect the programme's long-term viability.

245. Stakeholders involved in the KIs and the Participatory Appraisal workshop provided insights into the programme's sustainability. The initiative has effectively engaged national and local stakeholders in capacity-building efforts, with organizations such as the DCS, ANADER, and various line ministries playing pivotal roles in logistical management, agricultural production, and community mobilization. Training initiatives have aimed to equip local communities and government entities with the skills necessary for independent programme sustainability. However, concerns remain regarding the adequacy of these mechanisms, particularly in preparing the government for full programme management without external assistance. **The pace of skill transfer and capacity enhancement may not suffice to ensure a seamless transition by the target year of 2026.**

246. Capacity-building initiatives are evident through ongoing training for local women's groups, community action platforms, and government officials, leading to improvements in agricultural productivity, school management, and food distribution systems. However, the effectiveness of these efforts varies, with some communities and groups struggling to meet the programme's demands. **Without sustained and consistent capacity-building support, the progress achieved may be jeopardized over time.** Stakeholders generally view the programme's capacity-building efforts positively, acknowledging significant advancements in school management and agricultural practices. Continued support from external partners, such as the World Food Programme (WFP), is deemed essential for maintaining these capacities, although concerns about the government's readiness to assume full responsibility for the programme persist.

247. **There is evidence of strengthened institutional arrangements, with the programme establishing robust frameworks that facilitate collaboration among government agencies, NGOs, and private sector partners.** This multi-stakeholder approach is vital for integrating the programme into the national system. However, the transition to complete government ownership has encountered delays, **raising uncertainties about the effectiveness of these institutional arrangements without ongoing external facilitation.** The government's slow progress in formalizing commitments and enacting necessary legislation is also a concern.

248. Active community participation through Parent-Teacher Associations (PTAs), local development associations, and agricultural groups has been fundamental to the programme's success, contributing to the management and sustainability of school canteens and fostering a sense of community ownership. Nonetheless, the effectiveness of these community platforms varies, with some communities exhibiting stronger engagement than others. In regions with weaker community involvement, the programme's sustainability is at greater risk. Stakeholders noted that the programme has successfully increased school enrolment and attendance, particularly among girls, in areas where they were previously at risk of

withdrawal. This focus on education is seen as crucial for sustaining the programme's benefits. However, while perceptions of the importance of education have improved, ongoing sensitization is necessary to ensure that these gains are preserved, especially in communities with entrenched socio-cultural barriers to girls' education.

249. The government has demonstrated an increasing financial commitment to the programme, with gradual budgetary allocations for school feeding, which is viewed positively in terms of ensuring sustainability. However, the full integration of McGovern-Dole-supported schools into the national budget remains unachieved, and **anticipated legislative support for securing long-term funding is pending, creating uncertainty regarding the programme's financial sustainability beyond 2026**—a concern echoed by many stakeholders.
250. Respondents in the KIIs highlighted that the programme has successfully attracted contributions from external donors and private sector partners, which have been critical for sustaining operations. The emphasis on resilience and agricultural insurance has opened new funding avenues. However, continued reliance on external funding poses a sustainability risk; if this funding diminishes, the government may struggle to maintain the programme's scale and quality, particularly in areas heavily reliant on external support. Additionally, the involvement of WFP and other technical partners was noted as crucial for guiding and supporting the project, especially in resilience-building and capacity development. Their participation was seen as instrumental in addressing capacity gaps and enabling the programme's effectiveness, and stakeholders expressed uncertainty regarding the government's ability to manage the programme independently without this technical support.

Key factors affecting programme sustainability and evolution of those factors since the start of the programme (FY20 and FY15)

251. **Many challenges identified in 2015 and 2021 continue to persist, particularly concerning the transition to government ownership, the necessity for a robust legal framework, and apprehensions regarding funding and capacity-building.** Although some progress has been made, the core issues remain largely unresolved, indicating that the sustainability of the programme is still at risk.
252. In 2021, the intervention design incorporated a strategy to gradually transfer the management of school canteens to the government, building upon efforts initiated earlier in the programme. This strategy, central to the programme's second phase, echoed concerns first articulated in 2015 regarding the specifics of its implementation. Stakeholders in both periods called for additional time to ensure an effective transition, acknowledging the complexities involved in transferring responsibilities. The 2020 transition plan delineated various elements to be handed over to the government, including meal provision, equipment supplies, and capacity-building initiatives for women's groups. However, significant challenges remained, such as budgeting issues, access to land and water, and the establishment of necessary coordination bodies. These challenges were similarly noted in 2015, where local respondents expressed scepticism about the program's sustainability due to a lack of political will and the absence of a legal framework—concerns that remained pertinent in 2021. Funding emerged as a critical issue in both periods, with fears that inadequate financial resources could hinder the continuation of the canteens. **KIIs in this midterm evaluation indicate that these issues remain largely unchanged. The transition to government ownership continues to encounter substantial challenges, with ongoing delays and doubts regarding the government's readiness to assume full control of the programme.** Scepticism about the political will to institutionalize the school feeding programme persists, mirroring concerns from 2015 and 2021. Respondents continue to express doubts about the government's commitment, particularly highlighting the lack of a robust legal framework necessary for ensuring the programme's sustainability. Funding issues persist, as the programme remains heavily reliant on external support, with little evidence that the government is prepared to provide the requisite financial backing. This continuity of concerns from 2015 to the present underscores the ongoing jeopardy to the program's financial sustainability.
253. Regarding capacity-building and community involvement, both the 2015 and 2021 analyses emphasized efforts to enhance the capacity of women's groups and other community-based organizations as part of the transition plan. **However, challenges related to resource access and coordination have persisted throughout this period.** In 2015, women's groups were acknowledged for their commitment to supporting the canteens, yet their capacity to fully assume these responsibilities, particularly in terms of providing adequate food supplies, was questioned—a concern reiterated in 2021. KIIs in this evaluation reveal that while capacity-building efforts are ongoing, significant challenges remain.

Women's groups continue to receive support, yet their ability to sustain the canteens independently remains limited, reflecting concerns raised in both 2015 and 2021. Although there has been some progress in capacity-building, it has not sufficiently addressed the programme's needs. Community involvement remains strong, with consistent commitment from local groups, including women's organizations. However, effectiveness varies across different communities. Some have made notable progress, while others continue to struggle with resource constraints, particularly regarding access to land and agricultural inputs—issues first highlighted in 2015 and persisting through 2021. The most successful regions in capacity building and community involvement were Bounkani, Gontougo, and Tchologo, where strong community engagement, local agricultural partnerships, and structured training programmes for COGES contributed to the effectiveness of the school feeding programme. In Bounkani, COGES members were actively trained in financial and food stock management, allowing them to oversee canteen operations efficiently. Additionally, community-led food contributions helped sustain canteens during supply delays, and regional coordination with PAM and agricultural cooperatives ensured food security. Similarly, Gontougo saw success due to close collaboration between ANADER and local farming groups, reducing reliance on external food aid. Mothers' associations played a critical role in food preparation and meal diversity, while focused interventions, such as food rations for girls' education, encouraged higher school retention. In Tchologo, capacity-building workshops improved the efficiency of COGES members in handling food distribution and finances, while local farmers supplied staple crops, creating a sustainable model for school feeding. In contrast, in Poro and Bagoué, low parental awareness and minimal community contributions resulted in COGES committees that lacked the skills to effectively manage food stocks and finances. Food mismanagement and irregular meal distribution were common challenges, as the committees did not receive the same level of training as those in successful regions. In Cavally, the school feeding programme relied almost entirely on PAM's food donations, with little integration of local agricultural networks. Parental disengagement and a lack of transparency in COGES operations led to further inefficiencies, eroding community trust in the programme.

254. **In terms of external support and long-term sustainability, the situation has remained relatively unchanged from 2015 to 2021.** In 2015, widespread concerns arose regarding the canteens' ability to operate independently if external support were withdrawn, and these concerns were echoed in 2021. Although there was some optimism in both periods about the potential for local entities to sustain the programme, no clear path to achieving this independence has emerged. The KIIs confirmed that the heavy dependency on external support remains a critical issue. The government is not fully prepared to assume responsibility for the programme. **Despite efforts to transition towards local management and funding, progress has been insufficient, and the long-term sustainability of the programme remains uncertain.** This enduring reliance on external support highlights a fundamental vulnerability that has yet to be adequately addressed.

QS3. To what extent do groups of women farmers contribute to the supply of canteens? Is it clear that their contribution will continue after the McGovern-Dole programme ends? To what extent is this model (based on women farmers' donations) sustainable, and what would be the tradeoff for voluntary contributions?

Contribution of women's farmer groups to the supply of canteens and the likelihood that their contribution will continue at the end of the McGovern-Dole programme

255. To promote the sustainability of school canteens, the school feeding programme effectively mobilizes groups of women farmers. These groups receive comprehensive support from the outset, which includes essential resources such as seeds, production equipment (including wheelbarrows, machetes, and bags of fertilizers and herbicides), and agricultural inputs aimed at enhancing their production capabilities, particularly in light of the challenges they encounter in accessing these resources. To optimize their contributions to the canteens, the women are organized into cooperatives, where they donate one-third of their production while retaining two-thirds for personal use.
256. **Qualitative data from FGDs of parents and farmers and KIIs across multiple regions indicates that in communities where awareness-raising initiatives are implemented, the contributions of women are notably more pronounced, and strategies are established to support canteens, even during periods of low production.** Some communities have developed innovative methods for collecting food and mobilizing funds to procure additional supplies, thereby strengthening the

contributions of women farmers to the canteens. Furthermore, in certain areas, the proactive involvement of local authorities in monitoring has significantly enhanced the participation of women's groups in providing food support to canteens. **These contributions were indicated as highly valued, particularly when communities acknowledge the critical importance of education for their children.** Findings were further reinforced by perspectives from school authorities and local leaders, who noted that when women's contributions were valued and well-organized, school feeding programs became more resilient.

"Yes, indeed their role is important with the school canteens because they totally ensure the days that are missing by giving food to their children, it is really a good quality. WFP gives food during 4 days, Wednesday is not taken into account, and these groups give food to their children on those days, and in those schools, the children eat 5 days out of the 5 days, they will still have a role, at least a qualitative one. Regional coordinator in charge of school canteens

257. **Nevertheless, the involvement of women's agricultural groups in supplying school canteens is often viewed as marginal by various stakeholders.** This limited contribution poses challenges for the sustainability of initiatives, particularly in the absence of external support, such as from the WFP. **Community investment in this approach remains insufficient, as not all women are able to provide the anticipated 30% of the required production for canteens.** Several constraints hinder these contributions, including inadequate access to water points, insufficient support from male counterparts, difficulties in accessing land and cultivable plots, variable harvest quality, and adverse climatic conditions affecting both the quality and quantity of agricultural output. Additionally, the necessity for women to allocate portions of their production to meet other household needs—such as bereavement, health, education, and food—further complicates their ability to support school canteens. **Given that agricultural production is the primary source of income in rural areas, many stakeholders expressed concern that women may struggle to allocate sufficient food for school operations during lean seasons.** In the context of precarious and difficult household conditions, the anticipated contributions are often challenging to fulfil, as the women frequently need to sell significant portions of their produce to generate necessary income for their families. Consequently, the quantities provided for canteens are not consistently adequate.

"But this is what hinders women's support for school feeding a little. Contributions are also based on their harvests. The harvest can be good or bad; It depends on the season. So when the harvest is good, we donate. The percentage requested by the project is given. But when the harvest is not good, they cannot give." ANADER stakeholder

"Generally, men stand aside and they tell themselves that it's a woman's thing. Another challenge, which is the major challenge for every Ivorian, is the land problem. Where do we have to find the land to be able to cultivate and take out all this food? We should be able to involve village chiefs, community leaders and land chiefs more, but also that men get more involved. It's true that they say that women are fighters; But if men were to work alongside women to grow these crops, there might be a lot of productivity. That is to say, there would have been a big harvest and that would have fixed the canteens. Government stakeholder

258. Qualitative evidence consistently demonstrated a strong correlation between contributions and production conditions, as well as the quality and quantity of harvests. Additionally, mobilization strategies for food procurement were particularly crucial in scenarios of low productivity. In such circumstances, households tended to prioritize survival and food security, alongside the sale of products

to generate income for other essential needs, including healthcare. **A substantial number of the women farmers expressed concerns regarding the low level of engagement, which may jeopardize the sustainability of their contributions post-programme.** Conversely, in regions where communities have successfully implemented strategies to mobilize funds for food purchases, contributions persist even during periods of poor production.

259. **Consequently, awareness-raising initiatives played a vital role in encouraging greater participation among women's groups,** thereby enhancing their involvement and supporting the sustainability of the initiative. These efforts contribute to fostering a culture of philanthropy, exemplified by the practice of donating a portion of one's resources to the canteen for the benefit of children's well-being.

Sustainability of the model based on the donation of women farmers and the tradeoff for voluntary contributions

260. According to the majority of actors interviewed, the model reliant on donations and supplies from women farmers presupposes their strong commitment to supporting their children's education and recognizing the potential of this commitment to enhance canteen services. However, they noted that community actors frequently lack sufficient perception of the value of education, failing to view it as a necessary investment. Furthermore, many stakeholders expressed concerns that the model remained heavily reliant on sustainable community support for agricultural inputs and seeds. However, this widespread expectation was doubtful insofar as the current support received under the programme had not systematically resulted in the real and systematic commitment from the women groups.

261. The sustainability of the smallholder groups was also highlighted during the interviews. Some interviewees noted that these structures were not established from intrinsic motivation but were instead prompted by external factors related to the project, which is characterized by the extreme vulnerability of the populations involved. This has often resulted in the formation of groups that do not authentically reflect the community's desires. When these groups focus solely on the canteen initiative, their sustainability is tenuous. In contrast, in similar contexts, groups tend to emerge around multisectoral projects—such as savings initiatives, production of essential goods, and the establishment of supply and distribution networks for agricultural products—which enhances their longevity.

"The real problem is that groups don't exist, either they exist in name or they don't, they have to play their role and you know all that, often I say what, it's poverty that makes someone who can't maybe find something to eat, he has to be in a group or maybe provide for someone else, it's complicated and all that's poverty, but we're going to get there"

ANADER stakeholder

262. Regarding the trade-off of voluntary contributions, according to the interview data from KIs and FGDs of smallholder farmers, voluntary contributions are dependent on government support to stimulate agricultural production. This support would allow them to have a constant supply of seeds and agricultural inputs to facilitate their productivity. In the current context characterized by household vulnerability, without this support, it remains difficult to guarantee voluntary contributions. Stakeholders in the KIs noted that awareness-raising activities should accompany the dynamic for the sustainability of the initiative.

"The compromise is that, for the fact that these groups bring food to the canteen, the government provides them with support, inputs, products, agricultural equipment, seeds. It's true that we won't give them money, but at least by giving them this equipment, it will motivate them to provide food. I believe that's really the compromise, otherwise, we won't ask them to provide food." **Regional Coordinator in charge of school canteens**

QS4. To what extent have school canteen monitoring committees helped to support canteens and women farmers, and could strengthen, improve and sustain their long-term support?

Extent to which school canteen monitoring committees helped to support canteens and women farmers, and can strengthen, improve and sustain their long-term support

263. School canteen monitoring committees have been instrumental in enhancing the operations of school canteens and, to a lesser degree, supporting women farmers within the programme areas. **Evidence indicates that, although these committees are active and have received some assistance, their capacity to independently support canteens and bolster the contributions of women farmers is inconsistent.** The financial integration of these committees into local or regional budgets is limited, raising concerns regarding their long-term sustainability without ongoing external support.
264. Nonetheless, the committees demonstrate engagement in various facets of canteen management, such as overseeing food supplies and mobilizing community resources. They possess a foundational level of operational capacity, undertaking essential functions related to the daily management of the canteens. However, **there is a notable lack of formal capacity-building initiatives specifically designed to enhance the skills and capabilities of these committees. While they are operational, their ability to manage and sustain the canteens without external assistance remains insufficiently developed.** This underscores the necessity for more structured and consistent capacity-building programs that emphasize financial management, resource allocation, and effective monitoring and evaluation practices.
265. **Stakeholders generally regarded the school canteen monitoring committees favourably, acknowledging their vital role in overseeing canteen operations and managing food resources.** Nonetheless, perceptions varied concerning their capacity to sustain these initiatives independently and to provide support to women farmers. While certain committees were viewed as effective in fulfilling their responsibilities, others faced challenges such as inadequate resources, inconsistent community engagement, and disparities in local leadership.
266. Respondents in the KII emphasized the importance of integrating school canteen monitoring committees into regional or local budgets to ensure their long-term sustainability. **There is evidence of some financial support from the State, with annual funds allocated to these committees. However, the degree of this financial integration and its adequacy in meeting all operational needs of the canteens remains uncertain.**

QS5. Has the intervention changed relational dynamics between men and women in the medium and long term? To what extent will the achievements of the programme in terms of sex, considerations of the needs and circumstances of different population groups and empowerment be sustained after the programme?

Effects of the intervention on relational dynamics between women and men in the medium- and long-term and the extent to which achievements will be sustained after the programme.

267. In the Ivorian context, social relations are significantly influenced by a patriarchal system that prioritizes men in positions of authority and social hierarchy.¹¹² Consequently, the second phase of the project has been amended to prioritize mainstreaming the considerations of the varied needs and lived realities of different population groups. The objective is to enhance the programme's impact on societal roles and relations, thereby improving its effectiveness in addressing sex-related issues and women's empowerment, as well as facilitating transformative change in social dynamics. Activities aimed at supporting smallholder farmers under Strategic Objective 4 have specifically targeted women to empower them. According to the stakeholders in the KIIs, the programme has enabled women

¹¹² Déborah Marie Estelle, "Côte d'Ivoire : le féminisme à l'épreuve", 07.04.2022, Gender in Geopolitics Institute

smallholder farmers to gain access to productive resources, information, and technologies tailored to their needs, thereby contributing to their empowerment and the reduction of disparities. **Many FGD participants indicated that the intervention's effects on male-female relations in the medium and long term are evident in men's growing awareness of the importance of supporting women in school canteen initiatives, their commitment to women's involvement in children's education, and their participation in women's group activities.** Additionally, there has been increased engagement of women in public forums that include men, such as school management and canteen monitoring committees. **While these perceptions reflect a dynamic shift in social norms, the progress remains modest. There is still a considerable distance to achieve a reversal of male-female power imbalance, as traditional societal norms remain deeply entrenched in social and community practices.**

"You see, it was difficult for women to sit down with men to talk before. So, it's changing a little bit. In the villages in which we intervene, when you arrive, when you call the meetings, you'll see, it'll be different, the layout will be different, you'll see the women and men mix. They will sit down and the chieftaincy will be there, let's say the group's monitoring committee will be in front. You're going to see the women in front, so there's the women's president, they're going to put her in front. So, I think that gradually they are involving women in decision-making and even in speaking out. So, it's a little bit of a bit. But not immediately, we can't do it drastically, but it's gradual. Even when there are committees to be set up, they tend to put men but we give them the proposal, for example the committee to manage the canteen, we need at least three women and two men." **ANADER Stakeholder**

268. **Despite notable advancements in relational dynamics between women and men at individual, familial, and community levels—evidenced by increased public speaking by women, their active participation in educational settings, and involvement in school management committees—**there remains a consensus among stakeholders that the prevailing social context is still significantly influenced by patriarchal ideologies and societal norms that favour male dominance. **Indeed, the findings from the interviews indicate that female leadership remains underdeveloped.** Several participants in the FGDs mentioned some examples:

"We are in a region where women in the Sandégué area, no, I am not saying that they do not have a voice, but in public they do not speak too much. / Sandégué or Kouassi-Datékro, a strongly Muslim region, women don't talk too much, they don't talk too much in public. If you put them in a group with men, they won't talk. Yes, they're not going to talk too much, they're just going to let men talk and then it's over."

"At the level of the children, we had noticed that, you bring together girls and boys, the boys talk more than the girls so through our activities, we gave a framework to the girls to be able to exchange like the young girls' support group, we gave them the opportunity to be able to exchange, to be able to talk and exchange with each other on the difficulties."

"In addition to that, through the discussion groups there, we also created groups, for the protection of mothers, mothers and children, which allowed us to exchange with the girls on issues that concern their intimacy, menstrual hygiene."

269. However, the project has facilitated women's access to production tools and resources necessary for family care. This initiative significantly enhances women's economic empowerment, enabling them to assert their roles as active participants in the social and educational landscape. **The sustainability of the limited achievements in reduction of male-female disparities and empowerment of women after the programme is uncertain, particularly given that significant time and effort are still required to dismantle systemic barriers and achieve meaningful transformational change.**

3. Conclusions and recommendations

270. Based on the findings presented in the previous section, overall conclusions are presented below. These are followed by recommendations that provide some insight into how the McGovern-Dole project phase 2 and its implementing partners could improve the likelihood of achieving set targets by endline.

3.1 Conclusions

The key findings / preliminary conclusions on the different criteria are presented below.

Key Findings– Relevance

1. The design of the McGovern-Dole Phase 2 interventions aligns with the priorities and policies of the Cote d'Ivoire Government, is fully integrated into WFP Cote d'Ivoire Country Strategic Plan (CSP) 2019-2025 and contributes to broader international development frameworks, such as SDGs 2,3,4,5,6,10,13 and 17. The programme's literacy initiatives are aligned with USAID's Education Strategy, and its food security components support USDA's global food security goals.
2. **The design of the programme was also based on a situation analysis that highlighted the needs of different population groups including women.** Regions with poor enrolment indicators, disparities in access and opportunities between girls and boys, and literacy difficulties were prioritised. By targeting the most affected areas of the country with high rates of food insecurity and malnutrition, the programme also adopted a pro-poor approach.
3. The programme's adaptability was evident in its response to emergencies, such as the COVID-19 pandemic; and in its response to the Burkinabé refugee influx in 2023 where special take-home rations were distributed to 34,416 children to alleviate the pressure on host populations in Bounkani and Tchologo.
4. The programme effectively coordinates and synergises with other initiatives in the focal regions, leading to complementary actions and an enhanced effect, however there were noted challenges in coordinating with multiple partners due to differences in organizational culture, priorities, or operational procedures which sometimes led to inefficiencies.
5. **Although the programme has made progress in promoting male-female parity, there is a need for more comprehensive integration of sex-disaggregated and social equity elements within the programme's monitoring and evaluation framework.** Nevertheless, the design and objectives of the McGovern-Dole phase 2 project considered the issues specific to girls, boys, women and men in various ways including: the assessment of needs, the description of the objectives and activities, the choice of intervention strategies, the choice of pedagogical approaches, the design of reading tools, the prioritization of girls in the distribution of food rations, the training of school management committees on sex-specific elements as a cross-cutting issue affecting children's schooling, and the targeted support to women farmer groups.
6. **The evidence showed that there had been little or no consideration of children with disabilities.** The approaches and supports do not highlight any strategies developed to directly address their needs.

Key Findings– Effectiveness

1. **The MGD 2 project has largely achieved its intermediate outcomes as outlined in the programme logical framework particularly in reducing mid-day hunger, improving school enrolment and attendance, and enhancing literacy competencies.** However, the effectiveness varied across regions and demographic groups. There was evidence of programme effectiveness in 2022 and 2023 in terms of reaching the planned number of children with school meals. However, the planned project days for the provision of school meals were not met until 2023-2024. **Programme effectiveness was also affected by the non-implementation of crucial elements articulated in the handover document of the transition plan.** The expected government coverage of 25 days per year of school feeding in the McGovern-Dole 2 project schools from the second year of operation, had not been executed by midterm.
2. There was a significant increase in the proportion of households achieving an acceptable Food Consumption Score (FCS) from baseline to midterm, though the comparison group (64.7% to 84.3%) outperformed the intervention group (72.5% to 85.5%). **However, more female students in the intervention schools (86.2%) achieved acceptable FCS at midterm, surpassing boys in both intervention (84.8%) and comparison schools (85.3%) as well as girls (83.4%) in comparison schools. Also more female-headed households in the intervention group achieved acceptable FCS by midterm, (increasing from 71.9% to 88.4%), compared to male-headed households, which increased from 72.5% to 84.8%.**
3. **Nevertheless, the Coping Strategy Index (CPI) results revealed an overall upward trend in the reliance on negative coping strategies** for both the intervention (CPI increased from 4.8 at baseline to 6.9 at midterm) and comparison group (CPI increased from 4.4 to 7.3) indicating that pupils became more reliant on negative coping strategies. **Female-headed households emerged as the most disadvantaged demographic –** those in the comparison group showed the highest increase from 3.8 to 8.9, followed by their counterparts in the intervention group (from 5.0 to 8.3).
4. **The intervention schools had higher median enrolment compared to the comparison schools. The median enrolment was highest for girls in the intervention schools** at 110 compared to 107 for boys; conversely in the comparison schools, boys had a median enrolment rate of 79 compared to 71 for the girls.
5. **The intervention group generally showed a more balanced or improved girl-to-boy ratio,** and pupil attendance at 80% or more in intervention schools improved slightly from 90.3% at baseline to 92.3% at midterm. **However pupil absenteeism increased by midterm especially for boys in intervention and comparison schools.**
6. **There was a significant increase in the percentage of pupils meeting the minimum grade-appropriate reading scores from baseline to midline across both groups with more improvement in the intervention group (12.2% at baseline to 54.0% at midline) compared to the comparison group (11.3% to 35.9%).** The younger pupils, CP1 and CP2 classes in the intervention group showed the greatest gains at midline (83.9% in CP1 and 50.7% in CP2). **There was no significant gender difference. Boys in the intervention group improved from 10.7% to 54.3% and girls from 13.7% to 53.6%.**
7. Comprehensive educational interventions including teacher training and the provision of educational resources, the provision of school meals, and intensive community engagement were described by stakeholders as pivotal to the programme's success. The overarching economic landscape, including the climate of external funding were noted as major risks to consistent progress.

Key Findings– Efficiency

1. **Overall, the McGovern-Dole 2 school feeding programme demonstrated a moderate level of cost-effectiveness by midterm.** Key achievements include equitable resource distribution by gender and adherence to planned project operational days (especially from 2023), which enabled consistent service delivery. However, resource utilization ratios (averaging 31.6%) and gaps between planned and served beneficiaries indicated inefficiencies in resource allocation and operational performance.
2. **Year 1 trends exhibited variability in resource utilization with notable gaps between planned and actual distributions.** Operational challenges, such as supply chain disruptions, were key contributors to inefficiencies. However, **Year 2 trends demonstrated improved alignment, reduced under- or over-utilization, and greater consistency, reflecting adaptive management and enhanced operational strategies.**
3. **The programme achieved an average total coverage ratio of 87%, falling short of the 90% benchmark.** While gender equity was maintained (less than 1% difference between boys and girls ($p > 0.05$)), disparities in coverage ratios across districts highlighted equity concerns.
4. Districts such as Korhogo exhibited higher costs per beneficiary, suggesting logistical challenges and operational inefficiencies. Consistent growth in districts such as Guiglo and Ferke suggests strong operational performance especially in terms of logistical planning and resource distribution.
5. **Timeliness challenges emerged in resource utilization, as ratios for rice, oil, and beans consistently fell below the benchmark range of 90%-110% indicating underutilization of allocated resources.** Variations across districts further highlighted logistical and infrastructure constraints, particularly in remote areas, that hindered timely resource distribution. Stakeholders in the interviews noted that delays were sometimes due to bureaucratic processes which hindered the release of canteen provisions in the Ports to the SF management.
6. **Schools with experienced staff achieved higher alignment between planned and served populations,** reflecting the importance of capacity building in improving operational efficiency. Limited real-time monitoring mechanisms and inconsistent data collection hampered the ability to promptly identify and address inefficiencies, particularly in resource utilization and service delivery.

Key Findings– Impact

1. **The programme had a positive and statistically significant impact on both girls and boys achieving the grade-appropriate minimum score. However, the effects weakened or became statistically insignificant when additional factors like region, class, and individual covariates were considered.** No significant effects were found on raw ASER scores or higher performance thresholds.
2. Overall, the educational indicators within the context of the McGovern-Dole 2 project in Côte d'Ivoire showed mixed results. The findings revealed a particularly strong effect in CP2 and CE1 grades critical for establishing foundational literacy skills. The programme was also effective in improving school enrolment, attendance, and retention especially in these lower grades, which allowed for uptake of the learning interventions implemented by the programme. These grades appeared to be pivotal for creating long-term educational gains, and the evidence suggests that targeted resources in these early stages will yield significant returns.
3. The programme's effects varied by region. Bafing showed negative effects on performance, especially in exceeding grade-appropriate scores, while regions like Cavally, Poro, and Tchologo demonstrated positive effects, particularly in meeting grade-appropriate minimum and maximum scores. Gontougo did not show any significant effects.
4. Overall, the programme did not significantly impact the Household Dietary Diversity Score, the Food Consumption Score, or the Reduced Coping Strategies Index, suggesting no major improvements in food consumption patterns or the use of negative coping strategies for food insecurity. **A significant reduction in the use of crisis coping strategies was observed, particularly in the simple models,** suggesting that the programme helped households reduce reliance on extreme coping strategies to deal with food insecurity. **In male-headed households, there was a reduction in crisis coping strategies, although this effect diminished in later models.** Female-headed households showed some positive effects on HDDS, but experienced negative impacts on food consumption patterns, particularly when region-fixed effects were accounted for. No significant changes were observed in the reliance on negative coping strategies in female-headed households.

Key Findings– Sustainability

1. **The McGovern-Dole 2 (FY20) initiative in Côte d'Ivoire demonstrates several sustainability elements, notably through robust community engagement, ongoing capacity-building initiatives, and a gradual increase in government financial commitment. Nonetheless, significant challenges persist, particularly regarding the transition to government ownership, resource management, and dependence on external support, which may affect the programme's long-term viability.**
2. Training initiatives have aimed to equip local communities and government entities with the skills necessary for independent programme sustainability. However, concerns remain regarding the adequacy of these mechanisms, particularly in preparing the government for full programme management without external assistance. **The pace of skill transfer and capacity enhancement may not suffice to ensure a seamless transition by the target year of 2026.**
3. There is evidence of strengthened institutional arrangements, with the programme establishing robust frameworks that facilitate collaboration among government agencies, NGOs, and private sector partners. This multi-stakeholder approach is vital for integrating the programme into the national system. However, the transition to complete government ownership has encountered delays, raising uncertainties about the effectiveness of these institutional arrangements without ongoing external facilitation. The government's slow progress in formalizing commitments and enacting necessary legislation is also a concern.
4. **Active community participation through Parent-Teacher Associations (PTAs), local development associations, and agricultural groups has been fundamental to the programme's success, contributing to the management and sustainability of school canteens and fostering a sense of community ownership.** Nonetheless, the effectiveness of these community platforms varies, with some communities exhibiting stronger engagement than others. In regions with weaker community involvement, the programme's sustainability is at greater risk.
5. **The government has demonstrated an increasing financial commitment to the programme, with gradual budgetary allocations for school feeding, which is viewed positively in terms of ensuring sustainability. However, the full integration of McGovern-Dole-supported schools into the national budget remains unachieved,** and anticipated legislative support for securing long-term funding is pending, creating uncertainty regarding the programme's financial sustainability beyond 2026.
6. Women's groups continue to receive support, yet their ability to sustain the canteens independently remains limited, reflecting concerns raised in both 2015 and 2021. **The involvement of women's agricultural groups in supplying school canteens is often viewed as marginal by various stakeholders.** This limited contribution poses challenges for the sustainability of initiatives, particularly in the absence of external support.

Overall conclusions

271. There is evidence that the McGovern-Dole phase 2 project in Côte d'Ivoire is **highly relevant** and has responded appropriately to the needs and priorities of the government and the different target population groups to a large extent using a comprehensive approach. The programme is fully integrated into the WFP's CSP; was designed and implemented in line with humanitarian principles undergirded by the WFP's Code of Conduct; and prioritised WFP's strategy and programme for long term resilience and social protection, especially for girls and women. However, there is a need for more comprehensive integration of sex specific and other elements related to access to services and outcomes for different population groups within the programme's monitoring and evaluation framework; and adapting strategies to address the needs of children with disabilities. The **FY20** project has demonstrated considerable effectiveness in achieving its intermediate outcomes, particularly in reducing mid-day hunger, increasing school enrolment and attendance, and enhancing literacy competencies. However, the programme's achievements varies across regions and demographic groups. While it is likely on track

to meet its broader objectives, targeted efforts are required to address regional and sex-related disparities. The intervention's effects were comparable for both male and female students, with no significant sex-based differences in literacy improvements. Furthermore, parity in enrolment for girls and boys has shown notable progress toward achieving balance. These outcomes indicate that the programme is advancing toward its overarching goals of improving educational access and quality for both boys and girls. The holistic approach towards educational development, incorporating teacher training, the provision of learning resources and school meals, and active community engagement were pivotal to the programme's success. However, it is important to note that comparison schools also exhibited consistent progress, and in certain cases, outperformed the intervention schools. Broader systemic factors, including the economic environment, political stability, and the sustainability of external funding, pose challenges to maintaining long-term progress. Addressing these structural considerations will be essential to ensuring the sustained effectiveness of the intervention.

272. The programme demonstrated a moderate **efficiency** by midterm with demonstrated variable cost-effectiveness across districts, highlighting the need for targeted interventions at district level and opportunities for replication of lessons from top performing districts. Overall, though the programme meets its fundamental objectives of addressing food insecurity and improving educational outcomes, enhancements in resource planning, utilization, and monitoring are needed to maximize cost-effectiveness and ensure alignment with alternative, more efficient strategies. A critical element is that sustained capacity building of school staff is important for sustaining operational efficiency – schools with experienced staff achieved higher alignment between planned and served student populations.
273. The programme displayed a positive and statistically significant **impact** on both girls and boys achieving the grade-appropriate minimum score. However, the effects weakened or became statistically insignificant when additional factors like region, class, and individual covariates were considered. Furthermore, there were no significant programme impact on the food security measures at household and pupil levels. Regarding this latter element, it is important to flag that the phase 2 project still has a longer time of implementation, and also, its interventions are mainly focused directly on schools.
274. The FY20 project demonstrates several **sustainability** elements, notably intensive and meaningful community engagement including with school canteen management committees and local agricultural groups, ongoing capacity-building initiatives, and a gradual increase in government financial commitment. Nonetheless, significant challenges persist, particularly regarding the transition to government ownership, resource management, and dependence on external support, which may affect the programme's long-term viability. It is important to point out that the link of the transition plan to the project operational days and the lack of government commitment to the process proffers a risk to the achievement of project targets and demonstration of impact by endline. Furthermore, the limited contribution of women's agricultural groups presents significant challenges to the sustainability of the programme; the full integration of McGovern-Dole-supported schools into the national budget has yet to be achieved, and the anticipated legislative measures to secure long-term funding remain pending. Additionally, concerns persist regarding the adequacy of training programs, particularly in equipping government institutions for independent programme management without external support. The current rate of skill transfer and capacity development among local communities and government entities may be insufficient to ensure a seamless transition by the target year of 2026.
275. The ASER tools made it possible to measure the reading skills of girls and boys in the project schools. The findings were supported by the perceptions of the stakeholders interviewed and communities including girls and boys in the focus group discussions. However, it is important to point out the contributory role of the McGovern-Dole funded programme on literacy outcomes. There are many factors relating to the school environment, teachers and pupils; and factors outside the school, in particular the overall governance of the education system and the national budget for education – which are outside the control of WFP, but are needed to support sustainable learning outcomes.

3.2 Lessons Learned

276. The combination of school feeding with literacy interventions, WASH support, and capacity building of communities creates a multi-dimensional approach that positively impacts learning and nutritional outcomes. However, the effectiveness of these synergies is influenced by regional contextual realities and implementing partner capacities.

277. Sustained community involvement, particularly the role of women farmers and school management committees, is vital for localized food sourcing and day-to-day school canteen operations. Their participation facilitates stronger ownership, improved responsiveness and accountability. Districts such as Ferkessédougou and Boundiali benefited from strong engagement of school management committees and local women's groups, leading to efficient food handling and monitoring thereby reducing food wastage.
278. Streamlined procurement processes and established supplier relationships result in higher cost efficiency and fewer delays in food distribution. Top-performing districts such as Boundiali and Korhogo benefited from local supplier partnerships, reducing procurement lead time and price volatility.
279. Using adaptive strategies in response to seasonal variations and market fluctuations led to more stable food supply chains. While districts like Korhogo and Boundiali leveraged local agricultural production, Bouna faced higher costs due to reliance on external markets.

3.3 Recommendations

#	Recommendation	Recommendation grouping options): (3 By type By theme Short/medium/ long-term	Responsibility (one lead office/entity)	Other contributing entities (if applicable)	Priority: High/medium	By when
1.	<p>Intensify advocacy for the actualization / implementation of the critical elements in the handover document given the evidence from this midterm evaluation of its influence on the effectiveness and efficiency of the programme. WFP can support the process in several ways, some of which were proposed by stakeholders in the PA workshop:</p> <ol style="list-style-type: none"> 1. Create awareness and propose possible solutions to relevant stakeholders on ways to address the equity issues raised by the government. 2. Strengthen advocacy for the signing of CI commitments for the school meals coalition. Then, align with School Meal Coalition commitments once they are signed; 3. Review the transition plan and define new deadlines; 4. Review the number of days to be borne by the government (downwards) - to generate willingness and an initial momentum; 5. Support the recruitment of a consultant to draft the legal framework, the School Act Law that will undergird the transition plan; Advocate for the adoption of the law in parliament, establishment of a- budget line, Implementation, and Scale up) 6. Explore high level engagements with government stakeholders e.g. at the level of the Prime Minister to identify another influential Champion of the handover process in order to accelerate progress. 7. 	<p>Short-Long term</p> <p>Strategic</p>	WFP	UNICEF / Ministry of National Education, DCS, DREN, Ministry of Finance	High	Q1 -3 2025
2.	<p>Strengthen the programme monitoring system to address data gaps in monitoring equitable outcomes for all population groups.</p> <ol style="list-style-type: none"> 1. Perspectives on balanced access and outcomes for girls, boys, women, and men should be explicitly outlined in the project's outputs or indicators. 	<p>Short-Medium</p> <p>Operational</p>	WFP	ANADER; Ministry of Agriculture; Ministry of Gender	Medium	Q2-4 2025

	2. Ensure that sex-disaggregated and other relevant indicators are developed that track women's participation in the food production, storage and distribution processes. Also develop indicators that can track sales/income at household level					
3.	<p>Address district (and possibly regional) disparities in cost-effectiveness Develop a systematic approach with intentional geographic programme alignment at district (and possibly regional) levels to address disparities.</p> <ul style="list-style-type: none"> - Reassess resource allocation models to align with district-specific needs and reduce underutilization. - Strengthen supply chain, particularly in underperforming districts, to improve cost-effectiveness without straining budgets. - Use lessons from districts like Ferkessedougou to replicate successful practices in others. - Consider investment in Real-Time Monitoring systems to track resource allocation and utilization, enabling rapid interventions. - Enhance logistics management - improve storage and transportation systems for oil and beans, which exhibit greater variability and regularly evaluate resource allocation trends and adjust strategies as needed. - Provide training for local including school staff to optimize resource management practices given the evidence from this evaluation that schools with experienced staff achieved higher alignment between planned and served populations. - Consider establishing regional hubs to reduce logistical costs and improve resource availability in high-cost districts. 	Short-Medium Operational	WFP	Ministry of National Education, DCS, DREN	High	Q2 2025 -Q1 2026
4	<p>Address the issue of absenteeism in boys due to agricultural and other work; and the increase in health-related absenteeism for girls. Address worsening boys' absenteeism seen in both intervention and comparison schools. The primary reasons for absenteeism evolved from health-related reasons at baseline to household agricultural work / Seasonal jobs or domestic work at midterm for the boys.</p> <p>1. Consider strategies like take-home rations for boys and girls to relieve the pressure to support their households which seems to weigh more heavily on the boys. However, it is noted that THR is a back-up mechanism. The focus should be for</p>	Short term Operational	WFP	Ministry of National Education	High	Q2&3 2025

	<p>WFP/Government to increase the actual number of operational days for on-site meals.</p> <p>2. Review the pattern of increased health related absenteeism for girls ((from 2.3% at baseline to 6.4% at midterm) to avoid further increase by endline. A rapid research / appraisal could provide more insight into the root causes and their solutions.</p>					
5	<p>Incorporate a more integrative approach to target children living with disabilities.</p> <ol style="list-style-type: none"> 1. Stakeholder consultations on this for the rest of the programme cycle should include People with Disabilities and Disabled People's Organisations. 2. Introduce indicators on children with disabilities at the school level - into the programme log frame. Data should be collected on disability among the programme's target beneficiaries – an important step needed to prevent their exclusion from the interventions. 3. Disability inclusion will require infrastructural adjustments at the school level and possible policy adjustments which would require cooperation with other technical partners. 	Short-Medium Operational	WFP	WFP. UNCT	Medium	2025-2026
6	<p>Strengthen local / community structures</p> <p>For smallholder farmers - Continue to raise awareness among communities and advocate with village authorities around mutual insurance companies in order to encourage their commitment to supporting school canteens.</p> <p>For school canteen management committees –The evidence from this evaluation on the variability in their effectiveness suggests that while the committees are making valuable contributions, but their capacity to sustain these efforts without continued external support is limited.</p> <ol style="list-style-type: none"> 1. Establish more targeted support and fostering peer learning between more and less effective committees to help to enhance their overall capacity. 2. Advocate for the integration of school canteen funding in local government budgets and to build the capacity of local authorities to manage those funds effectively. 	Short-Medium Operational	WFP	ANADER, DREN, DCS	Medium	Q2 2025 – Q2 2026
7	<p>Improve Teacher Training Coverage especially in Bagoué and Gontougo</p> <p>To address the decline in teacher training participation, it is essential to adopt a more adaptive and context-sensitive approach that considers the logistical, institutional, and socio-economic constraints affecting schools in Bagoué and Gontougo.</p>	Short – Long term Operational	WFP Government	/ UNICEF / Ministry of National Education, DCS, DREN, Ministry of Finance	High	Q2 2025 – Q3 2026

	<ol style="list-style-type: none"> 1. Decentralize and Adapt Training Delivery Models - Training sessions should be decentralized to bring them closer to the schools, especially in remote or hard-to-reach areas. This could involve establishing training hubs at the sub-prefecture level or organizing school-cluster training sessions that reduce travel time and logistical burden. Where feasible, a hybrid model that includes on-site coaching and short in-school modules can complement formal training workshops. 2. Integrate Flexible Scheduling Aligned with Local School Calendars - Training calendars must be aligned with local realities, including periods of peak agricultural activity, exam schedules, and known logistical bottlenecks. Engaging school directors and local education offices in co-developing these schedules will ensure higher attendance and better ownership of the training process. 3. Provide Substitution Support During Training Periods- To enable full teacher participation, particularly in schools where staff numbers are limited, the programme should explore the provision of temporary support—such as deploying mobile support teams, engaging trained volunteers, or scheduling training during non-teaching days—to ensure that classrooms are not left unattended during training sessions. 4. Strengthen Communication and Information Flow - Clear and timely communication about training opportunities is critical. Information should be systematically disseminated through formal channels (e.g., school heads, education inspectors) and reinforced through informal ones (e.g., community radios, SMS notifications, WhatsApp groups). This will help ensure all targeted educators are aware of their training schedules and expectations. 5. Reinforce Institutional Commitment and Coordination- Improving training coverage also requires stronger collaboration between implementing partners and regional education authorities. Clear joint planning and role definition should be established to avoid overlap, ensure accountability, and streamline resource allocation. Dedicated focal points within regional education offices can help monitor training participation and troubleshoot emerging issues. 					
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	<p>6. Address Broader Teacher Workload and Support Gaps - Teachers in both regions often take on non-academic responsibilities, which compete with their professional development time. Where possible, the programme should advocate for additional school-level staffing—particularly canteen and hygiene support—to free up teachers for instructional and training duties. Concurrently, motivational strategies such as certificates, recognition, or minor incentives for training completion could improve participation and morale.</p>					
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The recommendations are mapped to the evaluation findings in Annex 9 and elaborated further in Annex 12

Annexes

Annex 1. Summary terms of reference

The mid-term evaluation of “support for the integrated program for the sustainability of school canteens” is an evaluation supported by the United States (US) Government through funding from the McGovern-Dole program. The evaluation is commissioned by WFP Côte d'Ivoire and will cover the period from September 2021 to April 2024. Field data collection is planned for May 2024. In addition to the accountability dimension, this independent evaluation is an opportunity to inform all stakeholders of the results of the implementation of the project and the sustainability of the program. Subject and focus of the evaluation.

This Terms of Reference (ToR) relates to the mid-term evaluation of “support for the integrated program for the sustainability of school canteens” supported by the United States Government through United States Department of Agriculture’s (USDA) McGovern-Dole International Food for Education and Child Nutrition Program funding. This program is a school feeding and literacy program implemented in the West, North and North-East regions of Côte d'Ivoire from 2015 to 2021 in its first phase. The second phase covers the period from 2021 to 2026 in the same areas and the same schools.

The evaluation will focus on the mid-term implementation of the project, its progress, its overall management and the achievement of results and/or contributions to expected results in the regions covered.

The evaluation will adopt the standard OECD/DAC evaluation criteria, namely: **relevance, effectiveness, efficiency, impact, sustainability and coherence**. The criterion linked to considerations related to the differing experiences and needs of girls, boys, women and men will be included.

Evaluation Objectives

The evaluation serves two mutually reinforcing purposes, namely:

Accountability: This mid-term evaluation will report on the performance and results of the school feeding program supported by McGovern-Dole funding, to the national authorities of Côte d'Ivoire, donors, partners and parties’ external stakeholders including beneficiaries. It will include the views of different beneficiary groups during data collection.

Learning: This assessment aims to determine the factors contributing to the achievement or non-achievement of specific results, in order to extract valuable information, identify best practices and offer advice which will improve implementation. It will also make it possible to establish a clear situation on the sustainability and capacity of the government to ensure the recovery of school feeding in the 613 schools of the project.

Key evaluation questions

The assessment will consist of 6 key questions, as well as more detailed sub-questions around the standard assessment criteria. The question of the differing experiences and needs of girls, boys, women and men and group-specific dynamics will be addressed at the level of all criteria.

RELEVANCE - Q1 - To what extent does the intervention meet the needs and priorities of the government, stakeholders and affected populations?

EFFECTIVENESS - Q2 - To what extent did the intervention achieve, or should it achieve, its objectives and results?

EFFICIENCY - Q3 - To what extent did the project use resources efficiently and align with McGovern-Dole funded programs?

IMPACT - Q4 - To what extent has the project financed by McGovern-Dole managed to generate or should it generate significant effects, positive or negative, intended or not?

COHERENCE - Q5 - To what extent did the project ensure effective and coherent implementation of its components within the framework of actions in favor of school feeding?

SUSTAINABILITY - Q6 - To what extent will the activities and results of the intervention be maintained in the long term?

The evaluation questions and sub-questions will be re-examined and redefined by the evaluation team during the inception phase.

Scope, methodologies and ethical considerations

The approach and methodology of the mid-term evaluation will reflect the methodology of the baseline evaluation to ensure consistency and minimize bias. It will focus on performance evaluation, collecting data from project participants to measure changes and evaluate the program's progress toward its goals over a two-year period. The methodology will be adapted during the inception phase, using relevant evaluation criteria and an evaluation matrix to answer key questions while taking into account data availability, budget and time constraints.

Mixed methods (quantitative, qualitative, participatory, etc.) will be used to ensure diverse participation, particularly of women, girls, men and boys across all stakeholder groups. Particular attention will be paid to impartiality and reduction of bias through systematic triangulation of primary and secondary data sources, taking into account challenges such as data availability and reliability. The methodology will be **sensitive to parity between girls and boys, varied experiences and needs of different population groups and disability inclusion**, ensuring that the voices of different groups are heard and taken into account.

The evaluation complies with the WFP **and UNEG 2020 ethical guidelines**. This includes, but is not limited to, ensuring informed consent, protecting the privacy, confidentiality and anonymity of participants, cultural awareness, respecting participant autonomy, equitable recruitment of participants, participants (including women and socially excluded groups) and ensuring that the evaluation does not cause any harm to participants or their communities.

Mechanisms ensuring independence and impartiality, such as an evaluation committee and a reference group, will be used, with risks identified and mitigation strategies proposed.

Roles and responsibilities

EVALUATION TEAM: The evaluation will be conducted by a team of independent consultants with a combination of expertise relevant to Côte d'Ivoire mainly in the area of school feeding and reading assessment and having a good knowledge of the issues relating to equal access and opportunities for girls, boys, women and men, equity and disability inclusion issues.

EVALUATION CHAIRPERSON: The evaluation will be chaired by **Olivia HANTZ, Representative and Director of WFP Côte d'Ivoire**, who appoints the evaluation manager, approves all evaluation deliverables, ensures independence and impartiality of the evaluation at all stages, participates in discussions with the evaluation team, supervises the dissemination and monitoring process, including management response.

EVALUATION MANAGER: The evaluation will be managed by **SEYDOU KONE** responsible for monitoring and evaluation for WFP Côte d'Ivoire. He will be the main point of contact for the evaluation team and WFP partners, to ensure a smooth implementation process and compliance with quality standards in process and content. **Isabelle CONFESSON** from the regional evaluation unit will provide support throughout the evaluation process.

Group of External Reference is constituted as an advisory body with representation from ERG members as well as relevant units of the WFP regional office, external stakeholders. Members of the Evaluation Reference Group will review and comment on draft evaluation products and act as key informants to contribute to the relevance, impartiality and credibility of the evaluation by providing a range of perspectives and ensuring a transparent process

WFP Ivory Coast : Country Representative and Director, School Feeding Program Manager, Finance Officer, Supply Chain Manager, Nutrition Program Consultant, National Program Officer/Head of Office Korhogo, Associated program, gender focal point

WFP Regional Office: Regional School Feeding Advisor, Regional Evaluation Focal Point, Regional SAMS Program Manager, Regional CCS Program Manager, RAM regional manager, Regional Resilience Officer, SAMS regional manager, Regional Gender Advisor

Government : Deputy Director in charge of monitoring and evaluation, DPFC, Head of Social Awareness Department and Early Childhood Monitoring, General Services Coordinator, Director, Coordinating Director, Agricultural Engineer, Crop Defense option,

- **Donors :** USDA Analyst, USDA Program Analyst

-**Partner:** Education Program Manager

Timeline and milestones

Start-up phase: January – March 2024

It includes a desk study of secondary data, an initial discussion with key stakeholders. The **inception report** will explain how the team intends to carry out the work with a focus on methodological and planning aspects.

Data collection: April – May 2024

Fieldwork will span **2 - 3 weeks** and will include visits to project sites and **collection of primary and secondary data** from local stakeholders. A presentation of the preliminary results will be made by the team leader.

Reporting phase: June–July 2024

The mid-term evaluation report will present the findings, conclusions and recommendations in a concise 40-page report plus an executive summary. Interactive sessions aimed at informing stakeholders of the evaluation results will be organized.

Dissemination and monitoring phase: September - October 2024.

Management's response to the evaluation recommendations will be developed and disseminated with the evaluation report to a wide audience. Communication products may be developed (in accordance with the communication and knowledge management plan)

The results will be disseminated and the final evaluation report will be publicly available on the WFP website.

The approved ToRs are available here: <https://www.wfp.org/publications/cote-divoire-mcgovern-dole-food-education-and-child-nutrition-evaluations>

Annex 2. Detailed timeline

Activities		Responsibl e	2024 Mar ch	April	May	June	July	August	Sept	Oct
Phase 1 – Inception - Up to 8 weeks										
1.	Brief core team	EM/TL								
2.	Desk review of key documents	ET								
3.	Inception mission in the country									
4.	Draft inception report	ET								
5.	Quality assurance of draft IR by EM and REO using QC, share draft IR with decentralized evaluation quality support (DEQS) service and organize follow-up call with DEQS	EM								
6.	Review draft IR based on feedback received by DEQS, EM and REO	ET								
7.	Share revised IR with ERG	EM								
8.	Review and comment on draft IR	ERG								
9.	Consolidate comments	EM								
10.	Review draft IR based on feedback received and submit final revised IR	ET								
11.	Review final IR and submit to the evaluation committee for approval	EM								
12.	Approve final IR and share with ERG for information. WAS representative shares the IR with USDA	EC Chair and WAS								
Phase 2 – Data collection- Up to 4 weeks										
13.	Brief the evaluation team at CO	EC Chair/ EM								
14.	Data collection	ET								
15.	In-country debriefing (s)	ET								
16.	Brief the evaluation team at CO	ET								
Phase 3 – Reporting- Up to 11 weeks										
17.	Draft evaluation report	ET								
18.	Quality assurance of draft ER by EM and REO using the QC, share draft ER with quality support service (DEQS) and organize follow-up call with DEQS	EM								
19.	Review and submit draft ER based on feedback received by DEQS, EM and REO	ET								
20.	Circulate draft ER for review and comments to ERG, RB and other stakeholders	EM								
21.	Review and comment on draft ER	ERG								
22.	Consolidate comments received	EM								
23.	Review draft ER based on feedback received and submit final revised ER	ET								

24.	Review final revised ER and submit to the evaluation committee	EM									
25.	Review draft ER based on EC feedback and share with USDA (via WAS team)	EM and WAS									
26.	1 st review and comment on draft ER	USDA									
27.	2 nd review and comment on the draft ER	USDA and ET									
28.	Update ER and share with USDA for final approval (via WAS team)	EM and WAS									
29.	Approve final evaluation report and share with key stakeholders for information	EC Chair									
30.	Draft evaluation report	ET									
31.	Quality assurance of draft ER by EM and REO using the QC, share draft ER with quality support service (DEQS) and organize follow-up call with DEQS	EM									
32.	Review and submit draft ER based on feedback received by DEQS, EM and REO	ET									
33.	Circulate draft ER for review and comments to ERG, RB, USDA and other stakeholders	EM									
34.	USDA review of draft ER and feedback to EM	EM									
Phase 4 - Dissemination and follow-up- Up to 4 weeks											
35.	Prepare management response	EC Chair									
36.	Share final evaluation report and management response with the REO and OEV for publication and participate in end-of-evaluation lessons learned call	EM									

Annex 3. Methodology guidance

Quantitative data collection methods and tools

Students learning outcomes assessment using ASER tools - This consisted of primary data collection to measure the learning outcomes of pupils/students via ASER tools. To measure the impact on reading skills of school children and analyze the change in skills over time, the enumerators administered the same French-language ASER reading assessment tool used at baseline to provide meaningful comparisons over time. The ASER test includes 11 levels (A-K) corresponding to the practical reading standards for each grade. The ASER tool for this evaluation was provided by the Ministry of Education (MOE), and the ministry focal point and AVSI representatives trained the evaluation data collection team on how to use the tools.

Headteacher survey - was carried out using structured school questionnaires to collect data on enrolment, attendance and retention; school infrastructure, including storage spaces, kitchens, WASH facilities etc.

Teacher survey - was carried out using structured questionnaires to collect data on teacher perceptions and experiences within the programme.

Canteen managers' survey - was carried out using structured questionnaires to collect data on their perceptions and experiences in managing the school canteens.

Household survey - This was conducted using questionnaires to provide information on food security, uptake of school feeding interventions, perceived needs and expectations from the programme and to what extent those have been met, satisfaction levels, challenges including beneficiary feedback mechanisms and experiences with sex-based discriminatory norms.

Direct observation - This was carried out via observation guides and checklists to collect data at classroom and school levels.

Qualitative data collection methods and tools

Key Informant Interviews - was carried out using topic guides. The questions were framed to elicit informed opinions from the internal and external stakeholders including those who have had leading roles in the programme at WFP HQ, regional, country and programme intervention locations. Their perceptions on how the interventions integrated equity and sex-related issues in its design, implementation, and monitoring were captured, including an assessment of where/why disparities between girls, boys, women and men, and other gaps persist in the intervention, what are the barriers, what adaptations or additions are required to achieve desired results, and an examination of the differential effects / impacts on girls versus boys.

Focused Group Discussions - was also carried out using topic guides by trained qualitative data collectors. Community FGD for men and women had between 8-10 participants and were held separately for the different sexes to ensure that women did not hesitate to discuss their views in front of men. FGDs also considered the age of participants, ensuring separate groups for girls and boys. This stratification enabled the capture of distinct realities within different age brackets and encouraged discussions on their perceptions regarding how discriminatory social norms and the context of conflict impact boys and girls differently. The FGDs were audio-recorded.

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

The ET enlisted the services of field researchers in Côte d'Ivoire. Field level research assistants were selected based on their demonstrated experience in collecting quantitative and qualitative data, including via virtual platforms, educational background, language proficiency and experience with administering ASER learning outcomes tools. A team with an male-female balance was preferred. We ensured that sex-specific and social sensitive approaches are used in research trainings and in the interviews. The training workshop for research assistants/investigators took place at the Centre for Research and Action for Peace (CERAP) located in Cocody, Abidjan. It took place over five days from April 29 to May 3, 2024. The tools were translated into local languages where necessary. There was also translation and back translation of some tools in French. Pre-testing of tools including during training workshops checked response procedures for each question, probing, recording, and storing data following agreed procedures. Tools were reviewed and adapted further based on the feedback from the training workshop review and pre-test. The main data collection took place from May 5th to 15th 2024. It coincided with the end-of-school year period, which was characterized by the mobility of teachers in the preparation of compositions and exams. However, mop-up data collection continued till July 2024.

Data Analysis

Variables

The following variables were used in the analysis:

Outcome Variables for Impact Analysis

Reading Skills

The first primary outcome in this evaluation is the assessment of pupil reading skills, measured using the Annual Status of Education Report (ASER) to enable meaningful comparisons over time. The ASER test consists of 11 levels (A - K), each corresponding to specific reading standards for different grades. Below is a description of the structure of the ASER reading test, outlining the levels, corresponding grades, and the reading skills associated with each level

Level	Corresponding Grade	Reading Skill
Level 0	None	None
Level A	CP1 – Lower level	Identify letters
Level B	CP1 – Upper level	Read simple sounds
Level C	CP2 – Lower level	Read complex sounds
Level D	CP2 – Upper level	Decode simple words (1-2 syllables)
Level E	CE1 – Lower level	Decode complex words (2-3 syllables)
Level F	CE1 – Upper level	Read simple sentences
Level G	CE2 – Lower level	Read complex sentences
Level H	CE2 – Upper level	Read simple stories
Level I	CM1 – Lower level	Answer reading comprehension questions on simple stories
Level J	CM1 – Upper level	Read complex stories
Level K	CM2	Answer reading comprehension questions on complex stories

- **Raw ASER score:** A numeric value assigned to performance grades, with higher values indicating better performance (e.g., O = 0, A = 1, B = 2, ..., K = 11).
- **Grade-appropriate minimum score:** A dummy variable indicating whether a pupil's ASER score is at the **minimum** acceptable for their grade level (coded as 1 if the pupil's score is equal to or greater than the lower bound of their grade-appropriate score, and 0 otherwise).
- **Grade-appropriate maximum score:** A dummy variable indicating whether a pupil's ASER score is at the **maximum** acceptable for their grade level (coded as 1 if the pupil's score is equal to or greater than the upper bound of their grade-appropriate score, and 0 otherwise).
- **Exceeded grade-appropriate maximum score:** A dummy variable indicating whether a pupil's ASER score **exceeds the maximum** acceptable score for their grade level (coded as 1 if the pupil's score is greater than the upper bound of their grade-appropriate score, and 0 otherwise).

Household Food Security

The second outcome is household food security which is measured by a series of food security measures. They include:

- **Household Dietary Diversity Score (HDDS):** A score ranging from 1 – 12, representing the variety of food groups consumed by the household over a specific period, often used as a proxy for food security.
- **Food Consumption Score (FCS):** A composite score ranging from 0 – 112 that reflects the frequency and diversity of food consumption within the household.
- **Reduced Coping Strategy Index (CSI):** An index ranging from 0 – 56, measuring the household's reliance on negative coping strategies (e.g., reducing meals, borrowing food) in response to food insecurity.

- **Livelihood Coping Strategies for Food Security (LCS-FS):** Three measures of the household's coping strategies to secure food, including income generation activities and community-based support. They include stress coping strategies (1/0), crisis coping strategies (1/0), and emergency coping (1/0).

Other

Covariates

In addition to the outcome variables, the following covariates were included to control for potential confounding factors:

Household-level:

- **Region:** The geographical location where the pupil resides, categorized by region (Bafing, Cavally, Poro, Tchologo, Boukani, Bagoue, and Gontougo).
- **Sex of household head:** The sex of the pupil's household head (male or female).
- **Age of household head:** in single years.
- **Education of household head:** Categorised as none, primary, secondary, tertiary.
- **Relative Wealth:** A measure of the pupil's household wealth relative to peers, derived from socioeconomic indicators, and categorised into 3 categories – low, middle, and high.
- **Household Size:** The total number of people living in the pupil's household, categorised into 1-3, 4-6, and 7+ members.

Pupil-level:

- **Class:** The academic grade or class level of the pupil (CP1, CP2, CE1, CE2, CM1, CM2).
- **Sex of Child:** The sex of the pupil (male or female).
- **Age of Child:** The age of the pupil in years.
- **Pupil's reading habit:** Five dummy variables described as: whether the child likes to read (1/0), whether there are books at home (1/0), whether the child has children's books at home (1/0), whether the child reads with parents (1/0), and whether the child reads alone (1/0).
- **Pupil's access to reading materials in school:** Five dummy variables described as access of the pupil to: mobile library (1/0), reading board (1/0), illustrated board (1/0), junior dictionaries (1/0) and sculpted plastic letters (1/0)

Efficiency Analysis

Data collection focused on planned and actual resource allocation, operational days, and financial expenditures. The analysis utilized programmatic data from two key academic years, Year 1 and Year 2, which included:

- **Beneficiary Records:** Data on planned and served beneficiaries, disaggregated by sex, school, and district.
- **Resource Allocation Data:** Quantities of distributed food resources (rice, oil, and beans) by school and district.
- **Cost Data:** Normalized estimates of resource quantities and associated costs per school.
- **Operational Details:** Number of operational days and active school canteens in each district.

Additionally, secondary information on logistical and contextual factors, such as geographic and economic disparities, was included to enhance the analysis. This enriched understanding of regional influences on resource allocation and utilization.

Definitions of Efficiency Metrics and Scores

Efficiency metrics assess the extent to which resources, such as rice, oil, and beans, are effectively allocated, utilized, and managed to achieve program objectives. These metrics provide critical insights into operational performance, resource distribution, and cost-effectiveness. The key efficiency metrics and their definitions are as follows:

1. **Resource Allocation Efficiency:**

This metric evaluates how well resources are distributed across districts and schools in alignment with planned allocations and beneficiary needs. Efficient allocation minimizes shortages and wastage, ensuring equitable access. Metrics include cost per metric ton and cost per beneficiary (planned vs. served), which highlight disparities and inefficiencies in allocation patterns.

2. **Resource Utilization Rates:**

Utilization rates measure the proportion of allocated resources that were consumed to serve beneficiaries. These are calculated as the ratio of actual distributed resources to planned allocations. Benchmark utilization rates fall between 90%-110%, ensuring optimal delivery. Suboptimal utilization rates may signal logistical inefficiencies or overestimation of planned allocations.

3. **Service Delivery Efficiency:**

This metric is measured by the gap between planned and served beneficiaries. Lower gaps indicate higher efficiency, with a focus on minimizing discrepancies to ensure consistent service delivery.

4. **Cost-Efficiency Scores:**

Cost-efficiency examines the cost per beneficiary served to assess the financial effectiveness of resource utilization. This metric evaluates whether resources are achieving maximum impact at the lowest possible cost.

5. **Operational Efficiency Scores:**

Derived from statistical methods such as Data Envelopment Analysis (DEA), these scores compare district-level performance in achieving program objectives relative to available resources. High scores indicate effective use of resources and minimized operational gaps.

Efficiency Scoring Approach

Efficiency scores are calculated at the district level to identify variations in performance. Scores are normalized on a scale of 0 to 1, where higher scores reflect better performance in resource allocation, utilization, and cost-effectiveness. The following categories are analyzed:

1. **District-Level Comparisons:**

Geographic disparities in cost-efficiency and resource management are identified by comparing metrics like cost per beneficiary and resource distribution across districts. This analysis highlights best practices and areas requiring intervention.

2. **Year-to-Year Trend Analysis:**

Examines changes in cost-efficiency metrics across program years to identify progress, patterns, and areas for improvement. Indicators include year-over-year changes in resource utilization rates and cost per beneficiary.

3. **Cost Drivers and Optimization Opportunities:**

This analysis identifies the resources contributing most to overall costs and highlights opportunities for cost reduction. Metrics include resource-specific costs per beneficiary and the proportion of total costs attributed to each resource.

4. **Equity in Resource Allocation:**

Equity metrics assess whether resources are distributed fairly across districts and beneficiary groups. These include resource allocation per beneficiary ratios and cost-efficiency comparisons by sex and region.

Rationale for Evaluation Metrics

The chosen evaluation metrics provide a comprehensive understanding of the program's financial performance and its impact on beneficiaries. Key metrics, such as cost per beneficiary, utilization rates, and equity indicators, enable nuanced assessments of efficiency and equity. Statistical tools, including DEA, ANOVA, and paired t-tests, ensure rigorous analyses and actionable insights.

Implications of Efficiency Scores

1. **Operational Optimization:**

Districts with lower efficiency scores may require tailored interventions to address logistical bottlenecks and improve resource distribution strategies.

2. **Resource Allocation Adjustments:**

Moderate-performing districts could benefit from revising planned allocations to better align with actual utilization trends, reducing inefficiencies.

3. **Learning from High Performers:**

Strategies employed by high-performing districts should be documented and adapted in lower-performing areas.

Expected Outcomes

The cost-efficiency analysis is expected to deliver the following insights:

1. **Identification of High- and Low-Performing Districts:**

Efficiency scores will highlight geographic disparities and provide benchmarks for targeted interventions.

2. **Trends in Resource Utilization:**

Insights into resource utilization patterns will help refine allocation strategies and reduce inefficiencies.

3. **Evidence-Based Recommendations:**

The analysis will generate actionable solutions to optimize costs and enhance program outcomes.

4. **Enhanced Transparency:**

Improved data-driven decision-making will support accountability and program sustainability.

Analytical Framework

A multi-dimensional analytical framework was developed to evaluate cost-efficiency, equity, and effectiveness. Key steps in the analysis included:

1. **Effectiveness Analysis:**

- The primary metric for cost-efficiency was cost per beneficiary, reflecting the total resources allocated per individual served.
- Results were compared across districts and schools to identify patterns of efficiency and inefficiency.

2. **Cost-Efficiency Analysis:**

- Evaluated the program's ability to meet its objectives, such as serving the planned number of beneficiaries.
- Total distributed resources (in metric tons) were divided by the number of beneficiaries served in each district.
- Key metrics included planned versus served beneficiary ratios and resource utilization rates for each food type (rice, oil, and beans).

3. **Disparity Assessment:**

- **Geographic:** Analyzed disparities in resource allocation and utilization rates across districts.
- **Disparities in access and outcomes:** Compared resources allocated per beneficiary between boys and girls.

Statistical Frameworks and Comparative Techniques

A combination of statistical methods and advanced modelling techniques was employed to ensure rigorous analysis:

1. **Descriptive Statistics:** Summarized data on resource allocations, costs, and beneficiary counts to provide an overview of program performance.

2. **Analysis of Variance (ANOVA):** Detected differences in cost-effectiveness and efficiency across districts.

3. **Paired T-Tests:** Assessed year-to-year changes in resource allocation and utilization, and identified significant sex-based differences.
4. **Correlation Analysis:** Explored relationships between resource efficiency scores and beneficiary outcomes, including educational and nutritional improvements.
5. **Sensitivity Analysis:** Evaluated the implications of resource adjustments on cost and operational efficiency.
6. **Data Envelopment Analysis (DEA):**
 - Inputs: Total resource costs (e.g., rice, oil, and beans), transportation costs, and staffing levels.
 - Outputs: Number of beneficiaries served, and educational and nutritional outcomes.
 - Model Orientation: Input-oriented, focused on minimizing resource use while maintaining service levels.
 - Returns to Scale: Variable Returns to Scale (VRS) to account for differences in district capacities.
 - Efficiency Scores: Districts were rated on a 0-to-1 scale, with 1 indicating full efficiency.

Equity and Effectiveness Considerations

To address equity and effectiveness, the evaluation adopted a mixed-methods approach:

1. **Equity Analysis:**
 - Assessed using statistical measures, such as the Gini coefficient, to identify disparities in resource distribution.
 - Examined contextual factors, such as logistical challenges and geographic variations, to provide a deeper understanding of inequities.
2. **Effectiveness Metrics:**
 - Focused on gaps in resource planning and utilization, such as mismatches between planned and served beneficiaries or underutilization of resources.

Annex 4. Evaluation matrix

The ET has reviewed the evaluation questions (EQs) as presented in the TOR, and derived sets of logically sequenced sub-questions, and also mainstreamed sex-related, social equity and disability inclusion into the sub-questions and indicators. The OECD/DAC criteria will be used in the assessments.

Overall the availability and quality of evidence from the document review is medium. Primary quantitative (school based and HH surveys) and qualitative (KII and FGDs) evidence will be generated in this evaluation to increase the reliability and credibility of findings.

Questions				Criteria
1. How well is the McGovern-Dole phase 2 project aligned with needs of beneficiaries and the national priorities, strategies, policies?				Relevance
Sub questions	Indicators	Data collection methods	Sources of data/information	Data analysis methods/ triangulation
1.1. To what extent was the design of the interventions consistent with the needs and priorities of the government and the different target population, groups - women, girls, boys and men?	<p>Evidence of systematic identification of the country's needs prior to programming.</p> <p>Selected interventions are consistent with identified needs of targeted populations and national priorities.</p> <p>Evidence of the FY20 programme meeting the specific needs of the expected beneficiaries, (direct and indirect) at national, state and county levels</p> <p>Evidence of Human Rights Based Approach (HRBA) and mainstreaming of population-specific needs and roles within the programme design and implementation framework.</p>	<p>Desk Review</p> <p>Key informant interviews with WFP staff including monitoring and evaluation officers, and gender focal points;</p> <p>Government, Implementing partners (ANADER, AVSI etc.) and other UN Agencies.</p> <p>Focus Group Discussions (FGDs) with community men and women, SMC, women farmer groups etc.</p> <p>HH survey</p>	<p>Monitoring and Evaluation Reports</p> <p>Annual Country Reports</p> <p>UCF/UNSDCF annual reports</p> <p>Qualitative information from KII and FGDs</p> <p>Quantitative information from HH survey</p>	<p>Descriptive Analysis</p> <p>Content analysis</p> <p>Principal Component Analysis</p> <p>Triangulation of different data sources and methods. Different persons will be asked the same questions and areas of agreements and disagreements will be noted. Any weakness in addressing the question via desk review alone will be compensated for by the KII. This will increase the credibility of the findings.</p>

<p>the national and state levels?</p> <p>1.1.2. To what extent did the programme design and objectives take into account: a) sex, b) the social, economic, cultural, political and environmental context; and c) equity for beneficiaries?)</p>	<p>Evidence of collaboration and joint planning between the intervention team and government officials in the design phase.</p> <p>Intervention design and programme logic showing considerations of different contextual elements in the assumptions, risks and mitigating factors</p> <p>Household demographics, Household asset score / wealth ranking HH livelihood classification</p> <p>Evidence on monitoring tools to measure progress on in addressing disparities and promoting balanced participation and empowerment across diverse population groups.</p> <p>Evidence of staff and partner awareness and technical capacity to integrate considerations related to social dynamics and group-specific needs within the programme.</p> <p>Existence of specific goals and indicators within the programme's monitoring and</p>			
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	<p>evaluation framework that address balanced participation, access, and outcomes among diverse population groups.</p> <p>Beneficiary feedback mechanisms included in the design or adaptations of the FY20 project</p> <p>Perceptions of WFP CO staff; government stakeholders at national and state levels; and implementing partners on the consideration of different population groups in the design and implementation of interventions.</p> <p>Communities' perceptions on access of the interventions to all groups including women, girls and the most affected groups including children living with disabilities</p> <p>Perceptions of WFP CO staff , government and implementing / technical partners beneficiary feedback mechanisms available in the programme and the level of functionality of the mechanisms</p>			
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	<p>Percentage of beneficiaries who report the programme's applicability to their daily lives, disaggregated by sex, age, and socioeconomic status.</p> <p>Communities' perceptions around priority needs for school feeding for children</p> <p>Communities' awareness and acceptance of overall FY20 interventions</p>			
1.2. Was the intervention aligned with the policies and priorities of WFP, partners and United Nations agencies?	<p>Alignment of programme's objectives, targeting and activities with those stated/prioritised in national policies on education, food security and nutrition and sex (including sex-based elements of sector policies)</p> <p>Stakeholders' views on alignment of the programme with national policies, strategies and priorities.</p> <p>Stakeholders' views of alignment / synergy of WFP supported FY20 interventions with those implemented by other partners.</p> <p>Stakeholders' views on gaps in alignment and the effects</p>	<p>Evaluability Assessment Desk Review</p> <p>Key informant interviews with WFP staff, Government, ANADER, AVSI and other implementing partners; UNICEF, UNESCO, FAO and other key stakeholders.</p>	<p>Monitoring and Evaluation Reports;</p> <p>Programme and project documents</p> <p>National Strategic Planning and Policy Documents</p> <p>UCF/UNSDCF annual reports</p> <p>Qualitative information from KII</p>	<p>Descriptive Analysis</p> <p>Content analysis</p> <p>Triangulation of different data sources and methods. Different persons will be asked the same questions and areas of agreements and disagreements will be noted. Any weakness in addressing the question via desk review alone will be compensated for by the KII. This will increase the credibility of the findings.</p>

1.3. Was the intervention aligned with the policies and priorities of USDA's McGovern-Dole Food for Education Programme?	<p>Intervention activities directly contributing to USDA's McGovern-Dole Food for Education Program policies and priorities.</p> <p>WFP stakeholders' perceptions of alignment of the FY20 intervention with the policies and priorities of USDA's McGovern-Dole Food for Education Programme.</p> <p>USDA stakeholders' perceptions of alignment of the FY20 intervention with the policies and priorities of USDA's McGovern-Dole Food for Education Programme.</p>	<p>Desk Review</p> <p>Key informant interviews with WFP HQ, and USDA McGovern-Dole staff</p>	<p>Programme and project documents</p> <p>Qualitative information from KII</p>	<p>Descriptive Analysis</p> <p>Content analysis</p> <p>Triangulation of different data sources and methods.</p>
1.4. To what extent was the intervention able to adapt throughout the programme to new needs or changing circumstances?	<p>Documented evidence of programme adaptations to new needs or changing circumstances.</p> <p>Communities' perceptions of responsiveness of the programme to contextual and emerging realities</p> <p>Government stakeholders' perceptions of responsiveness of the programme to contextual and emerging realities</p>	<p>Desk Review</p> <p>Key informant interviews with WFP staff including monitoring and evaluation officers, and gender focal points; Government, Implementing partners (ANADER, AVSI etc.) and other UN Agencies.</p> <p>Focus Group Discussions (FGDs) with community men and women, SMC, women farmer groups etc.</p>	<p>Programme and project documents</p> <p>Annual Country Reports</p> <p>Monitoring and Evaluation Reports;</p> <p>Qualitative information from KII and FGDs</p> <p>Quantitative information from</p>	<p>Descriptive Analysis</p> <p>Content analysis</p> <p>Triangulation of different data sources and methods.</p>

	Implementing partners' perceptions of the programme's responsiveness to contextual and emerging realities			
1.5. What were the synergies between the intervention and other WFP interventions in Côte d'Ivoire; and between the intervention and other U.S. Government funded interventions in Côte d'Ivoire?	<p>Evidence of joint activities conducted between the FY20 intervention and other WFP interventions</p> <p>Evidence of mutual support in communications and advocacy efforts between the intervention and other WFP programs</p> <p>Percentage of shared resources (funding, personnel, and materials) between the intervention and other WFP interventions</p> <p>Number of shared training, capacity-building workshops for staff and beneficiaries of both the intervention and other WFP interventions</p> <p>WFP staff's perceptions of improvement in intervention outcomes attributable to synergies with other WFP interventions</p> <p>Stakeholders' perceptions regarding the benefits and effectiveness of synergies between the intervention and other U.S. Government-funded interventions</p>	<p>Desk Review</p> <p>Key informant interviews with WFP staff including monitoring and evaluation officers, and gender focal points; USDA McGovern-Dole staff</p>	<p>Programme and project documents</p> <p>Annual Country Reports</p> <p>Monitoring and Evaluation Reports;</p> <p>Qualitative information from KII</p>	<p>Descriptive Analysis</p> <p>Content analysis</p> <p>Triangulation of different data sources and methods.</p>

	<p>Evidence of alignment of the intervention's objectives with (and complement across) sectors the goals of other U.S. Government initiatives in the country</p> <p>Number and type of collaborative activities implemented</p> <p>The extent to which resources (such as funding, personnel, facilities, and equipment) were shared between the intervention and other U.S. Government-funded projects</p>			
2. To what extent did McGovern-Dole Phase 2 achieve its objectives and results?				Effectiveness
<p>2.1. To what extent have the outputs and outcomes been achieved for men, women, boys and girls (are they likely to be)?</p> <p>2.1.1. Extent to which the FY20 award achieved the expected results in relation to reducing mid-day hunger of school going children; educational sector performance (enrolment, attendance, retention, and</p>	<p>Evidence with reference to the performance indicators for the programme:</p> <ul style="list-style-type: none"> - Number of schools targeted vs number of schools reached - Comparison of most recent output data with baseline and targets - Comparison of most recent outcome data with baseline and targets <p>Percentage of girls achieving basic literacy in intervention and comparison schools</p>	<p>Desk Review</p> <p>Key informant interviews with WFP staff including monitoring and evaluation officers, and gender focal points; Government, implementing partners (ANADER, AVSI) and other key stakeholders.</p> <p>Focus Group Discussions (FGDs) with school girls and boys; community men and women, SMC, etc.</p> <p>School based surveys – students' reading assessments with ASER tool; Surveys of school directors, teachers, school canteen managers</p> <p>HH survey</p>	<p>Programme documentation and Government reports</p> <p>Monitoring and Evaluation Reports;</p> <p>WFP log frame and performance data</p> <p>UCF/UNSDCF annual reports</p> <p>Available EMIS data</p> <p>Available school inspection data</p> <p>Qualitative information from KII and FGDs</p> <p>Quantitative information from School based surveys including reading assessment and surveys of school directors, teachers, school canteen managers</p> <p>HH survey</p>	<p>Descriptive statistics</p> <p>Counterfactual analysis</p> <p>Causal analysis</p> <p>Food security analysis:</p> <ul style="list-style-type: none"> - Food Consumption Score (FCS) - Household Dietary Diversity Scale(HDDS); - Coping Strategy Index (CSI); - Household Food Insecurity and Access Scale (HFIAS) <p>Triangulation of data will be carried out using the different methods to ask the same questions, and asking different types of respondents the same questions. This will enable us to identify areas of agreement</p>

<p>learning) especially for girls ?</p> <p>2.1.2. Has the achievement of results led / is it likely to lead to the achievement of the objectives of the intervention?</p> <p>2.1.3. What are the factors that have or have not influenced this result?</p>	<p>Percentage of boys achieving basic literacy in intervention and comparison schools</p> <p>Percentage of girls' enrolled in intervention and comparison schools</p> <p>Percentage of boys' enrolled in intervention and comparison schools</p> <p>Students' (girls and boys) attendance</p> <p>Teacher performance</p> <p>Household health and dietary practices</p> <ul style="list-style-type: none"> - food consumption - household dietary diversity - coping strategies. <p>Perceptions of the government and teachers regarding the capacity of teachers to deliver effective learning to girls and boys</p> <p>Stakeholders and Communities' perceptions of quality of literacy instruction</p> <p>Stakeholders' perceptions of student attentiveness, attendance and dropout,</p>			<p>and disagreement between and within groups of respondents. Any gaps in the desk review will be compensated for by the information obtained from the FGD and KII data to increase the validity of the findings.</p>
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	<p>Stakeholders and Communities' perceptions of reasons for change</p> <p>Communities' perceptions of alleviation of short-term hunger of school children through the provision of school meals</p> <p>Communities' perceptions of influence of the FY20 award activities on household nutritional behaviours and their children's health and nutritional status</p> <p>Stakeholders' perceptions of the extent to which locally produced foods are used for the FY20 project and if there have been any changes in the past two years.</p> <p>Communities' perceptions of the extent to which locally produced foods are used for the for the FY20 project and if there have been any changes in the past two years.</p> <p>Stakeholders' opinions on usefulness and achievements of Community engagement activities</p>			
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	<p>Communities' opinions on usefulness and achievements of Community engagement activities</p> <p>Stakeholders' perceptions of the main drivers of change</p> <p>Communities' perceptions of the main drivers of change</p>			
2.2. To what extent have the recommendations made in the McGovern-Dole 1 final evaluation been implemented?	<p>Implementation status of the recommendations made in the FY15 award final evaluation</p> <p>WFP stakeholders' perceptions of the extent to which the recommendations have been implemented</p> <p>WFP stakeholders' perceptions regarding barriers and /or facilitators of implementation</p>	<p>Desk Review</p> <p>Key informant interviews with WFP staff</p>	<p>Programme and project documents</p> <p>Annual Country Reports</p> <p>Monitoring and Evaluation Reports;</p> <p>Qualitative information from KII</p>	<p>Descriptive Analysis</p> <p>Content analysis</p> <p>Triangulation of different data sources and methods.</p>
<p>2.3. How effective have sex-sensitive activities been?</p> <p>2.3.1. Were there any differential effects experienced between girls and boys? What are the gaps that still need to be addressed?</p>	<p>Number of sex-responsive needs assessments related to the programme strategies at the country level.</p> <p>Evidence of differential effects experienced between girls and boys</p> <p>Stakeholders' views and evidences of the FY20 enabling compliance to national and international obligations around</p>	<p>Desk Review</p> <p>Key informant interviews with WFP staff including monitoring and evaluation officers, and gender focal points; Government, implementing partners and other key stakeholders.</p> <p>Focus Group Discussions (FGDs) with school girls and boys; community men and women, SMC, etc.</p> <p>School based surveys</p>	<p>Programme documentation and Government reports</p> <p>Monitoring and Evaluation Reports;</p> <p>WFP log frame and performance data</p> <p>UCF/UNSDCF annual reports</p> <p>Qualitative information from KII and FGDs</p> <p>Quantitative information from School based surveys</p> <p>HH Survey</p>	<p>Comparative analysis</p> <p>Causal analysis</p> <p>Triangulation of data will be carried out using the different methods to ask the same questions, and asking different types of respondents the same questions. This will enable us to identify areas of agreement and disagreement between and within groups of respondents. Any gaps in the desk review will be</p>

	<p>women's/children's/human rights</p> <p>Evidence of sex and equity considerations in the disaggregation of routine monitoring data</p> <p>Stakeholders' and Communities' perceptions of the fulfilment of women's and girls' needs related to school feeding and education</p> <p>Stakeholders' and Communities' perceptions on how the intervention acted upon women's decision making and autonomy</p> <p>Level of sex-related perspective integrated in the programme's log frame and the results chain:</p> <p>Communities' views/prioritisation of education for girls' vis a vis other urgent priorities</p> <p>Communities' views/prioritisation of education for boys' vis a vis other urgent priorities</p>	Household surveys		<p>compensated for by the information obtained from the FGD and KII data to increase the validity of the findings.</p>
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	<p>Level of sex-related perspective integrated in the programme's strategy</p> <p>Perception on integration of efforts to enhance balanced access, participation and outcomes for girls and boys relating to the FY20 intervention – how roles of women and men are perceived by communities in programme's strategy</p>			
3. How did the SFP achieve quality and efficiency in the delivery of assistance with available resources?				Efficiency
<p>3.1. How “cost effective (cost/effective)” were the activities?</p> <p>3.1.1. What measures were put in place to improve cost-effectiveness of the FY20 intervention?</p> <p>3.1.2. Was the intervention implemented in the most effective way compared to the alternatives?</p> <p>3.1.3.</p>	<p>Total Budget allocation and expenditures; assessed against program outputs.</p> <p>Cost savings as % of project expenditure</p> <p>Assessment of programme in terms of intended vs achieved outputs and outcome vis a vis allocation /expenditure (for each programmatic element)</p> <p>Stakeholders' views and evidence of adequacy of and gaps (if any) in human, financial and materials resources provided in the SFP (allocations/intended results and actual</p>	<p>Desk Review, official documents, etc.</p> <p>Key informant interviews with relevant WFP and Government stakeholders</p>	<p>Programme Intervention Monitoring data</p> <p>Donor Reports</p> <p>SFP Financial Reports</p> <p>Annual Country Reports; Data programme operational costs</p> <p>Qualitative information from KII</p>	<p>Data Envelopment Analysis (DEA)</p> <p>Thematic analysis</p>

	<p>expenditures/results produced)</p> <p>Stakeholders' views of strategies used to accommodate limited resources without compromising quality.</p> <p>Documented evidence of economical use of allocated resources for results produced.</p> <p>Stakeholders' perceptions of content, timeliness and external perceptions of monitoring and reporting arrangements and the extent to which these have influenced effectiveness</p> <p>Stakeholders' opinions on strengths and weakness of the implementation processes compared with other alternatives.</p>			
3.2. Was the intervention implemented in a timely manner?	<p>Evidence of timeliness of implementation of the project activities including provision of food and other inputs.</p> <p>WFP and Government Stakeholders' views on timely delivery of results of FY20 intervention</p>	<p>Desk Review</p> <p>Key informant interviews with WFP staff including monitoring and evaluation officers, and gender focal points; WFP logistics unit and Cooperating partners Government, and other key stakeholders.</p>	<p>Programme documentation and Government reports</p> <p>Preposition plans</p> <p>Qualitative information from KII</p>	<p>Content analysis</p> <p>Triangulation of different data sources.</p>

	Government stakeholders' perceptions of timeliness of WFP's support			
3.3. What external and internal factors influence efficiency?	Stakeholders' perceptions of relevant internal factors (e.g., team expertise, resource allocation, management practices) affecting efficiency. Stakeholders' perceptions of relevant external factors (e.g., market conditions, policy environment, community engagement) affecting efficiency.	Desk Review Key informant interviews with relevant WFP and Government stakeholders as well as cooperating partners	Programme documents including Annual Country Reports Qualitative information from KII	Content analysis
4. What wider effects did the SFP contribute to students, households, communities, and institutions?				Impact
4.1. What were the results and effects of the programme on the targeted beneficiaries (girls, boys, men and women, households, communities and institutions) in terms of: (a) improvement in educational indicators; (b) improvement in pupils' reading skills; (c) group capacity-building; (d) institutional capacity-building.	Evidence of transformational changes related to learning of beneficiaries (boys and girls), and institutional capacity building Stakeholders' views and evidence of change in mind-set, sex-related-perception shifts etc. regarding girls' education, within the communities due to the programme activities	Desk Review Key informant interviews with WFP staff including monitoring and evaluation officers, and gender focal points; Government, UNICEF, UNESCO, FAO and other key stakeholders. Focus Group Discussions (FGDs) with community men and women, PTA, SMC, etc. HH survey	Programme and project documents Annual Country Reports Monitoring and Evaluation Reports. Qualitative information from KII and FGDs HH Survey information	Counterfactual analysis Causal analysis Triangulation of data will be carried out using the different qualitative methods to ask the same questions and asking different types of respondents the same questions. This will enable us to identify areas of agreement and disagreement between and within groups of respondents. We will compare answers between different respondent groups within the different departments. We will assign weights in the qualitative analysis using the frequency of respondents'

4.1.1. What are the reasons for the effects observed?				perceptions and agreements between different interviews and respondents.
<p>4.2. Are there any unintended effects (negative and/or positive) on beneficiaries?</p> <p>4.2.1. What are the main positive impact factors?</p>	<p>Stakeholders' views and evidence of positive and negative effects of the programme</p> <p>Stakeholders' views and evidence of intended and unintended positive and negative effects of the SFP</p> <p>Stakeholders' perspectives and evidence on programme impact regarding sex-related issues (positive, negative, or reinforcement of disparities between girls, boys, women and men)</p> <p>Numbers and types of groups that have been reached in different settings (including the most deprived and those most likely to miss the FY20 interventions)</p> <p>Differential effects across various target groups or settings (e.g., type of school, boys vs. girls, conflict vs. stable locations, disability)</p>	<p>Key informant interviews with WFP staff including monitoring and evaluation officers, and gender focal points; Government, implementing partners, and other key stakeholders.</p> <p>Focus Group Discussions (FGDs) with community men and women, PTA, SMC, etc.</p> <p>HH survey</p>	<p>Programme and project documents</p> <p>Annual Country Reports</p> <p>Monitoring and Evaluation Reports.</p> <p>Qualitative information from KII and FGDs</p> <p>HH Survey information</p>	<p>Thematic analysis</p> <p>Counterfactual analysis</p> <p>Triangulation of data will be carried out using the different qualitative methods to ask the same questions and asking different types of respondents the same questions. This will enable us to identify areas of agreement and disagreement between and within groups of respondents. We will compare and contrast answers between different respondent groups within the different departments. We will assign weights in the qualitative analysis using the frequency of respondents' perceptions and agreements between different interviews and respondents.</p>

	Communities and Stakeholders' views and evidence of the programme addressing (through strategies and interventions) the targeting of affected groups (i.e. poorest or those from lowest income quintiles, illiterate, hard to reach areas/rural and remote, single mothers, ethnic minorities, internally displaced persons, disabled children;)			
4.3. What have been the impacts for girls and boys, particularly with regard to girls' education?	Evidence of changes in societal dynamics regarding girls' education at household and community levels. Stakeholders' views and evidence of change in mind-set, sex-related-perception shifts etc. regarding girls' education, within the communities due to the programme activities Evidence of female empowerment due to WFP support of small holder farmers Perceptions of integration of sex-related issues in educational content and teaching methods.	Document review Key informant interviews with WFP staff including monitoring and evaluation officers, and gender focal points; Government, implementing partners, and other key stakeholders. Focus Group Discussions (FGDs) with community men and women, PTA, SMC, etc. HH survey School based surveys of directors and teachers	Programme and project documents Annual Country Reports Monitoring and Evaluation Reports. Qualitative information from KII and FGDs HH Survey information School based surveys	Thematic analysis Causal analysis Triangulation of data
4.4. To what extent have school canteen monitoring committees	Evidence of recommendations made by school canteen monitoring committees that have been successfully	Document review Key informant interviews with WFP staff including monitoring and evaluation	Programme and project documents Annual Country Reports	Content analysis Triangulation of data

strengthened support for canteens?	<p>implemented in school canteens</p> <p>Evidence of increase in the adherence to nutritional and hygiene standards in school canteens after the intervention of monitoring committees</p> <p>Level of satisfaction of school authorities and canteen managers with the support provided by the school canteen monitoring committees</p>	<p>officers, and gender focal points; Government, implementing partners, and other key stakeholders.</p> <p>Focus Group Discussions (FGDs) with community men and women, PTA, SMC, etc.</p> <p>HH survey</p> <p>School based surveys of school canteen managers, teachers and directors</p>	<p>Monitoring and Evaluation Reports.</p> <p>Qualitative information from KII and FGDs</p> <p>HH Survey information</p> <p>School based surveys</p>	
5. To what extent did the SFP contribute to sustainable food security, nutrition, and social protection in households, schools, communities, and government? Sustainability				
5.1. To what extent has the handover of the programme has effectively started and what are the factors limiting the handover process?	<p>Stages of handover completed as per the planned handover strategy.</p> <p>Identification and documentation of limiting factors in the handover process.</p> <p>WFP stakeholders' perceptions of the effectiveness of the handover process.</p> <p>Government stakeholders' perceptions of the effectiveness of the handover process.</p>	<p>Document review</p> <p>Key informant interviews with WFP and Government stakeholders</p>	<p>Programme and project documents</p> <p>Annual Country Reports</p> <p>Monitoring and Evaluation Reports.</p> <p>Qualitative information from KII</p>	<p>Content analysis</p> <p>Triangulation of data</p>

	<p>WFP stakeholders' perceptions of barriers limiting the handover process.</p> <p>Government stakeholders' perceptions of barriers limiting the handover process.</p>			
<p>5.2. To what extent will the benefits of the intervention continue after McGovern-Dole programme activities end? What are the key factors that affect programme sustainability (FY20)? Has there been an evolution of these factors since the start of the programme (FY20 and FY15)?</p>	<p>Mechanisms in place to ensure strengthening of skills and capacity of government and school communities to manage and implement the school feeding programme</p> <p>Evidence of capacity-building efforts carried out in the short-term and on a continuing basis.</p> <p>Evidence of strengthened institutional arrangements.</p> <p>List of key sustainability factors at FY20 and their comparison with those at programme inception.</p> <p>Evidence of community action platforms such as active PTAs, SMCs, COGES etc</p> <p>Stakeholders' perceptions of capacity at national, department and school community levels</p> <p>Stakeholders, communities and students' perceptions and</p>	<p>Desk Review</p> <p>Key informant interviews with WFP staff including monitoring and evaluation officers, and gender focal points; Government, implementing partners and other key stakeholders.</p> <p>Focus Group Discussions (FGDs) with PTA, SMC, etc.</p>	<p>Programme Documents including Annual Country Reports</p> <p>Monitoring and Evaluation Reports.</p> <p>Document review</p> <p>Qualitative information from KII and FGDs</p>	<p>Content analysis</p> <p>Thematic analysis</p> <p>Triangulation of different data sources</p>

	<p>evidence of the importance of children's education, especially girls'</p> <p>Evidence of financial commitment by government – budgetary allocations to school feeding.</p> <p>Stakeholders' and communities' perceptions of factors that affect the programme sustainability</p> <p>Evidence of identified and interactions with external funding sources (private sector, donors etc) to support the programme – government stakeholders looking for, finding, and identifying synergies to provide support.</p> <p>WFP and other technical partners' perceptions of capacity gaps and strengths of the FY20 intervention</p> <p>Stakeholders' perceptions of changes in the programme sustainability elements from phase 1 to phase 2</p>			
5.3. To what extent do groups of women farmers contribute to the supply of canteens?	Evidence of contributions of women farmers to the supply of canteens	<p>Desk Review</p> <p>Key informant interviews with WFP staff including monitoring and evaluation officers, and gender focal</p>	<p>Programme Documents including Annual Country Reports</p> <p>Monitoring and Evaluation Reports.</p>	<p>Content analysis</p> <p>Thematic analysis</p> <p>Triangulation of different data sources</p>

<p>5.3.1. Is it clear that their contribution will continue after the McGovern-Dole programme ends?</p> <p>5.3.2. To what extent is this model (based on women farmers donation) sustainable and what would be the tradeoff for voluntary contributions?</p>	<p>Stakeholders' views and evidence of:</p> <ul style="list-style-type: none"> - Contributions of the women farmer groups - The likelihood of continuity of contribution by women farmer groups if WFP support ends - Small holder farmers' capacity to continue contribution without external support (from WFP and other partners) - Trade-off for voluntary contributions 	<p>points; Government, implementing partners and other key stakeholders.</p> <p>Focus Group Discussions (FGDs) with PTA, SMC, women farmer groups etc.</p> <p>School based surveys with school canteen managers</p>	<p>Document review</p> <p>Qualitative information from KII and FGD</p> <p>Quantitative information from school based surveys</p>	
<p>5.4. To what extent have school canteen monitoring committees helped to support canteens and women farmers, and could strengthen, improve and sustain their long-term support?</p>	<p>Evidence of strengthened school canteen monitoring committees' capacity</p> <p>Stakeholders' perceptions of capacity of school canteen monitoring committees to sustainably support school canteens and women farmers</p> <p>Evidence of integration of school canteen monitoring committees into regional or local budgets</p>	<p>Desk Review</p> <p>Key informant interviews with WFP staff including monitoring and evaluation officers, and gender focal points; Government, implementing partners and other key stakeholders.</p> <p>Focus Group Discussions (FGDs) with SMC, women farmer groups etc.</p> <p>School based surveys with school canteen managers</p>	<p>Programme Documents including Annual Country Reports</p> <p>Monitoring and Evaluation Reports.</p> <p>Document review</p> <p>Qualitative information from KII</p> <p>Quantitative information from school based surveys</p>	<p>Content analysis</p> <p>Thematic analysis</p> <p>Triangulation of different data sources</p>

	Evidence that the programme has heightened the community's perception of the importance of school for children, especially for girls			
<p>5.5. Has the intervention changed relational dynamics between men and women in the medium and long term?</p> <p>5.5.1. To what extent will the achievements of the programme in terms of sex, equity and empowerment be sustained after the programme?</p>	<p>Perception of changes in relational dynamics in household decision making due to the programme activities</p> <p>Perception of changes in relations between men and women due to female empowerment (e.g. in women farmer groups)</p> <p>Level of sex-related perspective integrated in the programme's log frame, ToC and the results chain</p> <p>Indicators/targets disaggregated by sex</p> <p>Level of equity considerations in the programme's log frame, ToC and the results chain:</p> <ul style="list-style-type: none"> - Disaggregation of the monitoring data by sex and proxy indicators related to socio-economic status (area of residence, occupation, level of education etc.) 	Focus Group Discussions (FGDs) with PTA, SMC, women farmer groups etc.	Qualitative information from FGDs	Content analysis

	Target groups include the most affected groups according to evidence			
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Annex 5. Data collection tools

Annex VI -1: Informed Consent Forms -KIIS

Informed Consent Form – Key Informant Interviews – Government Stakeholders

Oversee Advising Group is conducting the midterm evaluation of the McGovern Dole School Feeding Programme Phase 2 in Côte d'Ivoire from 2021-2026.

This consent form explains the evaluation and the role of participants in the study. Please consider this information and take as much time as you need. If you have questions at a later time, you can ask any of the members of the national evaluation team.

The evaluation purposes to assess the phase 2 of the McGovern Dole school feeding programme implementation in Côte d'Ivoire in order to understand whether the targeted beneficiaries are receiving services as expected, and assess whether the project achieved its stated goals and objectives. This is a performance evaluation and will measure changes from the baseline after two years of implementation of the project, document lessons learned, and will inform on the adjustments required during the rest of the life of the programme.

Voluntary Participation

We are inviting you to participate in this study because you are a Key Government Stakeholder involved with the McGovern Dole School Feeding Project Phase 2.

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

Procedures

We would like to ask you some questions relating to the FY20 Project. We will ask you questions relating to strategies within the programme that aim at reducing short-term hunger of school-age children and improving their health, nutrition and education outcomes; your perceptions of the achievements and outcomes of the McGovern Dole school feeding programme; how things worked out – what facilitated changes and how? What were the barriers faced? And areas for improvements.

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

Duration

The interview will last for about 60-90 minutes

Benefits

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

Risks, discomforts and rights to withdraw

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

Confidentiality and Privacy

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

Consent and contact

Have you got any questions you would like to ask?

Do you agree to answer the questions now?

If you have any other questions about this study later you can contact the Field Supervisor on (*mobile telephone*

no) :

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

☐ Check for verbal consent

Read by Respondent [] Interviewer []

Agreed [] Refused []

Respondent: _____

Interviewer: _____ Date: __/__/__

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

Informed Consent Form – Key Informant Interviews – WFP stakeholders

Oversee Advising Group is conducting the midterm evaluation of the McGovern Dole School Feeding Programme Phase 2 in Côte d'Ivoire from 2021-2026.

This consent form explains the evaluation and the role of participants in the study. Please consider this information and take as much time as you need. If you have questions at a later time, you can ask any of the members of the national evaluation team.

The evaluation purposes to assess the phase 2 of the McGovern Dole school feeding programme implementation in Côte d'Ivoire in order to understand whether the targeted beneficiaries are receiving services as expected, and assess whether the project achieved its stated goals and objectives.

This is a performance evaluation and will measure changes from the baseline after two years of implementation of the project, document lessons learned, and will inform on the adjustments required during the rest of the life of the programme.

Voluntary Participation

We are inviting you to participate in this study because you are a Key Government Stakeholder involved with the McGovern Dole School Feeding Project Phase 2.

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

Procedures

We would like to ask you some questions relating to the FY20 Project. We will ask you questions relating to strategies within the programme that aim at reducing short-term hunger of school-age children and improving their health, nutrition and education outcomes; your perceptions of the achievements and outcomes of the McGovern Dole school feeding programme; how things worked out – what facilitated changes and how? What were the barriers faced? And areas for improvements.

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

Duration

The interview will last for about 60-90 minutes

Benefits

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

Risks, discomforts and rights to withdraw

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

Confidentiality and Privacy

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

Consent and contact

Have you got any questions you would like to ask?

Do you agree to answer the questions now?

If you have any other questions about this study later you can contact the Field Supervisor on (*mobile telephone*

no) :

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

☐ Check for verbal consent

Read by Respondent [] Interviewer []

Agreed [] Refused []

Respondent: _____

Interviewer: _____ Date: __/__/__

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

Informed Consent Form – Key Informant Interviews – Implementing / Development Partners

Oversee Advising Group is conducting the Evaluation of School Feeding Programme in Côte d'Ivoire from 2018 to 2022.

This consent form explains the evaluation and the role of participants in the study. Please consider this information and take as much time as you need. If you have questions at a later time, you can ask any of the members of the national evaluation team.

The evaluation purposes to assess the School Feeding Programme implementation in Côte d'Ivoire in order to understand whether the targeted beneficiaries are receiving services as expected, and assess whether the project achieved its stated goals and objectives.

Voluntary Participation

We are inviting you to participate in this study because you are a Implementing / Development Stakeholder involved with the McGovern Dole School Feeding Project Phase 2.

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

Procedures

We would like to ask you some questions relating to the FY20 Project. We will ask you questions relating to strategies within the programme that aim at reducing short-term hunger of school-age children and improving their health, nutrition and education outcomes; your perceptions of the achievements and outcomes of the McGovern Dole school feeding programme; how things worked out – what facilitated changes and how? What were the barriers faced? And areas for improvements.

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

Duration

The interview will last for about 60-90 minutes.

Benefits

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

Risks, discomforts, and rights to withdraw.

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

Confidentiality and Privacy

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

Consent and contact

Have you got any questions you would like to ask?

Do you agree to answer the questions now?

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

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

☐ Check for verbal consent.

Read by Respondent [] Interviewer []

Agreed [] Refused []

Respondent: _____

Interviewer: _____ Date: __/__/__

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

Annex VI-2: Topic guides for key informant interviews

Topic Guide – Government Stakeholders

Background Information

- Collection location
- Position held
- Activities carried out within the framework of the FY20 programme
- Years of experience
- Role of respondent - I'd like to start by having you briefly describe your role and responsibilities within the FY20 School Feeding Programme as a government stakeholder.

Context of Programme Implementation

1. How would you describe the context in which the McGovern Dole funded School Feeding Programme is being implemented?
 - a. In what ways were government officials and other stakeholders involved in the planning phase of the interventions? Could you provide examples of how their input influenced the design?
 - b. What activities have been carried out as part of the FY20 intervention?
 - c. What were the main threats (insecurity, economic, political, including emergency context etc.) that the country has faced, which have influenced the programme?
 - d. In your opinion, what is the extent to which these threats have influenced the design and implementation of the FY20 project? (**Probe for each threat separately**).
 - e. How do you think the FY20 programme has been /were able to adapt to the country context in order to achieve their objectives?
 - i. What were the opportunities? How did they influence the implementation of the project interventions within the past two years?
 - ii. What were the elements that could not be tackled? How did the programme adjust to them?

Relevance

2. To what extent are the FY20 School Feeding interventions aligned with government priorities and the demands of national partners, including at regional and local levels?
 - a. How would you describe the way school feeding services were addressed by the FY20 programme in the past two years?
 - b. Would you say that the school feeding programme objectives (of enhancing education outcomes especially for girls; reducing midday hunger of school-age children; increase the capacity of smallholder farmers; and strengthening the institutional framework for the school canteen programme) were clearly identified, defined and achieved? How? Why?
 - c. What is the extent to which the SFP intervention design was appropriate and aligned with the Côte d'Ivoire government's national policies and priorities on education, food security and nutrition and sex?
 - d. How has sex-related issues been considered and integrated into the implementation of the interventions? Are there specific components or activities you can point to? **Ask for Examples**
3. What is your perception of the extent to which the design of the interventions was consistent with the needs and priorities of the different target population groups - women, girls, boys and men?
 - a. Was there a situational analysis or needs assessment before the FY20 project was designed and implemented?
 - b. To what extent was the intervention able to adapt in the past two years of implementation to new needs or changing circumstances?
 - c. What were specific bottlenecks in the programme implementation?
 - d. How were the issues addressed for the most affected groups in the communities especially the girls?
 - e. What could have been improved?

4. How would you describe the alignment of the programme at global levels?
 - a. To what extent was the intervention aligned with global policies and priorities including those of United Nations agencies and partners?
 - b. Could you elaborate on the synergies between the McGovern-Dole programme and other WFP or U.S. Government-funded interventions in Côte d'Ivoire? (**Probe separately for each one**) In your opinion, how have these synergies enhanced (or not) the effect of the programme?

The Effectiveness of the School Feeding Programme to achieve intended results (Outputs, and Outcomes)

5. To what extent have the desired outputs and outcomes been achieved for men, women, boys and girls since 2021 (are they likely to be)? What are the factors that have or have not influenced this result?
6. Please reflect on the project's progress in achieving its planned activities and outcomes. Are there particular areas or activities where the project has been more successful? What are the primary factors influencing these results?
7. What do you consider the strengths and weaknesses of the programme? **Probe for each separately**
8. To what extent have the recommendations made in the McGovern-Dole 1 final evaluation been implemented? What factors helped or hindered the implementation of these recommendations?
 - a. Can you highlight any successes or challenges experienced in the implementation process, particularly any changes in approach from the previous programme (Phase 1)?
9. In your opinion, how useful have sex-sensitive activities been in achieving the intended outcomes? Could you provide examples of specific improvements these activities have led to within the program?

Efficiency *(the roles and responsibilities detailed at the start of the interview will determine the stakeholder(s) to ask some of the questions.*

10. How do you ensure that the funds allocated to the government for FY20 interventions are used as intended? What external and internal factors influence the appropriate use of resources?
11. Is the programme management structure adequate to allow the achievement of results? Please explain. Were there any weaknesses observed and how did they influence the implementation of the programme as well as achievement of expected results?
12. How effective is the program's monitoring and evaluation (M&E) system in tracking progress and outcomes?
 - a. Is the Monitoring and Evaluation Framework operational?
 - b. How do you make use of results from the monitoring system? How analyzed? Used for accountability mechanisms? Translated into action? Risks monitored and monitoring adapted?
13. To what extent are programme activities delivered in a timely manner? What affects this?

Effects/Impact

14. What is your view about the results and effects of the programme on the targeted beneficiaries (girls, boys, men and women, households, communities and institutions)? **Probe separately for:** (a) improvement in educational indicators; (b) improvement in pupils' reading skills; (c) group capacity-building d) institutional capacity-building.
 - a. What are the reasons for the effects observed?
15. Did the intervention generate any (positive or negative) unintended effects at community, local, regional, and national levels? Please **ask for examples. (Also Probe** for where FY20 award activities may have supported balanced access and outcomes for girls and boys and where activities may have been blind to some key sex-related issues that hampered positive impact or even normalized / reinforced disparities between girls and boys). What are the main positive impact factors?
16. What external (national, regional, local government, community levels) and internal (WFP) contextual factors have been of influence on the FY20 interventions (positive and negative)?
17. What have been the effects/impacts on girls and boys, particularly with regard to girls' education?

18. What were the drivers of change (institutions, persons, events) that caused changes and results?
19. To what extent have school canteen monitoring committees strengthened support for canteens?

Sustainability

20. In your opinion, what are the things which can make these achievements continue working even if there is no outside help? (**Probe** for intrinsic and extrinsic elements - examples of change of mind-set; the use of local resources/ capacities and /or networks that are (or can be) effectively applied to sustain the achievements of the response. **Ask for examples** of how the national, regional, local governments and communities has demonstrated ownership and capacity to self-support in the intervention).
 - a. Has there been an evolution of these factors since the start of the programme (FY20 and FY15)?
21. What measures have been taken in the design and implementation of the programme to ensure its sustainability and ownership by beneficiaries as well as national entities?
22. How do you perceive the transition phase of transferring more programme responsibilities to the government? Do you foresee any challenges to the process? (**Probe** for the government's financial commitment to the national SFP and how that impacts their commitment to the FY20 project). What activities and processes do you believe will be sustainable beyond the project, and which are at risk?
23. Could you elaborate on the synergies between this intervention and other U.S. Government-funded or WFP interventions in Côte d'Ivoire, particularly regarding shared resources, training, and enhanced outcomes?
24. In your view, how significant is the contribution of women farmers' groups to the school canteens, and what challenges do they face?
25. To what extent do groups of women farmers contribute to the supply of canteens?
 - a. Will their contribution continue after the McGovern-Dole programme ends?
 - b. To what extent is this model (based on small holder farmers' support) able to last without external help?
 - c. What would be the trade-off for voluntary contributions?
26. To what extent have school canteen monitoring committees helped to support canteens and women farmers, and could strengthen, improve and sustain their long-term support?
27. In your opinion, has the intervention changed sex-based relations between men and women in the medium and long term? In what ways? *Please ask for examples*

Lessons Learned and Suggestions for Improvement

28. What, if any, have been the promising, emerging, and good practices that were identified at both the country and regional / local levels? **Probe** for main lessons drawn from the implementation of the McGovern Dole Programme Phase 2.

Background Information

- Collection location
- Position held
- Activities carried out within the framework of the FY20 programme
- Years of experience
- Role of respondent - I'd like to start by having you briefly describe your role and responsibilities within the FY20 School Feeding Programme as a WFP stakeholder.

Context of Programme Implementation

1. From a strategic and policy perspective at the global level, how would you describe the context in which the McGovern-Dole Programme is being implemented in Cote d'Ivoire?
 - a. What do you consider the main threats (insecurity, economic, political, including emergency context etc.) that the country has faced, which have influenced the programme? What do you consider the opportunities?
 - b. How has the McGovern-Dole Programme evolved from Phase 1 to the current phase in terms of strategic planning and operational execution at the global level?
 - c. What are the strategic plans for the future of the McGovern-Dole Programme in Côte d'Ivoire? How does WFP plan to adapt its programme to meet the evolving challenges and opportunities in the region?

Relevance

2. How would you describe the alignment of the programme at global levels?
 - a. To what extent was the intervention aligned with global policies and priorities including those of United Nations agencies and partners?
 - b. Could you elaborate on the synergies between the McGovern-Dole programme and other WFP or U.S. Government-funded interventions in Côte d'Ivoire? (**Probe separately for each one**) In your opinion, how have these synergies enhanced (or not) the effect of the programme?

Efficiency (*the roles and responsibilities detailed at the start of the interview will determine the stakeholder(s) to ask some of the questions.*)

3. How does WFP HQ support the country office in streamlining operations to enhance the efficiency of the Programme?
4. Could you describe any challenges of the process?
5. Can you describe the processes at HQ that support the monitoring and evaluation of resource use in the field to ensure efficiency?
6. What strategies were employed by HQ (if it was needed) to mitigate financial and operational risks that could have affected the efficiency of the programme delivery?

Effects/Impact

7. From a global perspective, what is your view about the impact of the results and effects of the programme on the targeted beneficiaries (girls, boys, men and women, households, communities and institutions)? **Probe separately for:** (a) improvement in educational indicators; (b) improvement in pupils' reading skills; (c) group capacity-building d) institutional capacity-building.
8. Have any (positive or negative) unintended effects at community, local, regional, and national levels have been observed by HQ? Please **ask for examples. (Also Probe** for where SFP activities may have supported balanced access and outcomes for girls and boys and where activities may have been blind to some key sex-related issues that hampered positive impact or even normalized / reinforced disparities between girls and boys). What are the main positive impact factors?
9. Have any external (national, regional, local government, community levels) and internal (WFP) contextual factors have been observed by HQ as an influence on the FY20 interventions (positive and negative)?

10. At the strategic level, what has been identified as key driver of change (institutions, persons, events) that caused changes and results?

Sustainability

11. In your opinion, what are the things which can make these achievements continue working even if there is no outside help? (**Probe** for intrinsic and extrinsic elements - examples of change of mind-set; the use of local resources/ capacities and /or networks that are (or can be) effectively applied to sustain the achievements of the response. **Ask for examples** of how the national, regional, local governments and communities has demonstrated ownership and capacity to self-support in the intervention).
12. What do you consider the key factors that affect programme sustainability (FY20)? Has there been an evolution of these factors since the start of the programme (FY20 and FY15)?
13. How do you perceive the transition phase of transferring more program responsibilities to the government? Do you foresee any challenges to the process? **Probe** for the government's financial commitment to the national SFP and how that impacts their commitment to the FY20 project. What activities and processes do you believe will be sustainable beyond the project, and which are at risk?
14. What are your views on the capacity of the government and local organizations to sustain the project's activities and outcomes post-funding?
15. Could you elaborate on the synergies between this intervention and other U.S. Government-funded or WFP interventions in Côte d'Ivoire, particularly regarding shared resources, training, and enhanced outcomes?
16. From a strategic perspective, how does WFP HQ assess the impact of the intervention on changing relational dynamics between women and men over the medium to long term, from one phase of the programme to the other? a. What are the expectations for the sustainability of sex-related, equity, and empowerment achievements post-program completion from HQ's perspective?

Lessons Learned and Suggestions for Improvement

17. What, if any, have been the promising, emerging, and good practices that were identified at both the country and regional / local levels? **Probe** for main lessons drawn from the implementation of the McGovern Dole Programme Phase 2.
18. In your view, what should be the focus on future WFP / USDA assistance for school feeding and how would that help improve educational outcomes for school children and realize the associated gains with respect to improved child development and survival? (*Please elaborate and enquire about the 'what' and 'how' elements of the proposed recommendations*).

Topic Guide – WFP Regional Bureau and Country Offices

Background Information

- Collection location
- Position held
- Activities carried out within the framework of the FY20 programme
- Years of experience
- Role of respondent - I'd like to start by having you briefly describe your role and responsibilities within the FY20 School Feeding Programme as a WFP stakeholder.

Context of Programme Implementation

1. How would you describe the context in which the McGovern Dole funded School Feeding Programme is being implemented?
 - a. In what ways were government officials and other stakeholders involved in the planning phase of the interventions? Could you provide examples of how their input influenced the design?
 - b. What were the main threats (insecurity, economic, political, including emergency context etc.) that the country has faced, which have influenced the programme?
 - c. In your opinion, what is the extent to which these threats have influenced the design and implementation of the FY20 project? (**Probe** for each threat separately).
 - d. How do you think the FY20 project has been /were able to adapt to the country context in order to achieve their objectives?
 - i. What were the opportunities? How did they influence the implementation of the project interventions within the past two years?
 - ii. What were the elements that could not be tackled? How did the programme adjust to them?

Relevance

2. To what extent are the FY20 School Feeding interventions aligned with government priorities and the demands of national partners, including at regional and local levels?
 - a. How would you describe the way school feeding services were managed and implemented by the phase 2 programme in the past two years?
 - b. Would you say that the school feeding programme objectives (of enhancing education outcomes especially for girls; reducing midday hunger of school-age children; increase the capacity of smallholder farmers; and strengthening the institutional framework for the school canteen programme) were clearly identified, defined and achieved? How? Why?
 - c. What is the extent to which the SFP intervention design was appropriate and aligned with the Côte d'Ivoire government's national policies and priorities on education, food security and nutrition and sex?
 - d. How has sex-related issues been considered and integrated into the implementation of the interventions? Are there specific components or activities you can point to?
3. What is your perception of the extent to which the design of the interventions was consistent with the needs and priorities of the different target population groups - women, girls, boys and men?
 - a. Was there a situational analysis or needs assessment before the SFP was implemented?
 - b. How effective was the intervention design in anticipating and adapting to new needs or changing circumstances during the program?
4. What were the main challenges encountered during the implementation of the SFP, and how were they addressed, particularly for the most affected groups in the communities?
 - a. To what extent was the intervention able to adapt throughout the programme to new needs or changing circumstances?
 - b. What were specific bottlenecks in the SFP implementation?
 - c. How were these challenges addressed to support the most affected groups in the communities,

especially the girls?

- d. What aspects could have been improved to better meet the needs of these groups?

The Effectiveness of the School Feeding Programme to achieve intended results (Outputs, and Outcomes)

5. To what extent have the desired outputs and outcomes been achieved for men, women, boys and girls since 2021? Additionally, are these outcomes are they likely to be sustained in the future? What are the factors that have or have not influenced this result?
6. Reflect on the project's progress in achieving its planned activities and outcomes. Are there particular areas or activities where the project has been more successful? What are the primary factors influencing these results, positively or negatively?
7. What do you consider the strengths and weaknesses of the programme? **Probe for each separately**
8. To what extent have the recommendations made in the McGovern-Dole 1 final evaluation been implemented? What factors helped or hindered the implementation of these recommendations?
 - a. Can you highlight any successes or challenges experienced in the implementation process, particularly any changes in approach from the previous programme (Phase 1)?
9. In your opinion, how useful have sex-sensitive activities been in achieving the intended outcomes? Could you provide examples of specific improvements these activities have led to within the programme?

Efficiency *(the roles and responsibilities detailed at the start of the interview will determine the stakeholder(s) to ask some of the questions.*

10. How do you ensure that the funds for the FY20 award are used as intended?
11. Is the programme management structure adequate to allow the achievement of results? Please explain. Were there any weaknesses observed and how did they influence the implementation of the programme as well as achievement of expected results?
12. How effective is the program's monitoring and evaluation (M&E) system in tracking progress and outcomes?
 - a. Is the Monitoring and Evaluation Framework operational?
 - b. How do you make use of results from the monitoring system? How analyzed? Used for accountability mechanisms? Translated into action? Risks monitored and monitoring adapted?
13. To what extent are interventions delivered in a timely manner?
14. Was the intervention implemented in the most effective way compared to the alternatives?
15. What external and internal factors influence the appropriate use of resources?

Effects/Impact

16. What is your view about the results and effects of the programme on the targeted beneficiaries (girls, boys, men and women, households, communities and institutions)? **Probe separately for:** (a) improvement in educational indicators; (b) improvement in pupils' reading skills; (c) group capacity-building d) institutional capacity-building.
 - a. What are the reasons for the effects observed?
17. Did the intervention generate any (positive or negative) unintended effects at community, local, regional, and national levels? Please **ask for examples. (Also Probe** for where SFP activities may have supported sex-related issues that hampered positive impact or even normalized / reinforced disparities between girls and boys). What are the main positive factors?
18. What external (national, regional, local government, community levels) and internal (WFP) contextual factors have been of influence on the FY20 interventions (positive and negative)?
19. What have been the effects/impacts for girls and boys, particularly with regard to girls' education?
20. What were the drivers of change (institutions, persons, events) that caused changes and results?

Sustainability

21. In your opinion, what are the things which can make these achievements continue working even if there is no outside help? (**Probe** for *intrinsic and extrinsic elements - examples of change of mind-set; the use of local resources/ capacities and /or networks that are (or can be) effectively applied to sustain the achievements of the response. Ask for examples of how the national, regional, local governments and communities has demonstrated ownership and capacity to self-support in the intervention*).
22. What do you consider the key factors that affect programme sustainability (FY20)? Has there been an evolution of these factors since the start of the programme (FY20 and FY15)?
23. How do you perceive the transition phase of transferring more program responsibilities to the government? Do you foresee any challenges to the process? **Probe** for *the government's financial commitment to the national SFP and how that impacts their commitment to the FY20 project*. What activities and processes do you believe will be sustainable beyond the project, and which are at risk?
24. What are your views on the capacity of the government and local organizations to sustain the project's activities and outcomes post-funding?
25. To what extent do groups of women farmers contribute to the supply of canteens?
 - a. Will their contribution continue after the McGovern-Dole programme ends?
 - b. To what extent is this model (based on small holder farmers' support) sustainable? what challenges do they face?
 - c. What would be the trade-off for voluntary contributions?
26. To what extent have school canteen monitoring committees helped to support canteens and women farmers, and could strengthen, improve and sustain their long-term support?
27. Has the intervention influenced relational dynamics between men and women in the medium and long term? In what ways? *Please ask for examples*

Lessons Learned and Suggestions for Improvement

28. What, if any, have been the promising, emerging, and good practices that were identified at both the country and regional / local levels? **Probe** for main lessons drawn from the implementation of the McGovern Dole Programme Phase 2.
29. In your view, what should be the focus on future WFP / USDA assistance for school feeding and how would that help improve educational outcomes for school children and realize the associated gains with respect to improved child development and survival? (*Please elaborate and enquire about the 'what' and 'how' elements of the proposed recommendations*).

Topic Guide – Implementing Partners (ANADER, AVSI etc.)

Please probe for specific organizations as appropriate and note that there are specific questions that apply to only one level

Background Information

- Collection location
- Position held
- Activities carried out within the framework of the FY20 programme
- Years of experience
- Role of respondent - I'd like to start by having you briefly describe your role and responsibilities within the FY20 School Feeding Programme as an implementing partner

Context of the Implementation of the programme

1. Is your organization supporting the FY20 Programme? In what key ways are your organization providing support?
2. How would you describe the context within which the FY20 intervention is being implemented?
 - a. What do you consider the main threats (insecurity, economic, political, including emergency context etc.) that the country has faced, which have influenced the programme?
 - b. In your opinion, what is the extent to which these threats have influenced the design and implementation of the FY20 project? (**Probe** for each threat separately).

- c. How do you think the FY20 project has been /were able to adapt to the country context in order to achieve their objectives?
 - i. What were the opportunities? How did they influence the implementation of the project interventions within the past two years?
 - ii. What were the elements that could not be tackled? How did the programme adjust to them?

Relevance

3. What are the specific interventions either implemented or supported by your organization in the FY20 Project? What strategies did you use regarding the relevant interventions?
4. Would you say that WFP has had an influence on school feeding related policy development at any level in the country? What is your view of the strategies used by WFP in their support of the McGovern Dole Programme?
5. Apart from WFP, what other partners or institutions do you know that are involved in the FY20 Project and (***Probe** for governmental, non-governmental, private sector – profit making orgs, community leaders/groups, women etc.*), what do they do?
6. What multi-stakeholder coordination mechanisms are in place in the FY20 project? To what extent are they functional? Please could you describe and give some examples?
 - a. How do you assess the alignment between your organization's support and those by other partners involved in the FY20 Programme including the government? If complementary, please could you give examples of how and to what extent? If not complementary, why?
 - b. In your opinion, overall, how did the WFP's support to the FY20 Programme align with the priorities of the government and other partners?
 - i. Were there areas of discordance between the support provided by WFP and those by 1) your organization 2) by other partners and 3) government? If so, what were those areas? How can alignment be achieved?
 - ii. What is the extent to which the FY20 intervention design was appropriate and aligned with the Côte d'Ivoire government's national policies and priorities on education, food security and nutrition and sex?
 - iii. To what extent was the implemented SFP integrated or embedded into the national and sub-national service and programme delivery systems? Please give reasons for your answer.

The Effectiveness of the School Feeding Programme to achieve intended results (Outputs, and Outcomes)

7. To what extent have the desired outputs and outcomes been achieved for men, women, boys and girls since 2021 (are they likely to be)? What are the factors that have or have not influenced this result?
8. Reflect on the project's progress in achieving its planned activities and outcomes. Are there particular areas or activities where the project has been more successful? What are the primary factors influencing these results?
9. What do you consider the strengths and the weaknesses of the programme?
10. To what extent have the recommendations made in the McGovern-Dole 1 final evaluation been implemented? What factors helped or hindered the implementation of these recommendations?
 - a. Can you highlight any successes or challenges experienced in the implementation process, particularly any changes in approach from the previous programme (McGovern Dole 1)?
11. In your opinion, how useful have sex-sensitive activities been in achieving the intended outcomes? Could you provide examples of specific improvements these activities have led to within the programme?

Efficiency (the roles and responsibilities detailed at the start of the interview will determine the stakeholder(s) to ask some of the questions)

12. How do you ensure that the funds allocated to your organization for the McGovern Dole project are used as intended? What external and internal factors influence the appropriate use of resources?

13. Is the programme management structure adequate to allow the achievement of results? Please explain. Were there any weaknesses observed and how did they influence the implementation of the programme as well as achievement of expected results?
14. To what extent are interventions delivered in a timely manner?

Effects/Impact

15. What is your view about the results and effects of the programme on the targeted beneficiaries (girls, boys, men and women, households, communities and institutions)? **Probe separately for:** (a) improvement in educational indicators; (b) improvement in pupils' reading skills; (c) group capacity-building d) institutional capacity-building
 - b. What are the reasons for the effects observed?
16. Did the intervention generate any (positive or negative) unintended effects at community, local, regional, and national levels? Please **ask for examples. (Also Probe** for where SFP activities may have supported sex-related issues that hampered positive impact or even normalized / reinforced disparities between girls and boys). What are the main positive impact factors?
17. What external (national, regional, local government, community levels) and internal (WFP) contextual factors have been of influence on the FY20 interventions (positive and negative)?
18. What have been the effects/impacts for girls and boys, particularly with regard to girls' education?
19. What were the drivers of change (institutions, persons, events) that caused changes and results?

Sustainability

20. In your opinion, what are the things which can make these achievements continue working even if there is no outside help? (**Probe** for *intrinsic and extrinsic elements - examples of change of mind-set; the use of local resources/ capacities and /or networks that are (or can be) effectively applied to sustain the achievements of the response. Ask for examples of how the national, regional, local governments and communities has demonstrated ownership and capacity to self-support in the intervention*).
21. What do you consider the key factors that affect programme sustainability (FY20)? Has there been an evolution of these factors since the start of the programme (FY20 and FY15)?
22. As the McGovern-Dole programme transitions more responsibility to the government, how do you view the success of this transition? Which aspects of the programme do you see as able to continue beyond grant funding, and what are the major challenges?
23. What role does your agency or department play in ensuring that the gains of the project can outlast external funding?
24. What are your views on the capacity of the government and local organizations to sustain the project's activities and outcomes post-funding?

Q25-27 - Mainly for ANADER

25. In your view, how significant is the contribution of women farmers' groups to the sustainability of school canteens, and what challenges do they face?
26. To what extent do groups of women farmers contribute to the supply of canteens?
 - a. Will their contribution continue after the McGovern-Dole programme ends?
 - b. To what extent is this model (based on small holder farmers' support) sustainable?
 - c. What would be the trade-off for voluntary contributions?
27. Has the intervention changed relational dynamics between men and women in the medium and long term?

Lessons Learned and Suggestions for Improvement

28. What, if any, have been the promising, emerging, and good practices that were identified at both the country and regional / local levels? Probe for main lessons drawn from the implementation of the McGovern Dole Programme Phase 2.
29. Based on your experience what recommendations would you make to enhance the effectiveness and sustainability of the program?

Informed Consent Form – Parents / Caregivers of School Girls and Boys

Oversee Advising Group is conducting the midterm evaluation of the McGovern Dole School Feeding Programme Phase 2 in Côte d'Ivoire from 2021-2026.

This consent form explains the evaluation and the role of participants in the study. Please consider this information and take as much time as you need. If you have questions at a later time, you can ask any of the members of the national evaluation team.

The evaluation aims to assess the extent to which the McGovern Dole school feeding project, phase 2 achieved its objectives of contributing to relieving short-term hunger and improving access to education and retention of children in schools by midterm, in order to inform on the learnings and adjustments required during the rest of the life of the programme.

This will involve interviewing you and / or your adolescent daughter or son in order to find out the kind of access you and/or she/he has to school feeding services and learn more about your and/or her/his views of the quality of these services. The interview would take place in and will take about 60 -90 minutes of your time or your son/ daughter's time. Your and/or her/his participation in this research will be treated confidentially and all information will be kept anonymously, meaning that no one will be able to work out what it is you and/or your son/daughter has said and used solely for research purpose.

Voluntary Participation

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

Procedures

We would like to ask you and/or your son/daughter some questions relating to the School Feeding Programme. We will ask you questions relating to your perceptions of the different school feeding programme activities; changes due to the school feeding activities; views about the learning environment; areas for improvement, what has worked and did not work in terms of access to and quality of school feeding services and how? What were the difficulties faced? And suggestions for improvement.

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

Duration

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

Benefits

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

Risks, discomforts and rights to withdraw

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

Confidentiality and Privacy

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

Consent and contact

Have you got any questions you would like to ask?

Do you agree to answer the questions now?

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

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

☐ Check for verbal consent

Read by Respondent [] Interviewer []

Agreed [] Refused []

Respondent: _____

Interviewer: _____ Date: __/__/__

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

Parent/guardian consent and permission for youth/child interview form

To be completed by the parent/guardian

Introduction

The School Feeding Evaluation is commissioned by World Food Programme (WFP) Côte d'Ivoire Country Office and is being conducted by Overseas Advising Group (OAG).

What is the purpose of the evaluation?

The evaluation will look at how the school feeding programme implemented by WFP has contributed to access to education and retention in schools by children from Côte d'Ivoire families. What we learn will help improve future programmes.

Why was my child selected for this study?

Your child was selected to take part in this evaluation for three reasons. First, the school which your child attends has been chosen by chance to represent many others like it in the country. Second, your child is among those attending this school selected to participate in this study. Thirdly, your child has been selected by chance to represent his or her fellow students.

What information will my child be asked to provide?

The questions we will be asking your child include his or her:

- perceptions of the different school feeding programme activities
- perceptions of changes due to the school feeding activities
- views about the learning environment
- areas for improvement

The questions will take about xx minutes to answer. Your participation is completely voluntary. If you do not want to participate, you will not lose any benefits.

We are kindly asking your permission for your child to participate in the school survey that is part of the School Feeding Evaluation.

I give consent and permission to the United Nations World Food Programme ("WFP") Côte d'Ivoire Country Office Research team to:

1. Interview my child and/or ask me questions related to my child and get information from the school authorities for my child for purposes on this study.
2. Record my child(ren)'s stories, details and images in words, pictures, film or sound, or any other forms of media (together, the "Collected Stories"); and
3. Use and publish the Collected Stories in any way (whether directly or through WFP's partners) that may be required for purposes relating to WFP's work, including knowledge sharing, raising awareness and funds for WFP's programmes and its mission to fight against hunger worldwide.

I have understood the information about this study and have been given the chance to discuss it and to ask

questions. I understand that my child must also agree to participate

I understand that no payment, financial assistance, or any other monetary support will be provided by WFP for interviewing, recording, use or publication of the collected information and Stories.

I acknowledge that WFP shall not be responsible for any liability or consequences resulting from the recording, use or publication of the Collected Stories.

Featured person(s) (please write in block letters)

Full name (adult): _____ Age: _____

Full name (child under 18): _____ Age: _____

SIGNATURE

Signature: Name: _____ Date: _____

I am the parent/legal guardian of the above-named child(ren) and hereby consent on their behalf.

Contact details (telephone/physical address): _____

I am open to being contacted again in the future to follow up on my/my children's stories.

WFP contracted Researcher to complete and sign:

I, _____ (full name) confirm that I have fully discussed the content of this form with the Person mentioned above either directly, or through a translator.

Signature: _____

Date: _____

Informed Consent Form – School Girls and Boys

Oversee Advising Group is conducting the midterm evaluation of the McGovern Dole School Feeding Programme Phase 2 in Côte d'Ivoire from 2021-2026.

This consent form explains the evaluation and the role of participants in the study. Please consider this information and take as much time as you need. If you have questions at a later time, you can ask any of the members of the national evaluation team.

The evaluation aims to assess the extent to which the McGovern Dole school feeding project, phase 2 achieved its objectives of contributing to relieving short-term hunger and improving access to education and retention of children in schools by midterm, in order to inform on the learnings and adjustments required during the rest of the life of the programme.

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

Voluntary Participation

We are inviting you to participate in this study because you are a school girl or boy

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

Procedures

We would like to ask you some questions relating to the School Feeding Programme. We will ask you questions relating to school feeding activities in your school, your views about the learning environment and behaviour change in nutrition and health; what has worked and did not work in terms of access to and quality of school feeding services and how? your perceptions of what made changes possible and how? What were the difficulties faced? And suggestions for improvement.

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

Duration

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

Benefits

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

Risks, discomforts and rights to withdraw

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

Confidentiality and Privacy

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

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

Consent and contact

Have you got any questions you would like to ask?

Do you agree to answer the questions now?

If you have any other questions about this study later you can contact the Field Supervisor on mobile no:

.....

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

☐ Check for verbal consent

Read by Respondent ☐ Interviewer ☐

Agreed ☐ Refused ☐

Respondent: _____

Interviewer: _____ Date: __/__/__

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

Informed Consent Form – Focus Group Discussions (General)

Oversee Advising Group is conducting the midterm evaluation of the McGovern Dole School Feeding Programme Phase 2 in Côte d'Ivoire from 2021-2026.

This consent form explains the evaluation and the role of participants in the study. Please consider this information and take as much time as you need. If you have questions at a later time, you can ask any of the members of the national evaluation team.

The evaluation aims to assess the extent to which the McGovern Dole school feeding project, phase 2 achieved its objectives of contributing to relieving short-term hunger and improving access to education and retention of children in schools by midterm, in order to inform on the learnings and adjustments required during the rest of the life of the programme.

This will involve discussions in order to find out the kind of access you and your children in the community have to school feeding services; and learn more about your views of the quality of these services available to you and your children. We are conducting this Focus group exercise aiming at **discussing and exchanging opinions** about the McGovern Dole school feeding activities.

Voluntary Participation

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

Procedures

We would like to ask you some questions relating to the McGovern Dole School Feeding Programme especially relating to the past two years. We will ask you questions relating to community engagement activities, household decision making and behavioural change in relation to school feeding, nutrition and health, what has worked and did not work in terms of community engagement, access to and quality of school feeding services and how?. your perceptions of what made changes possible and how? What were the difficulties faced? And suggestions for improvement.

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

Duration

The discussions will last for about 60 – 90 minutes

Benefits

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

Risks, discomforts and rights to withdraw

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

Confidentiality and Privacy

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

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

Consent and contact

Have you got any questions you would like to ask?

Do you agree to answer the questions now?

If you have any other questions about this study later you can contact the Field Supervisor on mobile no:.....

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

☐ Check for verbal consent

Read by Respondent [] Interviewer []

Agreed [] Refused []

Respondent: _____

Interviewer: _____ Date: __/__/__

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

Annex VI-4: Topic guides for focus group discussions

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

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

For all questions (where relevant) probe about the situation in the past two years of implementation – changes that have occurred since 2021 and the reasons for change.

FGDs should last approximately one – one and a half hour. This is a limited time for participatory activities. However, ensure sufficient time for trend appraisals. Ask the FGD participants to think back how the situation was in 2021 and how the situation is now (2024). Choose topics for the trend appraisal that are in line with the objectives of the programme. Give them 3 - 5 minutes to discuss amongst each other about this. Then ask them to describe the situation before and now. If there are changes, probe how these changes have come about. What has caused these changes. If you still have time left, ask them to describe what further changes they expect and why.

Preparation for the FGD:

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

Make sure you have:

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

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

Background Information

Remember to collect the background characteristics of each respondent:

- Collection location
- Respondents' sex
- Respondents' ages
- Occupations
- Any role in community engagement activities of the BRP

Date		Commune/Village	
County		Rural/Urban	
State			
FGD Moderator Name:			
FGD Facilitator Name:			
Note Taker:			
Other Detail:			

Introduce yourself and clarify that you are not part of the FY20 programme and that the information that is being obtained will be treated confidentially. Encourage people to be open and frank as that will be more useful for learning from their experiences. Also mention that people are not obliged to participate and can withdraw at any time in line with research ethics. Ask permission to start with the FGD.

Background

Ask all people participating in the FGD since when they were involved/in-contact with the FY20 programme (This will provide you as interviewer with info about the time span you can cover with the different persons involved in the FGD)

Subdomain: Context (Relevance)

1. Do you know about the McGovern-Dole school feeding programme? If yes, can you shortly describe it?
2. How did you learn about the school feeding programme?
3. Could you share about your children currently attending the school, including their ages and sex, and if you have had older children attend in the past? What aspects of the school experience do they enjoy or dislike?
4. What is your view about the community engagement and sensitization campaigns (including elements focused on men, women, adolescent and youths)? How useful do you think they have been in supporting school feeding of children and improvement of the nutrition of children? Please give examples
5. In your household, who makes the decisions for or against education of boys and girls? (*Probe for general household making dynamics in the community*)
6. What influences the household decisions to send children to school (*probe separately for girls and boys*)
 - o What age do you consider best for children to start school? (*probe separately for girls and boys and find out the reasons why*)
 - o When do you consider it best for children to leave school, e.g. to start work? *Please give reasons for your answer.*
7. How did school feeding influence your decisions relating schooling of your children or wards? Why? Why not?
8. What type of training or support have you, as parents, received from the program? How has this impacted your ability to support your children's education and nutrition?
9. What are your needs and expectations from the school feeding programme?
10. In your opinion, has the school feeding programme addressed all the needs and expectations? What are the gaps? What can be done differently by the programme to improve things?

Subdomain: Education (Effectiveness)

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

Subdomain: Service delivery (Efficiency)

17. How promptly do you feel the benefits of the school feeding program are provided to your children once the school term begins?
 - a. Have there been any delays in receiving these benefits? If yes, how often do these delays occur?
18. In your opinion, how well does the school manage the resources provided for the feeding program?
 - a. Are there instances where resources seem insufficient or excessive?
19. Has the promptness and reliability of the school feeding program influenced your decision to send your children to school regularly?

20. How well does the school communicate any changes or issues with the feeding program to you as parents?
21. Do you feel informed about how the feeding program is run and managed?

Subdomain: Capacity of government and school communities (Sustainability)

2. How would you describe the PTA in your children's school?
 - a. What are their activities? (**Probe for the school feeding programme**)
 - b. How useful do you think they are?
 - c. What could be improved?
3. How would you describe the School Management Committee (SMC) or School Board of Governors (SBG) in your children's school?
 - d. What are their activities? (**Probe for the school feeding programme**)
 - e. How useful do you think they are?
 - f. What could be improved?
4. How would you describe the government's role in the school feeding programme?
 - g. What do you think works well?
 - h. What could be improved?
5. What do you think about the involvement of women farmer groups to provide local produce in the school feeding programme?
 - i. What do you think can work well?
 - j. What do you think may be difficult?
 - k. How can the problems be addressed?

Subdomain: Perception of Changes (Impact)

6. Changes due to specific programme activities (especially from 2021-2024)
 - l. What changes have you noticed due to the school feeding activities school children benefit from? (**Probe for improved literacy, school canteens, and infrastructure upgrades (latrines, water stations), have you observed?**)
 - m. What do you think are the reasons for these changes to occur?
 - n. What do you think are the difficulties in achieving change?
7. Change in education enrolment, attendance and retention (especially from 2021 to 2024)
 - o. What changes have you noticed in the enrolment of children, their attendance in schools and drop-out since the school feeding activities started?
 - p. What do you think are the reasons for these changes to occur?
 - q. What do you think are the difficulties in achieving change?
8. What do perceive are the two or three major changes that the SFP has allowed beneficiaries to make in their lives? Discuss all the changes mentioned by the FGD participants and let them arrive at a consensus on the top three

Subdomain: Reducing Disparities Among Population Groups

9. Are there differences in enrolment in schools between boys and girls in your community? Why? Why not?
10. Would you say that in your community, parents have other ambitions / perspectives for their daughter in addition to marriage? If so, what are they? Would you say that has changed with the school feeding programme?
11. Have you noticed any changes in the opinion of members of your community regarding the importance of education for girls and boys due to the school feeding programme? The importance of enrolling and retaining boys in schools? The importance of enrolling and retaining girls? Explain please. (**Probe for gaps in balanced outcomes - barriers around agency, decision making, autonomy, power dynamics etc. for boys and girls**)
12. Has the intervention changed the way men and women in the community relate with each other? **Probe for any change in household decision making dynamics.**
13. To what extent has the school feeding programme reached the different population groups as well in your community? Do you think there are differences in the way it has reached the wealthiest and most destitute? Persons living with disabilities?

FGD Topic Guide for School Management Committees

Subdomain: Context (Relevance)

1. Can you describe the roles and responsibilities of the SMC as they relate to the McGovern-Dole program, and how these have evolved? What specific activities are you responsible for, and how do these align with the needs and priorities of both the government and the local community? (Relevance)
2. What kind of training has the SMC received through the program? How has this training impacted your ability to support educational outcomes and nutrition in your community? Are there any areas where you need more support? (Effectiveness)
3. In what ways do you believe the activities of your SMC, particularly those influenced by trainings from WFP or other partners, support children to attend school and improve their studying or learning conditions? Are there noticeable differences in the effects for boys and girls? (Impact)
4. How has the involvement of school canteen monitoring committees contributed to improving the operations, nutritional offerings, and hygiene standards of our school canteens? (Efficiency)
5. How active are parents and the wider community in supporting the SMC's activities and their children's education? Are there differences between how girls and boys are supported? (Effectiveness)
6. What major challenges has your SMC faced, including those related to COVID-19, and how have you adapted? Are there unmet needs that the program could address more effectively? (Effectiveness)
7. How balanced is the involvement of both men and women in the activities and decision-making processes of the SMC? (Equity)
8. What are your needs and expectations from the school feeding programme? Are there any areas where you need more support? (Sustainability)
9. In your opinion, has the school feeding programme addressed all the needs and expectations? What are the gaps? What can be done differently by the programme to improve things? (Sustainability)

Subdomain: Environment and Learning (Effectiveness)

10. Do you think that the programme has facilitated access to quality education and healthy food for children in your community? What improvements would you suggest? (Relevance)
11. From your perspective, how valuable is the contribution of local women farmers to the school canteen's supply chain, and do you believe this approach is viable in the long term? (Sustainability)
12. How easy do you think it is for your children to stay in school? To learn in school? What are the difficulties? Are there differences for girls and boys? (Efficiency)
13. From your viewpoint, does the McGovern-Dole program meet the needs of children and families in your community regarding education and nutrition? What improvements would you suggest? (Effectiveness)
14. How satisfied are you with the quality of education your child receives at school? How would you rate the quality of teaching? Please can you give reasons and examples? (Impact)
15. What do you consider the value of the school feeding programme? What is your opinion about the benefits for children? (Impact)

Subdomain: Capacity of retailers, government and school communities (Sustainability)

16. How has the McGovern-Dole project contributed to the betterment of your community and the capacities of your SMC? Please focus on the period between 2021 and 2024. (Impact)
17. What are the biggest challenges to the maintaining the activities of SMC and the programme's outcomes? (Sustainability)
18. What support does your SMC need to manage activities in the future, and do you have recommendations to ensure the program's sustainability? (Sustainability)
19. How has your level of engagement in the SMC changed over time, and what have you learned through your participation? Has this experience been positive or negative, and why? (Effectiveness)

20. How would you describe the PTA in your children's school? (Effectiveness)
 - r. What are their activities? (**Probe** for the school feeding programme)
 - s. How useful do you think they are?
 - t. What could be improved?
21. How would you describe the government's role in the school feeding programme? (Relevance)
 - u. What do you think works well?
 - v. What could be improved?
22. What do you think about the role WFP plays in the school feeding programme? (Relevance)
 - w. What do you think works well?
 - x. What do you think could be improved?

Subdomain: Reducing Disparities Among Population Groups

23. Are there differences in enrolment in schools between boys and girls in your community? Why? Why not? (Impact)
24. Would you say that in your community, parents have other ambitions / perspectives for their daughter in addition to marriage? If so, what are they? Would you say that has changed with the school feeding programme? (Impact)
25. Have you noticed any changes in the opinion of members of your community regarding the importance of education for girls and boys due to the school feeding programme? The importance of enrolling and retaining boys in schools? The importance of enrolling and retaining girls? Explain please. (**Probe** for gaps in balanced outcomes - barriers around agency, decision making, autonomy, power dynamics etc. for boys and girls) (Impact)
26. Has the intervention changed the way men and women in the community relate with each other? **Probe** for any change in household decision making dynamics. (Impact)
27. To what extent has the school feeding programme reached the different population groups as well in your community? Do you think there are differences in the way it has reached the wealthiest and most destitute? Persons living with disabilities? (Impact)

Subdomain: Context (Relevance)

1. Can you share the history and current status of your group, including when it was formed, the journey since working with McGovern-Dole, and your member count?
2. Describe the activities your group engages in, particularly those related to school feeding and the McGovern-Dole project. How do these activities mobilize the community around the school canteen?
3. How does your group support the school canteen? Discuss the number of schools supported, the capacity to support more, and the type of crops provided. Do you believe the students like these crops?
4. Detail the extent of your annual production contributions to the school canteen, including delivery logistics, costs, and how many days of school feeding are covered.
5. Discuss the motivation behind joining the group and whether you are compensated for the food provided to schools. If compensated, do you consider the payment fair?
6. What resources and technical assistance does your group receive? Who provides these, and are they sufficient? Share your experiences with these supports, including any gaps in need.
7. What kind of training have you received through the program? How has this training impacted your ability to support educational outcomes and nutrition in your community?
8. What are your needs and expectations from the school feeding programme? Are there any areas where you need more support?
9. In your opinion, has the school feeding programme addressed all the needs and expectations? What are the gaps? What can be done differently by the programme to improve things?

Subdomain: Environment and Learning (Effectiveness)

10. Reflect on whether your group's activities contribute to children attending school and having access to better food. Are there different outcomes on boys and girls?
11. Share successful activities your group has been part of, especially those related to the McGovern-Dole project, and discuss any unsuccessful attempts, challenges faced, including the impact of COVID-19, and responses to these challenges.
12. From your viewpoint, does the McGovern-Dole program meet the needs of children and families in your community regarding education and nutrition? What improvements would you suggest?
13. What discourages people from keeping their children in school? What about girls? Are there differences between boys and girls? What are the issues? How can this be addressed?
14. In your opinion has the school feeding programme influenced the decision by families in your community to send their children to school? What about girls? Boys? Please explain
15. What do you consider the value of the school feeding programme? What is your opinion about the benefits for children?

Subdomain: Capacity of farmers, government and school communities (Sustainability)

16. How would you describe your ability as a farmer to provide a reliable and sustainable supply of high-quality food commodities to local schools? Please give reasons for your answer
 - y. What do you envisage as difficulties you may face?
 - z. What do you think could make the food commodities supply at appropriate times easy for you?
 - aa. Have you ever been trained for this work? If yes, please describe your training.
 - bb. What do you think is the value of the training you received?
17. If you have children, how would you describe the PTA in your children's school?
 - cc. What are their activities? (**Probe for the school feeding programme**)
 - dd. How useful do you think they are?
 - ee. What could be improved?
18. If you have children, how would you describe the School Management Committee (SMC) / School Board of Governors (SBGs) in your children's school?
 - ff. What are their activities? (**Probe for the school feeding programme**)

- gg. How useful do you think they are?
- hh. What could be improved?
- 19. How would you describe the government's role in the school feeding programme?
 - ii. What do you think works well?
 - jj. What could be improved?
- 20. What do you think about the role WFP plays in the school feeding programme?
 - kk. What do you think works well?
 - ll. What do you think could be improved?

Subdomain: Reducing Disparities Among Population Groups

- 21. Discuss the sex composition of your group and the benefits of being part of a women's agricultural group. How has participation influenced access to resources, decision-making power, and support within the group? *(Impact)*
- 22. How has the programme adapted to meet changing needs or circumstances within your community, especially those affecting women?
- 23. Can you provide examples of how feedback from women's groups like yours has been incorporated into the programme?
- 24. Were there any aspects of the programme design you felt could be improved to better support women's roles in agriculture and the community?
- 25. Has the intervention changed the way men and women in the community relate with each other? ***Probe*** for any change in household decision making dynamics. *(Impact)*
- 26. To what extent has the school feeding programme reached the different population groups as well in your community? Do you think there are differences in the way it has reached the wealthiest and most destitute? Persons living with disabilities?

FGD Topic Guide for school girls and boys

Subdomain: Context (Relevance)

- 1. Do you know about the McGovern-Dole school feeding programme? If yes, can you shortly describe it?
- 2. How did you learn about the school feeding programme?
- 3. What are the school feeding activities that take place in your school? Please give examples
- 4. Do you think the school feeding is useful? Why? Why not?
- 5. What are your needs and expectations from the school feeding programme?
- 6. In your opinion, has the school feeding programme addressed all the needs and expectations? What are the gaps? What can be done differently by the programme to improve things?
- 7. What do you think influences the household decisions to send children to school (***probe separately for girls and boys***)? Why do you think your parents decided to send you to school? Was it different for your sisters? Or your brothers?

Subdomain: Education (Effectiveness)

- 8. How suitable do you think your school environment is for your learning? Please can you give reasons for your answers
- 9. How easy do you think it is for you and your friends to stay in school? To learn in school? What are the difficulties?
- 10. How satisfied are you with the type of teaching you are getting at school? Please can you give reasons and examples?
- 11. What do you think discourages some children from coming to school? What about girls? Are there differences between boys and girls? What are the issues? How do you think that can be addressed?
- 12. In your opinion has the school feeding programme influenced the decision by your families to send you to school? What about girls? Boys? Please explain.

Subdomain: Perception of Changes (Impact)

13. Changes due to school feeding activities (especially from 2021-2024)
 - mm. What changes have you noticed due to the school feeding activities in your school? (**Probe** for changes in mid-day hunger, improved literacy and WASH infrastructure availability)
 - nn. What do you think are the reasons for these changes to occur?
 - oo. What do you think are the difficulties in achieving change?
14. Change in education enrolment, attendance and retention (especially from 2021-2024)
 - pp. What changes have you noticed in how children come to school and stay in school because of the school feeding programme? (Impact)
 - qq. What do you think are the reasons for these changes to occur?
 - rr. What do you think are the difficulties in achieving change?
15. What do think is the most significant change that has happened as a result of the school feeding activities? Discuss all the changes mentioned by the FGD participants and let them arrive at a consensus on the top three (Impact)

Subdomain: Reducing Disparities Among Population Groups

16. Are there differences in enrolment in schools between boys and girls in your community? Why? Why not?
17. Would you say that in your community, parents have other ambitions / perspectives for their daughter in addition to marriage? If so, what are they? Would you say that has changed with the school feeding programme?
18. Have you noticed any changes in the opinion of members of your community regarding the importance of education for girls and boys due to the school feeding programme? The importance of enrolling and retaining boys in schools? The importance of enrolling and retaining girls? Explain please. (**Probe** for gaps in balanced outcomes - barriers around agency, decision making, autonomy, power dynamics etc. for boys and girls)
19. To what extent has the school feeding programme reached the different population groups as well in your community? Do you think there are differences in the way it has reached the wealthiest and most destitute? Persons living with disabilities?

Annex VI-5: Canteen Manager Questionnaire

N°	Libellé de la question	Modalité de réponses	Instructions ou sauts
IDENTIFICATION			
date_i	Date of interview Date	_ _ _ / _ _ _ / _ _ _ _ _ dd mm yyyy	
heure_i	Start time of interview	_ _ _ . _ _ _ hh min	
chef	Name of Team Lead	<hr/> <hr/>	
en_name	Enumerator name	<hr/> <hr/>	
en_no_confirm	Confirm your identifying number	Yes/no	
Location			
region	Select the region	1. Bafing 2. Bagoue 3. Bounkani 4. Cavally 5. Gontougo 6. Poro 7. Tchologo	
iep	Select IEP	iep list	
ecole	Select school	Surveyed school list	
Note1	<p>My name is [enum_name].</p> <p>We are conducting a study on behalf of the World Food Program (WFP) and the Ministry of National Education (MENET) on the sustainability of school canteens and the enrolment level of children in the Bafing, Bagoue, Bounkani, Cavally, Gontougo, Poro and Tchologo regions. We would like to ask you some questions about you, the school canteen, and the school canteen management committee. The interview will take approximately 1h.</p> <p>All information collected will be kept strictly confidential. Participation in this study is voluntary and you may refuse to answer any or all of the questions. We hope, however, that you will agree to participate in this study as your opinion will allow us to better appreciate the food situation in your department. Your answers will in no way affect your access to support programs. Do you have any specific questions? Can we start now?</p>		
consent	Do you consent to this survey?	1. Yes 2. no	If "no", end form
Questionnaire			
Note2	Great! Now, I would like to ask you a few questions about the management of the school canteen		
sex	What sex are you?	1 Male 2 Female 3 Refused/don't know	<i>Only ask if necessary</i>
q101	Is there a school canteen management committee?	1 Yes 2 No 3 Refused/don't know	May also be called COGES Canteen

N°	Libellé de la question	Modalité de réponses	Instructions ou sauts
q102	The committee is composed of how many people?	__ __	Question relevant when: $\{q101\}=1$
q102a	How many men are in the committee? Question relevant when: $\{q101\}=1$	__ __	Question relevant when: $\{q101\}=1$
q102b	How many women are in the committee? Question relevant when: $\{q101\}=1$	__ __	Question relevant when: $\{q101\}=1$
q103	Have the members of the committee been trained?	1. No member 2. A part of them 3. 2 members of the committee 4. All the members of the committee 5. 999 Refused/don't know	Question relevant when: $\{q101\}=1$
q104	In what areas have they been trained? Question relevant when: ($\{q101\}=1$ and $\{q103\}\neq 1$) or ($\{q101\}=1$ and $\{q103\}\neq 999$)	1. Food Stock 2. Management 3. Health and hygiene 4. Nutrition 5. Safe food 6. preparation 7. Other (specify) 8. Refused/don't know	Do not suggest or read options
q104_other	Other (specify)	_____	Question relevant when: selected($\{q104\}, 7$)
q104b	Have you been trained?	1 Yes 0 No 1 Refused/don't know	
q104c	If so, what areas have you been trained on? Question relevant when: $\{q104b\}=1$	1 Food Stock 2 Management 3 Health and hygiene 4 Nutrition 5 Safe food 6 preparation 7 Other (specify) 8 Refused/don't know	
q104caut	Other (specify)	_____	Question relevant when: selected($\{q104c\}, 7$)
q104d	Who conducted the training?	_____	Question relevant when: $\{q104b\}=1$
q105	Can you identify good health and hygiene practices? *Do not suggest or read the options 1. Dry one's hands by rubbing them against each other or using a clean appropriate towel. 2. Have hand nails short and clean and with a bandage in case of injury. 3. Wash one's hands with soap and clean water (including after using the toilet). 4. Do not cough or blow your nose near food or water 5. Do not dry one's hands on clothes or serve the meals.		Do not suggest or read options

N°	Libellé de la question	Modalité de réponses	Instructions ou sauts
	<ol style="list-style-type: none"> 6. with the hands Immediately interrupt the work in case of disease (diarrhea, vomiting, boil, wound, ulceration on the exposed parts of the skin) and inform the colleagues 7. Buy fresh milk, meat and fish the day of consumption and keep them cool and covered 8. Keep food in a clean place out of reach of animals, insects, rodents and other pest 9. Have a regulatory handwashing station and keep the latrines clean 10. Use water adduction and water pump 11. Keep drinking water in a clean and covered container 12. In case of lack of drinking water, boil the water for 15 minutes and disinfect it with bleach 13. Have clean clothes, clean and well-covered hair 14. Regularly cut the grass that grows around the canteen buildings and prune the surrounding trees 15. Collect the waste in an adapted trash can and keep it at least 5-10 meters from the canteen. Place the waste in a pit at least 20 meters from the kitchen and from the water supply 16. Clean dishes immediately after eating with soap and water, rinse with clean water and dry 17. Burn garbage in pits or cover with sand and soil. 18. Refused/don't know 		
q106	Can you identify good food storage practices? <ol style="list-style-type: none"> 1. Secure food against theft, fire and accidents at work 2. Ensure that there are no rodents or insects on a regular basis. In case of presence, take measures to destroy these pests. 3. Handle products with care to avoid damage 4. When stacking, allow required space for ventilation and circulation 5. Stack products on pallets by separating food from non-food and hazardous products 6. Keep the warehouse and stocks clean and in good condition 7. Have enough space and prepare it before receiving food 8. Make regular inventories to check the quantities of products and take the necessary corrective measures in case of discrepancies 9. Limit losses by timely reconditioning damaged food 10. Make management reports and update documents whenever stocks are moved 11. Move stocks only if authorized by the empowered person 12. Apply the FIFO method for a good rotation of food taking into account the condition of food and the best before use date 13. Refused/don't know 		Do not suggest or read the options
q0107	Can you identify safe food preparation practices?	<ol style="list-style-type: none"> 1. Maintain surfaces used to prepare food clean 2. Wash vegetables, fruits and ingredients with potable water 3. Meat, fish and giblets must be well cooked 4. Follow the food preparation steps 5. Never mix raw and prepared food 6. Never store meals in order to warm them and consume them the next day 7. Serve warm daily meals 8. Refused/don't know 	*Do not suggest or read the options
note3	Thanks! Now, I would like to ask you a few questions on the students and equipment of the canteen...		
q201	Is there a management book?	1. Yes, enumerator saw the book	The enumerator

N°	Libellé de la question	Modalité de réponses	Instructions ou sauts
		2. No 3. Enumerator did not see management book, it does not exist according to school canteen manager	should consult the management notebook if possible
q201_warnin g	Investigator! The information contained in the management book is of critical importance to our investigation. Do not select this option without doing everything you can to get this document. Please review your answer to the previous question. Question relevant when: \${q21} !=1		
q201_why	If not, why?	<hr/> <hr/>	Question relevant when: \${q201} !=1
Avoir_canteen			
q202_a1	What is the total number of planned ration recipients (I say planned!) for the month of March 2021 of distribution of the canteen? Do not know=-777; Not applicable= -888; Refuse to respond= -999	____ ____	Avoir_canteen Group relevant when: \${consent} =1 and \${q21} =1
q202_a2	Do you have any idea of the number of boy and girl ration recipients that was planned?	1. Yes 2. No 3. Refused/don't know	The enumerator should consult the management notebook if possible
q202_a3	If no, why? <i>Please give a detailed explanation why the canteen manager does not have this information in his management notebook or elsewhere</i>	<hr/> <hr/>	Question relevant when: \${q22_canteen_planned} !=1
Canteen_plan			
q202_b1	What was the planned number of girls for March 2021 of school meals' distribution at the school canteen?	____ ____	avoir_canteen > canteen_plan Group relevant when: \${q22_canteen_planned} =1
q202_b2	What was the planned number of boys for March 2021 of school meals' distribution at the school canteen?	____ ____	The enumerator should consult the management notebook if possible. Do not know=-777; Not applicable= -888; Refuse to respond= -999
q202_b3	Total rations planned for the month of March 2021.	____ ____	*Verify your response. Do not know=-777; Not applicable= -888; Refuse to respond=

N°	Libellé de la question	Modalité de réponses	Instructions ou sauts
			-999
q203a	What is the total number of students who actually ate at the canteen during the month of March 2021?	____ ____	Do not know=-777; Not applicable= -888; Refuse to respond=-999
q203b	What is the number of girls who effectively ate at the canteen in March 2021?	____ ____	*The enumerator should consult the management notebook if possible. Do not know=-777; Not applicable= -888; Refuse to respond=-999 Question relevant when: \${q201}=1
q203c	What is the number of boys who effectively ate at the canteen in March 2021?	____ ____	The enumerator should consult the management notebook if possible.
q203d	Total actual rations for the month of March 2021	____ ____	Verify your response. Do not know=-777; Not applicable=-888; Refuse to respond=-999
avoir_canteen_2			
Q204a	Are you provided with enough food preparation equipment?	1. Not at all 2. Little 3. Enough 4. Very 5. Refused/don't know	
Q204a	Are you provided with enough food storage equipment?	1. Not at all 2. Little 3. Enough 4. Very 5. Refused/don't know	
Securitee_alimentaire Group relevant when: \${consent}=1 and \${q201}=1			
note4	Thanks! Now, I would like to ask you a few questions on the diet diversity of the students, as indicated in your management book for the month of March 2021... * The enumerator should consult the management notebook if possible		
q301	What was the number of school days in March 2021?	____ ____	Do not know=-777; Not applicable= -888; Refuse to respond=-999
q302	What was the number of actual canteen days in March 2021?	____ ____	Do not know=-777; Not applicable= -888; Refuse to respond=-99
q302a	How many days did the canteen serve cereals?	____ ____	Do not know=-777; Not applicable= -888; Refuse to

N°	Libellé de la question	Modalité de réponses	Instructions ou sauts
			respond=999
q302b	How many days did the canteen serve tubers / roots?	__ __	Do not know=-777; Not applicable= -888; Refuse to respond=999
q302c	How many days did the canteen serve pulses and nuts?	__ __	Do not know=-777; Not applicable= -888; Refuse to respond=-999
q302d	How many days did the canteen serve dairy products?	__ __	Do not know=-777; Not applicable= -888; Refuse to respond= -999
q302e	How many days did the canteen serve meat, fish, or giblets?	__ __	Do not know=-777; Not applicable= -888; Refuse to respond= -999
q302f	How many days did the canteen serve eggs?	__ __	Do not know=-777; Not applicable= -888; Refuse to respond= -999
q302g	How many days did the canteen serve orange vegetables?	__ __	Do not know=-777; Not applicable= -888; Refuse to respond= -999
q302h	How many days did the canteen serve dark green leafy vegetables?	__ __	
q302i	How many days did the canteen serve orange fruits (not including oranges)?	__ __	
q302j	How many days did the canteen serve other fruits and vegetables?	__ __	
q303	<p>What was the number of school days in March 2021 during which hot meals served to students contained at least four food groups?</p> <p><i>The food groups considered are 1) cereals, tubers, and root vegetables, 2) legumes and nuts, 3) dairy products, 4) meat, fish, and offal, 5) eggs, 6) high vitamin A fruit and vegetables (orange fruit [save oranges], orange vegetables, and dark green leafy vegetables), and 7) other fruit and vegetables.</i></p>	__ __	Do not know=-777; Not applicable= -888; Refuse to respond= -999
q303a	You have chosen "do not know", "not applicable" or "Refused to answer" to one of the previous questions. Why ?	__ __	Question relevant when: \${q301} <0 or \${q302} <0 or \${q302a} <0 or \${q302b} <0 or \${q302c} <0 or \${q302d} <0 or

N°	Libellé de la question	Modalité de réponses	Instructions ou sauts
			\${q302e} <0 or \${q302f} <0 or \${q302g} <0 or \${q302h} <0 or \${q302i} <0 or \${q302j} <0 or \${q303} <0
train1	Have you ever participated in a training from AVSI or WFP on children's nutrition?	1. Yes 2. No 3. Don't know 4. Refused	
train2	When did you attend this training?	1. 2019 2. 2020 3. 2021 4. Other (specify) 5. 999 Refused	Question relevant when: \${train1}=1
Train2_other	Other, specify.	<hr/> <hr/>	Question relevant when: \${train2}=4
train3	Have you ever participated in a training from AVSI or WFP on hygiene and sanitation measures?	1. Yes 2. No 3. Don't know 4. Refused	
train4	When did you attend this training?	1. 2019 2. 2020 3. 2021 4. Other (specify) 5. Refused	Question relevant when: \${train3}=1
wash1	Do you use handwashing stations at school?	0. No 1. Yes 2. There are no handwashing stations at school	
wash2	If "No", Why not?	1. Soap not available 2. Wash basins not clean 3. Mixed with students of opposite sex. 4. Out of order 5. Crowded 6. Little water 7. Far from classrooms 8. Too high to reach 9. Other, specify	
other_wash2	Other, specify	<hr/> <hr/>	Question relevant when: \${wash2}=9
wash3	At what moments do you wash your hands?	1. Before eating 2. After eating 3. After defecation 4. After playing games 5. After throwing out the garbage or cleaning	Select all that apply. Do not read responses

N°	Libellé de la question	Modalité de réponses	Instructions ou sauts
		6. After coming home from school or market 7. After feeding or caring for animals 8. After cleaning/wiping baby brother or sister 9. Before preparing food 10. Other, specify	
other_wash3	Other, specify	<hr/> <hr/>	Question relevant when: \$[wash3]=10
wash4	Describe how you wash your hands	1. Washes hands in a bowl of water (sharing with other people) — poor practice 2. With someone pouring 3. little clean water from a jug onto one's hands —appropriate practice 4. Under running water —appropriate practice 5. Washes hands with soap or ashes 6. Other, specify	Select all that apply. Do not read response
other_wash4	Other, specify	<hr/> <hr/>	Question relevant when: \$[wash4]=6
wash5	Why is it important to wash hands?	1. Prevents from getting sick 2. Cleans hands/removes dirt 3. Is good hygiene 4. Prevents dirt from getting into mouth 5. Prevents dirt from getting into food 6. Removes germs 7. Smells good 8. Looks/feels clean 9. Other, specify 10. 8Don't know	Select all that apply. Do not read responses. If they say "because they are dirty" probe – why what is wrong with dirty hands
other_wash5	Other, specify Question	<hr/> <hr/>	relevant when: \$[wash5]=9
wash6	Where do you get water for cooking at school?	1. Pond, lake 2. Dam 3. Stream/river 4. Unprotected spring 5. Protected spring 6. Well water 7. Borehole 8. Water tank 9. Roof catchment 10. Running water 11. Other, specify	
other_wash6	Other, specify	<hr/> <hr/>	Question relevant when: \$[wash6]=11
wash7	Where do you get your water for drinking at school?	1. They give us boiled water 2. They give us unboiled water 3. Piped water 4. Tank 5. Well	

N°	Libellé de la question	Modalité de réponses	Instructions ou sauts
		6. Other, specify	
other_wash7	Other, specify	_____ _____ _____	Question relevant when: \$[wash7]=6
End			
heure_f	End time of interview	_ _ _ . _ _ _ hh min	
obs	Observations/Comments (if nothing, put "RAS")	_____ _____ _____	
gps	GPS coordinates		
note5	Thanks for your time		

Annex VI-6 : Student/Household Questionnaire

N°	Libellé de la question	Modalité de réponses	Instructions ou sauts
IDENTIFICATION			
date_i	Date of interview Date	_ _ _ / _ _ _ / _ _ _ _ _ dd mm yyyy	
heure_i	Start time of interview	_ _ _ . _ _ _ hh min	
chef	Name of Team Lead	_____ _____ _____	
en_name	Enumerator name	_____ _____ _____	
en_no_confirm	Confirm your identifying number	Yes/no	
location			
region	Select the region	8. Bafing 9. Bagoue 10. Bounkani 11. Cavally 12. Gontougo 13. Poro 14. Tchologo	
iep	Select IEP	iep list	
ecole	Select school	Surveyed school list	

N°	Libellé de la question	Modalité de réponses	Instructions ou sauts
grade	Select the grade	<div>2 CP2</div> <div>3 CE1</div> <div>4 CE2</div> <div>5 CM1</div> <div>6 CM2</div>	
name	What is the student's last name?	<input type="text"/>	
fname	What is the student's first name?	<input type="text"/>	
uniqueid_filled	Student's identification number. *Eight digits. Do not use dashes/hyphen	<input type="text"/>	
uniqueid_refilled	Re-enter student's identification number.	<input type="text"/>	*Eight digits. Do not use dashes/hyphens
monname	What is the students' mother's name?	<input type="text"/>	
confirm	Is this information correct?	<div>1 Yes</div> <div>0 No</div> <div>999 Refused/don't know</div>	
correct_confirm	Which information is incorrect? <i>* If the class of the student is different than the class noted on your school sheet, please confirm with the director the class of the student</i>	<div>1 The name of the student</div> <div>3 The grade of the student</div>	Question relevant when: \${confirm} =0
correct_firstname	Write the correct first name of the student	<input type="text"/>	Question relevant when: selected(\${correct_confirm}, 1)
correct_lastname	Write the correct last name of the student	<input type="text"/>	Question relevant when: selected(\${correct_confirm}, 1)
correct_grade	What is the student's grade? <i>* If the class of the student is different than the class noted on your school sheet, please confirm with the director the class of the student</i>	<div>CP2 CP2</div> <div>CE1 CE1</div> <div>CE2 CE2</div> <div>CM1 CM1</div> <div>CM2 CM2</div>	Question relevant when: selected(\${correct_confirm}, 3)
note1	<p>My name is [enum_name], and we are conducting a study on behalf of the World Food Program (WFP) and the Ministry of National Education.</p> <p>I am here asking some questions from children like you to evaluate the level of reading of students of all levels in the Bafing, Bagoue, Bounkani, Cavally, Gontougo, Poro and Tchologo regions. Nothing you say here will be repeated to your parents or teacher and will be kept a secret. I want you to answer honestly and as best as you can. Do you have any questions for me? You can interrupt me to ask a question at any time.</p> <p>Also, if you don't know the answer to a question or don't want to answer it, just let me know and we can skip it. Participation in this study is voluntary and you may refuse to answer any or all of the questions. We hope, however, that you will agree to participate in this study as your opinion will allow us to better understand</p>		

N°	Libellé de la question	Modalité de réponses	Instructions ou sauts
	reading levels in your region. Your answers will in no way affect your access to support programs.		
consent	Do you accept if I ask you some questions?	1 Yes 0 No	
note2	Thanks a lot! I would now like some information about you...		
l1a	What is your last name?	_____	
l1b	What are your first names?	_____	
l2	Select the sex of the student. * Ask only if necessary	1 Male 2 Female	
l3	How old are you? *in years	_ _ _	
l4_time	In what class were you when you started studying at this school?	1 CP1 2 CP2 3 CE1 4 CE2 5 CM1 6 CM2	
l9	Do you like reading?	1 Yes 0 No 999 Refused/don't know	
l5	Does your family have books at home?	1 Yes 0 No 999 Refused/don't know	
l6	Do you have books for kids at home other than school books?	1 Yes 0 No 999 Refused/don't know	
l7	Do you read with someone/your parents at home?	1 Yes 0 No 999 Refused/don't know	
l8	Do you read alone at home?	1 Yes 0 No 999 Refused/don't know	
l12	Last year, did you like how the teacher taught in the class?	1 Yes 0 No 999 Refused/don't know	
l13	Last year, could you talk to your teacher about the reading-writing lessons you did	1 Yes 0 No 999 Refused/don't know	

N°	Libellé de la question	Modalité de réponses	Instructions ou sauts
	not understand?		
I14	Last year, did you participate in reading activities organized by the school or by the teacher outside the classroom?	1 Yes 0 No 999 Refused/don't know	
I15	Did you have school textbooks for French or reading-writing last year?	1 Yes 0 No 999 Refused/don't know	
I16	Last year, did you have access to the following reading materials at school?	0 None 1 Mobile library 2 Reading board 3 Illustrated boards 4 Junior dictionaries 5 Sculpted plastic letters	
I17	If not why ? Question relevant when: $\{I16\}=0$	1 We do not have the right to use the material 2 We do not have the equipment 3 We do not have time to use the material 4 Other 999 Refused / do not know	
I17_aut	Other (specify)	<hr/> <hr/>	Question relevant when: selected($\{I17\}$, '4'
I18_pre	In class, do you sit on a table-bench?	1 Yes 0 No 999 Refused/don't know	
I18	Last year, including you, how many people were sitting on the table-bench with you? (How many of you were on the same table-bench?)	____ ____	Question relevant when: $\{I18_pre\}=1$
I19	Were you prevented from going to school last year?	0 Never 1 Sometimes 2 Almost all the time	
I19_reasons	If yes, for what reason mainly?	1 Health problems / disability 2 Personal security 3 Household farm work 4 Seasonal jobs or housework 5 Distance to school 6 School fees 7 Early marriage 8 Pregnancy 9 Difficulty eating lunch at school 10 Other, specify	Question relevant when: $\{I19\}=1$ or $\{I19\}=2$
I19_reasons_others	If Other reason, specify.		Question relevant when: $\{I19_reasons\}=10$
I20	Last year, did you arrive and find that you could not (could) have class because of the absence of your teacher?	0 Never 1 Sometimes 2 Almost all the time	
I21	Last year, did it happen that you did not eat in the canteen?	1 Yes 0 No 999 Refused/don't know	

N°	Libellé de la question	Modalité de réponses	Instructions ou sauts
I22	For what reasons? Question relevant when: \${I21} = 2 or \${I21} = 3 or \${I21} = 4	0 No canteen 1 Lack of money (25 FCFA) 2 No food served 3 Sick student 4 Absence of the pupil 5 Other	
I22_autre	If Other reason, specify. Question relevant when: \${I22} =5	_____	
I23	Do you have a textbook?	1 Yes 0 No 999 Refused/don't know	
I24	Who gave you the textbook? Question relevant when: \${I23}=1	1 The teacher 2 Another adult at the school 3 A parent 999 Refused /don't know	
I24_autre	If other, specify	_____	Question relevant when: \${I24}=2
note3	Here is the last series of questions! I would like to play a little game with you... * apply the ASER assessment		
I10	After assessment, indicate the corresponding reading level of the student * do not read to student	A B C D E F G H I J K	
I11a	Observations/Comments (if nothing, put "RAS") * do not read to student		
note4	Thanks for your time!		
note5	INTERVIEWER, you have just finished interviewing student %name% %fname% . You must now find his parents to continue the interview with them. It is very important to have the consent of the parents before proceeding with the interview.		
search_parent	Were you able to find the parents of %name% %fname%?	1 Yes 0 No	
hparent	Do the parents of %name% %fname% live in the village where their child is?	1 Yes 0 No	
q010a	Surname of household head		
q010b	First name of household head	_____ _____	
q011a	Surname of respondent	_____ _____	
q011b	First name of respondent	_____ _____	
q011	Relationship of respondent to head of household	1 Household head 2 Spouse 3 Son/Daughter 4 Other relative 5 Without family relationship	

N°	Libellé de la question	Modalité de réponses	Instructions ou sauts
Intro	<p>My name is [enum_name].</p> <p>We are conducting a study on behalf of the World Food Program (WFP) and the Ministry of National Education (MENET) on the sustainability of school canteens and the enrolment level of children in the Bafing, Bagoue, Bounkani, Cavally, Gontougo, Poro and Tchologo regions. Earlier today we collected surveys at your child's school.</p> <p>We asked your child a few questions related to their experience in school and we administered a reading assessment. Your child's responses will be kept confidential and their names will not be reported. Next, we would like to ask you some questions about your household. We will ask questions to the head of the household, women in the household, and the person who prepares the meals in the household. The interview will take approximately 1h.</p> <p>All information collected will be kept strictly confidential. Participation in this study is voluntary and you may refuse to answer any or all of the questions. We hope, however, that you will agree to participate in this study as your opinion will allow us to better appreciate the food situation in your department. Your answers will in no way affect your access to support programs.</p> <p>Do you have any specific questions?</p>		
q012a	Do we have your permission to use your child's data in our study?	1 Yes 0 No 99 Not found	
q012b	Do you agree to be interviewed?	1 Yes 0 No 99 Not found	
q014	Language of interview	1 French 2 Traditional language	
q015	Presence of an interpreter	1 Yes 0 No 999 Refused/don't know	
qs11	Sex of the head of household	1 Male 2 Female	
qs12	Age of the head of household (age in completed years) Do not know = - 777; Not applicable = - 888; Refuse to respond = - 999	____ ____ age	
qs13	Level of education of the head of household	1 No level 2 Primary 3 Secondary 4 Superior	
qs14	Marital status of head of household	1 Married or living maritally 2 Divorced/Separated 3 Widowed 4 Single	
HH_members	Attention Interviewer: now you are going to list household members by sex and age group. For each age group, please fill in the number of male and female persons		
t5	Total number of household members including short-term migrants (maximum 6 months) and who intend to return for the agricultural season	____ ____	Question relevant when: \${q012 b } =1
m1	Among these members, how many boys are between 0 and 5 years old (5 years included)	____ ____	
f1	Among these members how many girls are between 0 and 5 years old (5 years included)	____ ____	

N°	Libellé de la question	Modalité de réponses	Instructions ou sauts
total_t1	Total members under 5 years old	__ __	
t1_note	Investigator! So the total number of members aged 0 to 5 is [t1]? Confirm with the respondent. Otherwise, review the numbers above.		
m2	Among these members, how many boys are between 6 to 14 years old (14 years old included)	__ __	
f2	Among these members, how many girls are between 6 to 14 years old (including 14 years old)?	__ __	
total_t2	Total members aged 6 to 14 (inclusive)	__ __	
t2_note	Investigator! So the total number of members aged 6 to 14 is [t2]?	__ __	Confirm with the respondent. Otherwise, review the numbers above
m3	Among these members, how many men are between 15 to 59 years old (including 59 years old)?	__ __	
f3	Among these members, how many women are between 15 to 59 years old (including 59 years old)?	__ __	
total_t3	Total members aged 15 to 59	__ __	
t3_note	Investigator! So the total number of members aged 15 to 59 is [t3]? Confirm with the respondent. If not review the numbers above	__ __	
m4	Among these members, how many men are 60 or older?	__ __	
f4	Among these members, how many women are 60 or older?	__ __	
total_t4	Total members more than 60	__ __	
total_confirmation	Investigator! The total number of members of this household does not match the total household size you entered at the beginning of the list of members	__ __	Question relevant when: not(\${t5}_confirmation = \${t5})
qs17	Last school year, about how many days of school did %fname% %name% miss due to illness?	__ __	Do not know = - 777; Not applicable = - 888; Refuse to respond = - 999
qs112	How distant is the school of %fname% %name% in km? Do not know = - 777; Not applicable = - 888; Refuse to respond = - 999	__ __	

N°	Libellé de la question	Modalité de réponses	Instructions ou sauts
qs114	Are you aware of the school canteen program?	1 Yes 0 No 999 Refused/don't know	
qs115	Last school year did %fname% %name% eat at the school canteen?	1 Yes 0 No 999 Refused/don't know	
qs116	If yes, how often? Question relevant when: \${qs115}=1	1 One day a week 2 Two days a week 3 Three days a week 4 Fours days a week 5 Every day of the school week	
qs117	If not why? Question relevant when: \${qs115}=0	1 Payment of 25 CFA Franc 2 Prefer that children eat at home 3 Children do not like the food served at the canteen 4 Other, specify	
qs117a utre	If other to the previous question, please explain Question relevant when: \${qs117}=4	<hr/> <hr/> <hr/>	
qs21	How many people of the household currently carry out economic activity?		Do not know =- 777; Not applicable= - 888; Refuse to respond =- 999
qs22	Please tell us what are the four main sources of income for your household. *Choose a maximum of 4 activities	1 Production / sale of food crops 2 Production / sale of cash crops 3 Fishery / sale of fishing products 4 Production / Sales of market gardening products 5 Cassava processing / Sale of steamed ground cassava (attiéké) / Cassava paste 6 Processing / Sale of shea butter 7 Extraction and sale of palm oil 8 Breeding / sale of breeding products (milk, eggs, poultry) 9 Hunting / Picking / Sale of hunting / picking products 10 Breeding / Sale of animals (cows, goats, sheeps) 11 Cane-rats' breeding and sale 12 Bees' breeding and sale of honey (beekeeping) 13 Collection and marketing of food products 14 Purchaser of agricultural products (tracker) 15 Production / Sale of local beverage (palm wine, millet drink (tchapalo), etc.) 16 Small business (vendor in the stall or street vendor) 17 Trade (shops) 18 Businessman / Big retailers	

N°	Libellé de la question	Modalité de réponses	Instructions ou sauts
		19 Transporter 20 Transfer of money (from friends, relatives, others) 21 Food aid (from friends, relatives, others) 22 Food aid (from NGOs or United Nations Agencies) 23 Credit, loan 24 Daily work with cash payment (cash) 25 Daily work with payment in kind (food) 26 Small trades (mason, carpenter, shoemakers, etc.) 27 Civil servant (including retirement pension) 28 Contract with NGOs or UN Agencies 29 Begging (in kind / food / nonfood) 30 Rentier 31 Call box manager 32 Other to specify 999 Refused/don't know	
qs22autre	If other to the previous question, please precise	<hr/> <hr/> <hr/>	Question relevant when: selected(\${qs22}, '32')
equipments	Now let's go to the equipment that your household has.		
qs26	Does your household have any of the following functional productive assets? Investigator! Warning! This is functional and undamaged equipment!	1 Sewing machine 2 Mill 3 Canoe 4 Bicycle/Bike 5 Cassava press 6 Tractor 7 Seed drill 8 Car 9 Grinder/chipper 10 Crop sprayer 11 Fishing net 12 Cultivator 13 Moped/Motorbike 14 Cart 15 Tricycle 16 Plough 17 Wheelbarrow 18 Irrigation system 19 Other to precise 20 None 999 Refused/don't know	
qs26autre	If other productive equipment or assets, please specify	<hr/> <hr/> <hr/>	Question relevant when: selected(\${qs26}, '19')
food_consumption_note	Now to the number of meals taken on an ordinary day in April 2021 by the household.		
qs31a_apr	Number of meals by children under 5 years <i>Do not know</i> =- 777; <i>No t applicable</i> =	____ ____	

N°	Libellé de la question	Modalité de réponses	Instructions ou sauts
	- 888; Refuse to respond =- 999		
qs31b_apr	Number of meals by adults Do not know =- 777; No t applicable= - 888; Refuse to respond =- 999	__ __	
food_consumption1note	Now to the number of meals taken yesterday by the household.	__ __	
qs31a	Number of meals yesterday by children under 5 years Do not know =- 777; No t applicable= - 888; Refuse to respond =- 999	__ __	
qs31b	Number of meals yesterday by adults Do not know =- 777; No t applicable= - 888; Refuse to respond =- 999	__ __	
food_consumption2note	Now to the number of meals usually taken on a typical day. * If confused, explain that "typical" is a non holiday or otherwise special day		
qs32a	For children under 5 years Do not know =- 777; No t applicable= - 888; Refuse to respond =- 999	__ __	
qs32b	For adults Do not know =- 777; No t applicable= - 888; Refuse to respond =- 999	__ __	
food_consumption	For each of the following food products, you will tell me if your household has consumed yesterday	__ __	
qs33	Yesterday, did your household eat the following foods ...?	1 Rice 2 Pasta, bread/cake and/or donuts 3 Other grains: Sorghum, millet, maize, fonio 4 Roots, tubers: Potato, yams, cassava, sweet potato, taro and / or other tubers 5 Plantain banana 6 Legumes / nuts: Beans, cowpeas, peanuts, lentils, Shoveler, soybeans, pigeon peas and / or other nuts 7 Orange vegetables (Vegetables rich in Vitamin A): carrot, red pepper etc. 8 Green leafy vegetables: Okra, eggplant, gboman, fiddles, amaranth and / or other dark green leaves, cassava leaves, etc. 9 Other vegetables: onion, tomatoes, cucumber, radishes, green beans, peas, mushroom etc. 10 Orange fruits, EXCEPT oranges (Fruits rich in Vitamin A): mango, papaya, apricot, peach 11 Other fruits: banana, apple, lemon, tangerine, orange, etc. 12 Meat: goat, beef, chicken, pork (meat in large quantities and not condiment)	

N°	Libellé de la question	Modalité de réponses	Instructions ou sauts
		13 Liver, kidney, heart and / or other organ meats 14 Fish / Shellfish: fish, including canned tuna, snail, and / or other seafood 15 Eggs 16 Milk and other dairy products: Fresh milk / sour, yogurt, cheese and other dairy products EXCEPT margarine / butter or small amounts of milk for tea / coffee 17 Oil / fat / butter: Vegetable oil, palm oil, shea butter, margarine, other fats / oil 18 Sugar or sugar products Sugar, honey, jam, cakes, candy, cookies, pastries, cakes and other sweet products (soft drinks) 19 Condiments/Spices/Alcoholic Beverages: Tea, coffee/cocoa, salt, garlic, spices, yeast/baking powder, lemon, tomato / hot sauce, meat or fish as condiments, and other condiments including small amount of milk for tea/coffee.	
princ11	During the last 7 days, how many days did the members of your household eat: Cereals, grains, roots and tubers, such as: (Rice, pasta, bread, sorghum, millet, maize, fonio, potato, yam, cassava, white sweet potato; replace with locally relevant examples)?	1. Never 2. 1 day 3. 2 days 4. 3 days 5. 4 days 6. 5 days 7. 6 days 8. 7 days	
princ12	In the last 7 days, what was the main source of Cereals, grains, roots and tubers, such as: (Rice, pasta, bread, sorghum, millet, maize, fonio, potato, yam, cassava, sweet potato; replace with locally relevant examples) Question relevant when: not(selected(\${ princ11 } , ' 0 '))	1 Own production (harvests, breeding) 2 Fishing / Hunting 3 Picking 4 Loans 5 Market (purchase with cash) 6 Market (purchase on credit) 7 Begging 8 Barter labor or goods for food 9 Donations (food) from family members or friends 10 Food aid from civil society, NGOs, government, WFP, etc.	
princ21	During the last 7 days, how many days did the members of your household eat: Legumes/nuts, such as (beans, cowpeas, peanuts, lentils, walnuts, soybeans, pigeon peas and/or other nuts; replace with locally relevant examples)?	1. Never 2. 1 day 3. 2 days 4. 3 days 5. 4 days 6. 5 days 7. 6 days 8. 7 days	
princ22	In the last 7 days, what was the main source of Legumes/nuts, such as (beans, cowpeas, peanuts, lentils, walnuts, soybeans, pigeon peas and/or other nuts; replace with locally relevant examples)?	0 Own production (harvests, breeding) 2 Fishing / Hunting 3 Picking 4 Loans 5 Market (purchase with cash) 6 Market (purchase on credit)	

N°	Libellé de la question	Modalité de réponses	Instructions ou sauts
		7 Begging 8 Barter labor or goods for food 9 Donations (food) from family members or friends 10 Food aid from civil society, NGOs, government, WFP, etc.	
princ31	During the last 7 days, how many days did the members of your household eat: Milk and dairy products, such as: (fresh/sour milk, yoghurt, cheese, other dairy products; replace with locally relevant examples) except margarine/butter or small amounts of milk for tea/coffee?	0 Never 1 1 day 2 2 days 3 3 days 4 4 days 5 5 days 6 6 days 7 7 days	
princ32	In the last 7 days, what was the main source of Milk and dairy products, such as: (fresh/sour milk, yoghurt, cheese, other dairy products; replace with locally relevant examples) except margarine/butter or small amounts of milk for tea/coffee? Question relevant when: not(selected(\${ princ31 } , ' 0 '))	1 Own production (harvests, breeding) 2 Fishing / Hunting 3 Picking 4 Loans 5 Market (purchase with cash) 6 Market (purchase on credit) 7 Begging 8 Barter labor or goods for food 9 Donations (food) from family members or friends 10 Food aid from civil society, NGOs, government, WFP, etc.	
princ41	During the last 7 days, how many days did the members of your household eat: Meat, fish, eggs, such as: (goat, beef, chicken, pork, blood, fish, including canned tuna, snail, and/or other seafood, eggs; replace with locally relevant examples) consumed in large quantity and not as a condiment	0 Never 1 1 day 2 2 days 3 3 days 4 4 days 5 5 days 6 6 days 7 7 days	
princ42	In the last 7 days, what was the main source of Meat, fish, eggs, such as: (goat, beef, chicken, pork, blood, fish, including canned tuna, snail, and/or other seafood, eggs; replace with locally relevant examples) consumed in large quantity and not as a condiment? Question relevant when: not(selected(\${ princ41 } , ' 0 '))	1 Own production (harvests, breeding) 2 Fishing / Hunting 3 Picking 4 Loans 5 Market (purchase with cash) 6 Market (purchase on credit) 7 Begging 8 Barter labor or goods for food 9 Donations (food) from family members or friends 10 Food aid from civil society, NGOs, government, WFP, etc.	
princ51	During the last 7 days, how many days did the members of your household eat: Flesh/red meat, such as: (beef, pork, lamb, goat, rabbit, chicken, duck, other birds, insects; replace with locally relevant examples) consumed in large quantities	0 Never 1 1 day 2 2 days 3 3 days 4 4 days 5 5 days	

N°	Libellé de la question	Modalité de réponses	Instructions ou sauts
	and not as a condiment? Question relevant when: not(selected(\${ princ41 } , ' 0 '))	6 6 days 7 7 days	
princ61	During the last 7 days, how many days did the members of your household eat: Organ meat, such as: (liver, kidney, heart and/or other organ meats; replace with locally relevant examples) eaten in large quantities and not as a condiment? Question relevant when: not(selected(\${ princ41 } , ' 0 '))	0 Never 1 day 2 days 3 days 4 days 5 days 6 days 7 7 days	
princ71	During the last 7 days, how many days did the members of your household eat: Fish and shellfish, such as: (fish, including canned tuna, snails and/or other seafood; replace with locally relevant examples) eaten in large quantities and not as a condiment? Question relevant when: not(selected(\${ princ41 } , ' 0 '))	0 Never 1 day 2 days 3 days 4 days 5 days 6 days 7 7 days	
princ81	During the last 7 days, how many days did the members of your household eat: Eggs? Question relevant when: not(selected(\${ princ41 } , ' 0 '))	0 Never 1 day 2 days 3 days 4 days 5 days 6 days 7 7 days	
princ91	During the last 7 days, how many days did the members of your household eat: Vegetables and leaves, such as: (spinach, onions, tomatoes, carrots, peppers, green beans, lettuce, etc.; replace with locally relevant examples)?	0 Never 1 day 2 days 3 days 4 days 5 days 6 days 7 7 days	
princ92	In the last 7 days, what was the main source of Vegetables and leaves, such as: (spinach, onions, tomatoes, carrots, peppers, green beans, lettuce, etc.; replace with locally relevant examples)? Question relevant when: not(selected(\${ princ91 } , ' 0 '))	1 Own production (harvests, breeding) 2 Fishing / Hunting 3 Picking 4 Loans 5 Market (purchase with cash) 6 Market (purchase on credit) 7 Begging 8 Barter labor or goods for food 9 Donations (food) from family members or friends 10 Food aid from civil society, NGOs, government, WFP, etc.	

N°	Libellé de la question	Modalité de réponses	Instructions ou sauts
princ10 1	During the last 7 days, how many days did the members of your household eat: Orange vegetables (vegetables rich in Vitamin A) such as: (carrot, red pepper, squash, orange sweet potato, etc.; replace with locally relevant examples)? Question relevant when: not(selected(\${ princ91 } , ' 0 '))	0 1 2 3 4 5 6 7 7 days	Never day days days days days days
princ11 1	During the last 7 days, how many days did the members of your household eat: Green leafy vegetables, such as: (spinach, broccoli, amaranth and/or other dark green leaves, cassava leaves; replace with locally relevant examples)? Question relevant when: not(selected(\${ princ91 } , ' 0 '))	0 1 2 3 4 5 6 7 7 days	Never day days days days days days
princ12 1	During the last 7 days, how many days did the members of your household eat: Fruit, such as: (banana, apple, lemon, mango, papaya, apricot, peach, etc.; replace with locally relevant examples)?	0 1 2 3 4 5 6 7 7 days	Never day days days days days days
princ12 2	In the last 7 days, what was the main source of Fruit, such as: (banana, apple, lemon, mango, papaya, apricot, peach, etc.; replace with locally relevant examples)?	1 Own production (harvests, breeding) 2 Fishing / Hunting 3 Picking 4 Loans 5 Market (purchase with cash) 6 Market (purchase on credit) 7 Begging 8 Barter labor or goods for food 9 Donations (food) from family members or friends 10 Food aid from civil society, NGOs, government, WFP, etc.	
princ13 1	During the last 7 days, how many days did the members of your household eat: Orange fruits (Fruits rich in Vitamin A), such as: (mango, papaya, apricot, peach; replace with locally relevant examples)? Question relevant when: not(selected(\${ princ121 } , ' 0 '))	0 1 2 3 4 5 6 7 7 days	Never day days days days days days
princ14 1	During the last 7 days, how many days did the members of your household eat: Oil/fat/butter: such as (vegetable oil, palm oil, shea butter, margarine, other oils/fats;	0 1 2 3	Never day days days

N°	Libellé de la question	Modalité de réponses	Instructions ou sauts
	replace with locally relevant examples)?	4 4 days 5 5 days 6 6 days 7 7 days	
princ14 2	In the last 7 days, what was the main source of Oil/fat/butter: such as (vegetable oil, palm oil, shea butter, margarine, other oils/fats; replace with locally relevant examples)? Question relevant when: not(selected(\${ princ141 } , ' 0 '))	1 Own production (harvests, breeding) 2 Fishing / Hunting 3 Picking 4 Loans 5 Market (purchase with cash) 6 Market (purchase on credit) 7 Begging 8 Barter labor or goods for food 9 Donations (food) from family members or friends 10 Food aid from civil society, NGOs, government, WFP, etc.	
princ15 1	During the last 7 days, how many days did the members of your household eat: Sugar or sweets, such as (sugar, honey, jam, cake, candies, cookies, pastries and other sweet products (sweetened beverages); replace with locally relevant examples)?	0 Never 1 1 day 2 2 days 3 3 days 4 4 days 5 5 days 6 6 days 7 7 days	
princ15 2	In the last 7 days, what was the main source of Sugar or sweets, such as (sugar, honey, jam, cake, candies, cookies, pastries and other sweet products (sweetened beverages); replace with locally relevant examples)? Question relevant when: not(selected(\${ princ151 } , ' 0 '))	1 Own production (harvests, breeding) 2 Fishing / Hunting 3 Picking 4 Loans 5 Market (purchase with cash) 6 Market (purchase on credit) 7 Begging 8 Barter labor or goods for food 9 Donations (food) from family members or friends 10 Food aid from civil society, NGOs, government, WFP, etc.	
princ16 1	During the last 7 days, how many days did the members of your household eat: Condiments/spices: such as (tea, coffee/cocoa, salt, garlic, spices, yeast/baking powder, tomato/sauce, meat or fish as a condiment, condiments including small amounts of milk/tea, coffee. ; replace with locally relevant examples)?	0 Never 1 1 day 2 2 days 3 3 days 4 4 days 5 5 days 6 6 days 7 7 days	

N°	Libellé de la question	Modalité de réponses	Instructions ou sauts
princ162	In the last 7 days, what was the main source of Condiments/spices: such as (tea, coffee/cocoa, salt, garlic, spices, yeast/baking powder, tomato/sauce, meat or fish as a condiment, condiments including small amounts of milk/tea, coffee. ; replace with locally relevant examples)? Question relevant when: not selected(\${ princ121 } , ' 0 ')	1 Own production (harvests, breeding) 2 Fishing / Hunting 3 Picking 4 Loans 5 Market (purchase with cash) 6 Market (purchase on credit) 7 Begging 8 Barter labor or goods for food 9 Donations (food) from family members or friends 10 Food aid from civil society, NGOs, government, WFP, etc.	
qs43	What is the main source of water for your household?	1 SODECI tap 2 Hydrant 3 Well 4 River, pond 5 Other specify	
qs43autre	If another source, please specify Question relevant when: \${qs43} =5		
qs46	What is the type of sanitary installation in your household?	1 Flush toilets 2 Improved latrine 3 Cesspool 4 Bush 5 Other specify	
qs46autre	Specify if Other Question relevant when: \${qs46} =5		
resilience	In the past 7 days, on how many days did your household have to resort to the following strategies because you did not have enough food or money to buy food?		
qs511	Consuming less preferred and less expensive foods	0 Never 1 day 2 days 3 days 4 days 5 days 6 days 7 7 days	
qs512	Borrow food or rely on help from relatives/friends	0 Never 1 day 2 days 3 days 4 days 5 days 6 days 7 7 days	
qs513	Reduce the amount consumed during meals	0 Never 1 day 2 days 3 days 4 days 5 days 6 days	

N°	Libellé de la question	Modalité de réponses	Instructions ou sauts
		7 7 days	
qs514	Restrict consumption by adults to feed children	0 Never 1 1 day 2 2 days 3 3 days 4 4 days 5 5 days 6 6 days 7 7 days	
qs515	Reduce the number of meals per day	0 Never 1 1 day 2 2 days 3 3 days 4 4 days 5 5 days 6 6 days 7 7 days	
note7	In the past 30 days, has anyone in your household had to engage in any of the following behaviors because of a lack of food or money to buy food?		
qs521	Sell non-productive household assets/goods (radio, furniture, refrigerator, television, jewelry etc.)	1 No, I haven't faced a lack of food 2 No, because I have already sold these assets or conducted this activity in the last 12 months and I cannot continue to do so 3 Yes 0 No 4 Not applicable	
qs522	Sell more (non-productive) animals than usual	1 No, I haven't faced a lack of food 2 No, because I have already sold these assets or conducted this activity in the last 12 months and I cannot continue to do so 3 Yes 0 No 4 Not applicable	
qs523	Spend savings	1 No, I haven't faced a lack of food 2 No, because I have already sold these assets or conducted this activity in the last 12 months and I cannot continue to do so 3 Yes 0 No 4 Not applicable	
qs524	Borrow money/food from a formal lender/bank	1 No, I haven't faced a lack of food 2 No, because I have already sold these assets or conducted this activity in the last 12 months and I cannot continue to do so 3 Yes 0 No 4 Not applicable	
qs525	Reduce essential non-food expenditure such as education, health (including medicines)	1 No, I haven't faced a lack of food 2 No, because I have already sold these assets or conducted this activity in the last 12 months and I cannot continue to do so 3 Yes 0 No	

N°	Libellé de la question	Modalité de réponses	Instructions ou sauts
		4 Not applicable	
qs526	Sell productive goods or means of transport (sewing machine, wheelbarrow, bicycle, bus, etc.)	1 No, I haven't faced a lack of food 2 No, because I have already sold these assets or conducted this activity in the last 12 months and I cannot continue to do so 3 Yes 0 No 4 Not applicable	
qs527	Remove children from school	1 No, I haven't faced a lack of food 2 No, because I have already sold these assets or conducted this activity in the last 12 months and I cannot continue to do so 3 Yes 0 No 4 Not applicable	
qs528	Sell the house or land	1 No, I haven't faced a lack of food 2 No, because I have already sold these assets or conducted this activity in the last 12 months and I cannot continue to do so 3 Yes 0 No 4 Not applicable	
qs529	Begging	1 No, I haven't faced a lack of food 2 No, because I have already sold these assets or conducted this activity in the last 12 months and I cannot continue to do so 3 Yes 0 No 4 Not applicable	
qs5210	Sell the last female animals	1 No, I haven't faced a lack of food 2 No, because I have already sold these assets or conducted this activity in the last 12 months and I cannot continue to do so 3 Yes 0 No 4 Not applicable	
note8	We just have a few last questions		
q61	Do you have books at home?	1 Yes 0 No 999 Refused/Do not know	
q62	Not including textbooks, do you have children's books or books to stories at home? Question relevant when: \${q61}=1	1 Yes 0 No 999 Refused/Do not know	
q63	Do you or someone in your household read the child's book has %name% %fname%?	1 Yes 0 No 999 Refused/Do not know	
q64	In a typical week during the 2020-2021 school year, how many times per week did you or someone else in your household read children's books [newname]? Do not know = - 777; No t applicable= - 888; Refuse to respond = - 999	____ ____	

N°	Libellé de la question	Modalité de réponses	Instructions ou sauts
observation	Observations/comments on this survey. If there are no observations/comments, write "RAS" (Nothing to Report)		
consentphoto	Do you agree to have a photo taken of your home? Question relevant when: \${q012b}=1	1 Yes 0 No	
photoh	Take a photo of the household Question relevant when: \${consentphoto}=1	picture	
useconsent	Can we use your photo in our report?	1 Yes 0 No	Question relevant when: \${consentphoto}=1
heure_end	End time of interview	_ _ _ . _ _ _ hh min	
GPS	GPS coordinates		
note_end	Thank you for your time!		

Annex VI-7 : School Questionnaire

N°	Libellé de la question	Modalité de réponses	Instructions ou sauts
IDENTIFICATION			
date_i	Date of interview Date	_ _ _ / _ _ _ / _ _ _ _ _ _ dd mm yyyy	
heure_i	Start time of interview	_ _ _ . _ _ _ hh min	
chef	Name of Team Lead		
en_name	Enumerator name		
en_no_confirm	Confirm your identifying number	Yes/no	
location			
region	Select the region	15. Bafing 16. Bagoue 17. Bounkani 18. Cavally 19. Gontougo 20. Poro 21. Tchologo	
iep	Select IEP	iep list	
ecole	Select school	Surveyed school list	

N°	Libellé de la question	Modalité de réponses	Instructions ou sauts
Note1	<p>My name is [enum_name].</p> <p>We are conducting a study on behalf of the World Food Programme (WFP) and the Ministry of National Education (MENET) on the sustainability of the school canteens and the enrolment level of children in the Bafing, Bagoue, Bounkani, Cavally, Gontougo, Poro and Tchologo regions. We would like school principals to take part in this interview. We would like to ask you questions about your students, your teachers, and your school infrastructure.</p> <p>This interview approximately lasts one hour (1h). The information that you will provide are strictly confidential and will not be disclosed to any other person for any reason whatsoever. Participation is voluntary, however we hope that you will participate in this interview because your points of view will allow us to better appreciate the food situation in your region. Your answers will in no way affect your access to the food aid programs. Do you have any specific questions? Can we start now?</p>		
consent	Do you consent to this survey?	3. Yes 4. no	If "no", end form
sex	What sex are you? * Only ask if necessary Question relevant when: \${consent}=1	1 Male 2 Female 999 Refuse to reply	
note_classes	In this section, consider the academic year 2020-2021		
Q11b	Was there the CP1 class in this school during the school year 2020-2021?	1 Yes 0 No 3 Don't know 999 refuse to replay	
Q11c	Was there the CP2 class in this school during the school year 2020-2021?	1 Yes 0 No 3 Don't know 999 refuse to replay	
Q11d	Was there the CE1 class at the school during the school year 2020-2021?	1 Yes 0 No 3 Don't know 999 refuse to replay	
Q11e	Was there CE2 class in this school during the school year 2020-2021?	1 Yes 0 No 3 Don't know 999 refuse to replay	
Q11f	Was there CM1 class at the school during the school year 2020-2021?	1 Yes 0 No 3 Don't know 999 refuse to replay	
Q11g	Was there the CM2 class at the school during the school year 2020-2021?	1 Yes 0 No 3 Don't know 999 refuse to replay	
note_effectif	<p>What was the enrollment of students enrolled by level and sex for the 2020-2021 school year?</p> <p>*Enumerator, detail the number of boys and girls in each class in the following subsections.</p>		
note_cp1	CP1 * If there are several classes of the same level, sum the classes of the same level. Choose the class with the largest number and survey the students and teachers in that class.		
q122f	Number of girls 20202021	_ _ _	
q122g	Number of boys 20202021	_ _ _	
q122t	total CP1 2020-2021	_ _ _	

N°	Libellé de la question	Modalité de réponses	Instructions ou sauts
note_cp2	CP2 * If there are several classes of the same level, sum the classes of the same level. Choose the class with the largest number and survey the students and teachers in that class.		
q123f	Number of girls 20202021	_ _ _	
q123g	Number of boys 20202021	_ _ _	
q123t	Total CP2 year 20202021	_ _ _	
note_ce1	CE1 * If there are several classes of the same level, sum the classes of the same level. Choose the class with the largest number and survey the students and teachers in that class.		
q124f	Number of girls 20202021	_ _ _	
q124g	Number of boys 20202021	_ _ _	
q124t	Total CE1 year 20202021	_ _ _	
note_ce2	CE2 * If there are several classes of the same level, sum the classes of the same level. Choose the class with the largest number and survey the students and teachers in that class.		
q125f	Number of girls 2020-2021	_ _ _	
q125g	Number of boys 2020-2021	_ _ _	
q125t	Total CE2 year 2020-2021	_ _ _	
note_cm1	CM1 * If there are several classes of the same level, sum the classes of the same level. Choose the class with the largest number and survey the students and teachers in that class.		
q126f	Number of girls 2020-2021	_ _ _	
q126g	Number of boys 2020-2021	_ _ _	
q126t	Total CM1 year 2020-2021	_ _ _	
note_cm2	CM2 * If there are several classes of the same level, sum the classes of the same level. Choose the class with the largest number and survey the students and teachers in that class.		
q127f	Number of girls 2020-2021	_ _ _	
q127g	Number of boys 2020-2021	_ _ _	
q127t	Total CM2 year 20202021	_ _ _	
q12a	Investigator! Ask the school principal the following question: "Can you show me the attendance register for April 21, 2021?"	<ol style="list-style-type: none"> Investigator saw records Investigator has not seen the records because it does not exist Investigator has not seen the records but according to the director they exist 	
q12a_warning	Investigator! The information contained in the school's attendance register is of critical importance to our investigation. Do not select this option without doing everything you can to get this document. Question relevant when: \${q12a} !=1		
q12a_why	If not, why?	_____	Question relevant when: \${q12a} !=

N°	Libellé de la question	Modalité de réponses	Instructions ou sauts
	* Give a detailed explanation		
note_presence	Investigator for each class you will ask the students' attendance on April 21, 2021		
note_cp1_apr	CP1		
q122bf	Number of girls present on April 21, 2021	__ __	
q122bg	Number of boys present on April 21, 2021	__ __	
q122bt	Total present on April 21, 2021	__ __	
note_cp2_apr	CP2		
q123bf	Number of girls present on April 21, 2021	__ __	
q123bg	Number of boys present on April 21, 2021	__ __	
q123bt	Total present on April 21, 2021	__ __	
note_ce1_apr	CE1		
q124bf	Number of girls present on April 21, 2021	__ __	
q124bg	Number of boys present on April 21, 2021	__ __	
q124bt	Total present on April 21, 2021	__ __	
note_ce2_apr	CE2		
q125bf	Number of girls present on April 21, 2021	__ __	
q125bg	Number of boys present on April 21, 2021	__ __	
q125bt	Total present on April 21, 2021	__ __	
note_cm1_apr	CM1		
q126bf	Number of girls present on April 21, 2021	__ __	
q126bg	Number of boys present on April 21, 2021	__ __	
q126bt	Total present on April 21, 2021	__ __	
note_cm2_apr	CM2		
q127bf	Number of girls present on April 21, 2021	__ __	
q127bg	Number of boys present on April 21, 2021	__ __	

N°	Libellé de la question	Modalité de réponses	Instructions ou sauts
q127bt	Total present on April 21, 2021	__ __	
note_teach_p res	How many teachers were in your school during the school year 2020-2021? (Don't know =- 777; No t applicable = - 888; Refuse d = - 999)		
q13_1	Teachers	__ __	
q13_2	Volunteer teachers	__ __	
replacement	Do you have a substitute teacher available?	1 Yes 0 No 3 Don't know 999 Refuse to reply	
q13a	Investigator! Ask the principal question: "Can you show me the records of teacher attendance for April 21, 2021?"	1. Investigator saw records 2. Investigator has not seen the records because it does not exist 3. Investigator has not seen the records but according to the director they exist	
q13a_warnin g	Investigator! The information contained in the school's attendance register is of critical importance to our investigation. Do not select this option without doing everything you can to get this document. Question relevant when: \${q13a}!=1		
q13a_why	If not, why? *Give a detailed explanation.		Question relevant when: \${q13a} !=1
note_teach_p res_apr	How many teachers attended school on April 21, 2021?		
q13b1	Teachers	__ __ (Don't know =- 777; No t applicable = - 888; Refuse d = - 999)	
q13b2	Volunteer teachers	__ __ (Don't know =- 777; No t applicable = - 888; Refuse d = - 999)	
q22cantine	Does your school have a canteen?	1 Yes 0 No 3 Don't know 999 Refuse to reply	
q22a	Does the school have a food storage area?	1 Yes a store room 2 Yes another room 3 No	
q22a_autre	Specify other location Question relevant when: \${q22a} =2	1 Yes a store room 2 Yes another room 3 No	
q22	Does the school have a ventilated food storage area? Question relevant when: \${q22a} =1 or \${q22a} =2	1 Yes a ventilated store room 2 Yes a ventilated room 3 No	
q23	Does the school have pallets for food?	1 Yes modern pallet 2 Yes traditional pallet 3 No	

N°	Libellé de la question	Modalité de réponses	Instructions ou sauts
q24	Are there stock cards available for the management of food?	1 Yes 0 No 3 Don't know 999 Refuse to reply	
q25	Is the food for the school canteen prepared at the school level?	1 Yes 0 No 3 Don't know 999 Refuse to reply	
q26	What is the place used to eat school meals?	1 Refectory materials to final 2 Refectory provisional materials 3 Classroom 4 Outside	
q27	Is there a kitchen in the school?	1 Yes 0 No 3 Don't know 999 Refuse to reply	
q28intro	What fuels are (or can be) used to prepare meals at school?		
q28a	Wood	1 Yes 0 No 3 Don't know 999 Refuse to reply	
q28b	Coal	1 Yes 0 No 3 Don't know 999 Refuse to reply	
q28c	Gas	1 Yes 0 No 3 Don't know 999 Refuse to reply	
q28d	Electricity	1 Yes 0 No 3 Don't know 999 Refuse to reply	
q28e	Cow dung	1 Yes 0 No 3 Don't know 999 Refuse to reply	
q28f	Sawdust	1 Yes 0 No 3 Don't know 999 Refuse to reply	
q29	If coal or wood are (or can be) used as fuel, what type of furnace is in the school?	1 Traditional stove 2 A furnace without chimney in satisfactory condition (metal bowl with 2 or 3 homes) 3 A stove with chimney in satisfactory condition (improved stoves)	Question relevant when: selected(\${q28a} , '1') or selected(\${q28b} , '1') or selected(\${q28f} , '1')
q210	Is there water availability for school?	1 Yes 0 No	

N°	Libellé de la question	Modalité de réponses	Instructions ou sauts
		3 Don't know 999 Refuse to reply	
q211	If so, what is the main source of water available to school? Question relevant when: \${q210}=1	1 Tap / Running Water, SODECI or HVA (improved village hydraulics) 2 Drilling / Pump Village 3 Wells improved (protected) 4 Traditional well (Not protected) 5 Surface water (creek, river, stream) 6 Rainwater 7 Other specify	
q211aut	If another source of water to the previous question, please specify		Question relevant when: \${q211}=7
q212	How far is the main water source from the school?	1 In the school grounds 2 Less than 15 min walk 3 Over 15 min walk	
q213	Do you currently have problems accessing drinking water?	1 Yes broken pump 2 Yes water points occupied by animals 3 Yes drying up of the water point 4 Yes no water used for agriculture 5 Yes, other specify 6 Not now 999 Refused/don't know	
q213aut	If other water problems specify		Question relevant when: \${q213}=5
q214	If so, how long in months?	_ _ _ (Don't know = - 777; No t applicable = - 888; Refuse d = - 999)	Question relevant when: selected(\${q213} , '1') or selected(\${q213} , '2') or selected(\${q213} , '3') or selected(\${q213} , '4') or selected(\${q213} , '5')
q215	Are there school sanitation facilities (latrines, toilets, etc.)?	1 Yes 0 No 3 Don't know 999 Refuse to reply	
q216	Is there separate sanitary facilities for girls and boys within the school?	1 Yes 0 No 3 Don't know 999 Refuse to reply	
q217	Is there separate sanitary facilities for students and teachers within the school?	1 Yes 0 No 3 Don't know 999 Refuse to reply	

N°	Libellé de la question	Modalité de réponses	Instructions ou sauts
q215_san	What are the sanitary installations available for girls and boys? *Select all that apply	1 Mechanical or manual flush installation connected to a sewer or septic system or pit 2 Ventilated latrine 3 Pit latrine with slab 4 Pit latrine without slab 5 Latrine bucket 6 Composting toilets 7 Other 999 Refuse	
q215_funct	Are these sanitary installations functional at the moment?	1 Yes 0 No 3 Don't know 999 Refuse to reply	
q218	Do the students wash their hands before meals?	1 Yes 0 No 3 Don't know 999 Refuse to reply	
q218b	Is there a handwashing station in the school?	1 Yes 0 No 3 Don't know 999 Refuse to reply	
q219	Is there a vegetable garden in the school? *Clarify that this is indeed a "vegetable garden"	1 Yes 0 No 3 Don't know 999 Refuse to reply	
q219a	Is there a school cooperative?	1 Yes 0 No 3 Don't know 999 Refuse to reply	
q220	Is there an association of parents (COGES)?	1 Yes 0 No 3 Don't know 999 Refuse to reply	
q221	Is there a library in your school?	1 Yes 0 No 3 Don't know 999 Refuse to reply	
q222	Is your school electrified?	1 Yes 0 No 3 Don't know 999 Refuse to reply	
note_formati on	For each of the following courses, which ones were held in 2016 to today?		
q31a	Training of teachers on health education based on the acquisition of know-how and skills	1 Yes 0 No 3 Don't know 999 Refuse to reply	

N°	Libellé de la question	Modalité de réponses	Instructions ou sauts
q31b	Who was the partner who conducted the training? Question relevant when: \${q31a} =1	1 WFP/AVSI McGovern-Dole Program 2 Other WFP/AVSI project 3 Local NGO 4 Government Institution 5 Other external organization 999 Refused/don't know	
q31b_aut	If other, please specify Question relevant when: selected(\${q31b} , '5')		
q31b_2	Who was the government partner ? Question relevant when: (selected(\${q31b} , '4') and (selected(\${q31b} , '1') or selected(\${q31b} , '2') or selected(\${q31b} , '3') or \${q31b} =4	1 School Canteens Directorate (MENET/DCS) 2 Primary and Continuing Education Directorate (MENET/DPFC) 3 Ministry of Health 4 Other government institution 999 Refused/don't know	
q31b_2_aut	If other, please specify		Question relevant when: selected(\${q31b_2} , '4')
q32a	Teacher training on nutrition education	1 Yes 0 No 3 Don't know 999 Refuse to reply	
q32b	Who was the partner who conducted the training? Question relevant when: \${q32a} =1	1 WFP/AVSI McGovern-Dole Program 2 Other WFP/AVSI project 3 Local NGO 4 Government Institution 5 Other external organization 999 Refused/don't know	
q32b_aut	If other, please specify		Question relevant when: selected(\${q32b} , '5')
q32b_2	Who was the government partner ? Question relevant when: (selected(\${q32b} , '4') and (selected(\${q32b} , '1') or selected(\${q32b} , '2') or selected(\${q32b} , '3')) or \${q32b} =4	1 School Canteens Directorate (MENET/DCS) 2 Primary and Continuing Education Directorate (MENET/DPFC) 3 Ministry of Health 4 Other government institution 999 Refused/don't know	
q32b_2_aut	If other, please specify		Question relevant when: selected(\${q32b_2} , '4')
q33a	Teacher training on deworming	1 Yes 0 No 3 Don't know 999 Refuse to reply	
q33b	Who was the partner who conducted the training? Question relevant when: \${q33a} =1	1 WFP/AVSI McGovern-Dole Program 2 Other WFP/AVSI project 3 Local NGO 4 Government Institution 5 Other external organization 999 Refused/don't know	

N°	Libellé de la question	Modalité de réponses	Instructions ou sauts
q33b_aut	If other, please specify	<hr/> <hr/>	Question relevant when: selected(\${q33b} , '5')
q33b_2	Who was the government partner ?	<hr/> <hr/>	Question relevant when: (selected(\${q33b} , '4') and (selected(\${q33b} , '1') or selected(\${q33b} , '2') or selected(\${q33b} , '3')) or \${q33b} =4
q33b_2_aut	If other, please specify	<hr/> <hr/>	Question relevant when: selected(\${q33b_2} , '4')
q34a	Teacher training on HIV / AIDS prevention	1 Yes 0 No 3 Don't know 999 Refuse to reply	
q34b	Who was the partner who conducted the training? Question relevant when: \${q34a} =1	1 WFP/AVSI McGovern-Dole Program 2 Other WFP/AVSI project 3 Local NGO 4 Government Institution 5 Other external organization 999 Refused/don't know	
q34b_aut	If other, please specify	<hr/> <hr/>	Question relevant when: selected(\${q34b} , '5')
q34b_2	Who was the government partner ?	1 School Canteens Directorate (MENET/DCS) 2 Primary and Continuing Education Directorate (MENET/DPFC) 3 Ministry of Health 4 Other government institution 999 Refused/don't know	Question relevant when: (selected(\${q34b} , '4') and (selected(\${q34b} , '1') or selected(\${q34b} , '2') or selected(\${q34b} , '3')) or \${q34b} =4
q34b_2_aut	If other, please specify	<hr/> <hr/>	Question relevant when: selected(\${q34b_2} , '4')
q35a	Teacher training on malaria prevention	1 Yes 0 No 3 Don't know 999 Refuse to reply	
q35b	Who was the partner who conducted the training?	1 WFP/AVSI McGovern-Dole Program 2 Other WFP/AVSI project 3 Local NGO 4 Government Institution 5 Other external organization 999 Refused/don't know	Question relevant when: \${q35a} =1
q35b_aut	If other, please specify	<hr/> <hr/>	Question relevant when: selected(\${q35b} , '5')
q35b_2	Who was the government partner ?	1 School Canteens Directorate (MENET/DCS) 2 Primary and Continuing Education Directorate (MENET/DPFC)	Question relevant when: (selected(\${q35b} , '4') and

N°	Libellé de la question	Modalité de réponses	Instructions ou sauts
		3 Ministry of Health 4 Other government institution 999 Refused/don't know	(selected(\${q35b} , '1') or selected(\${q35b} , '2') or selected(\${q35b} , '3')) or \${q35b} =4
q35b_2_aut	If other, please specify		Question relevant when: selected(\${q35b_2} , '4'
q355a	Teacher training on the teaching of reading	1 Yes 0 No 3 Don't know 999 Refuse to reply	
q355b	Who was the partner who conducted the training?	1 WFP/AVSI McGovern-Dole Program 2 Other WFP/AVSI project 3 Local NGO 4 Government Institution 5 Other external organization 999 Refused/don't know	Question relevant when: \${q355a} =1
q355b_aut	If other, please specify		Question relevant when: selected(\${q355b} , '5')
q355b_2	Who was the government partner ?	1 School Canteens Directorate (MENET/DCS) 2 Primary and Continuing Education Directorate (MENET/DPFC) 3 Ministry of Health 4 Other government institution 999 Refused/don't know	Question relevant when: (selected(\${q355b} , '4') and (selected(\${q355b} , '1') or selected(\${q355b} , '2') or selected(\${q355b} , '3')) or \${q355b} =4
q355b_2_aut	If other, please specify		Question relevant when: selected(\${q355b_2} , '4')
q356a	Teacher training on proper hygiene and sanitation measures	1 Yes 0 No 3 Don't know 999 Refuse to reply	
q356b	Who was the partner who conducted the training?	1 WFP/AVSI McGovern-Dole Program 2 Other WFP/AVSI project 3 Local NGO 4 Government Institution 5 Other external organization 999 Refused/don't know	Question relevant when: \${q35 6 a} =1
q356b_aut	If other, please specify		Question relevant when: selected(\${q35 6 b} , '5')
q356b_2	Who was the government partner ?	1 School Canteens Directorate (MENET/DCS) 2 Primary and Continuing Education Directorate (MENET/DPFC) 3 Ministry of Health 4 Other government institution 999 Refused/don't know	Question relevant when: (selected(\${q35 6 b} , '4') and (selected(\${q35 6 b} , '1') or selected(\${q35 6 b} , '2') or selected(\${q35 6 b} , '3')) or \${q35 6

N°	Libellé de la question	Modalité de réponses	Instructions ou sauts
			b} =4
q356b_2_aut	If other, please specify		Question relevant when: selected(\${q35 6 b_2} , '4')
generated_note_name_237	Among the information sessions and / or supply of the following services for students, which ones were held from 2016 to date?		
q37a	Information sessions for students on nutrition education	1 Yes 0 No 3 Don't know 999 Refuse to reply	
q37b	Who was the partner who conducted the training? Question relevant when: \${q37a} =	1 WFP/AVSI McGovern-Dole Program 2 Other WFP/AVSI project 3 Local NGO 4 Government Institution 5 Other external organization 999 Refused/don't know	
q37b_aut	If other, please specify		Question relevant when: selected(\${q37b} , '5')
q37b_2	Who was the government partner ? Question relevant when: (selected(\${q37b} , '4') and (selected(\${q37b} , '1') or selected(\${q37b}'2') or selected(\${q37b} , '3')) or \${q37b} =4	1 School Canteens Directorate (MENET/DCS) 2 Primary and Continuing Education Directorate (MENET/DPFC) 3 Ministry of Health 4 Other government institution 999 Refused/don't know	
q37b_2_aut	If other, please specify		Question relevant when: selected(\${q37b_2} , '4')
q38a	Deworming treatments for students	1 Yes 0 No 3 Don't know 999 Refuse to reply	
q38b	Who was the partner who provided the deworming treatments for the students?	1 WFP/AVSI McGovern-Dole Program 2 Other WFP/AVSI project 3 Local NGO 4 Government Institution 5 Other external organization 999 Refused/don't know	Question relevant when: \${q38a} =1
q38b_aut	If other, please specify		Question relevant when: selected(\${q38b} , '5')
q38b_2	Who was the government partner ?	1 School Canteens Directorate (MENET/DCS) 2 Primary and Continuing Education Directorate (MENET/DPFC) 3 Ministry of Health 4 Other government institution 999 Refused/don't know	Question relevant when: (selected(\${q38b} , '4') and (selected(\${q38b} , '1') or selected(\${q38b} , '2') or selected(\${q38b} , '3')) or \${q38b} =4
q38b_2_aut	If other, please specify		Question relevant when: selected(\${q38b_2} , '4')

N°	Libellé de la question	Modalité de réponses	Instructions ou sauts
q312a	Training sessions on the vegetable garden activities for students	1 Yes 0 No 3 Don't know 999 Refuse to reply	
q312b	Who was the partner who conducted the training? Question relevant when: \${q312a} =	1 WFP/AVSI McGovern-Dole Program 2 Other WFP/AVSI project 3 Local NGO 4 Government Institution 5 Other external organization 999 Refused/don't know	
q312b_aut	If other, please specify		Question relevant when: selected(\${q312b} , '5'
q312b_2	Who was the government partner ?	1 School Canteens Directorate (MENET/DCS) 2 Primary and Continuing Education Directorate (MENET/DPFC) 3 Ministry of Health 4 Other government institution 999 Refused/don't know	Question relevant when: (selected(\${q312b} , '4') and (selected(\${q312b} , '1') or selected(\${q312b} , '2') or selected(\${q312b} , '3')) or \${q312b} =4
q312b_2_aut	If other, please specify		Question relevant when: selected(\${q312b_2} , '4'
q313a	Providing micronutrient supplements for students	1 Yes 0 No 3 Don't know 999 Refuse to reply	
q313b	Who was the partner who provided micronutrient supplements for students?	1 WFP/AVSI McGovern-Dole Program 2 Other WFP/AVSI project 3 Local NGO 4 Government Institution 5 Other external organization 999 Refused/don't know	Question relevant when: \${q313a} =1s
q313b_aut	If other, please specify		Question relevant when: selected(\${q313b} , '5'
q313b_2	Who was the government partner ?	1 School Canteens Directorate (MENET/DCS) 2 Primary and Continuing Education Directorate (MENET/DPFC) 3 Ministry of Health 4 Other government institution 999 Refused/don't know	Question relevant when: (selected(\${q313b} , '4') and (selected(\${q313b} , '1') or selected(\${q313b} , '2') or selected(\${q313b} , '3')) or \${q313b} =4
q313b_2_aut	If other, please specify		Question relevant when: selected(\${q313b_2} , '4'
q314a	Provision of school materials (books, school supplies, etc.)	1 Yes 0 No 3 Don't know 999 Refuse to reply	
q314b	Who was the partner who	1 WFP/AVSI McGovern-Dole Program	Question relevant

N°	Libellé de la question	Modalité de réponses	Instructions ou sauts
	provided school materials (books, school supplies, etc.)?	2 Other WFP/AVSI project 3 Local NGO 4 Government Institution 5 Other external organization 999 Refused/don't know	when: \${q314a} =1
q314b_aut	If other, please specify		Question relevant when: selected(\${q314b} , '5')
q314b_2	Who was the government partner ?	1 School Canteens Directorate (MENET/DCS) 2 Primary and Continuing Education Directorate (MENET/DPFC) 3 Ministry of Health 4 Other government institution 999 Refused/don't know	Question relevant when: (selected(\${q314b} , '4') and (selected(\${q314b} , '1') or selected(\${q314b} , '2') or selected(\${q314b} , '3')) or \${q314b} =4
q314b_2_aut	If other, please specify		Question relevant when: selected(\${q314b_2} , '4'
q315a	Training sessions on hygiene and sanitation for students	1 Yes 0 No 3 Don't know 999 Refuse to reply	
q315b	Who was the partner who conducted the training? Question relevant when: \${q315 a} =1	1 WFP/AVSI McGovern-Dole Program 2 Other WFP/AVSI project 3 Local NGO 4 Government Institution 5 Other external organization 999 Refused/don't know	
q315b_aut	If other, please specify		Question relevant when: selected(\${q315 b} , '5'
q315b_2	Who was the government partner ?	1 School Canteens Directorate (MENET/DCS) 2 Primary and Continuing Education Directorate (MENET/DPFC) 3 Ministry of Health 4 Other government institution 999 Refused/don't know	Question relevant when: (selected(\${q315 b} , '4') and (selected(\${q315 b} , '1') or selected(\${q315 b} , '2') or selected(\${q315 b} , '3')) or \${q315 b} =4
q315b_2_aut	If other, please specify		Question relevant when: selected(\${q315 b_2} , '4'
q41	Has the school ever benefited from a school feeding program in the previous two years (i.e., dry rations and / or onsite school meals)?	1 Yes 0 No 3 Don't know 999 Refuse to reply	
q42	If so, who was the main donor	1 WFP/AVSI McGovern-Dole Program 2 Other WFP/AVSI project 3 Local NGO 4 Government Institution	Question relevant when: \${q41} =1

N°	Libellé de la question	Modalité de réponses	Instructions ou sauts
		5 Other external organization 999 Refused/don't know	
q42autre	If other, please specify		Question relevant when: \${q42} = '5'
q43	Does the school currently benefit from a school feeding program (i.e., dry rations and / or on-site school meals)?	1 Yes 0 No 3 Don't know 999 Refuse to reply	
note_programme_alimentaire	What kind of school feeding program was offered to the school in 2020-2021?		
q44	Meals served on site at the school for boys and girls	1 Yes 0 No 3 Don't know 999 Refuse to reply	
q45	Dry rations for girls	1 Yes 0 No 3 Don't know 999 Refuse to reply	
q45a	If so, what classes did you give dry rations to girls? Question relevant when: \${q45} =	0 Kindergarten 1 CP1 2 CP2 3 CE1 4 CE2 5 CM1 6 CM2	
q46	Dry rations for boys	1 Yes 0 No 3 Don't know 999 Refuse to reply	
q46a	If so, what classes did you give dry rations to boys? Question relevant when: \${q46} =	0 Kindergarten 1 CP1 2 CP2 3 CE1 4 CE2 5 CM1 6 CM2	
q410	Indicate the planned number of official school days during the school year 2021-2022 (October 2021 to June 2022)	_ _ _ (Don't know = - 777; No t applicable = - 888; Refuse d = - 999	
q411	Indicate the actual number of school days during the school year 2020-2021(October 2020 to June 2021)	_ _ _ (Don't know = - 777; No t applicable = - 888; Refuse d = - 999	
q412	Indicate the actual number of days of school feeding place for children during the school year 20202021(October 2020 to June 2021)	_ _ _ (Don't know = - 777; No t applicable = - 888; Refuse d = - 999	Question relevant when: \${q22cantine} = 1

N°	Libellé de la question	Modalité de réponses	Instructions ou sauts
q413	Indicate the actual number of take-home rations for boys during the school year 20202021(October 2020 to June 2021)	__ __ (Don't know = - 777; No t applicable = - 888; Refuse d = - 999	Question relevant when: $\{q22cantine\} = 1$
q414	Indicate the actual number of take-home rations for girls in the school year 20202021(October 2020 to June 2021)	__ __ (Don't know = - 777; No t applicable = - 888; Refuse d = - 999	Question relevant when: $\{q22cantine\} = 1$
q12b	Investigator! Ask the school principal the following question: "Can you show me the attendance register for the 2020-2021 school year?"	1 Investigator saw records 2 Investigator has not seen the records because it does not exist 3 Investigator has not seen the records but according to the director they exist	
q12b_warning	Investigator! The information contained in the school's attendance register is of critical importance to our investigation. Do not select this option without doing everything you can to get this document. Please review your answer to the previous question.		Question relevant when: $\{q12b\} \neq 1$
q12b_why	If not, why? *Give a detailed explanation.		Question relevant when: $\{q12b\} \neq 1$
note_absences	Enumerator, for each student surveyed in this school, you will note the number of absences they accumulated and if they missed more than 10 days of school due to health reasons from October 2020 to June 2021.		
Absences_elevés_no Group relevant when: $\{q12b\} = 1$ (Repeated group)			
q12c	For how many students are you checking attendance records?	__ __	
q54_absence_name	Surname and first name of student (in capital letters please!)	<hr/> <hr/>	
q54_absence_grade	Their grade	1 CP1 2 CP2 3 CE1 4 CE2 5 CM1 6 CM2	
q54_absence_id	Their unique identifier	_@@@@@_	
q54_absence_id_confirm	Confirm the student's unique identifier	_@@@@@_	

N°	Libellé de la question	Modalité de réponses	Instructions ou sauts
q54_absence	How many days of absence did this student accumulate over the 2020-2021 school year?	__ __	
q54_absence_sick	Did this student accumulate more than 10 days of absences for health reasons or sickness over the 2020-2021 school year?	1 Yes 0 No 3 Don't know 999 Refuse to reply	
q13b	Investigator! Ask the principal question: "Can you show me the records of teacher attendance for the 2020-2021 school year?"	1 Investigator saw records 2 Investigator has not seen the records because it does not exist 3 Investigator has not seen the records but according to the director they exist	
q13b_warning	Investigator! The information contained in the school's attendance register is of critical importance to our investigation. Do not select this option without doing everything you can to get this document. Please review your answer to the previous question.		
q13b_why	If not, why? *Give a detailed explanation.	_____	Question relevant when: \${q13b} !=1
absences_enseignants	Number of days of absence of teachers from October 2020 to June 2021	__ __ (Don't know = - 777; No t applicable = - 888; Refuse d = - 999)	Question relevant when: \${q13b} =1
q56a	Number of justified days of absence (permission)	__ __ (Don't know = - 777; No t applicable = - 888; Refuse d = - 999)	
q56b	Number of days of absence not justified	__ __ (Don't know = - 777; No t applicable = - 888; Refuse d = - 999)	
generated_note_name_318	Let's move now to the reasons of student absenteeism.		
q611	What is the first main reasons for boys' absenteeism?	1 Problem illness / health 2 Weather (rain, floods, storms) 3 Pastoral/rural household chores 4 Seasonal work or housework 5 Lack of teachers 6 Socio-cultural beliefs and practices 7 Cannot eat in the canteen 8 Other specify 9 None 999 Refused/don't know	
q611_aut	Specify if other	_____ _____ _____	Question relevant when: selected(\${q611}, '8')

N°	Libellé de la question	Modalité de réponses	Instructions ou sauts
q612	What is the second main reasons for boys' absenteeism?	1 Problem illness / health 2 Weather (rain, floods, storms) 3 Pastoral/rural household chores 4 Seasonal work or housework 5 Lack of teachers 6 Socio-cultural beliefs and practices 7 Cannot eat in the canteen 8 Other specify 9 None 999 Refused/don't know	
q612_aut	Specify if other	<hr/> <hr/>	Question relevant when: selected(\${q612}, '8')
q613	What is the third main reasons for boys' absenteeism?	1 Problem illness / health 2 Weather (rain, floods, storms) 3 Pastoral/rural household chores 4 Seasonal work or housework 5 Lack of teachers 6 Socio-cultural beliefs and practices 7 Cannot eat in the canteen 8 Other specify 9 None 999 Refused/don't know	Question relevant when: \${q612} != 9
q613_aut	Specify if other	<hr/> <hr/>	Question relevant when: selected(\${q613}, '8')
generated_note_name_325	Give the main reasons for absenteeism for GIRLS		
q621	What is the first main reasons for girls' absenteeism?	1 Problem illness / health 2 Weather (rain, floods, storms) 3 Pastoral/rural household chores 4 Seasonal work or housework 5 Lack of teachers 6 Socio-cultural beliefs and practices 7 Cannot eat in the canteen 8 Other specify 9 None 999 Refused/don't know	
q621aut	Specify if other What is the second main reasons for girls' absenteeism?	<hr/> <hr/>	
q622	What is the second main reasons for girls' absenteeism?	1 Problem illness / health 2 Weather (rain, floods, storms) 3 Pastoral/rural household chores 4 Seasonal work or housework 5 Lack of teachers 6 Socio-cultural beliefs and practices 7 Cannot eat in the canteen 8 Other specify 9 None 999 Refused/don't know	
q622aut	Specify if other	<hr/> <hr/>	Question relevant when: selected(\${q622}, '8')

N°	Libellé de la question	Modalité de réponses	Instructions ou sauts
q623	What is the third main reasons for girls' absenteeism	1 Problem illness / health 2 Weather (rain, floods, storms) 3 Pastoral/rural household chores 4 Seasonal work or housework 5 Lack of teachers 6 Socio-cultural beliefs and practices 7 Cannot eat in the canteen 8 Other specify 9 None 999 Refused/don't know	Question relevant when: \${q622} !=9
q623aut	Specify if other	<hr/> <hr/>	Question relevant when: selected(\${q623}, '8')
generated_note_name_332	Give the main reasons for boys dropping out of school		
q631	Select the first main reasons for boys dropping out	1 Health problems / disability 2 Personal security 3 Pastoral/rural household chores 4 Seasonal work or housework 5 Distance to school 6 School fees 7 Difficulties for feeding-self at lunch in school 8 Other	
q631aut	If other, please specify	<hr/> <hr/>	Question relevant when: selected(\${q631}, '8')
q632	Select the second main reasons for boys dropping out	1 Health problems / disability 2 Personal security 3 Pastoral/rural household chores 4 Seasonal work or housework 5 Distance to school 6 School fees 7 Difficulties for food at lunch in school 8 Other 9 None 999 Refused/don't know	
q632aut	If other, please specify	<hr/> <hr/>	Question relevant when: selected(\${q632}, '8')
q633	Select the third main reasons for boys dropping out Question relevant when: \${q632} !=9	1 Health problems / disability 2 Personal security 3 Pastoral/rural household chores 4 Seasonal work or housework 5 Distance to school 6 School fees 7 Difficulties for food at lunch in school 8 Other 9 None 999 Refused/don't know	
q633aut	If other, please specify	<hr/> <hr/>	Question relevant when: selected(\${q633}, '8')
generated_note_name_33	Give the main reasons for girls dropping out of school		

N°	Libellé de la question	Modalité de réponses	Instructions ou sauts
9			
q641	Select the first main reasons for girls dropping out	1 Health problems / disability 2 Personal security 3 Pastoral/rural household chores 4 Seasonal work or housework 5 Distance to school 6 School fees 7 Early marriage 8 Pregnancy 9 Difficulties for food for lunch at school 10 Other specify	
q641aut	If other, please specify	<hr/> <hr/>	Question relevant when: selected(\${q641}, '10')
q642	Select the second main reasons for girls dropping out	1 Health problems / disability 2 Personal security 3 Pastoral/rural household chores 4 Seasonal work or housework 5 Distance to school 6 School fees 7 Early marriage 8 Pregnancy 9 Difficulties for food for lunch at school 10 Other specify 11 None 999 Refused/don't know	
q64a2ut	If other, please specify	<hr/> <hr/>	Question relevant when: selected(\${q642}, '10')
q643	Select the third main reasons for girls dropping out Question relevant when: \${q642} != 11	1 Health problems / disability 2 Personal security 3 Pastoral/rural household chores 4 Seasonal work or housework 5 Distance to school 6 School fees 7 Early marriage 8 Pregnancy 9 Difficulties for food for lunch at school 10 Other specify 11 None 999 Refused/don't know	
q643aut	If other, please specify	<hr/> <hr/>	Question relevant when: selected(\${q643}, '10')
teacher_programme	Mr. Director, do you have a register or notebook / document that indicates whether each teacher was able to complete his teaching program last year?	1 Yes 0 No 3 Don't know 999 Refuse to reply	
registre_programme	If yes, can I consult this document / notebook / register?	1 Enumerator you have consulted the register / notebook / document 2 Enumerator you were not able to consult the register / notebook / document	Question relevant when: \${teacher_programme} = 1

N°	Libellé de la question	Modalité de réponses	Instructions ou sauts
q80	Last year, did the CP1 teacher finish his program?	1 Yes 0 No 3 Don't know 999 Refuse to reply	Question relevant when: \${q11b}=1
q81	Last year, did the CP2 teacher finish his program?	2 Yes 0 No 3 Don't know 999 Refuse to reply	Question relevant when: \${q11c}=1
q82	Last year, did the CE1 teacher finish his program?	3 Yes 0 No 3 Don't know 999 Refuse to reply	Question relevant when: \${q11d}=1
q83	Last year, did the CE2 teacher finish his program?	4 Yes 0 No 3 Don't know 999 Refuse to reply	Question relevant when: \${q11e}=1
q84	Last year, did the CM1 teacher finish his program?	5 Yes 0 No 3 Don't know 999 Refuse to reply	Question relevant when: \${q11f}=1
q85	Last year, did the CM2 teacher finish his program?	6 Yes 0 No 3 Don't know 999 Refuse to reply	Question relevant when: \${q11g}=1
textbook1	When was the last year the school received new textbooks?	1 2018 or earlier 2 2019 3 2020 4 2021 5 Other (specify) 999 Refused	
textbook1aut	Other specify	<hr/> <hr/>	Question relevant when: \${textbook1}=5
textbook2	How many books were received by grade level?	CP1 __ __ CP2 __ __ CE1 __ __ CE2 __ __ CM1 __ __ CM2 __ __ -999 Refused	
textbooks3	Does the school receive teachers' books?	1 Yes 0 No 3 Don't know 999 Refuse to reply	

N°	Libellé de la question	Modalité de réponses	Instructions ou sauts
teachtrain1	Do teachers at this school receive in-service training?	1 Yes 0 No 3 Don't know 999 Refuse to reply	
teachtrain2	Have teachers and classes been visited by the CPPP?	2 Yes 0 No 3 Don't know 999 Refuse to reply	
teachtrain3	If yes, how many times by grade level? Question relevant when: \$[teachtrain2]=	CP1 __ __ CP2 __ __ CE1 __ __ CE2 __ __ CM1 __ __ CM2 __ __ -999 Refused	
teachtrain4	Have teachers ever received online training?	4 Yes 0 No 3 Don't know 999 Refuse to reply	
teachtrain5	Do teachers like online training?		Question relevant when: \$[teachtrain4]=1
obs	Observations/Comments (if nothing, put "RAS")	<hr/> <hr/>	
image_building1	Take a photo of the outside of the school	Photo	
image_building2	Take a photo of the outside of the school	photo	
image_bath	Take a photo of the bathroom of the school	photo	
image_water	Take a photo of the water station of the school	photo	
GPS	GPS coordinates		
note5	Thanks for your time!		

Annex VI-8 : Teacher Questionnaire

N°	Libellé de la question	Modalité de réponses	Instructions ou sauts
IDENTIFICATION			
date_i	Date of interview Date	_ _ _ / _ _ _ / _ _ _ _ dd mm yyyy	
heure_i	Start time of interview	_ _ _ . _ _ _ hh min	
chef	Name of Team Lead	_____ _____	
en_name	Enumerator name	_____ _____	
en_no_confirm	Confirm your identifying number	Yes/no	
Location			
region	Select the region	1. Bafing 2. Bagoue 3. Bounkani 4. Cavally 5. Gontougo 6. Poro 7. Tchologo	
iep	Select IEP	iep list	
ecole	Select school	Surveyed school list	
Note1	<p>Dear Teacher : We are conducting a study on behalf of the World Food Programme (WFP) and the Ministry of National Education (MENET) on the sustainability of the school canteens and the enrollment level of children in the Bafing, Bagoue, Bounkani, Cavally, Gontougo, Poro and Tchologo regions. We would like school teachers who teach elementary grades to take part in this interview. We would like to ask you questions about your background, training, and students. This interview approximately lasts approximately 30 minutes. The information that you will provide is strictly confidential and will not be disclosed to any other person for any reason whatsoever. Participation is voluntary, however we hope that you will participate in this interview because your points of view will allow us to better appreciate the food and teaching situation in your region. Your answers will in no way affect you or your school's access to the food or teaching aid programs. Do you have any specific questions? Can we start now?</p>		
consent	Do you consent to this survey?	1. Yes 2. no	If "no", end form
note2	Excellent! Now I would like to ask a few questions about you...		
sex	What sex are you?	1 Male 2 Female 999 Refused	* Only ask if necessary
teacher_cat	Are you a title holding, volunteer or trainee teacher?	1 Title Holder 2 Volunteer 3 Trainee/intern	
exp1	How many years have you worked as a teacher ? <i>Clarify the years worked could be at any school *If just started, enter 0. If started last year, score 1, etc.</i>	_ _ _ _	*If the respondent does not know, encourage him/her to give an approximate number of years

N°	Libellé de la question	Modalité de réponses	Instructions ou sauts
exp2	How many years have you been assigned to this school? <i>If just started, enter 0. If started last year, score 1, etc.</i> <i>* If the respondent does not know, encourage him/her to give an approximate number of years</i>	____ ____	Question relevant when: $\{exp1\} > 0$
class	What class did you teach during the last school year? *If just started, enter 0. If started last year, score 1, etc. * If the respondent does not know, encourage him/her to give an approximate number of years	1. CP1 2. CP2 3. CE1 4. CE2 5. CM1 6. CM2 7. School Principal 8. Other 9. Refused	Question relevant when: $\{exp1\} > 0$
other_class	Other: Specify	_____ _____	Question relevant when: selected($\{class\}$, '7')
note3	Thank you! Now, I would like to ask a few questions on the type of training and professional development you have received.		
train1	Have you ever participated in a training from AVSI on the improvement of teaching-learning of reading-writing? *Choose only one option	1. Yes 2. No 3. Don't know 4. Refused	
train1a	What kept you from participating in it? Question relevant when: $\{train1\} = 0$	1. Disease 2. Permission 3. Absence 4. Other training 5. Distant to training site 6. Conditions of cost reimbursement 7. Other (specify)	
other_train1a	Other: Specify	_____ _____	Question relevant when: selected($\{train1a\}$, '7')
train2	When did you attend an AVSI training?	1 2018 or earlier 2 2019 3 2020 4 2021 5 Other (specify) 999 Refused	Question relevant when: $\{train1\} = 1$
other_train2	Other: Specify	_____ _____	Question relevant when: selected($\{train2\}$, '4')
train3	On average, how many days did you attend AVSI's training? * Choose only one option	1 1 2 2 3 3 4 4 5 More than 4 999 Refused/don't know	Question relevant when: $\{train1\} =$
train4	Was the AVSI training useful in your teaching work last year? Choose only one option	1 Not useful 2 Useful 3 Very useful 999 Refused/don't know	Question relevant when: $\{train1\} = 1$
train5	Did you put into practice the learnings of training	1 Yes	Question

N°	Libellé de la question	Modalité de réponses	Instructions ou sauts
	you received from AVSI in your class last year? * Choose only one option	0 No 2 Don't know 999 Refused	relevant when: \${train1} =1
train5a	If yes, at what frequency? * Choose only one	1 Rarely 2 Often 3 Always 999 Refused	option Question relevant when: \${train5} =1
train6	Apart from AVSI, did you receive any other training on teaching reading-writing from another organization over the last two years? * Choose only one optio	1 Yes 0 No 2 Don't know 999 Refused	
tools	What tools and materials on teaching-learning of readingwriting did you use at your school? * Do not read the response options * Select all that apply	0 None 1 Mobile library 2 Reading boards 3 Illustrated boards 4 Junior dictionaries 5 Records for Material Management 6 Sculpted plastic letters 7 Megaphone 8 Other (specify) 999 Refused/don't know	Question relevant when: selected(\${tools} , '8')
other_t ools	Other: Specify	<hr/> <hr/>	
tools2	At what frequency do you use the tools and materials for the teaching-learning of reading- writing? * Choose only one option	1 Rarely 2 Often 3 Always 999 Refused	Question relevant when: \${tools} !=0 or \${tools} != - 999
assess	Last year, did you use the assessment tool "General Grid for Student Performance Evaluation" to progressively evaluate your students? * Choose only one option	1 Yes 0 No 2 Don't know 999 Refused	
ped1	Last year, did a pedagogical advisor visit your classroom and provide an assessment of your techniques in readingwriting? Choose only one option	1 Yes 0 No 2 Don't know 999 Refused	
ped2	How many times did a pedagogical advisor visit last year? * Choose only one option	0 0 1 1 2 2 3 3 4 More than 3 times 999 Refused/don't know	
read1	Last year, did you and the teachers at your school organize any reading activities for your students? * Choose only one option; * This includes animation - reading, reading promotion, reading contests, etc.	1 Yes 0 No 2 Don't know 999 Refused	
read2	What reading activities did your school organize? * Do not read the response options * Select all that apply	1 Animation reading 2 Reading promotion activities 3 Reading competition 4 Other (specify) 999 Refused/don't know	Question relevant when: \${read1} =1
other_r ead2	Other: Specify	<hr/> <hr/>	Question relevant when: selected(\${read2} , '4')

N°	Libellé de la question	Modalité de réponses	Instructions ou sauts
meet1	Last year, have you participated in any meetings with other teachers to share experiences and discuss reading activities? * Choose only one option	1 Yes 0 No 2 Don't know 999 Refused	
meet2	How many times? * Numeric response between 1 and 499 Question relevant when: \${meet1}=1	_____ _____	
train7	Have you ever participated in a training from AVSI or WFP on children's nutrition? *Choose only one option	1 Yes 0 No 2 Don't know 999 Refused	
train8	When did you attend this training?	1 2019 2 2020 3 2021 4 Other (specify) 999 Refused	Question relevant when: \${train7}=1
train8a utre	When did you attend this training? Specify	_____ _____	Question relevant when: \${train8}=4
train9	Have you ever participated in a training from AVSI or WFP on hygiene and sanitation measures? *Choose only one option	1 Yes 0 No 2 Don't know 999 Refused	
train10	When did you attend this training?	1 2019 2 2020 3 2021 4 Other (specify) 999 Refused	Question relevant when: \${train9}=1
wash1	Do you use handwashing stations at school?	0 - No 1 - Yes 2 - There are no handwashing stations at school	
wash2	If "No", why not ?	1 - Soap not available 2 - Wash basins not clean 3 - Mixed with students of opposite sex 4 - Out of order 5 - Crowded 6 - Little water 7 - Far from class rooms 8 - Too high to reach 9 - Other, specify	Question relevant when: \${wash1}=0
other_ wash2	Other, specify.	_____ _____	Question relevant when: \${wash2}=9
wash3	At what moments do you wash your hands? Select all that apply. Do not read responses.	1 - Before eating 2 - After eating 3 - After defecation 4 - After playing games 5 - After throwing out the garbage or cleaning 6 - After coming home from school or market 7 - After feeding or caring for animals 8 - After cleaning/wiping baby	

N°	Libellé de la question	Modalité de réponses	Instructions ou sauts
		brother or sister 9 - Before preparing food 10 - Other, specify	
other_wash3	Other, specify.	_____ _____	Question relevant when: \$[wash3]=10
wash4	Describe how you wash your hands.	1 - Washes hands in a bowl of water (sharing with other people) — poor practice 2 - With someone pouring a little clean water from a jug onto one's hands — appropriate practice 3 - Under running water — appropriate practice 4 - Washes hands with soap or ashes 5 - Other, specify	
other_wash4	Other, specify.	_____ _____	Question relevant when: \$[wash4]=5
wash5	Why is it important to wash hands? Select all that apply. Do not read responses. If they say "because they are dirty" probe – why? what is wrong with dirty hands?	1 - Prevents from getting sick 3 - Cleans hands/removes dirt 4 - Is good hygiene 5 - Prevents dirt from getting into mouth 6 - Prevents dirt from getting into food 7 - Removes germs 12 - Smells good 13 - Looks/feels clean 14 - Other, specify 88 - Don't know	
other_wash5	Other, specify.	_____ _____	Question relevant when: \$[wash5]=14
wash6	Where do you get water for cooking at school? Select all that apply.	1 - Pond, lake 2 - Dam 3 - Stream/river 4 - Unprotected spring 5 - Protected spring 6 - Well 7 - Borehole 8 - Water tank 9 - Roof catchment 10 - Other, specify 88 - Don't know	
other_wash6	Other, specify.	_____ _____	Question relevant when: \$[wash6]=10
wash7	Where do you get your water for drinking from at school? Select all that apply.	1 - They give us boiled water 2 - They give us unboiled water 3 - Piped water 4 - Tank 5 - Well 6 - Other, specify	

N°	Libellé de la question	Modalité de réponses	Instructions ou sauts
other_wash7	Other, specify.	_____ _____	Question relevant when: \$[wash7]=6
note4	Thanks! My last series of questions is on the presence et participation of students.		
attend1	Last year, how many students were enrolled in your class? * Numerical response * If the respondent does not know, encourage him/her to give an approximate number of students *If the teacher teaches both classes, encourage him/her to give a total number of students	____ ____	
attend2	On a typical day last year, how many students were present in your class? * Numerical response * If the respondent does not know, encourage him/her to give an approximate number of students *If the teacher teaches both classes, encourage him/her to give a total number of students	____ ____	
part1_f	On a typical day last year, among 10 girl students, how many paid attention and participated during your lesson? * Select a number from 0 - 10.	____ ____	
part1_m	On a typical day last year, among 10 boy students, how many paid attention and participated during your lesson? Select a number from 0 - 10	____ ____	
part2	On a typical day last year, did boys and girls participate equally in class activities?	____ ____	
attend3	Last year, what difficulties did you encounter which kept you from holding your class?	0 None 1 Sickness 2 Travel to disburse salary 3 Administrative procedures 4 Social events 5 Obligatory trainings / meetings 6 Other 999 Refused	
other_attend3	Other: Specify	_____ _____	Question relevant when: selected({attend3}, '6')
attend3_a	How many school days did you lose because of sickness? * If the respondent does not know, encourage him/her to give an approximate number of days. Otherwise, enter - 99	____ ____	Question relevant when: selected({attend3}, '1')
attend3_b	How many school days did you lose because of travel to disburse salary? * If the respondent does not know, encourage him/her to give an approximate number of days. Otherwise, enter - 99	____ ____	Question relevant when: selected({attend3}, '2')
attend3_c	How many school days did you lose because of administrative procedures? * If the respondent does not know, encourage him/her to give an approximate number of days. Otherwise, enter - 99	____ ____	Question relevant when: selected({attend3}, '3')

N°	Libellé de la question	Modalité de réponses	Instructions ou sauts
attend3_d	How many school days did you lose because of social events? * If the respondent does not know, encourage him/her to give an approximate number of days. Otherwise, enter - 99	____ ____	Question relevant when: selected(\${attend3} , '4')
attend3_e	How many school days did you lose because of mandatory trainings / meetings ? * If the respondent does not know, encourage him/her to give an approximate number of days. Otherwise, enter - 99	____ ____	Question relevant when: selected(\${attend3} , '5')
attend3_f	How many school days did you lose for other reasons? At the start of the school year or on the eve of holidays or eve of composition? * If the respondent does not know, encourage him/her to give an approximate number of days.	____ ____	Otherwise, enter - 99 Question relevant when: selected(\${attend3} , '6')
language	Last year, did you teach part of your class in your students' native language?	1 Yes 0 No 2 Don't know 999 Refused	
cons_pro	Investigator! Ask the teacher to show you his or her program from last year to see if he or she has completed his / her program	1 Enumerator, you were able to consult the teacher's program 2 Enumerator, you were not able to consult the teacher's program	
raisons_cons	If not why ?	_____ _____	Question relevant when: \${consulter_programme} =2
fini_pro	Did the teacher finished his or her program last year?	1 Yes 0 No 999 refused	
fini_progr_rais	If the teacher could not complete his program, ask why Question relevant when: \${fini_programme} =0		
ens1	Last year, how many students in your class had access to a textbook?	0 All of the students 2 The majority 3 Some students 4 None of the students 999 Refused	
ens2	This year, how many students in your class had access to a textbook?	1 All of the students 2 The majority 3 Some students 4 None of the students 999 Refused	
ens3	If not all students have textbooks, how do you teach?	_____ _____	Question relevant when: selected(\${ens2} , '2 ') or selected(\${ens2} , '3 ') or selected(\${ens2} , '4 ')
ens4	In your opinion, what negatively influences the level of reading skills in your class?	1 Student absenteeism 2 Lack of textbooks 3 Non-functioning school canteens 4 Teaching in French instead of	

N°	Libellé de la question	Modalité de réponses	Instructions ou sauts
		the local language 5 Lack of follow-up from school authorities 6 Lack of suitable pedagogy 7 Lack of parental follow-up 8 Other 999 Refused	
ens4_a utre	Other, specify.	<hr/> <hr/>	Question relevant when: selected(\${ ens4 }, '8')
ens5	Do you benefit from regular training organized by the Ministry of Education?	1 Yes 0 No 2 Do not know 999 Refused	
ens6	Would you like to receive continued training?	1 Yes 0 No 2 Do not know 999 Refused	
ens7	Would you like to receive continued training online?	1 Yes 0 No 2 Do not know 999 Refused	
ens8	How and by what means do they manage to have school textbooks?	1 The parents 2 The state 3 Private donors 4 Other 999 Refused	
ens8_a utre	Other, specify.	<hr/> <hr/>	Question relevant when: selected(\${ ens8 }, '4')
ens9	Is the quantity of textbooks distributed by the State sufficient?	1 Yes 0 No 2 Do not know 999 Refused	Question relevant when: selected(\${ ens8 }, '2')
ens10	Do you know how often textbooks are distributed in your school?	6 Yes 0 No 2 Do not know 999 Refused	
ens10_ autre	Other, specify.	<hr/> <hr/>	Question relevant when: selected(\${ ens10 }, '6')
ens11	Is the quantity of textbooks sufficient for the number of students?	1 Yes 0 No 2 Do not know 999 Refused	
heure_f	End of interview time	_ _ · _ _ hh min	
obs	Observations/Comments (if nothing, put "RAS") * Do not read to respondent	<hr/> <hr/>	

N°	Libellé de la question	Modalité de réponses	Instructions ou sauts
gps	GPS coordinates		
note5	Thank you for your time!		

Annex 6. Quantitative Analysis Results

Analysis of Impact

Pupil-level Impact

Overall Effect of the School Feeding Program

This section focuses on the impact of the school feeding program on pupils. the school feeding program seems to have a positive and statistically significant effect on helping students reach the minimum grade-appropriate score. However, it does not significantly influence overall raw scores, the likelihood of achieving the maximum grade score, or exceeding it, once region, class, and individual covariates are controlled for (see table 27).

Table 34 Overall Effect of the School Feeding Programme across different models

Terms	Model 1		Model 2		Model 3	
	DiD	SE	DiD	SE	DiD	SE
Raw ASER Score	0.120	(0.312)	0.252	(0.335)	0.536	(0.456)
Grade-appropriate min. score	0.171***	(0.0511)	0.143***	(0.0544)	0.131*	(0.0758)
Grade-appropriate max. score	0.109**	(0.0488)	0.0829	(0.0564)	0.0837	(0.0738)
Exceeded grade-appropriate max. score	0.0587*	(0.0352)	0.0435	(0.0423)	-0.00648	(0.0625)
<i>Robust standard errors in parentheses</i> *** $p < 0.01$, ** $p < 0.05$, * $p < 0.1$ <i>DiD = Difference-in-Difference</i> <i>SE = Standard Error</i> <i>Model 1 = Model without controls</i> <i>Model 2 = Model with Class & Region Fixed Effects</i> <i>Model 3 = Full model with region, class fixed effects, and other individual covariates</i>						

Analysis of the differentiated outcomes for girls and boys in the School Feeding Program

For both female and male pupils, the feeding program shows a consistent positive effect on the likelihood of students achieving the grade-appropriate minimum score, particularly in the earlier models. However, as controls for region, class, and individual covariates are added, these effects generally weaken, and in some cases, they become statistically insignificant in the final model. For other performance indicators—raw ASER score, grade-appropriate maximum score, and exceeding the maximum score—there is little consistent evidence of a significant impact, especially once additional covariates are considered. Notably, the feeding program appears to have a modest and consistent effect on helping both female and male pupils meet the minimum grade requirements, but it does not significantly improve overall raw performance or higher performance thresholds once additional factors are controlled for.

Table 35 The effects of the school feeding programme on various academic performance measures for female and male pupils

Terms	Model 1		Model 2		Model 3	
	DiD	SE	DiD	SE	DiD	SE
Female						
Raw ASER Score	0.153	-0.387	0.281	-0.415	-0.385	-0.639
Grade-appropriate min. score	0.168***	-0.0578	0.137**	-0.059	0.108	-0.108
Grade-appropriate max. score	0.123**	-0.0546	0.0794	-0.061	0.0401	-0.12
Exceeded grade-appropriate max. score	0.0942**	-	0.0653	-	0.00255	-

		0.0449		0.0538		0.0842
Male						
Raw ASER Score	0.0799	-0.343	0.154	-0.376	0.269	-0.678
Grade-appropriate min. score	0.174***	-0.0597	0.158**	-0.0657	0.131	-0.112
Grade-appropriate max. score	0.0947	-0.0576	0.0902	-0.0657	0.0766	-0.11
Exceeded grade-appropriate max. score	0.0224	-0.0403	0.0205	-0.0442	-0.0727	-0.0656
<i>Robust standard errors in parentheses</i> <i>*** p<0.01, ** p<0.05, * p<0.1</i> <i>DiD SE = Standard Difference-in-Difference Error</i> <i>Model 1 = Model 2 with Class & Region Fixed Effects</i> <i>Model 3 = Full model with region, class fixed effects, and other individual covariates</i>						

Regional Analysis of the School Feeding Program

This section of the analysis explores the varying effects of the school feeding program across different regions. The analysis was conducted separately for the seven regions: Bafing, Cavally, Poro, Tchologo, Boukani, Bagoue, and Gontougo, highlighting the diverse impacts of the program on pupils' reading scores. Table 29 displays the details.

Table 36 The effects of the school feeding programme on various academic performance measures by region

	Model 1		Model 2		Model 3	
Terms	DiD	SE	DiD	SE	DiD	SE
Bafing						
Raw ASER Score	-1.029	(0.587)	-1.038	(0.588)	0.000	(0.000)
Grade-appropriate min. score	-0.177**	(0.0787)	-0.186**	(0.0789)	0.000	(0.000)
Grade-appropriate max. score	-0.248**	(0.101)	-0.253**	(0.103)	0.000	(0.000)
Exceeded grade-appropriate max. score	-0.179***	(0.0413)	-0.184***	(0.0429)	0.000	(0.000)
Cavally						
Raw ASER Score	0.634	(0.839)	0.287	(0.857)	1.271	(0.906)
Grade-appropriate min. score	0.199**	(0.0829)	0.218**	(0.0789)	0.324***	(0.0784)
Grade-appropriate max. score	0.130	(0.0804)	0.126	(0.0795)	0.247***	(0.0749)
Exceeded grade-appropriate max. score	0.0179	(0.0429)	0.0104	(0.0451)	0.0659*	(0.0336)
Poro						
Raw ASER Score	0.274	(0.381)	0.635	(0.382)	-0.258	(0.729)
Grade-appropriate min. score	0.168**	(0.0795)	0.168**	(0.0783)	0.155	(0.107)
Grade-appropriate max. score	0.102	(0.0773)	0.0991	(0.0726)	0.0972	(0.0835)
Exceeded grade-appropriate max. score	0.0609	(0.0462)	0.0603	(0.0461)	0.101**	(0.0428)
Tchologo						
Raw ASER Score	-0.0329	(0.995)	0.487	(1.062)	0.900*	(0.455)
Grade-appropriate min. score	0.403**	(0.155)	0.387**	(0.162)	0.385***	(0.0878)
Grade-appropriate max. score	0.221*	(0.105)	0.215*	(0.111)	0.198**	(0.0671)
Exceeded grade-appropriate max. score	0.0816	(0.0463)	0.0881*	(0.0436)	0.0342	(0.0694)
Boukani						
Raw ASER Score	-0.644	(0.561)	-0.496	(0.561)	0.0989	(0.667)
Grade-appropriate min. score	0.0872	(0.0925)	0.0785	(0.0908)	0.179*	(0.0837)
Grade-appropriate max. score	0.00867	(0.0829)	0.00601	(0.0843)	0.0885	(0.0706)
Exceeded grade-appropriate max. score	0.0491	(0.0538)	0.0547	(0.0541)	0.0906	(0.0514)
Bagoue						
Raw ASER Score	0.274	(0.498)	0.418	(0.524)	-0.157	(0.768)

Grade-appropriate min. score	0.0977	(0.0864)	0.0769	(0.0830)	0.238**	(0.0864)
Grade-appropriate max. score	0.129*	(0.0702)	0.118	(0.0700)	0.206***	(0.0614)
Exceeded grade-appropriate max. score	0.0752*	(0.0421)	0.0743	(0.0421)	0.129***	(0.0311)
Gontougo						
Raw ASER Score	-0.366	(0.659)	-0.0519	(0.704)	1.993	(1.232)
Grade-appropriate min. score	0.0942	(0.109)	0.0979	(0.117)	0.0923	(0.148)
Grade-appropriate max. score	0.0422	(0.141)	0.0460	(0.144)	-0.0340	(0.159)
Exceeded grade-appropriate max. score	0.0248	(0.126)	0.0243	(0.120)	0.133	(0.117)
<i>Robust standard errors in parentheses</i> *** $p < 0.01$, ** $p < 0.05$, * $p < 0.1$ <i>DiD = Difference-in-Difference</i> <i>SE = Standard Error</i> <i>Model 1 = Model without controls</i> <i>Model 2 = Model with Class & Region Fixed Effects</i> <i>Model 3 = Full model with region, class fixed effects, and other individual covariates</i>						

In Bafing, the program shows negative effects across all measures of performance, particularly in terms of exceeding grade-appropriate maximum scores, with these results being highly significant. Cavally demonstrates positive effects, especially in meeting grade-appropriate minimum and maximum scores, with the most significant impact observed in Model 3. In Poro, positive effects are seen for meeting the minimum grade scores and exceeding the maximum grade scores, with significant results in the later models.

Results from Tchologo also show positive impacts on meeting grade-appropriate minimum and maximum scores, especially in the full model, where these effects are statistically significant. In Boukani, the program's effects are mostly positive, particularly in meeting grade-appropriate minimum scores and exceeding the maximum grade scores, but only in the later models. Bagoue demonstrates positive effects on both the minimum and maximum grade scores and on exceeding the maximum score, with the strongest significance in Model 3.

Finally, Gontougo shows no significant effects across any of the performance measures, suggesting that the intervention might not have had the desired impact in this region. This regional variability suggests that the effectiveness of the school feeding program may be contingent on local contextual factors, such as regional educational infrastructure, socioeconomic conditions, and how the program is implemented. These findings underline the importance of considering regional differences when assessing the efficacy of the program and suggest that more targeted approaches may be necessary in regions where the program has less of a positive impact.

Grade-Level Analysis of the School Feeding Program

This analysis examines how the school feeding program influences pupil outcomes in specific classes, focusing on reading skills and the overall impact at the class level. Table 30 highlights the effects of the programme by grade.

Table 37 The effects of the FY20 project on pupils' learning outcomes by grade/class

	Model 1		Model 2		Model 3	
Terms	DiD	SE	DiD	SE	DiD	SE
CP2						
Raw ASER Score	0.687**	(0.326)	0.701*	(0.365)	0.541	(0.379)
Grade-appropriate min. score	0.185**	(0.0758)	0.193**	(0.0842)	0.0984	(0.0989)
Grade-appropriate max. score	0.134*	(0.0740)	0.139*	(0.0822)	0.0505	(0.101)
Exceeded grade-appropriate max. score	0.0900	(0.0606)	0.0907	(0.0646)	0.123*	(0.0631)
CE1						
Raw ASER Score	1.107*	(0.609)	0.799	(0.644)	0.562	(0.892)
Grade-appropriate min. score	0.239**	(0.100)	0.192*	(0.102)	0.126	(0.128)
Grade-appropriate max. score	0.172*	(0.0942)	0.150	(0.100)	0.0837	(0.127)
Exceeded grade-appropriate max. score	-0.0245	(0.0754)	-0.0372	(0.0808)	0.00796	(0.118)
CE2						
Raw ASER Score	0.657	(0.582)	0.758	(0.630)	0.283	(0.797)

Grade-appropriate min. score	0.176**	(0.0799)	0.184**	(0.0878)	0.112	(0.111)
Grade-appropriate max. score	0.0914	(0.0703)	0.0944	(0.0766)	0.0363	(0.107)
Exceeded grade-appropriate max. score	0.0676	(0.0629)	0.0588	(0.0702)	0.0235	(0.102)
CM1						
Raw ASER Score	0.563	(0.563)	0.875	(0.635)	1.085	(0.671)
Grade-appropriate min. score	0.134*	(0.0793)	0.130	(0.0821)	0.136	(0.0951)
Grade-appropriate max. score	0.145**	(0.0590)	0.143**	(0.0606)	0.145**	(0.0627)
Exceeded grade-appropriate max. score	0.0700*	(0.0390)	0.0783*	(0.0409)	0.0743	(0.0528)
<i>Robust standard errors in parentheses</i> *** $p < 0.01$, ** $p < 0.05$, * $p < 0.1$ <i>DiD = Difference-in-Difference</i> <i>SE = Standard Error</i> <i>Model 1 = Model without controls</i> <i>Model 2 = Model with Class & Region Fixed Effects</i> <i>Model 3 = Full model with region, class fixed effects, and other individual covariates</i>						

For CP2, the school feeding program shows consistent positive effects on the likelihood of students meeting the grade-appropriate minimum and maximum scores, though these effects weaken once additional covariates are controlled. The effect on raw ASER scores and exceeding the maximum score also weakens as more controls are added.

In CE1, there are positive effects on meeting the minimum and maximum grade scores in the first two models, but the effects become insignificant in the final model. There is no significant effect on exceeding the maximum score.

For CE2, the feeding program has a positive effect on meeting the grade-appropriate minimum score in the first two models, but the effect weakens and becomes insignificant in Model 3. There is no significant impact on raw scores or on exceeding the maximum score.

In CM1, the feeding program shows positive effects on raw ASER scores, meeting the minimum and maximum scores, and exceeding the maximum score in some models, particularly in the earlier models. However, the effects on raw ASER scores and exceeding the maximum score weaken after controlling for additional covariates. The most consistent result is the positive impact on achieving the grade-appropriate maximum score.

Overall, the school feeding program shows the strongest and most consistent effects on helping students meet grade-appropriate minimum scores across most classes, with weaker or no significant effects on raw scores or exceeding the maximum score after controlling for additional covariates.

Household-Level Impact

Overall

For HDDS, no significant impact is observed in any of the models, suggesting that the program did not lead to substantial changes in the variety of food groups consumed by the household.

In terms of FCS, while the program appears to have a positive effect, the results are not statistically significant in any of the models, indicating that the community intervention did not significantly improve food consumption patterns.

Regarding rCSI, the program also shows no significant effects in reducing reliance on negative coping strategies in any model, implying that households did not significantly reduce their use of coping strategies in response to food insecurity.

However, Crisis coping strategies show a significant improvement. In Model 1, there is a significant reduction in the use of crisis coping strategies ($DiD = -0.0763$, $p < 0.05$). In Model 2, the effect remains significant, with a reduction of -0.0662 ($p < 0.05$). These results suggest that the program helped reduce the reliance on crisis-level coping strategies.

For Stress coping and Emergency coping strategies, no significant effects are observed in any model, indicating that the intervention did not significantly impact these specific coping behaviors.

	Model 1		Model 2		Model 3	
Terms	DiD	SE	DiD	SE	DiD	SE
HDDS	-0.0540	(0.340)	-0.174	(0.371)	-0.240	(0.358)
FCS	0.712	(2.630)	1.097	(2.649)	1.000	(2.711)
rCSI	-0.833	(1.345)	-0.482	(1.522)	-0.167	(1.438)
Stress coping strategies	-0.00203	(0.0568)	-0.0330	(0.0632)	-0.0485	(0.0632)
Crisis coping strategies	-0.0763**	(0.0315)	-0.0662*	(0.0364)	-0.0545	(0.0364)
Emergency coping strategies	-0.0135	(0.0192)	-0.0117	(0.0217)	-0.0124	(0.0205)
Robust standard errors in parentheses *** $p < 0.01$, ** $p < 0.05$, * $p < 0.1$						
DiD = Difference-in-Difference SE = Standard Error						
Model 1 = Model without controls Model 2 = Model with Region Fixed Effects Model 3 = Full model with region fixed effects, and other household-level covariates						

Analysis of male-and female-headed households

For male-headed households, the program's impact on food insecurity indicators shows no significant improvements in terms of HDDS, rCSI, or Stress and Emergency coping strategies. However, the Crisis coping strategies indicator shows a significant reduction in Model 1 (DiD = -0.0698, $p < 0.05$), suggesting that male-headed households in intervention schools may have reduced their use of crisis-level coping strategies. This effect diminishes when additional controls are added in Models 2 and 3 and becomes non-significant.

For female-headed households, the impact on HDDS shows some positive effects, particularly in Model 3 where the coefficient is 0.939, although this is not statistically significant. On the other hand, FCS result shows significant negative impacts in Model 2 (DiD = -7.827, $p < 0.05$), indicating that female-headed households may have experienced a decrease in food consumption patterns as a result of the intervention. This effect is not present in other models.

For rCSI, no significant changes are observed in female-headed households, suggesting that the program did not substantially alter their reliance on negative coping strategies. Crisis coping strategies in female-headed households show a significant reduction in Model 1 (DiD = -0.120, $p < 0.05$), but this effect is not maintained in subsequent models.

	Model 1		Model 2		Model 3	
Terms	DiD	SE	DiD	SE	DiD	SE
Male-headed HH						
HDDS	-0.196	(0.336)	-0.270	(0.369)	-0.341	(0.363)
FCS	0.989	(2.749)	2.499	(2.732)	2.230	(2.916)
rCSI	-0.656	(1.428)	-0.247	(1.545)	0.191	(1.455)
Stress coping strategies	0.0194	(0.0621)	-0.0155	(0.0684)	-0.0253	(0.0676)
Crisis coping strategies	-0.0698**	(0.0331)	-0.0614	(0.0390)	-0.0483	(0.0387)
Emergency coping strategies	-0.0130	(0.0201)	-0.0109	(0.0237)	-0.0139	(0.0230)
Female-Headed HH						
HDDS	0.450	(0.552)	0.445	(0.551)	0.939	(0.642)
FCS	-3.542	(5.020)	-7.827*	(4.715)	-5.362	(4.755)
rCSI	-1.795	(2.322)	-1.921	(2.403)	-1.979	(2.585)
Stress coping strategies	-0.119	(0.129)	-0.146	(0.142)	-0.0661	(0.153)
Crisis coping strategies	-0.120*	(0.0650)	-0.108	(0.0794)	-0.0694	(0.0762)
Emergency coping strategies	-0.00562	(0.0445)	-0.0109	(0.0433)	-0.0180	(0.0340)
Robust standard errors in parentheses *** $p < 0.01$, ** $p < 0.05$, * $p < 0.1$						
DiD = Difference-in-Difference SE = Standard Error						
Model 1 = Model without controls						

Model 2 = Model with Region Fixed Effects
Model 3 = Full model with region fixed effects, and other household-level covariates

Regional Analysis

Tchologo shows the most promising results with significant improvements in HDDS and FCS, while Poro sees reductions in Crisis coping strategies. Other regions, such as Bafing, Cavally, and Boukani, show minimal or no significant impacts on food security or coping strategies.

	Model 1		Model 3	
Terms	DiD	SE	DiD	SE
Bafing				
HDDS	0.396	(0.649)	-0.0337	(0.598)
FCS	-9.211	(6.122)	-7.832	(5.785)
rCSI	-2.015	(3.887)	0.875	(3.245)
Stress coping strategies	0.157	(0.138)	0.226	(0.128)
Crisis coping strategies	0.0969	(0.0964)	0.118	(0.0987)
Emergency coping strategies	-0.0286	(0.0726)	-0.0284	(0.0756)
Cavally				
HDDS	0.363	(0.586)	-0.984	(1.065)
FCS	2.570	(5.262)	-0.0433	(7.529)
rCSI	-0.334	(4.993)	6.641	(6.800)
Stress coping strategies	0.0249	(0.144)	-0.00914	(0.206)
Crisis coping strategies	-0.132	(0.106)	-0.0789	(0.135)
Emergency coping strategies	-0.0437	(0.0392)	-0.0396	(0.0370)
Poro				
HDDS	-0.148	(0.382)	-0.190	(0.388)
FCS	-1.813	(3.532)	-1.290	(2.904)
rCSI	-0.922	(1.515)	-0.961	(1.528)
Stress coping strategies	-0.0576	(0.104)	-0.104	(0.0891)
Crisis coping strategies	-0.147*	(0.0725)	-0.181**	(0.0694)
Emergency coping strategies	-0.0229	(0.0484)	-0.0486	(0.0543)
Tchologo				
HDDS	1.494	(0.952)	0.305	(1.206)
FCS	23.00**	(10.25)	15.87	(11.60)
rCSI	-0.659	(1.180)	1.809	(2.311)
Stress coping strategies	-0.0697	(0.0881)	-0.0840	(0.0796)
Crisis coping strategies	-0.0738*	(0.0373)	-0.0692*	(0.0375)
Emergency coping strategies	-0.00500	(0.0366)	-0.00603	(0.0378)
Boukani				
HDDS	0.0991	(0.611)	-0.605	(0.957)
FCS	2.540	(10.83)	-5.688	(8.856)
rCSI	-3.302	(4.316)	-8.432	(5.752)
Stress coping strategies	-0.00383	(0.0920)	-0.0805	(0.136)
Crisis coping strategies	-0.111	(0.0949)	-0.139	(0.108)
Emergency coping strategies	-0.0318	(0.0591)	-0.0195	(0.0435)
Bagoue				
HDDS	-1.124	(1.449)	-1.118	(1.229)
FCS	1.862	(11.54)	-1.145	(9.337)
rCSI	1.529	(3.088)	5.227	(4.076)
Stress coping strategies	0.0526	(0.293)	0.0914	(0.214)
Crisis coping strategies	0.0839	(0.130)	0.119	(0.136)
Emergency coping strategies	0.0853	(0.0586)	0.0378*	(0.0211)
Gontougo				
HDDS	-0.624	(0.519)	-0.572	(0.448)
FCS	-2.419	(3.131)	-5.120	(3.654)
rCSI	2.234	(2.132)	2.615	(1.691)
Stress coping strategies	-0.0437	(0.0873)	-0.106	(0.106)
Crisis coping strategies	-0.0396	(0.0497)	-0.0551	(0.0528)
Emergency coping strategies	-0.0343	(0.0215)	-0.0183	(0.0166)

Robust standard errors in parentheses

**** $p < 0.01$, ** $p < 0.05$, * $p < 0.1$*

DiD = Difference-in-Difference

SE = Standard Error

Model 1 = Model without controls

Model 3 = Full model with household-level covariates

Food Security Measures

Table 38 Food Consumption Scores by households

Variable	Control - Baseline N = 371	Control - Midline N = 345	Intervention - Baseline N = 1,115	Intervention - Midline N = 745
All Subjects	64,7%	84,3%	72,5%	85,5%
Region				
Bafing	44,0%	89,7%	52,9%	87,2%
Cavally	70,0%	81,0%	69,7%	72,9%
Poro	61,3%	79,3%	65,8%	73,2%
Tchologo	77,5%	86,1%	55,1%	90,6%
Boukani	35,0%	73,5%	58,8%	89,5%
Bagoue	73,3%	93,1%	92,4%	97,0%
Gontougo	80,0%	93,0%	90,0%	94,1%
Class				
CP1	NA%	83,3%	NA%	83,2%
CP2	67,1%	88,4%	71,9%	89,3%
CE1	69,6%	78,6%	73,1%	84,9%
CE2	69,4%	85,7%	72,8%	87,8%
CM1	54,8%	85,7%	76,3%	82,2%
CM2	63,5%	NA%	68,5%	NA%
Sex of HH Head				
Male	65,2%	85,3%	72,5%	84,8%
Female	59,4%	80,6%	71,9%	88,4%

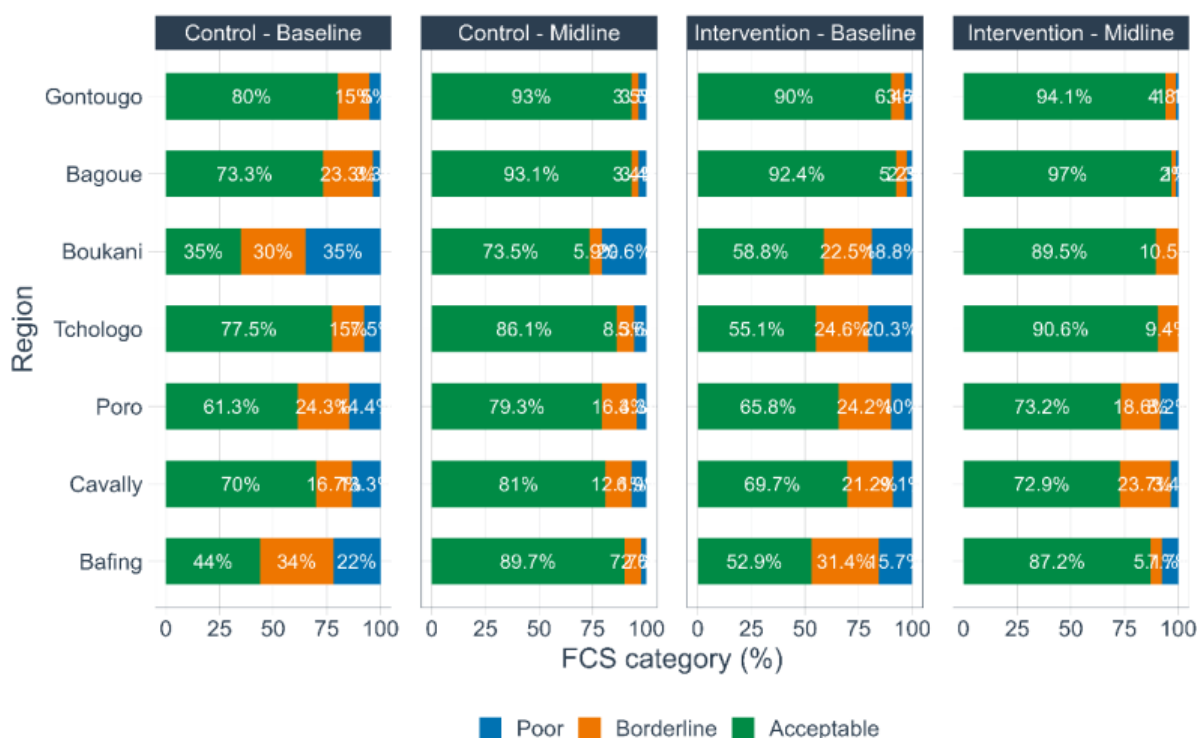


Figure 19 Figure 4 FCS by region

Reasons for absenteeism

Variable	Control – Baseline N = 36	Control – Midline N = 35	Intervention – Baseline N = 84	Intervention – Midline N = 84
First main reason for boys' absence from school				
Absence of teachers	3 (8.3%)	0 (0%)	2 (2.4%)	0 (0%)
Absence of teachers / Cultural beliefs and practices	0 (0%)	2 (14%)	0 (0%)	1 (5.6%)
Cannot eat in the cafeteria	0 (0%)	2 (14%)	0 (0%)	0 (0%)
Health/medical issue	18 (50%)	0 (0%)	59 (70%)	0 (0%)
Household agricultural work	2 (5.6%)	2 (14%)	2 (2.4%)	7 (39%)
None	0 (0%)	2 (14%)	0 (0%)	3 (17%)
Seasonal jobs or domestic work	0 (0%)	5 (36%)	3 (3.6%)	4 (22%)
Weather conditions (rain, floods, storms)	13 (36%)	1 (7.1%)	18 (21%)	3 (17%)
Unknown	0	21	0	66
Second main reason for boys' absence from school				
Absence of teachers	9 (25%)	0 (0%)	17 (21%)	0 (0%)
Absence of teachers / Cultural beliefs and practices	12 (33%)	0 (0%)	22 (27%)	3 (3.8%)
Cannot eat in the cafeteria	0 (0%)	2 (6.3%)	0 (0%)	1 (1.3%)
Health/medical issue	8 (22%)	7 (22%)	13 (16%)	25 (32%)
Household agricultural work	3 (8.3%)	5 (16%)	4 (4.9%)	6 (7.6%)
None	0 (0%)	7 (22%)	0 (0%)	19 (24%)
Other (please specify)	0 (0%)	5 (16%)	0 (0%)	10 (13%)
Refused/Doesn't know	0 (0%)	0 (0%)	0 (0%)	1 (1.3%)
Seasonal jobs or domestic work	1 (2.8%)	6 (19%)	8 (9.8%)	12 (15%)
Weather conditions (rain, floods, storms)	3 (8.3%)	0 (0%)	18 (22%)	2 (2.5%)
Unknown	0	3	2	5
Third main reason for boys' absence from school				
Absence of teachers	2 (8.7%)	0 (0%)	4 (6.5%)	0 (0%)
Absence of teachers / Cultural beliefs and practices	12 (52%)	0 (0%)	42 (68%)	2 (2.5%)
Cannot eat in the cafeteria	0 (0%)	2 (6.3%)	0 (0%)	2 (2.5%)
Health/medical issue	0 (0%)	5 (16%)	2 (3.2%)	18 (23%)
Household agricultural work	3 (13%)	2 (6.3%)	3 (4.8%)	8 (10%)
None	0 (0%)	13 (41%)	0 (0%)	33 (42%)
Other (please specify)	0 (0%)	5 (16%)	0 (0%)	4 (5.1%)
Refused/Doesn't know	0 (0%)	0 (0%)	0 (0%)	1 (1.3%)
Seasonal jobs or domestic work	3 (13%)	5 (16%)	6 (9.7%)	10 (13%)
Weather conditions (rain, floods, storms)	3 (13%)	0 (0%)	5 (8.1%)	1 (1.3%)
Unknown	13	3	22	5
First main reason for girls' absence from school				
Absence of teachers / Cultural beliefs and practices	0 (0%)	0 (0%)	0 (0%)	1 (1.3%)
Cannot eat in the cafeteria	0 (0%)	3 (9.4%)	0 (0%)	0 (0%)
Cultural beliefs and practices	0 (0%)	3 (9.4%)	0 (0%)	1 (1.3%)
Health/medical issue	21 (58%)	17 (53%)	62 (74%)	56 (73%)
Household agricultural work	1 (2.8%)	2 (6.3%)	6 (7.1%)	5 (6.5%)
None	0 (0%)	3 (9.4%)	0 (0%)	5 (6.5%)
Seasonal jobs or domestic work	5 (14%)	4 (13%)	8 (9.5%)	8 (10%)
Weather conditions (rain, floods, storms)	9 (25%)	0 (0%)	8 (9.5%)	1 (1.3%)
Unknown	0	3	0	7
Second main reason for girls' absence from school				
Absence of teachers	8 (22%)	0 (0%)	10 (12%)	0 (0%)

Absence of teachers / Cultural beliefs and practices	13 (36%)	2 (6.3%)	37 (44%)	5 (6.3%)
Cannot eat in the cafeteria	0 (0%)	1 (3.1%)	0 (0%)	1 (1.3%)
Health/medical issue	4 (11%)	7 (22%)	5 (6.0%)	21 (27%)
Household agricultural work	3 (8.3%)	7 (22%)	4 (4.8%)	6 (7.6%)
None	0 (0%)	9 (28%)	0 (0%)	24 (30%)
Other (please specify)	0 (0%)	3 (9.4%)	0 (0%)	8 (10%)
Seasonal jobs or domestic work	1 (2.8%)	3 (9.4%)	5 (6.0%)	13 (16%)
Weather conditions (rain, floods, storms)	7 (19%)	0 (0%)	23 (27%)	1 (1.3%)
Unknown	0	3	0	5

Third main reason for girls' absence from school

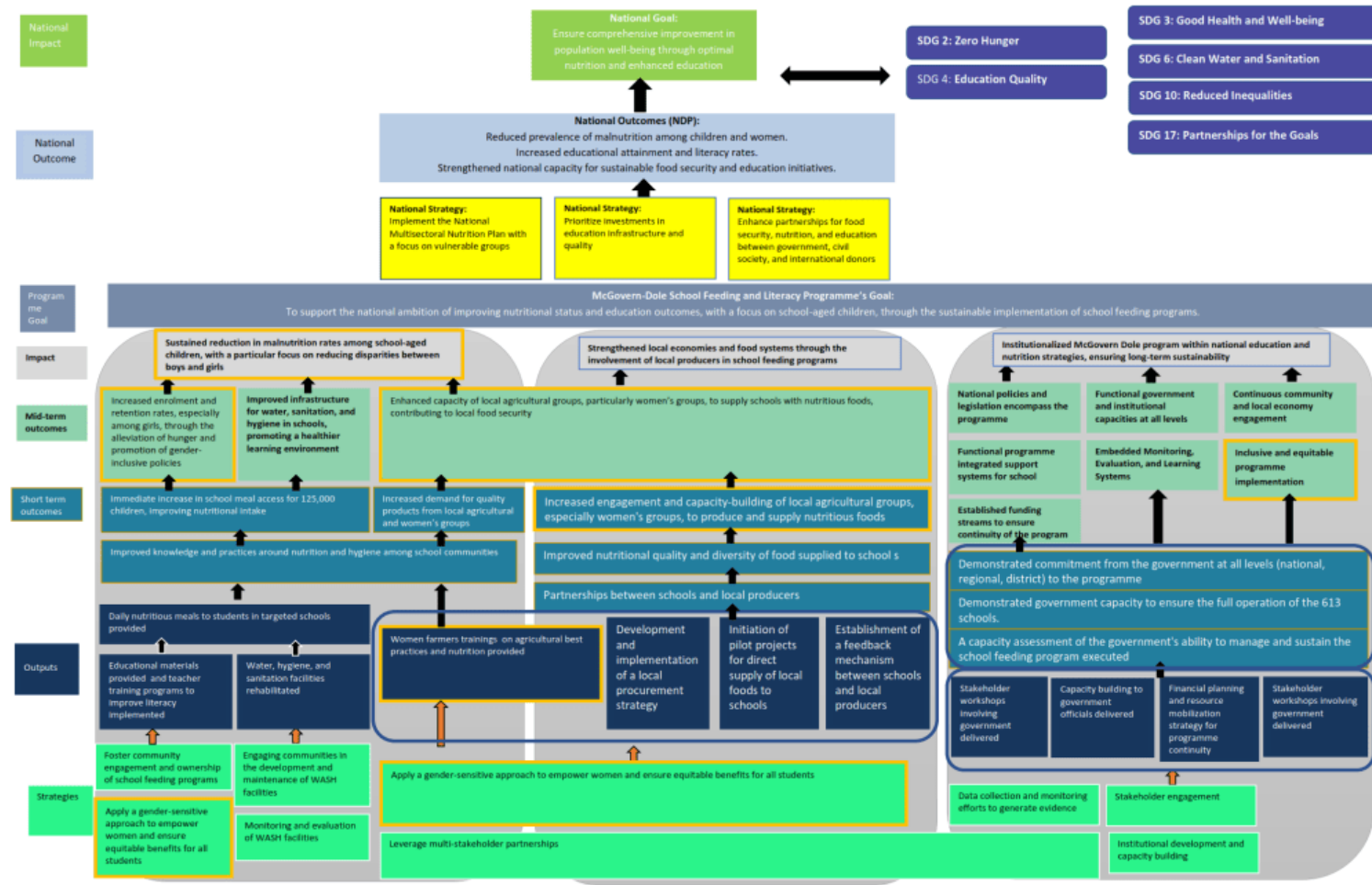
Absence of teachers	2 (8.7%)	0 (0%)	3 (6.5%)	0 (0%)
Absence of teachers / Cultural beliefs and practices	13 (57%)	0 (0%)	30 (65%)	5 (6.3%)
Cannot eat in the cafeteria	0 (0%)	2 (6.3%)	0 (0%)	2 (2.5%)
Health/medical issue	1 (4.3%)	6 (19%)	3 (6.5%)	15 (19%)
Household agricultural work	3 (13%)	2 (6.3%)	3 (6.5%)	7 (8.9%)
None	0 (0%)	9 (28%)	0 (0%)	35 (44%)
Other (please specify)	0 (0%)	7 (22%)	0 (0%)	4 (5.1%)
Seasonal jobs or domestic work	3 (13%)	5 (16%)	5 (11%)	9 (11%)
Weather conditions (rain, floods, storms)	1 (4.3%)	1 (3.1%)	2 (4.3%)	2 (2.5%)
Unknown	13	3	38	5

Table 39 Proportion of canteen staff able to identify at least three health and hygiene, food preparation and food storage practices

Variable	3 or more health and hygiene practices		3 or more food preparation practices		3 or more food storage practices	
	Intervention - Baseline	Intervention - Midline	Intervention - Baseline	Intervention - Midline	Intervention - Baseline	Intervention - Midline
	N = 84	N = 71	N = 84	N = 71	N = 84	N = 71
All Subjects	79,8%	87,3%	65,5%	69,0%	27,4%	69,0%
Region						
Bafing	28,6%	100,0%	42,9%	100,0%	28,6%	100,0%
Bagoue	90,0%	100,0%	50,0%	80,0%	20,0%	80,0%
Boukani	75,0%	71,4%	50,0%	71,4%	0,0%	71,4%
Cavally	71,4%	80,0%	57,1%	0,0%	0,0%	20,0%
Gontougo	81,8%	88,9%	90,9%	83,3%	50,0%	83,3%
Poro	91,3%	82,4%	65,2%	64,7%	26,1%	70,6%
Tchologo	85,7%	85,7%	57,1%	42,9%	28,6%	14,3%
Sex of Canteen Manager						
Male	80,9%	82,7%	66,2%	73,1%	27,9%	71,2%
Female	75,0%	100,0%	62,5%	57,9%	25,0%	63,2%

Annex 7. Reconstructed Theory of Change

Figure 20: Reconstructed Theory of Change



Annex 8. Progress made on Results Framework indicators

Indicators	Baseline 2021	Midterm 2024 (Actual)	FY 2023 target	FY 2024 target	Comments
Standard Indicator 1: Percentage of students who, at the end of two years of primary education, demonstrate that they can read and understand the meaning of grade-level text (boys) .	CP1 -	70.8%	50% Girls :45% Boys :55%	50% Girls :45% Boys :55%	
	CP2 - 3.4%	27.4%			
	CE1 - 8.0%	38.0%			
	CE2 - 7.9%	22.7%			
	CM1- 4.8%	23.4%			
	CM2 - 11.3%	-			
Percentage of students who, at the end of two years of primary education, demonstrate that they can read and understand the meaning of grade-level text (girls) .	CP1 -	63.6%			
	CP2 - 6.0%	24.7%			
	CE1 - 11.9%	28.0%			
	CE2 - 15.7%	23.3%			
	CM1 - 4.8%	20.0%			
	CM2 - 14.6%	-			
Percentage of students who, at the end of two years of primary education, demonstrate that they can read and understand the meaning of grade-level text (boys and girls) .	CP1 -	67.1%			
	CP2 - 4.7%	26.0%			
	CE1 - 9.9%	32.9%			
	CE2 - 11.8%	23.0%			
	CM1 - 4.8%	21.7%			
	CM2 - 13.0%	-			
Standard Indicator 2	99,70%	92,3%	94%	96%	
Average student attendance rate in USDA supported classrooms/schools					
Proportion of students regularly attending (80%) classes/schools supported by the project (boys) .					
Proportion of students regularly attending (80%) classes/schools supported by the project (girls) .	100,00%	92,3%			

Standard Indicator 3 Number of teaching and learning materials provided as a result of USDA assistance.	0	Not available	14,303	0	
Standard Indicator 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	All - 391 (89.0%) Male - 289 (90.7%) Female - 101 (85.1%)	All - 300 (100%) Male - 199 (100%) Female - 101 (100%)	3,494	3,494	Targets in whole numbers (not proportion / percentage) relate to overall project, not survey sample
Standard Indicator 5 Number of teachers/educators/teaching assistants trained or certified as a result of USDA assistance (by type, by sex).	221 (56.5%) Men =135 Women 86	168 (56%) Men = 97 Women = 88.2	3,678	3,678	
Standard Indicator 6 Number of school administrators and officials in target schools who demonstrate use of new techniques or tools as a result of USDA assistance	All - 84 Male - 78 Female - 6	All - 84 Male - 75 Female - 9	725	725	
Standard Indicator 7 Number of school administrators (Directors) and officials (Mentors and Inspectors) trained or certified as a result of USDA assistance	0	15 school advisers - trained in the construction, management, and promotion of fuel-efficient stoves. 20 community advisers trained on community mobilization, 16 community advisers trained on food storage and management. 250 canteen managers, workers, and community advisers trained on nutrition and bean-based dish preparation	763	763	
Standard Indicator 8 Number of educational facilities (improved water sources, and latrines, stoves stones and Other school grounds) rehabilitated/constructed as a result of USDA assistance		Improved water source at schools 68 (81%) Improved sanitation at schools 60 (71%)	FY21 - 215 FY22 -405 FY23 - 243	0	
Standard Indicator 9 Number of students enrolled in school receiving USDA assistance		134,835 Girls 68,580 (51%) Boys 66,255 (49%)	136000	138,000	
Number of schoolchildren enrolled in schools benefiting from the project (boys).		Median enrolment rate - 107			

Number of schoolchildren enrolled in schools benefiting from project assistance (girls) .		Median enrolment rate - 110			
Male-female ratio in primary school.	1,09	1.02			
Standard Indicator 10 Number of policies, regulations, or administrative procedures in each of the following stages of development as a result of USDA assistance (Education)		0	FY21 - 2 FY22 - 2 FY23 - 1	1	
Standard Indicator 11 Value of new USG commitments, and new public and private sector investments leveraged by USDA to support food security and nutrition		Not Available	9,323,424	10,863,636	
Standard Indicator 12 Number of public-private partnerships formed as a result of USDA assistance		50 ¹¹³	FY21 -18 FY22 - 0 FY23 - 0	0	
Standard Indicator 13 Number of Parent-Teacher Associations (PTAs) or similar "school" governance structures supported as a result of USDA assistance		613	613	613	
Standard Indicator 16 Number of daily school meals (breakfast, snack, lunch) provided to school-age children as a result of USDA assistance	0	18482	FY21 - 15,000,000 FY22 - 11,875,000 FY23 - 8,750,000	5,625,000	Number obtained from school questionnaire administered to school directors in the intervention group.
Proportion of schoolchildren in targeted schools who ate a meal regularly before or during the school day (by sex).	0	Girls = 74,9% Boys =77,9%			
Standard Indicator 17 Number of school-age children receiving daily school meals (breakfast, snack, lunch) as a result of USDA assistance (boys)	0	9369	125,000 (boys and girls)	125,000	
Standard Indicator 17 Number of school-age children receiving daily school meals (breakfast, snack, lunch) as a result of USDA assistance (girls)	0	9113	125,000 (boys and girls)	125,000	

¹¹³ Number indicated by report reviewer. To be confirmed by the Country Office

Standard Indicator 18 Number of USDA social assistance beneficiaries participating in productive safety nets	0	Not available	FY21 – 127,000 FY22 – 128,500 FY23 – 130,000	128,000	
Standard Indicator 19 Number of individuals who demonstrate use of new child health and nutrition practices as a result of USDA assistance (men)	0	63	855 (men and women)	855	
Standard Indicator 20 Number of individuals who demonstrate use of new safe food preparation and storage practices as a result of USDA assistance	0		238	71	
Standard Indicator 22 Number of individuals trained in safe food preparation and storage as a result of USDA assistance	0	125	250	75	
Standard Indicator 23 Number of individuals trained in child health and nutrition as a result of USDA assistance (men)	0	63	900 (men and women)	900	
Standard Indicator 23 Number of individuals trained in child health and nutrition as a result of USDA assistance (women)	0	62	900 (men and women)	900	
Standard Indicator 27 Number of schools using an improved water source	59	68	179	179	
Standard Indicator 28 Number of schools with improved sanitation facilities	54	60	332	332	
Standard Indicator 29 Number of students receiving deworming medication(s)	87882	4838	136,000	138,000	
Proportion of schools using an improved water source.	70,2%	81%			
Proportion of schools with improved sanitation facilities.	64,3%	71,4			
Standard Indicator 30 Number of individuals participating in USDA food security programs		Not available	136,222	138,473	
Standard Indicator 31 Number of individuals benefiting indirectly from USDA-funded interventions			625,000	625,000	
Standard Indicator 32 Number of schools reached as a result of USDA assistance		613	613	613	
Custom Indicator 7	337 (86.2%)	269 (89.5%)	90%	92	

Proportion of teachers in target schools who regularly attend and teach at school (at least 90% of school days) by school year.					
Custom Indicator 8 Number of primary students benefiting from the provision of supplemental reading materials.	0	Not available	134,000	136,000	
Number of teachers/teaching assistants in targeted schools demonstrating the use of new and good teaching techniques or tools (by type, by sex). (McGovern-Dole 1.1.4:Improvement of skills and knowledge of teachers)	Mobile library 186 (48%) Reading boards 236 (60%) Illustrated boards 203 (52%) Junior dictionaries 80 (20%) Records Material Management 44 (11%) Sculpted plastic 84 (21%) Megaphone 24 (6.1%) Other tools 85 (22%)	Mobile library 160(53%) Reading boards150 (50%) Illustrated boards 179 (60%) Junior dictionaries 64 (21%) Records Material Management 19 (6.3%) Sculpted plastic 71 (24%) Megaphone 20 (6.7%) Other tools 75 (25%) Men -175 Women -94	Teacher Questionnaire		
Proportion of schoolchildren identified as being attentive in class by their teachers (by sex, by class). (McGovern-Dole 1.2:Improving the attention of schoolchildren)	Girls = 63% Boys = 62%	Girls =68.9% Boys =66,4%	Teacher Questionnaire		
Proportion of households with acceptable food consumption by sex of household head.	Women = 71,9%	88,4%	Household Questionnaire		
	Men = 72,5%	84,8%	Household Questionnaire		
Coping strategy index (average) by sex of head of household.	Women = 5	8,3	Household Questionnaire		
	Male = 4,8	6,6	Household Questionnaire		
Dietary diversity score by sex of head of household.	Women = 4.1	4,6	Household Questionnaire		
	Male = 4.5	4,7	Household Questionnaire		

Proportion of schoolchildren who miss more than 10 days of school per year due to illness (boys). (McGovern-Dole 1.3.2:Reduction in health-related absences)	3,40%	6,0%	Teacher Questionnaire		
Proportion of schoolchildren who miss more than 10 days of school per year due to illness (girls). (McGovern-Dole 1.3.2:Reduction in health-related absences)	2,30%	6,4%	Teacher Questionnaire		
Number of members of management committees and members of women's production groups made aware of the importance of education. (McGovern-Dole 1.3.5: Better community understanding of the benefits of education)	0	Not available			
Value of public and private investments creating leverage through the project (host government).	0	N/A			
Annual rate of increase in the budget allocated by the government to the School Canteens Department.	0	N/A			
Proportion of schoolchildren receiving a minimum acceptable diet (boys). (McGovern-Dole SO2: Increased use of health and dietary practices)	65,90%	83,8%			
Proportion of schoolchildren receiving a minimum acceptable diet (girls). (McGovern-Dole SO2: Increased use of health and dietary practices)	65,90%	83,5%			
Proportion of members of the school management committee and canteen management staff who can identify at least three health and hygiene practices (men). (McGovern-Dole 2.1: Improved knowledge of health and hygiene practices)	80,90%	82,7%			

Proportion of members of the school management committee and canteen management staff who can identify at least three health and hygiene practices (women). (McGovern-Dole 2.1: Improved knowledge of health and hygiene practices)	75,00%	100%			
Proportion of school management committee members and canteen management staff who can identify at least three safe food preparation and storage practices. (McGovern-Dole 2.2: Increased knowledge of safe food preparation and storage practices)	Good food storage practices 27,9% - men 25,0% women	Good food storage practices 71.2% - men 63.2% - women	65.5%		
	Good food preparation practices 66,2% - men 62,5% women	Good food preparation practices 73,1% - men 57,9% women	65.5%		
Number of targeted schools with access to equipment (McGovern-Dole 2.6: Increased access to tools and equipment required for food preparation and storage)		64 – preparation equipment 63 – storage equipment			
Value of public and private investments creating leverage through the project (host government). (McGovern-Dole 1.4.2: Increased government support)	0	N/A			
Annual rate of increase in the budget allocated by the (McGovern-Dole 1.4.2: Increased government support)	0	N/A	Review of project documents		
Custom Indicator 9 Number of schools with Women Production Groups supporting the school canteens	0	Not available	50	50	

Annex 9. Mapping Recommendations to Findings

Finding	Conclusion	Recommendation
Limited implementation of key elements in the handover document, affecting program effectiveness and efficiency.	The McGovern-Dole 2 demonstrates several sustainability elements, notably intensive and meaningful community engagement, ongoing capacity-building initiatives, and a gradual increase in government financial commitment. Nonetheless, significant challenges persist, particularly regarding the transition to government ownership, resource management, and dependence on external support, which may affect the programme's long-term viability.	1. Intensify advocacy for the realization of critical elements in the handover document, including creating awareness, revising transition plans, and advocating for the adoption of a legal framework to ensure sustainability.
Sex-sensitive indicators and data collection gaps in program monitoring.	The programme displayed a positive and statistically significant impact on both girls and boys achieving the grade-appropriate minimum score. However, the effects weakened or became statistically insignificant when additional factors like region, class, and individual covariates were considered. Furthermore, there were no significant programme impact on the food security measures at household and pupil levels. Regarding this latter element, it is important to flag that the phase 2 project still has a longer time of implementation, and also, its interventions are mainly focused directly on schools.	2. Strengthen the program monitoring system by introducing sex-sensitive indicators to track women's participation in food production, storage, and income generation at household levels.
Disparities in cost-effectiveness across districts and inconsistent resource utilization trends.	The programme is likely on track to achieve its broader objectives, but there is need to intensify efforts to address regional disparities and differences in access and outcomes for girls and boys. The intervention's effect was similar for both male and female pupils, with no major sex-based differences in literacy improvements, and parity between girls and boys in enrolment moved closer to balance. These outcomes suggest that the programme is on track to achieve its broader objectives, particularly in improving educational access and quality for both girls and boys. However it is to be noted that the comparison schools also consistently showed progress in many cases and in some cases, outperformed the intervention schools. The programme demonstrated a moderate efficiency by midterm with demonstrated variable cost-effectiveness across districts, highlighting the need for targeted interventions at district level and opportunities for replication of lessons from top performing districts. Overall, though the programme meets its fundamental objectives of addressing food insecurity and improving educational outcomes, enhancements in resource planning,	3. Develop a systematic approach to address cost-effectiveness disparities through geographic alignment, real-time monitoring systems, and enhanced logistics management.

	utilization, and monitoring are needed to maximize cost-effectiveness and ensure alignment with alternative, more efficient strategies.	
Increased absenteeism among boys due to agricultural work and among girls due to health issues.	Absenteeism is evolving based on sex-specific pressures, with boys disproportionately affected by household responsibilities.	4. Implement targeted strategies like take-home rations for boys and girls while focusing on increasing the operational days for on-site meals to mitigate absenteeism.
Exclusion of children with disabilities from program benefits and lack of specific disability inclusion mechanisms.	Program design and implementation inadequately address the needs of children with disabilities, risking their exclusion.	5. Incorporate disability-inclusion approaches by engaging Disabled People's Organizations, collecting disability-specific data, and adapting infrastructure and policies.
Limited capacity of local community structures, including school canteen committees, to sustain efforts without external support.	Sustainability of the program depends on strengthening local capacity and ownership of community-led initiatives and strengthening the government commitment to the process.	6. Strengthen local/community structures by fostering peer learning, targeted support for school canteen committees, and advocating for integration into local government budgets.
Declining teacher participation was reported in some areas especially Bagoué and Gontougo.	The holistic approach towards educational development, incorporating teacher training, the provision of learning resources and school meals, and active community engagement were pivotal to the programme's success. However, it is important to note that comparison schools also exhibited consistent progress, and in certain cases, outperformed the intervention schools.	7. Improve teacher training coverage - To address the decline in teacher training participation, it is essential to adopt a more adaptive and context-sensitive approach that considers the logistical, institutional, and socio-economic constraints affecting schools in Bagoué and Gontougo.

Annex 10. List of people interviewed

Category	Type of Interview	Respondents
Government and partners	KII	<ul style="list-style-type: none"> School canteen management Sub-Directorate of School Canteens Provider Deputy Director of the Integrated Programme for the Sustainability of School Canteens Deputy Director of Monitoring and Evaluation (M&E)
	FGD	<ul style="list-style-type: none"> Energy Department Communications Department Accounting Department
	FGD	<ul style="list-style-type: none"> Department of Pedagogy and Continuing Education (DPFC)
	KII	<ul style="list-style-type: none"> ANADER Headquarters
	KII	<ul style="list-style-type: none"> BFGD SAMS Project Coordinator
USDA	KII	<ul style="list-style-type: none"> Program Manager, McGovern-Dole, Côte d'Ivoire
AVSI	KII	<ul style="list-style-type: none"> AVSI Regional Representative
	KII	<ul style="list-style-type: none"> AVSI Education Project Manager
	KII	<ul style="list-style-type: none"> Head of M&E AVSI
WFP	KII	<ul style="list-style-type: none"> WFP Headquarters WFP Regional Office School Feeding Manager School Feeding Associate Nutrition Specialist Project Manager Program Assistant Head of Program Unit Resilience Manager Resilience Manager
	KII	<ul style="list-style-type: none"> M&E Manager M&E Assistant Monitor Heads of sub-offices Program Assistant Shipping Manager Budget Program Manager Head of Finance Unit Supply Chain Manager

Annex 11. Bibliography

Document Type	Comment/titles & dates of documents received	Received - Y/N (N/A)
Country office strategic documents (if applicable)		
Annex I: Summary of LOGICAL Framework of CÔTE D'IVOIRE		Y
Ivory Coast CSP 2019-2023	Power point presentation	Y
Draft country strategic plan (2019-2023)	Word document	Y
Côte d'IvoireCOMP 2020 as of 11.11.2019		Y
Ivory Coast COMP 2020		Y
Assessment reports [if applicable]		
FINAL REPORT MARKET STUDY ON NIEBE VF		Y
Joint mission final report - Needs assessment of refugees and host households - North CI		Y
McGovern-Dole Market Research Final Report		Y
EVALUATION REPORT OF THE PROJECT TO SUPPORT SMALL PRODUCERS IN THE NORTHERN IVORY COAST		Y
EXECUTIVE SUMMARY OF THE EVALUATION OF THE PROJECT TO SUPPORT SMALL PRODUCERS IN THE NORTHERN IVORY COAST		Y
Final -Report quarter 1 2022 - March		Y
FINAl_Half-year report ME 2022 - June		Y
M&E report _Jan 22 draft		Y
ME Report _August 2022		Y
ME Report _Feb 2022		Y
ME Report _July 2022		Y
ME Report _May 2022		Y
Final ECOWAS Flood PDM Cash Report 2021		Y
BaseLine LDF Households Report 2019 Final		Y
BaseLine LDF_GROUPEMENT_2019_Final Report		Y
Final Price Analysis July 2022		Y
Final Price Analysis Jan 2022		Y
FINAL_Price analysis_ June 1 to 7		Y
FINAL_Price analysis_ May 4 to 10		Y
FINAL_Price analysis_ June 8 to 14, 2020 (002)		Y
FINAL_Price analysis_ June 8 to 14, 2020		Y
FINAL_Price analysis_ May 18 to 24		Y
FINAL_Price analysis_ May 25 to 31		Y
FINAL_Price analysis_12 to 18 Oct 20		Y

May 2022_Price Analysis		Y
MFI Report_Côte d'Ivoire_2022		Y
MFI_Côte d'Ivoire_CASH report		Y
MFI report		Y
WFP- Market Bulletin August 2022		Y
Côte d'IvoireMcGovern-Dole Semi-Annual Report Narrative April - September 2019_CD rv.docx		Y
Côte d'Ivoire McGovern-Dole Semi-Annual Report Narrative April-Sept 2017_final.docx		Y
Côte d'Ivoire McGovern-Dole Semi-annual Report Narrative Oct 2016 to march 2017_final.docx		Y
Report M_21-05-1_SF from May 17 to 21-21_Tanoh (1)		Y
Report 2 McGovern-Dole BT Korhogo		Y
Report 3 McGovern-Dole BT Korhogo		Y
Report 4 McGovern-Dole BT Korhogo		Y
Report 5 McGovern-Dole BT Korhogo		Y
Report 6 McGovern-Dole BT Korhogo		Y
School canteen monitoring report-Boundiali-Kolia from February 28 to March 2, 2018		Y
Report M_19- 11- 02 _SF from 13 to 15 and 22 11-2019_tanoh		Y
Report M_20-06-02 _SF from June 11 to 12 and 18 to 20-20_Tanoh		Y
Report M_20-12-01 _SF from 17 to 18-12-20_TANOH (1)		Y
Report M_21-01-01 _SF from 13 to 15 and from 18 to 20 Jan-21 revised_Tanoh (1)		Y
Report M_21-02-01 _SF from February 22 to 26-21_Tanoh (1)		Y
Report M_21-03-01 _SF from March 15 to 19-21_Tanoh (1)		Y
McGovern-Dole BT Korhogo report		Y
Report_Man_21-06-01_WFP-DCS Joint Mission_Minta (1)		Y
Rapport_Man_2020-01-03_SF Toulepleu-Blolé_Minta		Y
Rapport_Man_2021-01-2_SF Toulepleu_Minta_ok (1)		Y
Rapport_Man_2021-02-02_SF Touba_Minta (1)		Y
Rapport_Man_2021-04-02_SF Bloléquin_Minta (1)		Y
Rapport_Man19-04-01_SF_Toulepleu_Minta		Y
FSOM Report 2022		Y
FSOM Report 2023_3		Y
Operational documents (if applicable)		
PAM-AVSI AGREEMENT 2023		Y
Report template from July 1 to September 30, 2023 McGovern-Dole _AVSI		Y
QUARTERLY REPORT PAM ZBOUNA-		Y
Quarterly_report_ McGovern-Dole _AVSI_From_01.01_to_31.03.2023_April 24		Y
Quarterly_report_ McGovern-Dole _AVSI_From_01.01_to_31.03.2023_April 24		Y
QUARTERLY REPORT SCHOOL CANTEEN - McGovern-Dole FY20 ZONE BONDOUNKOU		Y

TANDA ZONE _ QUARTERLY REPORT SCHOOL CANTEEN ACTIVITIES - FY20 AWARD - SUPERVISION COMPONENT -		Y
Annual Country Report_CI02-2019		Y
Annual Country Report_CI02-2020		Y
Annual Country Report_CI02-2021		Y
Annual Country Report_CI02-2022)		Y
CIV_ CSP (2019-2023) Logframe - 8 May 18		Y
CIV_CSP_Detailed_Logframe_in_table_(2025)		Y
WFP Corporate Results Framework (2022-2025)		Y
Evaluations/reviews/audits/operational research		
2015 McGovern-Dole Ivory Coast MGD WFP Baseline		Y
Baseline evaluation of the second phase (2021–2026) of the McGovern-Dole Food for Education and Child Nutrition Program in Côte d'Ivoire		Y
CSP MTR DRAFT 01_03_2023 (CO inputs 03.03.2023) _Seydou		Y
Final evaluation of the first phase (2015–2021) of the McGovern-Dole Food for Education and Child Nutrition Program in Côte d'Ivoire		Y
Midline Evaluation Report_ McGovern-Dole _WFP_CIV_English Version		Y
Mid-Term Evaluation Report_ McGovern-Dole _PAM_CIV_French Version		Y
SFBaselineSurveyReport_EN_AN_01		Y
SFBaselineSurveyReport_FR_AN_01		Y
USDA McGovern-Dole Indicator Handbook - February 2019		Y
PROCESS EVALUATION		Y
Resource mobilization (if applicable)		
CIV_CounryMap_WFP_WFP Intervention Zones in 2018 _20180922		Y
civ_CountryMap_wfp_activities location _20230927		Y
civ_CountryMap_wfp_Food security projected situation and activities location _20230926		Y
Ivory Coast_WFP_FFE-681-2020-010-00_10.30.20		Y
FINAL 2_Transition plan_Sep 2020		Y
RESULTS MATRIX OF THE COOPERATION FRAMEWORK FOR SUSTAINABLE DEVELOPMENT IN IVORY COAST_20_09_20		Y
Multi-sectoral strategic nutrition plan - PNMN_2016_2020		Y
National Agricultural Investment Program (PNIA) 2017-2025 2nd generation, November 2017		Y
USDA Monitoring and Evaluation Policy_feb_2019		Y
USDA Monitoring and Evaluation Policy_feb_2019		Y
National School Feeding Strategy CIV		Y
Zero Hunger Review		Y

Annex 12. Recommendations

- 1. Intensify advocacy for the actualization / implementation of the critical elements in the handover document given the evidence from this midterm evaluation of its influence on the effectiveness and efficiency of the programme.** WFP can support the process in several ways, some of which were proposed by stakeholders in the PA workshop:
 - a. Create awareness and propose possible solutions to relevant stakeholders on ways to address the equity issues raised by the government.
 - b. Strengthen advocacy for the signing of CI commitments for the school meals coalition. Then, align with School Meal Coalition commitments once they are signed;
 - c. Review the transition plan and define new deadlines;
 - d. Review the number of days to be borne by the government (downwards) - to generate willingness and an initial momentum;
 - e. Support the recruitment of a consultant to draft the legal framework, the School Act Law that will undergird the transition plan; Advocate for the adoption of the law in parliament, establishment of a- budget line, Implementation, and Scale up)
 - f. Explore high level engagements with government stakeholders e.g. at the level of the Prime Minister to identify another influential Champion of the handover process in order to accelerate progress
- 2. Strengthen the programme monitoring system to address data gaps in in monitoring equitable outcomes for all population groups.**
 - a. Perspectives on balanced access and outcomes for girls, boys, women, and men should be explicitly outlined in the project's outputs or indicators.
 - b. Ensure that sex-disaggregated and other relevant indicators are developed that track women's participation in the food production, storage and distribution processes. Also develop indicators that can track sales/income at household level
- 3. Address district (and possibly regional) disparities in cost-effectiveness**

Develop a systematic approach with intentional geographic programme alignment at district (and possibly regional) levels to address disparities.

 - a. Reassess resource allocation models to align with district-specific needs and reduce underutilization.
 - b. Strengthen supply chain, particularly in underperforming districts, to improve cost-effectiveness without straining budgets.
 - c. Use lessons from districts like Ferkessedougou to replicate successful practices in others.
 - d. Consider investment in Real-Time Monitoring systems to track resource allocation and utilization, enabling rapid interventions.
 - e. Enhance logistics management - improve storage and transportation systems for oil and beans, which exhibit greater variability and regularly evaluate resource allocation trends and adjust strategies as needed.
 - f. Provide training for local including school staff to optimize resource management practices given the evidence from this evaluation that schools with experienced staff achieved higher alignment between planned and served populations.
 - g. Consider establishing regional hubs to reduce logistical costs and improve resource availability in high-cost districts.
- 4. Address the issue of absenteeism in boys due to agricultural and other work; and the increase in health-related absenteeism for girls. Address worsening boys' absenteeism seen in both intervention and comparison schools.** The primary reasons for absenteeism evolved from health-related reasons at baseline to household agricultural work / Seasonal jobs or domestic work at midterm for the boys.
 - a. Consider strategies like take-home rations for boys and girls to relieve the pressure to support their households which seems to weigh more heavily on the boys. However, it is noted that THR is a back-

up mechanism. The focus should be for WFP/Government to increase the actual number of operational days for on-site meals.

- b. Review the pattern of increased health related absenteeism for girls ((from 2.3% at baseline to 6.4% at midterm) to avoid further increase by endline. A rapid research / appraisal could provide more insight into the root causes and their solutions.

5. Incorporate a more integrative approach to target children living with disabilities.

- a. Stakeholder consultations on this for the rest of the programme cycle should include People with Disabilities and Disabled People's Organisations.
- b. Introduce indicators on children with disabilities at the school level - into the programme log frame. Data should be collected on disability among the programme's target beneficiaries – an important step needed to prevent their exclusion from the interventions.
- c. Disability inclusion will require infrastructural adjustments at the school level and possible policy adjustments which would require cooperation with other technical partners.

6. Strengthen local / community structures

- a. For smallholder farmers - Continue to raise awareness among communities and advocate with village authorities around mutual insurance companies in order to encourage their commitment to supporting school canteens.
- b. For school canteen management committees –The evidence from this evaluation on the variability in their effectiveness suggests that while the committees are making valuable contributions, but their capacity to sustain these efforts without continued external support is limited.
 - i. Establish more targeted support and fostering peer learning between more and less effective committees to help to enhance their overall capacity.
 - ii. Advocate for the integration of school canteen funding in local government budgets and to build the capacity of local authorities to manage those funds effectively.

7. Improve Teacher Training Coverage especially in Bagoué and Gontougo

To address the decline in teacher training participation, it is essential to adopt a more adaptive and context-sensitive approach that considers the logistical, institutional, and socio-economic constraints affecting schools in Bagoué and Gontougo.

a. Decentralize and Adapt Training Delivery Models

Training sessions should be decentralized to bring them closer to the schools, especially in remote or hard-to-reach areas. This could involve establishing training hubs at the sub-prefecture level or organizing school-cluster training sessions that reduce travel time and logistical burden. Where feasible, a hybrid model that includes on-site coaching and short in-school modules can complement formal training workshops.

b. Integrate Flexible Scheduling Aligned with Local School Calendars

Training calendars must be aligned with local realities, including periods of peak agricultural activity, exam schedules, and known logistical bottlenecks. Engaging school directors and local education offices in co-developing these schedules will ensure higher attendance and better ownership of the training process.

c. Provide Substitution Support During Training Periods

To enable full teacher participation, particularly in schools where staff numbers are limited, the programme should explore the provision of temporary support—such as deploying mobile support teams, engaging trained volunteers, or scheduling training during non-teaching days—to ensure that classrooms are not left unattended during training sessions.

d. Strengthen Communication and Information Flow

Clear and timely communication about training opportunities is critical. Information should be systematically disseminated through formal channels (e.g., school heads, education inspectors) and reinforced through informal ones (e.g., community radios, SMS notifications, WhatsApp groups). This will help ensure all targeted educators are aware of their training schedules and expectations.

e. Reinforce Institutional Commitment and Coordination

Improving training coverage also requires stronger collaboration between implementing partners and regional education authorities. Clear joint planning and role definition should be established to avoid overlap, ensure accountability, and streamline resource allocation. Dedicated focal points within regional education offices can help monitor training participation and troubleshoot emerging issues.

f. Address Broader Teacher Workload and Support Gaps

Teachers in both regions often take on non-academic responsibilities, which compete with their professional development time. Where possible, the programme should advocate for additional school-level staffing—particularly canteen and hygiene support—to free up teachers for instructional and training duties. Concurrently, motivational strategies such as certificates, recognition, or minor incentives for training completion could improve participation and morale.

Annex 13. Confidentiality and ethics, and conflict of interest forms

1. Dr. Ngozi AKWATAGHIBE, Evaluation Team Lead

Confidentiality Agreement

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I understand that this declaration will remain in force after the completion of my involvement with the Office of Evaluation of WFP or any other WFP commissioning unit.

Name & Title: Dr Ngozi Akwataghibe

Place: Leidschendam, The Netherlands

Date: 28-Mar-2024

Signature:



ETHICAL GUIDELINES FOR EVALUATION

PLEDGE OF ETHICAL CONDUCT IN EVALUATION



United Nations Evaluation Group

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

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- Professional, engaging in credible and trustworthy behaviour, alongside competence, commitment and ongoing reflective practice.
- Independent, impartial and incorruptible.



ACCOUNTABILITY

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BENEFICENCE

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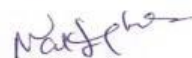
Evaluation

Mid-term evaluation of "Support to the integrated programme for sustainability of school canteens" in Cote d'Ivoire from 2021 to 2026

Date 29-Mar-2024

Signature

Name Dr Ngozi Akwataghibe



2. Pr Honoré MIMCHE, Education Expert

Confidentiality Agreement

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Name & Title: MIMCHE Honoré


Place: Yaoundé

Date: 28-Mar-2024


Signature:







Prof. Honoré Mimche
IFORD - Université de Ydé fi




ETHICAL GUIDELINES FOR EVALUATION
PLEDGE OF ETHICAL CONDUCT IN EVALUATION



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Evaluation	McGovern-Dole Mid-term Evaluation_WFP Cote d'Ivoire	Date	28-Mar-2024
Name	MIMCHE Honoré	Signature	 Prof. Honoré Mimche IFORD - Université de Ydé fi

3. Dana Cristina REPEDE, Evaluation Expert

Confidentiality Agreement

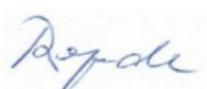
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Name & Title: Dana Cristina Repede-Evaluation Expert


Place: Erzenhausen, Germany

Date: 28.03.2024




Signature: 



ETHICAL GUIDELINES FOR EVALUATION
PLEDGE OF ETHICAL CONDUCT IN EVALUATION



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Name: Dana Cristina Repede- Evaluation Expert

Date 28.03.2024

Signature: 

4. Temitope ERINFOLAMI, Data Analyst

Confidentiality Agreement

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Name & Title: Temitope Erinfolami


Place: Liverpool, UK.

Date: 25 - 06 - 2025





Signature: [Signature]



ETHICAL GUIDELINES FOR EVALUATION
PLEDGE OF ETHICAL CONDUCT IN EVALUATION



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Evaluation Date 25 - 06 - 2025
Signature [Signature]

Name Temitope Erinfolami

5. Dr Zana Constantin SOMDA, Senior Health Financing Consultant

Confidentiality Agreement

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Name & Title: Zana Constantin SOMDA

Place: Athens, Georgia, USA

Date: 28-Mar-2025

Signature: 







ETHICAL GUIDELINES FOR EVALUATION
PLEDGE OF ETHICAL CONDUCT IN EVALUATION



United Nations Evaluation Group


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Evaluation WFP Cote D'Ivoire MTE

Date 28-Mar-2025

Signature 

Name Zana Constantin SOMDA

6. Dr Sosthène NGUESSAN, National Consultant

Confidentiality Agreement

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Name & Title: N'GUESSAN Tenguel Sosthene

Place: Abidjan

Date: 26-Mar-2024

Signature:



 ETHICAL GUIDELINES FOR EVALUATION PLEDGE OF ETHICAL CONDUCT IN EVALUATION		 UNEG United Nations Evaluation Group		
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Evaluation	Evaluation à mi-parcours de « l'Appui au Programme Intégré de Pérennisation des Cantines Scolaires » en Côte d'Ivoire de 2021 à 2026		Date	26-Mar-2024
Name	N'GUESSAN Tenguel Sosthene		Signature	

7. Hubal PFUMTCHUM, Quality Assurance

Confidentiality Agreement

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Name & Title: **Hubal PFUMTCHUM, Quality assurance**

Place: **Cameroun**

Date: **28-Mar-2025**

Signature:



ETHICAL GUIDELINES FOR EVALUATION		PLEDGE OF ETHICAL CONDUCT IN EVALUATION	
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Evaluation	Mid-term evaluation of Support to the integrated programme for sustainability of school canteens in Côte d'Ivoire from 2020 to 2026		Date 28-Mar-2024
Name	Hubal PFUMTCHUM		Signature 

8. Corine Mine Pondja, Evaluation Assistant

Confidentiality Agreement

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Name & Title: **MINE PONDJA CORINE, Evaluation assistant**

Place: **Douala**

Date: **29-Mar-2024**

Signature:

**MINE
PONDJA
CORINE**

Signé numériquement par MINE PONDJA CORINE
DN : C=CM, O=OVERSEE ADVISING GROUP, CN=MINE PONDJA CORINE,
E=cmp@myoag.org
Raison : J'approuve ce document avec ma signature juridiquement valable
Emplacement :
Date : 29-03-2024 11:44:15



ETHICAL GUIDELINES FOR EVALUATION

PLEDGE OF ETHICAL CONDUCT IN EVALUATION



UNEG
United Nations Evaluation Group

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Evaluation Mid-term evaluation of "Support to the integrated programme for sustainability of school canteens" in Cote d'Ivoire from 2021 to 2026

Date 29-Mar-2024

Signature

Name MINE PONDJA CORINE

**MINE
PONDJA
CORINE**

Signé numériquement par MINE PONDJA CORINE
DN : C=CM, O=OVERSEE ADVISING GROUP, CN=MINE PONDJA CORINE,
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Raison : J'approuve ce document avec ma signature juridiquement valable
Emplacement :
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9. Alice Noel Tchoumkeu Pendeme, Evaluation Assistant

Confidentiality Agreement

I, the undersigned, shall exercise the utmost discretion with regard to my involvement in the work of the Office of Evaluation of the World Food Programme (WFP). I shall keep in strict confidence any information known to me by reason of my activities for the WFP Evaluation Function at both central and decentralized levels. I shall not use such information for private gain, or to favour or prejudice any third party.





I understand that this declaration will remain in force after the completion of my involvement with the Office of Evaluation of WFP or any other WFP commissioning unit.

Name & Title: Alice Noël TCHOUMKEU PENDEME,
Evaluation assistant

Place: Côte d'Ivoire

Date: 28-Mar-2024

Signature: Alice Noël
TCHOUMKEU
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Signature numérique de Alice Noël TCHOUMKEU
Date : 2024.03.28 12:17:41 +01'00'

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: <ul style="list-style-type: none">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: <ul style="list-style-type: none">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: <ul style="list-style-type: none">Access to the evaluation process and products by all relevant stakeholders – whether powerful or less 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: <ul style="list-style-type: none">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	Mid-term evaluation of "Support to the integrated programme for sustainability of school canteens" in Cote d'Ivoire from 2021 to 2026	Date	28-Mar-2024
Name	Alice Noël TCHOUMKEU PENDEME	Signature	Alice Noël TCHOUMKEU Signature numérique de Alice Noël TCHOUMKEU Date : 2024.03.28 12:22:46 +01'00'

Annex 14. Acronyms and abbreviations

ACR	Annual Country Report
ANADER	Agence Nationale d'Appui au Développement Rural (National Rural Development Support Agency)
ANOVA	Analysis of Variance
ASER	Annual Status of Education Report
AVSI	Association des Volontaires pour le Service International (International Service Volunteers Association)
BFGD SAMS	
BSAFE	Basic security awareness training
CE	Cours Élémentaires / Elementary Courses
CERAP	Center for Research and Action for Peace
CM	Classe Cours Moyen
CO	Country Office
COGES	School Management Committee
COMET	Country Office Managing Effectively Tool)
CP	Classe Cours Préparatoire (Preparatory classes)
CPI	Coping Strategy Index
CRESAC	Regional coordinators of school canteens
CSCS	Canteen Monitoring Committees
CSI	Coping Strategy Index
CSP	Country Strategic Plan
DAC	Development Assistance Commission
DCS	DirectionDirection des Cantines Scolaires (Direction of school canteens)
DCS	Directorate of School Canteens
DEA	Data Envelopment Analysis
DEQS	Decentralized Evaluations Quality assurance system
DESPS	Department of Studies, Strategies, Planning and Statistics
DiD	Difference-in-Difference
DISSA	Dispositif de Suivi de la Situation Alimentaire (Food Situation Monitoring System)
DPFC	Department of Pedagogy and Continuing Education
DREN / RDNE	Délégation Régional de l'Education National / Regional Delegations of National Education
EB	WFP Executive Board
ECOWAP	West Africa Regional Agricultural Policy
ECOWAS	Economic Community of West African States
EDS	Enquêtes démographiques et de santé (Demographic and health surveys)
EGRA	Grade 1 Reading Assessment
EM	
ENV	Enquête sur le Niveau de Vie des Ménages (Household living standard survey)
ERG	Evaluation reference group

ERIC	Ethical Research Involving Children
ET	Evaluation Team
FAO	Food and Agriculture Organization
FAS	Foreign Agricultural Service
FCS	Food Consumption Score
FGD	Focus Group Discussion
FSOM	
GDP	Gross domestic product
HDDS	Household Dietary Diversity Scale
HH	Households
HIV/AIDS	Human immunodeficiency virus / Acquired Immune Deficiency Syndrome
HQ	Headquarter
HRBA	Human Rights Based Approach
IFAD	International Fund for Agricultural Development
IFED	International Food for Education and Child Nutrition Program
IR	Inception Report
KII	Key Informant Interview
LCS-FS	Livelihood Coping Strategies for Food Security
M&E	Monitoring and Evaluation
MENA	Ministère de l'Education Nationale et de l'alphabétisation (Ministry of National Education and Litteracy)
MICS	Multi Indicator Cluster Survey
MINADER	Ministry of Agriculture and Rural Development
MOE	Ministry of Education
NGO	Non-Governmental Organisation
OAG	Oversee Advising Group
OECD/DAC	Organization for Economic Cooperation and Development / Development Assistance Committee
OEV	Office of Evaluation
ONA	Organizational Network Analysis
PASAEF	Plan stratégique d'accélération de l'éducation des filles (Strategic Plan for Accelerated Girls' Education)
PASEC	Programme d'analyse des systèmes éducatifs de la CONFEMEN / CONFEMEN Programme for the analysis of education systems
PHQA	Post hoc quality assessment
PIPCS	Integrated programme for the sustainability of school canteens
PND	Plan National de Développement / National Development Plan
PND	Plan National de Développement / National Development Plan
PNMN	Plan National Multisectoriel de Nutrition / National Multisectoral Nutrition Plan
PNMN	Plan National Multisectoriel de Nutrition / National Multisectoral Nutrition Plan
PNN	National Nutrition Programme
PSAEF	Plan stratégique pour l'accélération de l'éducation des filles / Strategic Plan for the Acceleration of Girls' Education
PTA	Parent-Teacher Associations
QC	Question Coherence
QE	Question Evaluation
QEF	Question Efficiency

QI	Question Impact
QR	Question Relevance
REO	Regional Evaluation Office
REU	Regional Evaluation Unit
SAMS	Smallholder Agriculture Market Support
SAVA	Enquête de Suivi de la Saison Agricole et de la Vulnérabilité Alimentaire (The agricultural season and food vulnerability monitoring report)
SBCC	Social Behaviour Change Communication
SBP	School-Based Programmes
SDG	Sustainable Development Goal
SE	Standard Error
SFP	School Feeding Programme
SIFCA	Société Financière de la Côte Africaine (African Coast Financial Company)
SMC	School Management Committees
SSAFE	Safe and Secure Approaches in Field Environments
ToR	Terms of Reference
UCF/UNSDCF	United Nations Framework / United Nations Sustainable Development Cooperation Framework
UIS	UNESCO Institute for Statistics
UN	United Nations
UNCT	United Nations Country Team
UNDP	United Nations Development Programme
UNDSS	United Nations Department of Safety and Security
UNEG	United Nations Review Group
UNESCO	United Nations Educational, Scientific and Cultural Organization
UNICEF	United Nations International Children's Emergency Fund
US	United States
USDA	United States Department of Agriculture
VSLA	Village Credit and Savings Associations
WAG	Women's Agricultural Groups
WASH / EHA	Water, Sanitation and Hygiene / Eau Hygiène et Assainissement
WDI	World Development Indicators
WFP	World Food Programme

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