WFP EVALUATION

# Mid-term evaluation of the WFP McGovern-Dole School Feeding Project in the Republic of Congo from 2021 to 2026

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

Decentralized evaluation report

WFP – Republic of Congo Country Office

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This evaluation report for the Midterm Evaluation of the WFP McGovern-Dole Funded School Feeding Program in the Republic of Congo from 2021 to 2026 was developed by the Evaluation Team of the Oversee Advising Group which includes Dr. Ngozi AKWATAGHIBE, Evaluation Team Lead; Dr Priscilla RAVONIMANANTSOA, Nutrition Expert; Cristina Dana REPEDE, Senior Evaluator; Bárbara Amaral dos SANTOS, Gender Expert; Dr Zana SOMDA, Senior Financial Consultant / Health Economist; Temitope ERINFOLAMI, Quantitative Data Analyst; Germain DZOYEM, Statistician; Joseph MBOUNGOU-MBILA, National Consultant; and Hubal PFUMTCHUM, Quality Assurance/ Project Coordinator. We also appreciate the OAG project officers who supported field data collection, and data processing especially Urbain Serge Kenne, Corine Mine Pondja, Alice Noël Tchoumkeu Pendeme, Audrey Tala, Judicaël Fomekong, Sandra Kamgno, and Florence Atembeh.

# Disclaimer

# Key personnel for the evaluation

**WFP Staff**

Sidi-Mohamed BABAH  Chair of the Evaluation Committee

Béchir OUEDRAOGO and Jennifer SAKWIYA, Evaluation Manager (s)

**External evaluation team**

Dr. Ngozi AKWATAGHIBE, Evaluation Team Lead

Dr Priscilla RAVONIMANANTSOA, Nutrition Expert

Cristina Dana Repede, Senior Evaluator

Bárbara AMARAL dos SANTOS, Gender Expert

Dr Zana SOMDA Senior Financial Consultant / Health Economist

Temitope ERINFOLAMI, Quantitative Data Analyst

Germain DZOYEM - Statistician

Joseph MBOUNGOU-MBILA, National Consultant

Hubal PFUMTCHUM, Quality Assurance

Program:  McGovern-Dole International Food for Education and Child Nutrition

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# Executive summary

**Introduction**

1. The World Food Programme (WFP) Congo Country Office was awarded a cooperative agreement of US$25 million from the United States Department of Agriculture's (USDA) McGovern-Dole International Food for Education and Child Nutrition Program (McGovern-Dole) to fund a McGovern-Dole International Food for Education and Child Nutrition project in the Republic of the Congo (Congo) from 2021–2026. This represents the second McGovern-Dole project awarded in Congo, implemented by WFP. The McGovern-Dole project seeks to improve students' health, nutrition and dietary practices through infrastructure improvements, reduce students' short-term hunger through the provision of school meals, raise students' literacy levels, and strengthen schools' administrative capacities. The project will also contribute to the strengthening of the Government and school communities' capacity to manage, as well as implement, a nutrition sensitive and holistic National School Feeding Policy (NSFP). In line with the Country Strategic Plan (2019-2024) the McGovern-Dole project implemented by WFP contributes to the objectives of the NSFP via three strategic objectives: improvement of literacy among school-aged children; improvement of health, nutrition and dietary practices; and improved effectiveness of food assistance through local and regional procurement.

2. Oversee Advising Group was commissioned by the WFP country office in Congo in accordance with the Terms of Reference (ToR) approved by USDA, to conduct the midterm evaluation of the McGovern-Dole project in the Republic of Congo from 2021 to 2026 after almost two years of implementation. The project activities commenced in May 2023 due to several reasons including delays related to contracting and procurement processes of the Evaluation Firm for the baseline survey.

**Evaluation purpose and objectives**

3. The purpose of the midterm evaluation is to critically and objectively examine the program implementation experience within the context of the Republic of Congo and assess whether targeted beneficiaries are receiving services as intended and whether the program is on track to achieve stated goals and objectives; review results frameworks and assumptions; document lessons learned, and discuss modifications or mid-course corrections needed to effectively and efficiently achieve 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, coherence, 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. The Republic of Congo (Congo) has a population of about 6,142,180 people,[1] the majority (86 percent) reside in Brazzaville and Pointe-Noire, and 56 percent of the country's inhabitants are under the age of 20.[2] The nation is rich in minerals, with oil generating over half of government revenue and 80% of export earnings, making it the largest contributor to the country's Gross Domestic Product (GDP).[3] Congo is a food-deficit country whose local production covers only 30% of national food needs, with only 2% of arable land cultivated.[4] Although 35% of the population works in agriculture, less than 5% of annual GDP comes from this sector.[5]

[1] INS RGPH5 of May 17, 2023

[2] World Bank, 2020.

[3] World Bank – Republic of the Congo Agriculture Sector: https://www.worldbank.org/en/country/congo/overview

[4] United Nations. IBSA Fund: Addressing Food Security in the Republic of Congo. https://unsouthsouth.org/2024/01/31/ibsa-fund-addressing-food-security-in-the-republic-of-congo/

[5] Context Security Food and Nutrition WFP

5. Conflict-affected departments, such as Likouala and Plateaux, continue to face strained resources due to the influx of refugees from CAR and DRC.[6] The resulting pressure on education, health, and food services has exposed critical gaps, particularly in food distribution and school feeding expansions.[7] Poor Road networks and recurrent insecurity have hindered logistics, delaying interventions in some areas. Food security has deteriorated as 33% of households are currently food insecure compared to 14% in 2014. 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.

**Main features of the subject of the evaluation**

6. The FY21 project was implemented in rural areas of seven (7) departments in Congo namely, Bouenza, Cuvette, Lekoumou, Likouala, Plateaux, Sangha and Pool. The program will reach 102,000 students over life of project and 85,000 students annually - girls and boys - in 375 primary schools across thirty-eight (38) districts. The targeting also takes into account ORA (Observe, Reflect and Act) schools that were set up to improve the schooling of indigenous children. Two strategic objectives (SO) are sought by this project and contribute to the objectives of the National School Feeding Program (NSFP): 1) Improve literacy among school-aged children (SO1); 2) Improve health, nutrition and dietary practices (SO2). Additionally, USDA considers a third strategic objective of the project: Improve effectiveness of food assistance through local and regional procurement (LRP SO1).

**Main users/intended audience**

7. 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, Ministries of Education, Agriculture, Health and Population; and Social Affairs; Directorate of School Feeding; key partners such as UNICEF, UNESCO, Catholic Relief Services (CRS); and other stakeholders.

**Methodology**

8. This midterm evaluation adopted a methodology consistent with the baseline study 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 six departments. Quantitative data was collected from 756 pupils across intervention schools and 660 pupils across non-intervention schools (total of 1416 pupils) and their households. 82 headteachers and 80 schools; 144 teachers and 72 school cooks. Qualitative data was collected via desk review, 59 Key Informant Interviews (KIIs) with government, WFP, implementing partners, various UN agencies and community level stakeholders; and 33 Focus Group Discussions (FGDs) with 256 participants including school girls and boys; parents-teachers associations (PTA); school management committee (COGES) 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 project. This was mitigated via the use of repeated cross-sectional samples in the same cohort of schools.

**Evaluation Findings**

**Relevance**

9. **The FY21 intervention was highly relevant** and well aligned with the policies, strategies, and priorities of the Congo Government, WFP, other UN agencies and the USDA McGovern-Dole program. It addresses pressing challenges of food insecurity, low school attendance, and gaps in school enrollment, retention, and learning achievements, particularly among boys and girls in rural areas and indigenous populations in remote northern departments such as Sangha, Likouala, and Plateaux, as well as in Bouenza, Lekoumou, and Pool in the south. Its design built on lessons from the FY17 phase and aligned with the *Programme National d'Alimentation Scolaire* (PNAS), the national education sector strategy, and the *Plan National de Développement (PND)*. Stakeholders consistently affirmed its relevance to national priorities, and testimonies from parents, teachers, and school committees

[6] UNHCR – Refugees in Republic of the Congo: https://www.unhcr.org/congo-brazzaville.html

[7] WFP – RoC Operations & Food Assistance: https://www.wfp.org/countries/congo

underscored the program's direct benefits in motivating attendance, reducing hunger, and improving classroom concentration. **Yet, centralised planning models that relied on prior-year enrolment figures created mismatches in contexts** such as Pool, where fluctuating enrolments forced rationing and meal rotations. The programme includes activities to support girls' education and women's participation, such as menstrual hygiene management, latrines designed to ensure safe, dignified access for girls, and support for smallholder farmers, including women farmers. However, these activities are fragmented and not fully integrated into the results framework, which limits systematic monitoring and the sustainability of outcomes to enhance participation and accessibility for all.

**Coherence**

10. **The McGovern-Dole project is coherent** - the intervention is strategically embedded within the National School Feeding Strategy and enjoys structured collaboration with the Direction of School feeding (DAS).[8] Partnerships with UNICEF, CRS, and UNESCO reinforced complementarity by extending into hygiene, WASH, and literacy interventions. Internally, WFP demonstrated strong coordination across units, especially in logistics and training, which minimized duplication and enhanced efficiency. **However, multi-sectoral coherence remains incomplete**. Coordination with the Ministries of Health and Hydraulics is weak, and ambiguities persist between the mandates of school inspectors and School Support Services (*Services d'Appui Scolaire* (SAS)) agents at departmental levels. Moreover, while internal communication within WFP is effective, joint advocacy with Government and development partners has been largely ad hoc, limiting the program's ability to position school feeding as a broader multisectoral development priority.

**Effectiveness**

11. **The FY21 award displayed moderate effectiveness –** the project has achieved some of its intermediate outcomes as outlined in the logical framework particularly in reducing hunger, improving school enrolment and maintaining attendance. **Effectiveness has been most visible in the stabilization of school feeding provision, which by midline was more consistent and predictable compared to baseline conditions.** Children, particularly those from food-insecure households, now have more reliable access to a daily meal, which in turn has supported improvements in concentration and reduced early school departures. These immediate nutritional and attendance-related effects were widely validated by stakeholders across intervention sites. **The project is on track in implementing its feeding-related activities,** and the theory of change linking nutrition to school participation is widely validated by stakeholders and corroborated by enrolment and retention data. However, progress is fragile in departments where logistical and infrastructural bottlenecks remain unresolved. Key challenges include poor road access during the rainy season, delayed commodity transport from central warehouses, insufficient storage and kitchen facilities in schools, and limited access to safe water for cooking and hygiene. These constraints were most frequently reported in Lékoumou, Sangha, and parts of Pool, where transport interruptions and damaged infrastructure periodically disrupted meal delivery and preparation. **Progress in the education related interventions shows more limitations due to persistent systemic challenges** such as teacher shortages, overcrowding, absenteeism, and inadequate materials, which continue to undermine the program's education-related components.
12. Statistical evidence provides a nuanced picture. **Attendance trends show widening disparities between both sexes: while boys averaged 137 attendance days at midline, girls averaged only 92, with the boy-to-girl enrolment ratio increasing from 1.01 at baseline to 1.23 at midline,** indicating an increasing imbalance that may limit the project's ability to reach all intended beneficiaries effectively.
13. Regarding pupils' learning outcomes, **reading comprehension improved substantially in both intervention and comparison schools, with overall percentages rising from about one-third of pupils at baseline to more than half at midline.** Intervention schools retained a modest advantage - at baseline, intervention pupils were marginally ahead of controls (+3.9 pp). By midterm, the advantage of intervention schools decreased slightly by 0.2pp overall (+3.7pp midline value**). Most notably, girls in intervention schools outperformed boys in intervention schools (57.8% vs.**

[8] Direction de l'Alimentation Scolaire

**52.3%), and girls in comparison schools by +7.5 percentage points (p<0.5).** This suggests that girl-sensitive support, combined with improved attendance and nutrition, is benefiting girls' literacy outcomes.

14. **However, overall, Early Grade Reading Assessment (EGRA) and Early Grade Mathematics Assessment (EGMA) difference-in-differences analysis showed no statistically significant impacts at aggregate level, and results were highly context-dependent. Positive outcomes were concentrated in Lékoumou and Plateaux, where staffing and program delivery were more stable,** while stagnation or decline was observed in Bouenza, Pool, Sangha, and Likouala. Thus, while immediate educational participation has improved, systemic gains in learning achievement remain inconsistent and fragile.

**Efficiency**

15. **The Mc-Govern-Dole FY21 award demonstrated a high level of cost-efficiency** by midterm- **the project achieved significant value-for-money gains between 2021 and 2025.** Cost per planned beneficiary declined from USD 16.46 in 2021 to USD 5.00 in 2025, a reduction of nearly 70 percent, while cost per metric ton fell from USD 218.72 to USD 139.92, a 36 percent decrease. **These efficiency gains were largely enabled by national and community contributions and WFP supply-chain reforms,** while within McGovern-Dole they came mainly from improved logistics, stronger data tracking, and SOPs for emergency dispatch rather than reduced import reliance. These shifts lowered port and transport costs by more than half, while McGovern-Dole resources continued to ensure ration quality. Importantly, efficiency was improved without reducing ration size.
16. **Qualitative and survey findings support the cost-efficiency analysis.** Across all departments, the project was broadly effective in delivering its core service and capacity-building components in a timely manner. Daily school feeding, hygiene and menstrual hygiene management (MHM) education, governance strengthening through WASH committee formation, and training of school staff were generally in place and functioning by midterm.
17. **Yet efficiency remains constrained by weak infrastructure and irregular delivery cycles in remote areas, as well as delays in infrastructure-related components** such as durable kitchens, water points, and sanitation facilities. Monitoring tools such as the school feeding dashboard and complaint and feedback mechanisms have been only partially effective, capturing data but rarely translating it into timely corrective action, leaving communities frustrated by limited transparency and participation.

**Impact**

18. **The FY21 award's emerging impact is evident in several dimensions.** Parents and students increasingly associate education with empowerment and future livelihoods, and school feeding has contributed to improved participation, particularly among rural girls, boys and indigenous children. **Girls' improved reading outcomes in intervention schools are promising, even if not statistically significant. Yet, the aggregate evidence of impact on learning remains limited.** The difference-in-differences analysis revealed no statistically significant project effect on foundational literacy or numeracy, with negligible differences for boys and modest but inconclusive advantages for girls in certain subtests.
19. **Departmental variations further highlight the unevenness of impact: positive effects were documented in Plateaux and Lékoumou, but declines were recorded in Bouenza, Pool, Sangha, and Likouala**.
20. At the same time, **unintended negative effects emerged**, including household dependency on school meals, burdens on unpaid women cooks, and difficulties in access where infrastructure deficits remain unaddressed.

**Sustainability**

21. **Sustainability is partially established but remains insecure.** Anchoring within the DAS and piloted transfer of responsibilities signal national commitment, while school-level governance structures such as *Comités de Gestion des Écoles* (COGES) and parental associations contribute to local ownership. Complementary interventions, including nutrition education, hygiene promotion, and school gardens, enhance long-term relevance.

22. However, sustainability mechanisms are fragile. **The absence of a dedicated national budget line, heavy reliance on USDA McGovern-Dole program financial and logistical support, and weak multisectoral engagement undermine systemic resilience.** Community contributions—especially unpaid female labour—are indispensable but unsustainable without formal recognition and integration into broader livelihoods programs. **Local procurement initiatives show potential but remain at pilot scale,** lacking the financing, institutional support, and integration necessary to evolve into consistent supply chains.

**Conclusions**

23. The overall conclusions on the FY21 McGovern-Dole project in Congo is that it has been highly relevant to national needs and coherent with policy frameworks, and it has demonstrated commendable efficiency gains in resource use and logistics. It has been moderately effective in stabilising participation in schooling and shows limited impact in improving learning outcomes. Equal impact across all groups remains limited, as evidenced by ongoing disparities in attendance between girls and boys. Sustainability foundations are in place but remain fragile, with heavy dependence on external support and community burden-sharing. To ensure all communities benefit, the project must prioritize actions that reduce gaps in participation and outcomes. The project has laid important groundwork for longer-term transformation, but realising its potential will require deliberate investment in infrastructure, government ownership, and system-level institutionalization to ensure lasting impact for children, households, and communities.

**Lessons Learned**

24. The evaluation generated several important lessons that highlight what worked well and what factors are essential for sustaining progress in school feeding implementation. These include:

    1. **Volunteerism requires support to sustain community engagement**: While community engagement and volunteerism are central to sustaining school feeding operations, relying on unpaid community labour can undermine long-term sustainability. Although community contributions helped reduce recurrent costs, the lack of fair compensation, incentives, and structured feedback mechanisms often led to fatigue and weakened accountability. Ensuring that volunteer efforts are supported through appropriate recognition, motivation, and compensation mechanisms is essential to preserve efficiency gains and strengthen the continuity of community-based models.

    2. **Cultural change takes time and investment**: Addressing harmful norms that hinder girls' education (i.e early pregnancy, early marriage, violence against women) and limit indigenous children's participation requires sustained, well-funded, and contextually appropriate strategies. This includes integrating positive messaging on the value of girls' education into community mobilization activities, training sessions, and school curricula. Without intentional efforts such as deliberately embedding anti-discrimination messages which target the stigma and exclusion faced by indigenous children into school and community level outreaches, progress in ensuring that all groups have fair access and opportunities will continue to be uneven. Promising pilot initiatives, such as menstrual hygiene clubs and increased representation of women in school governance, demonstrate that attitudes can shift when investments are strategic, consistent, and supported by local actors.

    3. **Leveraging local produce strengthens motivation, sustainability and farmer capacity:** Integrating locally grown produce into school meals can significantly enhance both motivation and sustainability, while strengthening local agricultural systems. The programme's existing provisions for local and regional procurement, combined with training and capacity-building support to smallholder farmers, provide a strong foundation for sustainable home-grown school feeding. In schools where women farmers voluntarily supplied vegetables and culturally familiar foods such as *saka-saka* or *Balapinda*, children exhibited greater enthusiasm for meals and stronger motivation to attend school. These locally driven efforts enriched the nutritional diversity of meals while fostering community ownership and pride. Though still informal and small in scale, such practices demonstrated a viable approach to promoting sustainability in food-insecure settings by reducing dependence on external supply chains and aligning meals with children's cultural preferences.

Strengthening structured purchase agreements between schools and farmer cooperatives, improving aggregation and storage systems, and aligning farmer training with school feeding demand cycles would enhance reliability and scale.

4. **Logistics efficiency is as important as procurement efficiency.** While commodity prices and procurement modalities remained relatively stable, variations in total delivery costs were largely driven by transport, storage, and logistics management factors. The evaluation found that the most significant cost-efficiency gains resulted from timeliness due to improvements in logistics systems such as optimized routing and scheduling, strengthened standard operating procedures, and the use of performance dashboards, rather than from changes in commodity procurement arrangements.

**Recommendations**

25. Several recommendations are made by the Evaluation Team based on the findings of this evaluation. They include the following:

    1. **Promote the implementation of the agreed inter-ministerial school feeding platform.** Formally designate focal persons in each ministry (Education, Health, Hydraulics, Agriculture). Hold quarterly joint planning sessions with partners (UNICEF, CRS, UNESCO). Develop shared progress dashboards accessible across ministries. Document lessons for integration into a national school feeding policy review.

    2. **Continue and consolidate the support for a dedicated national budget line for school feeding.** Develop and implement phased cost-sharing mechanisms pre-McGovern-Dole transition. Facilitate multi-stakeholder policy dialogues with MoF and Parliament. Draft a policy brief showing the cost-effectiveness of school feeding evidenced in this evaluation to support advocacy. Strengthen intentional geographic programme alignment at district and potentially, regional levels to mitigate disparities in cost-effectiveness. This includes aligning school feeding, capacity-building, infrastructure, and complementary education or WASH support, better within the same districts or clusters of schools, and using district-level data on access, costs, and needs to guide resource allocation and expansion decisions.

    3. **Implement targeted capacity-building and mentorship for DDEPSA & SAS** in weaker departments (Likouala, Sangha, Pool, Plateaux). In these departments, WFP should shift from primarily training-based approaches to more targeted, performance-oriented and embedded support. This includes: (i) conducting joint capacity and performance assessments to identify specific operational bottlenecks at departmental level; (ii) introducing structured mentorship and on-the-job coaching for SAS and DDEPSA staff, including accompaniment during planning, monitoring, and food delivery supervision; (iii) strengthening practical skills in logistics planning, contingency management for delays or pipeline breaks, and real-time problem solving. **Across all departments, clarify SAS and inspector roles.** Continue with the planned national workshop with MoE to define mandates. Develop role charters signed by SAS and inspectors. Introduce joint work plans with shared indicators (e.g., % of timely food delivery checks completed). Embed role clarity in training manuals for new staff.
    4. **Strengthen decentralised monitoring and data use.** Localise M&E systems and strengthen real-time reporting and feedback mechanisms. Equip SAS/inspectors with tablets and data plans for real-time reporting. Develop a bi-directional communication app between DAS and schools (SMS for low-connectivity zones).

    5. **Strengthen local / community structures.** Reinforce the capacity and operational role of COGES, PTAs, and decentralized education offices (SAS, DDEPSA) in planning, monitoring, and management of school feeding activities. Provide refresher training, and communication tools, to enable them to manage stocks, monitor food quality, and mobilize parental contributions more effectively. Strengthening these structures will enhance accountability, and support gradual national handover. For COGES, Introduce recognition awards for active members (certificates, public acknowledgement). Pilot in-kind incentives (school supplies for children of cooks). Develop rotational cooking schedules to reduce volunteer fatigue.

6. **Support and compensate women cooks**. Integrate 20% of cooks into smallholder support schemes (access to inputs, training). Provide stipends or in-kind incentives (food rations, fuel vouchers). Introduce recognition ceremonies to boost status. Strengthen and expand existing linkages that connect cooks to microfinance groups for savings and income-generation activities, positioning these opportunities as an additional incentive and prioritizing cooks as beneficiaries of livelihood and financial inclusion initiatives.
7. **Address infrastructure and logistics bottlenecks**. Prioritize completion of kitchens, storage, WASH in top 25% most affected schools. Pre-position food in flood-prone zones before rainy season. Upgrade transport packaging (pest-proof bags, sealed containers). Provide school-level training in stock rotation and reporting spoilage.
8. **Link school meals to more education quality improvements.** While the project already supports teacher training, WASH, and complementary education activities, these should be more strategically targeted and integrated to maximise learning outcomes. WFP should prioritise teacher mentoring in lowest-performing schools using EGRA/EGMA data, strengthen school-level attendance and learning monitoring, organise joint missions with UNICEF/CRS to better integrate health, nutrition and WASH messaging into teaching, and establish structured feedback sessions between teachers and COGES to address quality bottlenecks.
9. **Reflect differentiated needs and access barriers in the results frameworks**. Revise program logframe to include indigenous, disability, and sex-sensitive participation indicators. Disaggregate all M&E data by sex, ethnicity, and disability. Train school staff to collect sensitive disaggregated data ethically.
10. **Institutionalise menstrual hygiene management and sanitation designed to ensure safe, dignified access for girls and children with disabilities**. Scale MHM to cover 75% of schools by end of programme. Provide recurrent funding for MHM kits (pads, soap, buckets). Establish school-based menstrual clubs with peer mentors. Build/upgrade sex-separated, disability-inclusive latrines.

# 1. Introduction

1. The United States Department of Agriculture's (USDA) Foreign Agricultural Service (FAS) awarded US$25 million to the World Food Programme to implement a McGovern-Dole International Food for Education and Child Nutrition Project in the Republic of the Congo (Congo) from 2021–2026. This represents the second McGovern-Dole project awarded in Republic of Congo implemented by WFP. The McGovern-Dole project seeks to improve students' health, nutrition and dietary practices through infrastructure improvements, reduce students' short-term hunger through the provision of school meals, raise students' literacy levels, and strengthen schools' administrative capacities. The project will also contribute to the strengthening of the Government and school communities' capacity to manage, as well as implement, a nutrition sensitive and holistic National School Feeding Policy (NSFP). In line with the Country Strategic Plan (CSP) 2019-2024, the McGovern-Dole FY21 award implemented by WFP contributes to the objectives of the NSFP via three strategic objectives: improvement of literacy among school-aged children; improvement of health and dietary practices; and improved effectiveness of food assistance through local and regional procurement.
2. Oversee Advising Group was commissioned by the WFP country office in Congo in accordance with the Terms of Reference (ToR) submitted to USDA, to conduct the midterm evaluation of the McGovern-Dole project in Congo from 2021 to 2026 after two years of implementation. The project activities commenced in May 2023 due to several reasons including delays related to contracting and procurement processes of the Evaluation Firm for the baseline survey.
3. This midterm evaluation focuses on the McGovern-Dole FY21 award implemented by WFP in the Congo from October 2021 to 30 September 2026. The evaluation inception period started with a virtual kick-off and schedule review meeting on 14th of November 2024, followed by an orientation meeting on the 21st of November, 2024, between the Evaluation Team (ET), the Country and Regional Evaluation Managers (EMs) and other program stakeholders. The inception mission took place from the 2nd to the 6th of December, 2024. Data collection took place from May to June 2025 and financial data was received in July 2025.
4. 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 report, we have maintained flexibility and received comments from WFP that has enabled us improve our methodology, approach and the interpretation of the findings. The ET also reviewed project and other documents (detailed in Annex 11) shared by WFP in the virtual library. Additionally, preliminary discussions were held with WFP Country stakeholders, including the school canteen management team; Government stakeholders, including the Direction of School Feeding (DAS); and Implementing Partners, UNICEF, UNESCO and Catholic Relief Services (CRS).

## 1.1 Evaluation features

5. This decentralized evaluation (DE) is an evaluation of the McGovern-Dole FY21 project in Congo, and covered the period of implementation from May 2023 to April 2025 with fieldwork in April / May 2025. Annex 2 details the evaluation timeline. The midterm evaluation is part of the McGovern-Dole project evaluation plan, which envisions three types of evaluation during the life of the school feeding program: (i) a baseline study before the start of the program in order to establish baseline values for program indicators, (ii) a mid-term evaluation to assess program performance at mid-term and (iii) a final evaluation to assess program performance at the end of the program and provide insights for future programs. In addition, the recommendations from this midterm evaluation will inform the adjustments required during the rest of the program's life.
6. This midterm evaluation focused on accountability and learning with an emphasis on the learning component to determine why certain results were achieved or are in progress of being achieved or not; and evidence generation needs. The evaluation aimed to assess the McGovern-Dole project'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.

7. The evaluation team (ET) addressed the midterm evaluation questions using a mixed-methods approach that included school surveys of students, head teachers, school cooks, and Parent-Teacher Associations (PTAs), as well as key informant interviews (KIIs) and focus group discussions (FGDs) with parents and community groups. The design was aligned with the baseline methodology to ensure consistency, minimize bias, and enable comparison over time between treatment and comparison schools as program activities were implemented. As a performance evaluation, data were collected from project participants and comparison schools to measure changes in indicators since baseline and assess progress toward target goals using the evaluation criteria of relevance, coherence, effectiveness, efficiency, sustainability, and impact. Recognizing that two years of implementation would reveal effects rather than long-term impacts, the evaluation also integrated a human rights-based approach to ensure that the perspectives and situations of girls, women, indigenous people,[9] displaced populations and other groups were adequately captured through disaggregated data and analysis.

8. The (2023) McGovern-Dole final evaluation for the FY17 project indicated that FY21 project will need to accelerate capacity-building actions with a clear road map to support the planned program transfer to the Government and recommended that the intersectoral coordination mechanisms provided for in the school feeding policy should be put in place as soon as possible. This evaluation explored the progress made on those elements.

9. The evaluation covered the project focal areas - the rural areas of seven (7) departments in Congo namely, Bouenza, Cuvette, Lekoumou, Likouala, Plateaux, Sangha and Pool. The evaluation thematically encompassed all activities implemented under the McGovern-Dole project, as well as complementary interventions linked to the broader objectives of the WFP Country Strategic Plan, particularly those pertaining to the school feeding program.

10. 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, Ministries of Education, Agriculture, Health and Population; and Social Affairs; Directorate of School Feeding; key partners such as UNICEF, UNESCO, Catholic Relief Services (CRS); and other stakeholders.

## 1.2 Context

11. The Republic of Congo has a population of about 6,142,180 people,[10] the majority (86 percent) reside in Brazzaville and Pointe-Noire, and 56 percent of the country's inhabitants are under the age of 20.[11] President Denis Sassou Nguesso has led the Republic of Congo since 1997, having previously held the presidency from 1979 to 1992. Prime Minister Anatole Collinet Makosso's 37-member Government gives some priority to social and solidarity-based governance in addition to institutional, economic, and financial stewardship. However, challenges exist, for instance, the implementation rate for social expenditures in 2023 was at 42%, a decline from 61% in 2022, impacting the availability of resources for social services.[12]

12. The nation is rich in minerals, with oil generating over half of government revenue and 80% of export earnings, making it the largest contributor to the country's Gross Domestic Product (GDP).[13] However,

[9] The term "indigenous" is used in this document to align with international human rights frameworks, while "autochthone" is used in the interview and FGD questions as it is the more commonly understood term within local communities in Congo.
[10] INS RGPH5 of May 17, 2023
[11] World Bank, 2020.
[12] French Development Agency 2024 Annual Financial Report.
[13] World Bank – Republic of the Congo Agriculture Sector: https://www.worldbank.org/en/country/congo/overview

the economy contracted by 7% in 2020 due to the COVID-19 pandemic, according to the World Bank.[14],[15]

13. Congo is a food-deficit country whose local production covers only 30% of national food needs, with only 2% of arable land cultivated.[16] Although 35% of the population works in agriculture, less than 5% of annual GDP comes from this sector.[17]

14. Conflict-affected departments, such as Likouala and Plateaux, continue to face strained resources due to the influx of refugees from CAR and DRC.[18] The resulting pressure on education, health, and food services has exposed critical gaps, particularly in food distribution and school feeding expansions.[19] In displacement-affected northern departments, intervention schools maintained high attendance overall (86% at baseline and midline), with gains in Likouala (90% to 95%) and stable levels in Plateaux (86% to 87%); however, qualitative evidence indicates that attendance and retention remain vulnerable to external shocks and service capacity constraints, particularly for girls (see Effectiveness section in evaluation findings for more details). Poor Road networks and recurrent insecurity have hindered logistics, delaying interventions in some areas. Despite these challenges, WFP's delivery of 745 metric tons of food to benefit 85,000 schoolchildren across seven departments including these areas in October 2024 underscores its operational resilience[20].

15. In flood-affected northern departments, recurrent natural disasters have disrupted agricultural productivity and local food supply chains. Yet, targeted recovery efforts, including solar-powered water systems in schools, have significantly improved WASH access, ensuring a healthier learning environment for affected students[21].

16. The 2021 National Nutrition and Food Security Surveys[22] highlighted the precarious nutritional situation in Congo and indicated that Global Acute Malnutrition (GAM), underweight and chronic malnutrition affect respectively 5.2%, 13%, and 20% of children under 5 years of age. Regarding GAM, boys were more affected (6.4%) than girls (4.1%); and also, for chronic malnutrition (21% against 18% for girls). In the Departments, chronic malnutrition rates varied from 12.4% in Brazzaville to 46.1% in Lékoumou. Also, in terms of underweight, Lékoumou was the most affected with a prevalence of 24%.[23] This is in line to the findings from previous nutrition surveys (MICS 2014-2015).[24] Both sets of surveys also indicated inadequacies in infant and young children feeding practices particularly relating to dietary diversification.[25] Furthermore, in 2019, the Food and Agricultural Organisation (FAO) estimated that 1.5 million people were undernourished in Congo between 2017 and 2019, (i.e., approximately 28.0% of the population).

17. Regarding the nutritional status of women, they were more overweight than undernourished. While 9.7% of breastfeeding women were undernourished, 31.3% were overweight, illustrating a double nutritional burden at the national level. In Brazzaville, 44.6% of breastfeeding women were affected by malnutrition due to obesity and overweight, while 21% of breastfeeding women were more affected by malnutrition due to deficiencies (undernutrition) in the department of Plateaux. At the national level, 1.5% of pregnant women suffer from undernutrition including 1.4% with moderate acute malnutrition

[14] Ibid
[15] IMF – Republic of the Congo Economic Reports: https://www.imf.org/en/Countries/COG
[16] United Nations. IBSA Fund: Addressing Food Security in the Republic of Congo. https://unsouthsouth.org/2024/01/31/ibsa-fund-addressing-food-security-in-the-republic-of-congo/
[17] Context Security Food and Nutrition WFP
[18] UNHCR – Refugees in Republic of the Congo: https://www.unhcr.org/congo-brazzaville.html
[19] WFP – RoC Operations & Food Assistance: https://www.wfp.org/countries/congo
[20] WFP Republic of Congo Country Brief, October 2024. Available from URL: https://reliefweb.int/report/congo/wfp-republic-congo-country-brief-october-2024
[21] WFP Semi-Annual Reports 2024
[22] Ministry of Health & National Institute of Statistics (INS). (2021). National nutrition survey using the SMART methodology-December 2022
[23] Ministry of Health & National Institute of Statistics (INS). (2021). National nutrition survey using the SMART methodology-December 2022
[24] Multiple Indicator Cluster Survey MICS5 CONGO 2014-2015
[25] UNICEF – Republic of the Congo Nutrition & MICS Report: https://www.unicef.org/congo-brazzaville

(MAM) and 0.1% with severe acute malnutrition (SAM). The highest prevalence of SAM was recorded in Kouilou (2%), while the highest prevalence of MAM was observed in Lékoumou (6%) .[26] As for folic acid iron supplementation, there were more breastfeeding women supplemented than pregnant women (respectively 65.8% and 53.6%) despite the recommendation that supplementation is more critical during pregnancy. [27, 28] The survey did not assess the micronutrient nutritional status of either the woman or the children, but it was noted that "in the Congo, the nutritional situation is characterized by a high rate of iron deficiency anaemia among children (66.7%) and women of reproductive age (55%)". Moreover, a cross-analysis of the nutritional situation indicated considerable variation between departments, poverty quintiles, place of residence, age groups and level of education of the mother.[29] These disparities indicate that there are likely multiple factors at play that affect nutrition outcomes, including sex-related and social elements. In terms of policies, pregnant and breastfeeding women receive special attention at the National Strategic Framework Against Malnutrition in Congo – Horizon 2025[30].

18. Recent data on the nutritional status of schoolchildren are not available. However, through this information, it is possible to extrapolate this situation of iron deficiency in schoolchildren. This situation is serious because iron intervenes in the oxygenation of the brain and its deficiency affects the ability to learn.

19. Food security has deteriorated as 33% of households are currently food insecure compared to 14% in 2014. The food consumption limit increased from 7.6 (in 2014) to 22% (in 2022), corresponding to 19,395 households in total.[31] In addition, only 58% of households consumed iron-rich foods. Regarding the number of meals eaten daily, 12.2% of households reported that children aged 3-15 years ate 3 times a day, 56% 2 times a day and 28% one time a day or an average of 1.8 meals a day.[32] The majority of the population live below the poverty level (48% of Congolese live on $1.25 a day). In 2014, the Diet Cost Analysis indicated that, on average, 54% of households were unable to afford a nutritious diet, covering both their daily macro and micronutrient needs.[33] Nevertheless, the Government has taken some steps to address these issues including the creation of the National Commission for Fortification of Food (2012), the SUN movement (commitment made in 2013), and the Strategic Framework Against Malnutrition in Congo-Horizon 2025.

20. It is of note that the war between Russia and Ukraine (both key global market players in the agri-food sector) also has implications for Congo because Russia is Congo's main supplier of wheat and its share in cereal imports represented, on average, nearly 60% of global imports over the period 2018-2021.[34]

21. In addition to poor access to food, a large part of the Congolese population also lack the resources to guarantee access to education, health and other basic social services.[35] Regarding health, the diseases that affect children under 5 years of age are, in order of frequency, cough (45%), fever (42%) and diarrhoea (18%).[36] Regarding Water, Sanitation and Hygiene, 72.9% of households have access to safe drinking water sources, 17% of respondents (pregnant women, lactating mothers, other women in the reproductive age) knew the five key moments of hand washing, and 41% of households had access to soap and water.[37] The majority of households (68%) shared toilets and 4% practiced open defecation.[38]

[26] National nutrition survey using the SMART methodology- December 2022
[27] National nutrition survey using the SMART methodology- December 2022
[28] Multiple Indicator Cluster Survey MICS5 CONGO 2014-2015
[29] Cadre Strategique de Lutte Contra la Malnutrition au Congo – Horizon 2025 – April, 2015
[30] Cadre Strategique de Lutte Contra la Malnutrition au Congo – Horizon 2025 – April, 2015. Available at: https://faolex.fao.org/docs/pdf/con157341.pdf
[31] National nutrition survey using the SMART methodology- December 2022
[32] Ibid
[33] Context Security Food and Nutrition WFP
[34] Rapport final SNU-Ukraine Résumé Exécutif_18052022
[35] World Bank (2021) https://donnees.banquemondiale.org/indicateur/SL.UEM.TOTL.ZS?locations=CG
[36] National Nutrition Survey using SMART methodology - December 2022
[37] National Nutrition Survey using SMART methodology - December 2022
[38] Ibid

22. According to the education sector annual statistical reports, enrollments are on the rise for all levels. Preschool enrollment increased from 27,639 in 2005 to 66,556 in 2018; those of the primary from 617,010 in 2005 to 783,448 in 2018; those in lower and upper secondary increased respectively from 193,238 to 340,163 and from 52,296 to 143,485 between 2005 and 2018 [39],[40]. More recent data indicate that primary school gross enrollment reached 89% in 2023[41]. In 2010, the retention rate in primary school was 85%; the average repetition rate was 23% and the drop-out rate was 5%; Access to schools was better in urban areas (95.6%).[42]

23. According to the UNESCO Institute for Statistics (UIS), in 2018 the primary school completion rate in the Republic of the Congo was **66% for girls** and **64% for boys**. At the lower secondary level, completion rates dropped significantly, reaching **14.1% for girls** and **24.2% for boys**. Gross enrollment in secondary education also remained low, at **46% for females** and **51% for males**. Low levels of educational attainment—particularly among girls—are partly linked to **high rates of child marriage and early childbearing**, which limit school attendance and completion. At the tertiary level, disparities persist: in 2017[43], **10% of women** were enrolled compared to **15% of men**.[44]

24. The data reveals significant disparities in education across Congo, with girls underrepresented in secondary education (45.6% in upper secondary) and regional gaps, such as in Likouala, where girls make up only 31.7% of upper secondary enrolments. In primary education, girls account for 48.9% of enrolments nationally, but disparities exist by department. For example, in Lékoumou, girls represent only 45.8% of primary enrolments, while in Pool, they make up 47.5%.[45] The primary school completion rate in 2018 was 66% for girls and 64% for boys, but this drops significantly in lower secondary (14.1% for girls, 24.2% for boys). Gross enrollment rates for secondary education are low, with 46% of girls and 51% of boys enrolled.[46] Low attainment, especially for girls, is linked to child marriage and early childbearing. Children with disabilities (1,311 students, 0.17% of primary enrolments) and indigenous populations (2,873 students, 0.37%) face additional barriers, with limited access to education across departments. In this regard, Lékoumou has a relatively high number of indigenous students (515), while Pool has a higher proportion of children with disabilities (136).[47]

25. In the Republic of Congo, regarding the school meal programs, the Global Child Nutrition Foundation (GCNF) reported from the recent available data of 2019, 2021 and 2024 survey reports[48] that in primary schools the number of students receiving food has increased from 57,656 then 140,703 and 173,114. The proportion has increased as well respectively from 7% to 19% and 22%. The total budget allocated was USD 6,138,096 then USD 5,764,683 and USD 8,488,873 however the government contribution has reduced from USD 50,406 to USD 40,000 and USD 47,588.[49] Moreover, sex-disaggregated data available in the 2021 evaluation report highlights a parity gap as boys account for 53% and 52% of McGovern-Dole FY17 and Home-Grown School Feeding beneficiaries, respectively.

26. Women in the country encounter many disadvantages in social, political, and economic domains. Congo holds the 149th position out of 193 countries in Human Development Index (HDI) 2022. As shown in figure 1, the Gender Development Index (GDI) 2022 is 0,909,[50] which means medium equality in HDI achievements between women and men regarding life expectancy at birth, education, and command

[39] Strategy Education Sector
[40] Annuaire Statistique du Congo 2018
[41] World Bank, World Development Indicators: School enrollment, primary (% gross), 2023
[42] Strategy Education Sector
[43] The 2017 and 2018 figures remain the most up-to-date nationally available data."
[44] UNESCO (2024). Congo, Republic: Education Country Brief: https://www.iicba.unesco.org/en/congo-republic
[45] Annuaire Statistique du Congo 2018
[46] UNESCO. Congo, Republic: Education Country Brief: https://www.iicba.unesco.org/en/congo-republic
[47] Annuaire Statistique du Congo 2018
[48] Global Survey reports of 2019, 2021, 2024 Global Child Nutrition Foundation
[49] Global Child Nutrition Foundation (GCNF) – Reports on School Feeding in the Republic of the Congo: https://www.globalchildnutrition.org
[50] GDI is the ratio of female Human Development Index (HDI) to make HDI, therefore, the value 1,000 stands for perfect gender parity.

over economic resources, in accordance to the categories established by UNDP.[51] Women in Congo have higher life expectancy but less years of schooling and earn less than men (see figure 1).

**Figure 1 Gender Development Index – Republic of Congo**

| Congo | | | |
|---|---|---|---|
| **2022 GDI value** | | | 0,909 |
| **GDI change from 2021** | | | +0,004 |
| | Female | Male | Gender gap |
| HDI Value | 0,564 | 0,620 | -0,056 |
| Life Expectancy at Birth | **64,6** years | **61,5** years | 3,1 years |
| Expected Years of Schooling | **13,0** years | **11,9** years | 1,1 years |
| Mean Years of Schooling | **7,2** years | **9,4** years | -2,1 years |
| Gross National Income Per Capita (2017 PPP$) | **2.085** | **3.722** | -1.637 |

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

27. The National Development Plan (PND) 2022-2026 is a pivotal strategic document defining the orientations of the Republic of Congo in terms of development; it recognizes that disparities between women and men are an obstacle to development; and sets a goal to improve the integration of women,[52] including reducing disparities between girls and boys in school enrolment rates.[53] Recently, the National Gender Policy (2017-2021) and its Action Plan (2017-2021)'s evaluation underscored the shortcomings in meeting the established objectives and the release of a new policy is delayed.[54] Girls are exclusively targeted by the National Girls' Education Strategy[55] that is embedded in the wider Education Sector Strategy (2021-2030). The Girls' Education Strategy acknowledges the importance of safeguarding pregnant students from educational exclusion but fails to outline concrete measures for addressing the specific challenges faced by pregnant women and adolescent mothers. Between 2004 and 2020, the adolescent birth rate stood at 111 per 1,000 girls aged 15–1956. By May 2015[57] gaps in primary school enrolment for boys and girls had narrowed considerably; however, parity at the lower and upper secondary levels remained elusive.[58]

[51] UNDP (n.d). Gender Development Index. Available at: https://www.undp.org/sites/g/files/zskgke326/files/migration/tr/UNDP-TR-EN-HDR-2019-FAQS-GDI.pdf

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

[53] Committee on the Elimination of Discrimination Against Women (2024). Replies of the Congo to the list of issues and questions in relation to its eighth periodic report . Available at: https://docs.un.org/en/CEDAW/C/COG/RQ/8

[54] Committee on the Elimination of Discrimination Against Women (2024). Replies of the Congo to the list of issues and questions in relation to its eighth periodic report . Available at: https://docs.un.org/en/CEDAW/C/COG/RQ/8

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

[56] "Republic of Congo Country Page," UNFPA, https://www.unfpa.org/data/CG.

[57] There is no more recente data.

[58] République du Congo, "Stratégie Sectorielle de L'Education 2015-2025," https://www.globalpartnership.org/fr/content/plan-sectoriel-de-leducation-2015-2025-republique-du-congo

28. Early marriage and pregnancy continue to significantly disrupt many girls' educational trajectories.[59] As an example of how cultural traditions can be more harmful to women and girls in rural areas is the fact that the prevalence of early marriage is higher in rural areas and in less advantaged socio-economic groups.[60] A study commissioned by the World Bank in 2016 indicated that the incidence of women (age 18-22) who were married before 18 years of age is 43,3% and 11,5% of them were as young as 15 years old or younger.[61] Amongst the departments of MDG21 intervention, Pool holds the highest rate of girls marrying under 18 years of age (54,7%), followed by Plateaux (46,1%) and Cuvette (43,7%).[62] Rates of early childbirth also remain high. Among women aged 18–22, 31,8% had their first child before the age of 18—a figure that has declined only slightly over time. In contrast, the proportion who gave birth before age 15 stands at 2,6% and has shown a more substantial decrease over time.[63]

29. The indigenous population in the country is estimated at 1.4% to 10% of the total population. Indigenous children, particularly adolescents, encounter significant barriers to education, with approximately 65% being out of school.[64] Most indigenous students are concentrated in Lékoumou (37%), followed by Likouala (16.2%), Plateaux (12%), Niari (10.4%), and Sangha (10.2%).[65] Regarding persons with disabilities, there is no recent data,[66] but the general census of 2007 identified that 1.4% of the total population were living with disabilities and that the net primary school enrolment rate was 52,2%.[67] [68] Low enrolment mainly stems from the limited availability of special education facilities, concentrated in Brazzaville and Pointe-Noire, the lack of adaptation of mainstream schools to the needs of children with disabilities, and the shortage and insufficient training of specialized staff.[69] The Education Sector Strategy integrates specific provisions for Indigenous children and children with disabilities. [70]

30. WFP is also involved in other humanitarian responses in collaboration with the Ministry of Social Affairs and Humanitarian Action and the United Nations High Commissioner for Refugees (UNHCR). For instance, recurrent flooding has plagued the northern part of the country for three consecutive years. In December 2021, nearly 71,690 people were affected by new floods in the departments of Likouala, Cuvette, Sangha and Plateaux. Also, in December 2020, there were new influxes of Central African

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[59] https://openknowledge.worldbank.org/bitstream/handle/10986/25471/105914-BRI-ADD-SERIES-PUBLIC-HNP-Brief-Congo-Bazza-Profile-CM.pdf?sequence=1&isAllowed=yv"Leave No Girl behind in Africa: Discrimination in Education against Pregnant Girls and Adolescent Mothers," Human Rights Watch, June 14, 2018, https://www.hrw.org/sites/default/files/report_pdf/au0618_web.pdf; The World Bank Group, "Girls' Education" https://www.worldbank.org/en/topic/girlseducation#1 (last updated February 10, 2022).

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

[61] idem

[62] idem

[63] World Bank (2016). Basic Profile of Early Childbirth in the Republic of Congo. Available at: https://documents1.worldbank.org/curated/en/962761467996683160/pdf/105915-BRI-ADD-SERIES-PUBLIC-HNP-Brief-Congo-Bazza-Profile-EP.pdf

[64] IWGA. The Indigenous World 2022: Republic of the Congo. Available at: https://www.iwgia.org/en/republic-of-congo/4641-iw-2022-republic-of-the-congo.html

[65] République du Congo. (2015) Stratégie Sectorielle de L'education 2015-2025.

[66] The National Institute of Statistics (INS) has not yet published data on disability foreseen at the 2023 National Census.

[67] GEORGES BIAKABAKANA & FÉLIX BINDIKA: SITUATION DES PERSONNES HANDICAPEES AU CONGO.

[68] During the 2018 Universal Periodic Review (UPR), Congo accepted six recommendations aimed at advancing the rights of children with disabilities. Earlier, in 1992, the country adopted Law No. 009-92 on the protection of persons with disabilities, followed by the development of a Strategic Framework on the Schooling and Reschooling of Disabled Children and a National Action Plan for Persons with Disabilities. However, despite the recommendations of the Committee on the Rights of the Child, Law No. 009-92 still lacks an implementing decree, and both the Strategic Framework and the National Action Plan remain unimplemented. Although the Government has established a consultative body, it acknowledges the absence of a national census of children with disabilities, which continues to hinder evidence-based policy and planning.( Network of Stakeholders on the Phenomenon of Children in Disruption (REIPER) & Apprentis d'Auteuil International Foundation: Children's Rights in the Republic of Congo. 2024).

[69] République du Congo. (2015) Stratégie Sectorielle de L'education 2015-2025.

[70] République du Congo. (2015) Stratégie Sectorielle de L'education 2015-2025.

refugees, in addition to asylum seekers from the DRC further increasing the already large number of refugees in the country. These refugees are mainly located in the Departments of Likouala and Plateaux.

31. The country has strategic and policy documents which support school feeding. For instance, the **National Development Plan 2022-2026** deals with the in-depth reform of the education system and indicates the need for continuous and universal school feeding. The **2021-2030 Education Sector Strategy** specifically target the enrolment of disadvantaged populations and the coverage of school feeding for all schools by 2024. The evaluation of the education system using the SABER (Systems Approach for Better Education Results) tool has made it possible to define priorities, including the development of the national school feeding policy, which aims specifically at promoting the cognitive, intellectual, physical, mental and moral development of children through healthy school nutrition, balanced and based on local products.

32. Since 2021, the Republic of Congo has undertaken several strategic and policy initiatives that align with the objectives of the McGovern-Dole Project including the adoption of the **National School Feeding Policy** (2019)[71]: In 2019, the Government adopted a national school feeding policy and established a Department of School Feeding Services within the Ministry of Pre-school, Primary, Secondary, and Literacy Education.

33. The WFP's goal in the Congo is to end hunger in all its forms by 2030, and to do so it plans to do so by bolstering local communities through interventions such as the School Feeding Program. This initiative is expected to have the greatest impact on Sustainable Development Goal 2: Ending hunger, as well as SDG 17: Strengthening global partnerships. Furthermore, the program contributes to SDG 4: Quality Education by supporting literacy and school attendance, SDG 3: Good Health and Well-being through nutrition interventions, and SDG 5: Gender Equality by promoting girls' education. Additionally, recognizing the environmental footprint of food production, school feeding, WASH infrastructure, and related activities, the program will incorporate sustainability measures to reduce greenhouse gas (GHG) emissions, improve resource efficiency, and promote responsible waste management.

34. Beyond aligning with the SDGs, WFP's interventions are guided by the United Nations Sustainable Development Cooperation Framework (UNSDCF), which serves as the overarching framework for coordinating UN development efforts at the country level. WFP's activities contribute to the UNSDCF's focus on inclusive human capital development, resilient livelihoods, and sustainable food systems, ensuring that food security programs do not just address immediate hunger but also support long-term economic empowerment, environmental sustainability, and social fairness.

35. The McGovern-Dole FY21 project is implemented by WFP with support from subrecipients including UNICEF, and UNESCO. While WFP implements the McGovern-Dole interventions , UNICEF, UNESCO, and CRS contribute by implementing activities that collectively strengthen the national school feeding system. These partnerships ensure a multi-sectoral approach that integrates school feeding with health, nutrition, and educational initiatives. Under the McGovern-Dole project, UNICEF supports school-based WASH interventions that complement WFP-implemented school feeding activities by improving access to clean water and sanitation. UNESCO's involvement in the McGovern-Dole project includes implementing activities focused on improving literacy outcomes and teacher training, aligning with the project's objective of enhancing educational quality through nutrition and school meal programs. CRS implements activities on school gardens, nutrition education, and community savings groups, which enhance sustainability and household engagement. Together, these interventions represent a multi-sectoral ecosystem supporting the government's National School Feeding Policy (PNAS).

36. Beyond McGovern-Dole's programming, school feeding in the Republic of the Congo forms part of a broader national effort led by the Government under the National School Feeding Programme (PNAS), adopted in 2016. The PNAS aims to achieve universal school canteen coverage by progressively integrating development and humanitarian approaches and by transitioning from externally supported

[71] The national school feeding policy was adopted on December 30, 2019. Decree No. 2019-447 of December 30, 2019 approving the national school feeding policy."

to nationally owned, home-grown models. The Ministry of Pre-Primary, Primary, and Secondary Education and Literacy (MEPPSA), through the School Feeding Directorate (DAS), leads coordination with partners such as WFP, UNICEF, UNESCO, CRS, and local NGOs. While WFP remains the main implementing partner, several departments (including Bouenza, Pool, Likouala, and Sangha) also benefit from smaller-scale or complementary school feeding initiatives run by government structures, church networks, and local associations. Additionally, in 2021, the Government of Congo confirmed a new contribution of 50 MT of salt, further demonstrating its ongoing commitment to the school feeding program.

37. A review of the McGovern-Dole FY21 Semi-Annual Reports (2022–2024) highlights that the departments of **Lekoumou, Likouala, Plateaux, and Sangha** consistently face **significant challenges impacting indigenous communities.** These challenges include logistical issues such as poor road conditions and flooding, resource constraints, and the need for culturally sensitive program designs. In Likouala, accessibility and logistical support remain major hurdles, with disparities in teacher availability and school infrastructure affecting educational and nutritional outcomes. In Sangha, logistical barriers directly impede food distribution and educational support, disproportionately affecting indigenous children. The Plateaux department requires greater efforts to improve education access, with a focus on culturally appropriate materials and infrastructure. Meanwhile, in Lekoumou, gaps in implementing school gardens and nutrition programs hinder the inclusion of indigenous communities.

## 1.3 Subject evaluated

38. This midterm evaluation focuses on McGovern-Dole FY21 project implemented by WFP in the Congo from October 2021 to 30 September 2026 with US$ 25 million in funding from USDA. This is the second USDA McGovern-Dole project awarded in Republic of Congo implemented by WFP. The first McGovern-Dole project implemented by WFP was a six-year FY17 project. With a total funding of $30 million (2017-2023), the FY17 program focused on improving child nutrition, literacy, and health through school meals and capacity building.

39. The project aims to reach 102,000 students over the life of project and 85,000 students annually - girls and boys - in 375 primary schools across thirty-eight (38) districts. About 354 primary schools were part of the McGovern-Dole 2017-2023 (FY17 project) cycle and McGovern-Dole 2021 -2026 (FY21 baseline study). The targeting also took into account ORA (Observe, Reflect and Act) schools that were set up to improve the schooling of indigenous children. Table 1 provides details of the project focal areas.

**Table 1 Project focal areas[72]**

| Target Departments FY21 | Number of schools | No of students |
|---|---|---|
| Bouenza | 52 | 13 458 |
| Cuvette | 20 | 2 060 |
| Lékoumou | 73 | 13 562 |
| Likouala | 30 | 13 290 |
| Plateaux | 70 | 12 761 |
| Pool | 104 | 22 055 |
| Sangha | 26 | 4 506 |
| | 375 | 81 692 (Approx 82,000) |

40. From FY2023 onward, the project expanded its scope to integrate complementary education and behaviour change interventions. These include literacy and pedagogy support in collaboration with

[72] The information on the number of schools by department and the number of pupils transmitted by DAS in August 2024. An update is expected in January 2025. (Note that fluctuations exist, for instance, from October 2023 to September 2024, the project's M&E system reported that the number of students enrolled in school receiving USDA assistance was 89, 278 and the number of school-age children receiving daily school meals (breakfast, snack, lunch) as a result of USDA assistance was 90,117.

UNESCO, hygiene and social behaviour change communication (SBCC) activities implemented with UNICEF, and school garden and savings group components implemented by CRS. These additions were designed to strengthen the programme's contribution to learning, nutrition, and community ownership.

41. Two strategic objectives (SO) are sought by this project and contribute to the objectives of the National School Feeding Program (NSFP):

    ✓ Improve literacy among school-aged children (SO1);

    ✓ Improve health, nutrition and dietary practices (SO2).

42. Additionally, USDA considers a third strategic objective of the project:

    ✓ Improve effectiveness of food assistance through local and regional procurement (LRP SO1)

43. In accordance with the grant agreement between USDA-FAS and WFP, this school feeding project in Congo has the following specific objectives:

    1. Improve attentiveness, increase attendance, reduce dropout, and alleviate short term hunger of school children through the provision of school meals;
    2. Improve health, nutrition and dietary practices through infrastructure improvements, as well as awareness and behavioural change strategies around health, nutrition and diet through school and community interventions;
    3. Improve literacy capabilities of students, the quality of literacy instruction, and enhance school leadership capacity;
    4. Strengthen capacity of Government and school communities to manage and implement a nutrition sensitive and holistic National School Feeding Program (NSFP); and
    5. Support farmer groups to become reliable and sustainable suppliers of high-quality food commodities to local schools.

44. Following the extension of WFP Congo Country Strategic Plan (CSP) 2019–2024 through 2026, accompanied by WFP Country Capacity Strengthening (CCS) Policy Update (2022 the WFP strategic framework for school feeding in the Republic of the Congo was broadened to incorporate the below:

    - food distribution through **providing nutritious school meals to pre- and primary school students**, alleviating hunger, and improving educational outcomes.
    - promoting better health at school and near communities, through the construction and rehabilitation of infrastructure such as **water systems, disability-inclusive and sex-separated latrines, and energy-efficient kitchens**, as well as behaviour change initiatives and an expanded focus on menstrual hygiene management (MHM) with safe and supportive spaces.
    - promoting improved nutrition and feeding practices, through establishing school gardens as educational platforms, integrating nutrition-sensitive curricula, and engaging communities through awareness and training programs.
    - supporting improved literacy, through providing literacy materials, conducting teacher training, and organizing reading competitions to foster a culture of reading
    - strengthening national school feeding management capacities, through supporting policy development, operational tools, and the transition of school feeding management to national and subnational entities.
    - building farmers' capacities to support local procurement of school meals, through training smallholder farmers in post-harvest storage and transport, business management, and financial inclusion through initiatives such as savings and lending groups.
    - enhancing resilience in school feeding programs, by integrating sustainable agricultural practices, improving post-harvest storage facilities, and promoting sustainable sourcing of food ingredients to reduce food waste and strengthen local food systems.

- integrating environmental sustainability measures, by incorporating environmental and social safeguards into food assistance initiatives, promoting the use of clean energy solutions such as fuel-efficient stoves in school kitchens, and implementing waste reduction strategies.
- expanding access to social protection programs, through the development of social safety nets that target groups facing higher barriers, including displaced persons, women, and people with disabilities, ensuring fair participation in livelihood and educational opportunities.

45. Given the reliance of Congo on food imports, the FY21 McGovern-Dole project Market Study found no significant negative economic impact of the U.S. donated commodities (rice, split peas and vegetable oil) that will be distributed through the McGovern-Dole school feeding program. The study noted that additional supply to the market (through the U.S. donated commodities) could even potentially deflate market prices for these commodities which would have a positive Impact on the availability and access to food.[73]

46. The McGovern-Dole FY21 programme continues to operate within its original scope - school meals, literacy, nutrition, WASH, and capacity building. These activities contribute to broader national and global goals, including the SDGs, particularly SDG 2 (Zero Hunger) and SDG 4 (Quality Education). The summary of the key activities of the McGovern-Dole FY21 project are in Table 2.

**Table 2 Summary of the McGovern-Dole FY21 project's key activities updated at midline[74]**

| Main activities | Description | |
|---|---|---|
| Provision of nutritious school meals | The project plans to (i) provide nutritious school meals to all pre- and primary school students in the 38 targeted districts through collaboration with the Government, schools and communities. The project will strengthen the capacity of smallholder farmers to produce, store, process and distribute food to schools and other institutional markets.<br>- Monitoring systems for **local and regional procurement**.<br>- Enhanced logistics for hard-to-reach areas.<br>The school feeding program provides a daily ration consisting of:<br>• 150g rice<br>• 40g yellow split peas<br>• 15g fortified vegetable oil<br>• 30g canned fish (Japanese Government contribution, limited distribution)<br>• 5g iodized salt (provided by the Government of Congo) | Lead: WFP.<br>Government: Ministry of Primary and Secondary Education (MEPSA), National Directorate of School Feeding (DAS).<br>Partners: Local traders, farmer organizations, CRS (logistics and community mobilisation). |
| Promoting improved health | This will be achieved through (i) the construction of 35 water supply systems and the rehabilitation of water supply systems or the construction of 60 latrines adapted for persons with disabilities; (ii) raising awareness among students and parents of good | Lead: WFP.<br>Sub-implementer: UNICEF (WASH |

[73] FY21 McGovern-Dole school feeding program Market Study Update Republic of Congo

[74] The table was revised based on the program's workplans of 2022, 2023, 2024

| | | |
|---|---|---|
| | health/hygiene/sanitation practices through a school-based environmental health promotion program; (iii) teaching girls good menstrual hygiene management (MHM); (iv) the establishment of 300 handwashing stations in 125 schools through the training of teachers, parent representatives and community leaders to make handwashing stations using local materials; (v) Deworming and health education<br>- **Disability-inclusive and sex-separate latrines** specifically mentioned in FY24 and FY25 workplans.<br>- Expanded focus on menstrual hygiene management (MHM) with safe spaces.<br>- Awareness of reproductive health<br>- Social and Behaviour Change Communication (SBCC) initiatives integrated into health awareness campaigns.<br>- Creation of WASH committees in schools. | infrastructure and materials).<br>Government: Ministry of Health and Population (MSPP).<br>Community: PTAs/COGES and local construction firms. |
| Promoting improved nutrition and dietary practices | WFP will organize refresher training for teachers to identify success stories and for local authorities on agriculture and nutrition. It plans to integrate 85,000 educational materials to promote better nutrition and feeding practices in schools and communities.<br>- Establishment of **school gardens** for demonstration and education purposes.<br>- Annual **nutrition-focused parent engagement days**.<br>- Nutrition-sensitive agriculture training for teachers. | Lead: WFP.<br>Sub-implementer: CRS (school gardens and nutrition training).<br>Government: Ministry of Agriculture and Livestock (MAEP).<br>Community: Teachers and COGES. |
| Improving literacy | This will consist of building the capacity of primary school teachers and using community mobilisers to sensitize parents and community members on the importance of reading and education.<br>- Organization of **reading competitions** to foster a reading culture.<br>- Peer-to-peer mentoring programs for teacher development. | Lead: WFP<br>Sub-implementer UNESCO (pedagogy and teacher training).<br>and MEPSA (Curriculum integration). |
| Strengthening the management capacity of the national school feeding program | Support for the establishment of an enabling environment for the National Directorate of School Feeding (DAS) and the Departmental School Feeding Service (SDSAS) to implement the national school feeding program at the national level and support for the creation of departmental school feeding committees.<br>- Development of an **operational manual** for school feeding at the departmental level.<br>- Introduction of **South-South Cooperation** (e.g., Brazil exchanges).<br>- Creation of a **digital school feeding dashboard** to improve monitoring and decision-making. | Lead: WFP (CCS and institutional capacity building).<br>Government: DAS, SDSAS (MEPSA).<br>Technical partner: Brazilian Cooperation Agency (ABC) via South-South Cooperation. |

| | | |
|---|---|---|
| Strengthening the capacity of farmers' groups to provide food to schools | The project trains smallholder farmers and smallholder farmers' groups on management, business planning and banking inclusion, as well as the establishment of a savings program integrated into the structure of the farmers' group to facilitate access to credit and a savings culture to enable support of school feeding programs.<br>- Introduction of **Savings and Internal Lending Communities (SILC)** to promote financial inclusion and to strengthen local supply chains for school meal programs.<br>- Capacity building on **post-harvest handling and storage**.<br>The project was designed to reach 85,000 schoolchildren across 375 schools during the 2023/24 school year, but has reached 90,117, reflecting a planned expansion from 85,000 students in 2022. This coverage spans all seven target departments (Bouenza, Cuvette, Lekoumou, Likouala, Plateaux, Sangha, Pool).<br>- The project includes capacity-building initiatives for smallholder farmers, focusing on sustainable agricultural practices, market access, and food safety to enhance the sustainability of school feeding | Lead: WFP (Market Access and LRP unit).<br>Sub-implementer: CRS (SILC and training).<br>Government: Ministry of Agriculture (MAEP).<br>Private sector: local processors. |

47. The Theory of Change of the McGovern-Dole FY21 project in the Republic of Congo envisions that the regular provision of nutritious school meals and complementary interventions in health, nutrition, literacy, and institutional capacity will lead to improved attendance, retention, and learning outcomes, thereby contributing to better-nourished, better-educated children and a sustainable national school feeding system.
    - The causal logic assumes that by: ensuring reliable school meals and nutrition-sensitive health and WASH services, children's hunger and illness-related absenteeism will decline;
    - ensuring reliable school meals and nutrition-sensitive WASH services, children's hunger and illness-related absenteeism will decline;
    - improving literacy materials and teacher training, learning outcomes will rise;
    - strengthening community participation through COGES/PTAs, local accountability and parental engagement will improve; and
    - reinforcing Government and farmer capacity, national systems will gradually assume ownership of school feeding.
48. Together, these pathways are expected to produce long-term effects on human capital development, agricultural markets, and local economic resilience, fully aligned with the National Development Plan (PND) and the National School Feeding Strategy (PNAS).
49. Achieving these outcomes depends on several enabling conditions embedded within programme design:

    1) leverage the government's commitment to universal school feeding and support at the community level;

    2) provide the right accompaniment through knowledge management and learning of the McGovern-Dole FY17, Baseline Study into program design and implementation and the extension of Congo

Country Strategic Plan (CSP) 2019–2024 through 2026, accompanied by WFP Country Capacity Strengthening (CCS) Policy Update (2022). Drawing on findings from previous McGovern-Dole evaluations, baseline studies, and ongoing policy frameworks is expected to strengthen FY21 award programme design, implementation, and institutional capacity.

3) enable dynamic and strong partnerships at both the strategic and implementation levels; and

4) position innovation as a multiplier effect (using the program activities dashboard for evidence-based decisions at the management level, capacity building of teachers and cooks, and integrated multisectoral programming for sustainability through linking education, health, agriculture, and nutrition initiatives).

50. The foregoing is expected to result in increased community and institutional capacity for the operation and management of the national school feeding program, as well as improved literacy and the quality of education. These will result in children being better educated, better nourished and better prepared to achieve Congo's national development goals. In addition, it will translate into progress towards a sustainable and resilient national school feeding program, with significant benefits for education, nutrition, agriculture and local economic development.

51. Several critical assumptions underpin the ToC including: i) continued government commitment to education, school feeding and handover, as well as continued national economic and political stability; ii) stability of the food pipeline and sufficient agricultural production for local purchase of non-USDA commodities; iii) availability of government resources and other donor contributions that complement USDA McGovern-Dole funding; and iv) sufficiently qualified personnel hired by the Government in the intervening schools including teachers, cooks and storekeepers. The project's results framework is illustrated in Annex 3 and the reconstructed theory of change is in Annex 5. Analysis of the ToC and its assumptions are found in Section 2.1 and Annex 10.

52. Lessons from the FY17 baseline, mid-term, and final evaluations directly informed the design of the FY21 McGovern-Dole project, resulting in a more inclusive and sustainable approach. Improvements focused on local food procurement to strengthen smallholder farmer participation, expanded literacy and teacher training to enhance learning outcomes, and upgraded school infrastructure through fuel-efficient stoves and improved WASH facilities. The FY21 project further deepened linkages with home-grown school feeding (HGSF) and community-based sustainability initiatives, while deliberately targeting girls in rural areas and indigenous children. The selection of Lékoumou, Likouala, Sangha, and Plateaux departments, where indigenous populations are concentrated, ensured that interventions reached them. To strengthen local engagement and project ownership, the project introduced participation quotas designed to reflect representation across all social groups in school committees (including mothers and women), farmer capacity building, and measures such as menstrual hygiene management, sex-separated, and accessible latrines. Collectively, these adaptations made the project more responsive to the barriers facing girls, indigenous groups, and children with disabilities. The FY17 Evaluation and the 2023 WFP study on school women cooks[75] provided key recommendations relevant for follow-up in the FY21 Mid-Term Evaluation. These are elaborated in Annex 4.

53. The McGovern-Dole project target geographic areas (**Bouenza, Cuvette, Lekoumou, Likouala, Plateaux, Sangha, Pool**) are displayed in Figure 2. Based on the years 2022, 2023 and 2024 workplans, the program does not add new geographic areas beyond those originally targeted in the seven departments. However, there are specific expansions or shifts in focus within the same geographic areas:

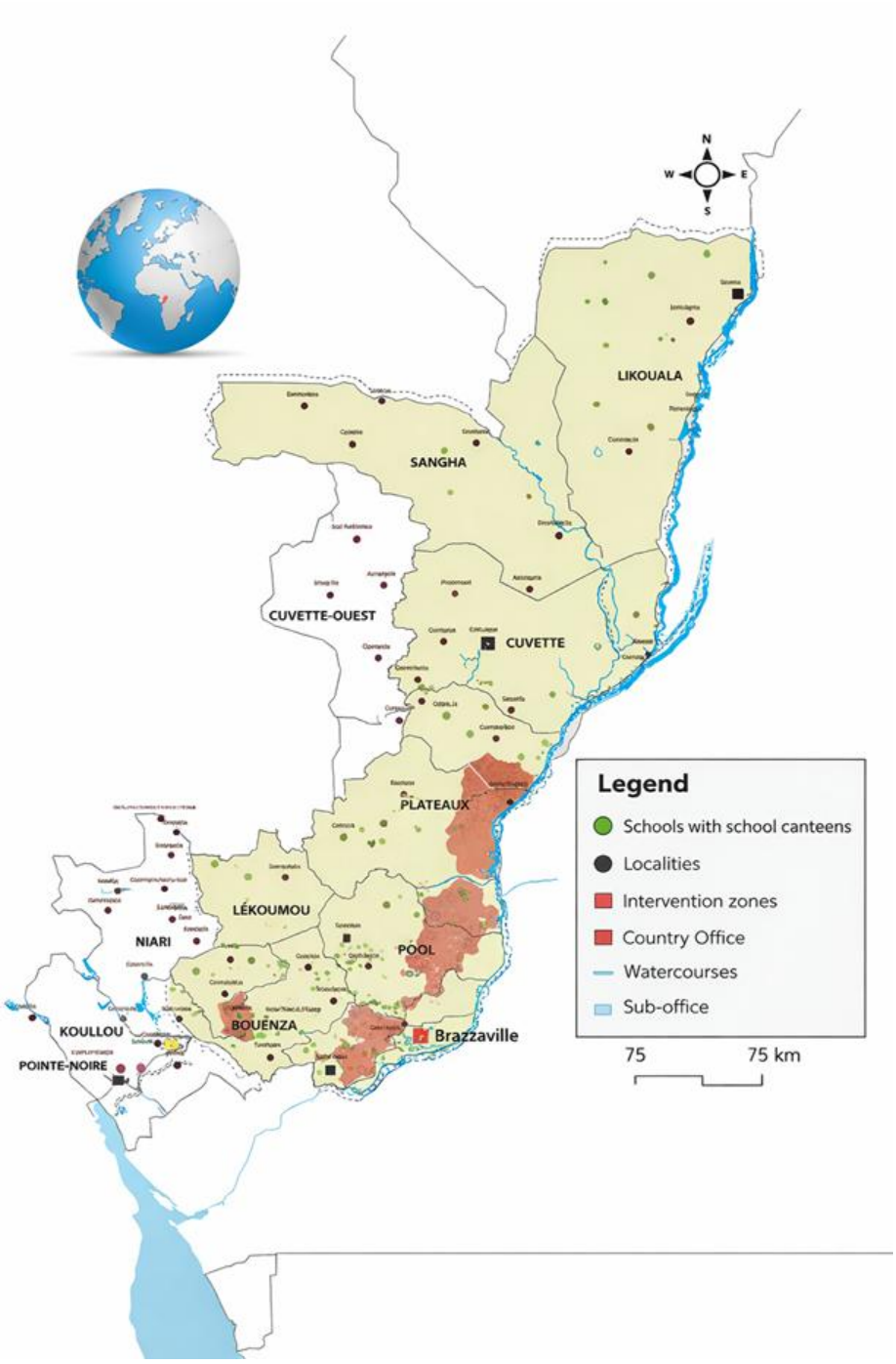
    - The workplans place particular emphasis on expanding program coverage and greater community engagement including with **indigenous communities**, particularly in the departments **Lekoumou, Likouala, Plateaux, and Sangha,** where these populations are more concentrated.
    - The number of schools may vary slightly as the program scales or adapts implementation (e.g., additional schools receiving improved WASH facilities or literacy materials). Specific workplans

[75] WFP Congo Brazzaville (2023). STUDY REPORT ON WOMEN COOKS MCGOVERN-DOLE PROGRAM

focus on increasing infrastructure support (e.g., latrines, handwashing stations) in targeted schools.

- The workplans describe efforts to address logistical challenges in remote areas within the same departments, emphasizing capacity building for local stakeholders and innovative food distribution mechanisms.

**Figure 2 Map of the Republic of Congo showing the project target areas**



## 1.4 Evaluation methodology, limitations and ethical considerations

### Evaluation approach

54. In terms of the overall evaluation, with regard to the three phased approach, the goal of the evaluation is not only to assess if the strategies of the McGovern-Dole project in the Congo from 2021 to 2026 worked, but also how they worked, where, why and for whom. This perspective of evaluating is especially important to effectively inform learning, accountability and future interventions. To achieve these objectives, the evaluation applies a **mixed-methods design**, integrating quantitative and qualitative approaches to capture a comprehensive and nuanced understanding of program performance and results.

55. The evaluation team followed a **participatory and consultative evaluation approach,** ensuring meaningful participation of all relevant stakeholders, especially girls, boys and other groups including indigenous population. We ensured through the use of mixed methods that girls, boys, and people from different stakeholder's groups participated and that their different voices were heard and used. This included providing appropriate accommodations to facilitate the participation of indigenous children, men and women (e.g., translation services). Efforts were made to maximize participation while adapting to the available resources and implementation constraints.

56. We believe that the participation of direct and indirect beneficiaries, especially women, persons with disabilities and the indigenous populations, is important in enhancing the transparency, validity, reliability and usability of the evaluation results and essential to its success. Women face major logistical and cultural obstacles to access, especially women from remote areas, the ones with disabilities and/or whose children have disabilities, those with limited resources including widows and other single mothers. The evaluation adopted a multi-level analytical approach to examine how McGovern-Dole school feeding interventions considered the different needs and circumstances of beneficiary groups in program design and implementation, including boys, girls, men and women. Ensuring the participation of all the populations served also helps translating research into action, as the team was able to respond to the evaluation questions, enabling their ownership of the evaluation results. The evaluation team fully included national/ local experts in the fieldwork. Feedback was actively sought on the evaluation methodology and tools from the EMs and the Evaluation Reference Group (ERG) for fine-tuning of the evaluation protocol at baseline, midline and endline.

57. Sex and age sensitive approaches were adopted in the design of data gathering and analysis tools, sampling for primary qualitative data collection, and developing ethical and safety measures. With regards to the Convention on the Rights of the Child,[1] the evaluation team ensured adequate engagement of children and adolescents throughout the evaluation process.

### Evaluability assessment

58. The evaluation methodology was explicitly informed by an evaluability assessment (see Annex 4), which examined the availability, quality, and reliability of data and the clarity of the programme's design and results framework. The assessment confirmed that a comprehensive baseline had been conducted, providing a valid reference point for measuring change over time. Programme objectives and expected results were well articulated and generally observable during implementation, supported by a results framework with SMART indicators and time-bound targets, although not all indicators met these criteria consistently. The logframe demonstrated flexibility, allowing adaptation based on implementation progress and contextual changes, and the theory of change was reconstructed at midterm to clarify causal linkages and refine assumptions. Some data was available to assess the project's contributions, especially at the output level (Annual Performance Reporting Data).

59. The evaluation refined the quantitative instruments to improve the accuracy of data collection on McGovern-Dole indicators and to ensure comparability between baseline and midline measurements. Consistent with the baseline, data were also collected on cross-cutting dimensions, including accountability to affected populations (AAP), sex, human rights, inclusivity, disability, and variations in experiences across population groups. An M&E system was in place to support regular data collection

against performance indicators, and program documentation confirmed that routine monitoring had been conducted. However, field verification revealed that several standard and custom indicators had not yet been systematically tracked by the project at midterm; these are expected to be fully reported at endline.

**Evaluation criteria and questions**

60. The evaluation was guided by the OECD/DAC criteria of relevance, coherence, effectiveness, efficiency, sustainability, and impact. Using these criteria, the ET conducted an in-depth analysis of participation, and differential effects among diverse population groups engaged in or affected by the McGovern-Dole project in Congo. This cross-cutting dimension of the analysis was central in examining how social and contextual factors shaped participation, access to benefits, and overall outcomes for various groups within schools and communities. By applying this analytical lens, the evaluation captured the nuanced ways in which programme interventions interacted with social norms, household responsibilities, and learning environments - highlighting variations in outcomes across different groups of learners, teachers, and caregivers. This approach enabled a comprehensive understanding of how these dynamics influenced programme design, implementation, effectiveness, and sustainability, and how the intervention contributed to fostering broader and balanced participation. 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 sex-and groups-related elements were integrated in impact question 5.2.

**The evaluation questions**

61. The evaluation answered the following key questions according to the criteria:

**1. Relevance**

1.1. To what extent is the McGovern Dole School feeding program's design and approach suitable for the achievement of the desired effect and objectives?

1.2. Does the program theory and logic of the McGovern Dole School feeding program correctly envisage the causal relationships in its results framework?

1.3. Is the program aligned with national government's education and school meals policies and strategies?

1.4. To what degree the needs of women or other marginalized groups were considered in the program's design and implementation?

**2. Coherence**

2.1. To what extent is the McGovern-Dole school feeding coherent with the National School Feeding strategy and interventions implemented by other actors in the country?

2.2. What are the McGovern-Dole program complementarity, harmonization and co-ordination with others WFP program, and the extent to which the intervention is adding value while avoiding duplication of effort?

**3. Effectiveness**

3.1. What is the progress of program implementation–is the program on track to carry out all activities as planned?

3.2. To what extent are the objectives of the program likely to be realized including the broader goals of gender mainstreaming and promoting inclusion?

3.3. What aspects of school feeding intervention are the most sensitive to internal and external system pressures?

3.4. How effective has the collaboration with different stakeholders (including the government) been in achieving program's objectives?

**4. Efficiency**

4.1. To what extent are the activities implemented in line with the plan and in a timely manner? (Program delivery, logistics and M&E arrangements)?

4.2. What factors have impacted the delivery process (cost factors, WFP and partners performance, external factors)?

4.3. What measures can support enhancement of the SFP efficiency for the remaining implementation period?

4.4. To what extent has the school feeding dashboard and Beneficiary/Stakeholder Complaint and Feedback mechanisms been utilized to identify issues and implement corrective measures?

**5. Impact**

5.1. To what degree has, the program outcomes made progress toward positive long-term effects on targeted beneficiaries (girls, boys, men and women), households, communities and institutions?

5.2. What evidence exists to show that the McGovern-Dole school feeding program enhances learning for boys and girls including for autochthone populations?

5.3. What internal and external factors affected the program results from having to intended impact on targeted beneficiaries?

**6. Sustainability**

6.1. What progress has farmers, traders and other suppliers made towards becoming reliable and sustainable suppliers of high-quality food commodities to local schools?

6.2. Do mechanisms (policies and strategies, stable budgeting, quality program design, institutional arrangements, local production and sourcing; partnerships and coordination; community participation and ownership) exist to ensure the sustainability of the school meals program?

6.3. What progress has been made towards changing the attitudes and behaviours of community members in such a way as to improve health and dietary practices?

The evaluation matrix with the questions, sub-questions and indicators is presented in Annex 7.

**Overall Evaluation design**

62. A **quasi-experimental longitudinal panel design** was used to track a cohort of schools in the program over the project's life (2023-2026). Essentially, a **repeated cross-sectional design** with quasi-experimental methods was used to track the cohort of schools and students involved in the McGovern-Dole FY21 project. The ToR specifically required a thorough assessment of the project's performance and results, based on the OECD-DAC criteria at midterm and endline. This includes evaluating the program's impact on education outcomes and indicators, including government, school, student, farmer, and community transformations throughout the project. Additionally, the program's successes and shortfalls were analysed.

63. Aa **pre-post (before-and-after) analysis** with a **counterfactual (with-and-without) comparison** was employed to evaluate the program's impact. The **pre-intervention (baseline) data** was collected through a school-based survey in the McGovern-Dole project areas. This included both student surveys (starting from the second primary school class level) and school surveys (with headteachers, school cooks, and parent-teacher associations)..

64. To establish the **post-intervention ("after") component**, a follow-up school-based survey was conducted in the McGovern-Dole project areas. This survey mirrored the baseline data collection process, ensuring consistency in methodology and enabling a robust comparison of pre- and post-intervention outcomes. Since the baseline survey was conducted using a cross-sectional design, the MTE used the same methodology. The same class of cohort of pupils (P2) as in the baseline survey were surveyed. Since tracking the same students over multiple rounds can be logistically difficult due to attrition and resource constraints, a repeated cross-sectional design was adopted. This approach allowed different P2 pupils in each round to be surveyed, without needing the same students to participate in both rounds, making it more feasible to study trends in the dynamic school environment. The sampling plan also accounted for attrition. School survey data was used to assess the outcomes

and impact of the McGovern-Dole school feeding program, focusing on areas such as grade-level academic performance, health improvements, dietary practices, alleviated short-term hunger, literacy, and enhanced school leadership.

65. At baseline and midterm, a real "**with**-and-**without**" comparison was established by collecting data from **comparison schools** in non-intervention areas. Program monitoring and evaluation data were used to select comparison communities and schools. The comparison schools were randomly selected to reflect the regional distribution of such schools, using a probability proportional to size approach. These same schools were surveyed again during the MTE to allow for a direct comparison of intervention and non-intervention areas. The comparison schools were selected to exclude those that participated in the FY17 cohort but who were not included in the FY21 cohort. This ensured that the comparison group remained distinct from prior program beneficiaries, thereby minimizing potential biases and enhancing validity. To ensure that the baseline sample was comparable to the midline sample and address potential selection bias, Inverse Probability Weighting (IPW) was used to balance the samples. Next, the intervention and non-intervention schools were compared using a **Difference-in-Differences (DiD)** approach. This method will allow us to examine changes in key outcomes over time, adjusting for any differences between the intervention and comparison schools that remain constant. The DiD approach assumes that, in the absence of the project, the trends in the primary outcomes for both groups would have been similar.

66. Overall, a **concurrent design** for the systematic use of **mixed methods** was employed. The **qualitative** research component provides a rich understanding of relationships, trends, and patterns emerging from the quantitative component and has helped us triangulate survey results to confirm, dispute, or provide answers to contradictory and unexpected results from the quantitative evaluation. Using this mixed-methods approach, quantitative outcome/impact evidence was complemented by narrative causal statements collected directly from parents, head teachers, teachers, girl beneficiaries, and relevant government stakeholders, and communities via focus group discussions (FGDs) and semi-structured / key informant interviews. These provided more insight into the drivers of change, these narrative causal statements were suitable for identifying linkages of intervention with their impacts and their complex relationships.

**Quantitative methods**

67. **School Based Surveys** –involved the measurement of pupils learning outcomes and provided insight into how school feeding was organized in schools. The surveys targeted beneficiary school children from sampled primary schools in the intervention districts. Schools were also sampled from non-intervention districts for the survey to enable a comparison with non-beneficiaries of the program. The school survey comprised of student survey (with pupils at the second primary school class level) and surveys of head teachers, school cooks and parent- teacher associations. 80 schools visited at baseline were tracked and random samples of the pupils at second primary school class level were surveyed.

68. **Secondary quantitative data analysis** - Secondary data composed of previous program reports, data collected from partners, or previous studies have been reviewed before structuring primary data collection. The existing data were reviewed to track the program's performance in relation to the McGovern-Dole project indicators validated at baseline.

69. **Financial data (Cost-efficiency) analysis** - The Cost-Efficiency Analysis (CEA) assessed the McGovern-Dole School Feeding Program across the 2021–2025 cycle and seven departments to inform near-term operational decisions and medium-term planning. The analysis focused on four evaluation questions: whether activities were implemented as planned and on time; which cost and operational factors shaped delivery; what measures can enhance efficiency during the remaining implementation period; and how the dashboard and complaint/feedback (CFM) mechanisms had been used to identify issues and trigger corrective actions. Although these evaluation questions appear qualitative in nature, they were informed by quantitative analysis. The CEA drew on financial datasets (2021–2025) to compute unit costs per beneficiary and per metric ton, track equality in per-capita allocations across departments, and analyse trends in transport and storage costs. Normalized dashboard indicators and control charts were also used to identify delays and cost drivers. These quantitative insights,

triangulated with qualitative interviews and document reviews, provided the evidence base to answer questions on timeliness, cost drivers, and efficiency.

**Qualitative methods**

70. **Desk review** was carried out - on program documents including national and international literature; existing studies at national and district level and documents from government ministries: (organizational, country levels, etc.) and informed different stages of the evaluation. This was supported by Orientation Meeting with the Evaluation team facilitated by WFP; as well as preliminary discussions with WFP program and evaluation managers and the Evaluation Reference Group (ERG) to provide additional context and clarifications during this inception phase. Overall, the documents reviewed display a clear presentation of the objectives of the program and the underlying theory of change. All the stakeholders and their roles are clearly defined. The PMP indicators provided information on how progress towards the achievement of results would be measured. While the years 2022, 2023 and 2024 workplans provided insights into learning environments and the capacities of farmers and traders, additional information from the midterm study further clarified those aspects. The desk review provided critical evidence for answering the questions related to relevance, coherence and sustainability.

71. **Key Informant Interviews (KIIs)** were used to collect in-depth information regarding the program from a wide variety of key stakeholders including WFP, UNICEF, UNIESCO, CRS, NGOs and governmental stakeholders at national, departmental and district levels; and USDA program analysts. The KIIs were used to get information on the extent to which the environment is conducive for learning and child development; the monitoring and evaluation of the school feeding program, the capacity of farmers and other suppliers to supply quality food commodities to local schools; the capacity of the Government and the school communities to manage and implement the program; and areas for improvement. The KII enabled the ET to gain insider perspectives, understand complex issues related to the programme, and access information that was not available in documents or data sets. A total of 59 KIIs were carried out with government, WFP, implementing partners, various UN agencies and community level stakeholders.

72. **Participatory Focus Group Discussions (FGDs)** with school children (girls and boys); parents/caregivers (community men and women grouped separately to promote open and active participation); and relevant community leaders, indigenous local authorities, farmers and student parents, school management committees (COGES), parent teachers associations (APEs) and teachers were used to explore uptake of education interventions, communities' views/prioritization of education vis a vis other urgent priorities; as well as the extent to which the environment is conducive for learning and child development including for girls and autochthone groups; the capacity of farmers and other suppliers to supply quality food commodities to local schools; the capacity of the Government and the school communities to manage and implement the program; and areas for improvement. The FGDs will provide an understanding of shared beliefs, values, and attitudes and enable the identification of group norms, social pressures, and cultural influences. A total of 33 FGDs were carried out with 256 participants including school girls and boys; parents-teachers associations (PTA); school management committee (COGES) members; and community men and women.

73. **Direct Observation of classrooms and learning environments** was carried out using observation guides and checklists to collect data at midterm. This included availability of school canteens/functionality of canteens, access to drinking water, presence of improved, separate sanitation facilities for boys and girls and also the local food supply chains and community fields, etc.

**Data collection**

74. The evaluation design used the mix of quantitative and qualitative methods, secondary and primary data collection, interpreted and analyzed in order to answer the evaluation questions at midterm.

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

75. The ET enlisted the services of field researchers in Congo via local research organizations experienced in conducting school-based surveys. OAG collaborated with the *Institut National de la Statististique* (INS) and the *Program d'analyse des systèmes éducatifs de la Confemen* (PASEC) teams for this assignment.

Field level research assistants were selected based on their demonstrated experience in collecting qualitative data including via virtual platforms, educational background, and language proficiency. Men and women were included in the field work to ensure that sex-sensitive approaches were used especially in the interviews of women and in consideration of the context. A 5-day training (including one day pilot) was carried out with the local partner and research assistants. Pre-testing of tools were used to check response procedures for each question, probing, recording and storing data following agreed procedures. Tools were reviewed and adapted further based on the feedback from the pre-test.

**Data Collection methods and tools**

76. Primary data collection comprised both quantitative and qualitative methods to assess learning outcomes, programme implementation, and community perceptions (more details in Annex 4). **Quantitative tools** included student surveys using adapted **Early Grade Reading Assessment (EGRA)** and **Early Grade Mathematics Assessment (EGMA)** instruments to measure literacy and numeracy skills (see Annex 8 for tools). Additional structured questionnaires were administered to head teachers, school cooks, and parent–teacher associations to gather information on school health, nutrition, literacy, and management practices. Direct classroom and school observations were conducted using standardized checklists to assess facilities, canteen functionality, water and sanitation access, and local food supply systems (tools also provided in Annex 8). Qualitative methods included a desk review of programme and national policy documents (listed in Annex 14), KIIs with stakeholders at multiple levels, and FGDs with pupils, parents, teachers, farmer groups, and indigenous populations. FGDs, conducted separately for women and men, created safe, participatory settings for open discussion (participant groups detailed in Annex 6; instruments in Annex 9).

## Sampling

### Quantitative sampling

77. A two-stage sampling design was used to determine the study sample. In the first stage, schools were selected at baseline and in the second stage, students were drawn from the selected schools (the systematic selection of students from the chosen schools, was implemented in both rounds). The sampling frame for the schools was generated from the list of schools benefiting from the FY21 project's interventions. This list included the Observe Reflect and Act (ORA) schools and the schools with handwashing interventions. The number of schools for the treatment group in each department was drawn systematically and independently with a probability proportional to the number of pupils in the department. In each selected school, the list of pupils in the second year of primary school formed the sampling frame for the pupils.

78. This evaluation was based on baseline data from 44 intervention schools and 41 comparison schools. The goal was to estimate changes in program outcomes over time between the treatment (intervention) and comparison groups. To determine the required sample size for the study, we conducted a power calculation, a standard practice in educational research to ensure sufficient statistical power and reliability of findings.[76]

79. At baseline, the proportion of pupils who have acquired basic reading skills was 33.1% in the comparison group and 36.5% in the intervention group. The comparison group is assumed to maintain this baseline performance, while the intervention group is expected to show improvement. Specifically, we anticipate a 15% improvement in the intervention group by midline. This expected change of 15% is a reasonable target as observed in similar contexts.[77] The 15% absolute difference in the proportion of pupils with basic reading skills at midline represents the minimum meaningful effect size we aim to detect.

80. To assess whether the sample size of 25 pupils (equally split between boys and girls) per school in each of the 44 intervention schools and 41 comparison schools (interviewed at baseline) provided sufficient

[76] Cohen, J. (2013). *Statistical Power Analysis for the Behavioral Sciences* (0 ed.). Routledge. https://doi.org/10.4324/9780203771587
[77] Graham, J., & Kelly, S. (2019). How effective are early grade reading interventions? A review of the evidence. *Educational Research Review*, *27*, 155–175. https://doi.org/10.1016/j.edurev.2019.03.006

power, we performed a power calculation. Power calculations are essential to estimate the minimum sample size required to detect a specified effect size with a given level of statistical confidence.[78] Specifically, we aimed for at least 80% power, which is commonly considered adequate for detecting a meaningful effect in social science research (Cohen, 2013). We used the "power" command in Stata 15, a widely accepted statistical package in educational and social science research,[79] with the following parameters:

- Alpha (acceptable error rate) = 5%
- Expected minimum difference (D) = 15%
- Intra-cluster correlation (rho) = 0.1, based on typical values found in similar educational cluster-randomized trials[80]
- Coefficient of variation (CV_cl) = 0.5, which is a reasonable estimate for the variability in cluster sizes (Raudenbush & Liu, 2000)
- Number of comparison clusters (K1) = 41
- Number of intervention clusters (K2) = 44
- Sample size per comparison cluster (m1) = 25
- Sample size per intervention cluster (m2) = 25

81. The power calculation estimated that the current sample size provides 97.15% power to detect a 15% difference between the two groups. This high level of power indicates that the study is well-equipped to detect the expected effect, reducing the risk of Type II errors (failing to detect a true effect) (Cohen, 2013). The power analysis also confirmed that we could maintain the same sample of schools as used in the baseline assessment without the need for additional clusters or increased sample sizes. This approach was cost-effective and practical, ensuring consistency with the baseline data and minimizing additional burden on participants.[81] In addition, school head teachers, school cooks and heads of the school parent-teacher associations (PTA) were interviewed as part of the school survey in each of the treatment and comparison schools at midline. The expected and achieved numbers in the survey are detailed in Table 3. A total of 1,367 pupils were surveyed at baseline and 1,416 at midline, averaging 17–18 pupils (instead of the planned 25) per school. A key methodological strength is the consistency in participation rates, with roughly two-thirds of the intended pupil sample participating at both time points. Participation rates were also comparable across intervention and comparison schools, ensuring the validity of cross-group comparisons. Consequently, the longitudinal and group comparisons remain methodologically robust despite the relatively smaller sample sizes and the high degree of clustering, which inherently reduced the study's statistical power to detect effects smaller than those of substantial magnitude. The sampling frame and the list of sampled schools are presented in Annex 4.

[78] Biau, D. J., Kernéis, S., & Porcher, R. (2008). Statistics in Brief: The Importance of Sample Size in the Planning and Interpretation of Medical Research. *Clinical Orthopaedics and Related Research*, *466*(9), 2282–2288. https://doi.org/10.1007/s11999-008-0346-9

[79] StataCorp (2017) Stata Statistical Software Release 15. College Station, TX StataCorp LLC.

[80] Hayes, R. J., & Moulton, L. H. (2009). *Cluster Randomised Trials* (0 ed.). Chapman and Hall/CRC. https://doi.org/10.1201/9781584888178

[81] Hussey, M. A., & Hughes, J. P. (2007). Design and analysis of stepped wedge cluster randomized trials. *Contemporary Clinical Trials*, *28*(2), 182–191. https://doi.org/10.1016/j.cct.2006.05.007

**Table 3 School based surveys – expected and achieved**

| Group | Expected questionnaires | | | | | | | |
|---|---|---|---|---|---|---|---|---|
| | School Observation | Observation class | Principals | Teachers | Students | Parents of students | Cooks | Total |
| Intervention | 44 | 88 | 44 | 88 | 1100 | 44 | 44 | 1452 |
| Control | 41 | 82 | 41 | 82 | 1025 | 41 | 41 | 1353 |
| Total | 85 | 170 | 85 | 170 | 2125 | 85 | 85 | 2805 |
| Group | Questionnaires received | | | | | | | |
| | School Observation | Observation class | Principals | Teachers | Students | Parents of students | Cooks | Total |
| Intervention | 45 | 76 | 46 | 86 | 756 | 51 | 66 | 1090 |
| Control | 35 | 43 | 36 | 58 | 660 | 34 | 6 | 905 |
| Total | 80 | 119 | 82 | 144 | 1416 | 85 | 72 | 1995 |
| Return rate at mid-term | 94,12% | 70,00% | 96,47% | 84,71% | 66,66% | 100,00% | 84,71% | 71,12% |
| Return rate at baseline | 100,00% | 71,76% | 96,47% | 92,35% | 65,60% | 84,71% | 35,29% | 69,23% |

82. At both the baseline and midline surveys, there were no significant differences between comparison and intervention groups in terms of sex, department, or residence, suggesting these groups were balanced on these characteristics. The age distribution of the pupils was also largely similar at baseline but showed a statistically significant difference at the midline ($p = 0.015$), with the intervention group tending to be slightly older on average. Significant differences emerged in school ownership and indigenous status (Autochthone). At both time points, a much higher proportion of children in the intervention group attended public schools and identified as indigenous, compared to the comparison group ($p < 0.001$ for both variables), suggesting potential structural or demographic clustering in the intervention arm. The background characteristics of the pupils surveyed are detailed in Annex 12.

83. **Qualitative sampling** - to recruit participants for the KIIs and FGDs, the evaluation team used the methods of convenience sampling and purposive sampling. These were carried out using the criteria of sex, function, organization, disability status, representation of autochthonous populations and interaction within the McGovern-Dole project interventions. Their selection was carried out in collaboration with McGovern-Dole project implementers and stakeholders (for example CSOs and NGOs as well as community mobilizers). For the convenience sampling, participants were selected based on their easy accessibility and availability. Purposive sampling for the FGDs ensured diversity and inclusivity by considering the following criteria: occupation, sex, age, marital status, location, vulnerability including disability, ethnicity and members of autonomous population and role in the McGovern-Dole project interventions. This ensured that different groups in the program were well represented and allowed for diversity of opinions. A total of 59 KIIs and 33 FGDs were carried out. The matrices of the KII and FGDs conducted are elaborated in Annex 6.

**Data analysis**

**Quantitative Data Analysis**

84. Quantitative data was analyzed using Statistical Package for the Social Sciences (SPSS) exported as Comma Separated Values (CSV) in Excel from the mobile phones. The most critical analysis techniques will include frequency distributions with percentages; Online analytical processing (OLAP) cubes reports for measures of central tendency, cross-tabulations with Chi Square ($\chi 2$) for nominal and ordinal-scaled variables, regressions, as well as one-way Analysis of Variance (ANOVA) for interval-scaled variables and bivariate. The robustness of the IPW results was tested through balance checking and sensitivity analysis. Balance checking involved assessing whether the treated and comparison groups were similar in terms of observable characteristics that could influence both participation and outcomes. We evaluated the balance through standardized mean differences, graphical methods, and statistical tests. Additionally, sensitivity analysis was conducted by testing how the estimated treatment effects vary under different specifications of the matching or weighting methods. This helped ensure that the matching process had been successful and that the results are robust across different methodological choices.

85. We calculated the percentage of pupils who are proficient in Numeracy and Literacy (separately and both) disaggregated by sex of student for each of the seven departments. Learning outcomes data collected from the sampled schools and pupils were analyzed using SPSS. First, we completed a descriptive analysis using univariate and bivariate statistical tools. This enabled us to provide a snapshot of the learning outcomes and pupil composition across intervention and comparison groups. For this level of analysis, we reported literacy and numeracy assessment scores, and average pupil background characteristics, stratified by grade level and intervention. We then completed a multivariate regression analysis to estimate the relative mean differences between the intervention and comparison groups while accounting for differences in the composition of the pupil populations served. However, though multivariate regression provided estimates that controlled for pupil- and school-level differences in observed characteristics, it did not account for the non-random nature of the intervention assignment mechanism.

86. We conducted an analysis considering the distribution of participants by sex, as the sample was expected to have an equal or near-equal distribution of boys and girls. For example, when estimating the program's impact on students' learning outcomes using repeated cross-sectional data, the DiD equation was:

    $y\_igt=\gamma\_g+\gamma\_t+z\_igt\ \alpha+D\_gt\ \beta+\varepsilon\_igt.$

87. In this equation, $y\_igt$ represents the student's learning outcome, where i denotes the student, g denotes the school (by grade or department), and t is the time indicator (before or after the intervention). The school and time-fixed effects are represented by $\gamma\_g$ and $\gamma\_t$, respectively. The vector of covariates is $z\_igt$, and $D\_gt$ represents the intervention assignment. The estimated treatment effect (ATT) is captured by ($\beta$). We used an intention-to-treat (ITT) approach rather than focusing on the average treatment effect (ATE) to assess the intervention's impact. The ITT approach helped us account for potential contamination by evaluating based on the original assignment of school (so it is not a problem whether students move from a comparison to an intervention school, or vice versa, after randomisation).

88. Since the midterm data includes only two time points, we assumed the **parallel trends assumption**, which means that students' performance in the intervention and comparison groups would have followed similar trends in the absence of the school feeding program. We accounted for serial correlation, as students' reading skills can vary by school and over time. Cluster-robust standard errors were computed at the school level to adjust for this serial correlation. For any subgroup analysis with limited sample sizes, used cluster-bootstrap methods. All **DiD** estimates were adjusted for baseline characteristics.

89. For the **cost-efficiency analysis,** we calculated key efficiency indicators such as cost per metric tonne (USD/MT), cost per beneficiary, kilograms per beneficiary-day, and daily throughput. Departmental and yearly data were combined from several sources, including operational ledgers, commodity allocation

tables, and management reports. Procurement spending was distributed proportionally by department and year, resulting in a consistent unit price of approximately USD 260.64 per metric tonne. Efficiency indicators were assessed both for logistics alone and for total supply costs, which included procurement. The analysis broke down logistics expenses into port, transport, storage, and management categories, and compared trends across years and departments. Correlation and statistical tests were used to identify meaningful patterns, while sensitivity checks like winsorization, leave-one-region jackknife, and robust median-based outlier screening were applied to ensure reliable results. Data quality and allocation methods were documented in the report annexes. Overall, these steps provided a clear and robust foundation for evaluating cost-efficiency in the School Feeding Program over the review period.

**Qualitative Analysis**

90. FGD and SSIs (including KII) were audio-recorded and transcribed. Data was analyzed using the Excel software. An inductive approach and open thematic coding were used. Transcripts were read and coded by two qualitative research assistants using common themes and sub-themes according to the evaluation matrix. Analysis was conducted iteratively using a three-pronged approach: "noticing, collecting, and thinking".[82] An iterative coding process was employed to identify, document, and analyze emerging themes and patterns. During analysis, cross tabulation was carried out to compare the emerging information with available quantitative data to ensure that any outliers are captured. Overall, the analysis of the qualitative findings was led by the evaluation matrix. Data was processed and synthesized for compiling and analysing findings for each of the criteria, evaluation questions and sub questions.

**Sex-Based Comparative Analysis**

91. 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 Congo. 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, decision-making abilities, access, opportunities, and barriers. 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.

1. The analysis:
    - Identified sex, age, ethnicity, disability, socio-economic status -related issues that emerged that were overlooked in the programme design and implementation.
    - Detected which data allowed monitoring of sex, age, ethnicity, disability, socio-economic status related impacts of the programme.
    - Assessed if the programme had no potential unintentional negative sex, age, ethnicity, disability, socio-economic status related impact.

[82] Seidel, J. V. (1998). **Qualitative Data Analysis**. Qualis Research.

- 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 of this evaluation.

92. We carried out **data triangulation** which is the use of a variety of data sources, including time, space and persons, in a study. Findings were corroborated and any weaknesses in one type of data can be compensated for by the strengths of other data, thereby increasing the validity and reliability of the results. Primary quantitative and qualitative data were triangulated with secondary quantitative data.
93. We also conducted **methods triangulation** – using multiple methods to study the situation. Different methods worked better for some of the evaluation questions than others. For instance, in the assessment of quality of learning pupils' EGRA and EGMA provided a comparative advantage; the school survey tool with teachers, PTA members and school cooks also provided an advantage in assessing the environment for learning and child development; FGDs were better used to assess community perceptions of the program while the KIIs provided more insight into programmatic design and implementation challenges.

**Limitations**

94. At baseline, primary data collection prioritized Likouala (since that was not done in the FY17 evaluation). The Cuvette department was excluded from baseline data collection due to logistical and budgetary constraints during the rainy season. Seasonal flooding and deteriorated road conditions significantly increased transport time, security risks, and field costs, making timely access to the department infeasible within the approved evaluation budget and data collection timeframe. Reintroducing Cuvette at midline was therefore avoided to preserve internal validity and temporal comparability. Although its exclusion presents a potential risk of bias, mitigation measures were applied. A preliminary analysis indicated that key indicators in Cuvette align closely with national averages, minimizing distortion of overall results. Additionally, schools originally allocated to Cuvette were proportionally redistributed across the six remaining departments, and consistent sampling criteria were maintained to ensure representativeness of the evaluation sample. Also, the scope of the financial data analysis covered Cuvette during this midterm and provided some insight into the program's operations and efficiency in that Ci.
95. Since the EGRA and EGMA 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. This could account for the substantial improvements noticed in both comparison and intervention groups.
96. The financial analysis had some limitations including incomplete cost data. Because denominators are plan-based, realized efficiency may diverge where actual school days and attendance differ materially from plan; re-computation with observed operational days and beneficiary counts is recommended as financial records become available.
97. In a few instances, quantitative and qualitative findings showed partial divergence; while recall bias and social desirability effects cannot be entirely excluded, these limitations were mitigated through systematic triangulation across data sources, respondent groups, and analytical methods to enhance the credibility of results.

**Ethical considerations**

98. Evaluations must conform to the 2020 United Nations Evaluation Group (UNEG) Ethical Guidelines http://www.unevaluation.org/document/detail/2866. 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.

99. The evaluation adhered to UNEG's directive on Ethical Standards and was guided by standard good practice and professional interagency. Ethical considerations were a very important aspect of the training for the field staff. Our ethical strategy included obtaining government approvals (as applicable), respect of applicable child protection laws while conducting interviews/discussions with children, obtain consent of 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 names of individual get deleted from the data and replaced by codes in the evaluation notes. Furthermore, data is only accessible to the team members and will not be shared with third parties. Data will be encrypted and stored securely, with staff trained on confidentiality protocols to prevent breaches. Informed consent was obtained from all the respondents before interviews are conducted. Informed consent forms are displayed in Annexes 8 and 9.

100. To conduct field operations, the OAG team sought all necessary authorizations and permissions to access statistical data, from approved national institutions. Before collecting primary data from students, teachers, parents, administrative officials and farmers, the OAG team sought the support of the WFP and the relevant Ministry, in order to obtain the necessary ethical authorizations taking into account the national directives.

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

- **Anonymity and confidentiality:** The evaluation respects the rights of the people who provide information, guaranteeing their anonymity and confidentiality.
- **Responsibility:** The entire team confirms the results presented in the report.
- **Integrity:** The evaluation highlighted issues that are not specifically mentioned in the TOR, in order to carry out a complete analysis of the program.
- **Independence:** The evaluation team ensured that we remain independent in respect to the program under review, and that none of us have been involved in its implementation or any other phase.
- **Incidents:** Problems during fieldwork, or at any other point of the evaluation were reported immediately to the Evaluation Managers.
- **Validation of information**: The evaluation team ensured the accuracy of the information gathered during the preparation of the reports and are responsible for the information presented in the final report.
- **Intellectual property**: Using the different sources of information, the evaluation team respects the intellectual property rights of the institutions and communities involved in the evaluation.
- **Timeliness of reports submission of -** The reports will be submitted according to agreed deadlines, and the evaluation team will ensure that reports are of the standards stipulated in the TOR.

**Child protection considerations and practical ethical considerations for adolescents and children**

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

103. We recognize the importance of the voice of the children and youth and are 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 in the course of purposive selection of children and adolescents.

104. We did not conduct any financial transactions with children or adolescents in the course of this research. We provided comprehensive training and capacity building support for all the data collectors including research assistants and data managers on interviewing skills, ethics and child protection and safety during research. In addition, we integrated a module on safeguarding including the prevention of sexual exploitation in the training of consultants and research assistants. In order to do no harm, we ensured that we use scientific and reliable research methods, and ensured that the children's views were accurately reported. We used well-validated research tools that match the capacities of the children involved as well as the issues being researched.

### 1.1 Risks and assumptions

105. The evaluation faced potential risks across five main categories: **stakeholder and community**, **logistical and operational**, **access and security**, **data quality and integrity**, and **timing and resource constraints** (see Annex 4 for the detailed risk matrix). Stakeholder availability and community fatigue were mitigated through early engagement, transparent communication, and collaboration with local authorities and leaders. Logistical and access challenges, including poor infrastructure, adverse weather, and security concerns in remote or conflict-prone areas, were addressed through flexible scheduling, alternative transport, remote data collection, and local field recruitment. Data quality risks, such as incomplete records, language barriers, or evaluation fatigue, were managed through standardized protocols, local translation support, and robust data management and confidentiality procedures. Timing, staffing, and budgetary constraints were minimized through contingency planning, early coordination, and adequate resourcing. Overall, these mitigation measures were effective, and no major disruptions or adverse effects on data quality, stakeholder participation, or evaluation timelines were observed.

### 1.2 Quality assurance

106. WFP has developed a Decentralized Evaluation Quality Assurance System (DEQAS) based on the UNEG norms and standards and good practice of the international evaluation community (the Active Learning Network for Accountability and Performance (ALNAP) and the Development Assistance Commission (DAC)). It includes a process and contents guide that maps the steps for quality assurance and templates for evaluation products. It also includes quality control checklists and DE support service (DEQS) that provides feedback on quality for each of the draft evaluation products. This draft evaluation report may be reviewed by this service or by WFP internal QA and feedback and recommendations used to finalise. The evaluation report will follow the same process. DEQAS was systematically applied by all stakeholders involved with this evaluation. All relevant documents have been provided to the evaluation team. .

107. The evaluation team maintained the principles of **independence** and **impartiality** in respect to the program under review, and ensured that none of us had 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, small holder farmer groups, etc.) will be sought and considered through qualitative methods.
- A balanced combination of a data-driven and a research-driven approach.

108. A rigorous triangulation process was applied across disciplines to strengthen the credibility of findings. The TL oversaw synthesis and ensured a logical flow of evidence, integrating inputs from the Evaluator, Gender and Nutrition Specialist, Statistician, and Health Economist. Quantitative analyses were cross-

checked against qualitative findings from interviews and focus groups, while sex-and groups related, nutrition, and economic perspectives were systematically incorporated into interpretation. Through joint validation, the team reconciled evidence across sources and methods, ensuring that conclusions reflected both statistical robustness and contextual accuracy, thereby enhancing the overall coherence and reliability of the evaluation results.

109. As with all its evaluation, OAG has a 3-level quality control mechanism, during mission preparation, during the data collection phase, during the data processing, analysis and reporting phase. Quality assurance mechanisms used include effective coordination and communication during field work; regular bi-weekly calls with WFP to discuss the status of the field work and 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. The final version of the evaluation report will be compiled based on ERG feedback, and the quality of the report will be assured

# 2. Evaluation findings

## 2.1 Relevance

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

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

QR1. To what extent is the McGovern-Dole School feeding program's design and approach suitable for the achievement of the desired effect and objectives?

QR2. Does the program theory and logic of the McGovern-Dole School feeding program correctly envisage the causal relationships in its results framework?
QR3. Is the program aligned with national government's education and school meals policies and strategies?
QR4. To what degree the needs of women or other marginalized groups were considered in the program's design and implementation?

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 (KIIs and FGDs).

**QR1. To what extent is the McGovern-Dole School feeding program's design and approach suitable for the achievement of the desired effect and objectives?**

**Key Findings: The evaluation found that the McGovern-Dole project, implemented by WFP in the Congo, is well aligned with the national education and nutrition context and responds effectively to key challenges in child literacy, nutrition, and health.** The programme's design demonstrates contextual appropriateness, drawing on lessons from the FY17 award, integrating multisectoral partnerships, and aligning closely with national development and education priorities. Across all the departments, evaluative evidence indicates that the FY21 design appropriately targets areas of food insecurity, low attendance, and gaps in enrolment, retention, and learning outcomes, particularly among rural and indigenous populations; in line with national priorities and consistent with the baseline's finding that the programme addressed key national challenges and the needs of boys and girls, especially those in rural areas and indigenous populations. In the northern departments (Sangha, Likouala, Plateaux), targeting high-need, remote areas, often with indigenous populations, was perceived by stakeholders and beneficiaries as appropriate and responsive, with positive effects on attendance and pupils' attentiveness. Southern departments (Bouenza, Lekoumou) also reported strong alignment with needs, though the design drew primarily on national-level vulnerability profiles rather than detailed school-level diagnostics, overlooking critical infrastructure gaps such as water and cooking facilities. In Pool, however, the centralised, static planning model[83] created a pronounced mismatch between allocations and actual needs. Food quantities were calculated using prior-year enrolment, with no mechanism to adjust for early-year surges,[84] forcing schools to ration or rotate meals. The absence of local input during targeting compounded this rigidity, leaving the design ill-adapted to Pool's fluctuating attendance, remote access constraints, and delivery delays.

[83] The commodity planning was driven through a centralised WFP planning process, with rations calculated using previous-year enrolment data and delivered through the project's sub-implementers.

[84] It is to be noted that adjustments to the annual school meal program are undertaken in January, approximately three months after the start of the school year, as enrolment data are not available at the time of school opening. Moreover, pupil numbers remain unstable even during the second month of the school year, necessitating a delayed adjustment period.

110. The program's design broadly aligns with national education priorities and the national school feeding policy, targeting food insecurity, low school attendance, and gaps in school enrollment, retention, and learning achievements in rural populations. Priority was given to remote, food-insecure departments, particularly in the north (Sangha, Likouala, Plateaux), with explicit attention to indigenous communities and girls, consistent with the program's child-centred objectives. **In these northern departments, school canteens proved highly effective at boosting attendance and pupils' attentiveness, directly addressing barriers to education**. Triangulated evidence from at least 10 key informant interviews and 10 focus group discussions across Sangha, Likouala, and Plateaux confirms this pattern. In Likouala and Plateaux, KIIs with WFP programme staff, education inspectors, and school directors, and FGDs with parents, community committees (COGES), and students explicitly cited school meals as the main driver of improved attendance and attentiveness. Qualitative feedback from Sangha reinforced these findings, with education officials, NGO staff, and community members describing the canteens as instrumental in attracting indigenous and children from low-income households with poor nutrition to school and improving their classroom focus.

111. National education officials acknowledged the program's consistency with poverty reduction and education goals, though they noted that consultation in the design phase was limited, with local input often excluded. The evidence displayed that though **the design is well-suited to the program's overarching goals**, **its top-down planning from the project and national levels reduced opportunities to tailor interventions to school-level needs.**

112. The design of McGovern-Dole FY21 award was explicitly informed by past evaluations, particularly the McGovern-Dole FY17 award. The programme targeted departments using indicators such as poverty, food insecurity, and access risks including flooding, remoteness and difficulty of access. **This learning-oriented approach increased relevance**. However, threat mitigation strategies were under-specified, and there was no specific initial assessment of construction and rehabilitation needs. This limited infrastructure planning and preparedness risks undermining programme resilience in difficult-to-reach areas. Nevertheless, it is to be noted that in addition to an intentional effort to incorporate lessons learned from prior evaluations, the operational design of the program established structural features aimed at enhancing effectiveness and sustainability.

113. **Several aspects illustrate good practice in program design**. The adoption of a standardized food basket comprising rice, legumes, and vegetable oil were culturally acceptable in many areas. This was confirmed through community-level feedback on menu acceptability. In most regions, particularly in Lékoumou, Bouenza, and Plateaux, parents and students described the meals as familiar and well-received, while also noting preferences for greater variety. Such cultural alignment is widely recognized as critical to program uptake and sustainability.[85],[86],[87],[88] Similarly, the phased piloting of community-led models in selected schools created space for iterative learning and adaptation, a process consistent with evidence on the value of phased rollouts and community engagement in complex interventions.[89] This created space for iterative learning and adaptation. The experience helped refine community training, clarify accountability roles, and identify practical challenges such as volunteer fatigue and inadequate storage facilities prior to scale-up.

114. Cross-sectoral integration further added value: sub-recipients UNICEF (WASH and nutrition), UNESCO (teacher training), and CRS (infrastructure, savings groups, MHM ) reflect a multi-sectoral approach that

[85] WFP. (2013). *State of school feeding worldwide*. Rome: World Food Programme.

[86] Faksová, K., Brázdová, Z.D., Robertson, A. *et al.* Nutritionally adequate food baskets optimised for cultural acceptability as basis for dietary guidelines for low-income Czech families. *Nutr J* **18**, 84 (2019). https://doi.org/10.1186/s12937-019-0510-y

[87] Eustachio Colombo, P., Patterson, E., Lindroos, A. *et al.* Sustainable and acceptable school meals through optimization analysis: an intervention study. *Nutr J* **19**, 61 (2020). https://doi.org/10.1186/s12937-020-00579-z

[88] House, J., Brons, A., Wertheim-Heck, S. *et al.* What is culturally appropriate food consumption? A systematic literature review exploring six conceptual themes and their implications for sustainable food system transformation. *Agric Hum Values* **41**, 863–882 (2024). https://doi.org/10.1007/s10460-023-10515-6

[89] FAO. (2019). *Strengthening school feeding programmes: Nutrition-sensitive approaches*. Rome: Food and Agriculture Organization of the United Nations.

is considered best practice for addressing the interlinked determinants of child health, education, and resilience.[90]

115. **Nonetheless, critical weaknesses limit the program's operational suitability**. The reliance on a centralized planning model based on prior-year enrolment data reflects a rigidity that constrained responsiveness to dynamic school populations. In Pool, for example, rapid enrolment increases generated shortages, underscoring the absence of adaptive planning tools or real-time monitoring systems. This reflects the need for more adaptive management and flexible resource allocation in fragile contexts.[91] Additionally, the lack of contingency planning for logistical delays or surpluses exposed a weakness in logistical resilience. As a result, schools were compelled to ration or rotate meals, a strategy that risks undermining both nutritional consistency and equity in access.[92]

116. **Community participation and ownership emerged as one of the program's strongest design features**, contributing to sustainability and local engagement. Parents supported the school feeding initiative through the provision of labour, firewood, utensils, and locally produced food items, which not only enhanced operational efficiency but also diversified the diets available to students. Volunteerism—particularly from mothers—was another marker of strong ownership and collective responsibility, reflecting the community's recognition of the program's value for children's education and well-being. **At the same time, sustaining this high level of volunteer engagement proved more difficult than in earlier initiatives where material incentives had been provided.** While mechanisms such as oversight committees and a "green line" complaints channel were established to strengthen accountability, weak enforcement limited their effectiveness. In some schools, this gap created space for food leakages and diversions. Thus, while the program design rightly recognized and leveraged community participation as a driver of ownership and sustainability, the absence of sufficiently strong accountability structures constrained its effectiveness.

117. The program placed strong emphasis on institutional strengthening, particularly through support to the DAS and the establishment of interministerial coordination mechanisms. **Notable progress was achieved in enhancing the capacity of the DAS by mid-term, especially in areas of logistics and planning.** Evidence from KIIs (with WFP programme staff, Ministry of Education (MEPPSA) officials, and regional SAS inspectors) confirmed that by mid-term, DAS had become more systematically engaged in school targeting, logistics planning, and field supervision. This was also reflected in FGD with school management committees in Likouala. Additionally, the Country Office has appointed a dedicated School Feeding Officer, based in the DAS office, to strengthen the institution's capacity to manage and implement various aspects of the school feeding program. Furthermore, cross-sectoral collaboration enabled complementary expertise to be mobilized. For instance, as sub-recipients of the project, CRS contributed to school infrastructure improvements, UNESCO is responsible for capacity building for teachers and training on basic skills in reading and mathematics, and UNICEF supported WASH and nutrition-related interventions, reinforcing the multi-sectoral nature of the program. **However, these partners indicated that the indicators are ambitious and unrealistic and key institutional components were only partially realized**. The planned interministerial committees, intended to facilitate coordination across government entities and strengthen advocacy for funding, were not established primarily due to delays in government-level processes. This limits both strategic coherence and the ability to leverage broader financial support.

118. Furthermore, **an underestimation of budgetary requirements constrained infrastructural investments, weakening the program's capacity to address critical facility gaps**. For the sub agreement with CRS[93], the number of schools supported by their intervention, particularly for infrastructure, was revised downwards because the budget was underestimated; the number of

[90] Bundy, D. A. P., de Silva, N., Horton, S., Jamison, D. T., & Patton, G. C. (2018). *Child and adolescent health and development (3rd ed.)*. Washington, DC: World Bank.

[91] Valters, C., Cummings, C., & Nixon, H. (2016). *Putting learning at the centre: Adaptive development programming in practice*. London: Overseas Development Institute.

[92] WFP. (2020). *School feeding handbook*. Rome: World Food Programme.

[93] *WFP–CRS FLA01/ McGovern-Dole FY21/2022, Annex 1 "Plan d'opérations" pp. 5–6; Amendment 001, 2022*

schools targeted for infrastructure works, initially set at around 20 sites across Bouenza, Pool, and Cuvette (covering latrines, kitchens, and water points) had to be revised downward following implementation delays and underestimated construction costs. According to Amendment 001 to the WFP–CRS Field-Level Agreement (2022), no infrastructure activity was implemented during the initial agreement period (Feb–Sept 2022), and the implementation period was extended to September 2023 to accommodate the reduced scope of work. In sum, while institutional arrangements were well-conceived and demonstrated potential for sustainability, their partial implementation reduced relevance and undermines long-term impact.

119. Evidence from multiple data sources confirms broad convergence that the McGovern-Dole FY21 project design was relevant to departmental education and nutrition priorities, but relied primarily on national-level planning and prior WFP experience rather than systematic local needs assessments. Triangulated data from KIIs with WFP programme staff, MEPPSA officials, DDEPSA and SAS representatives, school inspectors, and NGO partners; and FGDs with parents, teachers, and COGES committees, indicate that school targeting and design decisions were largely centralised. This enabled alignment with government priorities but limited opportunities for contextual adaptation. Table 4 synthesises departmental variations in design suitability, drawing on stakeholder perceptions collected during fieldwork. The data show strong overall relevance, particularly in Sangha and Likouala, where targeting of remote and indigenous communities was deliberate, but more limited contextual fit and participation in Bouenza and Pool, where infrastructural and design consultation gaps were most pronounced.

**Table 4 Departmental variations in suitability**

| Departmental variations in suitability |
|---|
| **SANGHA** |
| **The McGovern-Dole FY21 project design in Sangha is well-suited to achieving its educational and nutritional objectives, with targeting decisions closely aligned to the department's most acute needs.** Remote rural areas and communities with higher concentrations of indigenous populations—where school access and retention were historically low—were prioritised. Local administrators confirmed that this approach was intentional: *"We targeted areas where access to school was very low, especially in remote villages. Priority was given to zones with high indigenous populations."* – *NGO Programme Coordinator.* Community members echoed that the canteen's presence directly addressed barriers to schooling: *"There are many indigenous children here, and integrating them is always difficult. Thanks to the program, we've been able to attract them to school with the canteen."* – *Local Education Stakeholder*<br><br>**A key feature of the design was the piloting of community-led management models in a few schools, such as Ouessombila and Ibonga, before wider rollout**. This allowed for real-world testing of community-driven food management, volunteer coordination, and local oversight of meal preparation. Stakeholders recognised the value of this phased approach in adapting the intervention to the realities of rural, underserved environments.<br><br>**Government engagement in the design phase was more visible at the departmental level, through the PEDD's leadership in field coordination and SAS training, than at the national level.** While WFP signed agreements with MEPPSA, several stakeholders reported that the ministry's role in shaping the programme's priorities was limited. One education official noted: *"We are always involved... but it is often after the plans are already made."*<br><br>Community participation was embedded as a core component of the programme logic. Parents and village committees actively contributed to cooking and stock management, and there was strong community endorsement of the programme's objectives: *"Thanks to the canteen, children come to* |

*school. Even those who didn't come before are now regular." – School Administrator in Sangha department*.

Finally, the design assumed strong school-level leadership to ensure accountability in daily operations. In practice, stakeholders from multiple FGDs pointed to weak oversight as a foreseeable risk that the design did not sufficiently address.

**LIKOUALA**

**The McGovern-Dole FY21 program design in Likouala reflects a clear alignment with the department's educational and nutritional priorities, targeting areas characterised by remoteness, difficult access, and high concentrations of children from low-income households with low nutrition , indigenous children and refugees**. Stakeholders confirmed that school selection criteria included both the presence of indigenous populations and significant logistical challenges: *"We targeted areas where access to school was very low, especially in remote villages. Priority was given to zones with high indigenous populations."* – *WFP Stakeholder*. This prioritisation was strongly appreciated at community level: *"We are happy with the program because it helps children go to school, especially those from poor families."* – *Village Committee, Lombo FGD.*

**Community groups and school management committees described the canteen as a practical and relevant response to identified community needs** (reducing hunger, boosting school attendance, supporting retention): *"Before, many children stayed home. Now with the canteen, they come every day."* – *COGES Lombo FGD.* Teachers and inspectors linked school feeding to reduced dropouts and improved focus, particularly for girls and learners facing greater barriers to education.

**Design adaptations addressed local logistical constraints, such as the phased replacement of ORA schools with more inclusive models, and recognised the operational risks posed by supply delays and infrastructure shortages.** One WFP respondent explained: *"We adapted because ORA funding ended—we had to move those students into other schools without losing them."* Communities described actively mitigating gaps by providing utensils or pots when WFP stocks were lacking: *"When WFP doesn't have pots, we bring ours from home so the food can be cooked."* – *Parents, Mimputou FGD*.

**Collaboration with Government was strongest through the Direction de l'Alimentation Scolaire (DAS) and departmental SAS offices, who were involved in targeting, planning, and oversight**. However, some stakeholders noted limited feedback loops between national and local levels, suggesting that while the design is formally aligned with ministry structures, it could be strengthened by more systematic two-way communication: *"We get the instructions, but sometimes there is no follow-up from above." – Local Education Stakeholder*

**Perceptions of programme appropriateness were overwhelmingly positive, with teachers, parents, and students citing direct benefits to learning, attendance, and household food security**: *"The food keeps us in class and helps us concentrate."* – Student, Lombo FGD. Although delivery delays and a lack of equipment were raised, these concerns did not diminish the view that the intervention responds to core needs.

**PLATEAUX**

**The programme is widely regarded as relevant and appropriate in Plateaux, addressing chronic food insecurity, low school attendance, and poor infrastructure in rural schools.** Although no formal school-level needs assessments were conducted prior to implementation, stakeholders agreed the intervention targeted visible and persistent challenges. School meals are seen as a key incentive for regular attendance: *"When food is there, children come on time and every day."* – *School administrator in plateaux department.*

**The stakeholders noted that the project benefitted children from disadvantaged backgrounds**: *"This helps us keep children in school, especially those from poor or Indigenous families."* – *School Inspector in plateaux department.* Parents and teachers confirmed that the intervention

benefits low-income households most, preventing dropouts among children who otherwise might not attend.

**Government collaboration was reported at the implementation stage, particularly through departmental education services (DDEPSA) and school inspectorates** but no respondents recalled local involvement during the design phase. Training on hygiene and canteen operations was provided post-launch to staff and some parent volunteers.

**Design gaps persist around logistics and infrastructure.** Delays in food deliveries and persistent gaps in cooking and storage infrastructure, both of which have, at times, affected the quality of food. Repetitive menus and absence of dietary variety were also common concerns. **Indigenous children were disproportionately affected by the lack of plates and utensils**, **which presented some limitations during mealtimes.**

**Despite these issues, stakeholders consistently rated the programme as highly appropriate and responsive to local needs.** Teachers cited improved attendance and classroom discipline, while parents and students linked meals to better concentration and learning: *"The children stay in class and listen when they've eaten."* – *Parent, plateaux department (FGD).* **Community awareness and acceptance are high**, with clear understanding of the programme's purpose and broad willingness to support its continuation.

**POOL**

**The FY21 McGovern-Dole project in Pool is widely regarded by school directors, teachers, and education authorities as highly relevant to local educational and nutritional needs**. Stakeholders confirmed that children often arrive hungry, sometimes walking long distances to school, making the daily meal essential for sustaining attendance, attentiveness, and energy: *"Children who walk 5 to 7 kilometers arrive with energy and return home with strength thanks to the meals."* – *School administrator, in Pool department (KII).* Attendance and learning outcomes are perceived to have improved: *"The rate of attendance is boosted, school results are improving."* – *Local Education Stakeholder (KII); "Without these meals, students wouldn't follow lessons in the morning."* – *FGD teachers in Pool department (KII).*

**However, programme design and planning are highly centralised, with no involvement of school or community actors during needs assessment or targeting.** Local participation began only at the implementation stage through trainings on stock management and hygiene. Stakeholders reported that allocations are based on previous-year enrollment data, creating shortages when numbers rise early in the school year: *"They used end-of-year enrollment, but by October numbers were higher. There wasn't enough food."* – *School administrator, in Pool department (KII); "This mismatch happens in every locality."* – *Local Education Stakeholder (KII).* This design gap—combined with the absence of a flexible adjustment mechanism or contingency buffer—sometimes forces schools to ration food or rotate meal provision.

**BOUENZA**

**The FY21 award in Bouenza aligns closely with local educational and nutritional needs - the focus on food insecurity, low attendance, and high dropout, especially among girls, was appropriate.** The convergence of the finding was given by KIIs of school directors, local neighbourhood chief, DDEPSA official) and FGDs of parents and COGES. However, both school staff and community leaders reported no involvement in the initial design: *"They brought the food without really asking us first what was needed. We adapted, of course—but we were not involved at the beginning."* – *School administrator, in Bouenza department (KII).*

**The school feeding intervention is perceived as highly relevant and well-targeted**. Stakeholders consistently linked it to increased enrollment, reduced dropout, and improved daily attendance, particularly for girls: *"The children now come every day, especially the girls. Before, they were dropping*

*out." – School administrator, in Bouenza department (KII); "The program responds to real needs: hunger, attendance, and especially the education of girls." – Chef de quartier, in Bouenza department (KII).*

**Collaboration between WFP, local education authorities (DDEPSA, SAS), school directors, and inspectors has been strong during implementation**—covering training, monitoring, and reporting. Coordination is vertically structured, with state education structures leading operational oversight but no formal multi-sectoral or community-level role in strategic design: *"They came with the program already planned. We were not consulted in the beginning." – Chef de quartier, in Bouenza department (KII).*

**The programme design did not fully account for significant infrastructural and logistical constraints**. **Access to water emerged as the most critical operational gap**. With only 8 % of schools having a functional water point at baseline, cooking staff and children often fetch water from distant sources: *"We Walk far to fetch water for cooking. We need a well." – School administrator, in Bouenza department (KII).* Cooking and serving equipment is also insufficient—often limited to a single pot, already damaged, and lacking adequate ladles, bowls, and spoons. These shortages delay meal preparation, require children to eat in shifts, and can compromise hygiene. The absence of planned kitchen or storage infrastructure further constrains effective service.

**Community perceptions of the programme's appropriateness are strongly positive, though some suggested increasing food diversity to match local preferences.** Community participation is active and structured, with parents contributing to school gardens, firewood collection, food preparation, and cleaning.

**LEKOUMOU**

**The McGovern-Dole FY21 program design in Lékoumou clearly reflects the department's chronic underdevelopment, high poverty rates, weak infrastructure, and persistent food insecurity**. Stakeholders confirmed that targeting decisions were based on these local vulnerabilities, with school feeding introduced as a direct response to the inability of many families to provide daily meals for their children: *"Before, children were not motivated to attend school because parents couldn't feed them." – School administrator, in Lekoumou department (KII).*

**Communities viewed the canteen as a timely and relevant intervention to address these structural barriers**. Respondents unanimously linked the intervention to improved attendance, reduced dropout, and better nutrition, particularly for girls and indigenous children. Stakeholders also highlighted that the programme helps reduce negative coping strategies, such as adolescent girls engaging in transactional relationships to secure food.

**The programme logic incorporated certain local contextual considerations, such as recognising the critical role of parents in sustaining canteen operations**. Community sensitisation activities were designed to address risks linked to low literacy levels and unrealistic expectations of compensation among parents. **However, the design did not fully anticipate the scale of material and staffing constraints that would affect implementation**. Schools consistently reported shortages of basic cooking and serving utensils, such as pots, ladles, bowls, and spoons, which directly limited timely meal preparation and service: *"There are not enough pots. The women take turns using what's available, but we need more for the number of children." – School administrator, in Lekoumou (KII); "We often borrow or bring items from home… we don't even have enough ladles or bowls for distribution." – COGES Stakeholder, in Lekoumou (KII).*

**Staffing constraints—particularly multi-grade teaching and the absence of dedicated kitchen staff—were another unaddressed design gap.** Teachers were often forced to support volunteer cooks by juggling instructional and food service duties creating a risk of fatigue and affecting both learning and the quality of food service.

**Collaboration with education authorities at the local level (DDEPSA, SAS, inspectors) was strong in implementation, monitoring, and reporting, ensuring operational alignment with government structures.** However, no respondent reported being involved in the programme's

design phase, suggesting that while the intervention is contextually appropriate, it could benefit from earlier and more structured local input during planning.

**Awareness and acceptance of the programme are high**. Communities understand WFP's role and the purpose of the canteen. Strong community engagement was evident, with parents contributing labour, firewood, and local oversight: *"We tell other parents: this canteen is for our children. If you want it to continue, you must participate."* – *COGES Member, in Lekoumou (KII).* This local investment, despite material poverty, reflects both the intervention's relevance and its social legitimacy: *"This programme is accepted because it touches the real problems of families. Even if they are poor, they give what they can—firewood, time, or just encouragement."* – *Education Stakeholder, in Lekoumou department (KII).*

**QR2. Does the program theory and logic of the McGovern-Dole program correctly envisage the causal relationships in its results framework?**

**Key Findings: Key causal relationships between school feeding and outcomes such as attendance, retention, and learning depicted in the ToC are strongly corroborated by student and parent testimonies** affirming that meals motivate children, reduce hunger, and improve concentration. Interventions responsive to social and nutrition-related needs (latrines, gardens, deworming) further confirm the realism of the causal logic. **However, the operationalisation of the ToC is uneven across levels,** with central actors applying it strategically while field-level implementation often proceeds without explicit reference to the causal logic. Weak dissemination, limited stakeholder ownership of the ToC, and insufficient risk/assumption monitoring reduce its effectiveness as a guiding and adaptive tool. Additionally, contextual constraints such as teacher shortages, infrastructure gaps, and poverty disrupt expected pathways.

120. **At the central design level, the McGovern-Dole FY21 program ToC and results framework are well-articulated and logically consistent**, linking school meals and complementary interventions (WASH, school gardens, deworming) to outcomes such as increased enrolment, attendance, retention, and learning, and longer-term impacts on nutrition, health, literacy, and participation in education**.** Field testimonies strongly validate this causal logic:

    a. **Students** consistently described meals as both a motivator and an enabler of learning. One child explained*: "Rice gives me the strength to read, to write, to do homework."* Another highlighted motivation: *"These meals make us want to come to school."*

    b. **Parents** similarly viewed the canteen as an incentive that removes barriers to schooling: *"We are confident our children will have something to eat. There are no longer any barriers that prevent children from going to school."* Importantly, many parents still framed education itself—not food—as the ultimate priority: *"We send our children so they can learn, become smart, get a job later, and succeed in life better than us."*

    c. **Teachers and administrators** noted that improved facilities were linked to educational outcomes: *"In all schools with kitchens, teachers are present."*

    These perspectives confirm that the core assumptions of the ToC—meals reduce hunger, which increases attendance and learning—are correct and observable in practice.

121. The program logic is also consistent with national policy frameworks, notably the National School Feeding Policy and National Development Plan, and aligns with evidence-based pathways recognised in global school feeding literature. **Triangulated evidence[94] confirms that the causal pathways articulated in the ToC are plausible**, with strong grounding in established evidence on the impacts of school feeding programs on child outcomes and community development. The ToC goes beyond service delivery by embedding capacity strengthening, innovation, and sustainability mechanisms, which are crucial for long-term systemic impact. Analysis of the ToC's assumptions (see Annex 10)

[94] 12 KIIs (WFP, MEPPSA, CRS, DAS, inspectors) and six FGDs (teachers, parents, and COGES committees)

shows that contextual conditions, such as continued government (political) and partner commitment, largely held true**.** Behavioural and institutional assumptions were the strongest: community engagement through COGES, teachers, and parent groups was consistent across departments and widely credited for improving attendance, retention, and girls' participation, as documented in the *Impact* and *Sustainability* analyses below. Operational assumptions, however, were the weakest link, with recurrent evidence of delayed funding, procurement bottlenecks, uneven coordination between DAS, SAS, and partners, and limited infrastructure progress undermining timely delivery**.** While these assumptions are acknowledged, mitigation strategies remain underdeveloped. **The ToC's breadth and ambition, while commendable, increase implementation complexity and the risk of diluted impact** without strong coordination and accountability systems which are currently not available at the national level. In scientific terms, the ToC demonstrates high internal validity[95] (logical and evidence-based design) but faces challenges to external validity[96] and sustainability given contextual uncertainties..

122. **Several elements of the ToC are both well-founded and corroborated by field experience**:

a. **Attendance and retention gains:** Stakeholders across all groups widely confirmed the direct link between meals and school attendance highlighting the causal relationship between school feeding and reduced absenteeism. Midterm evaluation data (Table ) support this perception, showing an average attendance rate of 86% across schools, with significant departmental variation ($p = 0.022$)—notably higher attendance in Likouala (95%) and Pool (97%) intervention schools. Attendance differences by sex ($p < 0.001$) indicate boys' attendance remained above 90%, while girls plateaued around 76%. These results confirm the ToC's causal pathway linking meals to attendance, though effects vary by context, underscoring the influence of geographic and socio-cultural factors on programme relevance and reach.

b. **Girl-sensitive design:** Improved latrines with menstrual hygiene management were associated with reduced absenteeism among adolescent girls by WFP officers, implementing partner CRS that work in Bouenza, Pool and Cuvette and a neighbourhood chief in Bouenza.

c. **Nutritional and health pathways:** School gardens, intended to diversify diets beyond rice and peas, were also seen as a step toward sustainability because part of the production can be sold to purchase tools and seeds at the end of the project. However, the collaboration with local producers via CRS interventions covered only a limited number of schools and departments and the use of local products remains low. CRS established 54 school gardens out of 100 in two of the three targeted departments and some challenges were faced in schools without water points or boreholes.

d. **Protective effects for girls:** Teachers, parents and students reported that the program reduced early dropouts linked to poverty, child labour, and early marriage. As one teacher noted: *"Previously, girls dropped out … at the age of 11 or 12 because of early pregnancy or early marriage. Now, the canteen keeps them in school."*

These perspectives collectively demonstrate that the ToC's central pathways are both realistic and contextually relevant.

123. **At the central level, WFP programme and M&E staff demonstrate strong familiarity with the ToC and use the results framework** to structure planning, monitoring, and reporting. These staff see it as a functional tool to align activities with strategic objectives and track progress. One WFP M&E officer explained: *"We follow the results framework—it guides our reporting and indicators*." **However, this clarity does not consistently cascade to decentralised levels**. In rural and hard-to-reach areas, local

[95] The ToC demonstrates strong **internal validity** because its causal logic is coherent, evidence-based, and internally consistent across the programme's intervention pathways. Each linkage, from the provision of regular school meals and complementary health, nutrition, and literacy interventions to improved attendance, retention, and learning outcomes, is supported by established evidence and prior programme experience (notably the FY17 evaluation).

[96] The ToC exhibits **limited external validity**, as its underlying assumptions and contextual parameters are closely tied to the specific political, institutional, and implementation conditions of the RoC. The model relies on stable governance, predictable funding, and consistent agricultural production, which may not hold in different geographic, economic, or institutional contexts.

government officials, school staff, and some implementing partners engage primarily with the operational aspects of the programme—distributing food, training canteen committees (COGES), promoting hygiene—without always connecting these tasks to the broader causal chain. As one WFP programme officer noted: *"Partners implement their piece, but they don't always understand the bigger picture."* Similarly, a local government official commented: *"I'm not sure we use a theory of change—it's more about getting the food there on time."* This disconnect in understanding and application has several implications:

a. Some activities risk being treated as ends in themselves (e.g., delivering rations, conducting hygiene training) rather than as components in a sequenced change process.

b. Opportunities to adapt when expected results are not emerging are missed, because the link between cause (inputs/activities) and effect (outcomes) is not actively examined at field level.

c. Assumptions embedded in the ToC, such as that school meals alone will lead to improved educational outcomes, are rarely interrogated in practice, even when contextual constraints clearly affect the logic chain.

124. **Field realities often disrupt the intended pathways**. Stakeholders across WFP, government, and partner organisations cited inadequate WASH facilities, lack of kitchens and storage, teacher absenteeism, overcrowding, and persistent poverty as factors limiting the translation of school feeding into improved learning. *"We provide the meals, but schools still lack water and toilets. That affects results,"* explained a WFP field officer. A government education official added: *"Some schools have no functioning latrines, and yet we expect better attendance and health outcomes."* The TOC did not include a specific assumption on the availability of school-level infrastructure or basic services.

125. **Socioeconomic constraints further complicate the causal logic**. In some households, children still drop out despite free meals due to labour demands. As noted by a WFP programme officer: *"Meals help, but if families don't have income, kids still drop out to help at home."* FGDs with parents and teachers revealed that economic pressures still drive intermittent dropout, particularly during planting and harvest seasons, when children are required to support household labour. Stakeholders across all departments (especially in Bouenza and Pool) highlighted that the meal incentive mitigates but does not fully offset these structural constraints. These factors were not explicitly modelled in the baseline ToC, limiting its predictive accuracy.

126. **Monitoring of risks and assumptions is weak and largely reactive**. While WFP staff and partners acknowledge common risks (e.g. seasonal delivery delays, poor roads, lack of community capacity, turnover in COGES membership) these are not systematically tracked in programme monitoring tools, nor are they routinely used to inform adaptive management. The delays were primarily identified through field-level reporting and informal communication channels (e.g., phone/WhatsApp updates, field visits, and stakeholder feedback), including reports of significant late deliveries in remote areas such as Guimba in Pool, where food reportedly arrived only in December. A WFP officer noted: *"We know the risks, but they are not integrated into our reporting tools or regularly discussed."* UNICEF and CRS stakeholders also pointed to the absence of a joint platform to revisit and update assumptions when they break down. Government counterparts reported no formal role in monitoring or revising the ToC.

**QR3. Is the program aligned with national government's education and school meals policies and strategies?**

**Key Findings: Across policy, institutional, programmatic, and M&E dimensions, the McGovern-Dole FY21 project in Congo is strongly aligned with national priorities**: it implements the PNAS through the DAS, contributes to the education sector strategy's access and retention goals, supports the PND's results-based governance, and advances nutrition-sensitive, home-grown school feeding. Remaining gaps (financing, last-mile logistics, and multi-sector coordination) reflect system constraints acknowledged in national texts; they do not indicate misalignment but rather areas where ongoing capacity-strengthening and domestic resource mobilization are needed. Stakeholders at the central level, including WFP staff, Ministry of Education officials, and UN/NGO partners, consistently confirmed the alignment of the McGovern-Dole funded program with the government policies and strategies.

However, **perceptions of alignment weaken at decentralised levels, where departmental services (*SAS*, *DDEPSA*, school inspectorates) tend to play operational support roles** - monitoring, sensitising communities, or reporting - without full visibility on programme strategy or objectives.

127. The McGovern-Dole portfolio sits within, and advances, a clearly articulated national school feeding policy and governance architecture. The McGovern-Dole project is well aligned with the 2016 National School Feeding Policy. Independent syntheses[97] corroborate the policy's adoption and the establishment of a dedicated school feeding department, while noting the need to deepen multisectoral coordination—points that are consistent with the PNAS text itself.[98]

128. **The McGovern-Dole FY21 award's education objectives (attendance/retention, learning readiness) reflect and operationalize the national education sector strategy's human capital thrust**. The Education Sector Strategy (2021-2030) was endorsed in 2020[99] and sets access, retention, and learning quality as core goals.[100] The McGovern-Dole funded school feeding programme implemented with UNICEF/UNESCO contributes to improved access to quality education and to the first pillar of the national development plan.[101] The PNAS further ties canteens to education system performance (attendance, retention, learning conditions) and prescribes expansion targets and quality standards (WASH, kitchens, storage), aligning directly with McGovern-Dole's result areas.[102] Within this framework, the project places its strongest emphasis on access and retention, moderate focus on learning readiness through literacy and nutrition interventions, and more limited attention to infrastructure and WASH standards due to resource constraints. This distribution of emphasis reflects both the project's comparative advantage and the funding parameters of the FY21 award.

129.: **The McGovern-Dole FY21 award's planning and M&E logic are consistent with the PND's Results Based Management (RBM) architecture, supporting government reporting lines and performance tracking**. The PND 2022–2026 is organized around RBM, requiring indicators and coherent reporting across levels.[103] The McGovern-Dole project demonstrates practical alignment through indicator harmonization, capacity support to government data systems, and joint reporting mechanisms though full integration into the national EMIS remains in progress.

130. **The McGovern-Dole FY21 award's nutrition and supply-side components (menus, local sourcing, farmer linkages) are conceptually aligned with national policy prescriptions on nutrition and food systems**. However, it is important to note that under the project's regulations, **local procurement is capped at approximately 10% of the total award**, with the majority sourced internationally. In contrast, the PNAS and the CSP make local procurement a central pillar of their strategies to spur community value chains[104] and smallholder and children[105] linkages. Thus, while McGovern-Dole project contributes to nutrition-sensitive design and complements national aims, its scope for direct local sourcing is limited by design. Nonetheless, the McGovern-Dole's global mandate to reduce hunger and improve literacy, especially for girls, maps onto these national aims.

131. There is an enabling legal and policy framework aligned with national development goals, specifically the 2016 National School Feeding Policy and the 2022–2026 National Development Plan. However,

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[97] Global Child Nutrition Foundation. (2022). *Republic of Congo country snapshot* (French ed.). https://gcnf.org/

[98] Ibid

[99] Government of the Congo. (2020, December 17). *Signing of the letter of endorsement of the Education Sector Strategy (ESS) 2021-2030*. https://www.finances.gouv.cg/ (finances.gouv.cg)

[100] Government of the Congo. (2021). *Education Sector Strategy 2021-2030: Action Plan 2021-2023*. International Institute for Educational Planning https://planipolis.iiep.unesco.org/

[101] World Food Programme. (2019). *Country Strategic Plan – Congo (2019–2023)* (WFP-0000102457). https://executiveboard.wfp.org/

[102] Republic of Congo. (2020). Official Journal No. 4-2020: National School Feeding Policy – Provisions and Implementation. https://www.sgg.cg/

[103] Ministry of Planning. (2022). *Strategic Framework of the National Development Plan 2022-2026 (CSD-PND 2022-2026)*. https://gouvernement.cg/ (gouvernement.cg)

[104] Republic of Congo. (2020). Official Journal No. 4-2020: National School Feeding Policy – Provisions and Implementation. https://www.sgg.cg/

[105] World Food Programme. (2019). *Country Strategic Plan – Congo (2019–2023)* (WFP-0000102457). https://executiveboard.wfp.org/

there are persistent constraints to full scale-up (financing, logistics, cross-ministerial coordination), issues also flagged in PNAS and by independent summaries.[106],[107], [108] This underscores that the McGovern-Dole FY21 award is strategically aligned but that systemic resourcing and coordination remain the binding constraints to universal coverage - risks the project already acknowledges and, in part, mitigates through capacity-strengthening of DAS and departmental actors.[109], [110]

132. **In the KIIs, the McGovern-Dole FY21 program was widely recognised by national, departmental, and partner stakeholders as strongly aligned with the Government of Congo's education, school feeding, nutrition, and gender policy frameworks**, most notably 2016 PNAS, the National Development Plan (2022–2026), and sectoral strategies on food security and girls' education. Stakeholders at the central level, including five WFP staff, four DAS officials, and three UN/NGO partners, consistently confirmed that McGovern-Dole priorities - boosting enrolment and retention, improving school-age nutrition, and addressing sex-related disparities- mirrored national goals:

> *"The programme is based on the national school feeding policy—we work in synergy with it." – DAS Official.*
>
> *"McGovern-Dole helps meet our education goals, especially in vulnerable areas." – Education Director, Government.*

133. **Operationally, targeting of food-insecure areas and the integration of objectives promoting fair participation of women and men reflect the priorities articulated in national strategies**. Activities such as joint school selection, co-delivered training for COGES, and collaborative monitoring with DAS illustrate deliberate efforts to embed the programme into existing systems:

> *"We sign annual work plans with DAS. School selection is done jointly." – WFP Programme Officer*

134. **However, perceptions of alignment weaken at the operational level within decentralised levels,** where departmental services (SAS, DDEPSA, school inspectorates) tend to play operational support roles—monitoring, sensitising communities, or reporting—without full visibility on programme strategy or objectives. In some cases, these actors are informed late about targeting decisions or calendars, limiting proactive planning. Additionally, mandates between SAS and inspection services are not always clearly defined, creating minor authority conflicts. Resource constraints compound these issues, with SAS often reliant on WFP for transport, fuel, and monitoring tools.

> *"SAS are involved, but it's mostly operational—they don't always know the full programme strategy." – DAS Official.*
>
> *"We assist with implementation, but we're not involved in the design or strategy part." – Local Education Official (DDEPSA).*
>
> *"Inspectors don't yet understand the role of SAS. There are small authority conflicts." – WFP Field Officer*

[106] World Food Programme. (2023, May 13). *Republic of Congo: Evaluation of WFP McGovern-Dole funded school feeding programme (2021–2026)*—Baseline findings. https://www.wfp.org/publications/
[107] Republic of Congo. (2020). Official Journal No. 4-2020: National School Feeding Policy – Provisions and Implementation. https://www.sgg.cg/
[108] Global Child Nutrition Foundation. (2022). *Republic of Congo country snapshot* (French ed.). https://gcnf.org/
[109] World Food Programme. (2019). *Country Strategic Plan – Congo (2019–2023)* (WFP-0000102457). https://executiveboard.wfp.org/
[110] World Food Programme. (2023, May 13). Republic of Congo: Evaluation of WFP McGovern-Dole funded school feeding programme (2021–2026)—Baseline findings. https://www.wfp.org/publications/

135. **While stakeholders agree on strategic coherence, they identified two structural gaps**: coverage inequities – *"Not all vulnerable schools are covered. This creates frustration in some communities."* – Government Official, Education Sector; and limited multisectoral coordination – *"There's still a need for joint coordination with the ministries of health and hydraulics."* – CRS Representative. A Ministry of Education official noted that inter-ministerial collaboration was often project-based: *"The coordination works while the project is active, but after that, each ministry returns to its own activities. There's no formal structure to keep it going."* This fragility limits the embedding of cross-sector inputs such as WASH, deworming, and school health, into the programme framework.

**QR4. To what degree the needs of women or other marginalized groups were considered in the program's design and implementation?**

**Key Findings: The program design reflects a strong normative commitment to consider the needs and differences in access and opportunities of different target groups** demonstrated through the prioritization of rural schools in high-need districts and the integration of activities that support food security and livelihoods.. Specific interventions, such as menstrual hygiene management (MHM) training, construction of inclusive sanitation facilities, and livelihood support for women smallholder farmers, highlight clear efforts to address barriers faced by girls, indigenous children, and women smallholder farmers, in addition to men. **However, while these initiatives represent meaningful progress, they remain fragmented, small in scale, and insufficiently anchored within the program's results framework**. This lack of systemic institutionalization weakens the program's ability to systematically measure, monitor, and sustain fair and balanced outcomes.

136. **The program design reflects a clear intention to address the needs of various populations, including boys, girls, indigenous communities, and women smallholder farmers.** This commitment is evident in the prioritization of rural schools in high-need districts and in activities supporting food security and livelihoods, particularly for women. **While this intention is integrated into several important strategies and activities, it is not fully anchored in the results framework or reflected in the indicators.**

137. **Considerations related to fair access and participation are visible at the activity level of the results framework but are less prominent at outcome or higher strategic levels.** For example, Activity 2.1 addresses inclusive latrines for children with disabilities, and Activity 2.3 focuses on teaching girls menstrual hygiene management. While the use of sex-disaggregated indicators throughout the program demonstrates an underlying commitment to monitoring differences in access and participation, it does not fully reflect objectives targeting fairer access and participation at higher levels of the results chain.

138. **The project collects sex-disaggregated data for some indicators,[111] allowing for partial assessments of differential impacts.** There is no evidence that project monitoring reports disaggregate by disabilities. Furthermore, **the lack of disaggregation by ethnicity or disability in the formal results framework significantly limits the ability to track outcomes for indigenous children and children with disabilities.** While some local monitoring tools collect data on ethnicity and disability, this is not consistently integrated into the program's broader framework. As a result, children with disabilities are counted[112] but not specifically supported, and while refugee children benefit from the school feeding program, no targeted interventions are in place for them.

> *"What I know is that in the reports we provide, we are asked to report the number of students living with a disability. We report this, but there has never been a specific program; we have never been asked to specify even these disabilities. We are only told to report the number of children living with a disability. We, who are on the ground, report these numbers." WFP Field Officer*

[111] Supported by many KII, including 4 KII DAS team, UNICEF, WFP. 1 FDG

[112] KIIs informed that data on children with disabilities is collected, but there is no requirement to inquire about the type or severity of the disability.

139. Outcome MDG 1.3 aims to improve student attendance, this goal is reflected in the project's indicator framework through the indicator "average student attendance in USDA supported classrooms/schools," which includes increasing targets over the life of the award. However, the target numbers for both male and female students remain unchanged from the baseline by the end of the project (this may be due to the pre-determined number of program beneficiaries in the award). Additionally, the results framework and indicators suggest that the program does not specifically focus on increasing girls' enrollment or directly addressing the education gap between girls and boys. [113] However, a UNICEF officer in the KIIs noted that parity is tracked: *The program monitors school statistics, such as the parity index, to identify areas where there are fewer girls than boys"*

140. The project is designed focusing on a community-based management and as per request from WFP, some KIIs also highlight efforts to promote balance between women, men, boys and girls in local structures such as school management committees, parents' associations, and community savings groups (SILCs).[114] It was reported that student committees include both girls and boys, reinforcing participation of all children from early education stages. These structural requirements reflect the programme's intent to operationalize equity at the community level. Nonetheless, the indicator for Activity 5.4 (Strengthening capacity at the district level and supporting the establishment of district school feeding committees) is not sex-disaggregated, thus limiting the ability to assess the effectiveness of this equity strategy further.

141. **Importantly, the programme has linked with other WFP initiatives to provide locally sourced commodities, through women and men smallholder farmers, and promote improved health.** In Lekoumou, women received support for soap production and hygiene kit distribution. In Bouenza, indigenous women organized into cooperatives to produce beans used in school feeding. Also in Bouenza, WFP promoted the development of women's associations to producing Balapinda (a mix of peanut and cassava paste) for school feeding —a clear example of integrating women into local value chains.[115]

142. In response to LRP 1.3, Output 6.3 (enhanced financial inclusion), answering to LRP 1.3, the output 6.3 (enhanced financial inclusion), the establishment of Village Savings and Loan Associations groups (SILC) in rural areas supports family-level investment in girls' education, particularly in settings where girls face competing demands such as domestic or agricultural labour. Of the 20 SILCs planned with CRS support, 12 are currently operating.[116] **While the reach is still limited and it is being implemented only in Bouenza Department, the initiative is a promising approach to cultural and economic change .** It has the potential to support school-related expenses as well as small-scale income-generating activities that help stabilize household resources. However, evidence remains insufficient at this stage to report on the volume of savings generated or the specific ways in which they are being applied.

143. One of the program's strategies to support sustained school attendance and learning outcomes was the inclusion of an activity and indicator related to menstrual hygiene management (MHM) training for female students, addressing a health-related barrier that directly affects school participation in rural settings. According to KIIs[117], the menstrual hygiene club provides students with practical information on puberty, menstruation, and hygiene practices, contributing to improved health knowledge and reduced health-related absenteeism. These activities are facilitated by women, including mentors, nurses, female teachers, and mothers, ensuring access to guidance, basic health support, and referrals when needed. **By improving menstrual hygiene practices and addressing related health concerns, the intervention supports girls' physical well-being, enabling more regular school attendance and engagement in learning.** This, in turn, reinforces the program's nutrition and

[113] Activity 1.1: Provision of nutritious school meals. Indicator: Number of students enrolled in school receiving USDA assistance. The ratio of pre-primary and primary boys/girls target remains at 1,38 throught FY21 implementation ( 27.497 of girls versus 37.503 of boys).

[114] 4 KII: CRS, School Director Plateaux, COGES Lékoumou, Department Director Primary Education Plateaux (mentioned inclusion of indigenous parents in committees),

[115] KII WFP.

[116] KII CRS.

[117] KII CRS, neighborhood chief Bouenza.

education objectives by ensuring that girls are consistently present to benefit from school meals and complementary interventions.[118] Evidence indicates, however, that this strategy is currently implemented only by CRS, limiting its geographic coverage to the departments of Bouenza, Pool, and Cuvette .

144. **The construction and rehabilitation of accessible and sex-separated latrines in schools supports the FY21 award's education and health objectives by addressing practical sanitation-related barriers to regular school attendance**. Budgetary constraints, however, have limited the program's ability to fully meet planned infrastructure targets. In the absence of adequate sanitation facilities, reliance on temporary or inadequate solutions can contribute to irregular attendance, particularly among girls. Improved sanitation infrastructure therefore functions as a complementary input that supports better health conditions and more consistent participation in schooling, contributing to improved literacy outcomes. .

145. **According to the indicators, capacity-building efforts target 337 smallholder farmers, including 234 women. These activities are relevant to the program's objective of strengthening local supply chains and supporting local and regional procurement for school feeding.**, Findings from a 2023 WFP study on volunteer female school cooks,[119] highlighted the potential value of linking agricultural producers more closely to school feeding supply mechanisms. However, it remains unclear whether the farmers receiving capacity building include women and men directly involved in school meal preparation, which would more directly support local procurement objectives and strengthen linkages between production and school feeding operations

146. **..** While these targeted interventions represent progress in addressing specific barriers to implementation, their current scale remains limited relative to the overall scope of the program. The programme operates across 375 schools and serves more than 85,000 girls and boys. Within this context, several complementary activities were implemented on a more focused basis, functioning as targeted or pilot interventions rather than system-wide approaches. Specifically, MHM training was planned to reach 35% of targeted girls (9,375 girls) in FY21[120]; sanitation infrastructure with MHM features was planned for 79 schools[121]; and capacity-building activities targeted fewer than 299 female farmers[122]

147. Furthermore, while the programme engages well with community-level structures, **there is no evidence of substantial coordination with national actors working on social services and protection**—such as the Ministry for the Promotion of Women or organizations focused on supporting indigenous populations or the needs of girls and women. As a result, key gaps identified in the FY17 evaluation— such as exposure to violence and the need for clearer referral pathways for affected individuals, including members of indigenous communities—do not appear to have been systematically addressed within the current programme cycle.

148. **Overall, the program implements a range of complementary activities that address practical barriers affecting school participation and program delivery among specific population groups, including girls and indigenous communities**. These activities include MHM training, accessible and sex-separated sanitation facilities, capacity-building support for local women and men farmers, and engagement with community-level structures. While these measures are consistent with established approaches in school feeding programs, they are implemented on a limited and targeted basis rather than being fully embedded across the program's results framework. As a result, their contribution is

[118] KII Neighborhood Chief, Bouenza.

[119] WFP Congo Brazzaville (2023). STUDY REPORT ON WOMEN COOKS MCGOVERN-DOLE PROGRAM

[120] Activity 2.3 Teaching girls on good menstrual hygiene management (MHM). Indicator: Number of female students trained on good menstrual hygiene practices

[121] Activity 2.1: Construction of water systems and construction of disability-inclusive latrines. Indicator: Number of schools with improved sanitation facilities

[122] Activity 6: Build Capacity of Farmer Groups to Supply Food to Schools. Indicator: Number of individuals who have received short-term agricultural sector productivity
or food security training as a result of USDA assistance

captured primarily at the activity level, with more limited reflection in higher-level outcomes and indicators.

## 2.2 Coherence

How compatible is the McGovern-Dole funded School Feeding intervention with other interventions in the country, sector or institution? In other words, how well does the intervention fit?

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

> QC1. To what extent is the McGovern-Dole school feeding coherent with the National School Feeding strategy and interventions implemented by other actors in the country?
>
> QC2. What are the McGovern-Dole project complementarity, harmonization and co-ordination with others WFP program, and the extent to which the intervention is adding value while avoiding duplication of effort?

The questions related to coherence 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 (KIIs and FGDs).

**QC1. To what extent is the McGovern-Dole school feeding coherent with the National School Feeding strategy and interventions implemented by other actors in the country?**

**Key Findings: The McGovern-Dole FY21 project demonstrates strong coherence with the National School Feeding Strategy (NSFS) in both design and implementation**. Evidence indicates that the programme is strategically embedded within government-led frameworks, particularly through structured collaboration with the DAS. Development partners broadly agree that WFP and the McGovern-Dole project operate within the priorities of the Ministry of Education, with explicit attention to food, nutrition, literacy, and hygiene objectives outlined in the NSFS. Partnerships with UNICEF, CRS, and UNESCO further reinforce coherence by addressing complementary dimensions outside WFP's mandate. However, gaps remain in multi-sectoral coordination with ministries such as Hydraulics and Health, and decentralized implementation is weakened by unclear mandates between education inspectors and SAS agents. There is also an opportunity to strengthen collaboration with national and civil society actors working on social development and protection, which would enhance the programme's responsiveness to diverse needs and reinforce its contribution to lasting social change. Internal WFP coordination is strong and resource-sharing enhances efficiency, but external-facing communication, multisectoral integration, and equitable coverage display areas requiring strengthening.

149. **The McGovern-Dole project displays a high degree of coherence with the national school feeding strategy.** It is deeply embedded within government-led structures, especially through structured collaboration with the DAS, and aligns with national priorities in food, nutrition, literacy, and WASH**.** Across stakeholder groups including WFP staff, Ministry of Education officials, DAS representatives, and development partners (UNICEF, CRS, UNESCO), there is a high degree of convergence that the McGovern-Dole project is well aligned with national school feeding priorities. WFP staff consistently described DAS as a central partner in school targeting, annual planning, and the co-development of monitoring tools. Ministry officials confirmed this perspective, emphasizing that WFP systematically works within government-led frameworks. Even ministries not directly involved in school feeding, such as Hydraulics, recognized WFP's alignment with national objectives. **The broad consensus across stakeholders underscores the programme's embeddedness in the NSFS**. At the same time, there remains an untapped opportunity to strengthen coordination with national and civil society actors working on social development and protection—such as the Ministry for the Promotion of Women and organizations supporting indigenous communities. Closer collaboration with these partners could further enhance the programme's capacity to address differentiated needs and broaden its contribution to sustainable social change.

150. **At the national level, coordination between WFP and DAS is structured and institutionalized**. Evidence from the KIIs[123] indicates joint school selection, contractual agreements, and shared oversight mechanisms. For example, formal protocols have been signed transferring responsibility for certain schools to DAS, and DAS representatives confirmed participation in reviewing and validating strategic documents. This formalized collaboration reflects strong alignment with the NSFS.

151. **However, at the decentralized level, coordination is less coherent.** Tensions between newly established School Support Services[124] (SAS) agents and traditional education inspectors reflect unclear mandates and weak role definition, creating local implementation challenges. Ministry stakeholders acknowledged these tensions, noting that SAS structures remain incompletely integrated into the education system. This misalignment affects school oversight and community training efforts, undermining programmatic coherence at the local level.

> *"Inspectors don't yet understand the role of SAS. There are small authority conflicts." Field Monitoring Assistants (3 WFP stakeholders)*
>
> *"We're working with the Ministry to clarify the roles of SAS versus education inspectors." Assistant Monitoring Officer*
>
> *"The SAS are new and sometimes not respected by inspectors. Their status needs to be clarified." DAS Representative*

152. **Coherence with non-education ministries is weaker**. For example, responsibilities for WASH infrastructure lie primarily with UNICEF and the Ministry of Hydraulics, and while coordination exists on paper, stakeholders reported limited feedback loops and follow-up. Representatives from the Ministry of Hydraulics expressed frustration at unreciprocated collaboration efforts, while UNICEF and UNESCO noted that systemic inter-ministerial coordination remains underdeveloped.

153. **Stakeholders agreed that the three primary modalities of school feeding in the country - McGovern-Dole (in-kind), cash-based transfers (CBT), and home-grown school feeding (HGSF) - are geographically separated, avoiding duplication and ensuring operational complementarity**. While this arrangement aligns with logistical realities and donor requirements, it also reinforces fragmentation. Development partners highlighted that the absence of a unified national coordination mechanism limits cross-learning and synergy across modalities, weakening the overall coherence of the sector.

154. **The McGovern-Dole project in Congo benefits from structured partnerships with UNICEF, CRS, and UNESCO, which extend the program's reach beyond food provision.** UNICEF contributes to hygiene and WASH, CRS to school gardens and savings groups, and UNESCO to pedagogy and teacher training. These partnerships were generally perceived as complementary and consistent with national objectives. Joint planning, shared evaluations, and coordinated interventions were reported, reflecting effective operational complementarity. However, stakeholders also noted that broader systemic coordination remains fragmented across ministries and partners, with weak feedback loops limiting holistic sector coherence.

155. **No duplication of efforts was reported. Instead, the main challenge lies in coverage gaps that generate inequities between communities.** The geographic selectivity of McGovern-Dole, while avoiding overlap, has resulted in local frustrations, particularly in rural areas where children travel long distances to access schools with canteens. Selection criteria are not always well communicated, contributing to perceptions of unfairness despite the program's vulnerability-based targeting. This reflects a structural tension between programmatic coherence at the national level and equitable coverage at the community level.

[123] WFP and DAS stakeholders
[124] Services d'Appui Scolaire

**QC2. What are the McGovern-Dole project complementarity, harmonization and co-ordination with other WFP programs, and the extent to which the intervention is adding value while avoiding duplication of effort?**

**Key Findings: The McGovern-Dole project demonstrates strong internal complementarity with other WFP interventions through shared logistics, joint training, and harmonized monitoring, thereby avoiding duplication of effort and adding value to the national school feeding landscape**. While operational separation of modalities (in-kind, CBT and HGSF) ensures complementarity, it also generates inequities in coverage. While internal communication within WFP units is consistent and effective, there is limited evidence of structured joint advocacy with Government or external partners. Coordination with ministries and partners on communication and public visibility remains ad hoc rather than institutionalized. This limits the programme's potential to leverage collective advocacy for school feeding as a multisectoral development priority.

156. **Evidence shows that the McGovern-Dole project benefits from well-structured internal coordination with other WFP units.** Training of education inspectors, harmonization of monitoring tools, and pooled logistics illustrate how synergies reduce duplication and streamline operations. Logistics teams deliver for both McGovern-Dole and cash-based transfer (CBT) schools, and monitoring instruments are standardized across modalities. This internal harmonization reflects good practice in resource optimization and supports implementation coherence.[125]

157. **The evaluation found that WFP's practice of sharing resources including vehicles, fuel, training content, and monitoring tools, across modalities and with DAS strengthened operational capacity**. DAS and decentralized SAS offices rely heavily on these contributions to conduct school visits, training, and monitoring. While this dependency underscores limited government resources, it also represents a form of institutional support that contributes to capacity strengthening. This approach is consistent with WFP's system-strengthening mandate under the national school feeding strategy.[126]

> *"We provided vehicles and tools to the School Feeding Directorate, but they only have one operational vehicle." Field Office Head (2 WFP stakeholders)*
>
> *"The SAS lack basic resources like transport. Without WFP support, we can't monitor schools properly." DAS Representative*
>
> *"For now, the role of SAS depends on how well supported they are in each department." Ministry of Education Official*

158. **Stakeholders recognize clear synergies between McGovern-Dole and other WFP modalities, including CBT and HGSF.** Joint training sessions for community-based structures (COGES), inspectors, and parents' associations ensure standardized messaging and reduce duplication. Pooling of technical expertise across interventions further enhances programme quality and supports a coherent sectoral vision for school feeding. This contributes to efficiency and promotes cross-learning, though without fully integrating funding streams or modalities into a unified framework. There is strong convergence among stakeholders[127] that the three main school feeding modalities in the country— McGovern-Dole (in-kind), cash-based transfers (CBT), and home-grown school feeding (HGSF)—are implemented in separate geographic areas, which enables operational complementarity by avoiding overlap. WFP staff explained that this separation reflects logistical realities and donor requirements, while Ministry officials confirmed that each model aligns broadly with national objectives but is managed independently. Development partners observed that although each modality is effective in its own context, the absence of a unified strategic framework or coordination mechanism limits opportunities

[125] WFP. (2023). Republic of Congo: Evaluation of WFP McGovern-Dole-Funded School Feeding Programme (Baseline, FY21–26). Rome: World Food Programme.

[126] FAO. (2019). *Strengthening school feeding programmes: Nutrition-sensitive approaches*. Rome: Food and Agriculture Organization of the United Nations.

[127] KIIs with WFP staff (3 stakeholders), Ministry of Education and DAS officials (3 stakeholders), and development partners including CRS and the World Bank (2 stakeholders)

for integration, synergy, and cross-learning. As one CRS representative noted, *"There's a need to connect the dots between the different feeding models. Right now, they're fragmented."* No stakeholders expressed disagreement with this assessment, reinforcing a shared understanding that while operational separation has practical benefits, stronger national leadership and coordination are needed to achieve strategic coherence across the various school feeding models.

159. Coordination with ministries and partners on communication and public visibility remains ad hoc rather than institutionalized. This limits the programme's potential to leverage collective advocacy for school feeding as a multisectoral development priority. UNICEF and UNESCO also acknowledged the lack of systemic inter-ministerial coordination:

> *"Some technical ministries are brought in late or not at all. This affects our ability to deliver WASH or education support in a timely way." UNICEF Representative*
>
> *"There's a lack of structured feedback loops across ministries. Coordination happens, but it's not systemic." UNESCO Stakeholder*

## 2.3 Effectiveness

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

The evaluation questions used for assessing the effectiveness of the program are detailed below:

The questions related to effectiveness were answered by triangulating the findings from the school-based

QE1. What is the progress of program implementation–is the program on track to carry out all activities as planned?

QE2. To what extent are the objectives of the program likely to be realized including the broader goals of gender mainstreaming and promoting inclusion?

QE3. What aspects of school feeding intervention are the most sensitive to internal and external system pressures?

QE4. How effective has the collaboration with different stakeholders (including the government) been in achieving program's objectives?

surveys including the pupils learning outcomes assessment, headteachers' survey, and school observations; household survey; document review and qualitative interviews (KIIs and FGDs).

**QE1. What is the progress of program implementation–is the program on track to carry out all activities as planned?**

**Key Findings: The McGovern-Dole FY21 project has made measurable progress in implementing core activities aimed at reducing mid-day hunger and supporting educational outcomes, though significant disparities remain across departments.** The project has substantially expanded and regularised school feeding, a major achievement compared to baseline conditions**.** At baseline, school feeding coverage was inconsistent, with frequent delivery interruptions and minimal partner integration at the local level. By midline, meal provision is more regular in most intervention areas, and stakeholders widely recognise its role in ensuring that children—especially from food-insecure households—receive at least one reliable daily meal. This has contributed to stabilising or improving attendance and retention, with qualitative reports from parents, teachers, and school committees highlighting better concentration and fewer early departures after meals. While these gains represent progress, several baseline challenges persist. Delivery delays, incomplete kitchen facilities, and lack of water in certain schools continue to disrupt regular meal provision, particularly in remote or flood-prone areas. The programme is on track in implementing its feeding-related activities, however progress is fragile in departments where logistical and infrastructural bottlenecks remain unresolved. **Progress in the education related interventions shows more limitations.** At baseline, literacy instruction was hindered by teacher shortages, absenteeism, and lack of materials—conditions that still affect several schools at midline. In better-resourced schools with stable staffing, parents and APE members describe more consistent reading practice and lesson delivery, but in others, teacher absenteeism and overcrowding severely limit instructional time.

**Overall Progress**

160. **Since baseline, the McGovern-Dole FY21 program has made measurable progress in implementing its core activities,** particularly in the provision of school meals to reduce mid-day hunger and to sustain school participation. At baseline, school feeding coverage was irregular, food deliveries were frequently interrupted, and local-level integration with partners was minimal. By midline, meal provision had become more regular in most intervention areas reflecting improvements in supply chain management, government coordination, and community participation since baseline. Early logistical bottlenecks were reduced as WFP and CRS synchronized procurement and delivery schedules, while departmental education services (SAS, DDEPSA) assumed more active roles in distribution planning. Community committees also became more engaged, contributing firewood, utensils, and volunteer cooks to ensure daily meal preparation. Additionally, stakeholders consistently recognised its role in ensuring that children—especially from food-insecure households—received at least one reliable daily meal. Parents, teachers, and school committees widely highlighted

improvements in concentration and reductions in early departures from school after meals. There was consensus on this across a variety of stakeholders:

> *"It (school meals) helps us a lot when we are hungry. It gives us strength to work." (FGD, Students, in Plateaux)*
>
> *"They're not hungry anymore at mid-day, that's the most visible change." School Director, in Sangha*
>
> *"When children eat well, it's also thanks to our involvement. They no longer complain of hunger." Village Chief, in Sangha department*
>
> *"I make sure the students are well fed. We supervise the cooks and make sure everything goes smoothly." SAS Stakeholder*

**Sectoral and Departmental Progress**

Feeding and Nutrition

161. Across all departments, there is strong convergence that the program has reduced mid-day hunger, with students attending school even when food is unavailable at home. As one parent affirmed: *"Even if there's no food at home, they go to school because they know they'll eat there."* (FGD, Parents' Committee) In both Sangha and Likouala, stakeholders consistently reported better concentration and willingness to remain in class after meals. Community committees in Lombo (Likouala) were observed actively managing daily cooking, stock verification, and hygiene routines, signalling strengthened governance compared to the fragmented arrangements at baseline. In Plateaux, regular meal delivery and deepened parental participation were documented, though volunteer fatigue is beginning to emerge due to the lack of compensation or recognition.

Education activities

162. Despite these advances, the programme's effects on education performance remains more limited. At baseline, literacy instruction was constrained by shortages of teachers, absenteeism, and lack of didactic materials—barriers that persist at midline. In some better-resourced schools, parents and School Management Committees report more consistent reading practice, but in others, teacher absenteeism and overcrowding severely limit instructional time. Quantitative assessments confirm these mixed results (Table 6: EGRA scores across sites): early literacy outcomes show encouraging progress in foundational skills such as letter and syllable recognition, particularly in Lékoumou. However, higher-order literacy and numeracy remain stagnant or have declined in departments such as Sangha and Pool, pointing to persistent weaknesses in teacher capacity, didactic resources, and time-on-task in multi-grade classrooms.

Operational and Infrastructure Challenges

163. Persistent operational barriers continue to undermine program reliability:

- **Infrastructure deficits:** Many schools still lack functional kitchens, safe storage facilities, and adequate WASH services.
- **Logistical bottlenecks:** Delivery delays—especially in remote and flood-prone areas—remain common, undermining programme stability.
- **Community engagement:** While strong, volunteer participation is still unpaid and informal, increasingly affected by fatigue. Governance structures such as CoGES and APE have become more visible and active, but reported declining training coverage since baseline (in line with survey findings of a marginal reduction in supported PTAs in the intervention group from 45.5% at baseline to 44.2% at midterm**)** has reduced institutional resilience in some areas.
- **Implementing partner resourcing / operational delays –** UNESCO activities delayed till 2025 primarily due to the late finalization of partnership agreements and the need to align training content with the Ministry of Education's ongoing curriculum reform and academic calendar. These

delays were compounded by internal processes, as partner disbursements were reportedly held until procurement and technical/engineering validations were cleared, and late HQ releases further compressed implementation timelines. Similarly, CRS experienced delays in 2024 linked to logistical and budgetary constraints, including late input delivery for school gardens, transport challenges, and temporary access disruptions in flood-affected areas.

**QE2. To what extent are the objectives of the program likely to be realized including the broader goals of ensuring balanced participation and addressing the needs of different groups?**

**Key Findings: The McGovern-Dole FY21 project in Congo has made measurable progress in reducing mid-day hunger and supporting school enrolment and attendance, but its effects on learning outcomes remains mixed and strongly context-dependent.** Overall, the project has been partially effective but uneven. On the feeding component, midline findings confirm that meal provision has become more regular and reliable compared to baseline, despite persistent logistical challenges in remote or flood-prone areas. Stakeholders widely attest that the availability of meals reduces mid-day hunger, improves classroom concentration, and encourages school attendance and retention, particularly among children from food-insecure households. In this respect, the program is broadly effective in meeting its immediate objectives of stabilising participation in schooling and addressing short-term nutritional needs**.** However, the sustainability of this progress is fragile where kitchen facilities, water supply, and transport infrastructure remain inadequate. It is also to be noted that enrolment and attendance trends have been more favourable for boys than girls, with the boy-to-girl ratio in enrolment widening from 1.01 at baseline to 1.23 at midline. Attendance disparities have also grown, with boys averaging 137 days compared to 92 for girls.

**On the learning outcomes side, the early grade reading comprehension improved substantially by midterm for both comparison and intervention schools with the intervention schools maintaining a modest though statistically insignificant advantage**. However, girls in intervention schools display a significant advantage in reading comprehension, surpassing both boys in intervention schools and girls in control schools. While baseline conditions - teacher shortages, absenteeism, overcrowding, and lack of materials - remain in many schools, some better-resourced schools report more consistent literacy instruction and improved reading practice. Overall, EGRA and EGMA results at midline reveal no significant aggregate gains attributable to the program, though important departmental heterogeneity emerges: Positive outcomes in *Lekoumou* and *Plateaux*, where significant improvements in foundational literacy and arithmetic have been documented, and where stable staffing and programme implementation appear stronger. Negative or flat outcomes in *Bouenza, Pool, and Sangha*, suggesting gaps in programme delivery, contextual mismatches (such as language barriers or fragile school infrastructure), and persistent weaknesses in instructional quality. **The possibility that teacher-led test preparation contributed to improved EGRA scores in both comparison and intervention groups cannot be ruled out.** This means that the results should be interpreted as indicative progress, and may not be definitive evidence of systemic literacy gains. Continued monitoring particularly at endline will be necessary to determine whether these improvements reflect lasting learning outcomes.

**The project's progress according to the results framework is detailed in this section**. Each standard and custom indicator is first analyzed individually, followed by a synthesis of overall trends and cross-indicator findings, allowing readers to interpret both the specific results and their aggregate implications for programme performance.

**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.**

164. According to this indicator definition, a pupil is considered able to read and comprehend if they achieve a minimum score of 50% in Component 5 of the EGRA assessment. **Thus, the baseline report[128] reported that 36.5% of pupils in the intervention group against 33.1% in the comparison group demonstrated that they can read and understand the meaning of grade-level text.** Based on this criterion, the overall proportion of students at baseline appears consistent as there seems to be a

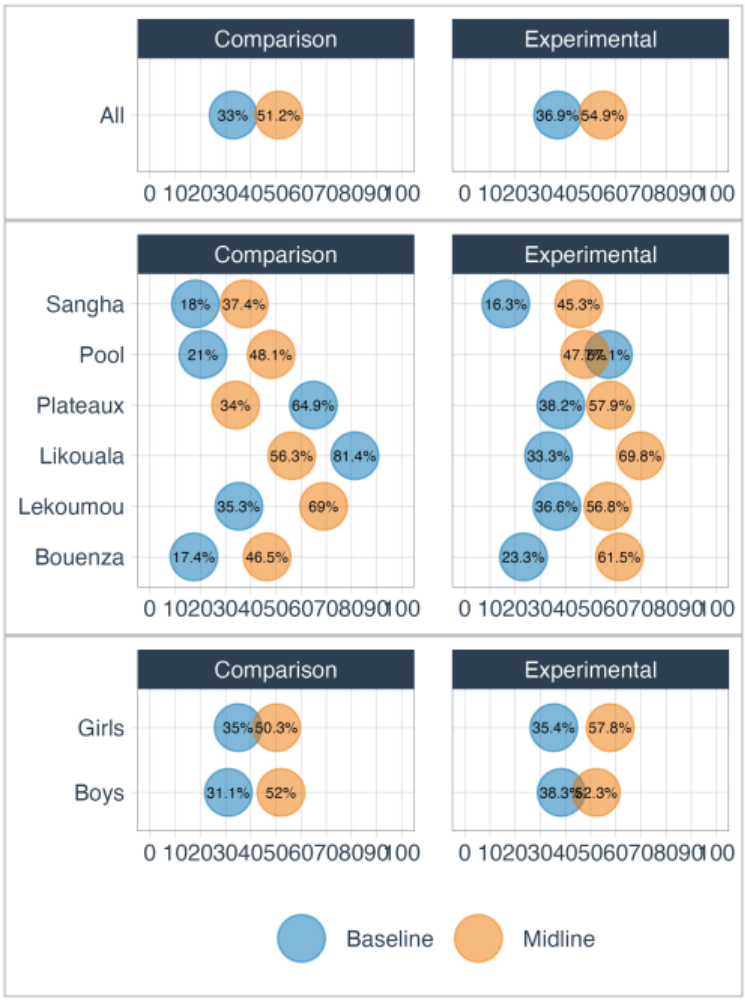
[128] Baseline Evaluation Report – McGovern-Dole FY21 school feeding program

reporting error in the baseline data disaggregated by sex - the proportions for girls and boys are reported as 26.7% and 21.9%, respectively. The average of these two subgroup proportions would not produce an overall value of 36.9% for the intervention group. This error has been corrected in this midterm report. Table 5 and figure 3 display the finding on Standard Indicator 1.

**Table 5 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**

| Variable | Baseline Comparison N = 6211 | Baseline Intervention N = 7461 | Midline Comparison N = 6601 | Midline Intervention N = 7561 |
|---|---|---|---|---|
| **All pupils** | 205/621 (33.0%) | 275/746 (36.9%) | 338/660 (51.2%) | 415/756 (54.9%) |
| **Department** | | | | |
| Bouenza | 25/144 (17.4%) | 27/116 (23.3%) | 60/129 (46.5%) | 83/135 (61.5%) |
| Lekoumou | 54/153 (35.3%) | 52/142 (36.6%) | 116/168 (69.0%) | 84/148 (56.8%) |
| Likouala | 48/59 (81.4%) | 24/72 (33.3%) | 40/71 (56.3%) | 44/63 (69.8%) |
| Plateaux | 37/57 (64.9%) | 52/136 (38.2%) | 17/50 (34.0%) | 62/107 (57.9%) |
| Pool | 25/119 (21.0%) | 104/182 (57.1%) | 65/135 (48.1%) | 94/197 (47.7%) |
| Sangha | 16/89 (18.0%) | 16/98 (16.3%) | 40/107 (37.4%) | 48/106 (45.3%) |
| **Sex of pupil** | | | | |
| Boys | 97/312 (31.1%) | 141/368 (38.3%) | 185/356 (52.0%) | 207/396 (52.3%) |
| Girls | 108/309 (35.0%) | 134/378 (35.4%) | 153/304 (50.3%) | 208/360 (57.8%) |
| 1n/N (%) | | | | |

**Figure 3 Standard Indicator 1**




165. **Standard Indicator 1 showed progress for both comparison and intervention schools:** overall, the percentage of pupils achieving grade-level reading comprehension rose from about one-third at baseline to more than half at midterm (see table 5 and figure 3). At baseline, intervention pupils were marginally ahead of controls (+3.9 pp). By midterm, the advantage of intervention schools decreased slightly overall (+3.7 pp**). However, the most pronounced difference was observed among girls, where intervention schools outperformed control schools by +7.5 pp**. At baseline, girls were ahead of boys in comparison schools, but boys in intervention schools were ahead of girls. By midterm, sex-differentiated gaps narrowed in control schools (boys 52.0%, girls 50.3%) but widened in intervention schools, where girls (57.8%) outperformed boys (52.3%). Attendance data (Table 7) and qualitative evidence from teachers, parents, and school directors across Bouenza, Likouala, and Lékoumou suggest that improved attendance and attentiveness among girls, attributed to regular school meals and related community sensitisation, may partly explain this pattern. Classroom observations did not display any evidence of differential teaching practices or sex-specific classroom support. It is important to interpret the substantial improvement in both comparison and intervention schools with caution: the possibility that teacher-led test preparation contributed to improved EGRA scores in both groups means the results should be interpreted as indicative progress, and not necessarily definitive evidence of systemic literacy gains. Continued monitoring, particularly at endline, will be necessary to determine whether these improvements reflect lasting learning outcomes.

166. **Departmental analysis reveals substantial heterogeneity in pupils' scores and progression between baseline and midline across intervention and control groups**. Overall scores increased markedly from 33–37% at baseline to 51–55% at midline, suggesting general improvement across departments. However, patterns varied considerably by region. At baseline, reading comprehension scores was highest in Likouala (81% control) and Plateaux (65% control), and lowest in Bouenza (17%) and Sangha (18%), indicating strong pre-existing disparities. By midline, the most notable improvements occurred in Bouenza (from 17–23% to 47–62%) and Sangha (from 16–18% to 37–45%), showing substantial relative gains in previously low-performing departments. In contrast, Likouala, which began with the highest baseline rate, experienced a modest decline in the control group (from 81% to 56%) but improvement in intervention schools (from 33% to 70%), suggesting project effects were most visible where baseline access was lower. Plateaux and Pool displayed mixed patterns - initially strong baseline figures in control schools shifted to convergence with intervention schools by midline, reflecting context-specific influences such as school accessibility and project maturity.

167. **Analysis of EGRA results across intervention and control schools reveal a complex picture of progress, with encouraging gains in comprehension contrasted against persistent weaknesses in foundational decoding skills**. Table 6 overall, indicates that while reading and listening comprehension are improving, foundational literacy skills—letter recognition, syllables, and word reading—remain critically weak. The feeding component of the program appears to have supported pupil attendance (Table 7), which in turn may be contributing to gains in comprehension through greater exposure to classroom instruction. However, without stronger pedagogical support, these persistent weaknesses in decoding risk undermining sustained literacy development.

**Table 6 EGRA scores across sites**

| | Baseline | | | Midline | | |
|---|---|---|---|---|---|---|
| EGRA Sub scores | Comparison N = 621 | Intervention N = 746 | p-value[1] | Comparison N = 660 | Intervention N = 756 | p-value[1] |
| Letter identification score | | | 0.6 | | | 0.9 |
| Min - Max | 0 - 100 | 0 - 100 | | 1.0 - 54.1 | 1.0 - 100.0 | |
| Median (Q1, Q3) | 18 (4, 40) | 14 (3, 35) | | 3.0 (2.0, 5.9) | 3.0 (2.0, 5.9) | |
| Mean (SD) | 28 (30) | 25 (30) | | 5.0 (5.4) | 6.0 (10.6) | |
| Syllable identification score | | | 0.5 | | | >0.9 |
| Min - Max | 0 - 100 | 0 - 100 | | 1.0 - 39.3 | 1.0 - 100.0 | |
| Median (Q1, Q3) | 4 (0, 20) | 3 (0, 14) | | 3.9 (2.0, 4.9) | 3.9 (1.0, 5.9) | |
| Mean (SD) | 17 (27) | 16 (28) | | 4.8 (4.9) | 5.7 (9.8) | |
| Familiar word score | | | 0.4 | | | 0.8 |
| Min - Max | 0 - 100 | 0 - 100 | | 2.0 - 82.3 | 2.0 - 100.0 | |
| Median (Q1, Q3) | 4 (0, 26) | 2 (0, 18) | | 4.0 (2.0, 8.0) | 4.0 (2.0, 8.0) | |
| Mean (SD) | 19 (27) | 15 (26) | | 5.9 (6.1) | 7.6 (12.3) | |

| | Baseline | | | Midline | | |
|---|---|---|---|---|---|---|
| EGRA Sub scores | Comparison N = 621 | Intervention N = 746 | p-value[1] | Comparison N = 660 | Intervention N = 756 | p-value[1] |
| Invented word score | | | 0.5 | | | 0.8 |
| Min - Max | 0 - 100 | 0 - 100 | | 2.0 - 27.5 | 2.0 - 100.0 | |
| Median (Q1, Q3) | 4 (0, 20) | 2 (0, 18) | | 2.0 (2.0, 5.9) | 2.0 (2.0, 5.9) | |
| Mean (SD) | 16 (25) | 14 (24) | | 4.5 (4.1) | 5.7 (9.7) | |
| Reading comprehension score | | | 0.7 | | | 0.9 |
| Min - Max | 0 - 100 | 0 - 100 | | 0 - 100 | 0 - 100 | |
| Median (Q1, Q3) | 0 (0, 67) | 0 (0, 67) | | 50 (17, 83) | 50 (17, 83) | |
| Mean (SD) | 29 (39) | 32 (40) | | 47 (38) | 49 (36) | |
| Listening comprehension score | | | 0.8 | | | 0.8 |
| Min - Max | 0 - 100 | 0 - 100 | | 0 - 100 | 0 - 100 | |
| Median (Q1, Q3) | 50 (0, 83) | 50 (0, 100) | | 67 (33, 100) | 67 (33, 100) | |
| Mean (SD) | 49 (38) | 50 (40) | | 63 (36) | 61 (35) | |
| [1]Design-based KruskalWallis test | | | | | | |

168. Table 6 shows that Letter Identification scores at baseline averaged around 20–25, with no significant difference between intervention and control schools. By midline, however, scores had declined to around 10–12 in both groups. This decline is more plausibly explained by a change in test scaling and task difficulty than by an actual deterioration in pupil ability. Syllable Identification followed a similar pattern. Scores at midline were lower than at baseline, and the median dropped substantially, suggesting that many pupils continue to struggle with decoding syllables consistently. For Familiar and Invented Word Reading, performance remained particularly weak. Average scores fell from 15–19 at baseline to just 5–7 at midline, while medians hovered near zero. This indicates that at least half of the pupils assessed were unable to correctly read even a few words, highlighting the severity of decoding challenges. In contrast, Reading Comprehension showed the most encouraging trend. Average scores increased substantially, from around 29–32 at baseline to 47–49 at midline. This suggests that despite difficulties with foundational skills, pupils are increasingly able to make sense of grade-level text. Similarly, Listening Comprehension scores improved significantly, rising from about 49–50 at baseline to 61–63 at midline, indicating stronger oral language understanding.

169. Both boys and girls recorded improvements in reading and listening comprehension, with girls generally performing slightly better on comprehension tasks and boys showing modest advantages in decoding (letters and syllables). However, **neither sex displayed significant program-driven differences between intervention and control sites, suggesting that gains are broadly shared**. The indicator on reading comprehension after two years of primary schooling shows incremental but insufficient progress, with outcomes still below desired levels.

170. **The departmental analysis highlights strong but uneven progress**: The most improved departments were *Bouenza, Likouala, Sangha and Plateaux*, where intervention schools outpaced controls by midline, often reversing baseline disadvantages. *Lékoumou improved but was outperformed by the control group while Pool* performance declined from baseline. Table 6 underscores a dual challenge: weak foundational decoding skills and uneven programme effectiveness across departments. Together, these factors constrain the extent to which improved school participation—driven by school feeding—is translating into meaningful learning gains. Figures 4 – 6 display departmental variations.

**Figure 4 Letter Identification Scores by Department**

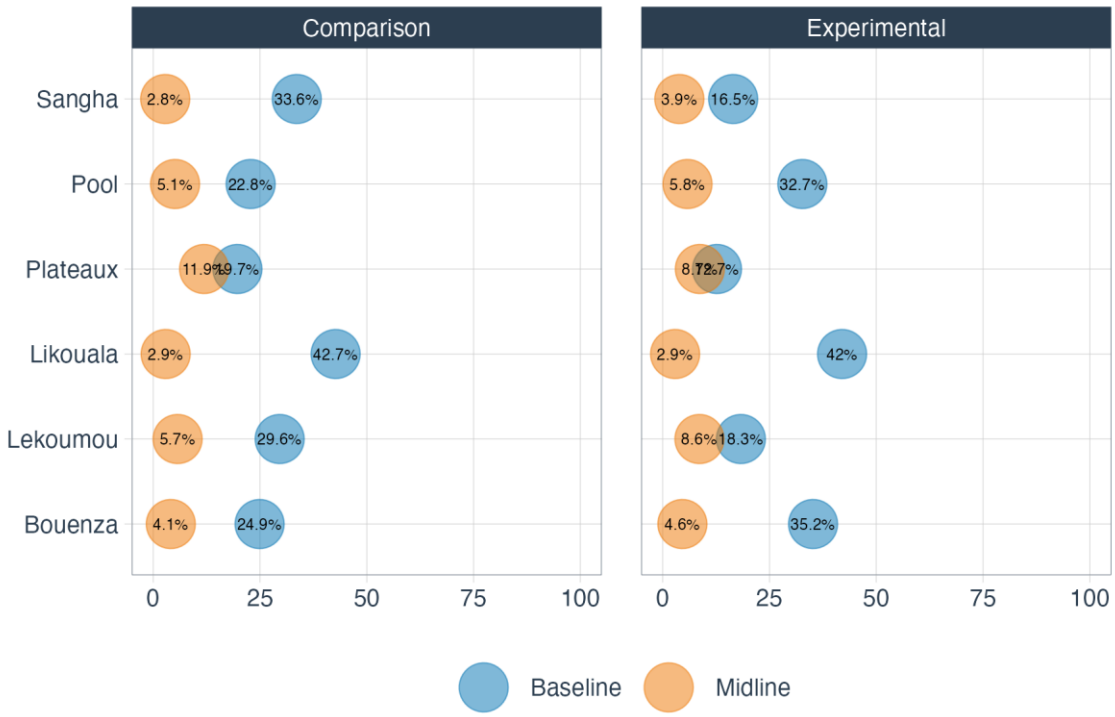


**Figure 5 EGRA - Reading Comprehensive Scores by Department**

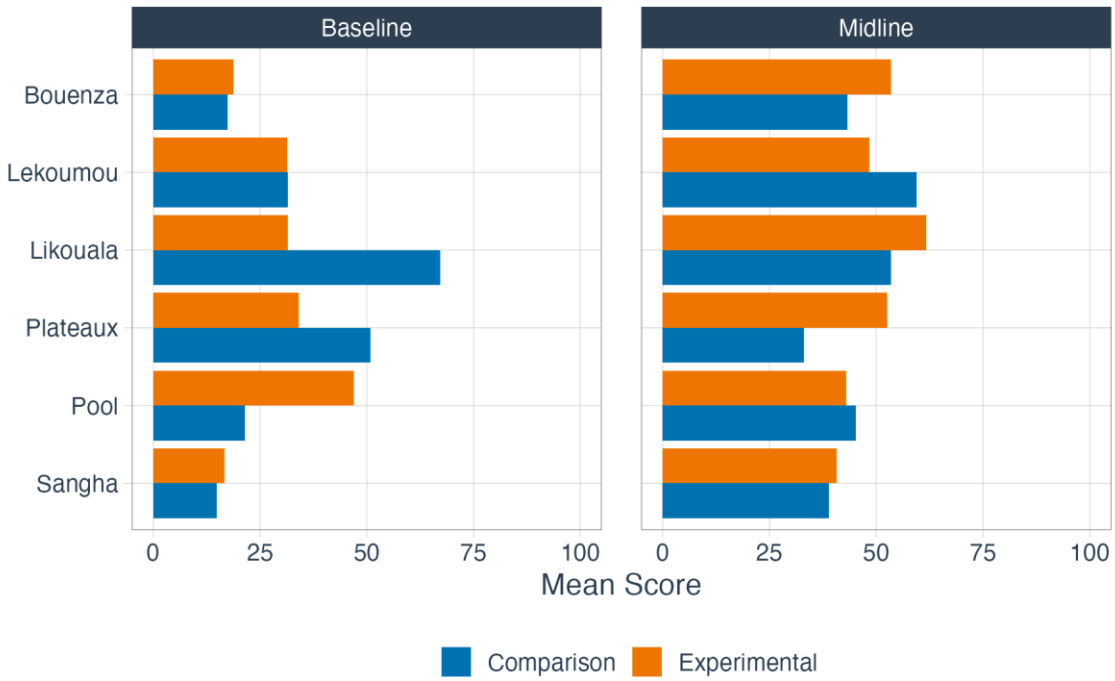
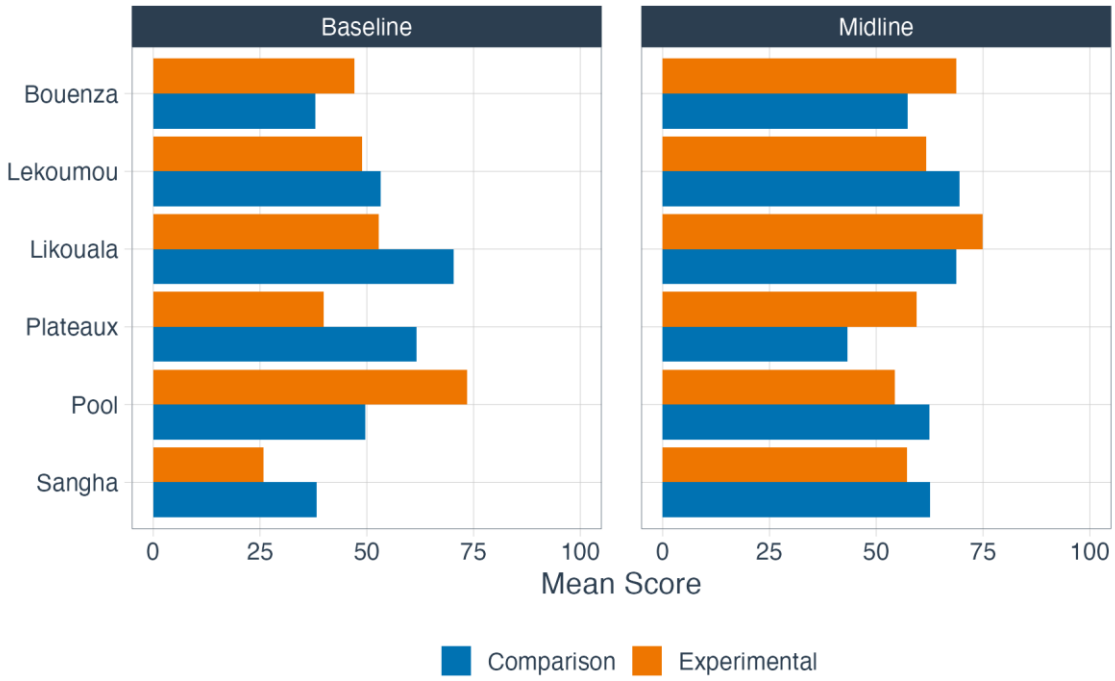



**Figure 6 EGRA: Listening Comprehension Scores by Department**




171. Regarding **EGMA**, as shown in Annex 12, baseline results indicated moderate and comparable performance between intervention and control groups, with no statistically significant differences. Mean scores were highest in number identification, comparison, and basic addition, while lower and more variable in Level 2 addition, subtraction, and problem solving. By midline, overall declines were observed across most subtests, particularly in number identification, though basic subtraction and

Level 1 addition remained stable or slightly improved. Consistent with EGRA findings, differences between groups were not statistically significant at either round, indicating that the school feeding intervention did not produce measurable gains in foundational numeracy skills.

**Standard Indicator 2 - Average student attendance rate in USDA-supported classrooms/schools**

172. At **baseline**, attendance was already high across both groups, with 81% in control schools and 86% in intervention schools. By **midterm**, attendance rose the comparison schools in the sample to 85% and remained stable at 86% in intervention schools (see table 7). **The programme has been moderately effective in sustaining high levels of school attendance overall,** with intervention schools showing improvements in certain departments (notably Likouala and Pool) and maintaining generally high rates across grades. However, its effectiveness is uneven. In departments such as Lékoumou and Sangha, attendance fell sharply. In Lékoumou, attendance declines were linked to repeated delivery delays, shortages of cooking equipment, and teacher and volunteer fatigue, which periodically interrupted canteen operations. Sangha experienced similar challenges, compounded by supply chain bottlenecks, difficult terrain, and intermittent insecurity, which led to temporary school closures and irregular class attendance. These patterns were corroborated by school directors, parents, and inspectors during field visits, highlighting how logistical and contextual constraints directly influence participation and programme performance. More critically, sex-differentiated analysis reveals that boys' attendance improved significantly at midterm, while girls' attendance declined in both control and intervention schools, eliminating the earlier advantage girls held in intervention sites**. This divergence suggests that girls' improved literacy outcomes may be driven less by attendance gains and more by enhanced attentiveness and concentration,** likely linked to the alleviation of midday hunger through school feeding. Additionally, school directors reported that girls often display higher motivation and commitment to learning, while ongoing community sensitization on education and harmful practices is gradually shifting attitudes in their favour. Focus group discussions (FGDs) with girls and parents further corroborate this trend. As one group of girls in Plateaux explained, *"School prepares us for a better future; it gives us the opportunity to become teachers or pursue other careers."* Similarly, community members in Likouala observed, *"My daughters really love studying and like going to school. My sons prefer to stay home, but thanks to WFP support, they are now also motivated."*

173. **Nonetheless, the drop in girls' attendance highlights a major challenge in terms of closing the gap between girls' and boys' access to education**: although school feeding appears to encourage attendance overall, its effectiveness for girls is limited without complementary measures such as sex-sensitive WASH facilities, menstrual hygiene management, or targeted incentives to keep girls in school.

174. In sum, the programme is effective in sustaining overall attendance and boosting participation for boys, but partially effective for girls and inconsistent across departments, underscoring the need for targeted interventions to address departmental barriers and disparities between girls and boys.

**Table 7 Mean attendance rate (%)**

| | Baseline | | | Midline | | |
|---|---|---|---|---|---|---|
| **Variable** | **Comparison N = 34** | **Intervention N = 44** | **p-value** | **Comparison N = 37** | **Intervention N = 43** | **p-value** |
| **Overall Mean** | 81 | 86 | | 85 | 86 | |
| **Department** | | | 0.084 | | | 0.022 |
| Bouenza | 79 | 77 | | 85 | 83 | |
| Lekoumou | 99 | 96 | | 85 | 78 | |
| Likouala | 94 | 90 | | 81 | 95 | |

| | Baseline | | | Midline | | |
|---|---|---|---|---|---|---|
| **Variable** | **Comparison N = 34** | **Intervention N = 44** | **p-value** | **Comparison N = 37** | **Intervention N = 43** | **p-value** |
| Plateaux | 74 | 86 | | 93 | 87 | |
| Pool | 74 | 87 | | 87 | 97 | |
| Sangha | 84 | 81 | | 72 | 68 | |
| **Class** | | | 0.10 | | | 0.064 |
| CP1 | 81 | 86 | | 78 | 85 | |
| CP2 | 88 | 85 | | 82 | 86 | |
| CE1 | 80 | 85 | | 83 | 85 | |
| CE2 | 82 | 89 | | 88 | 87 | |
| CM1 | 81 | 90 | | 90 | 87 | |
| CM2 | 83 | 93 | | 92 | 90 | |
| **Sex of pupil** | | | 0.2 | | | <0.001 |
| Girls | 82 | 87 | | 76 | 76 | |
| Boys | 81 | 86 | | 92 | 93 | |

**Standard indicator 3 - Number of teaching and learning materials provided as a result of USDA assistance.**

175. At baseline, very few teaching and learning materials were recorded across both control and experimental groups. **By midline, there was a marked increase in materials in several intervention sites in the survey sample, most notably Plateaux (725) and Bouenza (406). Smaller increases were seen in Pool (43) and Lekoumou (14).** The control group also saw some increases, particularly in Sangha (48) and Lekoumou (7), but overall, the largest distributions occurred in the intervention group at midline. No materials were reported in Likouala at any time point. However, progress was uneven, and no materials were reported in Likouala. The main reasons for these shortfalls were procurement and customs delays, phased prioritisation of more accessible areas, and infrastructure limitations that prevented early delivery to remote schools. In Likouala specifically, severe transport challenges, seasonal flooding, and the absence of safe storage facilities led to the postponement of distribution. Some materials were also tied to UNESCO-supported literacy activities now rescheduled for 2025, further delaying supply. **Progress toward this activity remains conditional on partners' capacity to recover implementation delays prior to the endline.** Monitoring data (Annex 11) indicate that, across 375 project schools, 22,204 learning materials were distributed against a midterm target of 28,000, representing a shortfall at this stage. The cumulative project target is the distribution of 85,000 learning materials across all project schools over the full project lifecycle**.** See table 8.

**Table 8 Number of teaching and learning materials provided as a result of USDA assistance**

| Department | Baseline Comparison | Baseline Intervention | Midline Comparison | Midline Intervention |
|---|---|---|---|---|
| Bouenza | 3 | 0 | 0 | 406 |
| Lekoumou | 0 | 7 | 5 | 14 |
| Likouala | 0 | 0 | 0 | 0 |
| Plateaux | 0 | 0 | 1 | 725 |
| Pool | 2 | 0 | 0 | 43 |
| Sangha | 0 | 48 | 4 | 3 |

**Standard indicator 7 - Number of school administrators and officials trained or certified as a result of USDA assistance.**

176. **At baseline,** a much higher proportion of headteachers in the intervention group (63.6%) were trained or certified compared with the control group (17.6%). **By midline,** this gap widened further, with 74.4% trained in the intervention group versus 13.5% in the comparison group**.** Across departments, the intervention group consistently had higher training rates, particularly by midline in Pool (100%), Lekoumou (88.9%), and Bouenza (66.7%) (see Table 9). Some comparison group departments had no trained headteachers at all at certain time points, especially at midline. By sex, female headteachers in the intervention group also showed large gains (83.3% at baseline, 62.5% at midline) compared with female controls (0% at baseline, 22.2% at midline). Male headteachers followed a similar pattern, with intervention group rates climbing to 77.1% at midline versus just 10.7% in the comparison group.

**Table 9 Number of school administrators and officials trained or certified as a result of USDA assistance**

| Variable | Baseline Comparison N = 34[1] | Baseline Intervention N = 44[1] | Midline Comparison N = 37[1] | Midline Intervention N = 43[1] |
|---|---|---|---|---|
| **All Headteachers** | 6/34 (17.6%) | 28/44 (63.6%) | 5/37 (13.5%) | 32/43 (74.4%) |
| **Department** | | | | |
| Bouenza | 2/8 (25.0%) | 6/8 (75.0%) | 3/7 (42.9%) | 6/9 (66.7%) |
| Lekoumou | 0/4 (0.0%) | 6/10 (60.0%) | 2/10 (20.0%) | 8/9 (88.9%) |
| Likouala | 3/3 (100.0%) | 2/3 (66.7%) | 0/3 (0.0%) | 2/3 (66.7%) |
| Plateaux | 0/6 (0.0%) | 5/7 (71.4%) | 0/6 (0.0%) | 4/7 (57.1%) |
| Pool | 1/8 (12.5%) | 4/11 (36.4%) | 0/6 (0.0%) | 10/10 (100.0%) |

| Variable | Baseline Comparison N = 34[1] | Baseline Intervention N = 44[1] | Midline Comparison N = 37[1] | Midline Intervention N = 43[1] |
|---|---|---|---|---|
| Sangha | 0/5 (0.0%) | 5/5 (100.0%) | 0/5 (0.0%) | 2/5 (40.0%) |
| **Sex of headteacher** | | | | |
| Female | 0/7 (0.0%) | 10/12 (83.3%) | 2/9 (22.2%) | 5/8 (62.5%) |
| Male | 6/27 (22.2%) | 18/32 (56.3%) | 3/28 (10.7%) | 27/35 (77.1%) |
| [1]n/N (%) | | | | |

**Standard indicator 9 - Number of pupils enrolled in school receiving USDA assistance**

177. At baseline, total enrolment was higher in the intervention group (9,400 pupils) than in the control group (7,495). By midline, this difference had widened, with the intervention group enrolling 9,846 pupils compared with 5,688 in the control group. Across departments, the intervention group consistently had higher enrolments than the control group, especially in Pool and Plateaux at both time points. Likouala showed a large drop in control group enrolment from baseline (2,006) to midline (363), while the intervention group increased from 1,221 to 1,381. **Across grades, enrolment generally decreased in higher classes,** but intervention group figures remained higher than control group figures at both baseline and midline. This trend may indicate that while meals help retain students in early years, other factors, such as transition pressures, early marriage, and child labour, affect retention in upper grades. **By sex, both girls and boys had higher enrolments in the intervention group, with the largest midline difference among boys (6,295 intervention vs. 3,827 control).** Table 10 displays the number of pupils enrolled in the sample, while Figures 7 and 8 illustrate the mean enrolment rates across intervention and comparison groups by department and by class, respectively.

**Table 10 Number of pupils enrolled in the intervention and comparison schools in the survey sample**

| | Baseline | | | Midline | | |
|---|---|---|---|---|---|---|
| **Variable** | **Control N = 34** | **Intervention N = 44** | **p-value** | **Control N = 37** | **Intervention N = 43** | **p-value** |
| **Overall total** | 7,495 | 9,400 | | 5,688 | 9,846 | |
| **Department** | | | <0.001 | | | 0.2 |
| Bouenza | 1,748 | 1,608 | | 1,494 | 1,916 | |
| Lekoumou | 968 | 1,635 | | 1,431 | 1,350 | |
| Likouala | 2,006 | 1,221 | | 363 | 1,381 | |
| Plateaux | 838 | 1,294 | | 768 | 1,382 | |
| Pool | 643 | 2,124 | | 650 | 2,562 | |
| Sangha | 1,292 | 1,518 | | 982 | 1,255 | |

| | Baseline | | | Midline | | |
|---|---|---|---|---|---|---|
| **Variable** | **Control N = 34** | **Intervention N = 44** | **p-value** | **Control N = 37** | **Intervention N = 43** | **p-value** |
| **Class** | | | 0.007 | | | <0.001 |
| CP1 | 1,793 | 2,258 | | 1,479 | 2,116 | |
| CP2 | 1,403 | 1,862 | | 1,221 | 1,993 | |
| CE1 | 1,706 | 2,175 | | 1,317 | 2,378 | |
| CE2 | 1,374 | 1,935 | | 1,164 | 2,063 | |
| CM1 | 1,280 | 1,681 | | 1,035 | 1,797 | |
| CM2 | 1,057 | 1,228 | | 766 | 1,051 | |
| **Sex of pupil** | | | 0.8 | | | 0.016 |
| Girls | 4,139 | 5,313 | | 3,155 | 5,103 | |
| Boys | 4,474 | 5,826 | | 3,827 | 6,295 | |

**Figure 7 Mean enrolment by department**

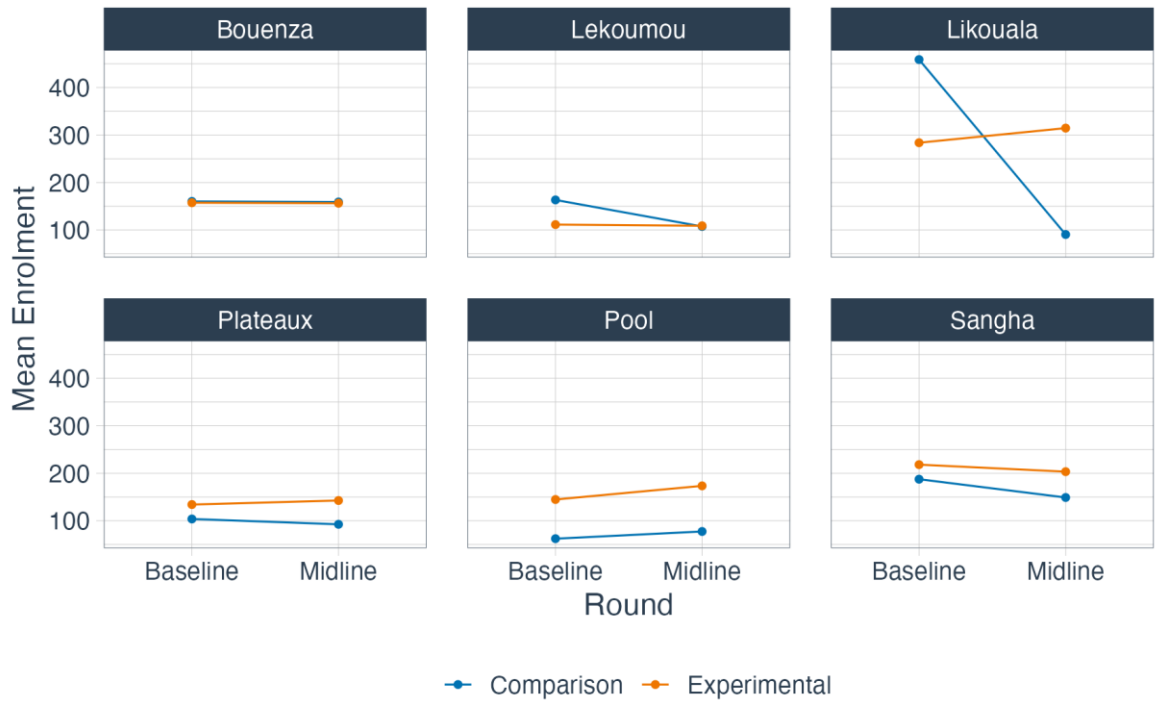
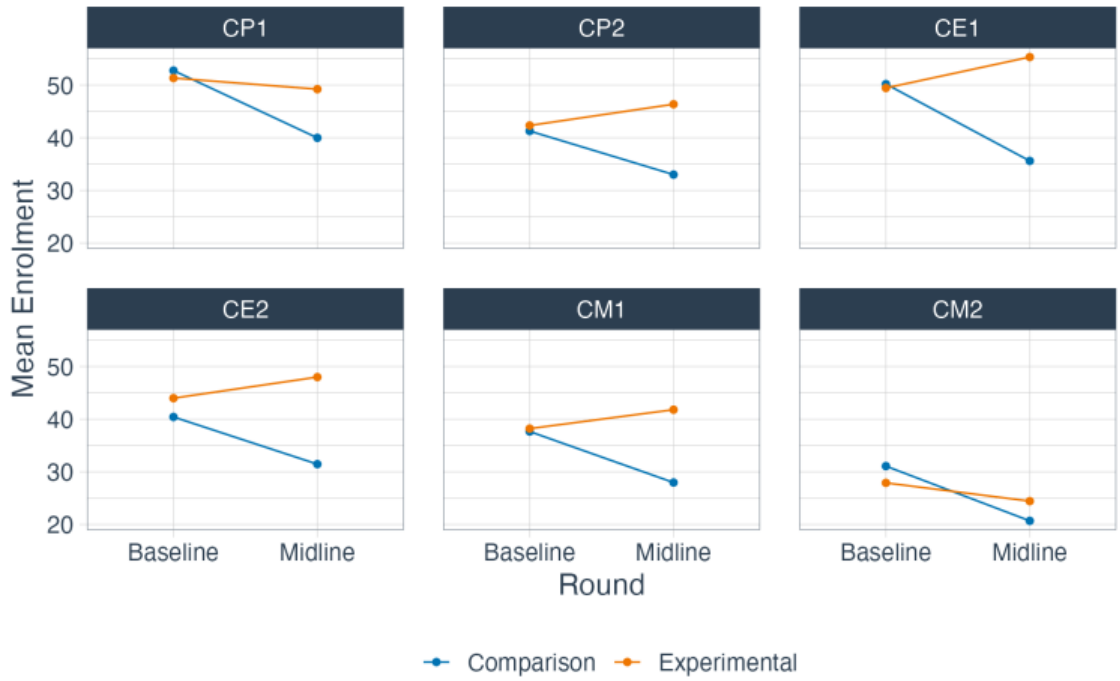


**Figure 8 Mean enrolment by class (grade)**




**Standard indicator 13 - Number of Parent-Teacher Associations (PTAs) or similar "school" governance structures supported as a result of USDA assistance.**

178. At baseline, PTA support was more common in the intervention group (45.5%) than in the control group (8.8%). **By midline, the intervention group maintained a much higher proportion of supported PTAs (44.2%) compared with the control group (13.5%)**. However, it is to be noted that the PTA support in the comparison schools increased from baseline to midline while it fell marginally in the intervention group. Departmentally, the largest gains in the intervention group were seen in Sangha (80% at both baseline and midline) and Pool (rising from 54.5% at baseline to 70.0% at midline). Some control group departments, such as Likouala and Plateaux, had no PTAs supported at midline. By sex of headteacher, both male- and female-led schools in the intervention group had higher PTA support than their control counterparts, with the gap being largest at baseline for female headteachers (58.3% intervention vs. 14.3% control). Implementation of PTA support was phased based on school readiness and accessibility, with early rounds prioritising more accessible departments (Bouenza, Pool, and Plateaux). Logistical constraints, delayed funding for community training, and the need to reconstitute inactive committees delayed rollout in remote areas, particularly Likouala and Sangha. In some locations, WFP deferred direct engagement to avoid overlap with CRS and UNICEF community mobilisation activities, contributing to the observed variance across departments (see Table 11). However, it should be noted that the information derived from this survey question was focused on PTAs which are not formally established in all intervention schools. Project documentation and monitoring data confirm that PTA/COGES-related training activities were implemented across all 375 project schools (Annex 11).

**Table 11 Number of Parent-Teacher Associations (PTAs) or similar "school" governance structures supported as a result of USDA assistance**

| Variable | Baseline Comparison N = 34[1] | Baseline Intervention N = 44[1] | Midline Comparison N = 37[1] | Midline Intervention N = 43[1] |
|---|---|---|---|---|
| **All Headteachers** | 3/34 (8.8%) | 20/44 (45.5%) | 5/37 (13.5%) | 19/43 (44.2%) |
| **Department** | | | | |
| Bouenza | 0/8 (0.0%) | 2/8 (25.0%) | 1/7 (14.3%) | 2/9 (22.2%) |
| Lekoumou | 1/4 (25.0%) | 5/10 (50.0%) | 2/10 (20.0%) | 3/9 (33.3%) |
| Likouala | 2/3 (66.7%) | 1/3 (33.3%) | 0/3 (0.0%) | 0/3 (0.0%) |
| Plateaux | 0/6 (0.0%) | 2/7 (28.6%) | 0/6 (0.0%) | 3/7 (42.9%) |
| Pool | 0/8 (0.0%) | 6/11 (54.5%) | 0/6 (0.0%) | 7/10 (70.0%) |
| Sangha | 0/5 (0.0%) | 4/5 (80.0%) | 2/5 (40.0%) | 4/5 (80.0%) |
| **Sex of headteacher** | | | | |
| Female | 1/7 (14.3%) | 7/12 (58.3%) | 1/9 (11.1%) | 3/8 (37.5%) |
| Male | 2/27 (7.4%) | 13/32 (40.6%) | 4/28 (14.3%) | 16/35 (45.7%) |

[1]n/N (%)

**Standard indicator 16 - Number of daily school meals (breakfast, snack, lunch) provided to school-age children as a result of USDA assistance.**

179. According to project monitoring data, **by midterm approximately 30% of the life-of-project target (35,100,000 school meals) had been delivered.** Progress is broadly consistent with the implementation timeline, with further increases anticipated as school feeding operations reach full scale. **Against a midterm target of 11,700,000, the programme delivered 10,620,362 school meals.** In the survey, at baseline, a far greater share of schools in the intervention group (86.4%) provided daily school meals compared with the control group (20.6%). By midline, this pattern remained virtually unchanged, with 86.0% of intervention schools providing meals versus 18.9% of control schools. Data Collection occurred in April 2025 and according to program stakeholders some project schools had not yet received their school feeding commodities and related inputs required to operationalize meal preparation. Departmentally, meal provision in the intervention group was consistently high at both time points, reaching 100% in several areas such as Bouenza, Lekoumou, and Sangha at baseline, and Pool and Sangha at midline. In contrast, many control group departments had no meal provision at all, especially in Pool and Plateaux. The stability of low values in comparison schools between baseline and midline (18.9% overall) suggests limited secular trends or spillover effects over time. By sex of headteacher, both male- and female-led schools in the intervention group reported much higher meal provision than their control counterparts at both time points, with intervention rates staying above 83% in all cases (see Table 12).

**Table 12 Number of Schools Where Daily School Meals (breakfast, snack, lunch) were Provided**

| Variable | Baseline Comparison N = 34[1] | Baseline Intervention N = 44[1] | Midline Comparison N = 37[1] | Midline Intervention N = 43[1] |
|---|---|---|---|---|
| **All Headteachers** | 7/34 (20.6%) | 38/44 (86.4%) | 7/37 (18.9%) | 37/43 (86.0%) |
| **Department** | | | | |
| Bouenza | 3/8 (37.5%) | 8/8 (100.0%) | 3/7 (42.9%) | 7/9 (77.8%) |
| Lekoumou | 1/4 (25.0%) | 10/10 (100.0%) | 2/10 (20.0%) | 7/9 (77.8%) |
| Likouala | 3/3 (100.0%) | 1/3 (33.3%) | 0/3 (0.0%) | 2/3 (66.7%) |
| Plateaux | 0/6 (0.0%) | 6/7 (85.7%) | 0/6 (0.0%) | 6/7 (85.7%) |
| Pool | 0/8 (0.0%) | 8/11 (72.7%) | 0/6 (0.0%) | 10/10 (100.0%) |
| Sangha | 0/5 (0.0%) | 5/5 (100.0%) | 2/5 (40.0%) | 5/5 (100.0%) |
| **Sex of headteacher** | | | | |
| Female | 1/7 (14.3%) | 10/12 (83.3%) | 2/9 (22.2%) | 7/8 (87.5%) |
| Male | 6/27 (22.2%) | 28/32 (87.5%) | 5/28 (17.9%) | 30/35 (85.7%) |
| [1]n/N (%) | | | | |

**Standard indicator 17 - Number of school-age children receiving daily school meals (breakfast, snack, lunch) provided as a result of USDA assistance.**

180. At baseline, 8,498 school-age children received daily school meals in the intervention schools, comprising 3,946 girls and 4,552 boys. By midline, this number had increased to 9,358 children, with gains for both girls (4,433) and boys (4,925). **Among Indigenous pupils, meal provision more than doubled from 570 children at baseline (266 girls, 304 boys) to 1,104 at midline (557 girls, 547 boys),** showing a larger increase for Indigenous girls. See Table 13.

**Table 13 Number of school-age children receiving daily school meals (breakfast, snack, lunch) provided as a result of USDA assistance**

| Variable | Baseline | Midline |
|---|---|---|
| Girls | 3,946 | 4,433 |
| Boys | 4,552 | 4,925 |
| Total | 8,498 | 9,358 |
| Indigenous Girls | 266 | 557 |
| Indigenous Boys | 304 | 547 |
| Indigenous Total | 570 | 1,104 |

**Standard indicator 20 - Number of individuals who demonstrate use of new safe food preparation and storage practices as a result of USDA assistance.**

181. **At baseline,** no individuals in either the control or intervention groups were recorded as demonstrating new safe food preparation and storage practices**. By midline,** notable improvements were seen, particularly in the intervention group, with the largest numbers in Bouenza (44), Pool (20), and Plateaux (20). The control group also showed some uptake by midline, especially in Likouala (48) and Bouenza (12), though overall, the intervention group had broader adoption across more departments. Sangha recorded midline improvements in both groups, with 10 individuals in the control group and 18 in the intervention group. Table 14 displays the details. Program documentation confirms that structured training on food hygiene and storage was delivered in all the project schools. These sessions covered safe food preparation, utensil hygiene, and storage practices and reached canteen cooks and parent volunteers in the various departments.

**Table 14 Number of individuals who demonstrate use of new safe food preparation and storage practices as a result of USDA assistance**

| Department | Comparison Baseline | Comparison Midline | Intervention Baseline | Intervention Midline |
|---|---|---|---|---|
| Bouenza | 0 | 12 | 0 | 44 |
| Likouala | 0 | 48 | 0 | 8 |
| Plateaux | 0 | 0 | 0 | 20 |
| Pool | 0 | 0 | 0 | 20 |
| Sangha | | 10 | 0 | 18 |

**Standard indicator 23 - Number of individuals trained in child health and nutrition as a result of USDA assistance.**

182. At baseline, a total of 43 individuals were trained in child health and nutrition, with more males (25) than females (18). By midline, the total number trained decreased to 28, but the proportion shifted, with more females (35) than males (11) being trained, indicating an increase in female trainees despite the overall drop in total training numbers. See table 15.

**Table 15 Number of individuals trained in child health and nutrition as a result of USDA assistance**

| Sex | Baseline | Midline |
|---|---|---|
| Female | 18 | 35 |
| Male | 25 | 11 |
| Total | 43 | 28 |

**Standard indicator 27 - Number of schools using an improved water source.**

183. At baseline, very few schools used improved water sources, with only 6.8% of intervention group schools and none in the comparison group reporting usage. **By midline, usage increased in both groups but remained higher in the intervention group (16.3%) compared to the control (2.7%)** (see table 16). Departmentally, improvements were uneven: Sangha showed the highest usage rates at both time points in the intervention group (40%), while departments like Lekoumou and Pool had no schools using improved water sources at either baseline or midline. By sex of headteacher, male-led schools in the intervention group had higher usage (9.4% baseline, 14.3% midline) than female-led schools, where usage appeared only at midline (25% in the intervention group). Comparison schools had very low rates overall. Program records confirm that progress on WASH infrastructure has been gradual. According to WFP's Semi-Annual Performance Reports (FY22–FY23) and the FY25 Work Plan, partner CRS carried out limited rehabilitation of existing water points in select canteen schools, complemented by hygiene promotion and water management training. However, no large-scale construction or installation of new water systems occurred, largely due to budgetary and logistical constraints. These same challenges were noted earlier by stakeholders and remain a structural limitation. The modest increase in improved water source use at midline thus reflects incremental

rehabilitation efforts and community-level maintenance, rather than a broad expansion of infrastructure coverage.

**Table 16 Number of schools using an improved water source**

| Variable | Baseline Comparison N = 34[1] | Baseline Intervention N = 44[1] | Midline Comparison N = 37[1] | Midline Intervention N = 43[1] |
|---|---|---|---|---|
| **All Headteachers** | 0/34 (0.0%) | 3/44 (6.8%) | 1/37 (2.7%) | 7/43 (16.3%) |
| **Department** | | | | |
| Bouenza | 0/8 (0.0%) | 1/8 (12.5%) | 0/7 (0.0%) | 2/9 (22.2%) |
| Lekoumou | 0/4 (0.0%) | 0/10 (0.0%) | 0/10 (0.0%) | 0/9 (0.0%) |
| Likouala | 0/3 (0.0%) | 0/3 (0.0%) | 1/3 (33.3%) | 1/3 (33.3%) |
| Plateaux | 0/6 (0.0%) | 0/7 (0.0%) | 0/6 (0.0%) | 2/7 (28.6%) |
| Pool | 0/8 (0.0%) | 0/11 (0.0%) | 0/6 (0.0%) | 0/10 (0.0%) |
| Sangha | 0/5 (0.0%) | 2/5 (40.0%) | 0/5 (0.0%) | 2/5 (40.0%) |
| **Sex of headteacher** | | | | |
| Female | 0/7 (0.0%) | 0/12 (0.0%) | 0/9 (0.0%) | 2/8 (25.0%) |
| Male | 0/27 (0.0%) | 3/32 (9.4%) | 1/28 (3.6%) | 5/35 (14.3%) |

[1]n/N (%)

**Standard indicator 28 - Number of schools with improved sanitation facilities.**

184. At baseline, improved sanitation facilities were more common in the intervention group (22.7%) than in the comparison group (5.9%). **By midline, both groups saw increases, with the intervention group reaching 37.2% compared to 8.1% in the control group.** Departmentally, the intervention group showed notable improvements by midline, especially in Plateaux (71.4%), Sangha (60.0%), and Bouenza (44.4%). Some departments, like Likouala, saw no improvement at midline in the intervention group. By sex of headteacher, female-led schools in the intervention group generally had slightly higher rates of improved sanitation than male-led schools at baseline and midline, with both groups showing marked improvement by midline compared to comparison. Table 17 displays the details.

**Table 17 Number of schools with improved sanitation facilities**

| Variable | Baseline Comparison N = 34[1] | Baseline Intervention N = 44[1] | Midline Comparison N = 37[1] | Midline Intervention N = 43[1] |
|---|---|---|---|---|
| **All Headteachers** | 2/34 (5.9%) | 10/44 (22.7%) | 3/37 (8.1%) | 16/43 (37.2%) |
| **Department** | | | | |
| Bouenza | 0/8 (0.0%) | 1/8 (12.5%) | 0/7 (0.0%) | 4/9 (44.4%) |
| Lekoumou | 1/4 (25.0%) | 2/10 (20.0%) | 0/10 (0.0%) | 1/9 (11.1%) |
| Likouala | 1/3 (33.3%) | 1/3 (33.3%) | 1/3 (33.3%) | 0/3 (0.0%) |
| Plateaux | 0/6 (0.0%) | 2/7 (28.6%) | 0/6 (0.0%) | 5/7 (71.4%) |
| Pool | 0/8 (0.0%) | 3/11 (27.3%) | 1/6 (16.7%) | 3/10 (30.0%) |
| Sangha | 0/5 (0.0%) | 1/5 (20.0%) | 1/5 (20.0%) | 3/5 (60.0%) |
| **Sex of headteacher** | | | | |
| Female | 1/7 (14.3%) | 4/12 (33.3%) | 0/9 (0.0%) | 3/8 (37.5%) |
| Male | 1/27 (3.7%) | 6/32 (18.8%) | 3/28 (10.7%) | 13/35 (37.1%) |

[1]n/N (%)

**Standard indicator 29 - Number of pupils receiving deworming medication(s).**

185. At baseline, a substantial number of pupils received deworming medication in both comparison and intervention groups, with particularly high numbers in Likouala and Pool departments (see table 18). **By midline, the number of pupils receiving medication dropped to zero in several departments for both groups, including Likouala, Plateaux, and Sangha in both comparison and intervention**

**groups**. However, Pool and Lekoumou maintained or increased their numbers, especially the intervention group in Pool (1,223) and Lekoumou (602). This decline reflects a national-level interruption in school-based deworming campaigns rather than a project-specific issue. Programme documentation (WFP Semi-Annual Performance Reports FY22–FY23; FY25 Work Plan, Activity 2.3) indicates that the MoH faced delays in medicine procurement and distribution, leading to suspension of scheduled deworming activities in 2023–2024. Coordination challenges between health and education sectors also contributed, as joint health days were not organized during this period. The planned resumption of deworming under the MoH–UNICEF–WFP collaboration in FY25 aims to restore coverage in affected departments.

**Table 18 Number of pupils receiving deworming medication(s)**

| Department | Baseline Comparison | Baseline Intervention | Midline Comparison | Midline Intervention |
|---|---|---|---|---|
| Bouenza | 1,949 | 198 | 2,228 | 380 |
| Lekoumou | 987 | 1,114 | 1,741 | 602 |
| Likouala | 2,119 | 0 | 663 | 0 |
| Plateaux | 774 | 0 | 1,450 | 112 |
| Pool | 662 | 317 | 2,557 | 1,223 |
| Sangha | 1,008 | 0 | 1,531 | 0 |

**Custom indicator 8 - Number of female pupils trained on good menstrual hygiene practices.**

186. At baseline, the intervention group had trained notably more female pupils on good menstrual hygiene practices than the comparison group, with especially high numbers in Sangha (272), Pool (78), Plateaux (70), and Bouenza (47). The comparison group had minimal training across departments, mostly zero or very low numbers. By midline, the intervention group showed mixed results: Bouenza (300) and Pool (114) increased substantially, while other departments like Likouala and Sangha dropped to zero. The comparison group experienced small increases only in Lekoumou (11), with the majority of departments remaining at low or zero levels, as shown in Table 19. Program evidence helps explain these variations. According to WFP's Semi-Annual Performance Reports (FY22–FY23) and FY25 Work Plan, menstrual hygiene management (MHM) training was led by CRS and UNICEF in different geographic zones. Bouenza and Pool, where CRS was active, saw continued sessions integrated into school health and canteen sensitisation activities. In contrast, UNICEF-supported departments such as Sangha and Likouala experienced a temporary pause in MHM activities in 2023–2024 due to the transition between project phases and delayed delivery of hygiene kits. Resumption is planned under the 2025 WASH and health collaboration framework.

**Table 19 Number of female pupils trained on good menstrual hygiene practices**

| Department | Baseline Comparison | Baseline Intervention | Midline Comparison | Midline Intervention |
|---|---|---|---|---|
| Bouenza | 0 | 0 | 47 | 300 |
| Lekoumou | 4 | 11 | 47 | 30 |
| Likouala | 0 | 0 | 25 | 0 |
| Plateaux | 0 | 0 | 70 | 26 |
| Pool | 21 | 0 | 78 | 114 |
| Sangha | 116 | 0 | 272 | 0 |

**Reflections on educational outcomes for Boys, Girls, and Indigenous Populations**

187. The McGovern-Dole project in Congo has generated **widespread perceptions of positive educational impacts**, **though quantitative evidence presents a more nuanced picture.** Across departments, communities consistently report that school meals have increased enrolment and attendance, motivating both boys and girls to attend regularly despite widespread economic hardship. Parents and teachers frequently describe the meal as the decisive factor that offsets household food insecurity and makes schooling viable. As a parent noted in Bouenza, *"Sometimes the mother goes to the field, but the*

*children… very rarely miss school… Truly, the school rate was very low. The school wasn't experiencing this movement when the school canteen arrived. Truly, there was a big difference."*

188. **Stakeholders emphasize that meals not only attract children but also sustain classroom engagement.** In Bouenza, students confirmed this link directly: *"When you eat the food, you understand the lessons."* Similarly, school directors in Plateaux observed that enrolment is hesitant when no canteen is available, but *"as soon as there is rice, they arrive. It motivates children to come to school every day."* These qualitative accounts strongly align with the McGovern-Dole FY21's intended outcome of increased attendance and improved readiness to learn.

189. **For girls, the evidence reveals a complex dynamic**. Qualitative findings highlight meaningful attitudinal shifts in communities: girls are increasingly seen as equal to boys, more confident in class, and aspiring to professional futures. A local education officer in Sangha reflected, *"Girls today also dream of working in offices, of being midwives, other dreams."* Parents echoed this transformation: *"They dream of seeing our daughters' become teachers, nurses, salespeople, or even government officials. We, the parents, encourage our daughters to study seriously because education is the best way to secure their future."* At the same time, entrenched barriers—including early marriage, early pregnancy, puberty-related stigma, and expectations of domestic labour, continue to undermine girls' consistent attendance. To date, there is limited evidence that the McGovern-Dole project is implementing targeted activities specifically designed to address these challenges. In Pool and Lekoumou, dropout linked to traditional roles remains common, with one director acknowledging, *"Big girls who already have developed breasts… mainly follow the boys. And there, we have to try to bring them back to school."*. Quantitative data, however, show that enrolment and attendance trends have been more favourable for boys than girls, with the boy-to-girl ratio in enrolment widening from 1.01 at baseline to 1.23 at midline. Attendance disparities have also grown, with boys averaging 137 days compared to 92 for girls. This divergence signals that while school feeding has improved access overall, its impact on sex-related parity remains limited without targeted measures to address girls' barriers. **Nevertheless, a positive outcome for girls in the project schools in the survey is their performance in reading comprehension** – outpacing their peers in the comparison schools and the boys in the intervention schools.

190. **The program has had a marked effect on Indigenous children's participation**, **nearly doubling enrolment in the intervention groups from 570 at baseline to 1,104 at midline,** with particularly strong gains among Indigenous girls. This suggests that school meals are an effective incentive for populations historically excluded from schooling. Teachers and inspectors corroborate this trend, noting, *"There are even the natives who are first in the class… You have Indigenous people who work well at school who are even in the 9th grade"* (Inspector, Likouala). However, evidence also points to attendance being motivated primarily by access to food, not by a shift in community attitudes toward the intrinsic value of education. As students in Sangha observed, *"When the rice came, the indigenous children were here a lot, as it is finished, they left."* **Persistent discrimination against Indigenous children by peers and teachers, combined with the nomadic lifestyle of some households, continues to limit sustained retention and learning outcomes**. *"Our children are always insulted at school by Bantus. The bullying here and there. I'm afraid to send my child to school because my brother's child, who attended school here, was murdered. He went to fetch water from the river during recess and was beaten by the Bantus until he died and thrown into the river*." (FDG Indigenous Women – comparison group, Likouala). *That the children don't want to come, they say that the other children* (Bantu children*) there provoke them."* (KII School Director – Plateaux) This finding is grounded in primary data sources (5 FGDs and 5 KIIs) with parents, teachers, school management and WFP staff, conducted in Sangha and Likouala, complemented by national policy evidence from the PNAS (2016), Education Sector Strategy (2021–2030), and WFP's CSP (2019–2023).

191. **For children with disabilities, the picture is even weaker. While those enrolled do benefit equally from meals, there is no evidence of increased enrolment or targeted support**. In fact, one reported case involved a school director asking a parent to withdraw a child with disabilities, underscoring systemic gaps in inclusivity. The evaluation did not identify any database or monitoring reports disaggregated by disability, which limited the ability to conduct a more comprehensive assessment of disability-inclusion-related outcomes. The number of children with disabilities identified

during data collection was very small. Qualitative interviews in Bouenza and Pool reported a few cases of pupils with visual or physical impairments participating in school feeding, though no specific adaptations in infrastructure, pedagogy, or targeting were observed. Programme documents (PNAS 2016; WFP FY24–FY25 Work Plans) confirm that disability inclusion is not yet an explicit design feature of the McGovern-Dole project. Moreover, many children with disabilities attend special schools outside the project scope, limiting representativeness; thus, findings for this group are based solely on qualitative evidence and cannot be generalised. Similarly, refugee children who are enrolled benefit from meals but without specific strategies to address their needs.

192. Overall, the evidence suggests that the McGovern-Dole school feeding programme has **enhanced the enabling environment for learning but has not yet translated into significant improvements in measured literacy outcomes**. The provision of meals has demonstrably improved enrolment, attendance, and attentiveness across boys, girls, and Indigenous populations, and has helped shift parental and community attitudes particularly in support of girls' education. However, persistent sex-specific barriers, discrimination against Indigenous children, and lack of inclusive strategies for children with disabilities limit these gains. Quantitative trends show that boys have benefited more strongly than girls in terms of attendance and enrolment, raising concerns about widening parity gaps.

193. **Departmental Highlights**

- **Sangha:** On track in alleviating hunger and sustaining attendance, but constrained by teacher shortages, weak supervision, and logistical barriers. Numeracy performance has declined, signalling urgent gaps in subject-specific instruction.
- **Likouala:** Improved governance and stronger parental engagement, with better concentration and retention among pupils. Yet, literacy gains remain partial and numeracy performance has not improved. WASH facilities are still inadequate, and ration shortfalls persist.
- **Plateaux:** Substantial progress in feeding operations and community engagement, with improved coordination at departmental level. However, infrastructure deficits and irregular deliveries continue to weaken reliability.
- **Bouenza and Pool:** School feeding has visibly reduced hunger and improved attendance, but baseline challenges, especially in literacy, WASH, and teacher availability, remain acute. Stakeholders emphasise that children are motivated to attend by food availability: *"When there is food, the children are happy. When there is no food, they are frustrated."* (KII, School Director, Kinguembo)
- **Lékoumou:** Significant progress from baseline. Midline results show reduced hunger, improved attendance, and measurable learning gains in foundational literacy and arithmetic. Yet, delivery irregularities and WASH deficits continue to threaten programme stability.

**QE3. What aspects of school feeding intervention are the most sensitive to internal and external system pressures?**

**Key Findings:** The McGovern-Dole supported school feeding programme in Congo remains highly sensitive to both external shocks and internal system weaknesses. Overall, the programme demonstrates a commendable commitment to its objectives amid challenging circumstances but falls short in several key areas critical to sustained effectiveness. **External factors such as seasonal flooding, poor road conditions, and high fuel costs frequently disrupt food distribution, especially in remote departments.** These logistical obstacles are compounded by inadequate school infrastructure, which undermines food safety and access to clean water, thereby threatening health standards and desired programme outcomes. External system weaknesses such as chronic staffing shortages, teacher absenteeism, and weak coordination between decentralized structures (inspectors, DDEPSA, and SAS) reduce programme effectiveness**.** Despite the predictability of many of these challenges, the response remains largely reactive rather than proactive revealing limited systematic contingency planning. **While community-led structures and trained school personnel provide a degree of resilience, their capacity is heavily dependent on external support and facilitation.** Limited formal contingency mechanisms and structural investments in logistics, WASH, and infrastructure leaves the programme vulnerable to recurrent disruptions.

194. **Across departments, external shocks continue to represent some of the most significant threats to the continuity of school feeding.** Seasonal flooding and poor road conditions impede food deliveries, particularly in remote areas such as Likouala and Lékoumou. Transport shortages and high fuel costs further exacerbate these challenges, resulting in frequent delays in food procurement and distribution. Poor school infrastructure including inadequate kitchen shelters and storage facilities, makes operations especially vulnerable to weather-related disruptions, undermining safe food preparation (Standard Indicator 20) and access to clean water (Standard Indicator 27). Focus group discussions in Ngombe highlighted how unsafe or distant water sources become contaminated during floods, posing serious risks to children's health and contravening programme standards for sanitation (Standard Indicator 28). These external vulnerabilities remain recurrent and, despite being predictable, are not systematically addressed by anticipatory planning.

195. **Internal system weaknesses compound the impact of external shocks**. Chronic staffing shortages, teacher absenteeism, and weak coordination between decentralized structures (inspectors, DDEPSA, and SAS) reduce programme efficiency. Reports of school directors absent for extended periods undermine the effectiveness of training investments (Standard Indicator 7) by leaving local actors without leadership or accountability. Monitoring and supervision, critical for ensuring compliance and quality, are often halted when vehicles or fuel are unavailable, as confirmed by both WFP staff and government officials. In addition, delays in disbursement of operational support to decentralized government entities weaken their capacity to manage field-level implementation. Limited communication channels further restrict problem escalation, leaving local actors unable to demand solutions when challenges arise.

196. **Several program components were consistently identified across the KIIs and FGDs as most vulnerable to system pressures. However, the degree of vulnerability varied by department.**

    a. **Logistics and supply chains**: These challenges were most acute in the northern departments of Likouala and Sangha, were difficult terrain and seasonal inaccessibility frequently delayed deliveries. By contrast, Bouenza and Pool, located closer to central warehouses, reported comparatively regular supply flows.

    b. **WASH facilities:** Persistent water and sanitation gaps were noted in Bouenza, Lékoumou, and Pool, where few schools had functional boreholes or latrines. In Likouala, UNICEF-supported WASH rehabilitation contributed to modest improvements.

    c. **School infrastructure:** Lékoumou and Bouenza faced severe shortages of kitchens, storage, and cooking utensils, limiting meal preparation capacity even when food was available. In Pool, CRS support helped mitigate these gaps through local construction and equipment provision.

    d. **Monitoring and supervision**: Sangha and Likouala experienced the most disruptions, as departmental services lacked transport and fuel. Bouenza and Pool maintained more regular supervision due to better accessibility and partner presence.

    These vulnerabilities highlight the programme's dependence on external facilitation and its limited institutional resilience.

197. **Despite these challenges, community and school-based structures have demonstrated notable resilience.** Parent–teacher associations, school management committees (COGES), and volunteer cooks often sustain operations during supply disruptions by adjusting rations, maintaining school gardens, or mobilizing local contributions. Trained school personnel have also become important buffers, assuming greater logistical and administrative responsibilities when central coordination is delayed. Training in safe food preparation (Standard Indicator 20) has supported local adaptation, enabling schools in Bouenza and Pool, for example, to uphold basic hygiene standards despite infrastructural deficits. Community commitment is strong, with volunteers continuing to prepare meals without material incentives, underscoring the importance of social capital in sustaining service delivery.

198. **Program adaptability remains largely reactive.** Adjustments such as revising ration sizes or rerouting deliveries are undertaken by field staff and communities in response to crises, but there is no evidence of institutionalized contingency planning or structured learning systems. Stakeholders emphasized that recurrent problems are not systematically analyzed or incorporated into future

planning, meaning that the same disruptions recur year after year. While training has improved local capacity, these gains have not translated into proactive planning or formal mechanisms for adaptive management.

**QE4. How effective has the collaboration with different stakeholders (including the government) been in achieving program's objectives?**

**Key Findings: Collaboration under the McGovern-Dole FY21 project has strengthened considerably since baseline,** with structured and institutionalized partnerships at the national level—particularly with the DAS, and meaningful contributions from development partners such as UNICEF, CRS, and UNESCO. These partnerships have facilitated progress in areas such as WASH, food safety, and community engagement. However, effectiveness remains uneven across levels. While national ownership is emerging, subnational and community-level structures are still heavily dependent on WFP support, feedback channels remain weak, and multisectoral collaboration beyond the education sector is limited. Overall, collaboration has been effective in driving progress toward programme objectives, but it has not yet translated into consistent local ownership or sustainable systems across departments.

199. **At the national level, collaboration is widely viewed as structured and effective.** Annual workplans, memoranda of understanding, and joint planning processes are in place with DAS. WFP staff consistently emphasized that DAS is fully integrated into planning and oversight. Ministry officials corroborated this, highlighting their role in reviewing strategic documents and participating in targeting decisions:

> *"We have an annual contract with DAS… they are informed of everything we do." WFP Programme Officer*
>
> *"Our communication with WFP is institutionalized through annual plans." National Education Official*

200. The evaluation found that **collaboration at decentralized levels is uneven and less systematized**, with SAS units and inspectors operating under unclear role definitions and resource constraints, leading to inconsistencies in implementation across departments. Training coverage data illustrate these disparities: leadership training reached 100% in Pool and 88.9% in Lekoumou, but declined in Sangha (from 100% to 40%) and Plateaux (from 71.4% to 57.1%). These patterns indicate that, although national coordination mechanisms are well established, subnational capacity-building remains variable and highly dependent on WFP facilitation.

201. Communication flows at the national level are regular and institutionalized, marked by joint planning, shared documentation, and routine meetings. However, at community and school levels, communication is more fragmented. APE members and cooks repeatedly noted that they are not adequately consulted or informed about programme decisions. As one APE member in Bouansa explained: *"We hear about distributions at the last minute."* Similarly, a community member in Seka observed*: "Even the village chief can't intervene when something goes wrong with the school."* Overall, while national stakeholders reported confidence in structured communication, field-level actors described delayed information, unclear responsibilities, and limited opportunities for feedback.

202. **Collaboration with development partners has expanded the programme's reach and added multidimensional value.** UNICEF's contributions in WASH, CRS's support to school gardens and community savings groups, and UNESCO's focus on pedagogy and teacher training have been widely acknowledged. These partnerships are reflected in programme results. Improvements in safe food preparation practices (Standard Indicator 20) are particularly notable in Bouenza (44 individuals trained) and Pool (20), consistent with UNICEF's hygiene promotion activities. WASH indicators also show progress: sanitation coverage reached 71.4% in Plateaux and 44.4% in Bouenza, aligned with UNICEF interventions. CRS-supported gardens and cooperatives were cited in multiple FGDs as critical buffers during food shortages, while UNESCO's training inputs are linked to improved leadership scores in Pool and Lekoumou. **Despite these achievements, multisectoral collaboration remains limited.** Stakeholders acknowledged weak coordination with ministries beyond education, especially Health and

Hydraulics. This gap constrains the programme's ability to address cross-cutting issues of nutrition, health, and water sustainably.

203. **National ownership has grown significantly, with DAS taking a stronger role in targeting, oversight, and monitoring.** However, this progress has not been mirrored at the decentralized level. SAS units and community structures remain reliant on WFP for vehicles, operational funds, and logistical support. As one WFP field officer remarked: *"They only have one operational vehicle. Everything depends on us."* Community members, too, reported limited decision-making authority. An APE member in Matsoumba summarized this sentiment: *"We're not consulted; we just wait to be told what to do."* These findings underscore the partial and uneven nature of institutional ownership: strong at the national level, but limited at departmental and school levels.

## 2.4 Efficiency

To what extent was the McGovern-Dole funded School Feeding Program efficient in the delivery of assistance with available resources?

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

QEF1. To what extent are the activities implemented in line with the plan and in a timely manner? (Program delivery, logistics and M&E arrangements)?

QEF2. What factors have impacted the delivery process (cost factors, WFP and partners performance, external factors)?

QEF3. What measures can support enhancement of the SFP efficiency for the remaining implementation period?

QEF4. To what extent has the school feeding dashboard and Beneficiary/Stakeholder Complaint and Feedback

The questions related to efficiency were answered by triangulating the findings from the financial including cost-efficiency analysis; document review, qualitative interviews and the relevant school-based surveys. The analysis focused on unit costs and the efficiency of programme delivery. It did not explicitly assess the cost-effectiveness (i.e., outcome achieved per dollar spent) of the project.

**QEF1. To what extent are the activities implemented in line with the plan and in a timely manner? (Program delivery, logistics and M&E arrangements)?**

**Key Findings:** The cost-efficiency analysis shows that **the McGovern-Dole FY21 project delivered its core activities largely as planned and on time.** Within the project, efficiency gains were driven mainly by logistics streamlining (routing, scheduling, and data-driven dispatch), not by changes in commodity sourcing. Reductions in system-wide transport and handling costs observed after 2023 also reflect broader WFP supply-chain reforms and complementary national and community contributions, which fall outside the McGovern-Dole procurement envelope. **Timeliness risks remain concentrated in Cuvette and Sangha due to transport and physical access constraints** (poor roads, seasonal flooding, river transport). **While higher-level monitoring systems are robust, community-level feedback loops remain weak**, limiting timely corrective action at the school level. Qualitative findings are also in line with the CEA. **In general, the programme delivered planned school feeding, hygiene/MHM education, and capacity-building activities on schedule and at prudent unit costs, demonstrating strong cost-efficiency in service delivery and indirectly supporting improved enrolment and attendance.** However, infrastructure-related activities such as water points, sanitation facilities, and durable kitchens consistently faced delays due to slow procurement, late fund disbursements, and weak technical validation, undermining the impact of complementary interventions. Additionally, in remote and flood-prone areas delivery cycles remained irregular, forcing schools to ration food**.** Overall, the programme was timely and aligned in its capacity/system-enhancing activities, while infrastructure/resource-based experienced recurrent delays due to slow procurement, late disbursements, and weak technical validation.

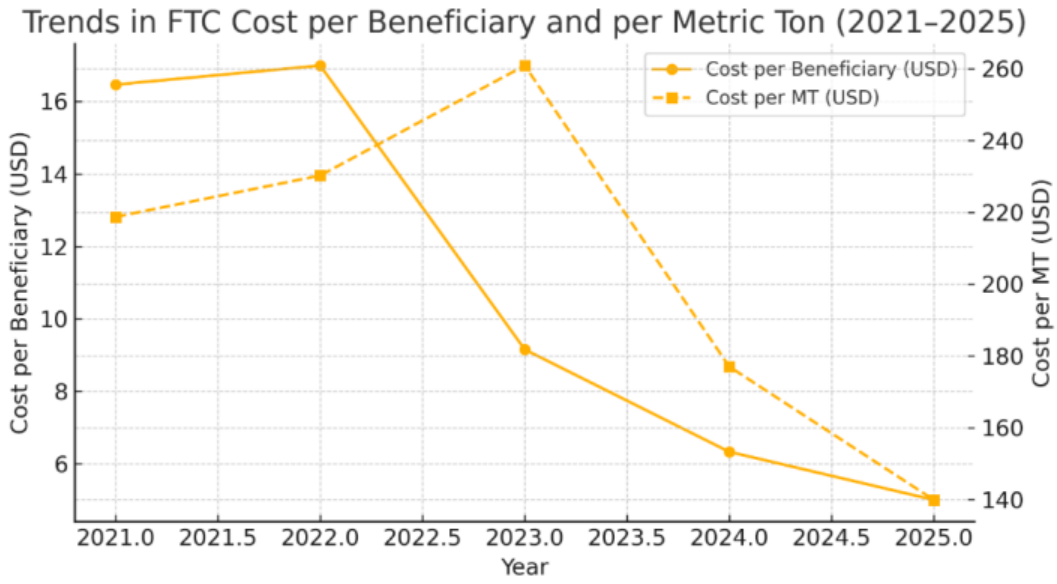
**Programme delivery and efficiency**

204. **The cost-efficiency analysis shows that the program achieved significant value-for-money gains between 2021 and 2025.** Year-on-year analysis shows that activities were increasingly implemented according to plan and at lower cost. Between 2021 and 2025, cost per planned beneficiary fell from $16.46 to $5.00 (−69.6%), while cost per metric ton declined from $218.72 to $139.92 (−36.0%). Importantly, these gains were achieved without reducing the ration size (kg/beneficiary-day), confirming that efficiency improvements did not come at the expense of programme quality.

205. The major turning point was the reduction in reliance on imported commodities across the combined delivery model (McGovern-Dole plus national programme): imports accounted for ~54% of volumes in 2023 but dropped to ~12% by 2025. While McGovern-Dole itself remained heavily reliant on

international procurement by design, government and community in-kind inputs[129] partially substituted for imported commodities at delivery level, contributing to a reduction in aggregate port and transport costs of over 50% at system level. This integration enabled more predictable and cost-effective delivery at the system level. Temporary reversals in 2023, when transport costs spiked, reflected execution bottlenecks rather than ration adjustments. Figure 9 displays the trends in Field-Level Transportation Costs (FTC) per Beneficiary[130] and per Metric Ton (MT)[131] from 2021–2025.

**Figure 9 Trends in FTC Cost per Beneficiary and per Metric Ton (2021–2025)**




*Caption:* Dual-axis chart showing annual trends in FTC cost per planned beneficiary (left axis) and cost per MT (right axis).

**Logistics and throughput**

206. **Daily throughput capacity (measured in MT/day) was generally stable across most departments, suggesting that dispatch calendars and supply chains functioned in line with operational plans.** Departments such as Pool and Lekoumou consistently reported higher throughput, reflecting smoother routing and larger caseloads. However, Cuvette and Sangha repeatedly fell below the national 25th percentile for throughput, signalling persistent access and vendor capacity constraints (see figure 10). Operational continuity was occasionally challenged by poor roads, flooding, and storage limitations. These **constraints were localized rather than systemic, but they reduced timeliness in affected areas.** The programme partially mitigated these issues through pre-positioning

[129] Government in-kind contributions included the provision of iodized salt, storage infrastructure, supervisory personnel, and, in some cases, transport support, enabling the use of existing public systems for programme delivery. Community contributions - primarily volunteer labour for meal preparation, as well as locally sourced fuel, water, and occasional complementary food items - helped offset last-mile operational costs and reduced the need for additional transported inputs.

[130] FTC Cost per Beneficiary

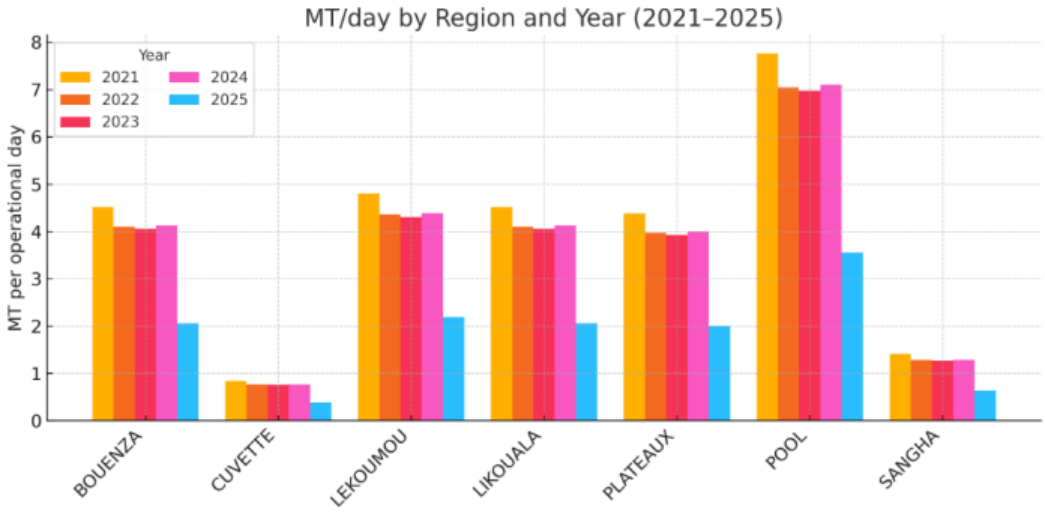
- This shows the average transportation cost incurred to deliver food for each student (beneficiary) supported by the programme.
- It helps assess **cost-efficiency at the individual level**, i.e., how much it costs to ensure one child receives school meals, focusing specifically on transport and logistics.

[131] FTC Cost per Metric Ton (MT)

- This measures the average transportation cost for delivering one metric ton (1,000 kg) of food.
- It reflects how efficiently large volumes are moved through the supply chain, considering factors like road conditions, distances, and transport modes (trucks, boats, etc.).

and local procurement, though further adjustments (e.g., load aggregation and dispatch smoothing) are still needed. Figure 10 shows daily food delivery capacity (in metric tons per day) by department and year, adjusted for the number of operational days. Taller bars mean higher delivery capacity, while shorter bars indicate potential bottlenecks.

**Figure 10 MT/day by Department and Year (2021–2025)**




**Monitoring and accountability arrangements**

207. **Monitoring arrangements were progressively strengthened over the FY21–FY25 cycle**. By midterm (2023), calendar-normalized indicators (MT/day, cost/beneficiary, cost/MT) and control charts had been embedded into programme dashboards, allowing bottlenecks such as road access and pipeline delays to be flagged and escalated within 24 hours. While documentation does not specify the exact date of integration, evidence suggests that the transition occurred between 2022 and 2023. This represents significant progress toward timelier identification of risks. However, despite these system-level advances, local accountability remained weak: parents' associations and school committees were not systematically informed of delivery schedules or empowered to escalate issues.

208. **Qualitative and survey findings support the cost-efficiency analysis. Across all departments, the programme was largely successful in delivering its core service and capacity-building components in a timely manner**. Daily school feeding, hygiene and menstrual hygiene management (MHM) education, governance strengthening through WASH committee formation, and training of school staff were generally in place and functioning by midterm. Attendance and enrolment trends in intervention schools were often more positive than in control schools, suggesting that the main delivery components were aligned with the plan and implemented within the intended timeframe.

209. **However, infrastructure and resource-intensive activities including the construction of water points, sanitation facilities, and durable kitchen and storage structures experienced the most significant delays.** These were attributed to protracted procurement and tendering processes, late fund transfers to implementing partners (notably CRS and UNICEF), insufficient early technical validation of infrastructure designs and sites, and coordination gaps between central WFP teams and field offices. As one logistics staff member observed: *"There was no technical validation until well into the year. We lost entire quarters on those activities."* Another added: *"We had to relaunch the tender process when the first round failed. That's weeks lost again."*

210. **Food supply and logistics improved over time but were initially inconsistent.** Weak forecasting and poor planning data caused both over- and under-deliveries, while warehouse and road constraints in remote areas reduced timeliness. By 2024, the introduction of improved tracking systems and new SOPs for emergency distribution stabilized the pipeline, although delivery cycles in hard-to-reach areas remained irregular: *"There were months where nothing arrived. Sometimes schools would ration food across fewer days."* – as noted by a school representative in a remote, flood-prone department.

211. Local actors—including PTAs, school management committees, and village groups—were consistently engaged in cooking, storage, and meal service. Yet they were often excluded from advance planning, leaving them reactive rather than proactive. Stakeholders in Sangha, Likouala, and Bouenza described this as a "centralized approach," where communities assumed operational responsibility without decision-making power. **Training and capacity-building activities were delayed, mainly due to late sub-recipient disbursements, turnover among training staff, and slow finalization of training materials.** Where departmental leadership was active—such as in Bouenza—implementation recovered faster, but in others (e.g., Lékoumou), training was delivered without corresponding inputs like seeds, tools, or hygiene kits, undermining its practical application. School grants and resource transfers to implementing partners were affected by donor compliance requirements (such as reporting essential for fiduciary assurance) and delays in transfer mechanisms, leaving some zones without disbursements by mid-2024. In better-performing areas, proactive departmental support or community contributions filled some of these gaps.

212. **Monitoring and evaluation (M&E) systems evolved gradually, moving from inconsistent paper-based reporting in the early years (2021–2022) to digital dashboards and standardized forms, with increasing responsibility delegated to SAS, DDEPSA, and inspectors.** While this strengthened oversight over time, weaknesses in early training and local capacity meant improvements in timeliness and data quality came late, limiting the usefulness of M&E for addressing infrastructure and logistical delays as they occurred. In sum, the programme was effective and timely in delivering its core "software" components (feeding, hygiene education, training, governance), but repeatedly delayed in its "hardware" elements (infrastructure, resource transfers for implementation, and durable facilities).

213. There were important departmental variations as detailed in table 20.

**Table 20 Departmental summary findings on efficiency**

| Departmental summary findings |
|---|
| **Sangha**<br>Feeding was consistent and sanitation works progressed as planned, but no improvement occurred in water access and WASH committee formation was minimal (only one school). Stakeholders (school staff and local education officials) described poor communication on food deliveries: *"We are always told after the food has arrived. No one tells us when or how much is coming."* Monitoring covered baseline and midline, but lacked intermediate feedback loops, reducing responsiveness. Overall, Sangha delivered feeding and sanitation on time but showed little progress in governance and water access. |
| **Likouala**<br>Feeding activities and hygiene/MHM training were implemented, and WASH committees were created, but infrastructure upgrades—water and sanitation—remained incomplete. Community members highlighted the mismatch between training and facilities: *"They taught the girls about hygiene, but there are no latrines that can be used during menstruation."* Monitoring was regular but did not lead to mid-cycle corrections. Literacy and numeracy outcomes stagnated, suggesting that feeding without functional infrastructure limited educational impact. |
| **Plateaux**<br>Implementation was broadly timely for feeding, sanitation, and governance. WASH committees were active, sanitation facilities were upgraded, and canteen schools saw higher attendance and enrolment. However, water access and durable kitchen/storage facilities remained unaddressed. Monitoring captured outcomes but did not drive solutions to infrastructure gaps. Literacy showed slight gains but comprehension and numeracy did not improve, suggesting that incomplete facilities constrained broader benefits. |
| **Pool**<br>Core activities (feeding, hygiene/MHM training, WASH committees, deworming) were delivered on schedule. However, infrastructure works lagged—kitchen rehabilitations and water points were not |

completed by midline. Cooks reported: *"We cook in the open. If it rains, the food is delayed or ruined."* Logistics were inconsistent in remote areas (e.g., Guimba received food only in December), and meal diversity declined (loss of sardines). Community participation was operational but not strategic, and coordination beyond the Ministry of Education was absent. Overall, Pool met core delivery targets but lagged in infrastructure, logistics, and inclusion of marginalized groups.

**Bouenza**
Feeding and governance strengthening were timely, and sanitation upgrades were achieved, but water access improved only modestly and kitchen rehabilitation lagged. Communities expressed frustration: *"We were told the kitchen would be fixed, but nothing happened. Parents ask us, and we have no answers."* Monitoring tracked feeding and attendance but did not trigger remedial action for infrastructure delays. Literacy gains were modest, with minimal impact on comprehension and numeracy.

**Lékoumou**
Implementation was weakest here. Feeding continued, but infrastructure and governance components (water, sanitation, WASH committees) made little progress. Kitchen rehabilitations and local procurement of food (e.g., mbala-pinda) were delayed, with women's groups reporting financial strain from covering transport themselves: *"The activity only started in the second trimester… some groups had to pay their own costs."* Monitoring was timely but non-adaptive, leaving persistent gaps unaddressed. Literacy and numeracy outcomes declined, showing that feeding without adequate facilities and resources was insufficient to improve learning outcomes.

**QEF2. What factors have impacted the delivery process (cost factors, WFP and partners performance, external factors)?**

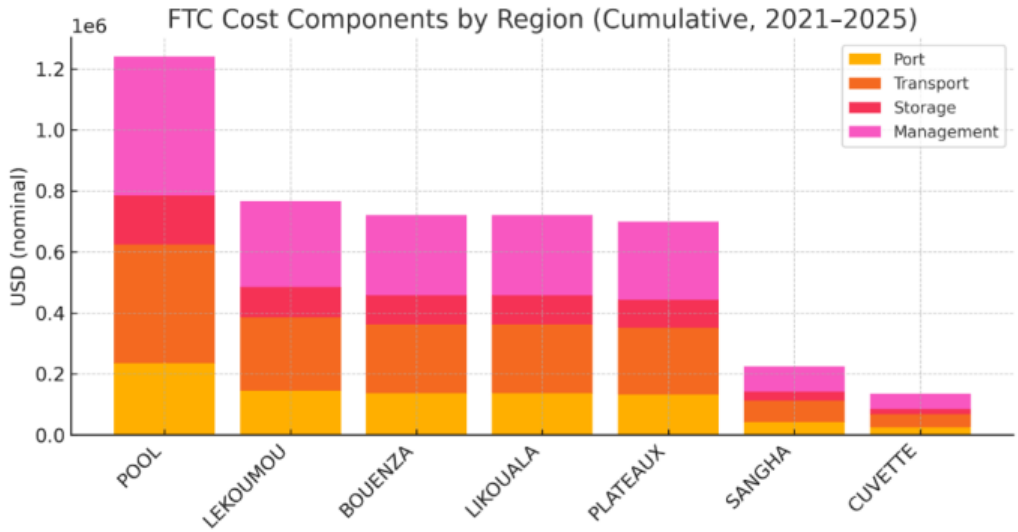
**Key Findings: Program delivery was shaped by a complex interplay of internal resource shortages, high and volatile logistics costs, uneven partner performance, and recurrent external shocks**. While WFP, its implementing partners and project subrecipients-maintained continuity in the core school feeding and training components, the delivery process was repeatedly strained by delayed partner onboarding, staff turnover, weak decentralised coordination, and environmental disruptions. The result was a program that achieved continuity in its core functions but struggled to deliver infrastructure and complementary services on time, limiting overall efficiency and impact.

**Cost-Efficiency Dimensions**

214. **Efficiency gains were largely enabled by national and community contributions and WFP supply-chain reforms,** while within McGovern-Dole they came mainly from improved logistics, stronger data tracking, and SOPs for emergency dispatch rather than reduced import reliance. However, efficiency gains were uneven across departments: Pool and Lekoumou accounted for almost half of food transfer costs, indicating persistent logistical inefficiencies in high-volume areas. Management costs[132] also rose to over 50% of the total cost structure by 2025, suggesting that administrative overheads are an emerging risk to sustainability. Figure 11 displays the cumulative field-level transportation cost components by department from 2021-2025.

[132] Management costs in this context encompass all non-transfer, non-commodity expenses required to operate the programme and coordinate delivery. These include programme management and administration (staffing, offices), M&E systems, capacity building/training, governance/communication, logistics management overheads, technical assistance, and IT systems. It should be noted that WFP's financial coding aggregates diverse expenditure lines under 'management costs,' so precise disaggregation is not always possible.

**Figure 11 FTC Cost Components by Department (Cumulative 2021–2025)[133]**




*Caption*: Stacked bars show the absolute USD contribution of Port, Transport, Storage, and Management costs by department across 2021–2025.

**Several factors influenced programme delivery:**

215. **The cost structure of the programme was dominated by transport and management costs, which together represented the majority of total food transfer costs (FTC)**. From 2021–2025, transport initially absorbed the largest share (32–37%), but its relative importance declined sharply after 2023 as the programme reduced reliance on imports and long-haul routes. Conversely, management costs rose significantly—from 36% in 2021 to nearly 56% by 2025—reflecting the growing weight of coordination, oversight, and administrative functions. Storage also increased in relative importance due to longer dwell times, particularly in remote or difficult-to-access areas. While WFP country operations reduced import dependence after 2023, the McGovern-Dole project remained import-based. **Cost-efficiency gains for the project were achieved mainly through logistics coordination and shared supply-chain improvements.**

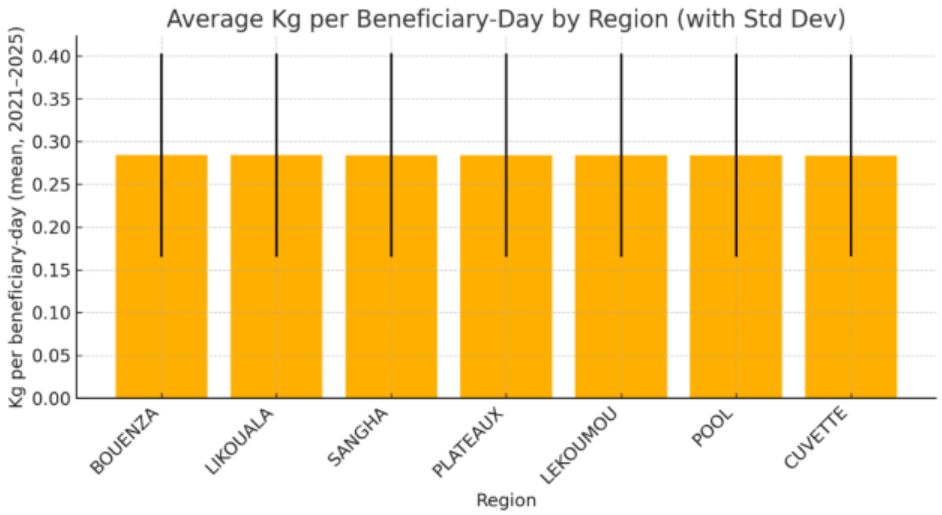
216. **Delays were linked to slow procurement and tendering processes, weak technical validation of infrastructure works, and inconsistent coordination between WFP headquarters, field offices, and implementing partners such as CRS and UNICEF.** For example, partner disbursements were delayed because funds could not be released until procurement and engineering validations were cleared. Late HQ releases further compressed partner timelines. These performance gaps directly affected the timeliness of infrastructure projects, even where food distribution was maintained.

217. **The programme was also constrained by external environmental and structural conditions**. Poor road infrastructure, long transport routes, and seasonal flooding disrupted deliveries and increased costs, particularly in remote departments such as Likouala and Sangha. Although average costs for Sangha appear lower in Figure 11, this reflects fewer and more consolidated deliveries rather than genuine efficiency gains, as irregular cycles and rationing offset the apparent savings. Storage limitations in these areas further reduced buffer capacity, making schools highly vulnerable to pipeline breaks. Despite these challenges, the programme-maintained equality in per-capita allocations, with minimal departmental variation in kg/beneficiary-day delivered, and allocations remained strongly proportional to planned caseloads ($r \approx 0.80$). This suggests that, while external shocks affected

[133] Lower cumulative costs in regions such as Cuvette reflect smaller caseloads and fewer delivery points, rather than higher efficiency.

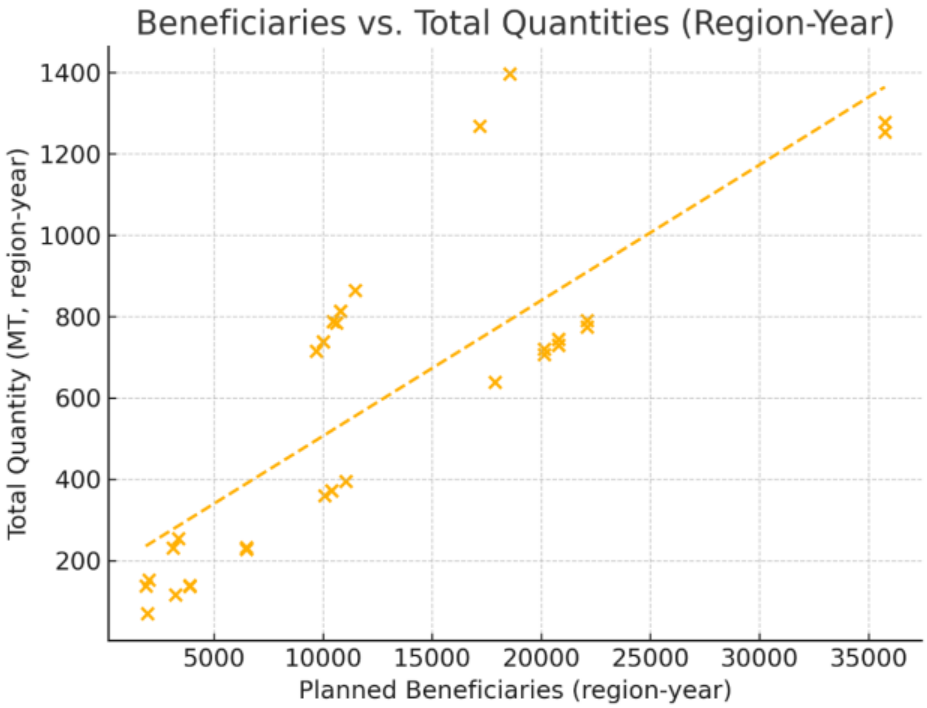
timeliness, they did not create systematic disparities in ration size across departments. Figure 12 displays uniformity in per-capita daily allocations. However, it should be noted that fairness remains a question of adequacy by need; but allocations scaled proportionally with caseload (see figure 13).

**Figure 12 Kg per Beneficiary-Day by Department (Equity View)**




*Caption*: Bars show average kg per beneficiary-day by department; error bars indicate one standard deviation. Minimal spread indicates high equality in per-capita daily allocations across departments.

**Figure 13 Correlation—Beneficiaries vs. Total Quantities (Region-Year)**




*Caption*: Scatter with least-squares fit across region-year points. Pearson r = 0.800 (p = 0.0000) indicates a strong positive relationship, supporting proportional allocation to beneficiary counts.

218. **The qualitative evidence highlights operational and contextual constraints that tempered efficiency gains**. Internal resource gaps—such as unfilled nutrition and M&E positions, high staff turnover, and delayed partner onboarding (CRS, UNESCO)—slowed activity start-up and undermined continuity. Infrastructure components (kitchens, water, sanitation) were most affected by delayed procurement, tendering, and late fund disbursements, leaving many schools without adequate facilities despite progress in feeding. **Transport remained the most unpredictable driver of delays and costs,** particularly in remote and flood-prone zones like Likouala and Sangha, where reliance on pirogues or high-cost trucking disrupted schedules. Monitoring and reporting arrangements improved with digital tools, but rural areas still relied on manual forms, limiting responsiveness. Coordination was strong at the national level but uneven at decentralized levels, where communities often lacked advance information and decision-making power. **External shocks,** including seasonal flooding (notably in 2022 and 2024) and inflationary spikes in 2022–2023, added pressure to delivery schedules and costs. These shocks reduced timeliness and strained logistics, thereby lowering efficiency in affected areas. At the same time, volunteer fatigue reduced labour availability for canteen operations, increasing reliance on paid staff and WFP support, which can ultimately weaken cost-efficiency.

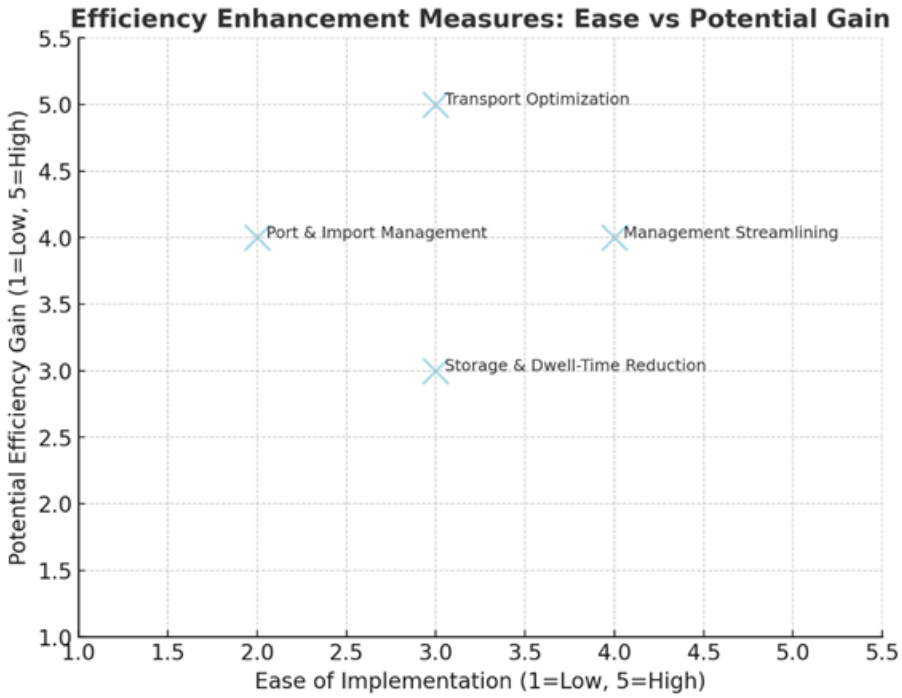
219. **Triangulating the cost and qualitative evidence shows that efficiency gains were real but fragile.** While the programme successfully reduced unit costs and stabilized the supply chain after 2023, these achievements relied heavily on central adjustments (procurement shifts, SOPs) rather than systemic resilience at decentralized levels. Rising management costs and partner delays diluted some of the financial gains, while qualitative evidence underscores that local-level delivery remained vulnerable to human resource gaps, poor infrastructure, and external shocks. In other words, the programme became more cost-efficient overall, but this did not fully translate into consistently timely or equitable delivery at school level.

**QEF3. What measures can support enhancement of the SFP efficiency for the remaining implementation period?**

**Key Findings:** **The McGovern-Dole FY21 award demonstrates good value for money in its core delivery functions**, **particularly in food provision and training**, where cost-efficiency has improved over time through logistics optimization and stable ration sizes. The most effective measures for enhancing efficiency in the remaining implementation period are those that target the two largest cost drivers—transport and management. Route consolidation, pre-positioning before seasonal shocks, and the digitization of approvals and documentation are expected to yield the fastest and most sustainable gains. Complementary actions to reduce dwell times, improve alignment between deliveries and demand, and limit import bottlenecks will reinforce these improvements. Taken together, these measures can lower unit costs, strengthen timeliness, and safeguard ration quality without reducing coverage or portion size.

220. The cost-efficiency analysis shows that between 2021 and 2025, the programme achieved substantial structural gains: cost per metric ton (USD/MT) steadily declined while ration sizes (kg/beneficiary-day) remained stable. This indicates that efficiency improvements were achieved through logistics optimization rather than ration cuts. **However, across departments, transport and management costs consistently represented two-thirds of food transfer costs (FTC)**, **highlighting these areas as the greatest sources of inefficiency** and the main levers for improvement. Over the medium term, storage alignment and port/local procurement reforms will strengthen sustainability by reducing systemic bottlenecks and embedding the programme in local markets. Figure 14 is a prioritization matrix showing *Ease of Implementation* (x-axis) against *Potential Efficiency Gain* (y-axis):

**Figure 14 Prioritization matrix showing ease of implementation against potential efficiency gain**




221. The figure shows priorities from the cost-efficiency analysis - transport optimization and management streamlining as immediate gains, with port/import and storage inefficiencies as medium-term targets. These findings are narrower than, but consistent with, the broader efficiency assessment.

a. **Top Priorities:**
   - **Transport optimization** → Highest potential efficiency gain (5/5), medium ease (3/5). Should be the primary focus.
   - **Management streamlining** → High gain (4/5) and easiest to implement (4/5), offering "quick wins."

b. **Secondary Priorities:**
   - **Port & import management** → High gain (4/5) but harder to implement (2/5), requiring structural reforms and external coordination.
   - **Storage & dwell-time reduction** → Moderate gain (3/5) and medium ease (3/5), suitable as a complementary measure.

222. **Measures that can support the enhancement of the SFP based on the cost-efficiency findings include:**

**a. Transport and Routing**

Transport continues to represent the largest cost driver of the McGovern-Dole project particularly in remote and flood-prone departments such as Likouala and Sangha. Evidence from other contexts demonstrates that improving logistical planning and routing efficiency can substantially reduce costs and delays; In **Mozambique**, WFP's pre-positioning of commodities

in cyclone-prone districts cut delivery delays by 40% and avoided costly emergency rerouting.[134]

**b. Management and Administrative Processes**

Administrative and management processes were also found to be resource-intensive, with management costs exceeding 50% of food transfer expenditures**.** Experiences from **WFP Ghana**, where a digital waybill and approval system reduced delivery approval time from 12 to 4 days, show that process simplification and digitization can significantly improve efficiency.[135]

**c. Reduce Storage Times and Align Deliveries with Demand**

Extended storage times and misalignment of deliveries with school calendars contributed to pipeline risks and increased costs, particularly in rural areas. In **WFP Kenya,** aligning deliveries with school terms and employing cross-docking reduced storage costs by 22% and improved timeliness, illustrating the potential benefits of enhanced synchronization.[136]

d. **Strengthen Port and Import Management; Expand Local Procurement**

Finally, port congestion and reliance on imported commodities remain recurrent inefficiencies. Comparative evidence from **Burkina Faso**, where WFP engaged local farmer cooperatives to supply cereals, indicates that local procurement strategies can both lower inland transport costs (by approximately 15%) and strengthen community ownership and sustainability.[137]

223. **The evaluation found that across departments, communities are already employing adaptive practices to address gaps in supplies, infrastructure, and information.** Parents, cooks, and school committees have consistently contributed personal resources—including cooking tools, firewood, and water—while rotating duties and reorganizing meal schedules to sustain service delivery. However, the programme relies heavily on unpaid community labour, particularly from women who serve as volunteer cooks and take on additional responsibilities such as collecting firewood, fetching water, and bringing vegetables from home to complement school meals: *"A few women can bring the wood for free because it is voluntary*." (KII Neighborhood Chief, Bouenza). *"Instead of preparing white rice for the children, we bring tomatoes and potatoes, and we prepare rice with them. We also buy oil when we run out*."(Women FDG, Plateaux) While these efforts demonstrate strong ownership and commitment, they also represent a hidden cost in time and effort and pose a risk to the programme's efficiency and long-term sustainability. Without measures to recognize, compensate, or alleviate this workload—through predictable support, provision of adequate equipment, contingency food stocks, and completion of essential infrastructure (kitchens, water points, and latrines)—the programme risks creating unintended negative effects for those on whom its daily operations depend.

224. **Monitoring and reporting systems exist but remain underutilized for proactive management**, as data typically flows one way from schools to higher levels, with limited feedback or corrective action. While reports are completed, their utility is constrained by delays, complexity, and poor communication channels. Efficiency could be strengthened by investing in simplified and digital tools, training for frontline actors, and mechanisms that ensure data is jointly reviewed and acted upon in real time. Finally, a highly centralised decision-making model continues to constrain efficiency. Schools are often informed of food allocations, menus, and delivery dates only after the fact, which forces constant

[134] World Food Programme. (2019). Evaluation of WFP's Mozambique Country Programme 200287 (2012–2016). Rome: Office of Evaluation, WFP.
[135] Gelli, A., Aurino, E., Folson, G., Arhinful, D., Adamba, C., Osei-Akoto, I., & Masset, E. (2020). A school meals program implemented at scale in Ghana increases height-for-age during midchildhood in girls and in children from poor households: A cluster randomized trial. *The Journal of Nutrition, 150*(4), 945–952.
[136] Drake, L., Woolnough, A., Burbano, C., & Bundy, D. (2016). *Global School Feeding Sourcebook: Lessons from 14 countries*. London: Imperial College Press.
[137] Espejo, F., Burbano, C., & Galliano, E. (2009). *Home-Grown School Feeding: A Framework for Action*. Rome: World Food Programme.

improvisation and undermines transparency and morale. Stakeholders across the various departments consistently proposed practical measures to improve efficiency, including advance communication of delivery schedules, joint planning of rations with school committees, modest recognition or incentives for women volunteer cooks, and quicker responses to infrastructure needs. By decentralising selected operational functions, closing feedback loops, and ensuring predictable logistical support, the programme can reduce last-minute disruptions and sustain the high levels of community engagement that underpin its delivery. Table 21 displays the departmental strengths, weaknesses and opportunities based on the evaluation evidence.

225. **Delays in food delivery have undermined the confidence of students and parents in the regular availability of school meals**. This issue has a particularly strong effect on indigenous children, for whom, according to KIIs and FGDs, school feeding remains the main incentive to attend school: "*the indigenous children runaway because they have no food »* (FDG Girls, Sangha).

**Table 21 Departmental strengths, weaknesses and opportunities**

| Department | Strengths | Weaknesses | Opportunities |
|---|---|---|---|
| **Sangha** | Feeding delivered consistently, stabilizing attendance. Some sanitation improvements achieved. Active volunteer rotation sustaining kitchen duties. | Water access unchanged from baseline. Minimal progress in WASH governance committees. Strong centralization limits local decision-making. Kitchen gaps force outdoor cooking. | Opportunities exist to enhance planning predictability through advance delivery schedules, strengthen WASH governance structures, and build on community volunteer systems through targeted support and improved infrastructure for safe cooking. |
| **Likouala** | Feeding sustained through strong community adaptation (volunteers providing pots, firewood, cassava). Formation of WASH committees in some schools. Community reorganized schedules to manage delays. | No significant improvement in WASH infrastructure. Paper-based reporting weak, no feedback loops. High volunteer fatigue, especially among women cooks. Persistent infrastructure delays and supply gaps. | There is potential to improve timeliness through clearer delivery calendars, modernize reporting systems with feedback mechanisms, and capitalize on community commitment by addressing infrastructure gaps and recognizing volunteer contributions. |
| **Plateaux** | Feeding and sanitation upgrades delivered on time. WASH committees functional and integrated into school routines. Strong community ownership and participation. | Water access unchanged. Incomplete kitchens and storage facilities constrain hygiene. Centralized planning leaves schools unprepared for deliveries. Monitoring underused for corrective action. | Future efforts could build on strong community ownership by improving advance communication on deliveries, engaging school committees in logistical planning, and enhancing infrastructure to sustain hygiene and food safety. |
| **Pool** | Feeding, deworming, and hygiene/MHM outreach implemented. High training coverage for | Kitchen and water infrastructure incomplete. Food quality and variety declined (loss of sardines). Centralized planning causes last-minute adjustments. Volunteer | There are opportunities to improve delivery coordination and menu diversity, enhance two-way communication with |

| | | | |
|---|---|---|---|
| | headteachers and PTAs. Active volunteer engagement in daily operations. | fatigue among women cooks and limited recognition reduce morale. | schools, and sustain volunteer motivation through recognition and consistent engagement mechanisms. |
| **Bouenza** | Feeding and governance strengthening implemented on time. Partial sanitation upgrades achieved. Attendance and enrolment stable in intervention schools. | Modest progress in water access. Kitchen rehabilitation delays created frustration. Monitoring data not systematically used for corrective action. Modest literacy gains, limited impact on comprehension/numeracy. | Opportunities lie in enhancing communication on infrastructure progress, using monitoring data for adaptive management, and strengthening volunteer engagement mechanisms to sustain operational momentum. |
| **Lékoumou** | Feeding sustained through pooled community resources. High community engagement in cooking and committee roles. | No improved water sources by midline. Very low sanitation coverage. No WASH committees formed. Women volunteers overburdened; fatigue increasing. Incomplete kitchens force outdoor cooking. | Building on strong community engagement, there is scope to expand WASH infrastructure, institutionalize community committees, and support volunteers through logistical facilitation and structured coordination mechanisms. |

**QEF4. To what extent has the school feeding dashboard and Beneficiary/Stakeholder Complaint and Feedback mechanisms been utilized to identify issues and implement corrective measures?**

**Key Findings: The school feeding dashboard and the beneficiary/stakeholder Complaint and Feedback Mechanisms (CFM) have been partially effective in identifying issues and prompting corrective measures.** The dashboard is being used to monitor fairness and consistency across departments, minimizing risks of systematic under- or over-supply. However, the school feeding dashboard and CFM mechanisms are only partially functional. The dashboard supports internal tracking of participation and results across different population groups but remains closed, underutilized for adaptive management, and disconnected from local actors. Feedback mechanisms are fragmented, informal, and reactive, leaving communities without a clear channel to raise or resolve issues. Across all the departments, stakeholders expressed frustration, lack of transparency, and exclusion from decision-making. **The result is a system that captures data but fails to convert it into timely, inclusive, and corrective action**

226. **The school feeding dashboard and the beneficiary/stakeholder CFM have been partially effective in identifying issues and prompting corrective measures**. The dashboard has successfully ensured equality and proportionality in ration allocation, with per-capita food deliveries tightly clustered around the programme standard (~0.28 kg/beneficiary-day) and allocations scaling proportionally with beneficiary numbers (Pearson $r \approx 0.80$, $p<0.0001$). This demonstrates that the dashboard is being used to monitor fairness and consistency across departments, minimizing risks of systematic under- or over-supply. However, while equality of inputs has been achieved, equity gaps remain unaddressed. **The dashboard highlights uniform ration delivery but does not systematically integrate outcome data such as nutrition, attendance, or context-specific needs (e.g., higher food insecurity in remote areas).** As a result, equality has been maintained, but adequacy and contextual responsiveness are not fully monitored.

227. **The CFM has been integrated with dashboard alerts:** when dispersion or proportionality thresholds are breached (e.g., coefficient of variation above target, or proportionality correlation below 0.7), the system automatically generates a CFM ticket for review. **This mechanism has allowed some issues to**

**be flagged and forwarded to focal points. However, the time-to-resolution tracking is weak** as noted by WFP M&E staff and local education focal points, who indicated that CFM tickets are often closed without timestamped follow-up or verification. Community-level stakeholders in Bouenza and Pool also reported that complaints rarely trigger timely corrective actions, reducing the perceived usefulness of the mechanism. Complaints or alerts often do not result in timely corrective actions at the school level, reducing the perceived usefulness of the mechanism.

228. **Where the dashboard has been actively used, adjustments have been made to ensure proportional allocations align with planned beneficiary counts**. This has safeguarded against systemic bias in distribution. Nonetheless, corrective measures remain largely supply-focused, with limited evidence that outcome-based indicators (e.g., malnutrition hotspots, attendance drops) are systematically acted upon.

229. **The school feeding dashboard is operational primarily as an internal WFP/PAM monitoring tool, used at central and some sub-office levels.** It tracks indicators such as delivery volumes, school feeding days, attendance, and activity implementation. WFP staff reported that the tool supports monthly and quarterly reviews: *"The dashboard is monitored centrally… but we still rely on field visits to verify"* (M&E Officer). **However, access is restricted, it is not available to school or community actors, most MoE staff, or implementing partners. Even field offices often lack real-time access**, and information is not translated into usable formats for frontline implementers. At the school and community level, data collection remains manual (attendance logs, ration records, verbal reports to SAS/DDEPSA), with little feedback returned. As one SAS officer in Plateaux explained, *"We complete the sheets, but we don't know where they go or what is done with them."* Implementing partners (e.g., CRS, UNESCO) also lack access, perceiving the dashboard as a closed WFP tool. This limits joint accountability and constrains opportunities for programmatic alignment.

230. **Formal CFM such as hotlines, suggestion boxes, or standardized forms were planned but inconsistently implemented**. Communities and MoE staff confirmed that feedback remains informal and verbal, usually conveyed to school directors, SAS officers, or visiting WFP staff. *"We receive complaints verbally when we visit the field. There's no formal structure widely known by beneficiaries,"* explained a WFP program stakeholder. Communities are generally unaware of structured channels, relying instead on personal networks. **International partners described existing systems as "anecdotal" and "not standardized."**

231. **Common issues raised, such as late deliveries, stock shortages, mismatches between planned and delivered quantities, and inadequate infrastructure, are recorded in ad hoc formats and resolved reactively**. As a SAS officer in Likouala noted, *"When we raise the issue, WFP sometimes responds. But we don't always know what is decided or why."* This absence of systematic logging or feedback reduces transparency and community confidence.

232. **Overall, both the dashboard and CFMs remain underutilized for corrective action**. While the dashboard ensures equality in ration allocation, it does not address adequacy or outcome equity. Similarly, feedback systems are fragmented and reactive. A DDEPSA official in Bouenza captured this sentiment: *"We are implementers, but we don't co-plan or co-evaluate. That needs to change."*

## 2.5 Impact

What wider effects did the FY21 award contribute to students, households, communities, and institutions?

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

QI1. To what degree has, the program outcomes made progress toward positive long-term effects on targeted beneficiaries (girls, boys, men and women), households, communities and institutions?

QI2. What evidence exists to show that the McGovern-Dole school feeding program enhances learning for boys and girls including for indigenous populations?

QI3. What internal and external factors affected the program results from having to intended impact on

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).

**QI1. To what degree has, the program outcomes made progress toward positive long-term effects on targeted beneficiaries (girls, boys, men and women), households, communities and institutions?**

**Key Findings: The McGovern-Dole FY21 program has made substantial progress toward positive long-term effects,** particularly in strengthening girls' empowerment, increasing school participation among target groups, fostering community ownership, and embedding school feeding within national policy frameworks**.** The programme has shifted attitudes and behaviours, with parents and students increasingly linking education to broader aspirations for empowerment and future livelihoods. However, systemic deficits—in infrastructure, government ownership at decentralised levels, teacher quality, and sustainability of volunteer engagement—continue to limit the depth and durability of these impacts. **At midterm, the programme's outcomes can therefore be judged as emerging but not yet transformative**: the foundations for long-term change are clearly visible, but their consolidation and expansion will require deliberate investment in expanding access and opportunities for groups that face structural barriers to participation and benefit, in infrastructure, and in institutional capacity to translate short-term gains into lasting impacts for children, households, and communities.

**Continued investment**

**Progress toward long-term effects**

233. **Since the baseline, the McGovern-Dole FY21 program has moved beyond its initial potential to deliver some visible and verifiable long-term effects for targeted beneficiaries, households, communities, and institutions.** At the individual level, the provision of daily meals has consistently incentivised school attendance and punctuality, creating a more stable foundation for learning. Stakeholders across all departments confirmed that *"children now come every day, especially the girls"* (School Director, Kinguembo). In remote and Indigenous communities, where schooling was previously marginal, canteens have become powerful tools of inclusion: *"Thanks to the canteen, we've been able to attract them to school"* (SAS Administrator, Likouala). However, midline quantitative data present a more nuanced picture. Attendance improved significantly in Likouala and Pool but declined in Lékoumou and Sangha, suggesting that while stakeholder perceptions of impact are broadly positive, these may partly reflect short-term behavioural changes or social desirability bias rather than uniform trends across all schools. The combination of strong community endorsement and mixed quantitative evidence underscores both the program's perceived value and the contextual challenges that moderate its measurable effects. These patterns reflect progress toward McGovern-Dole outcomes 1.3.4 (increased student enrolment) and 1.3.5 (increased community understanding of the benefits of education).

234. **One of the most significant shifts observed relates to the growing value placed on girls' education.** Although quantitative data show a widening gap in attendance rates between boys and girls—requiring further evidence to fully understand the underlying causes—qualitative insights from KIIs and FGDs highlight increasingly positive attitudes toward girls' schooling. This perception is reinforced by quantitative findings indicating that girls outperformed boys in reading and comprehension, with a 22.4% increase from baseline compared to a 14% increase among boys. Together, these results suggest a meaningful shift toward narrowing disparities in educational access and outcomes between girls and boys. Girls are demonstrating increased confidence, and both parents and teachers show strong motivation to support their education. Teachers described this change as a "generational rupture" (Teacher, Plateaux), noting that girls now participate more actively in class and school governance. Parents increasingly view education as the main pathway to empowerment, rather than early marriage: *"We encourage our daughters to study seriously because education is the best way to secure their future"* (FDG Community Members, Plateaux). Female students themselves echoed this aspiration: *"Girls go to school to be intelligent and to find work afterwards"* (FDG Female Students, Bouenza). **These accounts reflect an emerging normative shift**, **though discriminatory views in areas like Lekoumou and Sangha where puberty is still seen as a trigger for dropout, show that progress remains uneven.** These accounts reflect an emerging normative shift, though discriminatory views in areas like Lekoumou and Sangha where puberty is still seen as a trigger for dropout, show that progress remains uneven.

235. For Indigenous children, the programme has opened new opportunities for learning and inclusion. **While retention challenges persist, reports indicate that once Indigenous students attend, they often perform well,** suggesting that sustained exposure to school environments could progressively dismantle cultural and social barriers.

236. **At the household level, the programme reduced the time and cost associated with preparing mid-day meals**, allowing women to reallocate time to farming or small-scale income-generating activities, although these effects appear short-term. In several communities, parents voluntarily contributed locally available foods—such as saka-saka (cassava leaves), tomatoes, avocados, and mbala-pinda—to complement school meals of rice and soybeans and improve dietary diversity. As one parent noted, "We also contribute a lot as parents. Mothers come and drop off bowls of fresh tomatoes… When our avocado trees bear fruit, we also bring them to school" (FDG Community Members, Plateaux). These contributions were intended as complementary inputs rather than responses to pipeline gaps. However, the preparation of certain foods required additional ingredients, particularly cooking oil and condiments, for which no budget was provided. As a result, parents were expected at the community level to cover these costs, an arrangement that proved difficult to sustain; in Bouenza, this led to the discontinuation of the initiative. **In the context of a potential transition of school feeding responsibilities to the government, this experience underscores the importance of public planning and budgeting for essential complementary inputs to sustain diversified school meals**.

237. **Community governance has also deepened. COGES and parent committees are evolving into recognised local governance structures, sometimes rivalling elected councils in authority**. This is particularly evident in Sangha, where canteen management strengthened local cohesion and trust. Yet, the heavy reliance on unpaid volunteer labour—primarily by women—raises concerns regarding the fair distribution of responsibilities and sustainability concerns. Volunteer fatigue is increasingly evident: *"We can't keep cooking without anything"* (Village Chief, Sangha). Without systematic incentives or recognition, this essential contribution may erode over time.

238. **The programme is building the foundations for improved human capital by addressing mid-day hunger and enhancing attentiveness**. Teachers and parents observed that *"The children stay in class and listen when they've eaten"* (Parent, Bene), with students demonstrating more motivation and expressing professional aspirations. These qualitative findings suggest the beginnings of a shift from short-term food incentives to long-term educational aspirations. Nonetheless, persistent barriers-teacher absenteeism, overcrowding, and lack of materials - constrain the conversion of attendance gains into sustained cognitive achievement. Numeracy performance in particular remains uneven, underscoring the need for systemic improvements in education quality.

239. **At the institutional level, the programme has reinforced the DAS as a central authority, integrating school feeding into national planning and linking it to the États Généraux de l'Éducation (2024).** This reflects growing institutionalisation at the central level. However, decentralised SAS remain under-resourced and dependent on WFP for logistics and strategic guidance: *"We assist with implementation, but we're not involved in the design or strategy part"* (DDEPSA, Pool). Without stronger decentralised capacity and interministerial collaboration, particularly with Health and Hydraulics, institutional sustainability will remain fragile.

**Constraints and unintended effects**

240. **Progress has been tempered by persistent infrastructure deficits - unfinished kitchens, poor storage, and inadequate WASH facilities -that undermine hygiene, dignity, and health outcomes**. In some cases, pests infested food stocks, eroding confidence. Menu monotony and the loss of certain items, like sardines, reduced enthusiasm, while rationing due to delivery delays damaged community trust: *"If the food is not there, we go home"* (Students, Nsah). **Dependency effects are also emerging, with some parents reducing household food provision in expectation of school meals**.

**QI2. What evidence exists to show that the McGovern-Dole school feeding program enhances learning for boys and girls including for indigenous populations?**

**Key Findings**: **At midline, the McGovern-Dole FY21 program shows limited and uneven impact on pupil learning outcomes.** While school feeding has consistently contributed to improved attendance and classroom participation, the translation of these gains into measurable improvements in literacy and numeracy remains inconsistent. **The difference-in-difference (DiD) analysis confirms that, at the aggregate level, the programme did not generate statistically significant improvements in either EGRA or EGMA subtests.** In some cases, learning outcomes even declined in intervention schools relative to controls. This indicates that while the programme has succeeded in stabilising the conditions for learning (e.g., reducing hunger and improving retention), its **impact on actual learning achievement is weak overall**, with positive effects emerging only in specific departments and domains. Evidence of positive impact in departments such as Plateaux and Lékoumou shows the programme's potential to drive gains when implementation conditions are favourable. However, negative effects in Bouenza, Pool, Sangha, and parts of Likouala underscore the risks of uneven delivery and the limits of feeding interventions when instructional quality and system constraints are not simultaneously addressed.

241. **The adjusted DiD analysis, controlling for sex, age, department, residence, and school ownership, shows no statistically significant programme effect on foundational literacy (EGRA) or numeracy (EGMA) between baseline and midline.** While both intervention and control schools exhibited improvements in some skills, the intervention group did not outperform controls in any domain. For example, letter identification showed a non-significant DiD of 3.7 points (95% CI: -7.2 to 14.6; p = 0.51), while number identification in EGMA declined slightly more in intervention schools (-4.9 points, 95% CI: -19.3 to 9.6; p = 0.51). The largest positive, though non-significant, effect was in Level 2 addition (+9.6 points, p = 0.29). The programme did not produce measurable gains in literacy or numeracy relative to control schools, though both groups improved over time, possibly due to broader system effects. Table 22 and figures 15 and 16 display the details.

242. **For boys, no statistically significant programme impacts were observed in any EGRA or EGMA subtests**. Both groups improved modestly in reading and comprehension, but differences were negligible (e.g., letter ID DiD = 0.8, p = 0.88). Numeracy outcomes also showed no meaningful differences; the largest observed effect was a non-significant gain in subtraction level 2 (+5.8, p = 0.56). Overall, the programme had no discernible effect on boys' foundational skills. Gains appear attributable to external factors or random variation.

243. **For girls, there were hints of stronger progress in certain subtests**. Familiar word reading showed a positive DiD (+7.5, p = 0.16), and Level 2 addition yielded the largest observed difference (+15.6, 95% CI: -2.8 to 34.1; p = 0.097). **Yet none of these reached statistical significance**. **Declines were also noted in basic numeracy, consistent with overall patterns**. Overall effects are partially promising but inconclusive. Girls in intervention schools showed modest, non-significant advantages in some literacy and numeracy tasks, but effects cannot be robustly attributed to the programme.

**Table 22 Difference-in-Difference Analysis (Adjusted for sex, age, department, residence and school ownership)**

| Term | Difference-in-difference | p-value | Baseline (t0): Comparison | Baseline (t0): Intervention | Midterm (t1): Comparison | Midterm (t1): Intervention |
|---|---|---|---|---|---|---|
| **EGRA** | | | | | | |
| Letter ID | 3.7 [-7.2, 14.6] | 0.505011 | 28.1 | 25.5 | 5 | 6 |
| Syllable Identification | 2.3 [-7.9, 12.4] | 0.661631 | 16.9 | 15.7 | 4.8 | 5.7 |
| Colloquial Word | 5.1 [-4.8, 15.0] | 0.311857 | 18.8 | 15.4 | 5.9 | 7.6 |
| Made-up Words | 2.9 [-6.0, 11.8] | 0.527734 | 15.9 | 14.1 | 4.5 | 5.7 |
| Reading Comp. | -1.6 [-23.7, 20.4] | 0.883301 | 29.1 | 31.8 | 47.4 | 48.5 |
| Listening Comp. | -2.4 [-21.7, 16.9] | 0.806467 | 49.2 | 50.4 | 62.5 | 61.2 |
| **EGMA** | | | | | | |
| Number ID | -4.9 [-19.3, 9.6] | 0.509680 | 71.3 | 70.1 | 35.9 | 29.8 |
| Number Comparison | -3.8 [-17.2, 9.5] | 0.571485 | 79.9 | 77.8 | 69.6 | 63.7 |
| Missing Number | -0.8 [-19.1, 17.5] | 0.929834 | 52.1 | 51.6 | 53.8 | 52.5 |

| | | | | | | |
|---|---|---|---|---|---|---|
| Level 1 Addition | 1.4 [-12.4, 15.2] | 0.842903 | 70.5 | 69.7 | 77.4 | 77.9 |
| Level 2 Addition | 9.6 [-8.2, 27.3] | 0.290647 | 44.8 | 36.8 | 46 | 47.6 |
| Level 1 Subtraction | 0.9 [-15.9, 17.6] | 0.919885 | 59.3 | 60.4 | 71.2 | 73.2 |
| Level 2 Subtraction | 7.3 [-10.0, 24.6] | 0.409658 | 34.6 | 31.3 | 35.9 | 39.9 |
| Problem-Solving | 3.6 [-13.8, 20.9] | 0.688312 | 54.1 | 53.9 | 48.1 | 51.4 |

- ***t0 (Baseline):*** *The initial measurement taken at the start of the study, before the intervention was implemented.*
- ***t1 (Midterm):*** *The measurement taken at a follow-up point after the intervention was completed to assess change.*

Overall, the DiD results are statistically insignificant, i.e., the observed differences between intervention and comparison schools are likely due to random chance.

**Figure 15 Impact of educational intervention on student literacy outcomes**

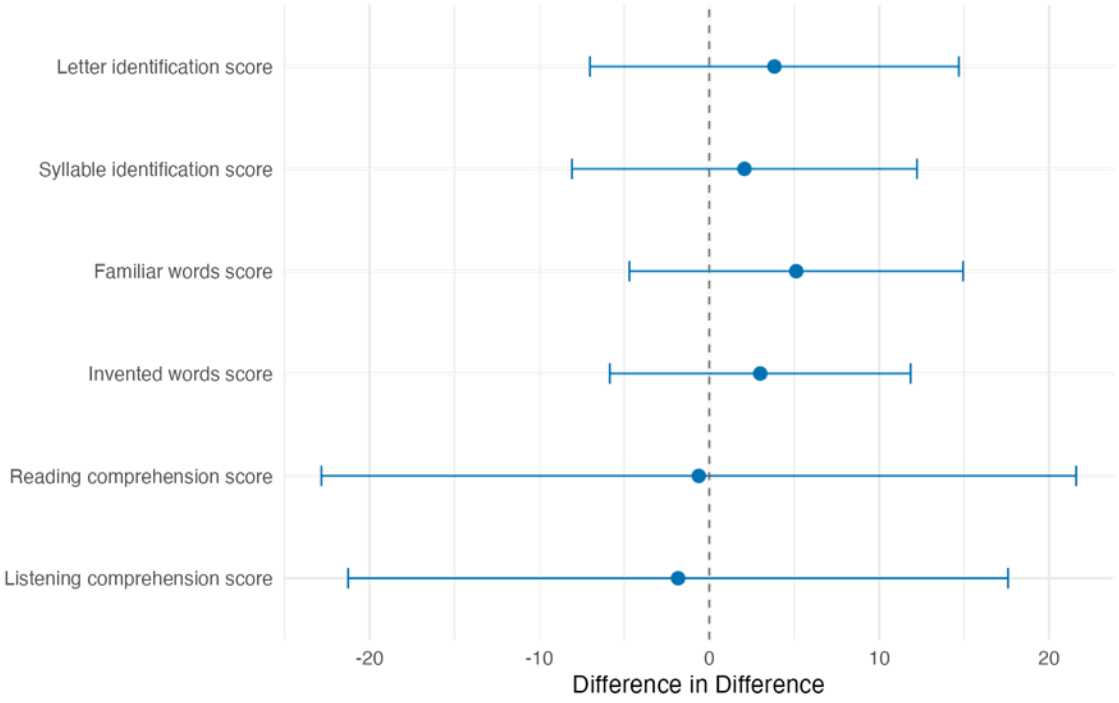
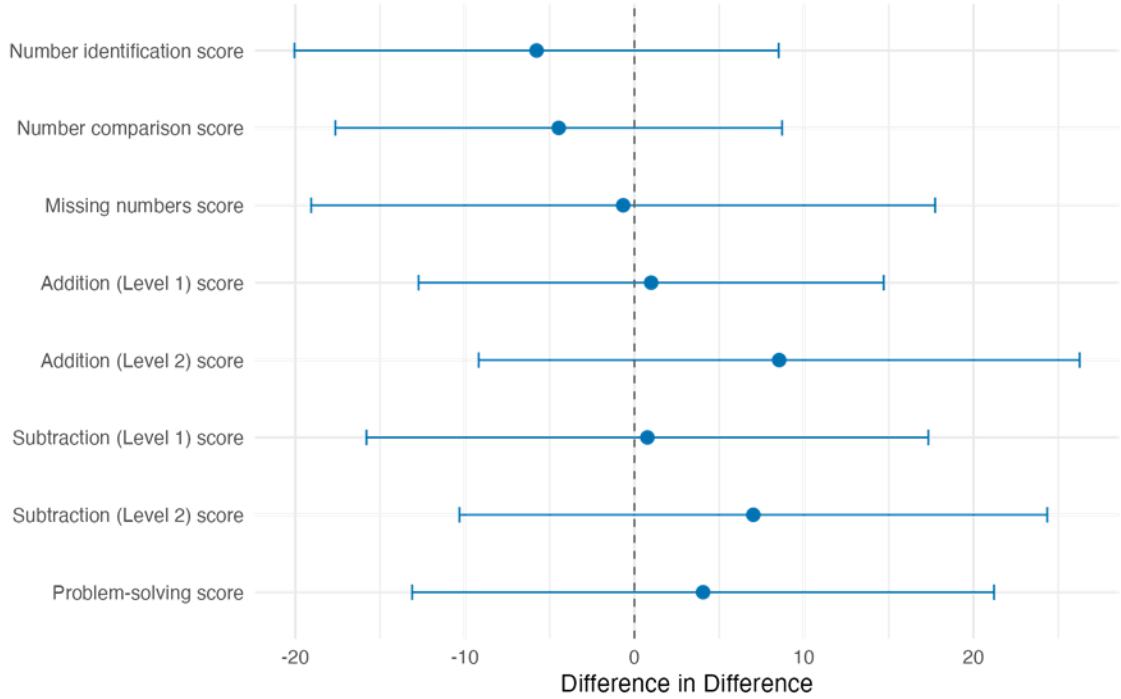


**Figure 16 Impact of educational intervention on student numeracy outcomes**




244.**Departmental analysis displayed variations:**

**Bouenza:**
The intervention coincided with significant declines in core literacy skills (letter ID: -10.3, p = 0.022; syllables: -12.6, p = 0.002; familiar words: -11.2, p < 0.001) and in number identification (-23.5, p < 0.001). A single positive effect emerged in Level 2 addition (+13.4, p = 0.042). Overall, *largely ineffective, with adverse effects on literacy; limited success in advanced arithmetic.*

**Lékoumou:**
Intervention schools recorded significant gains in foundational literacy (letters, syllables, familiar and invented words, all p < 0.001) and in arithmetic (addition and subtraction, all p < 0.001). However, reading comprehension declined slightly (DiD -10.7, p = 0.070), and number comparison worsened (-12.8, p = 0.010).
*Effective in basic literacy and arithmetic, but weak in comprehension and number sense.*

**Likouala:**
Foundational literacy showed no significant gains, but reading comprehension (+44.0, p < 0.001) and oral comprehension (+23.7, p = 0.004) improved markedly. Numeracy outcomes declined significantly across most domains (e.g., number ID -23.9, p < 0.001; addition L1 -25.1, p = 0.002).
*Effective in language comprehension, ineffective and declined in numeracy.*

**Plateaux:**
Foundational literacy remained unchanged, but comprehension improved strongly (reading +36.4, p < 0.001; oral +37.4, p < 0.001). Numeracy results were largely positive, including significant gains in addition, subtraction, number comparison, missing numbers, and problem-solving (+39.9, p < 0.001).
*Highly effective in comprehension and arithmetic; limited in early decoding skills.*

**Pool:**
Intervention schools saw significant declines in literacy, including letter ID (-8.0, p = 0.024), syllables (-6.1, p = 0.040), invented words (-5.7, p = 0.028), and especially comprehension (reading -27.9, p < 0.001; oral -29.7, p < 0.001). Numeracy effects were mixed: addition L1 improved (+14.1, p = 0.006), but problem-solving declined (-10.3, p = 0.028).
*Negative impact on literacy; mixed but weak in numeracy.*

**Sangha:**
Some literacy improvements were observed (letters +17.5, $p < 0.001$; syllables +8.7, $p = 0.024$), but comprehension effects were negligible. Numeracy outcomes declined sharply across all arithmetic operations (e.g., subtraction L1 -25.5, $p = 0.002$).
*Positive for early literacy, negative for arithmetic; overall ineffective.*

245. **Despite these limited statistical effects, there is strong qualitative evidence from key informant interviews (KIIs) and focus group discussions (FGDs) that community members, teachers, and education officials perceive real improvements in children's learning.** Local actors consistently described reductions in failure and repetition rates and increased literacy, particularly in French language acquisition. As one education officer in Sangha put it: *"This project has improved the students' reading skills; before, they could not read or write. There has also been a change in their language skills; they now speak French; they have gone from the unknown to the known."* (KII PEDD, Sangha). Similarly, the inclusion of Indigenous students in academic progress is seen as an important achievement. A school inspector in Likouala confirmed: *"There are even the natives who are first in the class (…) You have indigenous people who work well at school who are even in the 9th grade."* Parents and committees echoed this view, citing both higher enrolment and improved outcomes: *"From 700 students last year, the enrolment has grown to over 1,000 this year. Results have improved. While there are some failures, repeat rates have dropped significantly."* (FDG APE/COGES, Bouenza). While these perceptions are widely shared, quantitative evaluation data (EGRA scores) show only modest and statistically non-significant improvements in literacy across intervention and comparison schools. This suggests that perceived progress likely reflects incremental qualitative gains in classroom engagement and exposure to French rather than measurable shifts in learning outcomes at midterm. The perception that Indigenous children are progressing through primary to secondary and even high school further underscores the programme's contribution in promoting broader and fair access to education: *"In Sibiti, there are Indigenous people who attend the same schools as the Bantu, who are even in middle school. They've passed through and are even in high school."* (KII WFP).

**QI3. What internal and external factors affected the program results from having to intended impact on targeted beneficiaries?**

**Key Findings: The McGovern-Dole FY21 award has demonstrated clear potential to boost enrolment and attendance while mobilizing community ownership; however, its intended transformative impact has been limited by intersecting internal weaknesses** (logistical delays, weak monitoring, over-reliance on unpaid female labour, and insufficient infrastructure) and **external barriers** (poverty, cultural norms, poor teacher resourcing, and weak government capacity). While enabling factors such as active COGES and consistent meals provided localized gains, unintended negative effects including dependency on school meals, disproportionate burdens on women, and uneven access to school access, undermine sustainability. Addressing these issues requires systemic improvements in logistics, infrastructure, and monitoring, combined with stronger government ownership, strategies responsive to social roles and needs, and targeted support for children facing the greatest barriers.

246. The McGovern-Dole school feeding programme has generated measurable benefits in terms of enrolment, attendance, and community participation; however, its intended long-term impact on learning outcomes and balanced access has been constrained by a combination of internal operational challenges and external contextual factors.

**Internal Factors**

247. **Operational bottlenecks within the program consistently undermined efficiency and effectiveness**. Logistical delays such as irregular food deliveries, late fund disbursements, and inadequate infrastructure, reduced the regularity of meal provision, eroding community trust. In Lombo (Likouala), cooks described serving *"rice with salt when there's no oil,"* while in Ngombe (Sangha), school committees reported receiving food deliveries without prior notice, preventing adequate preparation. Similar rain-related delays in Pool and Bouenza led to prolonged interruptions. Such

inconsistencies fostered dependency dynamics, with children in Nsah remarking, *"If the food is not there, we go home."*

248. **The programme's reliance on unpaid female volunteer labour was another critical weakness**. Women bore the brunt of cooking, fetching water, and collecting firewood, often without equipment or recognition. In Lékoumou, volunteers brought their own pots, while in Bouenza, parent associations (APEs) voiced frustration at exclusion from planning. This not only undermined sustainability but also contradicted WFP's commitments to women's participation and fair treatment, an issue already highlighted in the FY17 mid-term evaluation and reinforced by the 2023 WFP study on women cooks. While 12 Savings and Internal Lending Communities (SILCs) were created in Bouenza to support women farmers, these excluded many canteen volunteers, leaving a major gap in in outreach and support.

249. **Moreover, structural shortcomings in the education system diluted the program's potential impact acted as external constraints that diluted the programme's potential impact**. Teacher absenteeism, overcrowded classrooms, and lack of teaching materials limited the translation of improved attendance into stronger learning outcomes. As one inspector in Zoulabouth (Sangha) observed, "We rarely visit; there is no oversight." Similarly, in Lombo (Likouala), parents reported that children lacked even basic supplies such as pens, leaving them unable to consolidate lessons at home.

250. **Gaps in nutrition expertise and weak monitoring further constrained programme quality**. Despite intentions, no staff with nutrition expertise were embedded within programme structures, leaving nutrition-related quality assurance and monitoring of meal standards unmonitored. Volunteers, many with low literacy, struggled to interpret written hygiene guidelines. Reporting systems remained heavily manual and fragmented, limiting timely corrective action. As one M&E associate explained, "*The dashboard is monitored centrally… but we still rely on field visits to verify.*"

**External Factors**

251. **Several challenges were noted as limiting impact. The evidence highlights systemic constraints that limit the translation of school feeding into consistent learning gains**. In Sangha, for instance, while teachers and education officers perceived improvements in literacy and French language use, they also emphasized that broader structural challenges such as unpaid teacher salaries, teacher attrition, and reliance on unqualified staff. As a school committee member lamented: *"A child in CM1 who cannot read a text of two sentences, the level is very low especially on the reading side."* (FDG SMC, Sangha). Even though quantitative data showed some progress for instance, in Sangha, qualitative concerns indicate that food provision alone cannot offset weaknesses in teaching quality. Similarly, meal provision has succeeded in keeping children in classrooms, but overcrowded classes, lack of textbooks, and variability in instructional quality reduce the likelihood that increased attendance automatically translates into significant cognitive outcomes. As one stakeholder summarised: *"Even though there is food, they are tired… The main problems are non-payment of salaries and the presence of unqualified teachers."* (KII local education stakeholder, Sangha). In this sense, perceived gains coexist with persistent systemic weaknesses that constrain the depth and durability of educational outcomes. **Recognising these gaps, the programme has begun to integrate complementary education and behaviour change interventions in FY2023, with implementation expanding under the FY2024 Work Plan.** Through UNESCO, educational kits have been distributed, and training modules in French and mathematics are under development alongside women's literacy and nutrition-focused modules. UNICEF has initiated teacher mentoring, which stakeholders expect will address gaps in pedagogy and classroom quality. In addition, CRS has initiated behaviour change communication (BCC) activities on menstrual hygiene management to support girls' regular attendance, although the effects are not yet visible at midline.

252. **Other external conditions also compounded the internal challenges**. Persistent poverty and food insecurity influenced household behaviours, with some parents reducing home food provision in expectation that schools would feed children. Seasonal labour demands further drew older boys away from classrooms, particularly during agricultural and fishing peaks. Teacher attrition, often linked to unpaid salaries, worsened learning environments.

253. **Cultural norms also constrained impact, particularly for girls and Indigenous children**. Deeply rooted discrimination, combined with insufficient programme interventions—such as limited MHM

outreach and a lack of tailored support for Indigenous learners and children with disabilities—perpetuated patterns of exclusion. In many communities, attitudes towards Indigenous children remained discriminatory, with little evidence that the programme addressed such biases in its awareness-raising or engagement efforts.

254. **Governmental capacity also played a central role.** Coordination structures, such as the National Multi-Sectoral Food Council, were not yet operational, limiting advocacy and cross-sector collaboration. The DAS faced severe capacity constraints, with little financial autonomy, slow fund release, and limited ability to conduct monitoring missions. Transport inefficiencies, contract non-compliance by delivery companies, and lack of systematic oversight further delayed food distribution. As DAS officials acknowledged, planned six annual monitoring visits often fell to just one or two due to lack of resources, and even these were constrained by poor transport availability.

**Positive Enabling Factors and Unintended Effects**

255. **The evaluation found that certain factors consistently supported impact**. Active school management committees (COGES) provided critical organizational backbone, ensuring food preparation, stock oversight, and parental mobilization. In Nsah and Béné, these committees fostered stronger parent–school relations and encouraged families to prioritize education. Where consistent daily meals were delivered, enrolment, punctuality, and attentiveness improved markedly, with teachers reporting better classroom behaviour and cognitive alertness. In schools with functioning WASH components, particularly in Plateaux, girls reported improved hygiene practices and reduced illness-related absences. The shared mealtime experience also fostered psychosocial benefits, with students describing feeling "happy to be in school."

256. In addition, **several unintended positive effects were identified**. Community members in Bouenza and Likouala reported strengthened social cohesion and collective pride in maintaining the canteens. Cooks and parent volunteers gained food-handling skills, which some applied at home or in small informal ventures. Teachers also observed changes in classroom participation, noting that girls were participating more actively and showing greater confidence. While not initially foreseen in the project's design, these emergent outcomes demonstrate broader social value and sustainability potential.

**Unintended Negative Effects**

257. **Several unintended consequences emerged**. Dependence on meal availability created patterns where school attendance fluctuated with food supply. While this pattern was consistently perceived across interviews, it was not systematically measured in attendance data, and therefore cannot be confirmed as a causal relationship. The finding instead reflects stakeholder perceptions of dependence on meal availability, which may influence attendance behaviour in the short term. Disparities between beneficiary and non-beneficiary schools fostered resentment and, in some cases, unsafe travel by children to access meals. Teachers and parents in Likouala and Pool noted that some pupils travelled several kilometres—sometimes crossing rivers or dense forest paths—to access meals: "Children from other villages come here because there is food. Some walk two hours each way" (Teacher, Pool). While no verified cases of injury or incident were reported, the practice raises concerns about safety and protection risks, particularly for younger children. Inadequate storage infrastructure in schools such as Béné and Lombo in Likouala department, exposed food stocks to pests, raising health concerns and demotivating volunteers. **In food-insecure households, the programme inadvertently shifted responsibility for child feeding from parents to schools, with potential long-term risks for household food practices**. Parents in Pool and Bouenza reported that "some families no longer prepare breakfast, waiting instead for the canteen meal" (Parent FGD, Pool). Teachers also observed that attendance sometimes dropped when rations were delayed, suggesting dependence on school feeding for daily nutrition. In contrast, in relatively food-secure households, children continued to receive meals at home, indicating that the substitution effect was concentrated among poorer families. While the evaluation cannot quantify this behavioural shift, qualitative evidence points to potential long-term risks for household food practices if community sensitisation on complementary feeding is not strengthened.

## 2.6 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. What progress has farmers, traders and other suppliers made towards becoming reliable and sustainable suppliers of high-quality food commodities to local schools?

QS2. Do mechanisms (policies and strategies, stable budgeting, quality program design, institutional arrangements, local production and sourcing; partnerships and coordination; community participation and ownership) exist to ensure the sustainability of the school meals program?

QS3. What progress has been made towards changing the attitudes and behaviours of community members in such a way as to improve health and dietary practices?

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

**QS1. What progress has farmers, traders and other suppliers made towards becoming reliable and sustainable suppliers of high-quality food commodities to local schools?**

**Key Findings: On balance, progress made by farmers, traders, and community suppliers in Congo remains nascent and insufficient to classify them as reliable, sustainable providers of high-quality food commodities for schools**. While women's associations, parental contributions, and occasional trader participation illustrate strong potential and community commitment, these efforts lack the structural support, financing, and institutional linkages needed to evolve into consistent supply chains. **Local procurement has not yet been mainstreamed and scaled, and the program lags behind in transforming the HGSF pilot initiative into a system-level solution.** Without deliberate investment in capacity-building, procurement system reform, and stronger integration between WFP's agricultural and educational components, the school feeding program will continue to depend on external supply chains, limiting both sustainability and national ownership.

258. Progress by farmers, traders, and other suppliers in becoming reliable and sustainable providers of high-quality food commodities to local schools under the McGovern-Dole project in Congo has been limited and uneven, with most achievements still at a pilot or informal stage rather than institutionalized practice.

**Farmers' associations and women's groups**

259. **The clearest evidence of farmer engagement comes from Bouenza, where five women's associations have been producing *Balapinda* (a peanut–cassava paste) for potential school feeding use.** This initiative, although not yet integrated into WFP's procurement chain, reflects promising potential for cultural acceptability and dietary enrichment, as children expressed a preference for *Balapinda* over rice. **However, the groups face significant structural barriers** including lack of savings mechanisms, limited transport, underutilized processing equipment, and in most cases reliance on purchased raw materials rather than direct production. Only one association reported cultivating cassava and peanuts themselves, limiting both profitability and resilience. As one association member noted, *"We are motivated, but without capital and transport, we cannot supply schools."* These findings suggest that while farmer groups and women's associations demonstrate high commitment and latent capacity, their contribution to reliable school feeding supply chains is constrained by low production capacity and weak integration with the McGovern-Dole project. At present, they cannot yet be considered reliable or sustainable suppliers, but they represent a viable foundation for future local procurement if systematically supported.

**Traders and small-scale suppliers**

260. **Some limited procurement from local traders has occurred - for example, small purchases of beans in Bouenza - but these remain ad hoc and insufficient to meet programme demand**. WFP's procurement processes, which involve complex contracting and long payment delays, undermine traders' willingness to participate. Traders often prefer to sell in open markets, where cash flow is faster and contract obligations are minimal. As a WFP officer explained, *"The procedures are too slow. By the time we pay, farmers and traders have already sold elsewhere."* This highlights a structural misalignment between WFP's procurement system and the operational realities of smallholder and trader operations, impeding progress toward sustainability. Evidence from WFP's Local and Regional Procurement Plans (FY 2024–2025) confirms that local sourcing remains marginal, accounting for less than 5 percent of total food requirements and concentrated mainly in Bouenza and Pool, due to supplier capacity limits, high transport costs, and delayed payments. These findings are consistent with the Evaluation of WFP's Local and Regional Food Procurement Pilot Programmes in Eastern Africa (2021)[138], which reported similar systemic barriers across comparable contexts: rigid contracting, low supplier readiness, and liquidity constraints.

**Parental contributions and informal suppliers**

261. **Parents across all program departments frequently supplement school meals with beans, cassava leaves, salt, and water, bridging gaps in supply and enhancing dietary diversity**. These contributions reflect **strong community ownership** and willingness to support school feeding but remain informal, unstructured, and unsustainable. They often rely on the voluntary efforts of mothers, who are primarily responsible for preparing meals, fetching water, and contributing additional ingredients from their own households. This reliance places additional strain on women's time and resources, particularly among families already facing economic precarity and cannot substitute for a structured supply chain. As one parent in Bouenza explained, *"When the food is not enough, we bring what we can, but it cannot continue like this.". "I'm the one who's going to cook, I'd like the children, who are my children, to also eat brède. So, tomorrow she's going to prepare it, today she'll arrange her brède, from the fields, she brings it back, she makes it, and then she comes to prepare it.* » (Mother cook, Pool).

**Overall progress and comparative insights**

262. **Overall, progress toward establishing reliable, sustainable local supply chains has been modest**. Farmers' associations, traders, and parents have demonstrated strong commitment and partial capacity, but their role remains supplementary and vulnerable. Although WFP has slightly reduced its reliance on international imports, shifting part of its procurement to regional suppliers in Central and Southern Africa for efficiency reasons, local sourcing within the Republic of Congo remains limited. According to WFP's Local and Regional Procurement Plans (FY24–FY25), less than 5% of commodities are procured domestically, mainly beans in Bouenza and Pool, with most of the rice, oil, and pulses still imported through regional and international contracts. This pattern reflects the constraints noted under the efficiency analysis: limited domestic production capacity, quality control issues, lack of access to finance and storage, and the administrative complexity of WFP's procurement systems. As a result, while logistical efficiencies have been achieved through regional prepositioning and route optimization, the sustainability pathway envisaged in the ToC, anchored in local supply and community ownership, has not yet materialized. Without formal integration into WFP procurement systems, capacity-building, linking smallholder networks to predictable institutional demand and access to credit and transport, they cannot consistently provide the volumes and quality required for large-scale school feeding. International experience shows what could be achieved if these barriers were addressed. In **Ghana**, the Home-Grown School Feeding Programme successfully integrated farmer cooperatives into procurement chains, increasing farmer incomes while ensuring culturally appropriate meals.[139] In

[138] World Food Programme (WFP). (2021). *Evaluation of WFP's Local and Regional Food Procurement Pilot Programmes in Eastern Africa (2017–2020)*. Nairobi: WFP Regional Bureau for Eastern Africa (RBN). Available at: https://www.wfp.org/publications/eastern-africa-evaluation-local-and-regional-food-procurement-pilot-programmes-2021

[139] NEPAD. (2021). Home-Grown School Feeding in Africa: Lessons from Ghana. African Union Development Agency.

**Kenya**, linking smallholder milk suppliers to schools not only improved child nutrition but also stabilized local markets.[140] These examples demonstrate that with policy alignment, capacity-building, and procurement reform, local actors can become reliable, sustainable suppliers.

**QS2. Do mechanisms (policies and strategies, stable budgeting, quality program design, institutional arrangements, local production and sourcing; partnerships and coordination; community participation and ownership) exist to ensure the sustainability of the school meals program?**

**Key Findings: The McGovern-Dole FY21 award has developed clear institutional anchoring through the DAS, piloted the gradual transfer of operational responsibilities, and embedded school-level governance through COGES and PTAs (APEs),** which demonstrates both national commitment and community ownership. The integration of complementary elements such as WASH, nutrition training, and school gardens also enhances the programme's long-term relevance, while monitoring systems (e.g., COMET, dashboards) provide the tools for accountability and adaptive management. **However, these mechanisms remain heavily dependent on the McGovern Dole program's financial, logistical, and technical leadership, with no dedicated national budget line**, **weak multisectoral engagement, and fragile decentralised capacity.** Community participation—particularly through unpaid women cooks and parental contributions—has proven indispensable but is unsustainable without recognition, incentives, or formal integration into smallholder and livelihoods programmes. There is fragility of community trust when commitments remain unmet. Taken together, the evidence suggests that while sustainability mechanisms exist in design and practice, they are unevenly institutionalised, insufficiently financed, and unbalanced in burden-sharing. Long-term continuation and scaling of the programme beyond donor support remains uncertain without stronger government leadership, predictable financing, and systematic integration of community and smallholder contributions.

**Extent to which sustainability mechanisms are in place:**

263. Policies and strategies **- The McGovern-Dole project in Congo demonstrates an emerging framework for sustainability, anchored in national education policies and WFP's strategy for progressive handover.** A phased transition approach is in place, whereby the DAS assumes management responsibility for selected schools and warehouse facilities, supported by embedded WFP staff for training and oversight. The programme design also includes fund control mechanisms and risk mitigation systems, helping to safeguard resources and reduce operational disruption. However, while interministerial committees and participation in the Global School Meals Coalition signal government commitment, coordination beyond the Ministry of Education remains weak. As one DAS official observed, *"We need health and hydraulics at the table, but coordination is still mainly education and WFP."* This reflects partial but not yet systemic policy embedding.

264. Budgeting and financial arrangements **- Financial sustainability remains the programme's weakest dimension.** The school meals initiative relies predominantly on donor funding, with McGovern-Dole resources covering most operational costs. Government contributions, while symbolically important, are neither consistent nor embedded in a long-term financing framework. While there has been a yearly national budget line for school feeding since 2019, the funds has never disbursed by the Government. This leaves the programme highly vulnerable once donor support declines. Disbursements were delayed because of delayed submission of required documentation by implementing partners, which in turn disrupted activities: for instance, UNESCO interventions were postponed until 2025, and CRS faced similar delays in 2024**.** These financial bottlenecks limit programme continuity and risk eroding community trust.

265. Quality of project design **- The project's design integrates education, health, nutrition, and community participation to create a holistic approach to sustainability**. Core components—daily meals, teacher training, literacy and numeracy modules, WASH promotion, and school gardens—address multiple determinants of learning and nutrition. Importantly, monitoring tools such as COMET

[140] Gelli, A., Aurino, E., & Folson, G. (2019). Evaluating the impact of school meals on learning outcomes in Ghana. *Food Policy, 85*, 101–112.

and digital dashboards have been developed, providing near real-time data for performance tracking. Yet, these systems are not fully accessible to frontline implementers or government partners, reducing their immediate utility for adaptive management.

266. Institutional arrangements - **Institutionally, the programme is anchored in DAS and decentralised through SAS and school inspectors. Where functioning well, such as in Brazzaville, these structures enable regular planning and oversight.** However, in many departments' responsibilities remain poorly defined, creating operational overlaps, delays, and dependency on WFP logistics. Staff turnover and vacancies in nutrition and monitoring positions further constrain continuity. As one inspector in Sangha noted, *"We are supposed to do six visits per year, but we manage maybe one or two. The means are not there."* Thus, institutional arrangements exist but are fragile and uneven.

267. Local production and sourcing **- Progress on local production and sourcing has been limited but promising**. Women's associations in Bouenza producing *Balapinda* (cassava–peanut paste) demonstrate cultural relevance and community ownership, with children reportedly preferring it to imported staples. Parents in Pool, Plateaux, and Lékoumou also contribute local produce such as cassava leaves, tomatoes, and avocados. However, these efforts remain **informal, small-scale, and heavily dependent on unpaid women's labour**, with little integration into formal procurement chains. WFP's procurement processes—slow, centralised, and misaligned with smallholder realities—pose further barriers to sustainability.

268. Partnerships and coordination -**The programme benefits from strong technical partnerships with UNICEF, CRS and UNESCO.** Regular coordination occurs through the Education Cluster and partner groups, where progress is reviewed and issues addressed. Yet, responsibility for coordination still rests largely with WFP rather than government-led multisectoral bodies. As a Bouenza education officer explained, *"We discuss regularly, but it is PAM that convenes us. The Government should lead."* This limits institutionalisation and long-term ownership.

269. Community participation and ownership - **Community engagement is one of the programme's strongest sustainability assets.** School management committees (COGES), APEs, and women volunteers ensure day-to-day functionality by cooking, transporting, and even supplementing meals. In several departments, parents provided beans, cassava leaves, or salt to enrich school menus. **This reflects high ownership, but sustainability is at risk due to volunteer fatigue, lack of incentives, and poor infrastructure**. For example, in Lékoumou women reported bringing their own cooking pots, while in Bouenza children ate from leaves due to lack of plates. As one community leader put it, *"We are here every day cooking, but no one listens when we ask for things."* Without formal recognition, incentives, or structural support, this model risks collapse if external support is withdrawn.

**QS3. What progress has been made towards changing the attitudes and behaviours of community members in such a way as to improve health and dietary practices?**

**Key Findings: Overall, the McGovern-Dole project has laid the foundations for behaviour change in hygiene, health, and dietary practices, particularly through the development of culturally relevant IEC materials, cascade training, and targeted school-level interventions**. These efforts have contributed to improved awareness and, in some cases, visible changes in daily habits, such as handwashing and openness around menstrual hygiene. However, the coverage remains narrow, uneven, and conditional on infrastructure availability, while deeper cultural barriers related to disparities in access and outcomes for girls and boys including children with disabilities, indigenous children, as well as women and men, remain insufficiently addressed. Without scaling up IEC to reach all schools, accelerating delayed community campaigns, and embedding messages that promote fair access and participation into broader mobilization efforts, the programme's ability to achieve transformative, systemwide change in attitudes and behaviours will remain limited. Essentially, **progress is partial but promising**: **where investment has been strategic, consistent, and locally supported, shifts in behaviour are evident.** Yet sustainability and broader impact will depend on moving beyond pilot initiatives to mainstream approaches that deliberately target the social norms hindering girls' education, indigenous children's participation, and inclusive health practices.

270. **The McGovern-Dole project has made measurable but uneven progress in shifting community attitudes and behaviours toward improved health, nutrition and dietary practices**. Central to this effort has been the **strategic communication plan** led by CRS, which began with a situational analysis to identify behavioural gaps and propose targeted messaging. This groundwork enabled the development of contextually relevant **information, education, and communication (IEC) tools**, including posters, flyers, menstrual hygiene booklets for girls, and cartoon scenarios addressing common issues such as scabies, handwashing, and menstrual management. As one CRS staff member explained, *"We designed the tools after listening to the communities. The idea was to make the messages practical and culturally acceptable."*

271. **To support behaviour change, CRS trained 228 hygiene and sanitation trainers across three departments, tasked with delivering cascade training at the school and community level.** Where implemented, these trainings have increased awareness of basic hygiene practices and strengthened parental and teacher engagement in reinforcing children's daily habits. Focus groups with women's associations noted that handwashing demonstrations in schools were replicated at home, with parents encouraging children to adopt these practices before meals. In some schools, menstrual hygiene clubs provided safe spaces for girls to discuss reproductive health issues, a step that both girls and teachers described as *"helping us to talk more openly"* and reducing stigma.

272. **However, progress has been limited in scope and coverage**. **The IEC component is currently restricted to only 60 schools, those with adequate WASH structures in place, leaving many others without systematic exposure to health and hygiene messaging**. This creates inequities, as children in schools lacking infrastructure cannot fully benefit from behaviour change interventions. Moreover, broader communication strategies—such as UNESCO's planned mass radio campaigns on nutrition—have yet to be implemented, reducing the programme's reach beyond the immediate school environment. A school director in Pool noted, *"The messages are good, but they only come where there are latrines or water. The rest of us are left behind."*

273. **Changing long-standing cultural norms remains a slower and more complex process**. Persistent barriers—including discriminatory attitudes toward indigenous children and restrictive norms around girls' education—continue to limit broad and fair participation. In some communities, parents admitted that they still view school primarily as a place for meals rather than learning, with one parent in Likouala stating, *"If there is no food, the children do not go."* This highlights both the power of school feeding as an incentive and the risk of dependency when educational value is not emphasized equally. **Efforts to shift these deeper norms have been uneven**. While menstrual hygiene clubs and increased representation of women in school management committees (COGES) show promise, **they remain pilot initiatives rather than systemwide practices**. The absence of systematic anti-discrimination messaging has also meant that indigenous children, in particular, continue to face exclusion in some areas, as highlighted by an indigenous mother in Likouala "*Our children are always insulted at school by Bantus*".

# 3. Conclusions and lessons learned

## 3.1 Conclusions

274. Overall, the McGovern-Dole FY21 program in Congo has been highly relevant to national needs and coherent with policy frameworks, and it has demonstrated commendable efficiency gains in resource use and logistics. It has been moderately effective in stabilizing participation in schooling and shows emerging impact in improving learning outcomes, though with persistent disparities remain, especially between boys and girls in attendance. Sustainability foundations are in place but remain fragile, with heavy dependence on external support and considerable community burden-sharing. The program has laid important groundwork for longer-term transformation, but realizing its potential will require deliberate investment in equity, infrastructure, government ownership, and system-level institutionalization to ensure lasting impact for children, households, and communities.

275. The McGovern-Dole FY21 project in the Congo remains a **highly relevant and contextually appropriate intervention.** Its design responds directly to national challenges of food insecurity, low school attendance, and persistent gaps in access to education. By aligning with the National School Feeding Strategy (NSFS), the PND, and the Education Sector Strategy, the programme ensures coherence with government priorities. Targeting of high-need, remote, and food-insecure areas, including those with significant indigenous populations, has been positively received by communities and stakeholders. However, in departments such as Pool, rigid centralized planning undermined responsiveness to local needs, especially where enrolment fluctuated and food allocations could not be adjusted. A recurrent cross-departmental finding was the limited involvement of key stakeholders, particularly school staff, parents, and local education officials, in programme planning and decision-making. Many reported being informed only after key targeting and allocation decisions had been made, which weakened ownership and local adaptation. While the programme reflects a strong commitment to addressing barriers faced by different groups—through menstrual hygiene management (MHM), inclusive sanitation facilities, and support to women smallholder farmers—these initiatives remain small in scale and weakly institutionalized within the results framework. This constrains systematic measurement and sustainability of progress in ensuring fair access and participation. Moreover, while data are routinely disaggregated by sex, the formal results framework does not disaggregate by ethnicity or disability. This limitation constrains the ability to assess progress and outcomes for indigenous learners, children with disabilities, and other specific groups. Strengthening data collection and integrating these dimensions into the results framework would improve the programme's capacity to monitor differential impacts and better tailor interventions to community needs. Taken together, these gaps signal areas where adjustments during the remaining implementation year could improve access and experiences for different population groups, and strengthen programme responsiveness, and local ownership - positioning the programme to deliver stronger and more measurable results by endline.

276. **The McGovern-Dole FY21 award demonstrates strong coherence with national policy frameworks and complementarities with WFP's broader portfolio.** Collaboration with government institutions, particularly the DAS, and partners such as UNICEF, CRS, and UNESCO, strengthens multisectoral action. Internal coherence within WFP is robust, supported by shared logistics, monitoring, and training systems. However, coordination across sectors (e.g., with the Ministries of Health and Hydraulics) remains limited, and external-facing advocacy is ad hoc rather than institutionalized. At decentralized levels, unclear mandates between SAS and education inspectors weaken implementation, while communication with local actors remains underdeveloped. Additionally, while the McGovern-Dole project aligns with education sector leadership, broader multi-sectoral integration, essential to fully realize the NSFS vision of linking education, health, and nutrition, remains partial. Addressing the multisectoral integration gap offers a critical pathway to improve operational effectiveness.

277. **The programme has been effective in reducing mid-day hunger, stabilizing attendance, and sustaining enrolment, particularly among children from food-insecure households**. However, attendance and enrolment remain uneven between boys and girls. Qualitative evidence from KIIs and FGDs suggests a more positive picture, highlighting growing community support for girls' education and reporting increased attendance and improved performance among indigenous children. Meal provision is now more regular compared to baseline, and communities consistently report that school meals improve attentiveness and retention. This effect is particularly strong among indigenous children, for whom, according to KIIs and FGDs, school feeding remains the primary motivation to attend school. However, persistent infrastructure gaps—particularly in kitchens, WASH, and storage—continue to threaten programme reliability, especially in flood-prone and remote departments. The emerging gains indicate that with targeted investments in infrastructure and strengthened sex-differentiated and disability inclusion-responsive strategies, the project has the potential to achieve more balanced and sustained improvements.

278. The validity of the project's ToC is broadly confirmed, with many core assumptions holding true, particularly those linking the provision of regular meals and complementary activities to improved attendance and enrolment outcomes. However, several underlying assumptions only partially held, influencing the scale of results. For example, while political commitment and national policy alignment remained strong, decentralized capacity, infrastructure, and logistical conditions were weaker than anticipated, leading to delivery delays and uneven service quality. Similarly, although complementary health, nutrition, and literacy interventions reinforced attendance and engagement, limitations in teacher availability and classroom quality constrained the translation of these gains into consistent learning improvements. Overall, the ToC's causal logic remains valid, but the operational and contextual assumptions, particularly around subnational capacity, infrastructure reliability, and institutional continuity, moderate the programme's effectiveness, explaining the varied results observed across departments.

279. **On learning outcomes, evidence is mixed.** Early grade reading comprehension improved across both control and intervention schools, with intervention girls showing notable advantages over their peers. Yet, aggregate EGRA/EGMA results do not demonstrate statistically significant gains attributable to the programme. Departmental differences are striking: positive results in Lékoumou and Plateaux contrast with stagnation or decline in Bouenza, Pool, and Sangha. Teacher shortages, absenteeism, and overcrowded classrooms continue to undermine the translation of school feeding into measurable learning improvements. **The programme's longer-term impacts are also limited and uneven**. School feeding has reinforced community engagement, improved attitudes towards education, and contributed to girls' empowerment and participation of disadvantaged groups. Parents and pupils increasingly associate education with future opportunities. However, the transformative impact remains limited by systemic deficits: poor infrastructure, over-reliance on unpaid female labour, weak government ownership at decentralized levels, and inconsistent teacher capacity. **The aggregate DiD analysis shows no significant impact on literacy or numeracy outcomes, though notable gains were observed in departments with stronger implementation.** In contrast, negative impacts in other departments underscore the fragility of programme results when systemic constraints persist. These findings indicate that achieving sustained improvements in learning outcomes for both girls and boys will require that school feeding be complemented by strengthened instructional quality and enhanced decentralized capacity, alongside targeted efforts to address the structural barriers that continue to constrain educational performance.

280. **The McGovern-Dole FY21 project has delivered core feeding and training activities largely on time and within budget, benefitting from efficiency gains in logistics through improved routing, scheduling, and data-driven dispatch systems.** Monitoring systems have improved responsiveness to supply-chain issues. While broader WFP and national school feeding operations reduced reliance on imports after 2023, the McGovern-Dole pipeline itself remained largely import-dependent by design, with efficiency gains coming primarily from logistics streamlining rather than sourcing changes. At the same time, infrastructure-related activities (e.g., WASH facilities, durable kitchens) continue to face delays due to procurement bottlenecks, funding lags, and weak technical oversight. Delivery cycles in remote departments remain irregular, forcing schools to ration food. Thus, while **cost-efficiency is strong in the project's core service delivery, inefficiencies in infrastructure persist and weaken the overall effectiveness of complementary components**. These efficiency patterns display that unless infrastructure and procurement delays are addressed in the remaining implementation period,

the project's strong performance in core feeding delivery will continue to be undermined by avoidable service disruptions.

281. **The sustainability of the McGovern-Dole funded school feeding program in Congo can be judged as partially established but not yet secure, with important foundations laid but critical systemic weaknesses persisting.** Institutional anchoring within DAS and gradual transfer of responsibilities signal government commitment, while governance bodies such as COGES and APEs illustrate community ownership. However, reliance on WFP's technical and financial leadership remains heavy, with no dedicated national budget line and weak multisectoral integration. Community contributions, largely by unpaid women, are vital but unsustainable without formal recognition or integration into smallholder and livelihood systems. Local procurement remains limited and not scaled beyond pilot efforts. Without predictable domestic financing and stronger institutionalization, the programme will continue its dependency on external support and is unlikely to transition to the desired nationally owned and financially predictable model.

## 3.2 Lessons Learned

282. The evaluation generated several important lessons that highlight what worked well and what factors are essential for sustaining progress in school feeding implementation. These include:

1. **Volunteerism requires support to sustain community engagement**: While community engagement and volunteerism are central to sustaining school feeding operations, relying on unpaid community labour can undermine long-term sustainability. Although community contributions helped reduce recurrent costs, the lack of fair compensation, incentives, and structured feedback mechanisms often led to fatigue and weakened accountability. Ensuring that volunteer efforts are supported through appropriate recognition, motivation, and compensation mechanisms is essential to preserve efficiency gains and strengthen the continuity of community-based models.
2. **Cultural change takes time and investment**: Addressing harmful norms that hinder girls' education (i.e early pregnancy, early marriage, violence against women) and limit indigenous children's participation requires sustained, well-funded, and contextually appropriate strategies. This includes integrating positive messaging on the value of girls' education into community mobilization activities, training sessions, and school curricula. Without intentional efforts such as deliberately embedding anti-discrimination messages which target the stigma and exclusion faced by indigenous children into school and community level outreaches, progress in ensuring that all groups have fair access and opportunities will continue to be uneven. Promising pilot initiatives, such as menstrual hygiene clubs and increased representation of women in school governance, demonstrate that attitudes can shift when investments are strategic, consistent, and supported by local actors
3. **Leveraging local produce strengthens motivation and sustainability:** Integrating locally grown produce into school meals can significantly enhance both motivation and sustainability. In schools where women farmers voluntarily supplied vegetables and culturally familiar foods such as *saka-saka* or *Balapinda*, children exhibited greater enthusiasm for meals and stronger motivation to attend school. These locally driven efforts enriched the nutritional diversity of meals while fostering community ownership and pride. Though still informal and small in scale, such practices demonstrated a viable approach to promoting sustainability in food-insecure settings by reducing dependence on external supply chains and aligning meals with children's cultural preferences.
4. **Logistics efficiency is as important as procurement efficiency.** While commodity prices remained relatively stable, variations in total costs were largely driven by transport, storage, and management factors. The evaluation found that the most significant efficiency gains resulted from improvements in logistics systems, such as optimized routing, scheduling, standard operating procedures, and performance dashboards, rather than from adjustments in commodity sourcing.
5. **Monitoring systems are efficiency tools, not just accountability tools**. The shift to dashboards, normalized indicators, and CFMs demonstrated that real-time data systems can cut delays and prevent cost overruns. Yet gaps in time-to-resolution tracking showed that efficiency depends not only on flagging problems but on closing the loop with timely action.

# 4. Recommendations

Based on the findings of this midterm evaluation the ET proffers the following recommendations for consideration:

| # | Recommendation | Recommendation grouping | Responsibility (one lead office/entity)[141] | Other contributing entities (if applicable) | Priority: high/medium | By when |
|---|---|---|---|---|---|---|
| 1 | **Promote the implementation of the agreed inter-ministerial school feeding platform.**<br>Actions: WFP should advocate for and technically support the creation of a formal coordination mechanism that brings together key ministries (Education, Health, Hydraulics, Agriculture) and partners (UNICEF, CRS, UNESCO). Within its mandate, **WFP can facilitate this process by**:<br>• Contributing technical inputs on coordination models and institutional arrangements drawn from regional and global experience;<br>• Convening and supporting joint planning sessions with Government and partners to harmonize strategies and share evidence;<br>• Developing and demonstrating shared monitoring tools, such as dashboards and progress reports, that can later be institutionalized by government; and | Q1 -Q4 2026 | WFP | DAS, Line Ministries | **Medium - High**; | |

[141] Unless the evaluation is commissioned jointly with other partners, the lead entity for all recommendations should be within WFP.

| # | Recommendation | Recommendation grouping | Responsibility (one lead office/entity)[141] | Other contributing entities (if applicable) | Priority: high/medium | By when |
|---|---|---|---|---|---|---|
| | • Documenting lessons learned to inform future national policy reviews and frameworks on sustainable school feeding<br>Country Example: Brazil's inter-ministerial platform expanded sustainability of its feeding programme.[142] | | | | | |
| 2 | **Continue and consolidate the support for a dedicated national budget line for school feeding. Strengthen and implement a phased cost-sharing mechanisms pre-McGovern-Dole transition**. Facilitate multi-stakeholder policy dialogues with MoF and Parliament. Draft a policy brief showing cost-effectiveness of school feeding to support advocacy. Strengthen intentional geographic programme alignment at district and potentially, regional levels to mitigate disparities in cost-effectiveness. This includes better aligning school feeding, capacity-building, infrastructure, and complementary education or WASH support within the same districts or clusters of schools, and using district-level data on access, costs, and needs to guide resource allocation and expansion decisions.<br>Country Example: Kenya's transition to national co-financing created long-term sustainability.[143] | Q4 2025 – Q2 2026 | *WFP* | DAS, MoF, Parliament | **High** | |
| 3 | **Implement targeted capacity-building and mentorship for DDEPSA & SAS in weaker departments** (Likouala, Sangha, Pool, Plateaux). | Q4 2025 – Q2 2026 | WFP | DAS, MoE | **High** | |

[142] Sidaner, E., Balaban, D., & Burlandy, L. (2013). The Brazilian school feeding programme: An example of universal policy. *Public Health Nutrition, 16*(6), 989–994.
[143] Gelli, A., Aurino, E., & Drake, L. (2019). Sustainable school feeding across the globe. *Frontiers in Public Health, 7*, 31.

| # | Recommendation | Recommendation grouping | Responsibility (one lead office/entity)[141] | Other contributing entities (if applicable) | Priority: high/medium | By when |
|---|---|---|---|---|---|---|
| | In these departments, WFP should shift from primarily training-based approaches to more targeted, performance-oriented and embedded support. This includes: (i) conducting joint capacity and performance assessments to identify specific operational bottlenecks at departmental level; (ii) introducing structured mentorship and on-the-job coaching for SAS and DDEPSA staff, including accompaniment during planning, monitoring, and food delivery supervision; (iii) strengthening practical skills in logistics planning, contingency management for delays or pipeline breaks, and real-time problem solving.<br>Country Example: Targeted subnational capacity-building improved efficiency in Ghana's decentralized model.[144]<br>• **For all departments, clarify SAS and inspector roles -** Convene a national workshop with MoE to define mandates. Develop role charters signed by SAS and inspectors. Introduce joint work plans with shared indicators (e.g., % of timely food delivery checks completed).<br>Country Example: Ethiopia improved accountability through role clarification in decentralised education.[145] | | | | | |

[144] Afoakwa, E. O., Gelli, A., & Aurino, E. (2020). The impact of school feeding on primary education in Ghana. *Food Policy, 91*, 101830.

[145] Taffesse, A. S., Dorosh, P., & Gemessa, S. A. (2019). Agricultural growth, poverty, and nutrition in Ethiopia. *IFPRI*.

| # | Recommendation | Recommendation grouping | Responsibility (one lead office/entity)[141] | Other contributing entities (if applicable) | Priority: high/medium | By when |
|---|---|---|---|---|---|---|
| 4 | **Strengthen decentralised monitoring and data use.** Localise M&E for accountability. Actions: Equip SAS/inspectors with tablets and data plans for real-time reporting. Develop a bi-directional communication app between DAS and schools (SMS for low-connectivity zones). Hold quarterly Departmental review meetings with documented follow-up. Train schools in basic data visualisation for local decision-making.<br>Country Example: Ghana's district-level dashboards improved response to stock-outs.[146] | Q1 – Q4 2026 | WFP | DAS, SAS | **Medium**; | |
| 5 | **Strengthen local / community structures.** Actions: Reinforce the capacity and operational role of COGES, PTAs, and decentralized education offices (SAS, DDEPSA) in planning, monitoring, and management of school feeding activities. Provide refresher training, and communication tools, to enable them to manage stocks, monitor food quality, and mobilize parental contributions more effectively. Strengthening these structures will enhance accountability, and support gradual national handover. For **COGES**, Introduce recognition awards for active members (certificates, public acknowledgement). Pilot in-kind incentives (school supplies for children of cooks). Develop **rotational cooking schedules** to reduce volunteer fatigue. | Q4 2025 – Q4 2026 | WFP | DAS, COGES | **Medium**; | |

[146] WFP. (2019). School feeding dashboard in Ghana. Rome: WFP.

| # | Recommendation | Recommendation grouping | Responsibility (one lead office/entity)[141] | Other contributing entities (if applicable) | Priority: high/medium | By when |
|---|---|---|---|---|---|---|
| | Country Example: Niger's volunteer incentive schemes improved community engagement.[147] | | | | | |
| 6 | **Support and compensate women cooks.** Actions: Integrate 20% of cooks into smallholder support schemes (access to inputs, training). Provide stipends or in-kind incentives (food rations, fuel vouchers). Introduce recognition ceremonies to boost status. Strengthen and expand existing linkages that connect cooks to microfinance groups for savings and income-generation activities, positioning these opportunities as an additional incentive and prioritizing cooks as beneficiaries of livelihood and financial inclusion initiatives.[148]<br>Country Example: India's mid-day meal stipends for cooks increased retention and dignity.[149] | Q1-Q4 2026 | WFP | DAS, MoA | **High** | |
| 7 | **Address infrastructure and logistics bottlenecks.** Actions: Prioritise completion of kitchens, storage, WASH in top 25% most affected schools. Pre-position food in flood-prone zones before rainy season. Upgrade transport packaging (pest-proof bags, sealed containers). Provide school-level training in stock rotation, pest control, and reporting spoilage. | Q4 2025 – Q4 2026 | WFP | MoE, Department / Local Gov. | **High**; | |

[147] WFP. (2021). School feeding in Niger: Case study. Rome: WFP.

[148] By the end of September 2025, 16 SILC groups had been established, comprising 364 members—201 women and 163 men. Among them, 243 are parents of school-aged children,.

[149] Afridi, F., Barooah, B., & Somanathan, R. (2015). School meals and classroom effort: Evidence from India's midday meal scheme. *Economic Development and Cultural Change, 63*(4), 859–885.

| # | Recommendation | Recommendation grouping | Responsibility (one lead office/entity)[141] | Other contributing entities (if applicable) | Priority: high/medium | By when |
|---|---|---|---|---|---|---|
| | Country Example: Uganda's pre-positioning strategy reduced mid-year pipeline breaks in remote areas.[150] | | | | | |
| 8 | **Link school meals to more education quality improvements.**<br>Actions: Target teacher mentoring in lowest-performing schools (possible EGRA/EGMA data-driven targeting). While the project already supports teacher training, WASH, and complementary education activities, these should be more strategically targeted and integrated to maximise learning outcomes. Provide schools with attendance and learning monitoring templates to strengthen school-level attendance and learning monitoring. Organise joint missions with UNICEF/CRS to better integrate health, nutrition and WASH messages into teaching. Establish school-level feedback sessions between teachers and COGES to address quality bottlenecks. Link feeding to education quality: support teacher mentoring, strengthen attendance/learning monitoring, and integrate WASH/health services.<br>Country Example: In Malawi, combining school feeding with teacher training raised literacy.[151] | Q4 2025 – Q3 2026 | WFP | DAS, UNICEF, MoE | **High**; | |
| 9 | **Reflect differentiated needs and access barriers in the results frameworks.**<br>Actions: Revise program logframe to include indigenous, disability, and sex-sensitive participation | Q2 -Q3 -2026 | WFP | DAS, MoE | **Medium - High**; | |

[150] WFP. (2017). Annual country report: Uganda. Rome: WFP.

[151] Aurino, E., Gelli, A., & Adamba, C. (2020). The impact of school feeding on primary education in sub-Saharan Africa. *Journal of Development Studies, 56*(3), 508–528.

| # | Recommendation | Recommendation grouping | Responsibility (one lead office/entity)[141] | Other contributing entities (if applicable) | Priority: high/medium | By when |
|---|---|---|---|---|---|---|
| | indicators. Disaggregate all M&E data by sex, ethnicity, and disability. Train school staff to collect sensitive disaggregated data ethically.<br>Country Example: Rwanda improved its ability to track and address the needs of learners with disabilities by disaggregating education data by disability.[152] | | | | | |
| 10 | **Institutionalise menstrual hygiene management and sanitation designed to ensure safe, dignified access for girls and children with disabilities.**<br>Actions: Scale MHM to cover 75% of schools by end of programme. Provide recurrent funding for MHM kits (pads, soap, buckets). Establish school-based menstrual clubs with peer mentors. Build/upgrade sex-separated, disability-inclusive latrines.<br>Country Example: Zambia's MHM interventions raised girls' attendance by 7%.[153] | Q1-Q4 2026 | WFP | MoE, MoH | **Medium** | |

[152] UNICEF. (2018). Education inclusive data practices: Lessons from Rwanda. New York: UNICEF.
[153] Grant, M., Lloyd, C., & Mensch, B. (2013). Menstruation and school absenteeism: Evidence from rural Malawi and Zambia. *Comparative Education Review, 57*(2), 260–284.

# Annex 1. Summary Terms of Reference

1. Background

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

1.1. INTRODUCTION

These terms of reference (TOR) are for the evaluation of WFP McGovern-Dole School Feeding Program in the Republic of Congo (Congo). This evaluation is commissioned by WFP Congo Country Office and will cover the period from 2021 to 2026.

The United States Department of Agriculture-Foreign Agricultural Services (USDA-FAS) awarded WFP Congo Country Office a total of US$25 million to implement a 5-year McGovern-Dole school feeding program in the Republic of Congo, over the period from 2021-2026. The McGovern-Dole project aims to improve health and dietary practices through infrastructure improvements, alleviate short term hunger of school children through the provision of school meals, improve literacy capabilities of students and enhance school leadership capacity, through school feeding and related activities.

The program covers the rural areas of seven (7) departments of the Congo, namely, Bouenza, Cuvette, Lekoumou, Likouala, Plateaux, Sangha and Pool. The program will reach 65,000 students equally distributed between girls and boys in 354 primary schools across the thirty-eight (38) districts in Congo. The 354 primary schools were part of the McGovern Dole 2017-2022 cycle. This was updated in the last Amendment to the Legal Agreement, signed in November 2024, to 85,000 children in 375 schools.

1.2. Context

Politics: Congo was ruled by President Denis Sassou Nguesso between 1979 and 1992. Since 1997, he has led the country again, winning all elections since 2002 and most recently in March 2021. The Government of Prime Minister Anatole Collinet Makosso is composed of 37 ministers and is focused on institutional, economic, and financial governance, as well as social and solidarity-based governance.

Macro Environment: Congo has a population of approximately 5.61 million people. According to the World Bank, 56 percent of the population in the Congo is under the age of 20, and most of the population lives in Brazzaville and Pointe-Noire cities. The country is a mineral resource rich country with resources such as oil and timber. According to the World Bank, the lower middle-income country's economic situation continues to deteriorate, as evidenced by the 7 percent contraction of its Real GDP in 2020, and a further decline of 0.1 percent is projected for the current year, 2021.

Poverty (SDG 1) and Food insecurity (SDG 2): Congo remains plagued by poverty and food insecurity. According to the Human development index (HDI) country rankings, developed by the United Nations to measure people's capabilities, the Republic of Congo ranks poorly. The Country also suffers from uneven income distribution as reflected by a Gini coefficient of 0.43. Approximately 48 percent of its nationals live on less than US$1.25 per day. The Congo's global hunger index places it at a serious hunger level, at a score of 30.3 in 2021. More than 14 percent of the Republic of Congo's population remains food insecure, and its food production remains below the national requirements. The country's food production barely covers 30 percent of the population's food requirements. Most of the country's food is imported.

Nutrition and Health: The Multiple Indicator Cluster Survey (MICS) provides certain health and nutrition indicators for the Republic of Congo in 2015. According to the MICS (2015) , the severe acute malnutrition rate is 2.6 percent, with global acute malnutrition recorded at 8.2 percent, stunting at 21.2 percent and underweight at 12.3 percent. Women bear the brunt of malnutrition and clinical vitamin A deficiency at recorded rates of 12 percent and 8 percent respectively. The 8 percent of women suffering from clinical vitamin A deficiency also reported night blindness during their most recent pregnancy. About 7 out of every 10 pregnant women suffer from iron and folic deficiencies in the Congo. HIV and Aids prevalence is slightly higher in urban areas, at 3.3 percent, than in rural areas where it's recorded at 2.8 percent.

WFP operations in the Republic of Congo: WFP operations are implemented through the Country Strategic Plan (CSP 2019-2024), which is aligned with the National Development Plan (NDP 2018-2022 and 2022-2026) and the United Nations Development Assistance Framework (UNDAF 2020-2024) as follows: (1) WFP's crisis response and rapid recovery activities will support the national commitment of protecting the most vulnerable, will contribute to the harmonization of humanitarian efforts (UNDAF Outcome 1) and help crisis-affected communities move to build resilience (UNDAF Result 4); (2) The school feeding program, in collaboration with UNICEF and the United Nations Educational, Scientific and Cultural Organization (UNESCO), will help expand access to quality education in support of the first pillar of Outcome 2 of the NDP and UNDAF; (3) In collaboration with the Food and Agriculture Organization of the United Nations (FAO), WFP will promote sustainable agricultural techniques and advocate for risk management and (4) By investing increasingly in the building of national capacities for better social protection systems, emergency preparedness, crisis response and agricultural planning, WFP will reinforce its support for all NDP pillars and for UNDAF outcomes 1, 2, 3 and 4. The Country Strategic Plan (CSP) evaluation will take place early 2023 and use the result of the McGovern-Dole baseline study to inform the school feeding program activities (Outcome 2).

WFP's strategy in Congo is to empower people and communities and help the Government fight zero hunger by 2030.

Donors and Aid: The McGovern-Dole project implementation and evaluation are funded by the USDA-FAS through an award of US$25 million.

Government policies and priorities: The government's main development priorities are set out in the National Development Plan (NDP 2018-2022 and 2022-2026), which includes plans to achieve all the government's sustainable development goals, with an emphasis on education, economic diversification through agriculture, and the opportunities offered by digital transformation enabling innovation. The inter-ministerial initiative "Congolese to feed the Congolese" linking school food to local agricultural production was developed in 2012 with the assistance of WFP.

School Feeding Policy Framework: Following the national capacity assessment and planning workshop on school feeding, in 2014, which provided for the diagnosis of national capacities in school nutrition, the Congo conducted a Systems Approach for Better Education Results (SABER). The SABER produced a strategy for the development of school feeding in the country. In 2016, with support from WFP, Congo developed and adopted a new national school feeding policy (NSFP).

Gender: Congo is no exception to the pervasive and detrimental effects of gender disparity and inequality that is prevalent in the department. Despite laws guaranteeing gender equality, the ratification of international instruments and the creation of a specific ministry, women in Congo continue to suffer legal and practical discrimination and inequalities and the country does not yet have a policy against gender-based violence.

Covid-19: The COVID-19 pandemic has exposed deep-seated inequalities and significant gaps in social protection coverage, highlighting the structural weaknesses of the Congolese socio-economic system and the country's capacity to deal with emergencies. In Congo, COVID-19 response for the education sector, WFP positioned school canteens as a key factor for the return of students to schools, especially girls. COVID-19 has also severely affected the distribution and consumption of food products. According to the Food and Agriculture Organization (FAO), the food value chain suffered severe constraints in getting products to consumer markets in 2020 and 2021.

2. Reasons for the evaluation

2.1. Rationale

This evaluation will be commissioned by the WFP Congo Country Office. It includes a baseline study in 2022 (Oct-May), mid-term evaluation in 2024 (Oct-May), and final evaluation in 2026 (Oct-May). The baseline seeks to establish situational analysis before the beginning of the program. The evaluation also seeks to assess progress towards achieving intended outcomes.

Utility: The baseline finding of the evaluation will be used to strengthen and enhance targets for appropriateness, while the midterm findings will be used for correcting the indicators to improve performance as well as appropriateness and finally the end results will be used for learning to inform the design and implementation for future interventions.

The specific evaluation objectives are to strengthen accountability and learning.

The evaluation reports will be actively disseminated, and the findings incorporated into relevant knowledge management systems within WFP and USDA to ensure wider organisational learning.

2.2. Stakeholder Analysis

The evaluation will seek the views of, and be useful to, a broad range of WFP internal and external stakeholders. A number of stakeholders will be asked to play a role in the evaluation process in light of their expected interest in the results of the evaluation and relative power to influence the results of the program being evaluated. Table 1 provides a preliminary stakeholder analysis, which should be deepened by the evaluation team as part of the inception phase.

Accountability to affected populations, is tied to WFP commitments to include beneficiaries as key stakeholders in WFP work. WFP is committed to ensuring gender equality, equity and inclusion in the evaluation process, with participation and consultation in the evaluation of the program's effect on women, men, boys and girls from different groups (including persons with disabilities, the elderly and persons with other diversities such as indigenous people).

3. Subject of the evaluation

3.1. Subject of the Evaluation

The McGovern-Dole School Feeding Program, of the USDA-FAS in partnership with WFP, in the Republic of Congo 2021-2026 is the subject of the evaluation provided for by this TOR. The anticipated activity completion of the program is September 30, 2026.

In terms of the USDA-FAS and WFP grant agreement, WFP will, over the five-year period, use the donated commodities and any funds provided by FAS to implement a school feeding project in Republic of Congo focused on achieving the following objectives:

- Improve attentiveness, increase attendance, reduce dropout, and alleviate short term hunger of school children through the provision of school meals;
- Improve health, nutrition and dietary practices through infrastructure improvements, as well as awareness and behavioural change strategies around health, nutrition and diet through school and community interventions;
- Improve literacy capabilities of students, the quality of literacy instruction, and enhance school leadership capacity;
- Strengthen capacity of Government and school communities to manage and implement a nutrition sensitive and holistic National School Feeding Program (NSFP); and
- Support farmer groups to become reliable and sustainable suppliers of high-quality food commodities to local schools.

In terms of the USDA-FAS and WFP agreement, the main activities that will be implemented towards the achievement of the McGovern-Dole project objectives are as follows: (i) Provision of Nutritious School Meals, (ii) The Promotion of Improved Health, (iii) Promote Improved Nutrition and Dietary Practices, (iv)

Support Improved Literacy, (v) Build National School Feeding Program Management Capacity, (vi) Build Capacity of Farmer Groups to Supply Food to Schools

The Geographical scope of the program covers the rural areas of seven (7) departments of the Congo, namely, Bouenza, Cuvette, Lekoumou, Likouala, Plateaux, Sangha and Pool. The program will reach 354 primary schools in thirty-eight (38) districts in Congo. This was updated in the last Amendment to the Legal Agreement, signed in November 2024, to 85,000 children in 375 schools.

Partnerships: The implementation of the program will be achieved through leveraging the support of key partnerships. Some of the key implementation partners include the following: Ministry of Education (Ministère de l'Enseignement Primaire, Secondaire et de l'Alphabétisation – MEPSA), the Ministry of Health (Ministère de la Santé et de la Population), the Ministry of Agriculture (Ministère de l'Agriculture, de l'Elevage et de la Pêche), the United Nations Children's Fund (UNICEF), the United Nations Education, Scientific, and Cultural Organization (UNESCO) and the Catholic Relief Services (CRS)

Gender Analysis in the context of school feeding: The evaluation should highlight issues impacting on gender relations and empowerment. Such issues must find expression in all evaluations starting with the baseline study which should conduct a gender analysis in the context of the program's implementation. The evaluation shall seek to foster gender parity including the promotion of the involvement of women in the evaluation process. Program implementation shall be conducted in line with WFP's policies regarding gender empowerment.

Analytical work: this evaluation will seek to assess opportunities that exist for adopting an integrated approach between strategic outcomes 2 and 3 ( ) within the CSP to enhance local production and reduce national dependence on food imports.

3.2. Scope of the Evaluation

The evaluation will cover all activities implemented through the McGovern-Dolefunding. The inception period will establish and confirm appropriate sampling frames, sampling strategy and survey instruments for the baseline, midterm, and final evaluations. In terms of the period to be covered, the baseline will focus on collecting the latest values for all indicators before commencement of the activities. The mid-term evaluation will cover three years of program implementation (April to July 2024). The final evaluation will cover five years (April to July 2026).

4. Evaluation approach, methodology and ethical considerations

4.1. Evaluation Questions and Criteria

All phases (baseline, midterm and end line) of the evaluation shall be conducted by the same evaluation team. At the end of each evaluation, a learning session should be conducted by the EM in coordination with the EO to evaluate the process while a survey will be conducted to evaluate the Evaluation team performance.

The evaluation will address the key evaluation questions based on the international criteria relevance, coherence, effectiveness, efficiency, impact and sustainability to guide and develop the evaluation, which will be further developed and tailored by the evaluation team in a detailed evaluation matrix during the inception phase.

The gender, equity and wider inclusion dimensions should be integrated into all evaluation criteria as appropriate.

4.2. Evaluation Approach and Methodology

The methodology will be designed by the evaluation team during the inception phase.

The evaluation will use a quasi-experimental "Difference in Difference" approach whereby indicators will be measured in intervention and comparison groups at baseline, midline, and endline, and change over time will be compared between groups. This approach differs from an impact evaluation in that schools will not be randomly assigned to intervention and comparison groups. Random assignment was not possible with this intervention as most schools reached were selected in the previous cooperative agreement.

Two main data gathering techniques shall be used to collect information. Primary data, specifically collected under each evaluation, shall use different methods such as surveys, meetings with external or internal partners, focus group discussions, interviews or other methods that involve the participation of beneficiaries. Secondary data composed of previous MDG reports, data collected from partners, or previous studies should precede the primary data collection. The existing data are reviewed in relation to the indicators the McGovern-Dole project want to measure whether it provides the appropriate information.

A mixed method approach, including a literature review and both qualitative and quantitative data collection methods will be used for each evaluation. The quantitative data be collected via survey, which will involve data collection at school levels, gathering data from school's actors such as teachers, school directors, school cooks, parent- teacher association and pupils at the last primary school class level. The availability of quantitative baseline data will allow the setting of target for certain indicators. The qualitative data will include key stakeholders from Government and other stakeholders at central and departmental level through key informant interviews and focus group sessions to analyse and triangulate program implementation data. Together, qualitative, and quantitative baseline data will form the basis to measure the impact efficiency/effectiveness of the interventions. Data collection will include schools enrolled in the McGovern-Dole project and a counterfactual represented by a school comparison group located in the same district areas which are not participating in the McGovern-Dole and do not have school canteens in those schools from the Government or any other entity.

The evaluation findings, conclusions and recommendations must reflect gender and equity analysis. The findings should include a discussion on intended and unintended effects of the intervention on gender equality and equity dimensions. The report should provide lessons/ challenges/recommendations for conducting gender and equity-responsive evaluations in the future.

### 4.3. Evaluability assessment

During the inception phase, the evaluation team will be expected to perform an in-depth evaluability assessment and critically assess data availability, quality and gaps expanding on the information provided in Section 4.3. This assessment will inform the data collection and the choice of evaluation methods. The evaluation team will need to systematically check accuracy, consistency, and validity of collected data and information and acknowledge any limitations/caveats in drawing conclusions using the data during the reporting phase.

### 4.4. Ethical Considerations

The evaluation must conform to UNEG ethical guidelines for evaluation. Accordingly, the selected evaluation firm is responsible for safeguarding and ensuring ethics at all stages of the evaluation process.

The team and evaluation manager will not have been involved in the design, implementation or monitoring of the WFP McGovern-DoleSchool Feeding Program nor have any other potential or perceived conflicts of interest. All members of the evaluation team will abide by the 2020 UNEG Ethical Guidelines, including the Pledge of Ethical Conduct as well as the WFP technical note on gender. The evaluation team and individuals who participate directly in the evaluation at the time of issuance of the purchase order are expected to sign a confidentiality agreement and a commitment to ethical conduct.

### 4.5. Quality Assurance

The WFP evaluation quality assurance system sets out processes with steps for quality assurance and templates for evaluation products based on a set of Quality Assurance Checklists. The quality assurance will be systematically applied during this evaluation and relevant documents will be provided to the evaluation team.

The WFP Decentralized Evaluation Quality Assurance System (DEQAS) is based on the UNEG norms and standards and good practice of the international evaluation community and aims to ensure that the evaluation process and products conform to best practice.

The WFP evaluation manager will be responsible for ensuring that the evaluation progresses as per the DEQAS Process Guide and for conducting a rigorous quality control of the evaluation products ahead of

their finalization.  An internal QA put in place by the country office is the creation of the evaluation reference group.

The evaluation team should be assured of the accessibility of all relevant documentation within the provisions of the directive on disclosure of information. This is available in the WFP Directive CP2010/001 on information disclosure.

WFP expects that all deliverables from the evaluation team are subject to a thorough quality assurance review by the evaluation firm in line with the WFP evaluation quality assurance system prior to submission of the deliverables to WFP.

All final evaluation reports will be subject to a post hoc quality assessment (PHQA) by an independent entity through a process that is managed by the Office of Evaluation. The overall PHQA results will be published on the WFP website alongside the evaluation report.

Mid-term and final evaluation reports will be subject to a post-hoc quality assessment by an independent entity through a process managed by the OEV. The overall rating category of the reports will be made public at the same time as the evaluation reports.

5. Organization of the evaluation

5.1. Phases and Deliverables

All final versions of international food assistance evaluation reports will be made publicly available. Evaluators shall provide a copy of the evaluation reports that is free of personally identifiable information (PII) and proprietary information.  Final versions of evaluation report ready for publication should be accessible to persons with disabilities. For guidance on creating documents accessible to persons with disabilities, please see the following resources:

a. https://www.section508.gov/create/documents

b. https://www.section508.gov/create/pdfs

5.2. Evaluation Team Composition

The evaluation team is expected to include 3 members, including the team leader and the team will include a mix of national and international evaluator(s). To the extent possible, the evaluation will be conducted by a gender-balanced and geographically and culturally diverse team with appropriate skills to assess gender dimensions of the subject as specified in the scope, approach and methodology sections of the ToR. At least one team member should have WFP experience. Team members will: i) contribute to the methodology in their area of expertise based on a document review; ii) conduct field work; iii) participate in team meetings and meetings with stakeholders; and iv) contribute to the drafting and revision of the evaluation products in their technical area(s).

The evaluation team will conduct the evaluation under the direction of its team leader and in close communication with the WFP evaluation manager.

5.3. Governance and Management of the Evaluation

The governance mechanisms for the evaluation comprises an evaluation committee and a reference group. At the technical level, the reference group will provide subject matter expertise in an advisory capacity while the evaluation committee will oversee the management of the process.

The following mechanisms for independence and impartiality will be employed: the evaluation co-managers from the Country Office and OEV will ensure that appropriate safeguards for the impartiality and independence of the evaluation are applied throughout the process. The WFP Regional Evaluation Unit will provide additional support to the evaluation managers in this regard.

5.4. Roles and Responsibilities

The Congo WFP commissioning office management (Director or Deputy Director) will take responsibility to:

- Assign an evaluation manager for the evaluation and a Program manager
- Compose the internal evaluation committee and the evaluation reference group

- Approve the final ToR, inception and evaluation reports
- Approve the evaluation team selection
- Ensure the independence and impartiality of the evaluation at all stages, including establishment of an evaluation committee and a reference group
- Participate in discussions with the evaluation team on the evaluation design and the evaluation subject, its performance and results with the evaluation manager and the evaluation team
- Organize and participate in two separate debriefings, one internal and one with external stakeholders
- Oversee dissemination and follow-up processes, including the preparation of a management response to the evaluation recommendations.

The evaluation managers (Issa Oumarouissa and Mayibongwe Manyoba) manage the evaluation process through all phases including: drafting this ToR; identifying the evaluation team; preparing and managing the budget; setting up the evaluation committee and evaluation reference group; ensuring quality assurance mechanisms are operational and effectively used; consolidating and sharing comments on draft inception and evaluation reports with the evaluation team; ensuring that the team has access to all documentation and information necessary to the evaluation; facilitating the team's contacts with local stakeholders; supporting the preparation of the field mission by setting up meetings and field visits, providing logistic support during the fieldwork and arranging for interpretation, if required; organizing security briefings for the evaluation team and providing any materials as required; and conducting the first level quality assurance of the evaluation products. The evaluation manager will be the main interlocutor between the team, represented by the team leader, Evaluation Committee, the firm's WFP focal point, and WFP counterparts to ensure a smooth implementation process.

An internal evaluation committee is formed to help ensure the independence and impartiality of the evaluation. The evaluation committee includes WFP deputy country director, head of the program, M&E and VAM. The EC will serve to oversee the evaluation process, by making decisions, giving advice to the evaluation manager and clearing evaluation products submitted to the EC Chair for approval.

An evaluation reference group (ERG) is formed as an advisory body with representation from evaluation committee mentioned above, representatives from relevant government ministries, key project partners, and other relevant stakeholders, including USDA and WFP Regional Bureau and OEV of the evaluation and refer to Annex 3 where list of members is available. The evaluation reference group members will review and comment on the draft evaluation products and act as key informants to contribute to the relevance, impartiality and credibility of the evaluation by offering a range of viewpoints and ensuring a transparent process.

The WFP country office staff will brief the evaluation team; gather and share relevant documents and data for desk review; assist with field visit preparation and logistics; act as key informants during the field work; provide feedback on draft TORs, inception and evaluation reports; attend debriefing sessions; disseminate evaluation reports; consult with major stakeholders regarding evaluation findings; and use the evaluation findings in the implementation of the program.

The regional bureau: the regional bureau of Johannesburg will take responsibility to:

- Advise the evaluation manager and provide support to the evaluation process where appropriate
- Participate in discussions with the evaluation team on the evaluation design and on the evaluation subject as required
- Provide comments on the draft ToR, inception and evaluation reports
- Support the preparation of a management response to the evaluation and track the implementation of the recommendations.

While the CO M&E officer, Issa Oumarouissa and the RBJ Evaluation officer, Mayibongwe Manyoba will perform most of the above responsibilities, other relevant regional bureau technical staff may participate in the evaluation reference group and/or comment on evaluation products as appropriate.

Relevant WFP Headquarters divisions will take responsibility to:

- Discuss WFP strategies, policies or systems in their area of responsibility and subject of evaluation.
- Comment on the evaluation TOR, inception and evaluation reports, as required.

Other Stakeholders (National Government including relevant ministries, implementing partners / NGOs, partner UN agencies) will review and comment on draft evaluation products (TOR, inception, mid-term and final evaluation report), attend briefing and debriefing meetings; and be interviewed as key informant interviews.

The Office of Evaluation (OEV). OEV is responsible for overseeing WFP decentralized evaluation function, defining evaluation norms and standards, managing the outsourced quality support service, publishing as well submitting the final evaluation report to the PHQA. OEV also ensures a help desk function and advises the Regional Evaluation Officer, the Evaluation Manager and Evaluation teams when required.

United States Department of Agriculture (USDA) will be involved in the evaluation throughout all the phases, starting with the approval of these TOR. Relevant staff members of USDA (Program Analyst and M&E Lead) review of the Terms of Reference; serve as a member of the Evaluation Reference Group, and participate in stakeholder meetings, be interviewed as key informants and participate in the presentation of the evaluation findings.

The WFP Partnerships Officer (Washington Office) will work closely with the WFP CO, RB, OEV and the USDA to ensure smooth communication and submission of key evaluation deliverables, according to project timelines. The Partnerships Officer will review evaluation deliverables for adherence to USDA policy and facilitate communication with USDA; Provide feedback on draft TORs and draft evaluation report; coordinate with USDA to seek feedback of TORs, inception and evaluation reports; share evaluation findings and discuss the management response; Disseminate evaluation reports and findings to relevant stakeholders.

Beneficiaries, including boys, girls, men and women (teachers, administrators) in targeted districts and schools will be key participants in the evaluation to provide feedback and information regarding the program. Depending on the nature of findings and recommendations from the evaluations, they may be responsible for taking action to implement those recommendations.

5.4. Security Considerations

Security clearance where required is to be obtained from Brazzaville.

- Consultants hired by WFP are covered by the United Nations Department of Safety & Security (UNDSS) system for United Nations personnel, which covers WFP staff and consultants contracted directly by WFP. Independent consultants must obtain UNDSS security clearance for travelling from the designated duty station and complete the United Nations basic and advance security trainings (BSAFE & SSAFE) in advance, print out their certificates and take them with them.
- As an “independent supplier” of evaluation services to WFP, the contracted firm will be responsible for ensuring the security of the evaluation team, and adequate arrangements for evacuation for medical or situational reasons. However, to avoid any security incidents, the evaluation manager will ensure that the WFP country office registers the team members with the security officer on arrival in country and arranges a security briefing for them to gain an understanding of the security situation on the ground. The evaluation team must observe applicable United Nations Department of Safety and Security rules and regulations including taking security training (BSAFE & SSAFE), curfews (when applicable) and attending in-country briefings.

5.5. Communication

To ensure a smooth and efficient process and enhance the learning from this evaluation, the evaluation team should place emphasis on transparent and open communication with key stakeholders. This will be achieved by ensuring a clear agreement on channels and frequency of communication with and between key stakeholders.

Should translators be required for fieldwork, the evaluation firm will make arrangements and include the cost in the budget proposal which can be adjusted as needed.

The communication and knowledge management plan indicates how findings including gender, equity and wider inclusion issues will be disseminated and how stakeholders interested in, or affected by, gender, equity and wider inclusion issues will be engaged.

Following the approval of the final evaluation report, for each evaluation, a communication and knowledge management plan will be created by the evaluation manager, with inputs from the evaluation reference group, the CO/RB communications and/or knowledge management officer and, if needed by the Office of Evaluation Communications and Knowledge Management Unit during the preparation phase.

5.6. Budget

The evaluation will be financed from M&E budget line as outlined in the approved budget for McGovern Dole. WFP will contract a firm to conduct the evaluation which has a long-term agreement for provision of evaluation services at baseline, mid-term and final evaluation.

The proposed budget will include all data collection activities, including transport, field-level research assistants and translation.

The offer will include a detailed budget for the evaluation, including consultant fees, travel costs and other costs (interpreters, etc.).

For more information, please send any queries to:

- Issa Oumarouissa, M&E Officer, WFP Congo, issa.oumarouissa@wfp.org
- Mayibongwe Manyoba, Evaluation Officer, Regional Bureau Johannesburg, mayibongwe.manyoba@wfp.org
- Jean Providence Nzabonimpa, Regional Evaluation Officer, Regional Bureau Johannesburg. Jeanprovidence.nzabonimpa@wfp.org

The ToR can be found here: 
ANNEXE%20I-%20TO
Rs%20Eval%20WFP%2

# Annex 2. Timeline

## Summary Timeline

| Steps | By whom | Key dates |
|---|---|---|
| **Inception** | | |
| Inception Mission and pre-consultation meetings with country stakeholders | EM/ET | 2 – 6 December 2024 |
| Draft inception report – DEQS, ERG, EM and REO review and feedback. Revisions by ET and submission of final IR in French and English | ET/ DEQS/EM | 27 Dec 2024 - 21 Feb 2025 |
| Approve Final IR and share with ERG for information | EC Chair | 06 April 2025 |
| **Data collection** | | |
| Fieldwork | ET | 14April -7 May 2025 |
| Fieldwork debriefs | ET/ EM | 9 May 2025 |
| **Reporting** | | |
| Data Analysis | ET | 12 May – 3 June 2025 |
| Draft Evaluation Report - DEQS, ERG, EM, REO, WFP HQ and USDA review and feedback. Revisions by ET and submission of Final Report in French and English | ET/ DEQS/ EM | 25 June – 9 October 2025 |
| Approve Final ER and share with key stakeholders for information | EC Chair | 20 October 2025 |
| **Dissemination and follow up** | | |
| Prepare Management Response | EC Chair | 06 Nov - 03 Dec 2025 |
| Share final evaluation report and management response with REO and OEV for publication and participate in end-of-evaluation lessons learned call | EM | 19 December 2025 |

## Detailed Timeline

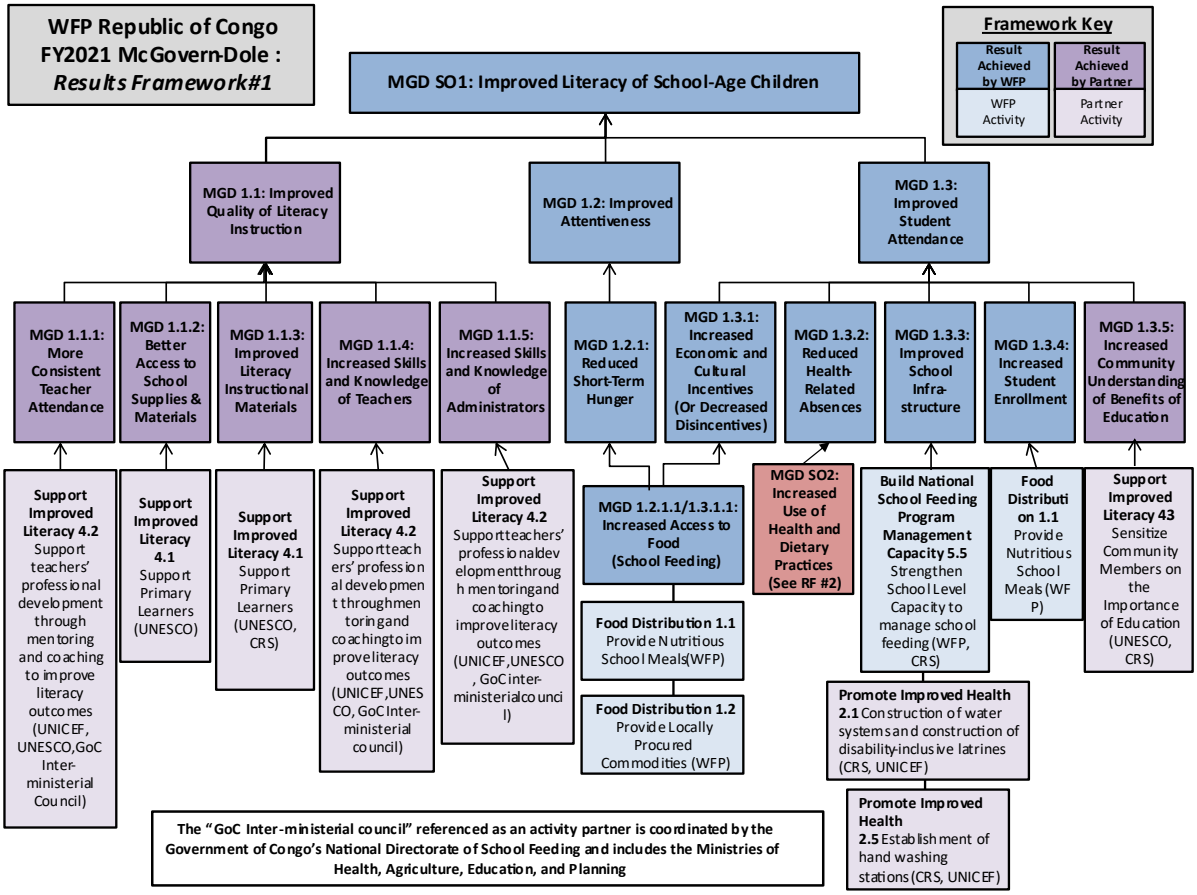
| Phase 2: Midterm Evaluation (2024/2025) | | Latest update | By whom |
|---|---|---|---|
| **Phase 3: Inception** | | | |
| 3.1 | Official launch of the MTE inception phase | 11 November 2024 | EM |
| 3.2 | Following documents shared with ET:<br>• Purchase Order for signatures.<br>• Pledge of Ethical Conduct in evaluation and Confidentiality forms<br>• Link to library<br>• Updated TOR | 11 November 202 | EM |
| | Submission of signed PO, pledge of ethical conduct and confidentiality forms to the Evaluation Manager | 13 November 2024 | OAG ET members |
| 3.3 | Orientation meeting made for the Evaluation Team | 20 November 2024 | EM, CO SF team, CO Admin, CO Security, REU |
| 3.4 | Desk review, baseline, semi-annual reports, data, monitoring reports; and drafting the inception report | 20 – 29 November 2024 | ET |
| | Inception mission (in country) | 2- 6 December 2024 | ET, EM, CO |
| 3.5 | Submission of draft 1 of the Inception report in English. | 27 December 2024 | ET |
| 3.6 | Quality assurance of draft1 IR by EM and REO using QC, share draft IR with quality support service (DEQS) | 28 Dec 2024 - 03 Jan 2025 | EM / REO |

| | | | |
|---|---|---|---|
| 3.8 | DEQS review of inception report | 06 - 14 January 2025 | EM |
| 3.6 | Review of the draft 1 of the inception report | 06 - 14 January 2025 | EM, EC, REU, SBP MEAL |
| 3.7 | Consolidate feedback from EC, REU and SBP MEAL | 15 January 2024 | EM |
| 3.9 | Review of DEQS feedback and organize follow-up call if needed | 16 -17 January 2025 | EM |
| 3.8 | Share consolidated feedback of the Inception report from DEQS, EC, REU and SBP MEAL and ET to provide draft 2 in French and English version. | 16-17 January 2025 | EM |
| 3.10 | Review draft1 IR based on feedback received by DEQS, EM and REO and submit draft 2 IR (English and translated into French) | 20-27 January 2025 | ET |
| 3.9 | Inception report draft 2 reviewed by ERG | 28 Jan – 04 Feb 2025 | ERG |
| 3.10 | ERG feedback shared to ET | 05 Feb 2025 | EM |
| 3.11 | ET revise draft2 and provide draft3/final inception report and develop 2 pages summary document highlighting key points and changes in the ToR that conduct changes in the inception report | 06 – 17 Feb 2025 | ET |
| 3.12 | Final review of draft3 + summary document and submit Revised IR to the evaluation committee for approval | 18 – 21 February 2025 | EM |
| | **Approve final IR and share with ERG for information** | **06 April 2025** | **EC** |
| **Phase 4: Data collection** | | | |
| 4.1 | Prepare field visits/schedule field visits | 01-08 April 2025 | EM |
| 4.2 | Plan logistical support to ET | 01-08 April 2025 | EM, ET |
| 4.3 | Briefing with CO management | 25 April 2025 | EM, ET, EC |
| 4.3 | Conduct field work – Field data collection | 19 Mai - 24 May 2025 | ET |
| 4.4 | Debriefing [Presentation should be submitted the day before] | 02 June 2025 | ET |
| **Phase 5: Data Analysis and Reporting** | | | |
| 5.1 | Data processing (including transcription and thematization of qualitative data)<br>Quantitative and Qualitative data analysis | 27 May – 10 June 2025 | ET |
| 5.2 | Drafting draft 0 evaluation report of MTE | 11 June - 23 August | ET |
| 5.3 | Submit draft 0 of the report to EM | 23 August 2025 | ET |
| 5.4 | Review draft 0 of the evaluation report against the quality check list to ensure that it is complete | 25 – 29 August 2025 | EM, Co Programme |
| 5.5 | ET revise evaluation report based on initial feedback from EM on draft 0 and provide draft1 | 30 August – 03 September 2025 | ET |
| 5.6 | Share draft 1 evaluation report (English version) with ESARO REO | 04 September 2025 | EM |
| 5.7 | Review draft1 of the evaluation report | 05 - 18 September 2025 | ESARO REO |
| 5.8 | Share the evaluation report to EM | 18 September 2025 | ESARO REO |
| 5.9 | Share the evaluation report to ET | 18 September 2025 | EM |
| 5.10 | ET review draft1, address ESARO REO comments and provide draft2 | 19 - 25 September 2025 | ET |
| 5.11 | Share draft2 to EM | 25 September 2025 | ET |
| 5.12 | Review how ET addressed ESARO REO comments | 26 September 2025 | EM |
| 5.13 | Share the report to CO-ERG and regional ERG | 26 September 2025 | EM |
| 5.14 | Regional ERG revise draft2 of ER | 29 September to 6 October 2025 | Regional ERG |
| 5.15 | Organize a workshop with the CO ERG | 30 September 2025 | EM CO-ERG Programme |
| 5.16 | Share CO-ERG + regional-ERG comments to ET | 6 October 2025 | EM |
| 5.17 | Revise draft 2 of evaluation report based on ERG comments and produce draft3 | 6 - 9 October 2025 | ET |
| 5.18 | Submit draft 3 evaluation report to the EM | 9 October 2025 | ET |
| 5.19 | Review the draft 3 of the evaluation report against the QS, ERG comments to ensure that they have been | 10 October 2025 | EM |

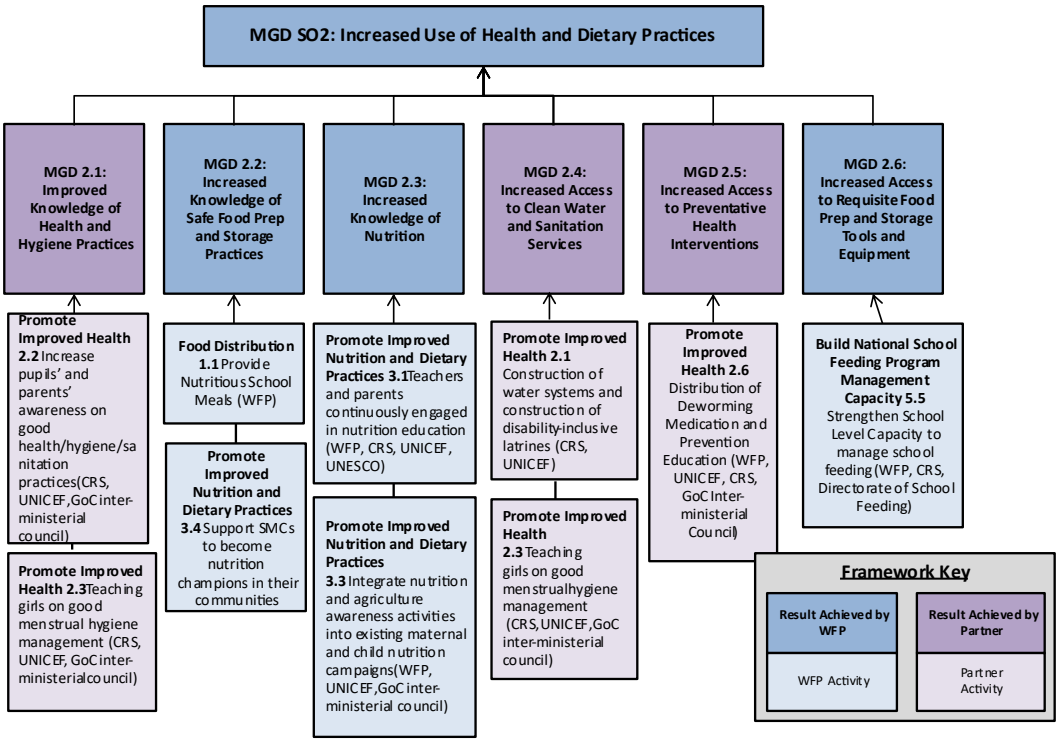
| | | | |
|---|---|---|---|
| | addressed, and for those that have not been addressed rationale has been provided | | |
| 5.20 | Circulate the report to the EC for clearance | 10 October 2025 | EM |
| 5.21 | EM submit deliverables to WAS with SBP and REU in copy | 13 October 2025 | EM |
| 5.22 | WAS to share report with USDA for review | 13 October 2025 | WAS |
| 5.23 | USDA review and provide comments using the provided comments matrix | 14 October – 14 November 2025 | USDA |
| 5.24 | Consolidate USDA comments and submit to team leader for review | 14 November 2025 | EM |
| 5.25 | Revise evaluation report based on USDA comments to produce draft 4 | 15 - 17 November 2025 | ET |
| 5.26 | Submit draft4 evaluation report (English and French versions) to the EM | 18 November 2025 | ET |
| 5.27 | Review how USDA comments have been addressed by ET in draft 4 | 19 November 2025 | EM |
| 5.28 | Submit evaluation report to WAS for USDA for approval | 20 - 27 November 2025 | EM |
| 5.29 | Proofread and edit the ER (French and English) | 28 November – 02 Décember 2025 | EM |
| 5.30 | Final proofreading and submission to OEV for publishing | 03 – 04 December 2025 | REU |
| 5.31 | Stakeholder workshop | 12 december 2025 | ET, EM |
| **Phase 6: Dissemination and follow up** | | | |
| 6.1 | Request the CO to prepare the management response | 04 Nov 2025 | RB |
| 6.2 | Prepare management response to the recommendations | 05 -12 December 2025 | WFP CO |
| 6.3 | Review and provide feedback on the management response | 15 – 17 December 2025 | WFP RB |
| 6.4 | Finalise the management response based on RB comments and submit MR to the EC Chair for CO level approval | 18 - 22 December 2025 | WFP CO |
| 6.5 | Submit MR to RB for final endorsement | 23 December 2025 | WFP CO |
| 6.6 | Endorsement of MR by RB Management | 26 December 2025 | RB |
| 6.7 | Share approved MR to USDA | 29 December 2025 | EM |
| 6.8 | Share the final MTE report and MR with OEV for publication | 30 December 2025 | RB |

Acronyms in the evaluation schedule matrix
EM: Evaluation Manager
ET: Evaluation Team
RB: Regional Bureau
WFP CO: World Food Programme Country Office
WFP RB: World Food Programme Regional Bureau
REU: Regional Evaluation Unit
ERG: Evaluation Reference Group
USDA: United State Department of Agriculture
WAS: Washington
EC: Evaluation Chair
SBP MEAL: School Based Program Monitoring and Evaluation and Learning
ER: Evaluation Report

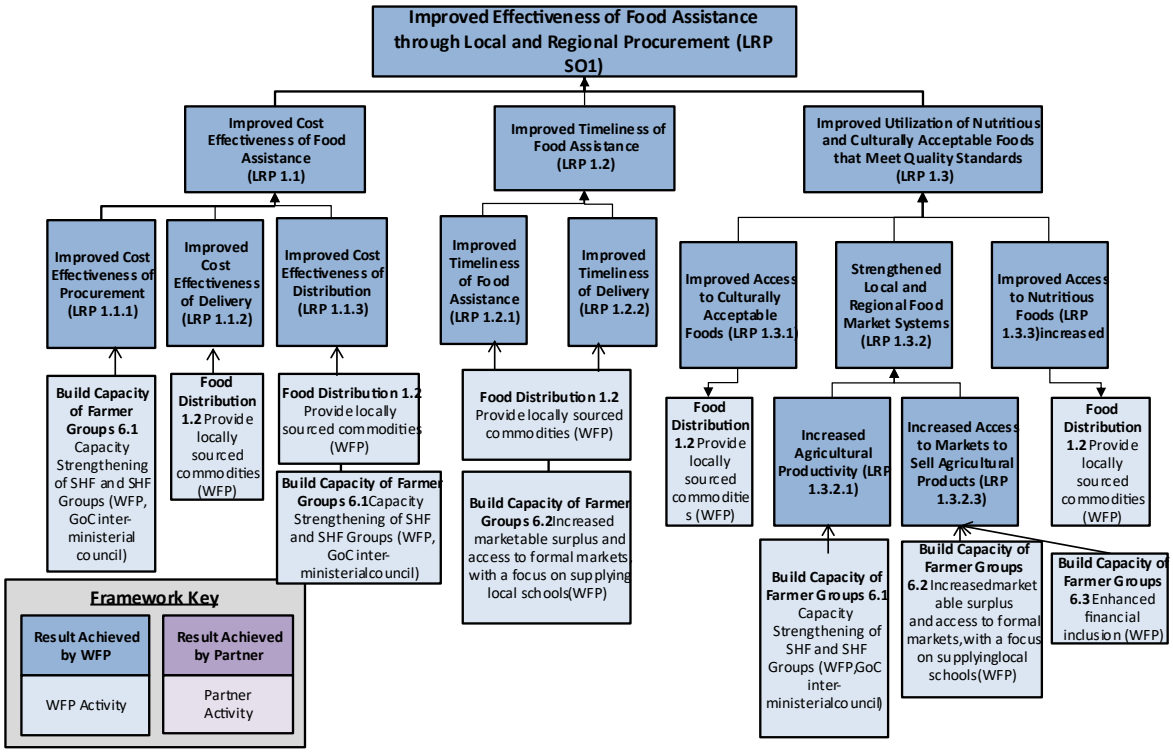
# Annex 3. Results Framework/Line of Sight – WFP FY21 Congo



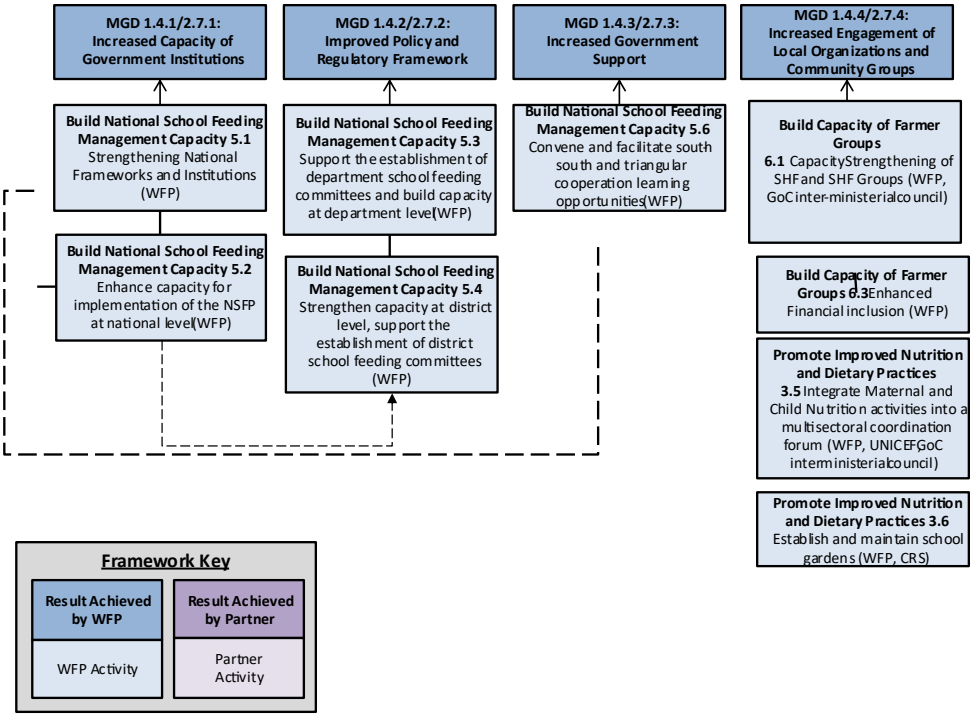
## WFP Republic of Congo FY2021 McGovern-Dole Proposal: *Results Framework #2*




## WFP Republic of Congo FY2021 McGovern-Dole Proposal: *LRP Framework*



## WFP Republic of Congo FY2021 McGovern-Dole Proposal: *Foundational Results*




## WFP Republic of Congo FY2021 McGovern-Dole Proposal: *Critical Assumptions*

**Theory of Change:** *If* the project can leverage GoC commitment toward universal school feeding, as well as community-level support to the same, and if the project can provide the right accompaniment, tools and resources at all levels; *then* increased community and institutional capacity for operating and managing the NSFP will be achieved along with enhanced literacy and quality of education.

**1. Political Assumptions**
- Continued national economic and political stability
- Continued strong government commitment to education, school feeding, and handover
- Improvement of the security situation in the Pool department
- Adequate linkages to health care and social services, and social protection

**2. Environmental Assumptions**
- Prepositioning of stocks during the rainy season (June-December) for the Likouala department, as transports to this department are made only by river, which is only navigable for six months (June-December)
- Stability of the food pipeline; sufficient agricultural production for local purchase of USDA commodities namely beans, cassava, and fresh foods
- Absence of large-scale natural disasters or macro-economic shocks that could affect farmer production

**3. Funding Assumptions**
- Availability of government resources and other donor contributions that complement USDA McGovern-Dole funding
- Capacity of WFP and local community to leverage new McGovern-Dole funding to support project implementation and local purchase
- Continued ability of government, partners and communities to provide complementary resources towards the activities
- Allocation of sufficient government budget to the National School Feeding Program to enable eventual planned transition.

**4. Programmatic Assumptions**
- Availability of teachers in schools located in rural areas
- Involvement of the community in preparing meals for children at school and in running canteens
- Availability of cooperating partners and technical expertise to support implementation
- Sufficiently qualified personnel hired by the government in the intervening schools including teachers, cooks and storekeeper

**5. Other Assumptions**
- Improvement of the COVID-19 pandemic

# Annex 4. Methodology Guidance

**Table 23 Evaluability Assessment**

| Evaluability Assessment Questions | Answers |
|---|---|
| **A.** *Is there a clear description of the situation before the intervention that can be used as reference point to determine or measure change?* | Yes. A baseline analysis was carried out before the implementation of the FY21 project, and there are periodic markers and reference points displaying the situation before the program implementation commenced. Information related to the outputs and outcomes of the program can be tracked, and there is sufficient information available to compare the situation with that of the situation before the McGovern Dole FY21 intervention occurred. As this is a longitudinal three-phased evaluation, the sampling strategy at baseline focused on the three phases to ensure alignment and ease of measurement of change at midterm and and endline. In terms of specific attribution or contribution of the McGovern Dole FY21 project to the achievement of desired outcomes, to enable causal pathways to be determined, the evaluation will focus on cross-sectional with/without comparison analysis of intervention and counterfactual areas. |
| **B.** *Does the quality of the design of the program allow for evaluation?*<br>*1) Is the justification of the intervention realistic? 2) Are the objectives and will the expected results be clear, observable once implementation is underway or completed? 3) Are SMART (Specific, Measurable, Achievable, Realistic and Time bound) performance indicators used and how will they be monitored? 4) Is the log frame flexible and responsive? 5) Was there a defined timeframe by which expected results should occur?* | The answer to all the questions was 'Yes".<br>Review of the program documents and the PMP show that the objectives are articulated clearly and expected results will be clear and observable in the course of implementation. The results framework and theory of change provide clarity of the expectations once the implementation is underway and there are structures in place for monitoring the results. There is a detailed performance monitoring plan with standard and custom indicators. SMART indicators are used with time bound targets. Documents on progress made relating to the indicators show that the log frame is flexible and responsive. |
| **C.** *Are the results of the SFP verifiable and will data be available to allow for the assessment of the project's contribution to outcomes and impact?1) Is it easy to determine what to evaluate (quantitative and qualitative? 2) Will there be readiness of data (and existing information) 3) Was monitoring data collected on a regular basis against performance indicators? 4) Does the present stage* | All Yes. The baseline was set up to have intervention and comparison areas; baseline data was obtained in both areas and is available to track change and the project's contribution to impact. It is easy to determine what to evaluate because of the clarity of the program's objectives and the articulation of the activities implemented. An M&E system to facilitate data collection against performance indicators is in place; and we understand from the program documents that monitoring data has been collected on a regular basis. The present stage of project execution allows for the |

| | |
|---|---|
| *of project execution allow for evaluation?* | evaluation since the McGovern-Dole FY21 project would have completed almost two years of implementation before the MTE data collection takes place in February / March 2025. |
| ***D.*** *Does the SFP have a Theory of change?* | Though the McGovern Dole project does not have a specific ToC, it leverages a detailed global ToC for WFP school-based programs (see Annex xx) and the project-level results framework follows the same logic as the global ToC. |
| ***E.*** *Are there other sources that provide useful data/information (evidence) to inform the SFP evaluation?* | Yes. Other critical data sources include:<br>The situation report, WFP's Country Strategic Plan (CSP) for the Republic of Congo for the 2019-2024 period which has been extended until 2026.<br>Baseline Decentralised Evaluation report of the WFP Congo McGovern Dole project 2021 -2026.<br>WFP donor quarterly reports; WFP Country semi-annual, and annual reports. |
| ***F.*** *Would the evaluation be able to establish issues of gender sensitivity, human rights and equity?* | Yes. The evaluation team collected data at baseline on cross cutting issues that include accountability to Affected Populations (AAP), gender, human rights and equity, disability and inclusivity and these will be tracked at midterm with additional data on these elements that will be collected. |
| ***G.*** *Would the evaluation be feasible, credible, and useful?* | Essentially, all the answers are 'Yes'. The baseline fit into the end of the first 5-year project cycle (FY17), and the start of a new cycle (FY21). The security and political situations of the country are conducive for the evaluation and travels are possible. The climatic conditions and geographical terrains in some areas present some challenges especially during the rainy seasons. The evaluation field work will take all national events and school holidays into consideration. The sampling frame is feasible, information on the sampled schools are available and will be used by a local research organisation for data collection. |

**Quantitative sampling at baseline**

1 A two-stage sampling design was used to determine the study sample at baseline. In the first stage, schools were selected and in the second stage pupils were drawn from the selected schools. The sampling frame for the schools was generated from the list of schools benefiting from the FY21 project's interventions. This list included the ORA schools and the schools with handwashing interventions. However, we first removed all the schools that were part of the FY17 endline evaluation sample from this list. The number of schools for the treatment group in each department was drawn systematically and independently with a probability proportional to the number of pupils in the department. Indigenous schools were systematically included. However, to avoid possible contamination between the intervention and comparison samples, the team ensured that a reasonable distance was observed between the schools of the two groups. In each selected school, the list of pupils in the second year of primary school formed the sampling frame for the pupils.

2 Two major factors were responsible for the sub-optimal response rates seen in tables 2 and 3: the data collection period and the teacher census, which was in progress at the time. The survey was carried out almost at the end of the school year, and the field teams found that some schools had already released their children. This release was accelerated by the teacher census, which compelled teachers to travel to the designated centres. The arrangements made to return teachers and pupils to their schools did not achieve the expected return rate, as in some cases long distances had to be travelled to and from the schools. This also explains why the number of cooks surveyed was low, as their presence in the schools was only justified by that of the pupils.

3 Since the evaluation involved estimation of changes in programme outcomes over time between treatment and comparison groups, we utilised the power calculation programming approach which provided estimates of how large samples needed to be in each of the study groups. Tables 10 and 11 display what was planned and achieved in the surveys of school children, directors, teachers, cooks, and PTAs in intervention and comparison areas respectively.

**Table 24 Intervention Group at baseline – planned and achieved surveys by gender**

| Department | SCHOOLS | QUESTIONNAIRES | | | | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | Number of schools Selected | School Observations | Class Observations | Directors | | | Teachers | | | Pupils | | | PTA | | | Cooks | | |
| | | | | F | M | T | F | M | T | F | M | T | F | M | T | F | M | T |
| **Bouenza** | 8 | 8 | 9 | 1 | 7 | 8 | 3 | 14 | 17 | 52 | 64 | 116 | 0 | 8 | 8 | 5 | 0 | 5 |
| **Lékoumou** | 10 | 10 | 14 | 4 | 6 | 10 | 4 | 13 | 17 | 78 | 81 | 159 | 2 | 10 | 12 | 6 | 1 | 7 |
| **Likouala** | 3 | 3 | 6 | 1 | 2 | 3 | 1 | 5 | 6 | 35 | 37 | 72 | 0 | 3 | 3 | 5 | 0 | 5 |
| **Plateaux** | 7 | 6 | 10 | 2 | 6 | 8 | 5 | 10 | 15 | 57 | 62 | 119 | 0 | 7 | 7 | 5 | 0 | 5 |
| **Pool** | 11 | 11 | 19 | 3 | 9 | 12 | 9 | 14 | 23 | 99 | 83 | 182 | 0 | 10 | 10 | 3 | 0 | 3 |
| **Sangha** | 5 | 5 | 10 | 1 | 4 | 5 | 5 | 5 | 10 | 46 | 52 | 98 | 0 | 4 | 4 | 0 | 0 | 10 |
| **Number of questionnaires expected** | | 44 | 88 | **44** | | | **88** | | | **1100** | | | **44** | | | **44** | | |
| **Number of questionnaires received** | | 43 | 68 | 44 | | | 88 | | | 746 | | | 44 | | | 25 | | |
| **Return rate** | | **97.8%** | **77.3%** | **100.0%** | | | **100.0%** | | | **67.8%** | | | **100.0%** | | | **56.8%** | | |

**Table 25 Comparison Group at baseline – planned and achieved surveys by gender**

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

| | | | | | | | |
|---|---|---|---|---|---|---|---|
| **Number of questionnaires expected** | 41 | 82 | **41** | **82** | **1025** | **41** | **41** |
| **Number of questionnaires received** | 42 | 54 | 38 | 69 | 648 | 28 | 5 |
| **Return rate** | **100.0%** | **65.9%** | **92.7%** | **92.9%** | **63.2%** | **68.3%** | **12.2%** |

**Table 26 Quantitative Sampling frame**

| N° | DIVISION | SCHOOL DISTRICT | SCHOOL NAME |
|---|---|---|---|
| 1 | BOUENZA | BOUANSA | BOUANSA A1 PRIMAIRE |
| 2 | BOUENZA | BOUANSA | BOUANSA B1 PRIMAIRE |
| 3 | BOUENZA | BOUANSA | BOUANSA B2 PRIMAIRE |
| 4 | BOUENZA | BOUANSA | KIMPAMBOU KAYES PRIMAIRE |
| 5 | BOUENZA | Bouansa | KIMBEZA-NDIBA |
| 6 | BOUENZA | Bouansa | KIMPAMBOU KAYES |
| 7 | BOUENZA | LOUDIMA | DIHESSÉ PRIMAIRE |
| 8 | BOUENZA | LOUDIMA | KIBOUBA PRIMAIRE |
| 9 | BOUENZA | LOUDIMA | LOUDIMA GARE B PRIMAIRE |
| 10 | BOUENZA | LOUDIMA | MANDZATSI PRIMAIRE |
| 11 | BOUENZA | LOUDIMA | MBOMO 2 PRIMAIRE |
| 12 | BOUENZA | LOUDIMA | MBOMO CENTRE PRIMAIRE |
| 13 | BOUENZA | LOUDIMA | MONT-MBELO A PRIMAIRE |
| 14 | BOUENZA | LOUDIMA | MOUINDI PRIMAIRE |
| 15 | BOUENZA | LOUDIMA | NDOLO PRIMAIRE |
| 17 | BOUENZA | Loudima | DIHESSÉ |
| 19 | BOUENZA | Loudima | KIBOUBA |
| 20 | BOUENZA | Loudima | KIMANZA-PANGA |
| 21 | BOUENZA | Loudima | LOUDIMA GARE A |
| 22 | BOUENZA | Loudima | LOUDIMA GARE B |
| 23 | BOUENZA | Loudima | MANDZATSI |
| 24 | BOUENZA | Loudima | MBOMO 1 |
| 25 | BOUENZA | Loudima | MBOMO 2 |
| 26 | BOUENZA | Loudima | MBOMO CEN TRE |
| 27 | BOUENZA | Loudima | MONT-MBELO |
| 29 | BOUENZA | Loudima | MOUINDI A |
| 30 | BOUENZA | Loudima | MOUINDI B |
| 31 | BOUENZA | Loudima | NDOLO |
| 33 | BOUENZA | Loudima | YOMBÉ-TSATSA |
| 34 | BOUENZA | MADINGOU | KIKIMOU PRIMAIRE |
| 35 | BOUENZA | MADINGOU | KINGUEMBO PRIMAIRE |
| 36 | BOUENZA | MADINGOU | KINSIMBA PRIMAIRE |
| 37 | BOUENZA | MOUYONDZI | BOUMOUOYO PRIMAIRE |
| 38 | BOUENZA | MOUYONDZI | KINGOYE PRIMAIRE |
| 39 | BOUENZA | MOUYONDZI | KIPENI PRIMAIRE |
| 40 | BOUENZA | MOUYONDZI | KOLO-MOUYONDZI PRIMAIRE |

| | | | |
|---|---|---|---|
| 41 | BOUENZA | MOUYONDZI | MADOUNGOU PRIMAIRE |
| 42 | BOUENZA | MOUYONDZI | MAGANDZA PRIMAIRE |
| 43 | BOUENZA | MOUYONDZI | MBELLO PRIMAIRE |
| 45 | BOUENZA | MOUYONDZI | NDZA-NGASSAKI PRIMAIRE |
| 47 | BOUENZA | MOUYONDZI | NZABI PRIMAIRE |
| 48 | BOUENZA | MOUYONDZI | PANDI-MAMBA PRIMAIRE |
| 49 | BOUENZA | MOUYONDZI | SOULOU PRIMAIRE |
| 50 | BOUENZA | MOUYONDZI | ZAKÉTÉ PRIMAIRE |
| 51 | BOUENZA | Mouyondzi | BOUMOUOYO |
| 52 | BOUENZA | Mouyondzi | KINGOYE |
| 53 | BOUENZA | Mouyondzi | KIPENI |
| 54 | BOUENZA | Mouyondzi | KOLO |
| 55 | BOUENZA | Mouyondzi | MADOUNGOU |
| 56 | BOUENZA | Mouyondzi | MAGANDZA |
| 57 | BOUENZA | Mouyondzi | MBELLO |
| 58 | BOUENZA | Mouyondzi | MOUANDI1 |
| 60 | BOUENZA | Mouyondzi | NDZA-NGASSAKI |
| 61 | BOUENZA | Mouyondzi | NPANDI 3 |
| 63 | BOUENZA | Mouyondzi | NZABI |
| 64 | BOUENZA | Mouyondzi | PANDI-MAMBA |
| 65 | BOUENZA | Mouyondzi | SOULOU |
| 66 | BOUENZA | Mouyondzi | ZAKÉTÉ |
| 98 | LEKOUMOU | BAMBAMA | BANDOYE PRIMAIRE |
| 99 | LEKOUMOU | BAMBAMA | LEBAYI PRIMAIRE |
| 100 | LEKOUMOU | BAMBAMA | LEWALA PRIMAIRE |
| 101 | LEKOUMOU | BAMBAMA | LEWEME PRIMAIRE |
| 102 | LEKOUMOU | BAMBAMA | LIELE NKAMA PRIMAIRE |
| 103 | LEKOUMOU | BAMBAMA | NGAMI NG PRIMAIRE |
| 104 | LEKOUMOU | BAMBAMA | SIMAMBONDO PRIMAIRE |
| 105 | LEKOUMOU | Bambama | BANDOYE |
| 106 | LEKOUMOU | Bambama | DZANGA |
| 107 | LEKOUMOU | Bambama | LEBAYI |
| 108 | LEKOUMOU | Bambama | LEWALA |
| 109 | LEKOUMOU | Bambama | LEWEME |
| 110 | LEKOUMOU | Bambama | LIELE NKAMA |
| 111 | LEKOUMOU | Bambama | NGAMI NG |
| 112 | LEKOUMOU | Bambama | SAYA B |
| 113 | LEKOUMOU | Bambama | SIMAMBONDO |
| 114 | LEKOUMOU | KOMONO | DOUAKANI PRIMAIRE |
| 115 | LEKOUMOU | KOMONO | KINGANI PRIMAIRE |
| 116 | LEKOUMOU | KOMONO | LEFOUTOU PRIMAIRE |
| 117 | LEKOUMOU | KOMONO | MAKAGA PRIMAIRE |
| 118 | LEKOUMOU | KOMONO | MBILA PRIMAIRE |
| 119 | LEKOUMOU | KOMONO | MOUSSAHOU PRIMAIRE |

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|---|---|---|---|
| 120 | LEKOUMOU | KOMONO | VOUKA PRIMAIRE |
| 121 | LEKOUMOU | Komono | DOUAKANI |
| 122 | LEKOUMOU | Komono | KINGANI |
| 123 | LEKOUMOU | Komono | LEFOUTOU |
| 124 | LEKOUMOU | Komono | MAKAGA |
| 125 | LEKOUMOU | Komono | MBILA |
| 126 | LEKOUMOU | Komono | MOUSSAHOU |
| 127 | LEKOUMOU | Komono | VOUKA |
| 128 | LEKOUMOU | MAYEYE | BOUDOUHOU PRIMAIRE |
| 129 | LEKOUMOU | MAYEYE | DOUDOU PRIMAIRE |
| 130 | LEKOUMOU | MAYEYE | IDOUBI PRIMAIRE |
| 131 | LEKOUMOU | MAYEYE | MAKOTO PRIMAIRE |
| 132 | LEKOUMOU | MAYEYE | MATOTO-MAYEYE PRIMAIRE |
| 133 | LEKOUMOU | MAYEYE | MAYEYE PRIMAIRE |
| 134 | LEKOUMOU | MAYEYE | MIKAKAYA PRIMAIRE |
| 135 | LEKOUMOU | MAYEYE | MOUSSOUMOU PRIMAIRE |
| 136 | LEKOUMOU | MAYEYE | OUAKA PRIMAIRE |
| 137 | LEKOUMOU | Mayéyé | BOUDOUHOU |
| 138 | LEKOUMOU | Mayéyé | DOUDOU |
| 139 | LEKOUMOU | Mayéyé | IDOUBI |
| 140 | LEKOUMOU | Mayéyé | MAKANDA |
| 141 | LEKOUMOU | Mayéyé | MAKOTO |
| 142 | LEKOUMOU | Mayéyé | MATOTO-MAYEYE |
| 143 | LEKOUMOU | Mayéyé | MIKAKAYA |
| 144 | LEKOUMOU | Mayéyé | MINGUELE |
| 145 | LEKOUMOU | Mayéyé | MOUSSOUMOU |
| 146 | LEKOUMOU | Mayéyé | NZIEMBO |
| 147 | LEKOUMOU | Mayéyé | PANDA |
| 148 | LEKOUMOU | SIBITI | BENGUE PRIMAIRE |
| 149 | LEKOUMOU | SIBITI | BIDOUA PRIMAIRE |
| 150 | LEKOUMOU | SIBITI | BIHOUA PRIMAIRE |
| 151 | LEKOUMOU | SIBITI | DANIEL MBOUTA PRIMAIRE |
| 152 | LEKOUMOU | SIBITI | ELIE MATSONGUI PRIMAIRE |
| 153 | LEKOUMOU | SIBITI | IBÉ PRIMAIRE |
| 154 | LEKOUMOU | SIBITI | JOSEPH BOUSSOUNDJI PRIMAIRE |
| 155 | LEKOUMOU | SIBITI | KENDI PRIMAIRE |
| 156 | LEKOUMOU | SIBITI | KIKONDE PRIMAIRE |
| 157 | LEKOUMOU | SIBITI | KOLO-SIBITI PRIMAIRE |
| 158 | LEKOUMOU | SIBITI | LEKOLI PRIMAIRE |
| 159 | LEKOUMOU | SIBITI | LISSIEMI PRIMAIRE |
| 160 | LEKOUMOU | SIBITI | LOYO PRIMAIRE |
| 161 | LEKOUMOU | SIBITI | MAKOUBI PRIMAIRE |
| 162 | LEKOUMOU | SIBITI | MAPATI PRIMAIRE |
| 163 | LEKOUMOU | SIBITI | MIKAMBA PRIMAIRE |

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|---|---|---|---|
| 164 | LEKOUMOU | SIBITI | MISSAMA PRIMAIRE |
| 165 | LEKOUMOU | SIBITI | MONGO PRIMAIRE |
| 166 | LEKOUMOU | SIBITI | MVOUARA PRIMAIRE |
| 167 | LEKOUMOU | SIBITI | OSSIBA PRIMAIRE |
| 168 | LEKOUMOU | SIBITI | OUANDZI PRIMAIRE |
| 169 | LEKOUMOU | SIBITI | TALA PRIMAIRE |
| 170 | LEKOUMOU | Sibiti | BENGUE |
| 171 | LEKOUMOU | Sibiti | BIDOUA |
| 172 | LEKOUMOU | Sibiti | BIHOUA |
| 173 | LEKOUMOU | Sibiti | DANIEL MBOUTA |
| 174 | LEKOUMOU | Sibiti | ELIE MATSONGUI |
| 175 | LEKOUMOU | Sibiti | IBÉ |
| 176 | LEKOUMOU | Sibiti | JOSEPH BOUSSOUNDJI |
| 177 | LEKOUMOU | Sibiti | KENDI |
| 178 | LEKOUMOU | Sibiti | KIKONDE |
| 179 | LEKOUMOU | Sibiti | KIMANDOU |
| 180 | LEKOUMOU | Sibiti | KOLO |
| 181 | LEKOUMOU | Sibiti | LEKOLI |
| 182 | LEKOUMOU | Sibiti | LISSIEMI |
| 183 | LEKOUMOU | Sibiti | LOYO |
| 184 | LEKOUMOU | Sibiti | MAKOUBI |
| 185 | LEKOUMOU | Sibiti | MAPATI |
| 186 | LEKOUMOU | Sibiti | MIKAMBA |
| 187 | LEKOUMOU | Sibiti | MISSAMA |
| 188 | LEKOUMOU | Sibiti | MONGO |
| 189 | LEKOUMOU | Sibiti | MVOUARA |
| 190 | LEKOUMOU | Sibiti | OSSIBA |
| 191 | LEKOUMOU | Sibiti | TALA |
| 192 | LEKOUMOU | ZANAGA | ABELE PRIMAIRE |
| 193 | LEKOUMOU | ZANAGA | BANDZIE PRIMAIRE |
| 194 | LEKOUMOU | ZANAGA | BOUKOLO PRIMAIRE |
| 195 | LEKOUMOU | ZANAGA | INGOLO 1 PRIMAIRE |
| 196 | LEKOUMOU | ZANAGA | INGOLO 2 PRIMAIRE |
| 197 | LEKOUMOU | ZANAGA | INGOUMINA PRIMAIRE |
| 198 | LEKOUMOU | ZANAGA | KENGUE PRIMAIRE |
| 199 | LEKOUMOU | ZANAGA | KENIKELE PRIMAIRE |
| 200 | LEKOUMOU | ZANAGA | LIKOUALA PRIMAIRE |
| 201 | LEKOUMOU | ZANAGA | MADZOUMOU PRIMAIRE |
| 202 | LEKOUMOU | ZANAGA | MAKELE PRIMAIRE |
| 203 | LEKOUMOU | ZANAGA | MALIMA PRIMAIRE |
| 204 | LEKOUMOU | ZANAGA | MBOMO PRIMAIRE |
| 205 | LEKOUMOU | ZANAGA | OBILI PRIMAIRE |
| 206 | LEKOUMOU | ZANAGA | OGOOUE PRIMAIRE |
| 207 | LEKOUMOU | ZANAGA | SALA MBAMA PRIMAIRE |

| | | | |
|---|---|---|---|
| 208 | LEKOUMOU | ZANAGA | SIESSE PRIMAIRE |
| 209 | LEKOUMOU | ZANAGA | TONGO PRIMAIRE |
| 210 | LEKOUMOU | ZANAGA | YOMI PRIMAIRE |
| 211 | LEKOUMOU | Zanaga | ABELE |
| 212 | LEKOUMOU | Zanaga | BANDZIE |
| 213 | LEKOUMOU | Zanaga | BOUKOLO |
| 214 | LEKOUMOU | Zanaga | INGOLO 1 |
| 215 | LEKOUMOU | Zanaga | INGOLO 2 |
| 216 | LEKOUMOU | Zanaga | INGOUMINA |
| 217 | LEKOUMOU | Zanaga | KENGUE |
| 218 | LEKOUMOU | Zanaga | KENIKELE |
| 219 | LEKOUMOU | Zanaga | KIMBOTO |
| 220 | LEKOUMOU | Zanaga | LIKOUALA |
| 221 | LEKOUMOU | Zanaga | MADZOUMOU |
| 222 | LEKOUMOU | Zanaga | MAKELE |
| 223 | LEKOUMOU | Zanaga | MALIMA |
| 224 | LEKOUMOU | Zanaga | MBOMO |
| 225 | LEKOUMOU | Zanaga | MOUKILA |
| 226 | LEKOUMOU | Zanaga | OGOOUE |
| 227 | LEKOUMOU | Zanaga | SALA MBAMA |
| 228 | LEKOUMOU | Zanaga | SIESSE |
| 229 | LEKOUMOU | Zanaga | STE ODILE |
| 230 | LEKOUMOU | Zanaga | TONGO |
| 231 | LEKOUMOU | Zanaga | YOMI |
| 232 | LIKOUALA | BETOU | IKPEMBELE PRIMAIRE |
| 233 | LIKOUALA | BETOU<br>50 Jours | IKPEMBELE |
| 234 | LIKOUALA | DONGOU | FRANÇOIS GANA A PRIMAIRE |
| 235 | LIKOUALA | DONGOU | MBALLA PRIMAIRE |
| 236 | LIKOUALA | DONGOU | TOSSANGANA PRIMAIRE |
| 237 | LIKOUALA | Dongou<br>50 Jours | DZOUBE PRIMAIRE |
| 238 | LIKOUALA | Dongou<br>50 Jours | LOSO PRIMAIRE |
| 239 | LIKOUALA | Dongou<br>50 Jours | MANFOUETE PRIMAIRE |
| 240 | LIKOUALA | Dongou<br>50 Jours | MBALLA |
| 241 | LIKOUALA | Dongou<br>50 Jours | MOMBELOU PRIMAIRE |
| 242 | LIKOUALA | Dongou<br>50 Jours | THANRY PRIMAIRE |
| 243 | LIKOUALA | Dongou<br>50 Jours | TOSSANGANA |
| 244 | LIKOUALA | ENYELLE | BOUNDZOMOU A PRIMAIRE |
| 245 | LIKOUALA | ENYELLE | BOUNDZOMOU B PRIMAIRE |
| 246 | LIKOUALA | ENYELLE | LOMBO LIKOUALA PRIMAIRE |
| 247 | LIKOUALA | ENYELLE | MIMBELLY PRIMAIRE |

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|---|---|---|---|
| 248 | LIKOUALA | ENYELLE | MOKABI PRIMAIRE |
| 249 | LIKOUALA | Enyelle<br>50 Jours | BERANZOKO PRIMAIRE |
| 250 | LIKOUALA | Enyelle<br>50 Jours | BOUNDZOMOU A |
| 251 | LIKOUALA | Enyelle<br>50 Jours | BOUNDZOMOU B |
| 252 | LIKOUALA | Enyelle<br>50 Jours | LOMBO PRIMAIRE |
| 253 | LIKOUALA | Enyelle<br>50 Jours | LOPOLA PRIMAIRE |
| 254 | LIKOUALA | Enyelle<br>50 Jours | MIMBELLY |
| 255 | LIKOUALA | Enyelle<br>50 Jours | MOKABI |
| 256 | LIKOUALA | Enyelle<br>50 Jours | MOUALE PRIMAIRE |
| 257 | LIKOUALA | Enyelle<br>50 Jours | MOUNGOUNGUI PRIMAIRE |
| 258 | LIKOUALA | EPENA<br>50 Jours | MBOUA PRIMAIRE |
| 259 | LIKOUALA | EPENA<br>50 Jours | MINGANGA PRIMAIRE |
| 260 | LIKOUALA | EPENA<br>50 Jours | TOUKOULAKA PRIMAIRE |
| 261 | LIKOUALA | IMPFONDO | 31 JUILLET A PRIMAIRE |
| 262 | LIKOUALA | IMPFONDO | OMAR BONGO A PRIMAIRE |
| 263 | LIKOUALA | IMPFONDO | OMAR BONGO B PRIMAIRE |
| 264 | LIKOUALA | ION<br>50 Jours | 31 JUILLET A |
| 265 | LIKOUALA | ION<br>50 Jours | 31 JUILLET B |
| 266 | LIKOUALA | ION<br>50 Jours | BASE VIE PRIMAIRE |
| 267 | LIKOUALA | ION<br>50 Jours | LUMUMBA PRIMAIRE |
| 268 | LIKOUALA | ION<br>50 Jours | MARIEN NGOUABI PRIMAIRE |
| 269 | LIKOUALA | ION<br>50 Jours | OMAR BONGO A |
| 270 | LIKOUALA | ION<br>50 Jours | OMAR BONGO B |
| 271 | PLATEAUX | DJAMBALA | ABBA PRIMAIRE |
| 272 | PLATEAUX | DJAMBALA | EBALA PRIMAIRE |
| 273 | PLATEAUX | DJAMBALA | MPOUANDZIE PRIMAIRE |
| 274 | PLATEAUX | DJAMBALA | NGOULAYO DJAMBALA CENTRE PRIMAIRE |
| 275 | PLATEAUX | DJAMBALA | TALANGAÏ PRIMAIRE |
| 276 | PLATEAUX | DJAMBALA | ABBA |
| 277 | PLATEAUX | DJAMBALA | AKOU |
| 278 | PLATEAUX | DJAMBALA | EBALA |
| 279 | PLATEAUX | DJAMBALA | MPOUANDZIO |
| 280 | PLATEAUX | DJAMBALA | OSSA |
| 281 | PLATEAUX | DJAMBALA | OTSUONKIÉ |
| 282 | PLATEAUX | DJAMBALA | PRES ABBA |

| | | | |
|---|---|---|---|
| 283 | PLATEAUX | DJAMBALA | PRES OSSA |
| 284 | PLATEAUX | DJAMBALA | PRÉSCOLAIRE DE DJAMBALA |
| 285 | PLATEAUX | DJAMBALA | TALANGAÏ |
| 286 | PLATEAUX | GAMBOMA | ANDZION |
| 287 | PLATEAUX | GAMBOMA | ANGOULOU |
| 288 | PLATEAUX | GAMBOMA | BENE |
| 289 | PLATEAUX | GAMBOMA | BOUEMBA PRÉSCOLAIRE |
| 290 | PLATEAUX | GAMBOMA | BOUEMBA PRIMAIRE |
| 291 | PLATEAUX | GAMBOMA | ELOUO |
| 292 | PLATEAUX | GAMBOMA | ENGANKOU |
| 293 | PLATEAUX | GAMBOMA | ESSIALA |
| 294 | PLATEAUX | GAMBOMA | ETORO |
| 295 | PLATEAUX | GAMBOMA | IMPINI |
| 296 | PLATEAUX | GAMBOMA | INKOUÉLÉ |
| 297 | PLATEAUX | GAMBOMA | INTSIALA |
| 298 | PLATEAUX | GAMBOMA | NGAKIELÉ |
| 299 | PLATEAUX | GAMBOMA | NGOBANA |
| 300 | PLATEAUX | GAMBOMA | NKAN |
| 301 | PLATEAUX | GAMBOMA | OBALA |
| 302 | PLATEAUX | GAMBOMA | OBILAMBOMA |
| 303 | PLATEAUX | GAMBOMA | ODZIO |
| 304 | PLATEAUX | GAMBOMA | TSOU |
| 305 | PLATEAUX | GAMBOMA 1 | ANDZION PRIMAIRE |
| 306 | PLATEAUX | GAMBOMA 1 | ENGANKOU PRIMAIRE |
| 307 | PLATEAUX | GAMBOMA 1 | NGOBANA PRIMAIRE |
| 308 | PLATEAUX | GAMBOMA 1 | NKAN PRIMAIRE |
| 309 | PLATEAUX | GAMBOMA 2 | BENE PRIMAIRE |
| 310 | PLATEAUX | GAMBOMA 2 | ETORO PRIMAIRE |
| 311 | PLATEAUX | GAMBOMA 2 | INKOUÉLÉ PRIMAIRE |
| 312 | PLATEAUX | LEKANA | LAGUÉ PRIMAIRE |
| 313 | PLATEAUX | LEKANA | MANGUÉLÉ PRIMAIRE |
| 314 | PLATEAUX | LEKANA | NGOULONKILA PRÉSCOLAIRE |
| 315 | PLATEAUX | LEKANA | NGOULONKILA PRIMAIRE |
| 316 | PLATEAUX | LEKANA | NKOUA PRIMAIRE |
| 317 | PLATEAUX | LEKANA | OBANTSOKI PRIMAIRE |
| 318 | PLATEAUX | LEKANA | OLÉLÉ PRIMAIRE |
| 319 | PLATEAUX | LEKANA | PAMA PRIMAIRE |
| 320 | PLATEAUX | LEKANA | TSOUMOU PRIMAIRE |
| 321 | PLATEAUX | LEKANA | ABILI (AKOLO) |
| 322 | PLATEAUX | LEKANA | ANGAMA |
| 323 | PLATEAUX | LEKANA | ANGUIEME |
| 324 | PLATEAUX | LEKANA | EMOMPIBI |
| 325 | PLATEAUX | LEKANA | KEBARA |
| 326 | PLATEAUX | LEKANA | LAGUÉ |

| | | | |
|---|---|---|---|
| 327 | PLATEAUX | LEKANA | LÉKANA PRÉSCOLAIRE |
| 328 | PLATEAUX | LEKANA | MANGUÉLÉ |
| 329 | PLATEAUX | LEKANA | NGOULONKILA |
| 330 | PLATEAUX | LEKANA | NGOULONKILA PRÉSCOLAIRE |
| 331 | PLATEAUX | LEKANA | NKOUA |
| 332 | PLATEAUX | LEKANA | OBANTSOKI |
| 333 | PLATEAUX | LEKANA | OLÉLÉ |
| 334 | PLATEAUX | LEKANA | PAMA |
| 335 | PLATEAUX | LEKANA | TSOUMOU |
| 336 | PLATEAUX | NGO | ALLION PRIMAIRE |
| 337 | PLATEAUX | NGO | EBOU PRIMAIRE |
| 338 | PLATEAUX | NGO | ESSOUA PRIMAIRE |
| 339 | PLATEAUX | NGO | ETSOUALI PRIMAIRE |
| 340 | PLATEAUX | NGO | IMPAN PRIMAIRE |
| 341 | PLATEAUX | NGO | KOUMOU PRIMAIRE |
| 342 | PLATEAUX | NGO | NGO 2 PRIMAIRE |
| 343 | PLATEAUX | NGO | NGO INTEGRATION PRIMAIRE |
| 344 | PLATEAUX | NGO | NSAH PRÉSCOLAIRE |
| 345 | PLATEAUX | NGO | NSAH PRIMAIRE |
| 346 | PLATEAUX | NGO | OKIENE PRIMAIRE |
| 347 | PLATEAUX | NGO | OMBIMA PRIMAIRE |
| 348 | PLATEAUX | NGO | ONIAMVA PRÉSCOLAIRE |
| 349 | PLATEAUX | NGO | ONIAMVA PRIMAIRE |
| 350 | PLATEAUX | NGO | OYONFOULA PRIMAIRE |
| 351 | PLATEAUX | NGO | ALLION |
| 352 | PLATEAUX | NGO | EBOU |
| 353 | PLATEAUX | NGO | EKONO |
| 354 | PLATEAUX | NGO | ESSOUA |
| 355 | PLATEAUX | NGO | ETSOUALI |
| 356 | PLATEAUX | NGO | IMPAN |
| 357 | PLATEAUX | NGO | KOUMOU |
| 358 | PLATEAUX | NGO | NGO 2 |
| 359 | PLATEAUX | NGO | NGO INTEGRATION A |
| 360 | PLATEAUX | NGO | NGO INTEGRATION B |
| 361 | PLATEAUX | NGO | NSAH |
| 362 | PLATEAUX | NGO | NSAH PRESCOLAIRE |
| 363 | PLATEAUX | NGO | OKIENE |
| 364 | PLATEAUX | NGO | OLONO |
| 365 | PLATEAUX | NGO | OMBIMA |
| 366 | PLATEAUX | NGO | ONIAMVA |
| 367 | PLATEAUX | NGO | ONIAMVA PRESCOLAIRE |
| 368 | PLATEAUX | NGO | OYONFOULA |
| 369 | PLATEAUX | Ollombo | AKIELE |

| | | | |
|---|---|---|---|
| 370 | PLATEAUX | Ollombo | AMBOMBONGO |
| 371 | PLATEAUX | Ollombo | ASSENGUE |
| 372 | PLATEAUX | Ollombo | BENIN |
| 373 | PLATEAUX | Ollombo | EKASSA |
| 374 | PLATEAUX | Ollombo | ENDOLLO |
| 375 | PLATEAUX | Ollombo | OKO BOLO |
| 376 | PLATEAUX | OLLOMBO 2 | AKELE PRIMAIRE |
| 377 | PLATEAUX | OLLOMBO 2 | BENIN PRIMAIRE |
| 378 | PLATEAUX | OLLOMBO 2 | EKASSA PRIMAIRE |
| 379 | PLATEAUX | OLLOMBO 2 | ENDOLO PRIMAIRE |
| 380 | PLATEAUX | ONGOGNI | ONGONGI PRÉSCOLAIRE |
| 381 | PLATEAUX | ONGOGNI | ONGONGI PRIMAIRE |
| 382 | POOL | BOKO | MALANDA BOKO CENTRE PRIMAIRE |
| 383 | POOL | BOKO | MPIKA PRIMAIRE |
| 384 | POOL | BOKO | PRÉSCOLAIRE DE BOKO PRÉSCOLAIRE |
| 385 | POOL | BOKO | MALANDA BOKO CENTRE |
| 386 | POOL | BOKO | MPIKA |
| 387 | POOL | BOKO | NZIETO |
| 388 | POOL | BOKO | PRÉSCOLAIRE DE BOKO |
| 389 | POOL | IGNIE | AGRICONGO PRIMAIRE |
| 390 | POOL | IGNIE | DJIRI PRIMAIRE |
| 391 | POOL | IGNIE | KINTELE FLEUVE PRIMAIRE |
| 392 | POOL | IGNIE | MASSA PRIMAIRE |
| 393 | POOL | IGNIE | MINGALI BAMBOU PRIMAIRE |
| 394 | POOL | IGNIE | NKOUO PRIMAIRE |
| 395 | POOL | IGNIE | NKOUO VILLAGE PRIMAIRE |
| 396 | POOL | IGNIE | PRÉSCOLAIRE D'IGNIÉ PRÉSCOLAIRE |
| 397 | POOL | KIMBA | DZOMO |
| 398 | POOL | KIMBA | INGAH |
| 399 | POOL | KIMBA | INGAH-KIMBA PRIMAIRE |
| 400 | POOL | KIMBA | KIDZOUA |
| 401 | POOL | KIMBA | KIDZOUA PRIMAIRE |
| 402 | POOL | KIMBA | KOUON |
| 403 | POOL | KIMBA | KOUON PRIMAIRE |
| 404 | POOL | KIMBA | MAH |
| 405 | POOL | KIMBA | MAH-KIMBA PRIMAIRE |
| 406 | POOL | KIMBA | MIAMI |
| 407 | POOL | KIMBA | MOUNTSENE |
| 408 | POOL | KIMBA | MOUTSÉNÉ PRIMAIRE |
| 409 | POOL | KIMBA | MPASSA |
| 410 | POOL | KIMBA | MPASSA PRIMAIRE |

| | | | |
|---|---|---|---|
| 411 | POOL | KIMBA | NDZOMO PRIMAIRE |
| 412 | POOL | KIMBA | NGANDOU MAYALA |
| 413 | POOL | KIMBA | NGANDOU MAYALA PRIMAIRE |
| 414 | POOL | KIMBA | TOUOMO MOUNGOUE |
| 415 | POOL | KINDAMBA | BIKOUMOU GOLOMO PRIMAIRE |
| 416 | POOL | KINDAMBA | BOUANGOU LOUKOUO PRIMAIRE |
| 417 | POOL | KINDAMBA | JEAN NGANGUIE |
| 418 | POOL | KINDAMBA | KILEBE MOUSSIA |
| 419 | POOL | KINDAMBA | KILÉBÉ MOUSSIA PRIMAIRE |
| 420 | POOL | KINDAMBA | LOUFOUA JOSEPH PRIMAIRE |
| 421 | POOL | KINDAMBA | MASSAMBA DAVID PRIMAIRE |
| 422 | POOL | KINDAMBA | MASSAMBA FRANÇOIS PRIMAIRE |
| 423 | POOL | KINDAMBA | MASSAMBA MÂ NKOUKA PRIMAIRE |
| 424 | POOL | KINDAMBA | MATENSAMA |
| 425 | POOL | KINDAMBA | MBEMBA MOUMBALA PRIMAIRE |
| 426 | POOL | KINDAMBA | MBOUANGO LOUKOUO |
| 427 | POOL | KINDAMBA | MILONGO NG. |
| 428 | POOL | KINDAMBA | MILONGO NGABANDOU PRIMAIRE |
| 429 | POOL | KINDAMBA | MOUKAMBA PRIMAIRE |
| 430 | POOL | KINDAMBA | MOUTHO PRIMAIRE |
| 431 | POOL | KINDAMBA | MPASSA VILLAGE PRIMAIRE |
| 432 | POOL | KINDAMBA | MPOUÉTÉ MPANDZOU PRIMAIRE |
| 433 | POOL | KINDAMBA | NGANGA AMBROISE PRIMAIRE |
| 434 | POOL | KINDAMBA | NGANGA MOUYAKOU PRIMAIRE |
| 435 | POOL | KINDAMBA | NGANGUIÉ JEAN PRIMAIRE |
| 436 | POOL | KINDAMBA | NKOUNKA MOUHAKANI |
| 437 | POOL | KINKALA 1 | MADIDI PRIMAIRE |
| 438 | POOL | KINKALA 1 | NTARI-NGOUARI PRIMAIRE |
| 439 | POOL | KINKALA 1 | SIASSIA PRIMAIRE |
| 440 | POOL | LOUINGUI | BOUZOUKA |
| 441 | POOL | LOUINGUI | KIAZI |
| 442 | POOL | LOUINGUI | LOUINGUI (SIMON NTOUADI) |
| 443 | POOL | LOUINGUI | MANDOUNDOU |
| 444 | POOL | LOUINGUI | MATAKA |
| 445 | POOL | LOUINGUI | MAZI |
| 446 | POOL | LOUINGUI | MOULENDA |
| 447 | POOL | LOUINGUI | NGAMIBAKOU |
| 448 | POOL | LOUINGUI | NKOUKA MPASSI |
| 449 | POOL | LOUINGUI | PRÉSCOLAIRE DE LOUINGUI |
| 450 | POOL | LOUINGUI | SAKAMESSO |
| 451 | POOL | LOUMO | KIMBANDA PRIMAIRE |
| 452 | POOL | LOUMO | KIMPALALA |
| 453 | POOL | LOUMO | KINKAMBOU |
| 454 | POOL | LOUMO | MANKOUSSOU |

| | | | |
|---|---|---|---|
| 455 | POOL | LOUMO | MANKOUSSOU PRIMAIRE |
| 456 | POOL | LOUMO | MBANDZA BEMBE |
| 457 | POOL | LOUMO | MBANDZA MPOUDI |
| 458 | POOL | LOUMO | MBANDZA NGANGA |
| 459 | POOL | LOUMO | MBANDZA NKOLO |
| 460 | POOL | LOUMO | MBANDZA NTOMBO |
| 461 | POOL | LOUMO | NGUDIA NZA |
| 462 | POOL | LOUMO | NTOMBO MANIANGA |
| 463 | POOL | LOUMO | YANGA MOUKONGO |
| 464 | POOL | MBANDZA NDOUNGA | MBANDZA NDOUNGA CENTRE PRIMAIRE |
| 465 | POOL | NGABE | DIEU LE VEUT PRIMAIRE |
| 466 | POOL | NGABE | IMVOUBA PRÉSCOLAIRE |
| 467 | POOL | NGABE | IMVOUBA PRIMAIRE |
| 468 | POOL | NGABE | IMVOUBA VILLAGE AGRICOLE PRIMAIRE |
| 469 | POOL | NGABE | INGAH PRIMAIRE |
| 470 | POOL | NGABE | INGOLO PRIMAIRE |
| 471 | POOL | NGABE | INONI - FALAISE PRIMAIRE |
| 472 | POOL | NGABE | INONI PLATEAUX PRIMAIRE |
| 473 | POOL | NGABE | ITABA PRIMAIRE |
| 474 | POOL | NGABE | KIANI PRIMAIRE |
| 475 | POOL | NGABE | KISSANGANI PRIMAIRE |
| 476 | POOL | NGABE | MAH PRIMAIRE |
| 477 | POOL | NGABE | MBOUAMBE LEFINI PRÉSCOLAIRE |
| 478 | POOL | NGABE | MBOUAMBE LEFINI PRIMAIRE |
| 479 | POOL | NGABE | MPOUMAKO PRÉSCOLAIRE |
| 480 | POOL | NGABE | MPOUMAKO PRIMAIRE |
| 481 | POOL | NGABE | ODZIBA PRÉSCOLAIRE |
| 482 | POOL | NGABE | ODZIBA PRIMAIRE |
| 483 | POOL | VINDZA | KIMBÉMBÉ PÉMBÉLÉ PRIMAIRE |
| 484 | POOL | VINDZA | KOUBEMBA JOSEPH PRIMAIRE |
| 485 | POOL | VINDZA | MABOUNDOU |
| 486 | POOL | VINDZA | MABOUNDOU MBAKOU PRIMAIRE |
| 487 | POOL | VINDZA | MANGUIRI PRIMAIRE |
| 488 | POOL | VINDZA | MASSAMBA KIBOUILOU PRIMAIRE |
| 489 | POOL | VINDZA | MILONGO PRIMAIRE |
| 490 | POOL | VINDZA | MI-MPANGALA PRIMAIRE |
| 491 | POOL | VINDZA | MOUTOUA ALEXANDRE PRIMAIRE |
| 492 | POOL | VINDZA | NKOUKA M'BEMBA PRIMAIRE |
| 493 | SANGHA | KABO 50 jours | ORA MATOTO |
| 494 | SANGHA | MOKEKO | MOYOYE ORA |
| 495 | SANGHA | MOKEKO 50 jours | MBAKO PRIMAIRE |
| 496 | SANGHA | MOKEKO 50 jours | MOYOYE PRIMAIRE |
| 497 | SANGHA | MOKEKO 50 jours | NGOMBE CARREFOUR PRIMAIRE |
| 498 | SANGHA | MOKEKO 50 jours | ORA IBONGA |

| | | | |
|---|---|---|---|
| 499 | SANGHA | MOKEKO 50 jours | ORA OUESSO MBILA |
| 500 | SANGHA | MOKEKO 50 jours | SEKA PRIMAIRE |
| 501 | SANGHA | POKOLA 50 jours | ORA BODZONKOU |
| 502 | SANGHA | POKOLA 50 jours | POKOLA 1 PRIMAIRE |
| 503 | SANGHA | POKOLA 50 jours | POKOLA 2 PRIMAIRE |
| 504 | SANGHA | POKOLA 50 jours | POKOLA 3 PRIMAIRE |

**Table 27 List of schools visited at baseline – and to be tracked at midterm**

| N° | Department | School district | School name | Autochton_yes_no | Type |
|---|---|---|---|---|---|
| 42 | BOUENZA | BOUANSA | BOUANSA A1 | NO | EXPERIMENTAL GROUP |
| 2 | BOUENZA | BOUANSA | KIMPAMBOU | NO | COMPARISON GROUP |
| 1 | BOUENZA | BOUANSA | MANTSOUMBA | NO | COMPARISON GROUP |
| 43 | BOUENZA | LOUDIMA | DIHESSÉ | YES | EXPERIMENTAL GROUP |
| 44 | BOUENZA | LOUDIMA | MANDZATSI | YES | EXPERIMENTAL GROUP |
| 45 | BOUENZA | LOUDIMA | MOUINDI A | YES | EXPERIMENTAL GROUP |
| 3 | BOUENZA | LOUDIMA | ORA NDOLO | YES | COMPARISON GROUP |
| 4 | BOUENZA | LOUDIMA | TSANGA | NO | COMPARISON GROUP |
| 5 | BOUENZA | MADINGOU | MPIKA PRIMAIRE | NO | COMPARISON GROUP |
| 46 | BOUENZA | MADINGOU | KINGUEMBO PRIMAIRE | NO | EXPERIMENTAL GROUP |
| 6 | BOUENZA | MOUYONDZI | 31 JUILLET A | NO | COMPARISON GROUP |
| 7 | BOUENZA | MOUYONDZI | 31 JULLET B | NO | COMPARISON GROUP |
| 47 | BOUENZA | MOUYONDZI | KIPENI | NO | EXPERIMENTAL GROUP |
| 48 | BOUENZA | MOUYONDZI | MOUANDI1 | NO | EXPERIMENTAL GROUP |
| 8 | BOUENZA | MOUYONDZI | NZABI | NO | COMPARISON GROUP |
| 49 | BOUENZA | MOUYONDZI | SOULOU | NO | EXPERIMENTAL GROUP |
| 50 | LEKOUMOU | BAMBAMA | BANDOYE | NO | EXPERIMENTAL GROUP |
| 51 | LEKOUMOU | BAMBAMA | SAYA B | NO | EXPERIMENTAL GROUP |
| 52 | LEKOUMOU | KOMONO | MOUSSAHOU | NO | EXPERIMENTAL GROUP |
| 9 | LEKOUMOU | KOMONO | MOUTOUALA | NO | COMPARISON GROUP |
| 53 | LEKOUMOU | MAYEYE | MINGUELE | NO | EXPERIMENTAL GROUP |
| 10 | LEKOUMOU | MAYEYE | WAKA | NO | COMPARISON GROUP |

| | | | | | |
|---|---|---|---|---|---|
| 13 | LEKOUMOU | SIBITI | AGAPE NELKI SCHOOL | NO | COMPARISON GROUP |
| 54 | LEKOUMOU | SIBITI | BIHOUA | YES | EXPERIMENTAL GROUP |
| 12 | LEKOUMOU | SIBITI | COMPLEXE SALUTISTE DE MOUSSANDA | NO | COMPARISON GROUP |
| 11 | LEKOUMOU | SIBITI | E C. ISAC BALENDE | NO | COMPARISON GROUP |
| 55 | LEKOUMOU | SIBITI | KIMANDOU | NO | EXPERIMENTAL GROUP |
| 16 | LEKOUMOU | SIBITI | LA RUCHE | NO | COMPARISON GROUP |
| 17 | LEKOUMOU | SIBITI | LE SAVOIR | NO | COMPARISON GROUP |
| 56 | LEKOUMOU | SIBITI | MAPATI | YES | EXPERIMENTAL GROUP |
| 15 | LEKOUMOU | SIBITI | NELKI SCHOOL | NO | COMPARISON GROUP |
| 14 | LEKOUMOU | SIBITI | NOTRE DAME DE LOURDES | NO | COMPARISON GROUP |
| 57 | LEKOUMOU | ZANAGA | OBILI PRIMAIRE | YES | EXPERIMENTAL GROUP |
| 58 | LEKOUMOU | ZANAGA | LIKOUALA | YES | EXPERIMENTAL GROUP |
| 59 | LEKOUMOU | ZANAGA | SALA MBAMA | YES | EXPERIMENTAL GROUP |
| 18 | LIKOUALA | DONGOU 50 JOURS | TOSSANGANA | YES | COMPARISON GROUP |
| 60 | LIKOUALA | DONGOU 50 JOURS | FRANÇOIS GANA A PRIMAIRE | YES | EXPERIMENTAL GROUP |
| 19 | LIKOUALA | ENYELLE 50 JOURS | MOUPOUTOU | NO | COMPARISON GROUP |
| 61 | LIKOUALA | ENYELLE 50 JOURS | LOMBO LIKOUALA PRIMAIRE | YES | EXPERIMENTAL GROUP |
| 20 | LIKOUALA | IMPFONDO 50 JOURS | BOTANGA | NO | COMPARISON GROUP |
| 62 | LIKOUALA | ION 50 JOURS | 31 JUILLET A | YES | EXPERIMENTAL GROUP |
| 63 | PLATEAUX | DJAMBALA | ABBA | YES | EXPERIMENTAL GROUP |
| 21 | PLATEAUX | DJAMBALA | NKAMBA | NO | COMPARISON GROUP |
| 64 | PLATEAUX | GAMBOMA | BENE | YES | EXPERIMENTAL GROUP |
| 23 | PLATEAUX | GAMBOMA | INKAN | NO | COMPARISON GROUP |
| 65 | PLATEAUX | GAMBOMA | INTSIALA | NO | EXPERIMENTAL GROUP |
| 22 | PLATEAUX | GAMBOMA | 31 JUILLET 1968 | NO | COMPARISON GROUP |
| 66 | PLATEAUX | LEKANA | EMOMPIBI | NO | EXPERIMENTAL GROUP |
| 25 | PLATEAUX | LEKANA | GAMBIA | NO | COMPARISON GROUP |
| 24 | PLATEAUX | LEKANA | IMPINI | NO | COMPARISON GROUP |
| 67 | PLATEAUX | LEKANA | TSOUMOU | NO | EXPERIMENTAL GROUP |
| 26 | PLATEAUX | NGO | AKOUI | NO | COMPARISON GROUP |

| | | | | | |
|---|---|---|---|---|---|
| 68 | PLATEAUX | NGO | NSAH | YES | EXPERIMENTAL GROUP |
| 69 | PLATEAUX | OLLOMBO | ASSENGUE | NO | EXPERIMENTAL GROUP |
| 27 | PLATEAUX | OLLOMBO | OLLOMBO PRIMAIRE | NO | COMPARISON GROUP |
| 70 | POOL | BOKO | MALANDA BOKO CENTRE | NO | EXPERIMENTAL GROUP |
| 28 | POOL | BOKO | MAYALA MANDSABA | NO | COMPARISON GROUP |
| 29 | POOL | IGNIE | MBAMBA | NO | COMPARISON GROUP |
| 71 | POOL | IGNIE | JACQUES BARATIER D'AGRI CONGO | NO | EXPERIMENTAL GROUP |
| 72 | POOL | KIMBA | MIAMI | NO | EXPERIMENTAL GROUP |
| 30 | POOL | KIMBA | MIZERE | NO | COMPARISON GROUP |
| 31 | POOL | KINDAMBA | KIBOUILOU | NO | COMPARISON GROUP |
| 73 | POOL | KINDAMBA | LOUFOUA JOSEPH | NO | EXPERIMENTAL GROUP |
| 74 | POOL | KINDAMBA | MPASSA VILLAGE | NO | EXPERIMENTAL GROUP |
| 32 | POOL | KINDAMBA | ORA LOUFOURI | NO | COMPARISON GROUP |
| 75 | POOL | KINKALA 1 | SIASSIA PRIMAIRE | NO | EXPERIMENTAL GROUP |
| 33 | POOL | LOUINGUI | GOLIBA | NO | COMPARISON GROUP |
| 76 | POOL | LOUINGUI | NGAMIBAKOU | NO | EXPERIMENTAL GROUP |
| 77 | POOL | LOUMO | MBANDZA MPOUDI | NO | EXPERIMENTAL GROUP |
| 34 | POOL | NGABE | EC EVANGELIQUE | NO | COMPARISON GROUP |
| 35 | POOL | NGABE | IMBOULOU | NO | COMPARISON GROUP |
| 78 | POOL | NGABE | DIEU LE VEUT PRIMAIRE | NO | EXPERIMENTAL GROUP |
| 79 | POOL | NGABE | MBOUAMBE LEFINI PRÉSCOLAIRE | NO | EXPERIMENTAL GROUP |
| 80 | POOL | VINDZA | MASSAMBA KIBOUILOU | YES | EXPERIMENTAL GROUP |
| 36 | POOL | VINDZA | MBEMBA LOIZA | YES | COMPARISON GROUP |
| 81 | SANGHA | KABO 50 JOURS | ORA MATOTO | YES | EXPERIMENTAL GROUP |
| 38 | SANGHA | MOKEKO 50 JOURS | MOYOYE | YES | COMPARISON GROUP |
| 82 | SANGHA | MOKEKO 50 JOURS | ZOULABOUTH | NO | EXPERIMENTAL GROUP |
| 37 | SANGHA | MOKEKO 50 JOURS | NGOMBE CARREFOUR | YES | COMPARISON GROUP |
| 83 | SANGHA | MOKEKO 50 JOURS | ORA SEKA | YES | EXPERIMENTAL GROUP |
| 40 | SANGHA | POKOLA 50 JOURS | BEL ESPOIR | NO | COMPARISON GROUP |

| | | | | | |
|---|---|---|---|---|---|
| 39 | SANGHA | POKOLA 50 JOURS | DEO GRACIAS | NO | COMPARISON GROUP |
| 41 | SANGHA | POKOLA 50 JOURS | LES ELITES | NO | COMPARISON GROUP |
| 84 | SANGHA | POKOLA 50 JOURS | POKOLA 1 PRIMAIRE | YES | EXPERIMENTAL GROUP |
| 85 | SANGHA | POKOLA 50 JOURS | POKOLA 3 PRIMAIRE | YES | EXPERIMENTAL GROUP |

**Table 28 Qualitative sample sizes – Midterm Evaluation**

| No | Respondent | Data collection method | Sampling method | Sample size |
|---|---|---|---|---|
| (1) | WFP HQ divisions | Key Informant Interviews | Purposive | 1 |
| (2) | WFP Executive board | | | 1 |
| (3) | WFP Regional Bureau | | | 1 |
| (4) | WFP Evaluation office | | | 2 |
| (5) | WFP CO- Republic of Congo | | | 3 |
| (6) | WFP field office Republic of Congo | | | 7 |
| (7) | USDA | | | 1 |
| (8) | Government – MoE | | | 1 |
| (9) | Government – MoALF | | | 1 |
| (10) | Government – MoPSE- DAS | | | 1 |
| (11) | Government – MoHP | | | 1 |
| (12) | Government – MoSA | | | 1 |
| (13) | Local Government officials | | | 1 |
| (14) | DAS officials | | | 4 |
| (15) | SAS officials | | | 4 |
| (16) | UN Agencies UNCT (UNICEF, FAO, IFAD, UNESCO) | | | 3 |
| (17) | CSOs (CRS, IPOs, RENAPAC) | | | 6 |
| (18) | Other Donors (Japan, The Global Partnership for Education, Sodexo-Stop Hunger Foundation, Mastercard) | | | 6 |
| (19) | UNESCO | | | 2 |
| (20) | UNICEF | | | 2 |
| (21) | WHO | | | 1 |
| (22) | Community leaders 'including indigenous community representatives; Union Nationale des Aveugles et Malvoyants du Congo (UNAMAC), S.O.S Femmes du Congo, Association Debout femmes autochtones du Congo (ADFAC) | | | 5 |
| (23) | School Management Committees, School Board of Managements, Teachers and Community leaders 'including indigenous community representatives, cooks, farmers, traders, suppliers, students (girls and boys including indigenous and children with disabilities), | FGDs | | 25 |

| No | Respondent | Data collection method | Sampling method | Sample size |
|---|---|---|---|---|
| | farmer associations and local suppliers. | | | |
| (24) | Water and Sanitation Facilities in schools, vegetable gardens in communities, gender relations and attitudes within school communities, storage facilities, supply chain processes, and food preparation sites. | Observations | | 38 |
| (25) | WFP and all stakeholders | Workshops | | 2 |

**Table 29: Key Recommendations from the Final FY17 Evaluation relevant to the FY21 MTE**

| Category | FY17 Finding | FY17 Recommendation |
|---|---|---|
| Improving M&E Systems | inconsistencies in data collection and reporting, with gaps in monitoring school attendance and the impact of school meals on student performance | Clarify and document the Project Monitoring Plan (PMP) to ensure effective use, address inconsistencies, and improve tracking of school feeding activities and learning outcomes |
| Sustainability of the Nutrition Component | FY17 program relied heavily on food imports, which was not aligned with the national school feeding policy emphasizing local procurement | Integrate local purchasing with imported food to improve dietary diversity and program sustainability. |
| Gender-Based Violence and Gender Inequality | High levels of gender inequality and GBV in school communities, with limited efforts to address these issues | Strengthen reducing disparities between men, women, boys and girls measures by:<br>• Integrating GBV awareness into school programs.<br>• Providing more leadership opportunities for women in school canteen management.<br>• Systematically disaggregating monitoring data by sex. |
| Integration of Indigenous Populations | Challenges in integrating indigenous children into the school system, particularly in ORA (Observe, Reflect, Act) schools | Conduct an impact study on ORA schools and include anti-discrimination awareness activities in the school feeding program. |
| Government and Stakeholder Coordination | Weak coordination among government ministries, with WFP still directly managing key program functions | Strengthen government ownership by:<br>• Increasing inter-ministerial coordination through structures like the National Inter-Ministerial Committee for School Feeding.<br>• Transferring key program management functions from WFP to the Direction de l'Alimentation Scolaire (DAS). |

Pre-baseline data from April 2016 was used to assess parallel trends between the intervention and control groups. The assessment shows that the trends pre-baseline were similar for all variations of pupils' reading abilities.

**Figure 17 Parallel Trend Check: Grade-appropriate Scores**

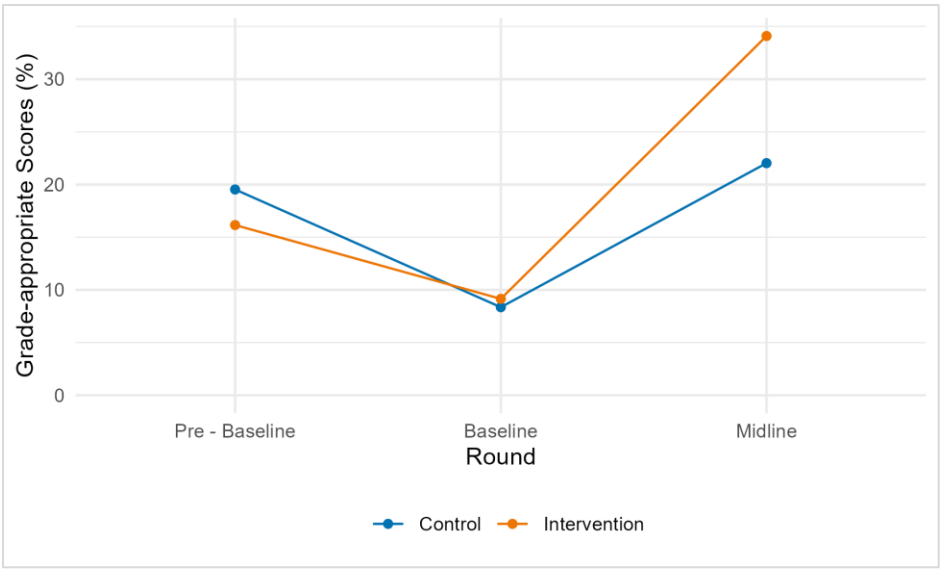



**Figure 18 Parallel Trend Check: Low Scores**

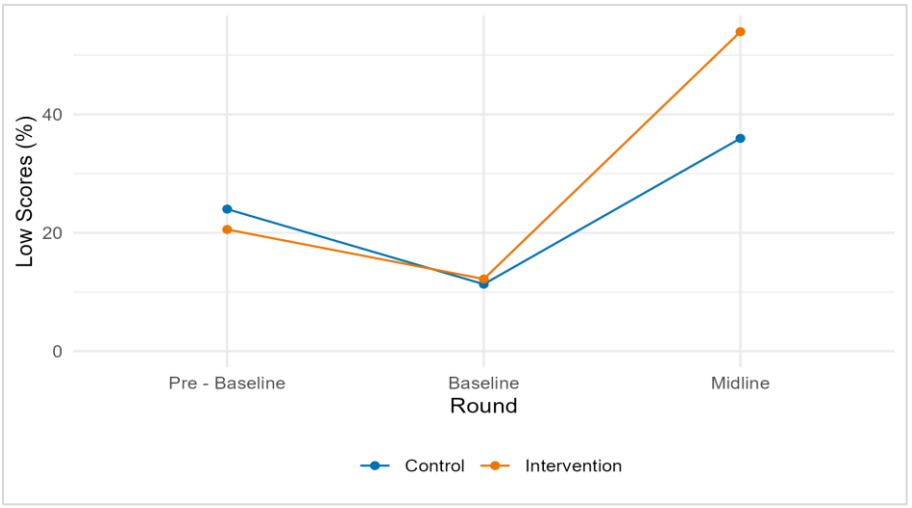



**Figure 19 Parallel Trend Check: High Scores**

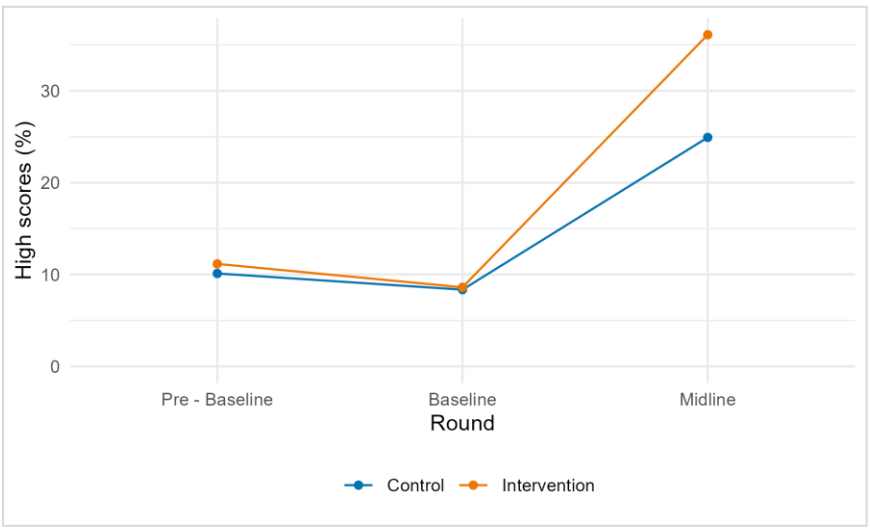
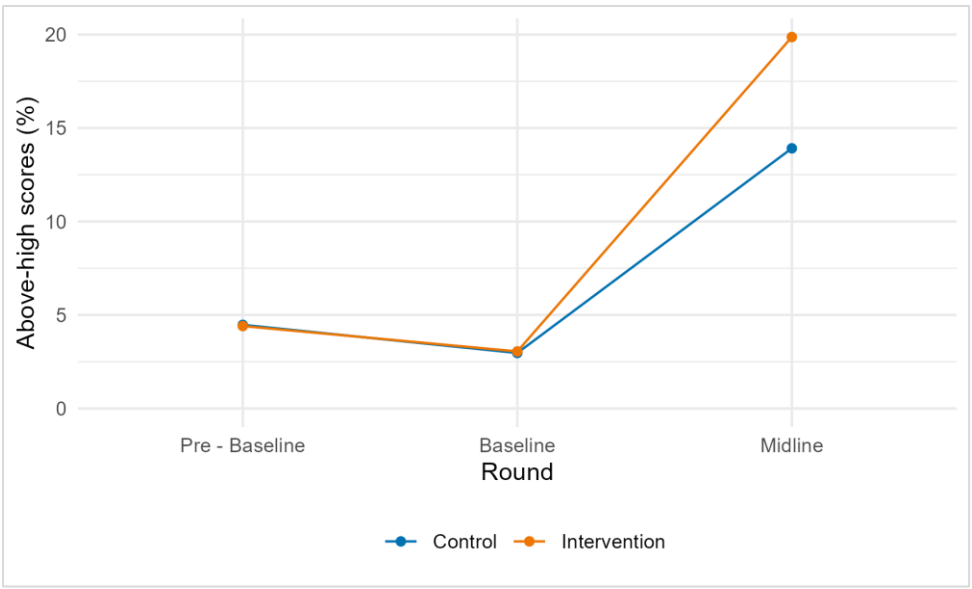



**Figure 20 Parallel Trend Check: Above-High Scores**




**Quantitative data collection methods and tools**

283. **Student Survey** - This consisted of primary data collection to measure learning outcomes of pupils/students. We assessed the abilities of the pupils on numeracy and literacy at midterm similar to baseline using student school-based assessment surveys {Early Grade Reading Assessment (EGRA) and Early Grade Mathematics Assessment (EGMA)} in order to measure their learning outcomes.

284. **Early Grade Reading Assessment (EGRA)** and **Early Grade Mathematics Assessment (EGMA)** EGRA is an individually administered oral assessment of the most basic foundation skills for literacy acquisition in early grades. The assessment focuses on what it labels the "three early stages of reading acquisition": emergent literacy (birth to grade 1), decoding (beginning grade 1) and confirmation and fluency (end of grade 1 to end of grade 3). The assessment requires about 15 minutes to administer per child. One key task requires that a child read aloud for 1 minute, and then answer questions based on that reading.

285. EGMA is a one-on-one oral assessment designed to measure a student's foundation skills in numeracy and mathematics in the early grades. The instrument was first developed by the Research Triangle Institute (RTI) International EGMA measures essential early mathematical knowledge and skills that are foundational to more advanced mathematical abilities, prognostic of later achievement, and teachable. EGMA includes four cognitive subdomains to be assessed, accompanied by eight subtests. These subtests are Number Identification, Number Discrimination, Missing Number, Addition Level 1, Addition Level 2, Subtraction Level 1, Subtraction Level 2 and Word Problem. The EGRA and EGMA tools to be used in this evaluation are included in Annex 8.

286. **Surveys of head teachers, school cooks and parent- teacher associations** – This was carried out using structured questionnaires in sampled schools across the focal districts to collect data on improved health, nutrition and dietary practices through infrastructure improvements, alleviated short term hunger of school children through the provision of school meals, improved literacy capabilities of students and enhanced school leadership capacity, through school feeding and related activities.

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

**Qualitative data collection methods and tools**

288. **Desk study and literature review** - was carried out - on program documents; existing studies at national and district level and documents from government ministries: (organizational, country levels, etc.). This includes review of the new National Development Plan 2022-2026 to ensure that the program is relevant and in line with the government priorities. Other internal documents reviewed include the program log frame/results framework, the McGovern-Dole FY21 baseline study, the Annual Country Reports (ACR) from 2022 to 2024, the WFP country strategic plan, qualitative reports on integrated programming between different WFP programs activities. Other documents from the Government include the National Education Strategy, the National School Feeding Policy, the SABER, and students reading, and mathematics skill assessments conducted previously by the Government in coordination with World Bank and other UN agencies. Information was identified that informed data collection tools, internal and external determinants in the context and in the implementation of the program that might influence results.

289. **Key Informant Interviews** - was carried out using topic guides. The questions had been framed to elicit informed opinions from the internal and external stakeholders at the baseline including those who had leading roles in the program at WFP HQ, regional, country and program intervention locations.

**1.3 Focus Group Discussions –** the FGDs were conducted with school children and parents. Participants were purposively sampled and the evaluation team liaised with country office staff to act as community gatekeepers. FGDs were also carried out with autochthone populations, teachers, and farmer groups at midterm. Given ethical considerations, FGDs were preferred over individual interviews for school children, indigenous population and community members, as they provided a more comfortable and less intimidating environment, reduce power imbalances, and encourage collective discussion while safeguarding participant autonomy and consent. Data was collected using topic guides by trained qualitative data collectors. Each FGD had between 8-10 participants. Separate FGDs with women and men were organized to facilitate a safe space to enable the participants to share their experiences and perspectives freely. The FGDs were audio-recorded. The groups of participants for the FGDs are displayed in Annex 6. The qualitative data collection tools are displayed in Annex 9.

**Table 30 Risks and mitigation measures**

| Risks | | Mitigation measures |
|---|---|---|
| Stakeholder and Community Risks | | |
| Stakeholder Availability | Key informants, including school directors, local/national | OAG secured early buy-in from key stakeholders, including government bodies |

| | | |
|---|---|---|
| | authorities, and WFP staff, may be unavailable due to competing priorities or fatigue from repeated evaluations (FY17 and baseline FY21). | and WFP, and built trust among community members by reaching out to community leaders beforehand with WFP support, clearly explaining the evaluation's specific purposes and benefits.<br>Interviews were scheduled in advance, with a Letter of Introduction requested to facilitate access.<br>National-level stakeholders, such as the Ministries of Education, Health, and Agriculture, were involved. Stakeholders were informed of the evaluation's timeline and their role, and interview times were adjusted to their convenience. |
| Community Distrust or Fatigue | Repeated evaluations (FY17 and baseline FY21) or unmet expectations from previous programs may lead to resistance from communities. | |
| Logistical and Operational Risks | | |
| Infrastructure Challenges | Poor road networks and flooding could delay access to remote schools, thus increase time and cost for data collection, potentially affecting evaluation timelines. | Alternative transport options, such as motorcycles, were utilized, and data collection was scheduled during dry seasons. Community-based field researchers were trained where possible, reducing reliance on external teams. Flexible timelines, alongside remote data collection tools (e.g., mobile apps or phone surveys), addressed weather-related disruptions, while real-time weather monitoring and collaboration with local stakeholders ensured adaptability. Contingency budgets were allocated to cover transport and logistical delays. |
| Weather-Related Disruptions | Heavy rainfalls and consequent floods may render some areas inaccessible or disrupt school activities. | |
| Unreliable Communication Systems | Limited or inconsistent communication infrastructure in rural areas may hinder coordination with field teams | |
| Access and Security Risks | | |
| Restricted Access to Evaluation Sites | Insecurity in conflict-affected departments (e.g., North Kivu, Likouala, and Plateaux) may prevent evaluators from reaching certain schools | Security risk assessments were conducted in collaboration with WFP, and local research assistants familiar with the context were recruited for safer operations. Remote data collection methods, such as phone interviews, were used as a last resort in inaccessible areas. A security monitoring plan and deployment strategy addressed evolving risks. Digital tools were prioritized to safeguard data integrity in insecure environments. |
| Safety of Evaluation Teams | Threats from ongoing conflict, such as clashes with rebel groups or general instability, may endanger evaluators. | |
| Data Quality and Integrity Risks | | |
| Incomplete or Unreliable Data | Lack of routine monitoring data, poor record-keeping, or inconsistent sex disaggregation. | OAG implemented a robust data management system, trained staff on accurate record-keeping, and ensured cultural sensitivity.<br>When secondary data was not sex-segregated, OAG first requested disaggregated data from providers. Supplementary data collection, such as targeted surveys and FGDs, was conducted to fill gaps, or a sex-sensitive lens was applied to the analysis using available qualitative insights. |
| Data security | Data security breaches or violations of confidentiality, potentially exposing sensitive information during the collection, storage, or analysis of evaluation data | |
| Language Barriers | Multiple local languages may complicate data collection and increase the likelihood of misinterpretation. | |

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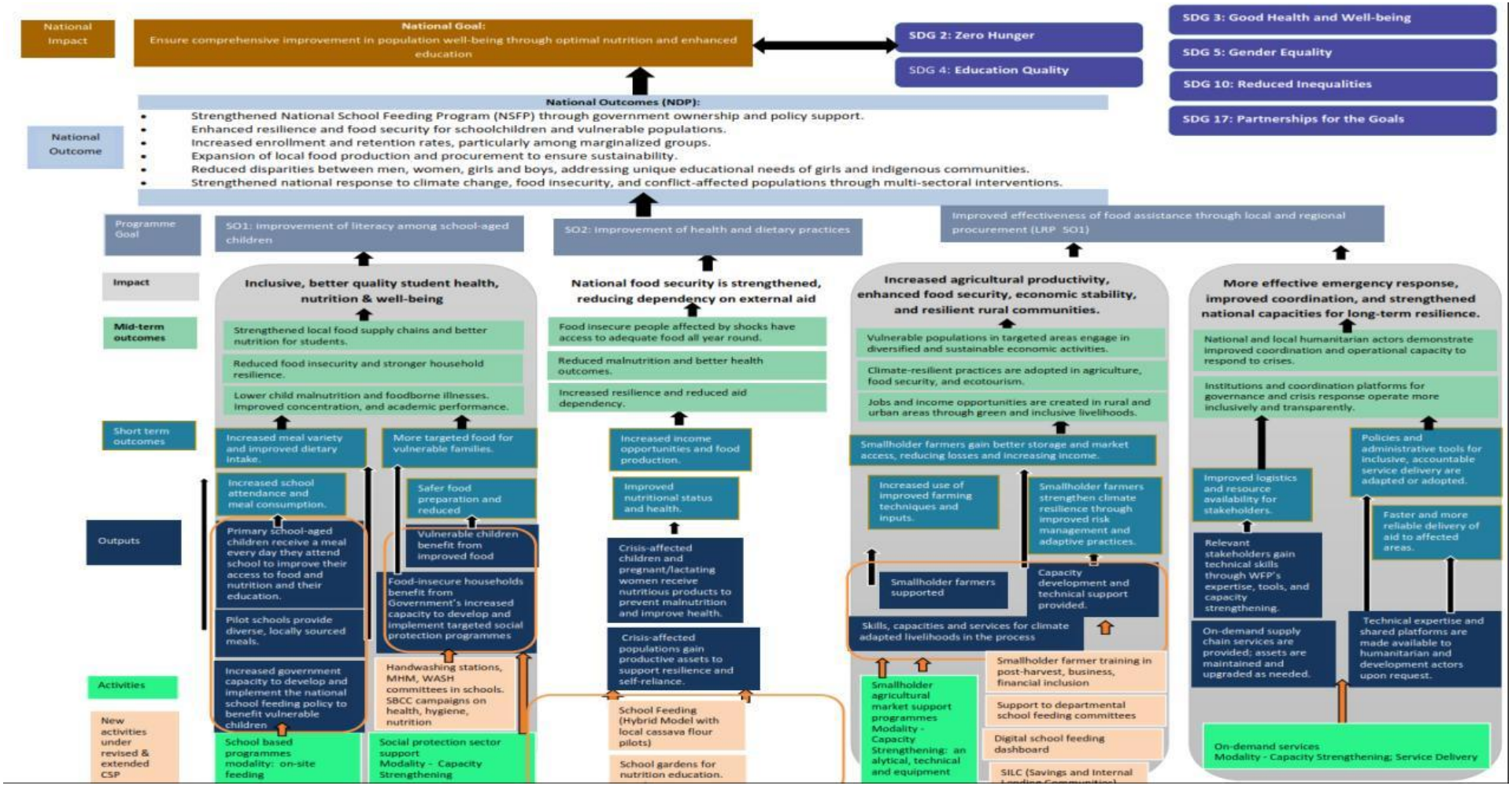
| Evaluation Fatigue | Stakeholders or respondents previously involved in evaluations may provide superficial or repetitive responses. | To address the issue of multiple local languages, OAG hired local translators or field research assistants proficient in the relevant languages and provided training to ensure consistency and minimize misinterpretation during data collection. Data collection protocols were also established. To avoid superficial or repetitive responses, OAG used varied interview techniques, ensured anonymity to encourage honest feedback, and regularly updated interview protocols to engage stakeholders with fresh perspectives. Procedures were put in place to protect participants' privacy and keep their data confidential during the collection, processing, analysis, reporting, and dissemination of results. No information identifying participants was disclosed. All copies of the data were securely stored on a dedicated server. |
| Timing and Resource Constraints | | |
| Delays in Securing Timely Input and Permissions from Local Authorities and other stakeholders | Bureaucratic hurdles or delays in securing necessary inputs or permissions from local authorities and other stakeholders | OAG ensured early engagement with local authorities and other stakeholders, clearly communicated the field calendar, and emphasized the need for their timely input. To address inadequate training or staffing, OAG provided comprehensive training for evaluators and ensured that sufficient personnel were allocated for the scale of the evaluation. For funding shortfalls, a contingency budget was established to cover unforeseen costs, such as extended fieldwork or additional security measures. |
| Understaffing or Capacity Gaps | Inadequate training or insufficient evaluators to handle the scale of the evaluation | |
| Budget Limitations | Insufficient funds to cover unforeseen costs, such as extended fieldwork or additional security measures | |
| Assumptions | | |
| WFP and the Ministry of Education will provide an engagement letter for the operation.<br>Project staff and partners will collaborate effectively with the consulting team throughout the study.<br>The project team will be available to provide additional information as needed by OAG.<br>The political, security, and health situation will remain stable during data collection.<br>Required documentation and information will be provided on time.<br>Regular follow-up meetings will be held within OAG and with WFP to monitor progress.<br>Monitoring data will be available to the ET, disaggregated by sex and sociodemographic factors.<br>Sufficient budget will cover unforeseen costs, including extended fieldwork or security measures.<br>Data collection tools will be culturally appropriate, with local languages used to prevent misinterpretation. | | |

# Annex 5. The reconstructed theory of change



# Annex 6. Overview of KIIs and FGDs conducted

### Key Informant Interviews

| Participant ID | Stakeholder group | Geographic level / Department |
|---|---|---|
| KII-WFP-01 | WFP Programme Staff | National (Brazzaville) |
| KII-IP-01 | Implementing Partner Representative | National (Brazzaville) |
| KII-GOV-01 | MEPPSA Technical Official | National (Brazzaville) |
| KII-GOV-02 | Regional Education Authority (SAS/DDEPSA) | Lékoumou |
| KII-SCH-01 | Primary School Administrator | Lékoumou |
| KII-SCH-02 | Primary School Administrator | Bouenza |
| KII-GOV-03 | Regional Education Authority (SAS/DDEPSA) | Pool |
| KII-IP-02 | Field Monitoring Agent | Sangha |

### Focus Group Discussions

| FGD ID | Participant group | Department | Total articipants |
|---|---|---|---|
| FGD-COGES-01 | School Management Committee (COGES) | Lékoumou | 6 |
| FGD-STUD-01 | Primary School Students (Boys) | Lékoumou | 9 |
| FGD-FARM-01 | Women Smallholder Farmers | Bouenza | 7 |
| FGD-PAR-01 | Parents/Guardians (Women) | Bouenza | 8 |
| FGD-PAR-02 | Parents/Guardians (Men) | Bouenza | 8 |
| FGD-STUD-02 | Primary School Students (Girls) | Pool | 8 |
| FGD-COGES-02 | School Management Committee (COGES) | Pool | 7 |
| FGD-INDG-01 | Indigenous Community Members | Sangha | 10 |

# Annex 7. 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 gender and 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. There is no criterion for which the availability or quality of evidence is below medium. Primary quantitative (school-based surveys) and qualitative (KII and FGDs) evidence will be generated in this evaluation to increase the reliability and credibility of findings.

| **Questions** | | | | **Criteria** | |
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| **1. How well is the McGovern-Dole FY21 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** | **Expected Data Availability** |
| 1.1. To what extent is the McGovern-Dole School feeding program's design and approach suitable for the achievement of the desired effect and objectives?<br><br>1.1.1. To what extent were the SFP interventions responsive to the evolving needs at the community levels; and the evolving aspirations of the governments at the national and state levels? | Evidence of systematic identification of the country's needs prior to programming.<br><br>Selected interventions are consistent with identified needs of targeted populations and national priorities.<br><br>Evidence of the McGovern-Dole FY21 program meeting the specific needs of the expected beneficiaries, (direct and indirect) at national, state and county levels<br><br>Evidence of collaboration and joint planning between the intervention team and government officials in the design phase.<br><br>Intervention design and program logic showing considerations of different contextual elements in | Desk Review<br>Key informant interviews with:<br>WFP staff including monitoring and evaluation officers, and gender focal points;<br>Government,<br>Implementing partners (CRS, UNICEF, UNESCO) and other UN Agencies. | Monitoring and Evaluation Reports<br>Annual Country Reports<br>Relevant Government Policies/Strategies (e.g. National Gender Policy; National Girls' Education Strategy), UNSDCF documents, National Development Plans<br>Vulnerability Assessment Reports<br>McGovern-Dole FY21 Baseline Report;<br>Performance Monitoring Plan; Monitoring and Evaluation Reports; INS surveys; PASEC survey; WFP reports; school attendance sheets.<br>Qualitative information from KII Qualitative | Descriptive Analysis<br>Content analysis<br>Principal Component Analysis<br><br>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 | High |

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| | the assumptions, risks and mitigating factors<br><br>Stakeholder perceptions of program appropriateness and responsiveness to needs.<br><br>Communities' awareness and acceptance of overall McGovern-DoleFY21 interventions | | information from KII and FGDs<br>Quantitative information from HH survey | compensated for by the KII. This will increase the credibility of the findings. | |
| 1.2. Does the program theory and logic of the McGovern-Dole School feeding program correctly envisage the causal relationships in its results framework? | Evidence of causal relationships explicitly defined and logically aligned in the Results Framework.<br><br>Evidence of risks and assumptions being monitored and addressed to support the logic chain. | Desk Review<br>Key informant interviews with:<br>WFP staff including monitoring and evaluation officers, and gender focal points;<br>Government,<br>Implementing partners (CRS, UNICEF, UNESCO) and other UN Agencies. | McGovern-Dole FY21 Baseline Report;<br>Performance Monitoring Plan;<br>Theory of Change;<br>Monitoring and Evaluation Reports; | Content analysis<br>Analysis of Theory of Change (ToC) and its assumptions<br>Triangulation of different data sources. | High |
| 1.3. Is the program aligned with national government's education and school meals policies and strategies? | Alignment of program's objectives, targeting and activities with those stated/ prioritised in national policies on education, food security and nutrition and gender (including gender elements of sector policies)<br><br>Stakeholders' views on alignment of the program with national policies, strategies and priorities.<br><br>Evidence of program activities integrated into existing national frameworks or systems.<br><br>Stakeholders' views on gaps in alignment and the effects | Evaluability Assessment<br>Desk Review<br>Key informant interviews with:<br>WFP staff including monitoring and evaluation officers, and gender focal points;<br>Government,<br>Implementing partners (CRS, UNICEF, UNESCO) and other UN Agencies. | Monitoring and Evaluation Reports;<br>Program and project documents<br>National Strategic Planning and Policy Documents<br>Qualitative information from KII | Descriptive Analysis<br>Content analysis<br>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 | High |

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| | | | | by the KII. This will increase the credibility of the findings. | |
| 1.4. To what degree the needs of women or other marginalized groups were considered in the program's design and implementation?<br>1.4.1. To what extent did the program design and objectives take into account: a) gender, b) the social, economic, cultural, political and environmental context; and c) equity for beneficiaries?) | Evidence of Human Rights Based Approach (HRBA) and Gender programming mainstreaming in the program logic<br><br>Evidence on monitoring tools to measure progress on equity and GEWE<br><br>Evidence of gender awareness and technical capacity of WFP staff and partners to mainstream gender in the program<br><br>Existence of specific gender equality goals and indicators within the program's M&E framework. Evidence that program activities are addressing the specific needs of needs of girls, boys, men and women, autochthone population, children with disabilities and other marginalized groups identified at baseline.<br><br>Perceptions of gender inclusivity in educational content and teaching methods.<br><br>Perceptions of WFP CO staff; government stakeholders at national and state levels; and implementing partners on the consideration of vulnerable groups in the design and implementation of interventions. | Desk Review<br>Key informant interviews with:<br>WFP staff including monitoring and evaluation officers, and gender focal points; Representatives of, Union Nationale des Aveugles et Malvoyants du Congo (UNAMAC), S.O.S Femmes du Congo, Association Debout femmes autochtones du Congo (ADFAC)<br>Government, Implementing partners (CRS, UNICEF, UNESCO) and other UN Agencies.<br><br>Focus Group Discussions (FGDs) with community men and women, COGES, women farmer groups etc. | Monitoring and Evaluation Reports<br>Annual Country Reports<br>Relevant Government Policies/Strategies (e.g. National Gender Policy; National Girls' Education Strategy), UNSDCF documents, National Development Plans<br>Vulnerability Assessment Reports<br>McGovern-Dole FY21 Baseline Report; Performance Monitoring Plan; Monitoring and Evaluation Reports; INS surveys; PASEC survey; WFP reports; school attendance sheets.<br>Qualitative information from KII Qualitative information from KII and FGDs | Descriptive Analysis<br>Content analysis<br>Triangulation of different data sources and methods. | High |

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| | Communities' perceptions on access of the McGovern-DoleFY21 interventions to all groups including women, girls and the most deprived / marginalized groups including children with disabilities<br><br>Perceptions of WFP CO staff, Government and implementing / technical partners beneficiary feedback mechanisms available in the program and the level of functionality of the mechanisms | | | | |
| **2. How well does the McGovern-Dole FY21 project fit with other interventions in the sector and country** | | | | ***Coherence*** | **Expected Data Availability** |
| 2.1. To what extent is the McGovern-Dole school feeding coherent with the National School Feeding strategy and interventions implemented by other actors in the country? | Stakeholder perceptions of alignment between McGovern-Dole and National School Feeding strategies.<br><br>Evidence of consultations with national authorities in program design and implementation.<br><br>Level of complementarity of the McGovern-Dole(in-kind) model with the Cash Based Transfer (CBT) and HGSF models<br><br>Examples of joint initiatives or shared resources between McGovern-Dole and other actors (IBSA and GPE funded initiatives).<br><br>Stakeholder perceptions of level of alignment between McGovern-Dole and other interventions. | Desk Review<br>Key informant interviews with: WFP staff including monitoring and evaluation officers, and gender focal points; Government, Implementing partners (CRS, UNICEF, UNESCO) and other UN Agencies. | Program and project documents<br>Annual Country Reports<br>Monitoring and Evaluation Reports;<br>Qualitative information from KII | Descriptive Analysis<br>Content analysis<br>Triangulation of different data sources and methods. | High |

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| | Percentage of program areas covered by both McGovern-Dole and other actors without overlap. | | | | |
| 2.2. What are the McGovern-Dole project complementarity, harmonisation and co-ordination with others WFP programs, and the extent to which the intervention is adding value while avoiding duplication of effort? | Evidence of joint activities conducted between the McGovern-Dole FY21 intervention and other WFP interventions<br>Evidence of mutual support in communications and advocacy efforts between the intervention and other WFP programs<br>Percentage of shared resources (funding, personnel, and materials) between the intervention and other WFP interventions<br>Number of shared trainings, capacity-building workshops for staff and beneficiaries of both the intervention and other WFP interventions<br>WFP staff's perceptions of improvement in intervention outcomes attributable to synergies with other WFP interventions<br>Stakeholders' perceptions regarding the benefits and effectiveness of synergies between the intervention and other WFP programs<br>Evidence of alignment of the intervention's objectives with (and complement across) sectors<br>Examples of successful collaborative efforts resulting in tangible outcomes. | Desk Review<br>Key informant interviews with: WFP staff including monitoring and evaluation officers, and gender focal points; | Program and project documents<br>Annual Country Reports<br>Monitoring and Evaluation Reports;<br>Qualitative information from KII | Descriptive Analysis<br>Content analysis<br>Triangulation of different data sources and methods. | High |
| **3. To what extent did SFP achieve its objectives and results? Effectiveness** | | | | | **Expected Data Availability** |
| 3.1. What is the progress of program implementation – is the | Evidence with reference to the performance indicators for the program. | Desk Review<br>Key informant interviews with: | Program documentation and Government reports | Descriptive statistics | High |

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| program on track to carry out all activities as planned?<br>3.1.1. Extent to which the McGovern-Dole FY21 achieved the expected results in relation to reducing mid-day hunger of school going children; educational sector performance (enrolment, attendance, retention, and learning) especially for girls ? | Comparison of the baseline and midline values of the standard and custom indicators in the PMP, including:<br><br>Percentage of girls achieving basic literacy in intervention and comparison schools<br><br>Percentage of boys achieving basic literacy in intervention and comparison schools<br><br>Percentage of girls' enrolled in intervention and comparison schools<br><br>Percentage of boys' enrolled in intervention and comparison schools<br>Students' (girls and boys) attendance<br>Teacher performance<br>Perceptions of the Government and teachers regarding the capacity of teachers to deliver effective learning to girls and boys<br><br>Stakeholders and Communities' perceptions of quality of literacy instruction<br><br>Stakeholders' perceptions of student attentiveness, attendance and dropout,<br><br>Stakeholders and Communities' perceptions of reasons for change | WFP staff including monitoring and evaluation officers, and gender focal points;<br>Government, Implementing partners (CRS, UNICEF, UNESCO) and other UN Agencies.<br>.<br>Focus Group Discussions (FGDs) with school girls and boys; community men and women, COGES, etc.<br>School based surveys – students' reading assessments with EGRA/ EGMA tool;<br>Surveys of school directors, teachers, school canteen managers | Monitoring and Evaluation Reports;<br>WFP log frame and performance data<br>WFP annual reports<br>McGovern-Dole FY21 Baseline data<br>Available EMIS data<br>Available school inspection data<br>Qualitative information from KII and FGDs<br>Quantitative information from<br>Quantitative information from School based surveys including reading assessment and surveys of school directors, teachers, school canteen managers | Counterfactual analysis<br>Causal analysis<br>Triangulation of data will be carried out using the different methods to ask the same questions, and asking different types of respondents the same questions. This will enable us to identify areas of agreement and disagreement between and within groups of respondents. Any gaps in the desk review will be compensated for by the information obtained from the FGD and KII data to increase the validity of the findings. | |

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| | Communities' perceptions of alleviation of short-term hunger of school children through the provision of school meals<br><br>Communities' perceptions of influence of the McGovern-Dole FY21 activities on household nutritional behaviours and their children's health and nutritional status<br><br>Stakeholders' opinions on usefulness and achievements of Community engagement activities<br><br>Communities' opinions on usefulness and achievements of Community engagement activities<br><br>Stakeholders' perceptions of the main drivers of change<br><br>Communities' perceptions of the main drivers of change | | | | |
| 3.2. To what extent are the objectives of the program likely to be realized including the broader goals of gender mainstreaming and promoting inclusion?<br>3.2.1. To what extent have the gender-sensitive and inclusion activities been implemented?<br>3.2.2. Were there any differential effects experienced between girls and boys? What are the gaps that still need to be addressed? | PMP standard and custom indicator values in relation to the yearly targets<br><br>Evidence of gender and equity considerations in the disaggregation of routine monitoring data<br><br>Level of gender perspective integrated in the program's strategy, log frame and the results chain | Desk Review<br>School based surveys – students' reading assessments with EGRA/ EGMA tool; Surveys of school directors, teachers, school canteen managers<br>Key informant interviews with: WFP staff including monitoring and evaluation officers, and gender focal points; | Program and project documents<br>Annual Country Reports<br>McGovern-Dole FY21 Baseline data<br>Monitoring and Evaluation Reports;<br>Monitoring Data<br>Qualitative information from KII and FGD<br>Quantitative information from school-based surveys | Comparative analysis<br>Causal analysis<br>Content analysis<br>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 | High |

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| | Stakeholders' views and evidences of the McGovern-Dole FY21 enabling compliance to national and international obligations around women's/children's/human rights<br><br>Number of gender-responsive needs assessments related to the program strategies at the country level.<br><br>Stakeholders' perceptions of the extent to which the program has addressed the specific needs of needs of girls, boys, men and women, autochthone population, children with disabilities and other marginalized groups identified at baseline<br><br>Communities' perceptions of the extent to which the program has addressed the specific needs of needs of girls, boys, men and women, autochthone population, children with disabilities and other marginalized groups identified at baseline<br><br>Communities' views/prioritisation of education for girls' vis a vis other urgent priority<br><br>Communities' views/prioritisation of education for boys' vis a vis other urgent priority | Representatives of PWD and indigenous groups (e.g, Union Nationale des Aveugles et Malvoyants du Congo (UNAMAC), S.O.S Femmes du Congo, Association Debout femmes autochtones du Congo (ADFAC)) Government, Implementing partners (CRS, UNICEF, UNESCO) and other UN Agencies.<br>.<br>Focus Group Discussions (FGDs) with school girls and boys; community men and women, COGES, school cooks etc.; | | to identify areas of agreement and disagreement between and within groups of respondents. Any gaps in the desk review will be compensated for by the information obtained from the FGD and KII data to increase the validity of the findings. | |
| 3.3. What aspects of school feeding intervention are the most | Frequency and type of internal and external shocks affecting operations. | Desk Review<br>Key informant interviews with WFP | Program and project documents | Descriptive Analysis<br>Content analysis | High |

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| sensitive to internal and external system pressures? | Stakeholder perceptions of program adaptability.<br><br>Stakeholders' perceptions of most resilient components of the school feeding program.<br><br>Stakeholders' perceptions of the components of the school feeding program most vulnerable to system pressures | staff including monitoring and evaluation officers, consultants and gender focal points; USDA, Government, UNICEF, UNESCO, CRS and other key stakeholders. | Monitoring and Evaluation Reports; Qualitative information from KII | 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. | |
| 3.4. How effective has the collaboration with different stakeholders (including the government) been in achieving program's objectives? | Number of partnerships leveraged by the McGovern-Dole FY21 project<br>Existence of mechanisms or frameworks (e.g., committees, agreements) to sustain collaborations<br>Stakeholder perceptions of communication quality (e.g., clarity, frequency, responsiveness) in the collaborations<br>Stakeholders' perceptions and evidences of changes due to the added value of the collaborations<br>Stakeholders' perceptions of capacity at national, department, and school community levels.<br><br>Evidence of strengthened institutional arrangements. | Desk Review<br>Key informant interviews with WFP staff including monitoring and evaluation officers, consultants and gender focal points;<br>Representatives of PWD and indigenous groups<br>USDA, Government, UNICEF, UNESCO, CRS and other key stakeholders. | Program and project documents<br>Monitoring and Evaluation Reports; Qualitative information from KII | Descriptive Analysis<br>Content analysis<br>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 | High |

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| | Evidence of capacity-building efforts carried out in the short-term and on a continuing basis.<br><br>Stakeholders' views and evidence of national/local ownership. | | | increase the credibility of the findings | |
| **4. How did the SFP achieve quality and efficiency in the delivery of assistance with available resources? Efficiency** | | | | | **Expected Data Availability** |
| 4.1. To what extent are the activities implemented in line with the plan and in a timely manner? (Program delivery, logistics and M&E arrangements)? | Percentage of planned activities completed as outlined in the work plan.<br><br>Evidence of timeliness of implementation of the project activities including provision of food and other inputs.<br><br>WFP and Government Stakeholders' views on timely delivery of results of the McGovern-Dole FY21 interventions<br><br>Government stakeholders' perceptions of timeliness of WFP's support<br><br>Percentage of schools receiving full allocated supplies on time.<br><br>Stakeholder perceptions of implementation fidelity and timeliness | Desk Review<br>Key informant interviews with:<br>WFP staff including monitoring and evaluation officers, and gender focal points;<br>Government,<br>Implementing partners (CRS, UNICEF, UNESCO) and other UN Agencies.<br>Focus Group Discussions (FGDs) with COGES, school cooks etc.; .<br>Surveys of school directors, school canteen managers | Program Intervention Monitoring data<br>Donor Reports<br>SFP Financial Reports<br>Annual Country Reports;<br><br>Qualitative information from KII and FGD<br>Quantitative information from surveys | Descriptive analysis<br>Content analysis<br>Triangulation of different data sources | Medium |
| 4.2. What factors have impacted the delivery process (cost factors, WFP and partners performance, external factors)? | Stakeholders' views and evidence of adequacy of and gaps (if any) in human, financial and materials resources provided in the SFP | Desk Review<br>Key informant interviews with:<br>WFP staff including monitoring and evaluation officers, and gender focal points; | Program Intervention Monitoring data<br>Donor Reports<br>SFP Financial Reports<br>Annual Country Reports;<br>Data on program operational costs | Descriptive analysis<br>Thematic analysis<br>Triangulation of different data sources | Medium |

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| | Stakeholder descriptions of key cost drivers affecting program delivery.<br>Documented instances of unexpected costs or budget reallocations.<br><br>Stakeholders' perceptions of content, timeliness and external perceptions of monitoring and reporting arrangements and the extent to which these have influenced the delivery process.<br><br>Stakeholders' satisfaction with coordination and collaboration between WFP and partners.<br><br>Stakeholders' perceptions of relevant internal factors (e.g., team expertise, resource allocation, management practices) affecting program delivery<br><br>Stakeholders' perceptions of relevant external factors (e.g., market conditions, policy environment, community engagement) affecting program delivery<br><br>Stakeholder accounts of external shocks (e.g., weather, conflict) disrupting the program. | Government, Implementing partners (CRS, UNICEF, UNESCO) and other UN Agencies.<br>Focus Group Discussions (FGDs) with COGES, school cooks etc.; .<br>Surveys of school directors, school canteen managers | Qualitative information from KII and FGD<br>Quantitative information from surveys | | |
| 4.3. What measures can support enhancement of the SFP efficiency for the remaining implementation period?<br>4.3.1. What measures were put in place to improve cost- | Total Budget allocation and expenditures; assessed against program outputs.<br><br>Cost savings as % of project expenditure | Desk Review<br>Key informant interviews with:<br>WFP staff including monitoring and | Program Intervention Monitoring data<br>Donor Reports<br>SFP Financial Reports<br>Annual Country Reports; | Financial Analysis<br>Content analysis<br>Triangulation of different data sources | Medium |

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| effectiveness of the McGovern-Dole FY21 intervention?<br>4.3.2. Was the intervention implemented in the most effective way compared to the alternatives? | Assessment of program in terms of intended vs achieved outputs and outcome vis a vis allocation /expenditure (for each programmatic element)<br><br>Stakeholders' views of strategies used to accommodate limited resources without compromising quality.<br><br>Documented evidence of economical use of allocated resources for results produced.<br><br>Stakeholders' perceptions of content, timeliness and external perceptions of monitoring and reporting arrangements and the extent to which these have influenced effectiveness<br><br>Stakeholders' opinions on strengths and weakness of the implementation processes compared with other alternatives. | evaluation officers, and gender focal points; Government, Implementing partners (CRS, UNICEF, UNESCO) and other UN Agencies.<br>Focus Group Discussions (FGDs) with COGES, school cooks etc.; .<br>Surveys of school directors, school canteen managers | Data on program operational costs<br>Qualitative information from KII and FGD<br>Quantitative information from surveys | | |
| 4.4. To what extent has the school feeding dashboard and Beneficiary/Stakeholder Complaint and Feedback mechanisms been utilized to identify issues and implement corrective measures? | Indicators monitored via the Dashboard<br><br>Other means of monitoring indicators not tracked via the Dashboard<br><br>Beneficiary feedback mechanisms included in the design and implementation of the McGovern-DoleFY21 | Desk Review<br>Key informant interviews with:<br>WFP staff including monitoring and evaluation officers, and gender focal points; Government, Implementing partners (CRS, UNICEF, UNESCO) and other UN Agencies.<br>Focus Group Discussions (FGDs) with | Program Intervention Monitoring data<br>Donor Reports<br>SFP Financial Reports<br>Annual Country Reports;<br>Data on program operational costs<br>Qualitative information from KII and FGD<br>Quantitative information from surveys | | Medium |

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| | Number and percentage of schools using and Beneficiary/Stakeholder Complaint and Feedback regularly.<br><br>Number of issues logged through the dashboard or complaint mechanisms.<br><br>Types of issues reported.<br><br>Evidence of Community stakeholders' awareness of the complaint and feedback mechanisms.<br><br>Community stakeholders' perceptions of the complaint and feedback mechanisms<br><br>Stakeholders' satisfaction with the effectiveness of the dashboard and feedback mechanisms.<br><br>Evidence of corrective actions taken based on dashboard data<br><br>Community stakeholders' satisfaction with the Beneficiary/Stakeholder Complaint and Feedback mechanisms | parents, girls and boys COGES, school cooks etc.; .<br>Surveys of school directors, school canteen managers | | | |
| **5. What wider effects did the SFP contribute to students, households, communities, and institutions?** | | | | ***Impact*** | **6. Expected Data Availability** |
| 6.1. To what degree has, the program outcomes made progress toward positive long-term effects on targeted beneficiaries (girls, boys, men and women), households, communities and institutions? | Comparison of baseline values of relevant standard indicators with midline values in intervention and comparison communities | Desk Review<br>Key informant interviews with: WFP staff including monitoring and evaluation officers, | Program and project documents<br>Annual Country Reports<br>Monitoring and Evaluation Reports.<br>Qualitative information from KII and FGDs | Counterfactual analysis (DiD analysis)<br>Causal analysis<br>Triangulation of data will be carried out using the | High |

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| 6.1.1. | What are the reasons for the effects observed? | Evidence of transformational changes related to learning of beneficiaries (boys and girls), and institutional capacity building<br><br>Stakeholders' and Communities' views and evidence of change in mind-set, gender-perception shifts etc. regarding girls' education, within the communities due to the program activities | and gender focal points; Government, Implementing partners (CRS, UNICEF, UNESCO) and other UN Agencies.<br>Focus Group Discussions (FGDs) with parents, COGES, school cooks etc.; .<br>School Based Surveys including Learning Outcomes Assessments (EGRA/EGMA) | School Based Surveys information | 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' perceptions and agreements between different interviews and respondents. | |
| 6.2. | What evidence exists to show that the McGovern-Dole school feeding program enhances learning for boys and girls including for autochthone populations? | Baseline-Midterm comparison of percentage of girls and boys (overall and by gender) achieving basic literacy in intervention and comparison schools<br><br>Baseline-Midterm comparison of percentage of autochthone girls and boys (overall and by gender) achieving basic literacy in | Desk Review<br>Key informant interviews with: WFP staff including monitoring and evaluation officers, and gender focal points; Government, Implementing | Program and project documents<br>Annual Country Reports<br>Monitoring and Evaluation Reports.<br>Qualitative information from KII and FGDs<br>School Based Surveys information | Counterfactual analysis (DiD analysis)<br>Causal analysis<br>Triangulation of data will be carried out using the different qualitative methods to ask the same questions | High |

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| | intervention and comparison schools<br><br>Baseline-Midterm comparison of percentage of girls and boys (overall and by gender) achieving basic numeracy in intervention and comparison schools<br><br>Baseline-Midterm comparison of percentage of autochthone girls and boys (overall and by gender) achieving basic numeracy in intervention and comparison schools<br>Baseline-Midterm comparison of percentage of girls and boys (overall and by gender) enrolled and retained in schools in intervention and comparison schools<br><br>Baseline-Midterm comparison of percentage of autochthone girls and boys (overall and by gender) enrolled and retained in schools in intervention and comparison schools<br><br>Perceptions of the Government and teachers regarding the capacity of teachers to deliver effective learning to girls<br><br>Stakeholders' and Communities' perceptions of quality of literacy instruction, and school leadership capacity | partners (CRS, UNICEF, UNESCO) and other UN Agencies.<br>Focus Group Discussions (FGDs) with boys, girls parents, COGES, school cooks etc.; .<br>School Based Surveys including Learning Outcomes Assessments (EGRA/EGMA) | | 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' perceptions and agreements between different interviews and respondents. | |

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| | Stakeholders' perceptions of student attentiveness, attendance and dropout,<br><br>Communities' perceptions of alleviation of short-term hunger of school children through the provision of school meals<br>Percentage of teachers reporting improved student attentiveness.<br><br>Parents', boys', girls' and teachers' feedback on perceived academic benefits. | | | | |
| 6.3. What internal and external factors affected the program results from having to intended impact on targeted beneficiaries?<br>6.3.1. What were unintended negative effects of the program?<br>6.3.2. What were the main positive impact factors?<br>6.3.3. What factors created gaps in the desired impact? | Stakeholders' views and evidence of positive and negative effects of the program<br><br>Communities' and Stakeholders' views of challenges in program implementation<br><br>Stakeholder perceptions of the level of program resilience.<br><br>Stakeholders' views and evidence of unintended negative effects of the SFP<br><br>Stakeholders' perspectives and evidence on program impact regarding gender-related issues (positive, negative, or reinforcement of gender inequality)<br><br>Numbers and types of groups that have been reached in different settings (including the most deprived and those most likely to | Desk Review<br>Key informant interviews with: WFP staff including monitoring and evaluation officers, and gender focal points;<br>Government, Implementing partners (CRS, UNICEF, UNESCO) and other UN Agencies.<br>Focus Group Discussions (FGDs) with boys, girls parents, COGES, school cooks etc.; . | Program and project documents<br>Annual Country Reports<br>Monitoring and Evaluation Reports.<br>Qualitative information from KII and FGDs | Counterfactual analysis (DiD analysis)<br>Causal analysis<br>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 | High |

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| | miss the McGovern-Dole FY21interventions)<br>Differential effects across various target groups or settings (e.g., type of school, boys vs. girls, conflict vs. stable locations, disability)<br><br>Communities' and Stakeholders' views and evidence of the program addressing (through strategies and interventions) the targeting of marginalized groups<br>(i.e. poorest or those from lowest income quintiles, illiterate, hard to reach areas/rural and remote, single mothers, ethnic minorities, disabled children;)<br><br>Communities' and Stakeholders' views of gaps in the targeting of marginalized groups | | | departments. We will assign weights in the qualitative analysis using the frequency of respondents' perceptions and agreements between different interviews and respondents. | |
| 6.4. What have been the gendered impacts, particularly with regard to girls' education? | | Document review<br>Key informant interviews with WFP staff including monitoring and evaluation officers, and gender focal points;<br>Government, implementing partners, and other key stakeholders.<br>Focus Group Discussions (FGDs) with community men and women, PTA, COGES, etc. | Program and project documents<br>Annual Country Reports<br>Monitoring and Evaluation Reports.<br>Qualitative information from KII and FGDs<br>HH Survey information<br>School based surveys | Thematic analysis<br>Causal analysis<br>Triangulation of data | High |

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| | | HH survey<br>School based surveys of directors and teachers | | | |
| **7. To what extent did the SFP contribute to sustainable food security, nutrition, and social protection in households, schools, communities, and government?** | | | | **Sustainability** | **8. Expected Data Availability** |
| 8.1. What progress has farmers, traders and other suppliers made towards becoming reliable and sustainable suppliers of high-quality food commodities to local schools? | Comparison of midterm and baseline findings on:<br><br>Male farmers', traders and other suppliers' views of their capacity to provide a reliable and sustainable supply of high-quality food commodities to local schools<br><br>Female farmers', traders and other suppliers' views of their capacity to provide a reliable and sustainable supply of high-quality food commodities to local schools<br><br>Communities views of the capability of farmers, traders, and other suppliers to provide a reliable and sustainable supply of high-quality food commodities to local schools<br><br>WFP, Government and other stakeholders' views of the capability of farmers, traders and other suppliers' capability to provide a reliable and sustainable supply of high-quality food commodities to local schools<br>Stakeholders' perceptions of supply chain issues regarding food | Desk Review<br>Focus Group Discussions of community men/women, farmers, traders, suppliers, community leaders<br>Key informant interviews with WFP staff including monitoring and evaluation officers, consultants and gender focal points; USDA, Government including Ministry of Agriculture Extension Staff UNICEF, UNESCO, CRS and other key stakeholders. | Performance Monitoring Plan; Monitoring and Evaluation Reports; WFP reports; trainings and meetings attendance sheets; local procurement documents<br>Qualitative information from KII and FGD | Descriptive Analysis<br>Content analysis<br>Triangulation of different data sources and method. Different persons will be asked the same questions and areas of agreements and disagreements will be noted. Any weakness in addressing the question via desk review alone will be compensated for by the KII and FDG. This will increase the credibility of the findings. | Medium |

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| | commodities' supply to local schools<br><br>Stakeholders' experiences with local procurement | | | | |
| 8.2. Do mechanisms (policies and strategies, stable budgeting, quality program design, institutional arrangements, local production and sourcing; partnerships and coordination; community participation and ownership) exist to ensure the sustainability of the school meals program? | Mechanisms in place to ensure strengthening of skills and capacity of Government and school communities to manage and implement the school feeding program<br><br>Evidence of capacity-building efforts carried out in the short-term and on a continuing basis.<br><br>Evidence of strengthened institutional arrangements.<br><br>List of key sustainability factors at FY21 and their comparison with those at program inception.<br><br>Evidence of community action platforms such as active PTAs, COGESs, etc<br>Number of training sessions conducted for school communities to build ownership and capacity.<br><br>Evidence of local stakeholders (e.g., district governments, COGESs, PTAs) contributing financial or in-kind resources to sustain the program<br><br>Proportion of food commodities sourced locally under sustainable procurement mechanisms. | Desk Review<br>Focus Group Discussions of community men/women, COGES. PTA, farmers, traders, suppliers, community leaders<br>Key informant interviews with WFP staff including monitoring and evaluation officers, consultants and gender focal points; USDA, Government, UNICEF, UNESCO, CRS and other key stakeholders. | Program Documents including Annual Country Reports<br>Monitoring and Evaluation Reports.<br>Document review<br>Qualitative information from KII and FGDs | Content analysis<br>Thematic analysis<br>Triangulation of different data sources | High |

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| | Stakeholders' perceptions of capacity at national, department and school community levels<br><br>Stakeholders, communities' and students' perceptions and evidence of the importance of children's education, especially girls'<br><br>Evidence of financial commitment by Government – budgetary allocations to school feeding.<br><br>Stakeholders' and communities' perceptions of factors that affect the program sustainability<br><br>Evidence of identified and interactions with external funding sources (private sector, donors etc) to support the program – government stakeholders looking for, finding, and identifying synergies to provide support.<br><br>WFP and other technical partners' perceptions of capacity gaps and strengths of the McGovern-Dole FY21 intervention<br><br>Stakeholders' perceptions of changes in the program sustainability elements from McGovern-Dole FY17 to FY21 | | | | |
| 8.3. What progress has been made towards changing the attitudes and behaviours of community members in such a way as to | Communities' perceptions of need to improve health and dietary practices | Desk Review<br>Focus Group Discussions of community | Program Documents including Annual Country Reports | Content analysis<br>Thematic analysis | High |

| | | | | | |
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| improve health and dietary practices? | Number of community members participating in health awareness sessions.<br><br>Communities' reporting on adopted hygiene practices (e.g., handwashing).<br><br>Community reports on changes in school attendance due to improved health interventions.<br>Communities perceptions of the importance of the program's social mobilization activities<br>Communities' views of changes in health and dietary practices due to the community mobilization and awareness raising activities of the McGovern-Dole FY21 project<br>Stakeholders' perceptions of the responsiveness of the communities to the SBCC strategies | men/women, COGES. PTA, farmers, traders, suppliers, community leaders<br>Key informant interviews with WFP staff including monitoring and evaluation officers, consultants and gender focal points; USDA, Government, UNICEF, UNESCO, CRS and other key stakeholders. | Monitoring and Evaluation Reports.<br>Document review<br>Qualitative information from KII and FGD | Triangulation of different data sources | |
| 8.4. 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? | Evidence of strengthened school canteen monitoring committees' capacity<br><br>Stakeholders' perceptions of capacity of school canteen monitoring committees to sustainably support school canteens and women farmers<br><br>Evidence of integration of school canteen monitoring committees into regional or local budgets<br><br>Evidence that the program has heightened the community's perception of the importance of | Desk Review<br>Key informant interviews with WFP staff including monitoring and evaluation officers, and gender focal points; Government, implementing partners and other key stakeholders.<br>Focus Group Discussions (FGDs) with COGES, | Program Documents including Annual Country Reports<br>Monitoring and Evaluation Reports.<br>Document review<br>Qualitative information from KII<br>Quantitative information from school based surveys | Content analysis<br>Thematic analysis<br>Triangulation of different data sources | High |

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| | school for children, especially for girls | women farmer groups etc.<br>School based surveys with school canteen managers | | | |
| 8.5. Has the intervention changed gender relations between men and women in the medium and long term?<br>8.5.1. To what extent will the achievements of the program in terms of gender, equity and empowerment be sustained after the program? | Perception of changes in unequal practices among different members of the household in household decision making due to the program activities<br><br>Perception of changes in gender relations between men and women due to female gender empowerment (e.g. in women farmer groups)<br>Level of gender perspective integrated in the program's log frame, ToC and the results chain<br><br>Indicators/targets disaggregated by gender<br><br>Level of equity considerations in the program's log frame, ToC and the results chain:<br>- Disaggregation of the monitoring data by gender and proxy indicators related to socio-economic status (area of residence, occupation, level of education etc.)<br>Target groups include the most vulnerable groups according to evidence | Focus Group Discussions (FGDs) with PTA, COGES, women farmer groups, PWD, representatives of indigenous groups etc. | Qualitative information from FGDs | Content analysis | High |

# Annex 8. Data collection tools - Quantitative

**Pupils' questionnaire**

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

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

| | | |
|---|---|---|
| *QO1* | **Gender**<br>*1 Girl 2 boy* | [___] |
| *Q02* | Does the student have a disability?<br>*[1 = Yes 0 = No 9 = No answer* | [_____] |
| *Q03* | Is the student from an autochthonous population?<br>*[1 = Yes 0 = No 9 = No answer* | [_____] |
| *QO4* | **What is your age?**<br>*I don't know/ No answer = 99* | [___] Years |
| *QO5* | **What language(s) do you speak at home?**<br><br>[*Many answers are authorised]* | 1 = French ☐<br>2 = English ☐ → *Q05*<br>3 = Other ☐ |
| *QO6* | [***If Other at the previous question***] Indicate. | ..... |
| *QO7* | **Do you have the reading textbook used in school at home?** | [___] |

| | | |
|---|---|---|
| | *[1 = Yes 0 = No 9 = No answer]* | |
| *QO8* | **Do you use the reading textbook in class?**<br><br>[1 = Often 2 =Sometimes 3 = Rarely 4 = Never] | [____] |
| *QO9* | [*If No at the previous question:*]<br>**Can you take home the reading textbook you use in school?**<br><br>*[1 = Yes 0 = No 9 = No answer]* | [____] |
| *Q10* | Do you have the mathematics textbook used in school at home?<br><br>*[1 = Yes 0 = No 9 = No answer]* | [____] |
| *Q11* | Do you use the mathematics textbook in class?<br><br>[1 = Often 2 =Sometimes 3 = Rarely 4 = Never] | [____] |
| *Q12* | [*If No at the previous question* :]<br>**Can you take home the mathematics textbook you use in school?**<br><br>*[1 = Yes 0 = No 9 = No answer]* | [____] |
| *Q13* | **Are there other textbooks, newspapers or other documents for reading at home apart from your school textbooks?**<br>*[1 = Yes 0 = No 9 = No answer]* | [____] |
| *Q14* | Are there persons in your family who can read apart from yourself ?<br>*[1 = Yes 0 = No 9 = No answer]* | [____] |
| *Q15* | [*If Yes at the previous question*:]<br>**Who are those that can read?**<br>[*Many answers authorised* ]<br><br>*[1 = Yes 0 = No 9 = No answer]* | |
| *Q16* | Do you read at home?<br><br>*[1 = Yes 0 = No 9 = No answer]* | [____] |
| *Q17* | [*If Yes at the previous question*:]<br>**At what frequency?**<br><br>[1 = Everyday 2 = Sometimes 3 = Rarely 4 = Never] | [____] |
| *Q18* | [*If Yes at the previous question*:]<br>**who helps you in reading?**<br>[*Many answers are authorised*]<br><br>*[1 = Yes 0 = No 9 = No answer]* | |

| | Yes | No | No answer |
|---|---|---|---|
| Father | ☐ | ☐ | ☐ |
| Mother | ☐ | ☐ | ☐ |
| Sister(s) or brother(s) | ☐ | ☐ | ☐ |
| Others | ☐ | ☐ | ☐ |

| | Yes | No | No answer |
|---|---|---|---|
| Your parents | ☐ | ☐ | ☐ |
| Your friends | ☐ | ☐ | ☐ |
| Caretaker | ☐ | ☐ | ☐ |
| Home teacher | ☐ | ☐ | ☐ |
| Other persons | ☐ | ☐ | ☐ |

| | In your home, is there | Yes | No | No answer |
|---|---|---|---|---|
| *Q19* | A radio? | ☐ | ☐ | ☐ |
| | A cell phone? | ☐ | ☐ | ☐ |
| | Electricity? | ☐ | ☐ | ☐ |
| | Pipe bonne water? | ☐ | ☐ | ☐ |
| | A television? | ☐ | ☐ | ☐ |
| | A fridge? | ☐ | ☐ | ☐ |
| | A bicycle? | ☐ | ☐ | ☐ |
| | A motorbike? | ☐ | ☐ | ☐ |
| | A computer? | ☐ | ☐ | ☐ |
| | A car | ☐ | ☐ | ☐ |

| | | |
|---|---|---|
| *Q20* | Does the teacher give homework?<br>*[1 = Yes 0 = No 9 = No answer]* | [____] |
| *Q21* | [*If Yes at the previous question*:]<br>**does someone help you to do your homework from time to time?**<br>*[1 = Yes 0 = No 9 = No answer]* | [____] |

| | | | | |
|---|---|---|---|---|
| *Q22* | [*If Yes at the previous question*:]<br>**who helps you to do the homework?**<br>[***Many answers are authorised***] | | Yes | No | No answer |
| | | Your parents | ☐ | ☐ | ☐ |
| | | Your friends | ☐ | ☐ | ☐ |
| | | Tuition teacher | ☐ | ☐ | ☐ |
| | | Other persons | ☐ | ☐ | ☐ |

| | | |
|---|---|---|
| *Q23* | **Have you been to a nursery school before coming to the primary school?**<br>*[1 = Yes 0 = No 9 = No answer]* | [____] |
| *Q24* | Have you repeated a class?<br>*[1 = Yes 0 = No 9 = No answer]* | [____] |

| | | | | | |
|---|---|---|---|---|---|
| *Q25* | [*If Yes at the previous question*:]<br>**Which class(es)**<br>[*Many answers are authorised*] | | Yes | No | No answer |
| | | CL1 | ☐ | ☐ | ☐ |
| | | CL2 | ☐ | ☐ | ☐ |
| | | CL3 | ☐ | ☐ | ☐ |

| | | | | | |
|---|---|---|---|---|---|
| Q26 | What are the health and nutrition practices you know related to the programme?<br>*[Many answers are authorised]*<br>*[1 = Yes 0 = No 9 = No answer]* | | Yes | No | No answer |
| | | Balanced diet : fruits, vegetables and animal source food | ☐ | ☐ | ☐ |
| | | Diversified feeding practices regular consumption of vegetable and fruits | ☐ | ☐ | ☐ |
| | | Safe food preparation and storage practices | ☐ | ☐ | ☐ |
| | | Knowledge of nutrition | ☐ | ☐ | ☐ |

| | | | | | |
|---|---|---|---|---|---|
| | | Create and maintain school garden | ☐ | ☐ | ☐ |
| | | Cooking demonstration | ☐ | ☐ | ☐ |
| | | Good menstrual hygiene management | ☐ | ☐ | ☐ |
| | | Deworming medication | ☐ | ☐ | ☐ |
| | | Using of Insecticide treated mosquito net | ☐ | ☐ | ☐ |
| | | Sexual education | ☐ | ☐ | ☐ |
| | | Healthy lifestyle | ☐ | ☐ | ☐ |
| | | Using safe water source | ☐ | ☐ | ☐ |
| | | Health and hygiene messages | ☐ | ☐ | ☐ |
| | | Five key moments of hand washing | ☐ | ☐ | ☐ |
| Q27 | Which one have you adopted?<br>[Many answers are authorised]<br><br>[1 = Yes 0 = No 9 = No answer] | | Yes | No | No answer |
| | | Balanced diet : fruits, vegetables and animal source food | ☐ | ☐ | ☐ |
| | | Diversified feeding practices regular consumption of vegetable and fruits | ☐ | ☐ | ☐ |
| | | Safe food preparation and storage practices | ☐ | ☐ | ☐ |
| | | Knowledge of nutrition | ☐ | ☐ | ☐ |
| | | Create and maintain school garden | ☐ | ☐ | ☐ |
| | | Cooking demonstration | ☐ | ☐ | ☐ |
| | | Good menstrual hygiene management | ☐ | ☐ | ☐ |
| | | Deworming medication | ☐ | ☐ | ☐ |
| | | Using of Insecticide treated mosquito net | ☐ | ☐ | ☐ |
| | | Sexual education | ☐ | ☐ | ☐ |
| | | Healthy lifestyle | ☐ | ☐ | ☐ |
| | | Using safe water source | ☐ | ☐ | ☐ |
| | | Promotion of health and hygiene messages | ☐ | ☐ | ☐ |
| | | Five key moments of hand washing | ☐ | ☐ | ☐ |
| Q28 | Do you wash your hands every time before eating? *[1 = Yes 0 = No 9 = No answer]* | [_____] | | | |
| | **QUESTIONS FOR FEMALE STUDENTS ONLY** | | | | |
| Q29 | During your last period, were you able to wash and change in private?<br>*[1 = Yes 0 = No 9 = No answer]* | [_____] | | | |
| Q30 | Have you been able to use the products as sanitary services, tampons or pieces of fabric to protect yourself?<br>*[1 = Yes 0 = No 9 = No answer]* | [_____] | | | |
| Q31 | How many meals do you eat a day? | [_____] | | | |

### 1.1.1. PTA'S Questionnaire

Name of the school: [_____]

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

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

Region: [_____]

Division: [_____]

Sub-division [_____]

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

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

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

Administrator's code [___|___]

DD / MM / YY

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

HH : MM

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

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

<table>
<tr><td>4.</td><td>During her last period, was your daughter able to wash and change in private?<br>[1 = Yes 0 = No 9 = No answer]</td><td>[_____]</td></tr>
<tr><td>5.</td><td>Do your children wash their hands every time before eating? [1 = Yes 0 = No 9 = No answer]</td><td>[_____]</td></tr>
<tr><td>6.</td><td>How many meals do your children each eat per day?</td><td>[_____]</td></tr>
<tr><td>7.</td><td>Number of individuals who have adopted at least five new safe food preparation and storage practices as a result of USDA assistance.<ul><li>Balanced diet: fruits, vegetables and animal source food</li><li>Diversified feeding practices regular consumption of vegetable and fruits</li><li>Safe food preparation and storage practices</li><li>Knowledge of nutrition</li><li>Create and maintain school garden</li><li>Cooking demonstration</li><li>Good menstrual hygiene management</li><li>Deworming medication</li><li>Using of Insecticide treated mosquito net</li><li>Sexual education</li><li>Healthy lifestyle</li><li>Using safe water source</li><li>Health and hygiene messages</li></ul>Five key moments of hand washing</td><td><table><tr><td></td><td>Women</td><td>Men</td></tr><tr><td></td><td></td><td></td></tr><tr><td>TOTAL</td><td></td><td></td></tr></table></td></tr>
<tr><td>8.</td><td>Do you practise promoted infant and young child feeding behaviors?<br>[1 = Yes, 0 = No, 9 = no answer]</td><td>[____]</td></tr>
</table>

<table>
<tr><td>9.</td><td>how many individuals have been trained in child health and nutrition as a result of USDA assistance?</td><td><table><tr><td></td><td>Women</td><td>Men</td></tr><tr><td></td><td></td><td></td></tr><tr><td>TOTAL</td><td></td><td></td></tr></table></td></tr>
<tr><td>10</td><td>How many parents were trained as part of Procurement committees?</td><td><table><tr><td></td><td>Women</td><td>Men</td></tr><tr><td></td><td></td><td></td></tr><tr><td>TOTAL</td><td></td><td></td></tr></table></td></tr>
<tr><td>11</td><td>what are the number of cooking demonstration sessions conducted during maternal and child nutrition events?</td><td>[____]</td></tr>
<tr><td>12</td><td>How many WAHH committees have been established at schools?</td><td>[____]</td></tr>
<tr><td>13</td><td>Is there a potable water point as a result of USDA assistance?<br><br>[1 = Yes, 0 = No, 9 = no answer]</td><td>[____]</td></tr>
<tr><td>14</td><td>What is the number of daily school meals (breakfast, snack, lunch) provided to school-age children as a result of USDA assistance?</td><td><table><tr><td></td><td>Breakfast</td><td>Snack</td><td>Lunch</td></tr><tr><td>Number</td><td></td><td></td><td></td></tr></table></td></tr>
<tr><td>15</td><td>What is the number of school-age children receiving daily school meals (breakfast, snack, lunch) as a result of USDA assistance?</td><td><table><tr><td rowspan="2"></td><td rowspan="2">Girls</td><td rowspan="2">boys</td><td colspan="2">With disability</td><td colspan="2">Autochone</td></tr><tr><td>girls</td><td>boys</td><td>girls</td><td>boys</td></tr><tr><td>Total</td><td></td><td></td><td></td><td></td><td></td><td></td></tr></table></td></tr>
<tr><td>16</td><td>Does the school have a school garden?<br>[1 = Yes, 0 = No, 9 = no answer]</td><td>[____]</td></tr>
</table>

### 1.1.2. Headteacher questionnaire

Name of the school: [_____]

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

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

Region: [_____]

Division: [_____]

Sub-division [_____]

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

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

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

Administrator's code [___|___]

DD / MM / YY

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

HH : MM

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

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

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

| | | |
|---|---|---|
| | [***1 = Yes, 0 = No, 9 = no answer***] | |
| 5. | Does your school have all classes (from SIL to CM2)?<br><br>[[1 = Yes, 0 = No, 9 = no answer] | [____] |
| 6. | How many pedagogic groups? | [____] |
| 7. | (1) One stream per class or<br>(2) many? | [____] |
| 8. | Are there multigrade classes?<br><br>[***1 = Yes, 0 = No, 9 = no answer***] | [____] |
| 9. | How many Shifts?<br><br>[***1 = one shift, 2 = 2 shifts, 3 = mixed***] | [____] |
| 10. | Type of Building materials of classrooms as a result of USDA assistance? | 1 = Cement blocks<br>2 = palm fronds (thatches)<br>3 = mud blocks<br>4 = Others |
| 11. | Is the school fenced as a result of USDA assistance?<br><br>[***1 = Yes, 0 = No, 9 = no answer***] | [____] |
| 12. | Is there a potable water point as a result of USDA assistance?<br><br>[***1 = Yes, 0 = No, 9 = no answer***] | [____] |
| 13. | Are there latrines as the result of USDA assistance?<br><br>[***1 = Yes, 0 = No, 9 = no answer***] | [____] |

<table>
<tr><td>14.</td><td>[If yes in the previous question:] Are they gender sensitive?</td><td>1 = separate latrines for girl and boys<br>2 = Mixed latrines</td></tr>
<tr><td>15.</td><td>Is there a playground?<br><br>[1 = Yes, 0 = No, 9 = no answer]</td><td>[____]</td></tr>
<tr><td>16.</td><td>What is the number of nutrition-focused clubs established by SGAC members?</td><td>[____]</td></tr>
<tr><td>17.</td><td>What is the number of nutrition-focused educational materials distributed?</td><td>[____]</td></tr>
<tr><td>18.</td><td>How many students have participated in reading competitions facilitated as a result of USDA assistance?</td><td>[____]</td></tr>
<tr><td>19.</td><td>How many students benefit from the establishment and maintenance of school gardens?</td><td>[____]</td></tr>
<tr><td>20.</td><td>Have you received any training on the use of new techniques or tools as a result of USDA assistance?<br>[1 = Yes, 0 = No, 9 = no answer]</td><td>[____]</td></tr>
<tr><td>21.</td><td>Does the school have a school garden?<br>[1 = Yes, 0 = No, 9 = no answer]</td><td>[____]</td></tr>
<tr><td>22.</td><td>How many students have participated in school internal class competitions on nutrition?</td><td>[____]</td></tr>
<tr><td>23.</td><td>How many female students have been trained trained on good menstrual hygiene practices?</td><td>[____]</td></tr>
<tr><td>24.</td><td>Number of teaching and learning materials provided as a result of USDA assistance</td><td>
<table>
<tr><td>types of teaching and learning materials received</td><td>Quantity</td><td>Quantity available and usable</td></tr>
<tr><td>1.</td><td></td><td></td></tr>
</table>
</td></tr>
</table>

| | | | | |
|---|---|---|---|---|
| | | 2. | | |
| | | 3. | | |

| | | | |
|---|---|---|---|
| | How many students benefit from newly constructed or enhanced water systems? | | Women | Men |
| | | TOTAL | | |

| | | | | |
|---|---|---|---|---|
| 25. | Number of daily school meals (breakfast, snack, lunch) provided to school-age children as a result of USDA assistance | | Breakfast | Snack | Lunch |
| | | Number | | | |

| | | | | | | | |
|---|---|---|---|---|---|---|---|
| 26. | Number of school-age children receiving daily school meals (breakfast, snack, lunch) as a result of USDA assistance | | Girls | boys | disabled | | indigenes | |
| | | | | | girls | boys | girls | boys |
| | | Total | | | | | | |

| | | | | | | | |
|---|---|---|---|---|---|---|---|
| 27. | Number of students receiving deworming medication(s) | | Girls | boys | disabled | | indigenes | |
| | | | | | girls | boys | girls | boys |
| | | Total | | | | | | |

| | | | | |
|---|---|---|---|---|
| 28. | Pedagogic resources of the school | | Yes | No | No answer |
| | | Reams of papers | 1 | 0 | 9 |
| | | Dictionaries | 1 | 0 | 9 |
| | | Maps | 1 | 0 | 9 |
| | | Globe | 1 | 0 | 9 |
| | | Measurement materials (rulers, etc), | 1 | 0 | 9 |
| | | Geometric materials | 1 | 0 | 9 |
| | | Pedagogical computers | 1 | 0 | 9 |

### 1.1.3. EGRA Tool

**Early Grade Reading Assessment : Administrator Instructions and Protocol**
**ENGLISH – CLASS 2**
General Instructions

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

Verbal Consent (to be administered in French)
Read the text in the box clearly to the child:

**My name is _____. I work with the INS.**

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

**Check box if verbal consent is obtained:** ***YES***
*(If verbal consent is not obtained, thank the child and move on to the next child, using this same form)*

**Task 1. Letter NAME identification**
*Place the student sheet of LETTERS in front of the child. Prepare the timer for one minute. Say:*

**Here is a page full of letters of the alphabet. Please tell me the NAME of as many letters as you can--not the SOUND of the letters, but the NAME of the letter IN ENGLISH.**
**1. For example, the name of this letter in English is [point to T] is "ti".**
**Now you try: tell me the sound of this letter [point to e]:**
**[If correct:] Good, the name of this letter is "ii."**
**[ If incorrect:] The name of this letter is "ii."**
**2. Now try another one: tell me the name of this letter in English is [point to P]:**
**[If correct:] Good, the name of this letter is "pi."**

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


*Start the timer when the child reads the first letter.* ***TIMER SHOULD COUNT DOWN FROM 60 to 1.*** *Follow along with your pencil and* ***clearly*** *mark any incorrect letters with a slash ( **/** ). Count self-corrections as correct. If you've already marked the self-corrected letter as incorrect, circle the letter and go on.* ***Stay quiet****: if the child hesitates for 3 seconds, point to the next letter and say "****Please try the next one****." Mark the letter you provide to the child as incorrect. If the student gives you the sound of the letter, rather than the letter, say: ["****Please tell me the NAME of the letter****"]. This prompt may be given only once during the exercise.* ***AFTER 60 SECONDS SAY, "stop." Mark the final letter read with a bracket ( ] ).***
***Early Stop Rule:*** *If you have marked as incorrect all of the answers on the first line with no self-corrections, say "****Thank you!****" discontinue this exercise, check the box at the bottom, and go on to the next exercise.*
*Example :* T e P

| | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| R | i | h | L | S | y | E | T | w | O |
| i | e | t | m | G | T | a | d | n | B |
| E | O | A | h | U | r | L | e | R | u |
| g | m | e | N | i | r | R | t | s | r |
| p | T | E | C | S | A | F | c | a | E |
| y | h | Q | A | O | C | O | s | t | P |
| e | t | e | s | M | F | n | u | R | A |
| N | q | H | A | S | i | g | m | i | L |
| X | i | L | o | i | O | E | p | r | b |
| N | d | c | D | e | v | J | z | O | n |

*(10)* *(20)* *(30)* *(40)* *(50)* *(60)* *(70)* *(80)* *(90)* *(100)*

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

*Remove the student sheet* **Thank you! Let's try another exercise!**
*Place the pupil sheet in front of the child with the LETTERS page. Prepare the timer at 60sec.*

**Task 2. Letter SOUND identification**

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

**Here is a page full of letters/groups of letters of the alphabet. Please tell me the SOUND of as many letters/groups of letters as you can--not the NAME of the letters, but the SOUND of the letter IN ENGLISH.**
**1. For example, the name of this letter in English is [point to o] is "oo".**
**Now you try: tell me the sound of these letters [point to eu]:**
**[If correct:] Good, the name of this letter is "uu."**
**[ If incorrect:] The name of these letters is " uu."**
**2. Now try another one: tell me the name of these letters in English is [point to t]:**
**[If correct:] Good, the name of these letters is "tt"**
**[If incorrect:] The name of these letters is "tt."**
**Do you understand what you are supposed to do? When I say "begin," start here** [point to first letter]. **Point to each letter as you tell me the name of the letters as best as you can. I will keep quiet and listen to you, unless you need help. I will tell you when to stop. Ready? Begin.**

*Start the timer when the child reads the first letter.* ***TIMER SHOULD COUNT DOWN FROM 60 to 1.*** *Follow along with your pencil and* ***clearly*** *mark any incorrect letters with a slash ( **/** ). Count self-corrections as correct. If you've already marked the self-corrected letter as incorrect, circle the letter and go on.* ***Stay quiet****: if the child hesitates for 3 seconds, point to the next letter and say "**Please try the next one**." Mark the letter you provide to the child as incorrect. If the student gives you the sound of the letter, rather than the letter, say: ["**Please tell me the NAME of the letter**"]. This prompt may be given only once during the exercise.* ***AFTER 60 SECONDS SAY, "stop." Mark the final letter read with a bracket ( ] ).***
***Early Stop Rule:*** *If you have marked as incorrect all of the answers on the first line with no self-corrections, say "**Thank you!**" discontinue this exercise, check the box at the bottom, and go on to the next exercise.*

Examples : o u T

| | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|
| R | i | h | L | S | y | E | T | w | O | *(10)* |
| i | e | t | m | G | T | a | d | n | B | *(20)* |
| E | O | A | h | U | r | L | e | R | u | *(30)* |
| g | m | e | N | i | r | R | t | s | r | *(40)* |

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

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

*Remove the pupil sheet* **Thank you! Let's try another exercise!** *Place the student sheet in front of the child with the FAMILIAR WORDS page. Prepare the timer at 60sec.*

**Task 3. Familiar Word Identification**

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

**1. Now you try:** [point to the word "SHE" and say ] **please read this word:**
[If correct]: **Good, this word is "MAP."**
[If incorrect]:**This word is "MAP."**
**2. Now try another one:** [point to the word "TABLE"] **please read this word :**
[If correct]: **Good, this word is "table."**
[If incorrect]: **This word is "table."**

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

🕒*Start the timer when the child reads the first letter.* ***TIMER SHOULD COUNT DOWN FROM 60 to 1.*** *Follow along with your pencil and* ***clearly*** *mark any incorrect letters with a slash ( **/** ). Count self-corrections as correct. If you've already marked the self-corrected letter as incorrect, circle the letter and go on.* ***Stay quiet,****: if the child hesitates for 3 seconds, point to the next letter and say "****Please try the next one****." Mark the letter you provide to the child as incorrect. If the student gives you*

*the letter name, rather than the sound, say: ["**Please tell me the SOUND of the letter**"]. This prompt may be given only once during the exercise.* ***AFTER 60 SECONDS SAY, "stop." Mark the final letter read with a bracket ( ] ).***

*Example :* she map table

| *1* | *2* | *3* | *4* | *5* | |
|---|---|---|---|---|---|
| he | you | bird | her | my | *(5)* |
| friend | read | and | by | or | *(10)* |
| baby | soil | father | wise | fear | *(15)* |
| long | cow | cry | time | flower | *(20)* |
| skin | chair | on | fly | blue | *(25)* |
| corn | table | eye | world | wall | *(30)* |
| kilo | date | end | put | end | *(35)* |
| do | happy | wear | round | face | *(40)* |
| red | nice | bread | sun | bad | *(45)* |
| play | empty | run | six | ten | *(50)* |

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

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

**Thank you! Let's try another exercise!**

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

**Task 4. Simple nonword decoding**

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

**For example, this made-up word is: "ɔt".**
**1. Now you try:** [point to the next word: "hig' and say] **please read this word** :
[If correct]: **"Very good: hig"**
[If incorrect]:**This made-up word is "hig."**
**2. Now try another one:** [point to the next word: gak and say] **please read this word**.
[If correct]: **"Very good: gak"**
[If incorrect]:**This made-up word is "gak."**

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

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

*Example :* ot hig gak

| *1* | *2* | *3* | *4* | *5* | |
|---|---|---|---|---|---|
| las | fet | gak | leb | dut | *(5)* |
| tob | jod | huz | lek | kib | *(10)* |
| reg | san | rop | hig | num | *(15)* |
| wix | nad | ral | tup | nep | *(20)* |
| sem | tat | yod | lut | sig | *(25)* |

| | | | | | |
|---|---|---|---|---|---|
| kad | sen | na | lib | nup | *(30)* |
| taw | zuv | lew | paf | sal | *(35)* |
| gof | vom | raz | ved | kag | *(40)* |
| beb | er | ot | maz | kol | *(45)* |
| zim | lef | tib | yag | dov | *(50)* |

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

**Thank you! Let's try another exercise!**

**Task 5. Passage reading and Comprehension**

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

🕒 ***Set the timer to COUNT DOWN from 60 seconds. Start the timer when the child reads the first word.*** *Follow along with your pen and clearly mark any incorrect words with a slash (/). Count self-corrections as correct.* ***Stay quiet,*** *except if the child hesitates for 3 seconds, point to the next letter and say "****Ala, ti sumarunon****." ("Try this one") The skipped word should be marked incorrect. A skipped line should be marked incorrect by drawing a line through it.* ***After 60 seconds (or if the child reads the whole story in less than 60 seconds) take the text away from the child.*** *Read instructions for the questions to the child, then read each question slowly and clearly.* ***Read the question only if the bracket is placed after the word in BOLD text on the same row.*** *Give the child 5 seconds to respond, you may repeat the question once if the child remains silent. Mark the answers to the questions as correct, incorrect, or no response. Answers with similar meanings to those provided are acceptable.* ***Prosody scoring: 1=word-by-word, slow, laborious; 2=small chunks, awkward; 3=fluent, but does not mark punctuation; incorrect phrase groups, no expression; 4=fluent, with expression to mark punctuation and/or direct speech.*** *Early stop rule: If the child reads no words correctly up to the symbol □, discontinue – both reading and comprehension questions—check the box below and go on to the next exercis*

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

| | | |
|---|---|---|
| There was a big tree in the garden of our school. It was alone and lonely. | **16** | Where is the tree found? [in the school garden; in the school; in the garden]<br>Correct Incorrect No Response |

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

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

**Task 7. Listening Comprehension**

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

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

| **Now I am going to ask you a few questions about the story you just heard.** | |
|---|---|
| What is the name of the dog ? [Bingo]. | Correct Incorrect No Response |
| What does Bingo do when it is happy ? [it shakes its short tail] | Correct Incorrect No Response |
| Why was Bingo hurt ? [It fell in a gutter] | Correct Incorrect No Response |
| Where is Bingo hurt? [On the leg]. | Correct Incorrect No Response |
| Where was Bingo treated? [At the clinic/veterinary clinic] | |
| Why is Bingo happy ? [it is now well]. | Correct Incorrect No Response |

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

### 1.1.4. EGMA Tool

**EVALUATION OF FONDAMENTAL COMPETENCES IN MATHEMATICS**

*Now we shall play some mathematical games…*

| Activity 1: Numbers Identification (Untimed Activity) | | | | | | 60 Seconds |
|---|---|---|---|---|---|---|
| Example 1: Look at this number 4. Tell me how is it read ?<br>Four It's correct, this number is four<br>This is Four (point at 4). Let's try another example<br><br>Example 2 Look at this number 37. How is it read ?<br>Thirty seven it's correct, this number is Thirty seven<br>This is Thirty seven , [Point at 37]<br><br>These are some numbers.<br>*I want you to point a finger at each number and tell me what the number is. I will use the stopwatch to tell you when to start and when to stop.*<br>- start here.<br>*-What is this number ?* | | | | | | • If the time on the stopwatch has elapsed (60 seconds).<br><br>• If the child stops on a number for 5 seconds. |
| ( / ) ( / ) Incorrect or no answer<br>( ] ) After last number read | | | | | | |
| | | | | | Cumulated Total. | |
| 1 | 3 | 5 | 6 | 8 | (5) | |
| 10 | 11 | 13 | 15 | 16 | (10) | |
| 19 | 21 | 25 | 27 | 30 | (15) | |
| 32 | 33 | 35 | 38 | 40 | (20) | |
| 44 | 55 | 58 | 66 | 70 | (25) | |
| 73 | 75 | 78 | 80 | 91 | (30) | |
| Remaining time: | | | | | | |
| Square brackets | | | | | | |
| Incorrect(s) number | | | | | | |

| Activity 2: Comparing Numbers (Untimed Activity) - | |
|---|---|
| <u>Example 1:</u><br>Look at these numbers. Tell me which is bigger?<br>9 4<br>*9 is the bigger, it's correct.*<br>*The number 9 is the bigger*.[Point at 9] *this number is 9*<br>[Point at 4]*This number is 4. 9 is bigger than 4. Let's continue.*<br><u>Example 2:</u><br>*Look at these numbers. Tell me* which *one is bigger?* | |

*6 11*
*11 is the bigger, it's correct.*
*The number 11 is bigger [Point at 11] This number is 11.[Point at 11] 11 is bigger than 6. Let's Continue*
*[Repeat for each items]*

## Activity 2: Comparing Numbers (Untimed Activity)

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

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

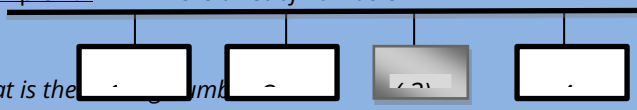
( ) 1 = Correct.
( ) 0 = Incorrect or no answer.

| | | | | | | | | |
|---|---|---|---|---|---|---|---|---|
| 2 | 7 | *7* | *1* | *0* | 52 | 15 | *52* | *1* *0* |
| 9 | 5 | *9* | *1* | *0* | 42 | 67 | *67* | *1* *0* |
| 8 | 16 | *16* | *1* | *0* | 28 | 27 | *28* | *1* *0* |
| 21 | 12 | *21* | *1* | *0* | 25 | 38 | *38* | *1* *0* |
| 33 | 7 | *33* | *1* | *0* | 91 | 81 | *91* | *1* *0* |

Correct Total:

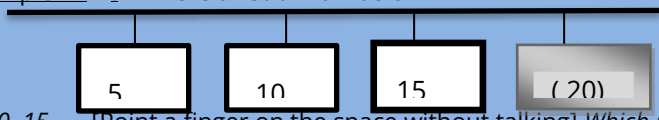
## Activity 3: Missing Numbers (Patterns of Numbers)( Untimed Activity )

Example 1: *This is a list of numbers*



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

Example 2 : This is a list of numbers




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

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

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

• If the child makes 4 successive errors

• If the child does not answer after 5 Seconds.

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

| | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|
| 2 | 4 | *6* | *8* | 1 | 0 | 10 | 20 | 30 | *40* | 1 | 0 |
| 3 | 4 | 5 | *6* | 1 | 0 | 40 | 50 | *60* | 70 | 1 | 0 |
| *7* | 8 | 9 | 10 | 1 | 0 | 10 | 15 | *20* | 25 | 1 | 0 |
| 6 | 8 | 10 | *12* | 1 | 0 | *10* | 12 | 14 | 16 | 1 | 0 |
| 5 | 10 | *15* | *20* | 1 | 0 | 35 | 45 | *55* | 65 | 1 | 0 |

Total correct:

## Activity 4 : Addition Level 1 (Timed Activity)

60 seconds

These are some additions.
Example 1: 3 + 4 =How many?
3 + 4 = 7, it's correct ;
3 + 4 equals 7. [Point at 3 + 4 =]This sum is equal to 7
Let's take another example.

Example 2: Look at this other addition and tell me: 15 + 10 = how many?
15 + 10 = 25, it's correct;
15 + 10 equals 25 it's correct. [Point at 15 + 10 =]This sum is equals 25.

I will now use the stopwatch. Do your best. If you don't now an answer, go to the next operation.
Are you ready?
- Start here [point at the first item]

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

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

| | | | |
|---|---|---|---|
| 1 + 5 = (6) | 1 0 | 8 + 5 = (13) | 1 0 |
| 8 + 3= (11) | 1 0 | 10 + 10 = (20) | 1 0 |
| 9 + 4= (13) | 1 0 | 14 + 5 = (19) | 1 0 |
| 12 + 7 = (19) | 1 0 | 7 + 7 = (14) | 1 0 |
| 10 + 8 = (18) | 1 0 | 9 + 9 = (18) | 1 0 |

Correct Total:

## Activity 5 : Addition Level II (Untimed Activity )

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

Example 1 :

Look at this addition and tell me: 38 + 27 = how many?

38 + 27 = 65, it's correct, the answer is 65 ;

The sum 38 + 27 equals 65. [Point at 38 + 27 =] The answer is 65.

Let's take another example:

Example 2: Look at this addition and tell me: 25 + 23 = How many?

25 + 23 = 48, it's correct, the answer is 48 ;

25 + 23 equal 48. [Point at 25 + 23 =]The answer is 48.

We shall do some additions. Try your best. If you don't know an answer, move to the next operation. Are you ready?

- stat here [point at the first item]

- If the child stops on an operation for ten seconds

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

| | | | |
|---|---|---|---|
| 28 + 10= (38) | 1 0 | 75 + 13 = (88) | 1 0 |
| 25 + 17 = (42) | 1 0 | 52 + 29 = (81) | 1 0 |
| 14 + 27 = (41) | 1 0 | | |

Total Correct:

## Activity 6 : Subtraction Level I ( Timed Activity)

60 seconds

Now we shall do some subtractions.

*Example 1 : Look at this subtraction and tell me : 6–3 = how many?*

*6-3= 3, it's correct ;*

The subtraction *6–3 equals 3.* [Point at *6–3* =]

This subtraction equals *3.*

Let's take another operation

*Example 2:* Look at this subtraction and tell me: *15 –10 =How many?*

*15 –10 = 5 it's correct.*

The subtraction *15 –10=5 it's correct.* [Point at *15 –10* =]This subtraction equals *5.*

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

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

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

| | | | |
|---|---|---|---|
| 5 - 2 = (3) | 1 0 | 12 - 3 = (9) | 1 0 |
| 9 - 4 = (5) | 1 0 | 9 - 6 = (3) | 1 0 |
| 20 - 10 = (10) | 1 0 | 20 - 2 = (18) | 1 0 |
| 16 - 3 = (13) | 1 0 | 20 - 14 = (6) | 1 0 |
| 12 - 10 = (2) | 1 0 | 17 - 16 = (1) | 1 0 |

Correct Total:

## Activity 7: Subtraction Level II (Untimed Activity )

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

Let's do another subtractions

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

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

- If the child stops on an operation for ten seconds

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

| | | | |
|---|---|---|---|
| 70 – 30 = (40) | 1 0 | 71 – 27 = (44) | 1 0 |
| 65 – 20 = (45) | 1 0 | 48 – 19 = (29) | 1 0 |
| 96 – 88 = (8) | 1 0 | | |
| Total Correct: | | | |

| Activity: Problems (untimed Activity ) | |
|---|---|
| Papers, pencil and stop watch.[To be assured that the child does not use *much time on problem].* | |
| I have some problem that I'll ask you to solve. These are objects to help you count. You can use them if you want, but you are not obliged. Listen very carefully. If you want, I will repeat the question. Let's start now.<br>Example:<br>Ekotto has 2 mangoes. Zumba has 3 mangoes. How many mangoes do they have altogether?<br>They have five mangoes in all. It's correct. Let's continue. | |
| For the following questions, I will read the question. Tell me if you want me to repeat a question. I reminding you that you can use paper and pencil to help you calculate the operations. Let's start now. Let's start now.<br>For each problem:<br>( ) 1 = Correct.<br>( ) 0 = Incorrect or no answer. | • If the Child makes 4 successive errors<br>• If the child does not answer after 5 seconds (without writing nor counting with fingers, etc.)<br>Or<br>• If the child cannot does not answer a question after one minute |
| Problem 1 :<br>Papa TAMO bought 40 oranges yesterday. Today, he buys 20 oranges. How many oranges has he bought altogether?<br>Correct answer : 60 1 0 | |
| Problem 2:<br>ESSAM has 20 small balls. He lost 10. How many small balls does he have left?<br>Correct answers : 10 1 0 | |
| Problem 3 :<br>Five class 2 pupils pick up 3 mangoes each. How many mangoes did they pick up altogether?<br>Correct answer: 15 1 0 | |
| Problem 4<br>Papa MAROU brought 50 biscuits at home. He gives half of the biscuits to his son OUTA. How many biscuits are remaning?<br>Correct answer: 25 1 0 | |
| Problème 5 :<br>Brenda's bag contains 3 text books. Brice's bag contains the double of the number of textbooks in Brenda's bag. How many text books are there in Brice's bag ?<br>Correct answer: 6 1 0 | |

| | |
|---|---|
| Problème 6 :<br>BINO's teacher divides 10 puffpuff balls equally to two pupils in the class. How many puffpuff balls does each pupil receive. ?<br>Correct answer: 5 [1] [0] | |
| Total correct: | |
| | |

HH : MM

Time of end of test ___|____] : [____|____]

| **Has the Child:** | OUI | NON |
|---|---|---|
| Used his or her fingers to solve any of the problem? | 1 | 0 |
| Use counting sticks to solve any of the problem? | 1 | 0 |
| Done written calculations? | 1 | 0 |

### 1.1.5. Cook's questionnaire

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

Name of the school: [_____]

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

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

Region: [_____]

Division: [_____]

Sub-division [_____]

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

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

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

Administrator's code [____|____]

Date of administration of the test: [____|____|____|____|____|____]
DD / MM / YY

Starting time of administration: [____|____] : [____|____]
HH : MM

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

### 1.1.6. Classroom observation tool

**LESSON OBSERVATION (METHODS OF TEACHING READING)**

Teacher's Code: [___|___|___|___|___|___|___|___|___|___]
Code of the school: [__|__|__|__|__|__|__|__|__|__]
Enrolment: [___|___|___|
Title of the lesson: [_____]

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

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

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

4. Main/principal pedagogic resources used by teacher
   - ☐ Language textbooks
   - ☐ Mathematics textbooks
   - ☐ Other printed materials
   - ☐ Calculators
   - ☐ Mathematics tools (compendium, square, etc.)
5. Main teaching methods
   - ☐ Syllabic
     (Teaching sounds and their combination to build syllables and words)
   - ☐ Global
     (Teaching from words, sentences, texts to get the sounds)
   - ☐ Mixed
     (Combining the syllabic and global methods)
6. Content domain of the lessons
   - ☐ If mathematic
     - ☐ Numbers and numeration
     - ☐ Operations and operator
     - ☐ Geometry
     - ☐ Measurement
     - ☐ Problem solving
   - ☐ If language arts
     - ☐ Reading letters
     - ☐ Reading syllables
     - ☐ Reading words
     - ☐ Reading texts
     - ☐ Listening comprehension
     - ☐ Reading comprehension
7. Content of the lesson
   - ☐ Instructions and resources used are appropriate for the lesson
   - ☐ Objective and Content clearly announced

8. Organisation of the lesson
    - □ Introduction
    - □ Presentation
    - □ Conclusion/evaluation
9. Practice of pupils
    - □ The whole class
    - □ Small groups on the same task
    - □ Small groups on different tasks
    - □ Individually on the same task
    - □ Individually on different tasks
    - □ Organisation appropriate for the lesson
10. Observation of the attitude of learners and teacher

    For the teacher
    - □ Guides pupils to discover the subject matter
    - □ Moves round the class to follow up and coordinate the work
    - □ Encourages the pupils to work using different methods
    - □ Guides the pupils in the manipulation and use of pedagogic resources

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

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

**4. Classroom ambiance (Indicate more than one answer if necessary)**

11. Pupils participation
    - □ A majority of pupils show interest or engagement towards the lesson
    - □ A majority of the pupils take initiatives during discussions
12. Classroom management
    - □ The class is orderly without interruption of the teaching-learning process
    - □ The class is orderly with some interruptions of the teaching-learning process
    - □ The class completely disordered with many interruptions

**5. Number of language or mathematics textbooks used by pupils during the observation of the lesson.**

- □ Number of pupils in the classroom |___|___|___]
- □ Number of pupils using the appropriate textbooks during the sequence of lesson observed
  language: |___|___|___]
  mathematics: |___|___|___]

### 1.1.7. Teachers' questionnaire

**EVALUATION OF THE BASIC COMPETENCES OF THE PUPILS OF THE PRIMARY SCHOOL**

Name of the school: [_____]

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

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

Region: [_____]

Division: [_____]

Sub-division [_____]

Teacher's code: [___|___|___|___|___|___|___|___|___|___]

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

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

Administrators code [____|____]

Date of administration of the questionnaire: [____|____|____|____|____|____]
DD / MM / YY

Starting time of administration: [____|____] : [____|____]
HH : MM

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

| | | |
|---|---|---|
| 1 | How old are you (years) | [_____] years<br>Do not know / No answer = 99 |
| 2 | What is your highest academic certificate? **(Only one response)** | 1 = Higher than GCE A.L.<br>2 = GCE A.L.<br>3 = GCE O.L.<br>[_____<br>4 = FSLC<br>5 = No academic certificate |
| 3 | What is the nature of the professional qualification that permits you to teach? **(Only one response)** | 1 = Initial training as a teacher |

| | | |
|---|---|---|
| | | 2 = Validation of professional skills [_____]<br>3 = No professional qualification |
| 4 | [***If initial training as a teacher***:] What was the academic qualification that enabled you gain admission in the Teacher Training College? | 1 = GCE A.L.<br>2 = GCE OL with 5 papers and above [_____]<br>3 = GCE OL with 4 papers |

| | | |
|---|---|---|
| 5 | What is your longevity/experience as a teacher? | In number of years [_____]<br><br>Don't know = 99 |
| 6 | What is your longevity/experience in the school? | In number of years [_____]<br><br>Don't know = 99 |
| 7 | What is your longevity/experience in the class you are teaching? | In number of years [_____]<br><br>Don't know = 99 |
| 8 | Have you participated in any training session as a result of USDA assistance? | 1 = Yes<br>0 = No [_____]<br>9 = No answer |
| 9 | How many inspection visits have you had within the last 12 months? | [_____] |
| 10 | What is your present status? **(Only one response)** | 1 = Civil servant (public)<br>2 = Contract (public)<br>3 = Parents teacher (public) [_____]<br>4 = contract (private) |
| 11 | What position do you occupy now? **(Multiple responses possibles)** | 1 = Head Teacher / Teacher<br>2 = classroom teacher |
| 12 | How many pupils are registered in your class? | [_____] |
| 13 | How many pupils were present on the day of the test? | [_____] |
| | Number of individuals trained in child health and nutrition as a result of USDA assistance | |

| | women | men |
|---|---|---|
| Total | | |

| 14 | Number of teaching and learning materials provided as a result of USDA assistance | types of teaching and learning materials received | Quantity | Quantity available and usable |
|---|---|---|---|---|
| | | 1. | | |
| | | 2. | | |
| | | 3. | | |

| | | |
|---|---|---|
| 15 | When teaching reading, what main method do you use? **(Only one response)** | 1 = Syllabic<br>2 = Global<br>3 = Mixed<br>4 = ELAN Approach[154]<br>5 = None |

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

| | | |
|---|---|---|
| | | 6 = Don't know |
| 16 | At what frequency do you give exercises? **(Only one response)** | 1 = Every day<br>2 = 3 or 4 times per week<br>3 = 1 or 2 times per week<br>4 = Less than 1 time per week<br>5 = I do not give exercises |
| 17 | How do you carry out remediation for learners with difficulties?<br><br>[***Many answers are authorised***] | 1 = I work individually with the pupil<br>2 = I ask other pupils to do reading with the pupils with difficulties<br>3 = I give homework<br>4 = I ask parents to help their children<br>5 = I organise catch up or remediation class<br>6 = Others methods |
| 18 | In your opinion, what is the percentage of pupils in your class who cannot read fluently? **(Only one response)** | 1 = Less than 20%<br>2 = Between 20% and 40%<br>3 = Between 40% and 60%<br>4 = between 60% and 80%<br>5 = more than 80% |

| **Auto-evaluation of the teacher (only one response)** | | **Never** | **Rarely** | **Sometimes** | **Frequently** | **Always** |
|---|---|---|---|---|---|---|
| **Theme 1: Reading comprehension questions** | | | | | | |
| 19 | I carefully select the key words of the reading text. When learners are faced with an unknown word, I invite them to use all the strategies known to decode the word themselves. | | | | | |
| 20 | I have a list of various strategies that can help my learners organise their ideas in order to better understand the main elements of the reading passage. | | | | | |
| 21 | I prompt my learners to explain their answers through skilful question without any judgement. | | | | | |
| 22 | My reading comprehension questions test the ability of my pupils to spot or locate words in the text | | | | | |
| 23 | My reading comprehension questions test their ability to summarise | | | | | |
| 24 | My reading comprehension questions test their ability to analyse | | | | | |
| 25 | My reading comprehension questions test their ability to express their personal opinion | | | | | |
| 26 | My reading comprehension questions test their ability to make a link between their personal experience to imagine and to make a judgement | | | | | |
| 27 | I make sure that my pupils can identify every word in a studied text, in isolation | | | | | |
| 28 | I ask high-level understanding/comprehension (inferential) questions | | | | | |
| **Theme 2: Vocabulary awareness** | | | | | | |

| | | | | | | |
|---|---|---|---|---|---|---|
| 29 | My pupils actively participate in a good number of games aimed at developing vocabulary | | | | | |
| 30 | Vocabulary items are studied in written, oral and drawing forms | | | | | |
| 31 | I constantly encourage my pupils to identify the words they do not understand | | | | | |
| 32 | I aim at maximum participation of pupils and a good understanding of new vocabulary | | | | | |
| **Theme 3: Conventions of written texts (writing)** | | | | | | |
| 33 | I encourage my pupils to write freely | | | | | |
| 34 | I carefully choose some of their writings that I appreciate, and I use them to work out spelling or grammar rules | | | | | |
| 35 | I encourage my pupils to write words without fear of errors | | | | | |
| **Theme 4: Conventions of written text (reading)** | | | | | | |
| 36 | Before and during the study of a text, I use pre-reading activities to enable my learners to discover the text and answer questions | | | | | |
| 37 | Before and during the study of the text, I engage my learners in discovery activities and encourage them to ask questions on the signs found. | | | | | |
| 38 | I prepare my pupils for the reading of a text by making them explore images, characters, title or any other aspects that can incite their interest and encourage them to make hypotheses and establish links. | | | | | |
| **Theme 5: Creation of a literate environment** | | | | | | |
| 39 | I create an environment rich in letters, posters, pupils' productions, class rules, memory aid for spelling of words and tenses. | | | | | |
| 40 | I have arranged a reading corner in the classroom. | | | | | |
| 41 | I put varied texts (not necessarily from textbooks) at the disposition of my learners corresponding to their interests and needs | | | | | |
| **Theme 6 : Evaluation of pupil's competences** | | | | | | |
| 42 | I verify learner's previous knowledge and their vocabulary level | | | | | |
| 43 | I adjust my teaching in line with the level their writing demonstrates. | | | | | |
| 44 | My ears are open to the class. I show flexibility in my planning and adjustment to the learners' engagement, interest and level of tiredness. | | | | | |
| 45 | When a learner makes an error in reading, I immediately evaluate the error to understand if the error is at the level of | | | | | |

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

| | | | | | | |
|---|---|---|---|---|---|---|
| **Theme 8: Language mechanisms/phonemic awareness** | | | | | | |
| 51 | I use language games that arouse phonemic awareness, such as identification of the initial consonant sounds, fusion, segmentation, suppression, inversion and rhymes. | | | | | |
| 52 | My learners carry out activities on the manipulation of phonemes inside words. | | | | | |
| 53 | My learners carry out activities based on the alphabet. | | | | | |
| 54 | My learners carry out activities based on the names of letters of the alphabet. | | | | | |
| 55 | My pupils carry out activities based on the sounds of letters of the alphabet. | | | | | |
| **Theme 9 : Lesson preparation** | | | | | | |
| 56 | I always start with pre-reading activities that will arouse the interest of my learners. | | | | | |
| 57 | Before the lesson, I choose some strategic areas in the text and prepare a variety of oral and written activities that will make my pupils bring out hypotheses. | | | | | |
| **Theme 10: Guided writing** | | | | | | |
| 58 | I teach reading and writing simultaneously. | | | | | |
| 59 | I make my pupils understand that writing is not just something done in school but also a tool used for expression and communication. | | | | | |
| 60 | To facilitate writing, I integrate vocabulary development games; I provide model sentences | | | | | |
| 61 | To facilitate writing, I involve my learners in a collective research of ideas and I offer them strategies to organise their ideas. | | | | | |
| 62 | I use pupils writing to show different ways of enriching the style. | | | | | |

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

### 1.1.8. School observations tool

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

Region: [_____]

Division: [_____]

Sub-division [_____]

Name of the school: [_____]

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

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

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

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

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

Administrator's code [___|___]

Date of administration of the test: DD[___|___] MM|___|___] YYYY|___|___|___|____]

Starting time of administration: HH [___|___]MM [___|___]

Hour of end of the test: HH [___|___]MM [___|___]

| | | |
|---|---|---|
| ***Q01*** | **Is there a school Council (SC) or school management committee?**<br><br>[***1 = Yes, 0 = No, 9 = no answer***] | [___] |
| ***Q02*** | **Is there a Parents Teachers Association (PTA)?**<br><br>[***1 = Yes, 0 = No, 9 = no answer***] | [___] |
| ***Q03*** | **Does your school have all classes (from SIL to CM2)?**<br><br>**[[1 = Yes, 0 = No, 9 = no answer]** | [___] |
| ***Q04*** | **How many pedagogic groups?** | [___] |
| ***Q05*** | (1) One stream per class or<br>(2) many? | [___] |
| ***Q06*** | **Are there multigrade classes?**<br><br>[***1 = Yes, 0 = No, 9 = no answer***] | [___] |
| ***Q07*** | How many Shifts?<br><br>[***1 = one shift, 2 = 2 shifts, 3 = mixed***] | [___] |

| | | |
|---|---|---|
| ***Q08*** | **Type of Building materials of classrooms?**<br><br>*1 = Cement block 2 = palm fronds (thatches) 3 = mud blocks*<br>*4 = Others* | [____] |
| ***Q09*** | **Is the school fenced?**<br><br>[***1 = Yes, 0 = No, 9 = no answer***] | [____] |
| ***Q10*** | **Is the school equipped with functional electricity?**<br><br>[***1 = Yes, 0 = No, 9 = no answer***] | [____] |
| ***Q11*** | **Is there a potable water point?**<br><br>[***1 = Yes, 0 = No, 9 = no answer***] | [____] |
| ***Q12*** | **Are there latrines?**<br><br>[***1 = Yes, 0 = No, 9 = no answer***] | [____] |
| ***Q13*** | [If yes in the previous question:]<br>**Are they gender sensitive?** | 1 = separate latrines for girl and boys ☐<br>2 = Mixed latrines ☐ |
| ***Q14*** | **Is there a playground?**<br><br>***[1 = Yes, 0 = No, 9 = no answer]*** | [____] |

| | | | | |
|---|---|---|---|---|
| ***Q15*** | **Pedagogic resources of the school** | | Yes | No | No answer |
| | | Reams of papers | ☐ | ☐ | ☐ |
| | | Dictionaries | ☐ | ☐ | ☐ |
| | | Maps | ☐ | ☐ | ☐ |
| | | Globe | ☐ | ☐ | ☐ |
| | | Measurement materials (rulers, etc), | ☐ | ☐ | ☐ |
| | | Geometric materials | ☐ | ☐ | ☐ |
| | | Pedagogical computers | ☐ | ☐ | ☐ |

# Annex 9. Data Collection Tools - Qualitative

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

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

**Background Information**

- Collection location
- Respondent's gender
- Position held
- Activities carried out within the framework of the program
- Years of experience
- Role of a respondent - I'd like to start by having you briefly describe your role and responsibilities within the National School Feeding Program as a government stakeholder

**Context of Program Implementation**

1. How would you describe the context in which the McGovern-Dole funded School Feeding Program is being implemented?
    a) What are the main interventions the Government is implementing in the National School Feeding Program (NSFP)?
    b) How would you describe the context in which the Government is implementing the McGovern-Dole funded School Feeding Program (***probe** for political, economic, security conditions*)?
    c) In what ways were government officials and other stakeholders involved in the design and planning phases of the interventions? Can you provide examples of how government input influenced the McGovern-Dole funded SFP design?
    d) What are the main issues (threats and opportunities) relating to school feeding in Congo? How did these influence the implementation of the McGovern-Dole school feeding interventions?
        i. What opportunities arose during program implementation? How were they leveraged to enhance outcomes?
        ii. Are there elements of the program's context that remain unaddressed? How has the program adjusted to these challenges?

**Relevance**

2. To what extent is the McGovern-Dole School feeding programme's design and approach suitable for the achievement of the desired effect and objectives?
    a) To what extent was the intervention aligned with global policies and priorities including those of United Nations agencies and partners?
    b) To what extent are the McGovern-Dole School Feeding interventions aligned with government priorities and national policies on education, food security, nutrition, and gender?

c) How has gender been considered and integrated into the implementation of interventions? Can you provide examples?
d) Was a situational analysis or needs assessment conducted prior to designing the program? How effectively were findings integrated into program design?
e) To what extent were the needs of girls, women, autochthone children, children with disabilities or other marginalized groups considered in the programme's design and implementation?

3. What is your perception of the extent to which the design of the interventions was consistent with the needs and priorities of the target population, including vulnerable groups - women, girls, boys and men?
    a) How have the program objectives (e.g., improving education, reducing midday hunger, enhancing smallholder farmer capacity, strengthening institutional frameworks) addressed the needs of the target populations (e.g., women, children, vulnerable groups)?

    b) To what extent was the intervention able to adapt in less than two years of implementation to new needs or changing circumstances?

    c) What specific bottlenecks has been encountered during implementation, particularly for vulnerable groups such as girls and autochthone children?
        i) How are these being addressed?
        ii) What could have been improved?

**Coherence**

4. To what extent is the McGovern-Dole funded school feeding program coherent with the National School Feeding strategy and interventions implemented by other actors in the country? ***(Probe** for coherence with IBSA funded projects including the Cash Based Transfers and GPE projects; HGSF etc.)*
5. To what extent was the McGovern-Dole project complementary with others WFP programs, and the extent to which the intervention is adding value while avoiding duplication of effort?
    a) Are the examples of joint initiatives, trainings or shared resources between McGovern-Dole and other actors (including IBSA and GPE funded initiatives); and other government or WFP programs?

**Effectiveness**

6. To what extent have the desired outputs and outcomes (e.g., improved attendance, literacy, and health outcomes) been achieved for women, men, boys, and girls?
    a) How has progress in (i) literacy, (ii) attendance, (iii) enrollment for girls and boys evolved compared to baseline expectations?

7. Are there particular areas or activities where the program has been more successful? What factors contributed to these successes?

8. What are your perspectives of the strengths and weaknesses of the program? *(**Probe** for the implementation of the on-site school feeding modality; ; community sensitization and engagement; coordination mechanisms; interventions monitoring, the dashboard and Beneficiary feedback mechanisms; governance; at different levels including WFP, national and sub-national Government and community levels*).
    a) In your view, what aspects of the school feeding intervention are the most sensitive to internal (WFP) and external (national, sub-national government, community levels) system pressures? How has this influenced outcomes?
    b) In your opinion, is the project on track to achieve its objectives? *(Why? Why not?)* Could you please give reasons for your answer?

9. How have gender-sensitive activities contributed to achieving program outcomes? Can you share specific examples?
    a) Do you think the project is on track to achieving its broader goals of gender mainstreaming and promoting inclusion? (Why? Why not?) Could you please give reasons for your answer?

10. Apart from WFP and the Government, who are the other partners or institutions involved in the National School Feeding Programme in the country?

    a) How do you assess the collaboration with different stakeholders (including the government)?

    b) What is your opinion about the synergy between WFP, the Government and other stakeholders in the perspective of the McGovern-Dole project?

    c) Is there a mechanism or system for coordination between WFP and other partners involved in the school feeding programme? What are they? Please could you describe and give some examples? How has the coordination with the Government worked?

    d) To what extent has the collaborations contributed to the achievement of the McGovern-Dole project objectives?

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

11. How do you ensure that the funds allocated to the Government for program's interventions are used as intended? What external and internal factors influence the appropriate use of resources?
12. To what extent are the activities implemented in line with the plan and in a timely manner? (***Probe*** *for programme delivery, logistics and M&E arrangements*)
    a) What factors have influenced delays or timely implementation?
    b) How have the bottlenecks been addressed?
13. What factors have impacted the delivery process (**probe** *for cost factors, WFP and partners performance, external factors)?*
    *a)* What mitigation strategies have been put in place? What are the gaps?

14. How effective is the Monitoring and Evaluation (M&E) system in tracking progress and outcomes?
    a) How would you rate the quality of the M&E of the school feeding program? Why?
    b) What gaps do you see in the M&E system? How do you think these gaps can be addressed?

15. To what extent are the school feeding program's dashboard and the beneficiary feedback/complaint mechanism being utilized to monitor and improve program performance?
    a) What types of data are tracked on the dashboard? What types of data are not tracked?
    b) How are results from the monitoring system used for decision-making and accountability?
    c) What challenges or limitations have you encountered with the dashboard, and what improvements would you suggest?
    d) To what extent is the Beneficiary/Stakeholder Complaint and Feedback mechanisms being by stakeholders including rights holders?
        i) To what extent is the mechanism utilized to identify issues and implement corrective measures? Please give some examples.

16. In your view, what measures can support enhancement of the productivity and delivery of the McGovern-Dole FY21 project for the remaining implementation period?

**Impact**

17. What is your view about the results and effects of the program 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' learning including reading skills; (c) group capacity-building d) institutional capacity-building.
    a. What are the reasons for the effects observed?

18. 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 the program's activities may have supported reducing disparities between men, women, boys and girls and where activities may have been blind to some key gender issues that hampered positive impact or even normalized / reinforced gender inequality). What are the main positive impact factors?

19. What external (national, regional, local government, community levels) and internal (WFP) contextual factors have been of influence on the program's interventions (positive and negative)?

    a) 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/ production /capacities/sourcing and /or networks; policies and strategies; budgeting; institutional arrangements; partnerships and coordination; community participation and ownership 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 program ?

21. What measures have been taken in the design and implementation of the program to ensure its sustainability and ownership by beneficiaries as well as national entities?

22. 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 McGovern-Dole funded SFP). What activities and processes do you believe will be sustainable beyond the program, and which are at risk?

23. In your view, what progress has farmers, traders and other suppliers made towards becoming reliable and sustainable suppliers of high-quality food commodities to local schools?

    a) To what extent do groups of smallholder farmers contribute to the supply of canteens?
    b. To what extent is this model (based on small holder farmers' support) able to last without external help?

24. What is your view of the project's community sensitization and social mobilization activities?

    a) In your opinion, what progress has been made towards changing the attitudes and behaviours of community members in such a way as to improve health and dietary practices?

    b) What could be improved? How?

**Reducing disparities between men, women, boys and girls and Vulnerable Groups**

25. How have community attitudes toward girls' education changed due to the McGovern-Dole funded program?

26. What barriers still exist for girls to enroll, attend, and stay in school, and how can these be addressed?

27. In your opinion, how inclusive is the program for children from the poorest households; autochthone children; children with disabilities; children in refugee camps?

    a) What challenges remain in ensuring equitable access for these children?

    b) What barriers do students with disabilities face in accessing school feeding services and education services in general?
    c) What specific challenges do autochthonous families in accessing school feeding services and education services in general?
    d) What specific challenges do refugees face in accessing school feeding services and education services in general?
    e) What specific challenges do children from economically disadvantaged families face in accessing school feeding services and continuing their education?

    *f)* How has the program attempted to address all these barriers and challenges (b-e)? ***probe*** *separately*

    g) What additional measures could be implemented to make the program more inclusive for autochthonous populations, children with disabilities, children in refugee camps; and children from the poorest households? (***probe*** *separately for the different vulnerable groups*)

**Lessons Learned and Suggestions for Improvement**

28. What promising practices or lessons have emerged from the implementation of the FY21 program?

29. What specific improvements or corrective measures would you recommend for the remaining period of McGovern-Dole FY21 school feeding program implementation to enable the attainment of the expected targets and objectives? *(**Please elaborate and enquire** about the 'what' and 'how' elements of the proposed recommendations)*

## Topic Guide – WFP Head Quarters (HQ)

**Background Information**

- Collection Location:
- Position Held:
- Activities Carried Out:
- Years of Experience:
- Role of Respondent:

**Context of Program Implementation**

1. From a strategic and policy perspective at the global level, how would you describe the context in which the program is being implemented in the Republic of Congo?
    a) What do you consider the main threats (e.g., insecurity, economic challenges, political issues, emergencies) that the country has faced, which have influenced the program? What do you consider the opportunities?
    b) How has the McGovern-Dole project in Congo evolved from the FY17 cycle to the current FY21 cycle 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 project in Congo? How does WFP plan to adapt its program to meet the evolving challenges and opportunities in the region?

**Relevance and coherence**

2. How would you describe the alignment of the program 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 FY21 Program and other WFP programs in Congo? In your view, how have these synergies enhanced (or not) the effects of the McGovern-Dole project?

**Efficiency**

3. How does WFP Headquarters (HQ) support the country office in streamlining operations to enhance the productivity and delivery of the program?

4. Could you describe any challenges in the process?

5. Can you describe the processes at HQ that support the monitoring and evaluation of resource use in the field to enhance strategic decision making and accountability?

6. What strategies were employed by HQ (if needed) to mitigate financial and operational risks that could have affected the effectiveness of program delivery?

**Effects/Impact**

7. From a global perspective, what is your view about the impact of the results and effects of the program on the targeted beneficiaries (e.g., girls, boys, men, women, households, communities, and institutions)?

8. Have any unintended effects (positive or negative) at community, local, regional, and national levels been observed by HQ? Please provide examples. (***Probe*** *for areas where school feeding program activities may have supported reducing disparities between men, women, boys and girls or normalized/reinforced gender inequality*).

9. Have any external (national, regional, local government, community levels) and internal (WFP) contextual factors been observed by HQ as influencing the McGovern-Dole FY21 Program interventions (positive and negative)?

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

**Sustainability**

11. In your opinion, what are the elements that can make these achievements continue working even without external support? (***Probe*** *for intrinsic and extrinsic elements, such as policies and strategies, stable budgeting, quality programme design, institutional arrangements, local production and sourcing; partnerships and coordination; community participation and ownership*).

12. What do you consider the key factors that affect program sustainability? Has there been an evolution of these factors since the start of the FY17 and FY21 program cycles?

13. How do you perceive the transition phase of transferring more program responsibilities to the government? What challenges or opportunities do you foresee? (***Probe*** *for the government's financial commitment to the national school feeding program and its impact on their commitment to the McGovern-Dole FY21 Program*). 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 broad WFP Social Behaviour Change Communication (SBCC) strategies in the perspective of the McGovern-Dole project ?

    a) From a strategic perspective, how does WFP HQ assess the effects of the SBCC activities on changing changing the attitudes and behaviours of community members in such a way as to improve health and dietary practices?

    b) What are the expectations for the sustainability of gender, equity, and empowerment achievements post-program completion from HQ's perspective?

**Lessons Learned and Suggestions for Improvement**

16. What, if any, have been the promising, emerging, and good practices that have been identified at the HQ regarding the McGovern-Dole FY21 project in Congo?

17. In your view, what should be the focus of the future support for the McGovern-Dole funded FY21 school feeding program in Congo to enable the achievement of the project's targets and objectives within the remaining years of implementation? *(**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:
- Respondent's Gender:
- Position Held:
- Activities Carried Out:
- Years of Experience:
- Role of Respondent: Briefly describe your role and responsibilities within the McGovern-Dole School Feeding Program as a WFP stakeholder.

**Context of Program Implementation**

1. How would you describe the context in which the McGovern-Dole funded School Feeding Program 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 program?

    c) In your opinion, what is the extent to which these threats have influenced the design and implementation of the McGovern-Dole School Feeding Program? (Probe for each threat separately).

    d) How do you think the McGovern-Dole School Feeding Program has adapted to the country context in order to achieve its objectives?

i. What were the opportunities, and how did they influence the implementation of the program interventions since its start?

ii. What were the elements that could not be tackled, and how did the program adjust to them?

**Relevance**

2. To what extent is the McGovern-Dole School feeding programme's design and approach suitable for the achievement of the desired effect and objectives?
    a) To what extent was the intervention aligned with global policies and priorities including those of United Nations agencies and partners?
    b) To what extent are the McGovern-Dole School Feeding interventions aligned with Government priorities and national policies on education, food security, nutrition, and gender?
    c) How has gender been considered and integrated into the implementation of interventions? Can you provide examples?
    d) Was a situational analysis or needs assessment conducted prior to designing the program? How effectively were findings integrated into program design?
    e) To what extent were the needs of girls, women, autochthone children, children with disabilities or other marginalized groups considered in the programme's design and implementation?

3. What is your perception of the extent to which the design of the interventions was consistent with the needs and priorities of the target population, including vulnerable groups - women, girls, boys and men?
    a) How have the program objectives (e.g., improving education, reducing midday hunger, enhancing smallholder farmer capacity, strengthening institutional frameworks) addressed the needs of the target populations (e.g., women, children, vulnerable groups)?

    b) To what extent was the intervention able to adapt in less than two years of implementation to new needs or changing circumstances?

    c) What specific bottlenecks has been encountered during implementation, particularly for vulnerable groups such as girls and autochthone children?
        i) How are these being addressed?
        ii) What could have been improved?

**Coherence**

4. To what extent is the McGovern-Dole funded school feeding program coherent with the National School Feeding strategy and interventions implemented by other actors in the country? ***(Probe** for coherence with IBSA funded projects including the Cash Based Transfers and GPE projects; HGSF etc.)*
5. To what extent was the McGovern-Dole project complementary with others WFP programs, and the extent to which the intervention is adding value while avoiding duplication of effort?
    a. Are the examples of joint initiatives, trainings or shared resources between McGovern-Dole and other actors (including IBSA and GPE funded initiatives); and other WFP programs?

**Effectiveness**

6. To what extent have the desired outputs and outcomes (e.g., improved attendance, literacy, and health outcomes) been achieved for women, men, boys, and girls?
    b) How has progress in (i) literacy, (ii) attendance, (iii) enrollment for girls and boys evolved compared to baseline expectations?

7. Are there particular areas or activities where the program has been more successful? What factors

contributed to these successes?

8. What are your perspectives of the strengths and weaknesses of the program? *(**Probe** for the implementation of the on-site school feeding modality; ; community sensitization and engagement; coordination mechanisms; interventions monitoring, the dashboard and Beneficiary feedback mechanisms; governance; at different levels including WFP, national and sub-national Government and community levels*).
    a. In your view, what aspects of the school feeding intervention are the most sensitive to internal (WFP) and external (national, sub-national government, community levels) system pressures? How has this influenced outcomes?
    b. In your opinion, is the project on track to achieve its objectives? *(Why? Why not?)* Could you please give reasons for your answer?

9. How have gender-sensitive activities contributed to achieving program outcomes? Can you share specific examples?
    a. Do you think the project is on track to achieving its broader goals of gender mainstreaming and promoting inclusion? (Why? Why not?) Could you please give reasons for your answer?

10. Apart from WFP and the Government, who are the other partners or institutions involved in the National School Feeding Programme in the country?

    a. How do you assess the collaboration with different stakeholders (including the government)?

    b. What is your opinion about the synergy between WFP, the Government and other stakeholders in the perspective of the McGovern-Dole project?

    c. Is there a mechanism or system for coordination between WFP and other partners involved in the school feeding programme? What are they? Please could you describe and give some examples? How has the coordination with the Government worked?

    d. To what extent has the collaborations contributed to the achievement of the McGovern-Dole project objectives?

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

11. How do you ensure that the funds allocated to the Government for program's interventions are used as intended? What external and internal factors influence the appropriate use of resources?
12. To what extent are the activities implemented in line with the plan and in a timely manner? (***Probe** for programme delivery, logistics and M&E arrangements*)
    a. What factors have influenced delays or timely implementation?
    b. How have the bottlenecks been addressed?
13. What factors have impacted the delivery process (**probe** *for cost factors, WFP and partners performance, external factors)?*
    *a.* What mitigation strategies have been put in place? What are the gaps?

14. How effective is the Monitoring and Evaluation (M&E) system in tracking progress and outcomes?
    c) How would you rate the quality of the M&E of the school feeding program? Why?
    d) What gaps do you see in the M&E system? How do you think these gaps can be addressed?

15. To what extent are the school feeding program's dashboard and the beneficiary feedback/complaint mechanism being utilized to monitor and improve program performance?
    e) What types of data are tracked on the dashboard? What types of data are not tracked?

f) How are results from the monitoring system used for decision-making and accountability?
g) What challenges or limitations have you encountered with the dashboard, and what improvements would you suggest?
h) To what extent is the Beneficiary/Stakeholder Complaint and Feedback mechanisms being by stakeholders including rights holders?
    i) To what extent is the mechanism utilized to identify issues and implement corrective measures? Please give some examples.

16. In your view, what measures can support enhancement of the productivity and delivery of the McGovern-Dole FY21 project for the remaining implementation period?

**Impact**

17. What is your view about the results and effects of the program 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' learning including reading skills; (c) group capacity-building d) institutional capacity-building.
    b. What are the reasons for the effects observed?

18. 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 the program's activities may have supported reducing disparities between men, women, boys and girls and where activities may have been blind to some key gender issues that hampered positive impact or even normalized / reinforced gender inequality). What are the main positive impact factors?

19. What external (national, regional, local government, community levels) and internal (WFP) contextual factors have been of influence on the program's interventions (positive and negative)?

    a. 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/ production /capacities/sourcing and /or networks; policies and strategies; budgeting; institutional arrangements; partnerships and coordination; community participation and ownership 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).*
    c. Has there been an evolution of these factors since the start of the program ?

21. What measures have been taken in the design and implementation of the program to ensure its sustainability and ownership by beneficiaries as well as national entities?

22. 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 McGovern-Dole funded SFP). What activities and processes do you believe will be sustainable beyond the program, and which are at risk?

23. In your view, what progress has farmers, traders and other suppliers made towards becoming reliable and sustainable suppliers of high-quality food commodities to local schools?

    a. To what extent do groups of smallholder farmers contribute to the supply of canteens?
    d. To what extent is this model (based on small holder farmers' support) able to last without external help?

24. What is your view of the project's community sensitization and social mobilization activities?

    a. In your opinion, what progress has been made towards changing the attitudes and behaviours of community members in such a way as to improve health and dietary practices?

    b. What could be improved? How?

**Reducing disparities between men, women, boys and girls and Vulnerable Groups**

25. How have community attitudes toward girls' education changed due to the McGovern-Dole funded program?

26. What barriers still exist for girls to enroll, attend, and stay in school, and how can these be addressed?

27. In your opinion, how inclusive is the program for children from the poorest households; autochthone children; children with disabilities; children in refugee camps?

    a. What challenges remain in ensuring equitable access for these children?

    b. What barriers do students with disabilities face in accessing school feeding services and education services in general?
    c. What specific challenges do autochthonous families in accessing school feeding services and education services in general?
    d. What specific challenges do refugees face in accessing school feeding services and education services in general?
    e. What specific challenges do children from economically disadvantaged families face in accessing school feeding services and continuing their education?

    *f.* How has the program attempted to address all these barriers and challenges (b-e)? ***probe*** *separately*

    g. What additional measures could be implemented to make the program more inclusive for autochthonous populations, children with disabilities, children in refugee camps; and children from the poorest households? (***probe*** *separately for the different vulnerable groups*)

**Lessons Learned and Suggestions for Improvement**

28. What promising practices or lessons have emerged from the implementation of the FY21 program?

29. What specific improvements or corrective measures would you recommend for the remaining period of McGovern-Dole FY21 school feeding program implementation to enable the attainment of the expected targets and objectives? *(**Please elaborate and enquire** about the 'what' and 'how' elements of the proposed recommendations)*

## Topic Guide – Key Informant Interviews – Technical and Implementing Partners

**Background Information**

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

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

**Context of Program Implementation**

1. Is your organization supporting the School Feeding Program? In what key ways is your organization providing support?

2. How would you describe the context within which the program's 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 program?

b) In your opinion, what is the extent to which these threats have influenced the design and implementation of the School Feeding Program? (***Probe*** *for each threat separately*).

c) How do you think the School Feeding Program 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 program adjust to them?

**Relevance**

3. What are the specific interventions either implemented or supported by your organization in the program? 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 project?

5. Apart from WFP, what other partners or institutions do you know that are involved in the program and *(**Probe** for governmental, non-governmental, private sector – profit making orgs, community leaders/groups, women inclusion etc.),* what do they do?

6. What multi-stakeholder coordination mechanisms are in place in the program? 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 program 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 program 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 program's intervention design was appropriate and aligned with the Congo government's national policies and priorities on education, food security and nutrition and gender?

   iii. To what extent was the implemented McGovern-Dole funded SFP integrated or embedded into the national and sub-national service and program delivery systems? Please give reasons for your answer.

**Coherence**

7. To what extent is the McGovern-Dole funded school feeding program coherent with the National School Feeding strategy and interventions implemented by other actors in the country? ***(Probe** for coherence with IBSA funded projects including the Cash Based Transfers and GPE projects; HGSF etc.)*

8. To what extent was the McGovern-Dole project complementary with others WFP programs, and the extent to which the intervention is adding value while avoiding duplication of effort?
    a. Are the examples of joint initiatives, trainings or shared resources between McGovern-Dole and other actors (including IBSA and GPE funded initiatives); and other Government or WFP programs?

**Effectiveness**

9. To what extent have the desired outputs and outcomes of the interventions supported by your organization (e.g., improved capacity of teachers and parents; availability of WASH infrastructure; availability of learning materials; improved attendance, literacy, and health outcomes) been achieved for women, men, boys, and girls?
    c) How has progress in (i) literacy, (ii) attendance, (iii) enrollment for girls and boys evolved compared to baseline expectations?

10. Are there particular areas or activities where the McGovern-Dole funded program has been more successful? What factors contributed to these successes?

11. What are your perspectives of the strengths and weaknesses of the project? *(**Probe** for the implementation of the on-site school feeding modality; ; community sensitization and engagement; coordination mechanisms; interventions monitoring, the dashboard and Beneficiary feedback mechanisms; governance; at different levels including WFP, national and sub-national Government and community levels*).
    a. In your view, what aspects of the school feeding intervention are the most sensitive to internal (WFP) and external (national, sub-national government, community levels) system pressures? How has this influenced outcomes?
    b. In your opinion, is the project on track to achieve its objectives? *(Why? Why not?)* Could you please give reasons for your answer?

12. How have gender-sensitive activities contributed to achieving program outcomes? Can you share specific examples?
    a. Do you think the project is on track to achieving its broader goals of gender mainstreaming and promoting inclusion? (Why? Why not?) Could you please give reasons for your answer?

13. To what extent has the collaborations between WFP, the Government, and your organization contributed to the achievement of the McGovern-Dole project objectives? Please give reasons for your answer.

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

14. 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?

15. Is the program 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 program as well as achievement of expected results?

16. To what extent are interventions delivered in a timely manner?

**Effects/Impact**

17. What is your view about the results and effects of the McGovern-Dole funded program 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?

18. 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 McGovern-Dole activities may have supported reducing disparities between men, women, boys and girls and where activities may have been blind to some key gender issues that hampered positive impact or even normalized / reinforced gender inequality). What are the main positive impact factors?

19. What external (national, regional, local government, community levels) and internal (WFP) contextual factors have been of influence on the program's interventions (positive and negative)?

20. What have been the gendered effects/impacts, particularly with regard to girls' education?

21. What were the drivers of change (institutions, persons, events) that caused changes and results?

**Sustainability**

22. 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/ production /capacities/sourcing and /or networks; policies and strategies; budgeting; institutional arrangements; partnerships and coordination; community participation and ownership 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).*
    e. Has there been an evolution of these factors since the start of the program ?

23. What measures have been taken in the design and implementation of the McGovern-Dole FY21 project to ensure its sustainability and ownership by beneficiaries as well as national entities?

24. 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 McGovern-Dole funded SFP).* What activities and processes do you believe will be sustainable beyond the program, and which are at risk?

25. What is your view of the project's community sensitization and social mobilization activities?

    a. In your opinion, what progress has been made towards changing the attitudes and behaviours of community members in such a way as to improve health and dietary practices?

    b. What could be improved? How?

**Reducing disparities between men, women, boys and girls and Vulnerable Groups**

26. How have community attitudes toward girls' education changed due to the McGovern-Dole funded program?

27. What barriers still exist for girls to enroll, attend, and stay in school, and how can these be addressed?

28. In your opinion, how inclusive is the program for children from the poorest households; autochthone children; children with disabilities; children in refugee camps?

    a. What challenges remain in ensuring equitable access for these children?

    *b.* How has the program attempted to address all these barriers and challenges? (***probe*** *separately for each vulnerable group)*

    c. What additional measures could be implemented to make the McGovern-Dole funded program more inclusive for autochthonous populations, children with disabilities, children in refugee camps; and children from the poorest households? (***probe*** *separately for the different vulnerable groups*)

**Lessons Learned and Suggestions for Improvement**

29. What promising practices or lessons have emerged from the implementation of the FY21 program?

30. What specific improvements or corrective measures would you recommend for the remaining period of McGovern-Dole FY21 school feeding program implementation to enable the attainment of the expected targets and objectives? *(**Please elaborate and enquire** about the 'what' and 'how' elements of the proposed recommendations)*

# Annex 10 Analysis of theory of Change Assumptions

| ToC Assumptions | | Mid-term reflections |
|---|---|---|
| Inputs to Activities | | |
| 1 | WFP and partners maintain adequate institutional capacity and donor support to implement and scale programme activities. | While WFP and its partners retain sufficient technical capacity and commitment, financial and logistical delays, weak decentralised staffing, and uneven coordination undermine timely implementation. The shortfall is therefore not in total resources, but in the timeliness, distribution, and coordination of those resources across implementing levels. |
| 2 | Federal and local governments continue to allocate adequate resources and personnel to school feeding and literacy programmes. | This assumption largely holds in terms of political will and alignment with national priorities but only partially holds in operational and resource terms. The government's central-level commitment is clear, yet decentralized structures lack sufficient human and financial capacity to fulfil their expected roles in school feeding and literacy implementation. |
| 3 | Availability of complementary initiatives supported by development partners. | The evaluation confirms that complementary initiatives supported by development partners such as UNICEF, CRS, FAO, and UNESCO continue to reinforce McGovern-Dole objectives. |
| Activities to Outputs | | |
| 4 | Training, monitoring, and capacity-strengthening efforts proceed without major disruption from staff turnover, insecurity, or logistical barriers. | Assumption 4 does not hold at midline. The lack of adequate and functional school infrastructure (especially kitchens, storage, and WASH facilities) has emerged as a critical barrier to programme delivery and impact. Although communities and partners have partially mitigated the gaps, infrastructure weakness remains a systemic risk that limits the reliability, safety, and educational benefits of school feeding. |
| 5 | Local supply chains, transport and procurement systems remain functional, enabling regular and safe food delivery to schools. | Partially holds — training and capacity-strengthening activities are implemented as planned, but continuity and follow-up are uneven due to turnover, access challenges, and weak integration of monitoring. |
| 6 | Communities and school stakeholders remain receptive to and supportive of school feeding and literacy initiatives, fostering participation and local ownership. | Partially holds — overall delivery continues, but timeliness and consistency are frequently undermined by procurement delays, logistical constraints, and limited local procurement capacity. |
| Outputs to Outcomes | | |

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| 7 | Complementary health, nutrition, and literacy programmes remain active and coordinated, reinforcing school feeding outcomes. | Holds strongly. Community engagement and ownership remain among the programme's greatest strengths. COGES committees, parents, and local leaders are highly active and supportive, helping manage canteens, mobilize resources, and ensure accountability. Their involvement is consistent across departments and widely credited with improving attendance, retention, and girls' participation. |
| 8 | Institutional commitment and continuity are maintained long enough for capacity-strengthening results to take root. | Partially holds. Teachers play an active role where present, but shortages and absenteeism weaken this assumption, especially in rural areas. |
| 9 | Smallholder farmers and SILC members operate within an enabling environment (market access, inputs, and incentives) that supports adoption of improved practices. | WASH, deworming, literacy, and school garden initiatives continue to operate alongside feeding activities. These interventions are mutually reinforcing, improving attendance, health, and learning. Gender-sensitive measures such as menstrual hygiene management, further support girls' participation. Coverage and intensity vary by department, with weaker integration in remote areas where partner presence is limited. |
| 10 | Cross-sector coordination among education, health, and agriculture ministries remains effective, enabling integrated service delivery. | Partially holds. Central-level leadership remains strong, but continuity and capacity retention at decentralized levels are inconsistent. WFP and national-level staff maintain solid technical leadership and strategic coordination. However, high staff turnover among local education officials, teachers, and COGES members disrupts the retention of training benefits and institutional memory. Understanding of the ToC also remains limited at subnational levels. Limited mechanisms exist to institutionalize knowledge and mitigate turnover. Capacity strengthening often remains person-dependent rather than embedded in systems. |
| 11 | Positive nutrition and hygiene behaviors are sustained and diffused beyond the school setting into households and communities. | Evidence shows that improved nutrition and hygiene practices are being adopted at school and increasingly replicated at household level. School-based interventions, such as handwashing, deworming, school gardens, and nutrition education, have built strong awareness among students and parents. Teachers and parents report that children are sharing hygiene messages at home, and community members acknowledge improved cleanliness and dietary practices. Gender-sensitive WASH improvements, including menstrual hygiene management, have further strengthened behavioural change. |
| Outcomes to Impact | | |
| 12 | Continued political commitment from the Government of Congo and partners. | The Government of Congo and development partners continue to prioritize school feeding as part of national education and nutrition strategies. The programme aligns with the National School Feeding Policy and the National Development Plan, and government engagement in coordination forums remains active. International partners (WFP, USDA, UNICEF, CRS) also maintain financial and technical support. |
| 13 | Legal and policy frameworks remain stable and supportive | The evaluation confirms ongoing alignment with the National School Feeding Policy, the Education Sector Plan, and the National |

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| | of school feeding, decentralization, and multi-sector coordination. | Development Plan, all of which endorse multi-sector coordination and decentralization. No major policy changes or governance disruptions have occurred during the reporting period, and institutional arrangements between education, health, and agriculture remain coherent. |
| 14 | No major natural, economic, or political shocks occur that would significantly disrupt programme delivery or national food security. | The midline found no major shocks such as political instability, conflict, or large-scale natural disasters that disrupted programme operations. Economic pressures linked to inflation and transport costs were noted but did not critically affect food availability or delivery. Stakeholders reported stable governance and continued access to schools across all targeted departments. |
| 15 | National and partner priorities remain aligned with the objectives of SDG 2 (Zero Hunger), SDG 4 (Quality Education), and SDG 5 (Gender Equality). | *Government of Congo, WFP, and key partners continue to pursue objectives consistent with eradicating hunger, improving education quality, and promoting gender equality. The McGovern-Dole project is embedded within the National School Feeding Policy and complements initiatives on girls' education, child nutrition, and local agricultural development. Partners actively integrate SDG indicators into their frameworks.* |
| 16 | The quality of the broader education system remains sufficient to translate improved attendance into learning gains. | *Partially holds.* Attendance has improved, but weaknesses in the education system limit consistent learning outcomes. School feeding has increased attendance and retention, particularly in food-insecure areas. However, teacher shortages, overcrowded classrooms, and inadequate infrastructure constrain the translation of these attendance gains into measurable literacy improvements. Midline data show that girls' learning outcomes improved despite lower attendance, suggesting that teaching quality and engagement vary across contexts. |
| 17 | National and local institutions sustain and expand inclusive, accountable school feeding systems beyond external support, ensuring long-term impact. | The assumption partially holds. Institutional frameworks for school feeding are in place and politically supported, but sustainability depends on stronger government financing, capacity transfer, and system institutionalization at subnational levels. There is strong central-level ownership through the National School Feeding Policy and inter-ministerial coordination. However, financial and technical dependence on external partners (mainly WFP and USDA) continues. At local levels, DAS/SAS structures and COGES committees demonstrate operational engagement but lack the stable funding and systems required to manage or expand activities independently. |

# Annex 11. Progress made on PMP indicators[155]

| Indicators | Baseline value | Life of project target | Midterm target (FY 2024) | Midterm value | Comments |
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| Please insert all selected project indicators as per the approved Performance Monitoring Plan (PMP) | **Intervention Group** | **Insert the life of project target as per the award agreement** | | **Intervention Group** | |
| **Standard Indicator 1**<br>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. | All : 275/746 (36.9%)<br>Boys : 141/368 (38.8%)<br>Girls : 134/378 (35.4%) | Overall total: 27.75%<br>Female: 30.00%<br>Male: 25.50% | Overall total: 24.50%<br>Female: 27%<br>Male: 22% | All : 415/756 (54.9%)<br>Boys : 207/396 (52.3%)<br>Girls : 208/360 (57.8%) | The baseline data were re-analysed, revealing the need to revise the original targets. Midterm results demonstrate measurable improvements in pupils' literacy outcomes. However, potential test preparation effects cannot be excluded, as teachers were aware of the assessment in advance. |
| **Standard Indicator 2**<br>Average student attendance rate in USDA supported classrooms/schools | All: 86%<br>Boys : 86%<br>Girls : 87%<br>By class level:<br>CP1: 86%<br>CP2: 85%<br>CE1: 85% | Overall total: 92.00%<br>Female: 95.00%<br>Male: 88.00% | Overall total: 84%<br>Female: 87%<br>Male: 81% | Survey data<br>All: 86%<br>Boys : 93%<br>Girls : 76%<br>By class level:<br>CP1: 85%<br>CP2: 86% | Effectiveness is uneven. In departments such as Lékoumou and Sangha, attendance fell sharply. The decline in girls' attendance observed at midterm underscores persistent |

[155] The evaluation of progress at midterm considers survey data collected during the midterm evaluation (which took place during the 2024-2025 school year) as well as project monitoring data from fiscal year 2024 in comparison with fiscal year 2024 targets. While the project is five years in duration, and FY24 is year 3 of the project, due to overlap with the FY17 project, FY24 was the first year of implementation for many of the project activities.

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| | CE2: 89%<br>CM1: 90%<br>CM2: 93% | | | CE1: 85%<br>CE2: 87%<br>CM1: 87%<br>CM2: 90% | disparities in access to education for girls and boys. While school feeding appears to support overall attendance, its effect on girls remains constrained without substantial complementary interventions targeted specifically at girls. |
| **Standard indicator 3**<br>Number of teaching and learning materials provided as a result of USDA assistance. | 0.0 | 85,000 | 28,000 | 22,204 | Project monitoring data ascribes the difference between midterm output and target to the late start of activities by CRS and UNESCO |
| **Standard indicator 4**<br>Number of teachers/educators/teaching assistants in target schools who demonstrate use of new and quality teaching techniques or tools as a result of USDA assistance. | 0 | Overall total: 564<br>Female: 264<br>Male: 300 | Overall total: 188<br>Female: 88<br>Male: 100 | Overall total: 180<br>Female: 63<br>Male: 117 | As a result of the UNICEF-supported mentoring approach, all participating teachers demonstrated the required competencies across six assessed topics during the final evaluation, led by MEPPSA inspectors.. |
| **Standard indicator 5**<br>Number of teachers/educators/teaching assistants trained or certified as a result of USDA assistance. | 0.00 | Overall total: 750<br>Female: 352<br>Male: 398 | Overall total: 250<br>Female: 117<br>Male: 133 | Overall total: 180<br>Female: 63<br>Male: 117 | Target not achieved because UNESCO had not started their activities. The 180 primary schools teachers were trained within the mentoring programme through UNICEF - 40 mentors and 120 mentees. 160 |
| **Standard indicator 6**<br>Number of school administrators and officials in target schools who | 0.00 | Overall total: 264<br>Female: 126<br>Male: 138 | Overall total: 88 | Overall total: 287 | According to the project monitoring data, the results reported only consider the questions on the |

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| demonstrate use of new techniques or tools as a result of USDA assistance. | | | Female: 42<br>Male: 46 | Female: 75<br>Male: 212 | assessment related to administrative functions. Considering a pass rate of 70%, 76.6% of the recipients successfully answered the questions. This percentage was applied to the 375 directors trained. |
| **Standard indicator 7**<br>Number of school administrators and officials trained or certified as a result of USDA assistance. | 0.00<br>*Survey sample*:<br>All : 28/44 (63.6%)<br>Men : 10/12 (83.3%)<br>Women : 18/32 (56.3%) | Overall total: 330<br>Female: 156<br>Male: 174 | Overall total: 110<br>Female: 52<br>Male: 58 | Overall total: 375<br>Female: 102<br>Male: 273<br>*Survey sample:*<br>All : 32/43 (74.4%)<br>Men : 5/8 (62.5%)<br>Women :27/35 (77.1%) | School directors of all supported schools were trained in management of school canteens (including some logistics and management aspects). |
| **Standard indicator 8**<br>Number of educational facilities (i.e., school buildings, classrooms, kitchens, improved water sources, and latrines) rehabilitated/constructed as a result of USDA assistance, | 0.00 | 425.00 | Overall total: 119<br>Type of facility: Classrooms: 0<br>Type of facility: Kitchens, cook areas: 10<br>Type of facility: Improved water sources: 11<br>Type of facility: latrines: 8<br>Type of facility: Other school grounds or school buildings: 90 | Overall total: 170<br>Type of facility: Classrooms: 0<br>Type of facility: Kitchens, cook areas: 0<br>Type of facility: Improved water sources: 4<br>Type of facility: latrines: 16<br>Type of facility: Other school grounds or school buildings: 150 | |
| **Standard Indicator 9** | 58,253.00 | 102,000.00 | Overall total: 85 000 | Overall total: 89 278 | |

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| Number of pupils enrolled in school receiving USDA assistance. | | | Pre-primary: 3 214<br>Female: 1 510<br>Male: 1 704<br>Primary: 81 786<br>Female: 38 440<br>Male: 43 346 | Pre-primary: 2 060<br>Female: 1 079<br>Male: 981<br>Primary: 87 218<br>Female: 41 199<br>Male: 46 019 | |
| **Standard indicator 10**<br>Number of policies, regulations, or administrative procedures in each of the following stages of development as a result of USDA assistance, | 0 | 2 | 1 | 2 | National Commitment to the Global Coalition of School Feeding - Stage 2<br>SOP on school canteens (regulation/ admin procedure) - Stage 1. |
| **Standard indicator 11**<br>Value of new United States Government (USG) commitments, and new public and private sector investments leveraged by USDA to support food security and nutrition, | 0.00 | 3,184,000<br>Type of investment: Host Government: 184,000<br>Type of investment: Other public sector: 3,000,000 | Overall total: 940 000<br>Host Government: 28 000<br>Other public sector: 912 000 | Overall total: 670 965<br>Host Government: 28 000<br>Other public sector: 642 964.70 | Value of salt in-kind contribution from the Government for 2023-2024 school year. |
| **Standard indicator 12**<br>Number of public-private partnerships formed as a result of USDA assistance, | 0 | 1 | 0 | 0 | |
| **Standard indicator 13**<br>Number of Parent-Teacher Associations (PTAs) or similar "school" governance structures supported as a result of USDA assistance. | 0 | 375 | | | The survey findings differ from the Project monitoring data. At baseline, PTA support was more common in the intervention group (45.5%) than in the control |

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| | | | 375 | 375 | group (8.8%). By midline, the intervention group maintained a higher proportion of supported PTAs (44.2%) compared with the control group (13.5%). However, it is to be noted that the PTA support in the comparison schools increased from baseline to midline while it fell marginally in the intervention group. |
| **Standard Indicator 14**<br>Quantity of take home rations provided (in metric tons) as a result of USDA assistance<br>Rice<br>Peas<br>Oil<br>Beans | 0<br>0<br>0<br>0<br>0 | 410 | 0 | 238.03<br>165.66<br>41.43<br>27.14<br>3.803 | THR were originally planned for locally produced cassava flour , with a target 0 for Year 3 as the activity would only start at Year 4. Authorization was requested and provided by USDA to give THR to children at the end of the school year. |
| **Standard indicator 15**<br>Number of individuals receiving take home rations as a result of USDA assistance | 0 | Overall total: 17,000<br>New: 17,000<br>Female: 7,990<br>Male: 9,010. | 0 | Overall total: 78 660<br>Duration: New: 78, 660<br>Female: 37,287<br>Male: 41,373 | As this was the first time THR were provided within the MGD phase 2, all children were considered "new" even though they were approximately the same than school meal beneficiaries. |

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| **Standard indicator 16**<br>Number of daily school meals (breakfast, snack, lunch) provided to school-age children as a result of USDA assistance. | 0 | 35,100,000 | 11,700,000 | 10 620 362 | At midterm, approximately 30% of the life-of-project target has been achieved. Progress is consistent with the project timeline and is expected to increase as school feeding operations are fully scaled up. |
| **Standard indicator 17**<br>Number of school-age children receiving daily school meals (breakfast, snack, lunch) provided as a result of USDA assistance | 0 | Overall total: 102,000<br>Female: 47.940<br>Male: 54,060 | Overall total: 85 000<br>New: 8500<br>Female: 3 995<br>Sex: Male: 4 505<br>Duration: Continuing: 76 500<br>Sex: Female: 35 955<br>Sex: Male: 40 545 | Overall total: 90 117<br>Sex: Female: 42 718<br>Sex: Male: 47 399 | |
| **Standard indicator 18**<br>Number of social assistance beneficiaries participating in productive safety nets as a result of USDA assistance | 0 | Overall total: 102,000<br>Female: 47.940<br>Male: 54,060 | Overall total: 85 000<br>New: 8500<br>Female: 3 995<br>Sex: Male: 4 505<br>Duration: Continuing: 76 500<br>Sex: Female: 35 955<br>Sex: Male: 40 545 | Overall total: 90 117<br>Sex: Female: 42 718<br>Sex: Male: 47 399 | |
| **Standard indicator 19**<br>Number of individuals who demonstrate use of new child health and nutrition practices as a result of USDA assistance | 0.00 | Overall total: 249.00<br>Female: 150.00<br>Male: 99.00 | Overall total: 83<br>Female: 50<br>Male: 33 | Overall total: 89<br>Female: 55<br>Male: 34 | |
| **Standard indicator 20** | 0.00 | Overall total: 3,375<br>Female: 1,587 | | | Project monitoring data reported on the assessment |

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| Number of individuals who demonstrate use of new safe food preparation and storage practices as a result of USDA assistance | | Male: 1,788 | Overall total: 1 125<br>Female: 529<br>Male: 596 | Overall total: 1 460<br>Female: 770<br>Male: 690 | of participants' knowledge of safe food preparation and storage practices. Applying a 70% pass threshold, 78.9% of participants met the required standard. This proportion was applied to the 1,850 individuals trained. |
| **Standard indicator 22**<br>Number of individuals trained in safe food preparation and storage as a result of USDA assistance | 0 | Overall total: 4,500<br>Male: 2,385<br>Female: 2,115 | Overall total: 1 500<br>Female: 705<br>Male: 795 | Overall total: 1 850<br>Female: 985<br>Male: 865 | The midterm value (1,850) exceeds the midterm target, with higher female participation. Results are promising for achieving the life-of-project target. |
| **Standard indicator 23**<br>Number of individuals trained in child health and nutrition as a result of USDA assistance | 0.00 | Overall total: 330<br>Female: 198<br>Male: 132 | Overall total: 110<br>Female: 66<br>Male: 44 | Overall total: 110<br>Female: 63<br>Male: 47 | In 55 schools, 110 teachers received face-to-face training delivered by UNICEF. Upon completion of the training, all participating teachers were provided with standardized training materials on nutrition and dietary practices. |
| **Standard indicator 27**<br>Number of schools using an improved water source | 51 | 86 | 62 | 55 | As this is a snapshot indicator, reported progress by the project monitoring data reflects all schools with an improved water source, irrespective of when or by whom construction or rehabilitation was undertaken. The previous year's value was based on schools supported under FY17 rather than FY21. As not all FY17 schools were included in the FY21 project, |

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| | | | | | the baseline was defined as 51 schools, to which four schools with newly constructed or rehabilitated improved water sources under the FY21 project were added. |
| **Standard indicator 28**<br>Number of schools with improved sanitation facilities | 162 | 222 | 170 | 166 | Similarly, for this snapshot indicator, project monitoring data was based on a baseline of 162 schools, supplemented by four schools with newly constructed or rehabilitated improved sanitation facilities under the FY21 project. |
| **Standard indicator 29**<br>Number of pupils receiving deworming medication(s) | 0 | 102,000 | 85 000 | 89 278 | The national deworming campaign conducted in November 2023 was reported to have reached all pupils enrolled in the 375 schools receiving USDA assistance.. |
| **Standard indicator 30**<br>Number of individuals participating in USDA food security programs. | 0 | 110,136<br>Farmers group members participating in USDA LRP: 360<br>Teachers, administrators, government personnel: 1,146<br>Others: 6,630<br>School age children: 102,000 | Overall total: 87 996<br>Farmers group members participating in USDA LRP: 360<br>Teachers, administrators, government personnel: 426<br>Others: 2 210<br>School age children: 85 000 | Overall total: 92 633<br>Farmers group members participating in USDA LRP: 367<br>Teachers, administrators, government personnel: 1 399<br>Others: 750<br>School age children: 90 117 | Others: 750 - For each school, one cook and one representative of the village (chief, parents association, youth) participate in the school canteen management trainings |

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| **Standard indicator 31**<br>Number of individuals benefiting indirectly from USDA-funded interventions | 0 | 408,000.00 | 340 000 | 360 468 | The project calculated this based on an average family size of 5 - 4 other individuals than the direct beneficiary/ family |
| **Standard indicator 32**<br>Number of schools reached as a result of USDA assistance | 0 | 375 | 375 | 375 | |
| **Custom indicator 1**<br>Number of students reached with health and hygiene messages as a result of USDA assistance. | 0 | 78000 | 65 000 | 21350 | Achievement was below target because CRS had not started implementation by midterm. UNICEF reached 21,350 pupils in 50 schools in 3 departments + (in addition to 28,770 community members). |
| **Custom indicator 2**<br>Number of female pupils trained on good menstrual hygiene practices | 0.00 | 9,375.00 | 9 375 | 517 | Achievement was below target because CRS had not started implementation by midterm. UNICEF had sensitized 1,185 children on good menstrual hygiene management including 517 girls aged 10-14 years.. |
| **Custom indicator 4**<br>Number of school gardens established and maintained | 0 | 30 | 100 | 0 | Preparation activities took place during the reporting period. |
| **Custom indicator 5**<br>Number of individuals participating in Savings and Internal Lending Communities (SILC) training | 0.00 | 18000 | 6 000 | 0 | New activity under FY21 not implemented during the reporting period, as the partner CRS was still focused on preparations, including |

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| | | | | | assessments of existing practices. |
| **Custom indicator 6**<br>Number of pupils participating in reading competitions facilitated as a result of USDA assistance. | 0.00 | Overall total: 10,620.00<br>Female: 5,310.00<br>Male: 5,310.00 | Overall total: 0<br>Female: 0<br>Male: 0 | Overall total: 0<br>Female: 0<br>Male: 0 | New activity under FY21, planned for FY25. |
| **Custom indicator 7**<br>Number of Government staff trained at national level | 0.00 | 18 | 18 | 18 | Training of 18 staff from the Directorate of School Feeding on monitoring tools (ODK).. |
| **LRP Indicator 5**<br>Cost of commodity procured as a result of USDA assistance (by commodity and source country)<br>Commodity: Beans<br>Commodity: Vegetable Oil | 0<br>0<br>0 | 1190879.96<br>660072.13<br>188838.29 | 110633.96<br>86002.00<br>24631.08 | 147,203.66<br>36,801.81<br>110,401.85 | Monitoring data notes that the cost of commodities procured is over the target despite purchasing less beans; also, most of the oil planned for FY25 had already been purchased during FY24, and the cost of regional procurement was higher than anticipated. |
| **LRP Indicator 6**<br>Quantity of commodity (MT) procured as a result of USDA assistance (by commodity and source country)<br>Commodity: Beans<br>Commodity: Vegetable Oil | 0<br>0<br>0 | 832<br>307<br>115 | 55<br>40<br>15 | 69.614<br>23.95<br>45.664 | Monitoring data narrative notes that local procurement of beans was below target of 40MT, because the smallholder farmer groups could not comply with WFP's payment conditions. A Pro-SHF sourcing strategy is being developed to find solutions. |
| **LRP Indicator 7** | 471000 | 1,441,260.00 | 471000 | 282,070 | |

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| Value of annual sales of farms and firms receiving USDA assistance<br>Commodity: Beans | 40800 | 1,248,480.00 | 408000 | 229.115 | |
| **LRP Indicator 8**<br>Volume of commodities sold by farms and firms receiving USDA assistance<br>Commodity: Beans | 769<br>260 | 2,352.00<br>795.00 | 769<br>260 | 794<br>94 | |
| **LRP Indicator 12**<br>Number of individuals in the agriculture system who have applied improved management practices or technologies with the USDA assistance<br>Sex: Female<br>Sex: Male | 0<br>0<br>0 | 288<br>288<br>49 | 252<br>252<br>43 | Not assessed yet | The first training was held in August-September 2024; the follow-up was to be implemented in 2025 to measure real-life application of learnings but the monitoring data is not yet available. |
| **LRP Indicator 11**<br>Number of individuals who have received short-term agricultural sector productivity or food security training as a result of USDA assistance<br>Sex: Female<br>Sex: Male | 0<br>0<br>0 | 360<br>299<br>61 | 360<br>299<br>61 | 367<br>145<br>222 | This target has been met but not with the sex-related disaggregation planned. |

# Annex 12 Additional Quantitative results

**Table 31 Characteristics of pupils surveyed**

| | Baseline | | | Mid-term | | |
|---|---|---|---|---|---|---|
| **Variable** | **Control N = 621[1]** | **Intervention N = 746[1]** | **p-value[2]** | **Control N = 660[1]** | **Intervention N = 756[1]** | **p-value[2]** |
| **Gender** | | | 0.7 | | | 0.6 |
| Boy | 312 (50%) | 368 (49%) | | 356 (54%) | 396 (52%) | |
| Girl | 309 (50%) | 378 (51%) | | 304 (46%) | 360 (48%) | |
| **Age** | | | 0.14 | | | 0.015 |
| Min - Max | 6.00 - 16.00 | 6.00 - 14.00 | | 3.00 - 14.00 | 6.00 - 18.00 | |
| Median (Q1, Q3) | 8.00 (7.00, 9.00) | 8.00 (8.00, 9.00) | | 8.00 (7.00, 8.00) | 8.00 (7.00, 9.00) | |
| Mean (SD) | 8.14 (1.33) | 8.31 (1.15) | | 7.95 (1.16) | 8.45 (1.48) | |
| **Department** | | | 0.8 | | | >0.9 |
| Bouenza | 144 (23%) | 116 (16%) | | 129 (20%) | 135 (18%) | |
| Lekoumou | 153 (25%) | 142 (19%) | | 168 (25%) | 148 (20%) | |
| Likouala | 59 (9.5%) | 72 (9.7%) | | 71 (11%) | 63 (8.3%) | |
| Plateaux | 57 (9.2%) | 136 (18%) | | 50 (7.6%) | 107 (14%) | |
| Pool | 119 (19%) | 182 (24%) | | 135 (20%) | 197 (26%) | |
| Sangha | 89 (14%) | 98 (13%) | | 107 (16%) | 106 (14%) | |
| **Residence** | | | 0.3 | | | 0.3 |
| Rural | 375 (60%) | 539 (72%) | | 405 (61%) | 550 (73%) | |
| Urban | 246 (40%) | 207 (28%) | | 255 (39%) | 206 (27%) | |
| **School property** | | | 0.001 | | | <0.001 |
| Private | 242 (39%) | 25 (3.4%) | | 255 (39%) | 23 (3.0%) | |
| Public | 379 (61%) | 721 (97%) | | 405 (61%) | 733 (97%) | |
| **Autochthon** | 58 (9.3%) | 321 (43%) | 0.001 | 73 (11%) | 359 (47%) | <0.001 |
| Unknown | | | | 0 | 1 | |

[1]n (%)

[2]Pearson's X^2: Rao & Scott adjustment; Design-based KruskalWallis test

**Table 32 EGMA Scores Across Sites**

| | Reference | | | Intermediary | | |
|---|---|---|---|---|---|---|
| **EGMA subscores** | **Control N = 621** | **Experimental N = 746** | **p-value1** | **Control N = 660** | **Experimental N = 756** | **p-value1** |
| **Number Identification Score** | | | 0.6 | | | 0.4 |
| Min - Max | 0 - 100 | 0 - 100 | | 3 - 100 | 3 - 100 | |
| Median (Q1, Q3) | 79 (59, 95) | 79 (56, 92) | | 20 (10, 66) | 16 (7, 39) | |
| Mean (SD) | 71 (28) | 70 (27) | | 36 (32) | 30 (30) | |
| **Number Comparison Score** | | | 0.4 | | | 0.3 |
| Min - Max | 0 - 100 | 0 - 100 | | 0 - 100 | 0 - 100 | |
| Median (Q1, Q3) | 90 (70, 100) | 90 (70, 100) | | 80 (50, 100) | 70 (40, 90) | |
| Mean (SD) | 80 (28) | 78 (28) | | 70 (31) | 64 (34) | |
| **Missing Number Score** | | | >0.9 | | | 0.8 |
| Min - Max | 0 - 100 | 0 - 100 | | 0 - 100 | 0 - 100 | |
| Median (Q1, Q3) | 50 (30, 80) | 50 (30, 70) | | 60 (20, 90) | 60 (20, 90) | |
| Mean (SD) | 52 (32) | 52 (31) | | 54 (37) | 52 (36) | |
| **Level 1 Addition Score** | | | 0.6 | | | >0.9 |
| Min - Max | 0 - 100 | 0 - 100 | | 0 - 100 | 0 - 100 | |
| Median (Q1, Q3) | 90 (50, 100) | 80 (50, 100) | | 100 (60, 100) | 100 (60, 100) | |
| Mean (SD) | 71 (35) | 70 (33) | | 77 (31) | 78 (30) | |
| **Level 2 Addition Score** | | | 0.2 | | | 0.8 |
| Min - Max | 0 - 100 | 0 - 100 | | 0 - 100 | 0 - 100 | |
| Median (Q1, Q3) | 40 (0, 80) | 40 (0, 60) | | 40 (0, 100) | 40 (0, 100) | |
| Mean (SD) | 45 (39) | 37 (35) | | 46 (41) | 48 (40) | |

| | Reference | | | Intermediary | | |
|---|---|---|---|---|---|---|
| **EGMA subscores** | **Control N = 621** | **Experimental N = 746** | **p-value1** | **Control N = 660** | **Experimental N = 756** | **p-value1** |
| **Level 1 Subtraction Score** | | | >0.9 | | | >0.9 |
| Min - Max | 0 - 100 | 0 - 100 | | 0 - 100 | 0 - 100 | |
| Median (Q1, Q3) | 70 (30, 100) | 70 (30, 90) | | 80 (50, 100) | 80 (50, 100) | |
| Mean (SD) | 59 (36) | 60 (36) | | 71 (34) | 73 (31) | |
| **Level 2 Subtraction Score** | | | 0.7 | | | 0.5 |
| Min - Max | 0 - 100 | 0 - 100 | | 0 - 100 | 0 - 100 | |
| Median (Q1, Q3) | 40 (0, 60) | 20 (0, 40) | | 40 (0, 60) | 40 (0, 60) | |
| Mean (SD) | 35 (36) | 31 (33) | | 36 (37) | 40 (37) | |
| **Problem Resolution Score** | | | >0.9 | | | 0.6 |
| Min - Max | 0 - 100 | 0 - 100 | | 0 - 100 | 0 - 100 | |
| Median (Q1, Q3) | 50 (33, 83) | 50 (33, 83) | | 50 (17, 67) | 50 (17, 83) | |
| Mean (SD) | 54 (34) | 54 (33) | | 48 (34) | 51 (35) | |

[1]Design-based KruskalWallis test

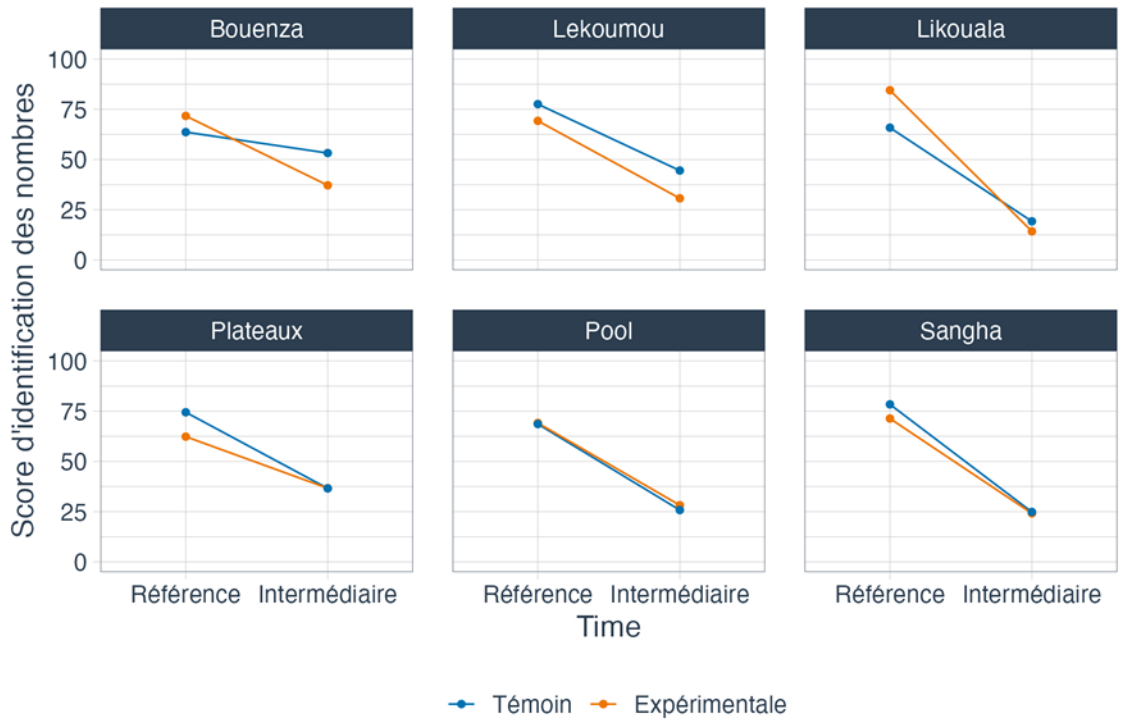


Figure 1: EGMA: Number Identification Scores by Region

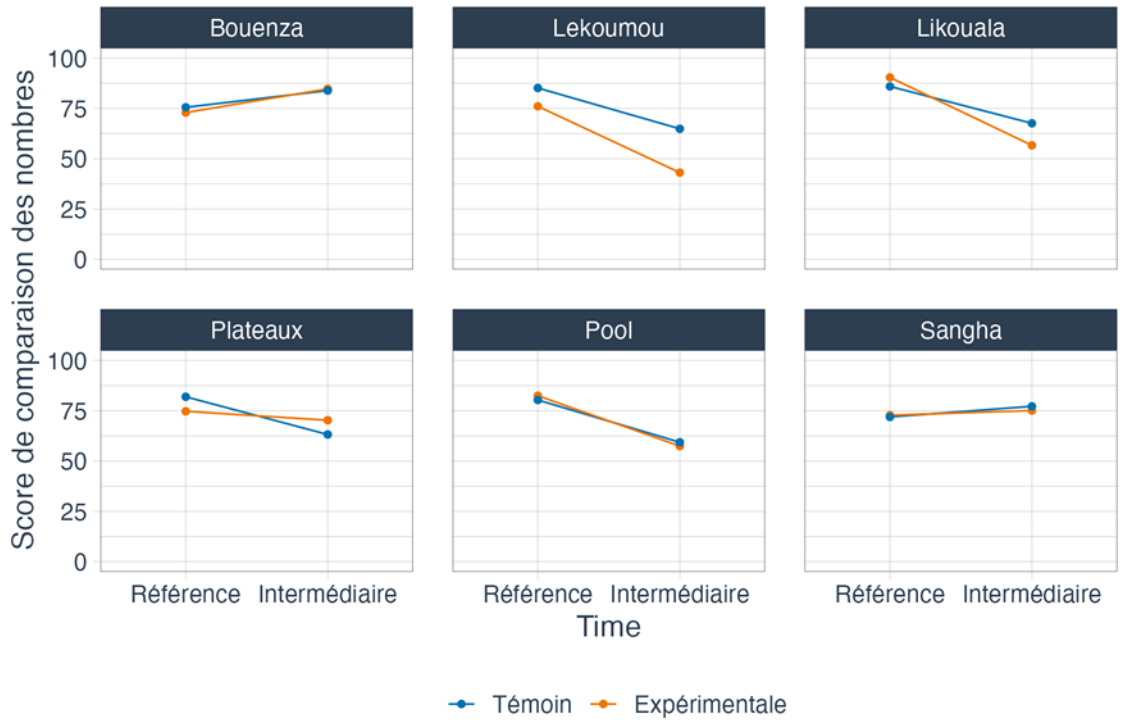

Figure 2: EGMA: Number Comparison Scores by Region

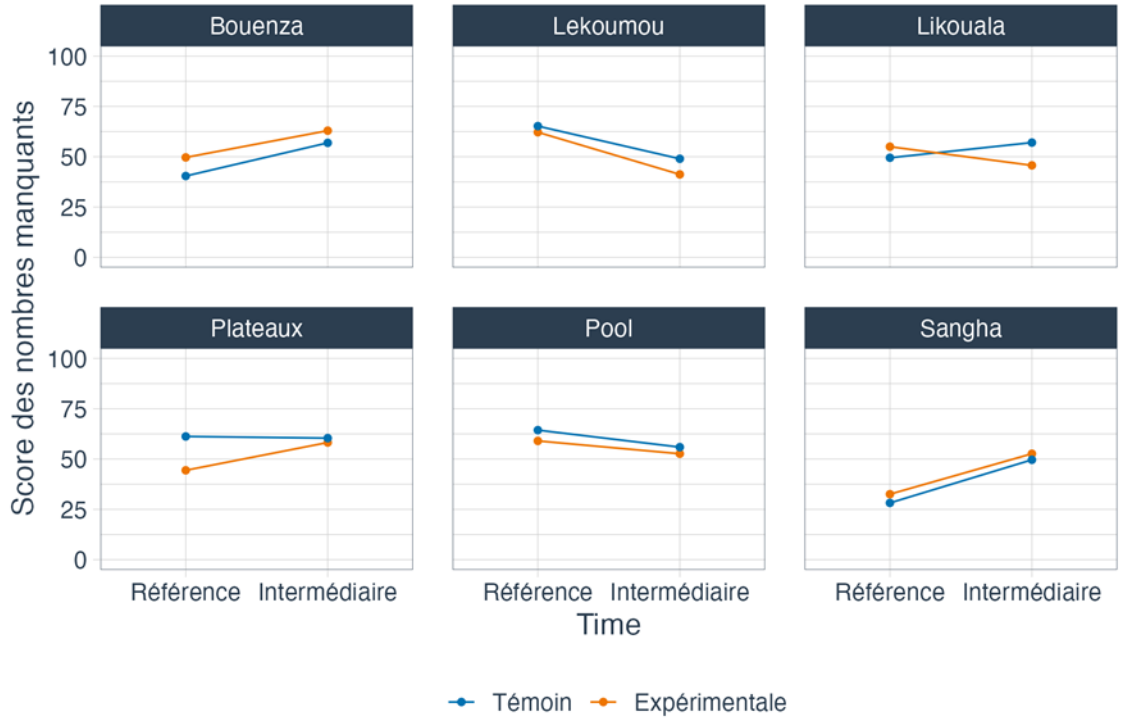


Figure 3: EGMA: Missing Number Scores by Region

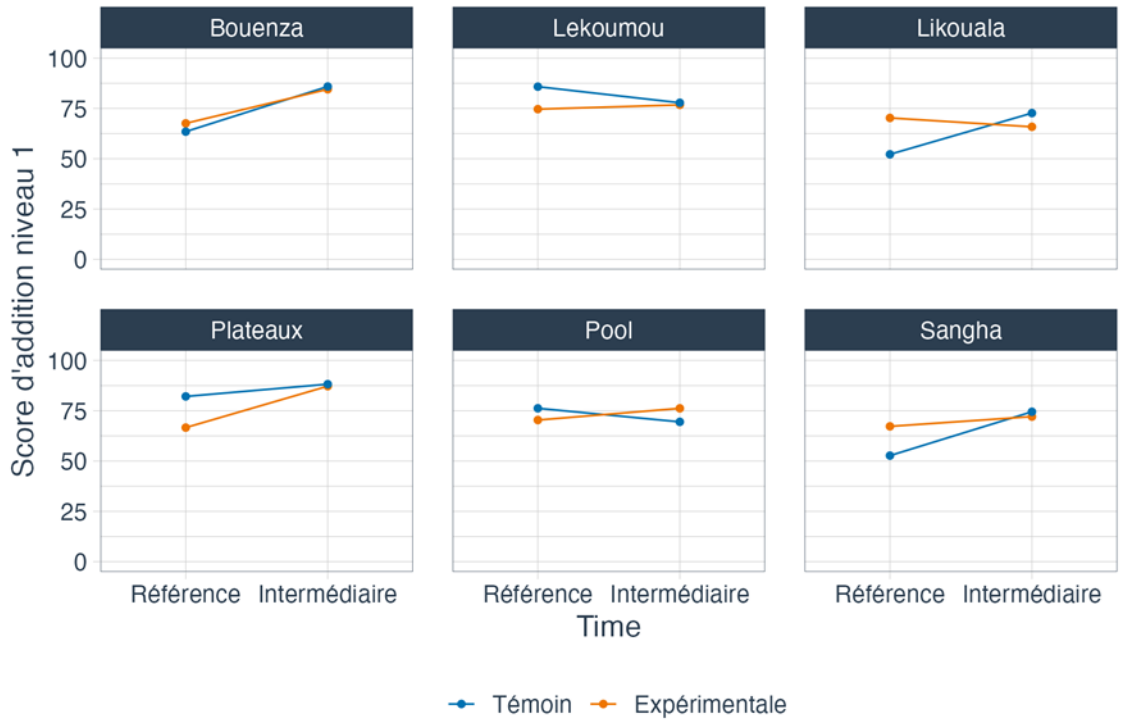


Figure 4: EGMA: Addition (Level 1) Scores by Region

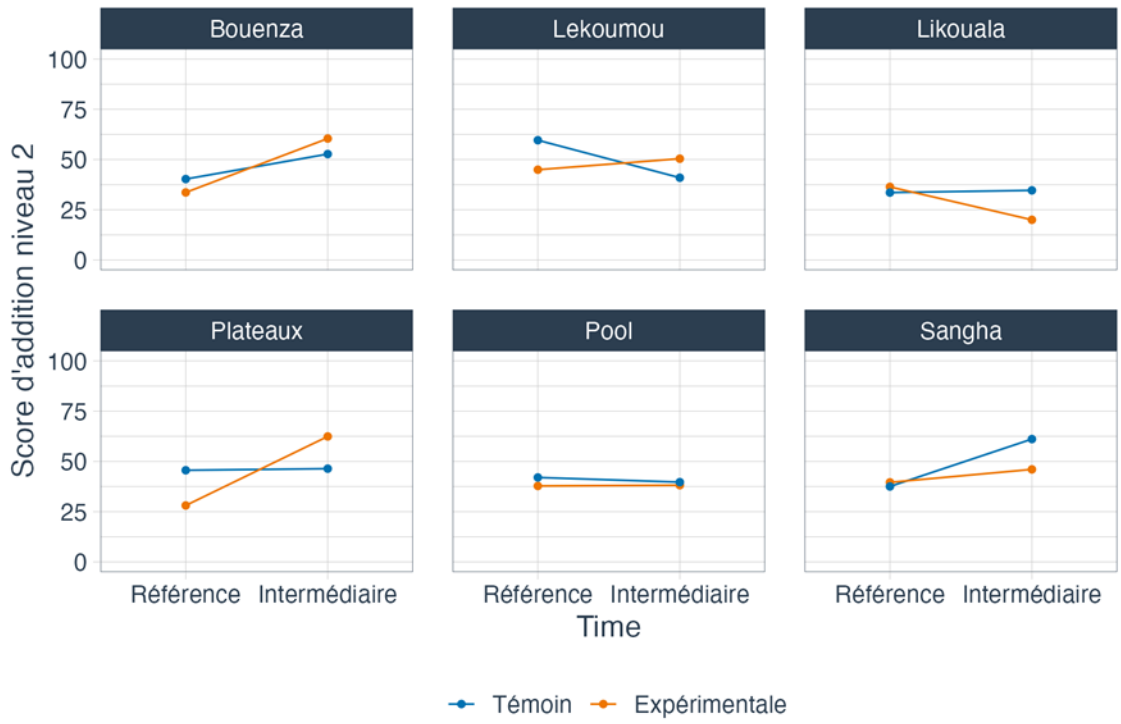


Figure 5: EGMA: Addition (Level 2) Scores by Region

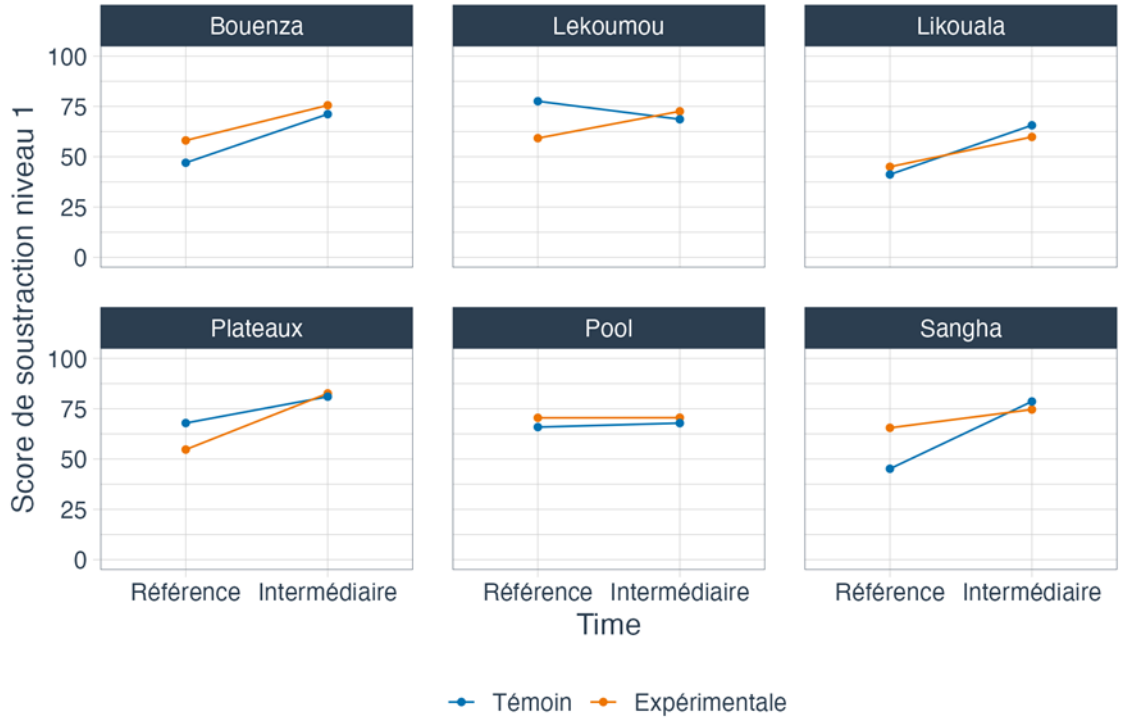


Figure 6: EGMA: Subtraction (Level 1) Scores by Region

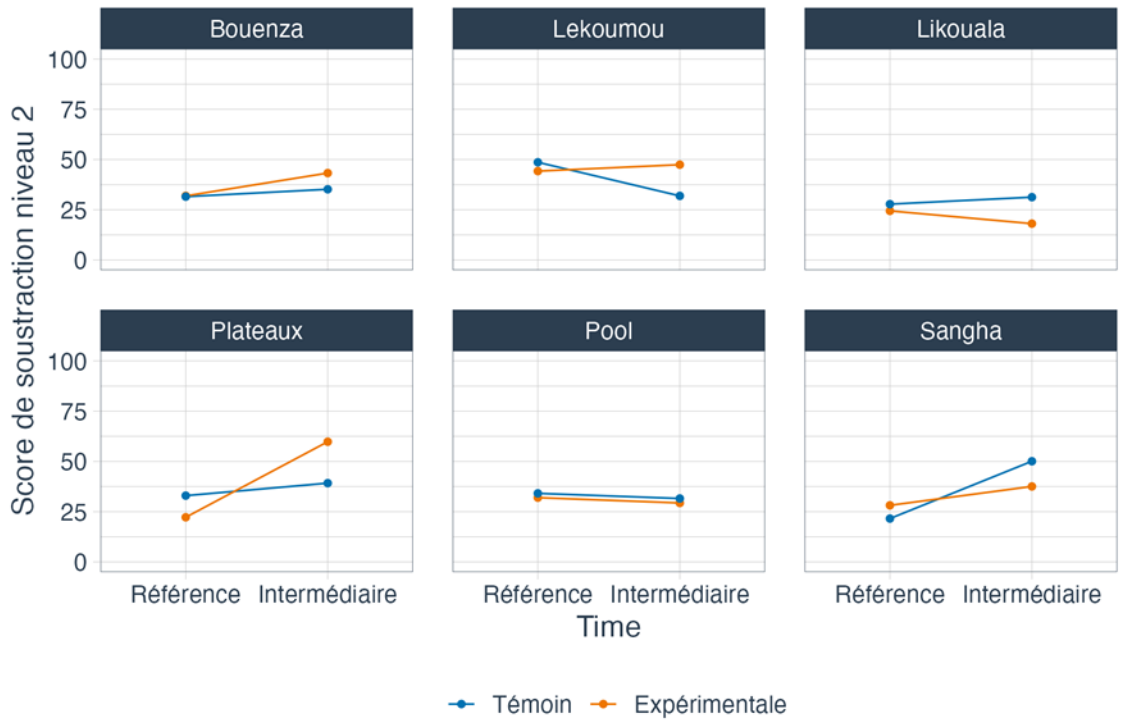


Figure 7: EGMA: Subtraction (Level 2) Scores by Region

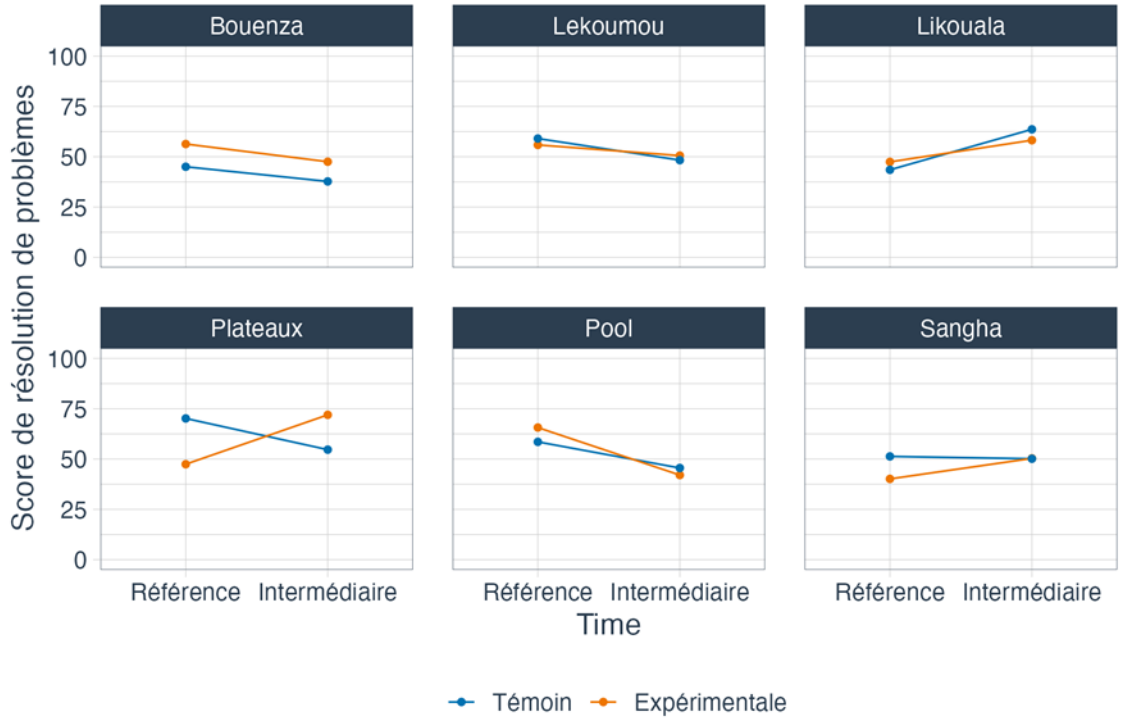


Figure 8: EGMA: Word Problems Scores by Region

# Annex 13. Findings, Conclusions and Recommendations Matrix

| Findings | Conclusion | Recommendations |
|---|---|---|
| Coordination between MoE, Health, Agriculture, and Hydraulics is fragmented, with limited joint planning across departments.<br>Departmental capacity assessments show inconsistent application of school feeding policy guidelines and variable engagement of District Education Directorates (DDEPSA), SAS, and inspectors<br>Fragmented coordination across ministries; no formal multisector mechanism; Limited harmonisation with UNICEF, CRS, UNESCO. *Coherence*, pp. ~34–37<br>Baseline FY17 evaluation already recommended the establishment of intersectoral coordination mechanisms, with limited subsequent progress. | Weak intersectoral coherence limits integration of learning, WASH, health, and nutrition interventions. *Coherence Conclusions*, pp. ~36–37. Weak horizontal coordination reduces overall programme coherence, slows implementation, and prevents consistent integration of complementary services.<br>Without a formal multi-ministry platform, USDA and the system cannot institutionalise lessons, harmonise standards, or transition toward national ownership. | Promote the implementation of the agreed inter-ministerial school feeding platform. |
| No national budget line; programme fully donor-dependent. Financial constraints limit long-term planning. *Sustainability*, pp. ~49–52.<br>National financing for school feeding remains absent, with <50% budget execution for social sectors (Context section).<br>Local procurement is fully dependent on USDA/WFP resources; departments report no predictable government co-financing.<br>Cost-efficiency analysis shows high variation in FTC | Sustainability is at risk without a clear financing commitment.<br>A phased cost-sharing model is essential for transition readiness and long-term institutionalisation.<br>Lack of predictable domestic financing threatens sustainability and transition readiness. *Sustainability Conclusions*, pp. ~51–52. | Continue and consolidate the support for a dedicated national budget line for school feeding. |

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| costs by department, signalling inefficiencies that could be reduced through national systems *(Figure 11).* | | |
| Weak subnational capacity in Likouala, Sangha, Pool, Plateaux. SAS/Inspector mandates unclear; duplication observed. *Effectiveness—Implementation & Oversight*, pp. ~40–43.<br>Capacity of departmental education structures is uneven, with weaker performance in Likouala, Sangha, Pool, and Plateaux.<br>Role ambiguity between SAS and Inspectors contributes to inconsistent monitoring and duplication.<br>Departments with stronger administrative capacity demonstrated better timeliness of delivery, monitoring, and reporting. | Stronger local administrative capacity is essential for reliable programme delivery. *Effectiveness Conclusions*, pp. ~42–43.<br>Strengthening subnational capacity is a prerequisite for a sustainable decentralised school feeding model.<br>Clarifying mandates will reduce inefficiencies and improve accountability. | Implement targeted capacity-building & role clarification for DDEPSA and SAS |
| Monitoring mostly paper-based; fragmented and delays are common. Weak feedback loops between schools and departments. *Efficiency - Monitoring & Systems*, pp. ~44–47. Monitoring is paper-based, fragmented, and often delayed; schools lack real-time communication channels with departments. Departments report weak data utilisation for decision-making. School-level record-keeping and reporting remain inconsistent, affecting reliability of enrolment, WASH, and procurement data. | Localised, digital, real-time monitoring is required to improve responsiveness and accountability. *Efficiency Conclusions*, pp. ~46–47.<br>Community governance remains a critical but under-strengthened pillar of the programme.<br>School feeding sustainability requires empowered, well-trained, and motivated COGES committees. | Localise M&E and strengthen accountability mechanisms, digitise reporting, and institute quarterly review meetings. |
| COGES vary widely in functionality; limited financial management skills. • Community participation inconsistent. *Effectiveness—Community Structures*, pp. ~41–43. Many committees lack training in financial management, record-keeping, and volunteer coordination.<br>Communities report volunteer fatigue, irregular participation, and lack of clear incentives.<br>Where COGES are strong, schools show improved | Strong school-level governance is foundational for sustainability and accountability. *Effectiveness Conclusions*, pp. ~42–43. Community governance remains a critical but under-strengthened pillar of the programme. School feeding sustainability requires empowered, well-trained, and motivated COGES committees. | Strengthen COGES structures and community participation - through training, recognition, and clearer volunteer management. |

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| stock management and engagement in hygiene promotion. | | |
| Heavy reliance on unpaid, predominantly female cooks. Volunteer fatigue and participation issues. *Cross-Cutting* pp. ~53–55. Cooks (predominantly women) serve as unpaid volunteers, generating dissatisfaction and irregular participation.<br>FGDs highlight that cooks often subsidise the programme with their own labour and resources (fuel, water collection).<br>Women lack access to inputs, income-earning opportunities, and formal recognition despite being essential to daily operations. | Lack of compensation undermines programme reliability. *Conclusions*, p. ~54–55. Incentivising and upskilling cooks strengthens programme stability. | Support and compensate women cooks; provide incentives and link them to livelihood programs. |
| Many schools lack functional kitchens, safe storage, water, and adequate sanitation facilities *(Tables 16–20).* Remote areas experience delays and stockouts. *Efficiency—Infrastructure & Logistics, pp. ~44–47.*<br>Food losses due to inadequate storage and pest infestation are reported in multiple departments.<br>Flood-prone areas experience stock-outs due to delayed transport and lack of pre-positioning mechanisms. | Infrastructure weaknesses compromise food safety, efficiency, and equitable access. *Efficiency Conclusions*, pp. ~46–47. Infrastructure gaps compromise food safety, quality, reliability, and WASH outcomes for learners. Targeted infrastructure investment is necessary for efficient and equitable service delivery. | Address infrastructure and logistics bottlenecks. Prioritise infrastructure upgrades and pre-positioning. |
| Attendance improved, but literacy outcomes remain uneven. Limited teacher mentoring and integration of WASH/health messages. *Effectiveness - Learning Outcomes*, pp. ~38–41. Literacy outcomes remain below expected performance in several departments (EGRA/EGMA results, Figures 4–6).<br>• Teachers report limited access to pedagogical support, mentoring, or literacy materials.<br>• COGES and teachers rarely meet to discuss learning outcomes or link school feeding to attendance and performance.<br>• Health and nutrition messaging is inconsistently integrated into classroom instruction. | Feeding alone cannot improve literacy without strengthened pedagogical support. *Effectiveness Conclusions*, pp. ~40–41. School feeding increases attendance, but this is not yet translating into consistent improvements in learning outcomes. Joint action with MoE, UNICEF, and CRS is needed to strengthen the education–nutrition–health link. | Strengthen integration between school meals and education quality improvements. Target teacher mentoring, strengthen learning monitoring, coordinate with UNICEF/CRS. |

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| Routine monitoring systems provide limited disaggregated data, particularly with respect to sex, ethnicity and disability status. This constrains analysis of participation and outcomes for girls, children with disabilities, indigenous children, and children in remote areas. Indigenous children and children with disabilities face persistent barriers. *Cross-Cutting* pp. ~53–55. .<br>Some groups (children with disabilities, indigenous groups, remote communities) are under-represented in participation and monitoring data. Departmental staff report limited capacity in collecting sensitive disaggregated data. | Without systematic data disaggregation, the programme's ability to identify differences in access, participation, and experiences across population groups is limited (Cross-Cutting, pp. 54–55). The absence of disaggregated indicators constrains the programme's capacity to consistently analyze and respond to variations affecting girls, indigenous population, children with disabilities, and other groups across implementation contexts. | . Revise the logframe to strengthen sex-disaggregated data, disability indicators, and tracking of indigenous population, rural communities, and train staff accordingly. |
| Only a small proportion of schools have sex-segregated or disability-inclusive latrines *(Tables 16–20).* Girls report challenges managing menstruation at school, contributing to absenteeism. Schools lack consistent supplies of soap, menstrual hygiene materials, and private washing facilities. | Improving MHM and inclusive sanitation is essential to equal participation and dignity. *WASH/MHM Conclusion*, pp. ~48–49. MHM and inclusive WASH are essential determinants of girls' attendance, dignity, and learning. Scaling MHM and disability-inclusive sanitation is required to achieve equitable educational outcomes. | Institutionalise MHM and disability-inclusive WASH. Scale MHM to 75% of schools; upgrade inclusive sanitation infrastructure. |

# Annex 14. Bibliography

| Document type | Comment/titles & dates of documents received | Received - Y/N (N/A) | Link to the evaluation matrix criteria |
|---|---|---|---|
| **Project-related documents [if applicable]** | | | |
| Appraisal mission report | Congo McGovern-Dole FY17 baseline report | Y | Relevance, effectiveness, impact |
| | WFP Republic of Congo FY17 McGovern Dole_Midterm Evaluation_Volume 1 track changes | Y | |
| | WFP Republic of Congo FY17 McGovern-Dole_Midterm Evaluation_Volume 2 track changes | Y | |
| Country strategic plan document (including line of sight) | Congo Country Strategic plan (2019-2023) | Y | Relevance, Coherence |
| | Country Programme - Congo (2015-2018) Standard Project Report 2018 | Y | |
| | Plan d'action 2015-2018_Strategie Sectorielle de l'éducation | Y | |
| | Politique nationale d'alimentation scolaire Jan 2016 | Y | |
| | STRATEGIE NATIONALE DE SCOLARISATION DE LA FILLE AU CONGO | Y | |
| | Stratégie Sectorielle de l'éducation 2015-2025 | Y | |
| | WFP's Country Capacity Strengthening (CCS) Policy Update 2022 | Y | |
| | Revision1 _ Congo Country Strategic Plan (2019-2023) | Y | |
| | Revision2 _ Congo Country Strategic Plan (2019-2024) | Y | |

| | | | |
|---|---|---|---|
| | SBP Theory of Change | Y | |
| | WFP (2020) A chance for every schoolchild - School Feeding Strategy FINAL | Y | |
| Annual country reports | Congo Annual Country Report 2019 Country Strategic Plan 2019 - 2023 | Y | Effectiveness , sustainability |
| | Congo Annual Country Report 2020 Country Strategic Plan 2019 - 2023 | Y | |
| | Congo Annual Country Report 2021 Country Strategic Plan 2019 - 2024 | Y | |
| | ACR_2021 (CSP 2019-2024) | Y | |
| | ( McGovern-Dole FY17) Semi-annual Reporting Narrative Oct 2019- March 2020 | Y | |
| | RoC ( McGovern-Dole FY17) Semi-Annual Report - Oct 18 -Mar 19_29042019 | Y | |
| | RoC ( McGovern-Dole FY17) Semi-Annual Report - Apr19 - Sep 2019 | Y | |
| | RoC ( McGovern-Dole FY17) Semi-annual Reporting Narrative April 19- September 2019 | Y | |
| | Republic of Congo Semi-annual Reporting Narrative Apr-September20 | Y | |
| | Republic of Congo ( McGovern-Dole FY17) Semi-Annual Report-April 20-Septembre 2020 | Y | |
| | Semi-annual Reporting Narrative Oct 2018 - Mar 2019_24042019 | Y | |
| | 20181220_Rapport de supervision des cantines scolaires_Nirvana | Y | |
| | Annual overview_2018-19 | Y | |
| | Annual overview_2019-20_VF | Y | |
| | Copy of ( McGovern-Dole FY17) Semi-Annual Report- Oct19- Mar2020_WAS comments reviewed | Y | |
| CSP budget revisions | Budget and timeline template | Y | Efficiency Effectiveness |
| Note for the record (NFR) from programme review committee meeting (for CSP and budget revisions if any) | | N | |

| | | | |
|---|---|---|---|
| Approved country portfolio budget and budget revisions, if any | | N | |
| COMPs | | N | |
| Other | McGovern-Dole 2020-2021 narrative work plan_final | Y | Sustainability |
| | WFP Republic of Congo – Workplan (Gantt)_final | Y | |
| | WFP Republic of Congo – Workplan (Gantt)_2021-22 | Y | |
| | WFP Republic of Congo McGovern-Dole 2021-2022 narrative work plan_Final | Y | |
| | Final_Republic of Congo FY21 McGovern-Dole_FY2023 Work Plan | Y | |
| **Country office strategic documents (if applicable)** | | | |
| Sectoral country strategies (if any) | Plan d'action 2015 2018_Strategie Sectorielle de l'éducation | Y | Relevance Coherence |
| | Politique nationale d'alimentation scolaire Jan 2016 | Y | |
| | STRATEGIE NATIONALE DE SCOLARISATION DE LA FILLE AU CONGO | Y | |
| | Stratégie Sectorielle de l'éducation 2015-2025 | Y | |
| | WFP's Country Capacity Strengthening (CCS) Policy Update 2022 | Y | |
| Other | 06.06.19_WFP Republic of Congo - Performance Monitoring Plan (final)_rev | Y | Effectiveness Efficiency |
| | RoC retrofitted LoS (rev. 09.12.2022) | Y | |
| **Assessment reports [if applicable]** | | | |
| Comprehensive food security and vulnerability assessment report(s) | Republic of Congo_Assessment of Indigenous Peoples' livelihoods and vulnerabilities to food insecurity and malnutrition. | Y | Coherence Impact Sustainability |
| | Republic of Congo_Assessment of Indigenous Peoples' livelihoods and vulnerabilities to food insecurity and malnutrition. (1) | Y | |
| Crop and food security assessments (FAO/WFP) | Notions de l'Alimentation et de l'Hygiène Alimentaire | Y | |

| | | | |
|---|---|---|---|
| | Feuille de route _du mouvement Scale Up Nutrition SUN | Y | |
| Emergency food security assessments | Evaluaton nutritionnelle rapide | Y | |
| Food security monitoring system bulletins | | N | |
| Market assessments and bulletins | | N | |
| Joint assessment missions (UNHCR/WFP) | | N | |
| Inter-agency assessments | | N | |
| Rapid- needs assessments | | N | |
| Cash and voucher feasibility studies | | N | |
| Logistics capacity assessment | | N | |
| Integrated phase classification (IPC) reports | | N | |
| Other | Republic of Congo - Cost Benefice Analysis school Feeding program | Y | Relevance Coherence Impact Sustainability |
| | Rapport_Etude_Enfants_de_Rue_FINAL | Y | |
| | Rapport National de la declaration et du programme d'action Beijing 2019 | Y | |
| | Rapport National de la declaration et du programme d'action Beijing 2019 (1) | Y | |
| | RAPPORT FINAL_SMART_NUTRITION_SANTE_SECURITE ALIMENTAIRE | Y | |
| | Rapport final Enquete FRAT-Congo 2008 | Y | |
| | Rapport Etude VBG_complete | Y | |
| | Politique_nationale_genre_Congo 2008 | Y | |
| | Plan d'action sur l'egalite du genre 2021-2025 | Y | |
| **Monitoring & reporting (if applicable)** | | | |
| Country office M&E plan | School Feeding M&E Report 2018-19 | Y | Coherence Effectiveness Efficiency |
| | School Feeding M&E Report 2019-20 | Y | |
| | School Feeding M&E Report 2020-21 | Y | |
| | Congo McGovern-Dole FY17 baseline report | Y | |
| | Congo summary of evaluation evidence 11-18 | Y | |
| | WFP Republic of Congo FY17 McGovern-Dole_Midterm Evaluation_Volume 1 track changes | Y | |

| | | | |
|---|---|---|---|
| | WFP Republic of Congo FY17 McGovern-Dole_Midterm Evaluation_Volume 2 track changes | Y | |
| | PASSE_Doc Programme_final_Janvier 2021 | Y | |
| | Plan d'Action_PAM  DAS_Avril 2021 | Y | |
| | School Feeding M&E Report 2020-21 | Y | |
| Country/internal situation report (all if monthly, samples if weekly) | Contexte Securité alimentaire et nutritionelle_Impact conflict en Ukraine_RevAO | Y | Relevance<br>Coherence |
| | PND-2018-2022---Cadre-stratgique-de-dveloppement | Y | |
| | PND-2022-2026 Programme Pluriannuel des Actions Prioritaires PND | Y | |
| | Rapport final SNU-Ukraine Résumé Exécutif_18052022 | Y | |
| | Rapport final SNU-Ukraine-Russie | Y | |
| | SGG Plan résilience sur la crise alimentaire 2022_2023 | Y | |
| | RoC ( McGovern-Dole FY17) Semi-Annual Report Apr 2021 - Sept 2021 | Y | |
| | RoC ( McGovern-Dole FY17) Semi-Annual Report Apr 2022 - Sept 2022 | Y | |
| | RoC ( McGovern-Dole FY17) Semi-Annual Report Narrative Apr 2021 - Sept 2021 | Y | |
| | RoC ( McGovern-Dole FY17) Semi-Annual Report Narrative Oct 2020 - March 2021 | Y | |
| | WFP RoC FY21 McGovern-Dole_Semi-annual Performance Report Narrative_(Apr-Sept 2022) | Y | |
| Field visits, oversight mission reports by RB and other units | School Feeding_Monitoring Report_201904 | Y | Coherence<br>Effectiveness<br>Efficiency |
| | School Feeding_Food Diversion Report_Pool_Soumouna_201903 | Y | |
| | School Feeding Report 2018-19 | Y | |
| | RAPPORT DE MISSION SF Owando_201903 | Y | |
| | RAPPORT DE MISSION SF  Likouala Fev 2019 | Y | |
| | RAPPORT DE MISSION SF  Lekoumou Janvier 2019 | Y | |

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|---|---|---|---|
| | Rapport de Mission Monitoring dans écoles de la likouala et sangha_201904 | Y | |
| | Rapport de Mission Monitoring dans écoles de la likouala et sangha du 13 au 17 mai 2019 | Y | |
| | Rapport de mission du 14 au 18 mai 2019 | Y | |
| | Pool Resumé de la mission de suivi des écoles du 24 au 25 janvier 2019 | Y | |
| | Inspector's Report_Food Diversion_Pool_Soumouna School_201901 | Y | |
| | Inspector's Report_Food Diversion_Pool_Ntari-Ngouari School_201901 | Y | |
| | Inspector's Report_Food Diversion_Pool_Moundongo School_201905 | Y | |
| | FactSheet ENG RoC SF Nov 2020 | Y | |
| Country briefs | 20181220_Rapport de supervision des cantines scolaires_Nirvana | Y | Relevance<br>Coherence |
| Food distribution and post-distribution monitoring reports | Inspector's Report_Food Diversion_Pool_Moundongo School_201905 | Y | Coherence<br>Effectiveness<br>Efficiency |
| | Inspector's Report_Food Diversion_Pool_Ntari-Ngouari School_201901 | Y | |
| | Inspector's Report_Food Diversion_Pool_Soumouna School_201901 | Y | |
| Monthly monitoring reports | 06.06.19 - WFP Republic of Congo - Performance Monitoring Plan (final) | Y | |
| | 18.09.19 - WFP Republic of Congo - PMP(final) - SD comments | Y | |
| | 22.10.19 - WFP Republic of Congo - PMP(final) - SD comments | Y | |
| | 29.07.19 - WFP Republic of Congo - Performance Monitoring Plan (final) | Y | |
| Beneficiary verification reports | | N | |
| Donor-specific reports | | N | |
| Dashboards | | N | |
| Asset monitoring from space - AIMS report | | N | |
| Any other monitoring reports | | N | |

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|---|---|---|---|
| **Output and outcome monitoring reports/data (if applicable)** | | | |
| Actual and planned beneficiaries by sex, activity, district/ location and by year | | N | |
| Actual and planned beneficiaries by age group | | N | |
| Actual and planned tonnage distributed by activity by year | | N | |
| Commodity type by activity | | N | |
| Actual and planned cash/voucher requirements (USD) by activity by year | | N | |
| Outcome monitoring reports/data | | N | |
| Other output monitoring related documents/data | | N | |
| **Country office human resources** | | | |
| Workforce planning exercise (if applicable) | | N | |
| Organizational realignment documents (if applicable) | | Y | Effectiveness Efficiency |
| CO staffing (list of employees by contract type working in CO during the evaluation scope) | | Y | |
| Organigram for main office and sub-offices | | Y | |
| **Operational documents (if applicable)** | | | |
| Activity guidelines | | Y | Effectiveness Efficiency |
| Pipeline overview for the period covered by the evaluation | | N | |
| **Partners (if applicable)** | | | |
| Annual reports from cooperating partners | UNICEF_CBR_EPAD_SC180162_McGovern-Dole_Progress report_27 April 2021 (004) | Y | Effectiveness |
| | UNICEF_Congo_CBR_EPAD_SC180162_McGovern-Dole_Final report_01 October 2021 | Y | |
| List of partners (government, NGOs, UN agencies) by location/ activity/ role/ tonnage handled | ACCORD PAM-ACTED (Version finale) | Y | Coherence Relevance Effectiveness |
| | FLA PAM -PEDD Sangha | Y | |
| | MOU PAM- UNESCO | Y | |
| | MOU WFP-UNICEF (Year 1) | Y | |
| | 2019 accord avec la DAS | Y | |
| | 2019 accord avec la DAS | Y | |
| | DAS_FLA 2022 | Y | |
| | FLA CRS | Y | |
| | MOU UNICEF | Y | |
| | PEDD_FLA 2022 signé | Y | |
| Field-level agreements (FLAs), memoranda of understanding (MoUs) | FAD MandE Policy_Feb 2019 | Y | |
| | McGovern-Dole review timeline | Y | |

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|---|---|---|---|
| | McGovern-Dole results framework_FY22 | Y | |
| | McGovern-Dole _learning_agenda_final | Y | |
| | MS Word 2016 Basic Authoring and Testing Guide-AED COP | Y | |
| | PII Guidance for PVOs final | Y | |
| Partnership assessment/evaluation/review reports (if applicable) | 20DGP_PAM_Rapport Final_to submit | Y | |
| | 20DGP_PDM Distribution kits AME_to submit | Y | |
| | 20DGP_rapport CAP WASH_to submit | Y | |
| | 20DGP-rapport-CAP-Accès_éducation-bouenza_to submit | Y | |
| | ACTED_Rapport de ciblage des écoles de la Bouenza_to submit | Y | |
| | ACTED_Rapport mi-parcours narratif_janv-Juin 2018_to submit | Y | |
| | Congo SC 180162 - Final Report_Mc Govern Dole Project_27 March 2019 | Y | |
| | PAM rapport narratif activites Projet Mc Govern Dole | Y | |
| | UNICEF_CBR_EPAD_SC180162_McGovern-Dole_Progress report_27 April 2021 (004) | Y | |
| | UNICEF_Congo_CBR_EPAD_SC180162_McGovern-Dole_Final report_01 October 2021 | Y | |
| Other partnership-related documents (if any) | ALISEI_Avenant PAM CG01 Fev-Avr 2022 | Y | |
| | AVSI_AVENANT 2022.02-04 signé et cacheté | Y | |
| **Cluster/coordination meetings (if applicable)** | | | |
| Logistics/food security/nutrition cluster documents | Evaluaton nutritionnelle rapide | Y | Relevance<br>Coherence<br>Effectiveness<br>Efficiency<br>Impact<br>Sustainability |
| | Feuille de route _du mouvement Scale Up Nutrition SUN | Y | |
| | Notions de l'Alimentation et de l'Hygiène Alimentaire | Y | |
| | Plan d'action sur l'egalite du genre 2021-2025 | Y | |
| | Politique_nationale_genre_Congo 2008 | Y | |
| | Rapport final Enquete FRAT-Congo 2008 | Y | |

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|---|---|---|---|
| | RAPPORT FINAL_SMART_NUTRITION_SANTE_SECURITE ALIMENTAIRE | Y | |
| | Rapport National de la declaration et du programme d'action Beijing 2019 | Y | |
| | Republic of Congo - Cost Benefice Analysis | Y | |
| | Republic of Congo_Assessment of Indigenous Peoples' livelihoods and vulnerabilities to food insecurity and malnutrition. | Y | |
| NFRs of coordination meetings | | Y | |
| **Evaluations/reviews/audits /operational research** | | | |
| Evaluations/ reviews of past or on-going activities/interventions | | Y | Relevance<br>Coherence<br>Effectiveness<br>Efficiency<br>Impact<br>Sustainability |
| Audit reports of past or on-going activities/interventions | | N | |
| Other performance assessment/review-related documents | 01- ROC-FFE-679-2017-020-00-A_FINAL SIGNED | Y | Relevance<br>Coherence<br>Effectiveness<br>Efficiency<br>Impact<br>Sustainability |
| | 1.13.2019 WFP Congo Baseline-Comments Matrix_USDA Comments for WFP_USDA Comments 17122018 | Y | |
| | 12092019WFP Republic of Congo - Attachment D_Amendment 7.30.19_USDA Comments 8-15-19_responses_USDA 10-7-19_res22102019 | Y | |
| | Republic of Congo Budget Narrative C2_Amendment_USDA Comments_RoC | Y | |
| | 05. Amendment B_WFP_FFE-679-2017-020-00_SIGNED | Y | |
| | FY17_RoC_FFE-679-2017-020-00 | Y | |
| | WFP Republic of Congo - Performance Monitoring Plan_APPROVED | Y | |
| | Pre-Approval THR Letter 2022_WFP FFE-679-2017-020-00_Signed | Y | |

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|---|---|---|---|
| | RoC Pre-Approval Letter THR COVID19_WFP SIGNED | Y | |
| **Resource mobilization (if applicable)** | | | |
| Resource situation | | N | |
| Contribution statistics by month | | N | |
| Resource mobilization strategy | | N | |
| NFRs donor meetings | | N | |
| Donor proposals (if applicable) | | N | |
| **Maps (if applicable)** | | | |
| Updated operational map | School feeding 071222.png | Y | Relevance Coherence |
| | School feeding 081222 | Y | |
| HungerMapLIVE | | N | |
| Food/cash/voucher distribution location map | | N | |
| Food security map | | N | |
| CO presence maps | | N | |
| Resourcing and donor relations | | N | |
| Resource situations by donors | | N | |
| CPB plan vs actuals report | | N | |
| Earmarking funding overview | RoC (FY21 McGovern-Dole ) Annex I -Local and Regional Procurement Plan_Oct 2022 - Sept 2023_22082022 | Y | Relevance Coherence Effectiveness |
| | WFP Republic of Congo FY21 McGovern-Dole_FY2023 Market Study Update_FINAL | Y | |
| Funding overview | | N | |
| Implementation budget plan | | N | |
| Contribution statistics by month and year | | N | |

# Annex 15. Field work schedule

| Article | Activity | Travel dates | Start and end of fieldwork | Locations/Sites | Stakeholders/Liaison |
|---|---|---|---|---|---|
| **1** | Recruitment and hiring of research assistants | | May 1-5 | Brazzaville | INS/PASEC/OAG |
| **2** | Scripting and setting up the data server, configuring devices for field teams | | February 5-9 | Brazzaville | OAG |
| **3** | Training of research teams | | May 12-14 | Brazzaville | INS/PASEC/OAG |
| **4** | Management of research tools in Brazzaville and debriefing of teams after pilot testing. | | May 15 | Brazzaville | INS<br>PASEC |
| **5** | • Movement of research teams to study areas<br>• Preparatory meeting with school heads | X | May 15-16 | Bouenza, Lékoumou, Likouala, Plateaux, Sangha Pool | OAG<br>INS/PASEC |
| **6** | • Administration of the literacy and numeracy questionnaire (with students: girls and boys), the school principal survey questionnaire and the school observation tool<br>• Conduct interviews, focus groups and key informant interviews with selected government stakeholders,<br>• Upload and transmit data in Project Drive | | May 19-28 | Bouenza, Lékoumou, Likouala, Plateaux, Sangha Pool | Field project coordinator, WFP local office, respective principals of the selected schools. |
| **7.** | Key informant interviews – WFP, government, UN, implementing partners | | May 13-16<br>May 26-28 | Brazzaville | Field Project Coordinator, OAG<br>WFP Evaluation Team |
| **8.** | Daily data collection | | May 16 – June 1 | Bouenza, Cuvette, Lékoumou, Likouala, Plateaux, Sangha Pool | Field Project Coordinator, OAG, WFP |

| Article | Activity | Travel dates | Start and end of fieldwork | Locations/Sites | Stakeholders/Liaison |
|---|---|---|---|---|---|
| **9.** | Relocation of research teams from investigation areas to Brazzaville | X | May 28-30 | Bouenza, Cuvette, Lékoumou, Likouala, Plateaux, Sangha Pool | Field Project Coordinator, OAG |
| **10.** | Debriefing meeting with WFP Evaluation Team | | June 11 | Online | OAG, WFP |
| **11.** | Additional interviews with WFP stakeholders | | June 25-26 | Online | OAG, WFP |

# Annex 16 Acronyms

| | |
|---|---|
| ACR | Annual Country Reports |
| ALNAP | Accountability and Performance |
| ANOVA | Analysis of Variance |
| CAR | Central African Republic |
| CBT | Cash-based transferts |
| CFM | Complaint and Feedback Mechanisms |
| CO | Country Office |
| COGES | Motivation of School Management Committees |
| COGES | School Management Committees |
| COVID-19 | Coronavirus disease pandemic |
| CRS | Catholic Relief Services |
| CSOs | Civil society organizations |
| CSV | Exported as Comma Separated Values |
| DAC | Development Assistance Committee |
| DAS | National Directorate of School Feeding (Direction de l'Alimentation Scolaire) |
| DDEPSA | Direction Départementale de l'Enseignement Préscolaire, Primaire, Secondaire et de l'Alphabétisation (Departmental Directorate of Preschool, Primary, Secondary Education and Literacy) |
| DE | Decentralized evaluation |
| DiD | Difference-in-Differences |
| DEQAS | Decentralized Evaluation Quality Assurance System |
| DHS | Department of Homeland Security |
| DPOs | Data Protection Officer |
| DRC | Democratic Republic of Congo |
| DSF | Departmental School Feeding Service |
| EB | WFP Executive Board |
| EGMA | Early Grade Mathematics Assessment |
| EGRA | Early Grade Reading Assessment |
| EM | Evaluation method |
| EQ | Evaluation Questions |
| ERG | Evaluation Reference Group |
| ERIC | Ethical Research Involving Children |
| ET | Evaluation team |
| FAO | Food and Agricultural Organisation |
| FAS | Foreign Agricultural Services |
| FGDs | Focus group discussions |
| FTC | Food transfer costs |
| FY | Fiscal Year |
| GAM | Global Acute Malnutrition |
| GBV | Gender Base Violence |
| GCNF | Global Child Nutrition Foundation |
| GDI | Gender Development Index |
| GDP | Gross Domestic Product |
| GER | Gross Enrolment Rate |
| HDI | Human Development Index |
| HGSF | Home-grown school feeding |
| HQ | Head Quarter |
| IBSA | India, Brazil and South Africa |
| IFAD | International Fund for Agricultural Development |

| | |
|---|---|
| IMF | International Monetary Fund |
| INS | Institut National de la Statistique (National Institute of Statistics) |
| IR | Inception Report |
| KIIs | Key informant interviews |
| LRP | Local and regional procurement |
| M&E | Monitoring and Evaluation |
| MDG | Millennium Development Goals |
| MEPSA | Ministry of Education (Ministère de l'Enseignement Primaire, Secondaire et de l'Alphabétisation) |
| MHM | Menstrual hygiene management |
| MICS | Multiple Indicator Cluster Surveys |
| MOHP | Ministry of Health and population |
| MPFIFD | Ministry for the Advancement of Women and the Integration of Women in Development |
| MPSIR | Minister of Planning, Statistics and Regional Integration |
| MSP | Marine spatial planning |
| MT | Metric Ton |
| MTE | Mid-term Evaluation |
| NA | Not Applicable |
| NGO | Non-Governmental Organization |
| NSFP | National School Feeding Program |
| OAG | Oversee Advising Group |
| OECD/DAC | The Organisation for Economic Co-operation and Development /Development Assistance Committee |
| OEV | Office of Evaluation |
| OLAP | Online analytical processing |
| ORA | Observe Reflect and Act |
| PEDD | Programme Educatif de Développement Durable |
| PASEC | Programme d'Analyse des Systèmes Éducatifs de la CONFEMEN |
| PLWD | Persons Living with Disabilities |
| PMP | Performance Monitoring Plan |
| PNAS | Programme National d'Alimentation Scolaire (National School Feeding Programme) |
| PND | National Development Plan |
| PSM | Propensity Score Matching |
| PTAs | Parent-Teacher Associations |
| QA | Quality Assurance |
| RB | Regional Bureau |
| RDTs | Rapid Diagnostic Test |
| REO | Regional Evaluation Officer |
| RoC | Republic of the Congo |
| RTI | Research Triangle Institute |
| SABER | Systems Approach for Better Education Results |
| SAS | School Support Services (*Services d'Appui Scolaire*) |
| SBP | School Base programs |
| SDSAS | Departmental School Feeding Service |
| SDGs | Sustainable Development Goals |
| SHF | Smallholder Farmers |
| SILC | Savings and Internal Lending Community |
| SLAs | Service-level agreements |
| SMART | Specific, Measurable, Achievable, Realistic and Time bound |
| SO | Strategic objectives |
| SOPs | Standard Operating Procedures |
| SPSS | Statistical Package for the Social Sciences |
| SSIs | Semi-Structured Interviews |

| | |
|---|---|
| ToC | Theory of change |
| ToR | Terms of Reference |
| UIS | UNESCO Institute for Statistics |
| UN | United Nations |
| UNCT | United Nations country team |
| UNDP | United Nations Development Programme |
| UNEG | United Nations Evaluation Group |
| UNESCO | United Nations Educational, Scientific and Cultural Organization |
| UNHCR | United Nations High Commissioner for Refugees |
| UNICEF | United Nations Children's Fund |
| US | United State |
| USDA | United States Department of Agriculture's |
| WASH | Water Sanitation and Hygiene |
| WDI | World Development Indicators |
| WFP | World Food Programme |
| WHO | World Health Organization |
| WLS | Weighted least square |

**OVERSEE ADVISING GROUP (OAG)**
**https://www.myoag.org**

**Office of Evaluation**

**World Food Programme**
Via Cesare Giulio Viola 68/70
00148 Rome, Italy - T +39 06 65131
**wfp.org/independent-evaluation**