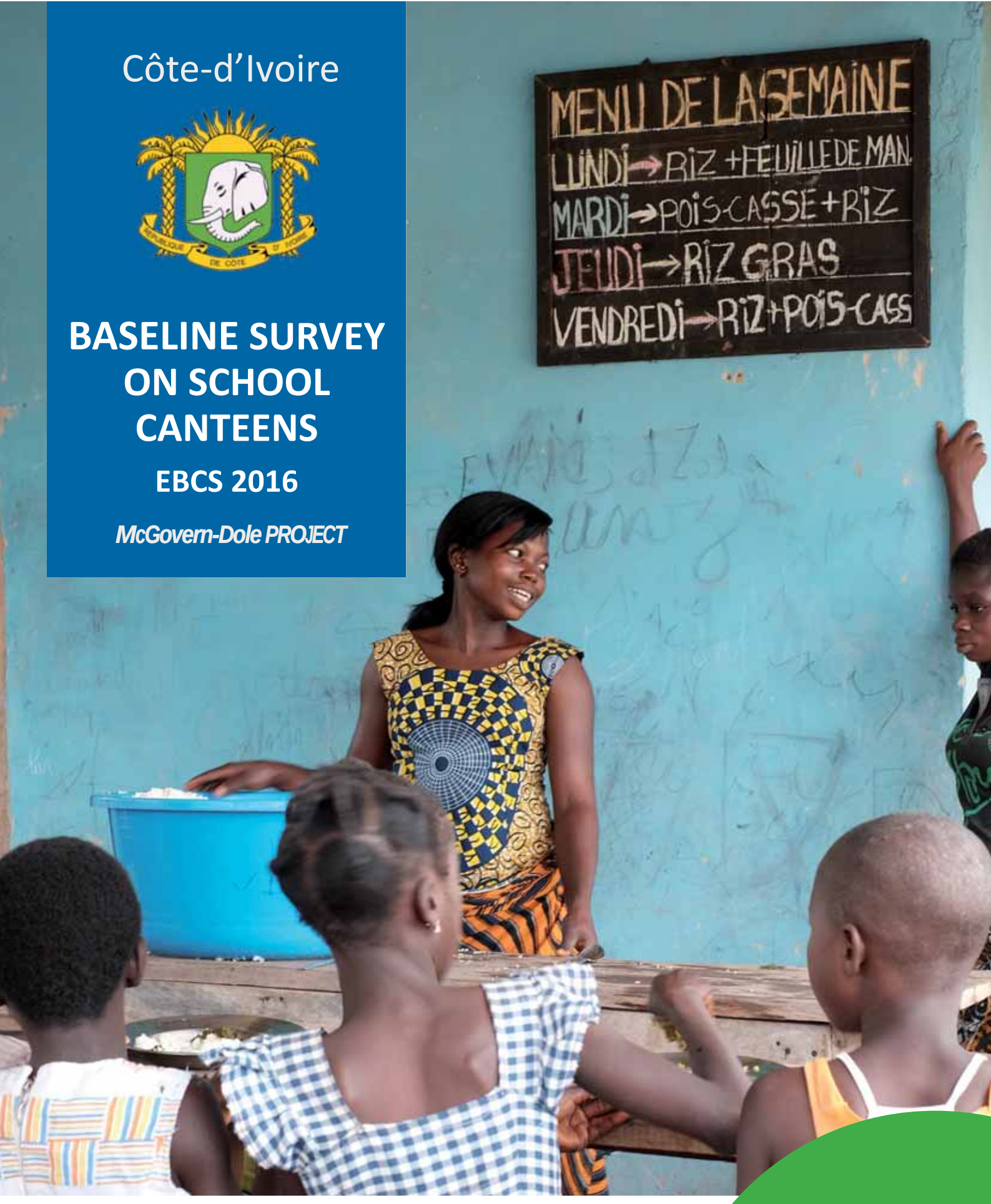
Côte-d'Ivoire

BASELINE SURVEY ON SCHOOL CANTEENS

EBCS 2016

McGovern-Dole PROJECT



USDA

WFP World Food Programme wfp.org

AVSI

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REPORT

Data gathered from 21 April to 03 May 2016

Côte-d'Ivoire

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McGovern-Dole PROJECT

REPORT

Agreement Number: FFE-681-2015/006-00

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CONTENTS

LIST OF TABLES AND FIGURES

LIST OF TABLES

LIST OF FIGURES

LIST OF ABBREVIATIONS

ABBREVIATION	DEFINITION
ANADER	Agence Nationale d'Appui au Développement Rural (National Rural Development Support Agency)
ASER	Annual Status of Education Report
CE	Elementary schooling
CE1	First year of elementary schooling (grade 2)
CE2	Second year of elementary schooling (grade 3)
CM	Fourth and fifth grade
CM1	First year of middle school (grade 4)
CM2	Second year of middle school (grade 5)
CP	First grade/primary
CP1	First year of primary schooling
CP2	Second year of primary schooling
DCS	School Feeding Directorate
DPFC	Direction de la Pédagogie et de la Formation Continue (Directorate of Pedagogics and Continuing Education)
DSPS	Direction de la Stratégie, de la Planification et des Statistiques (Directorate of Strategy, Planning and Statistics)
EBCS	Baseline survey on school canteens
EGRA	Early Grade reading Assessment
FCS	Food consumption score
INS	Institut National de la Statistique (National Institute of Statistics)
MEN	National Ministry of Education
MGD	McGovern-Dole
RCSI	Reduced coping strategy index
SODECI	Société de Distribution d'Eau en Côte d'Ivoire (Côte d'Ivoire Water Distribution Company)
WFP	World Food Programme
UNDP	United Nations Development Programme
USDA	United States Department of Agriculture

EXECUTIVE SUMMARY

The baseline survey on school canteens in the Mc Govern Dole (USDA) programme – in the regions of BOUNKANI, GONTOUGO, BAFING, CAVALLY, PORO, BAGOUE and TCHOLOGO – collected data between 21 April and 5 May 2016, yielding the following findings:

1. Heads of the households in the survey are adults (average age of 47 years), mainly male (90%), married or living in union (90%) and with a low level of educational attainment (almost 70% have no schooling);

2. Among households with children attending school, the main activity observed remains the production or sale of subsistence crops (around 40% of surveyed households). These characteristics barely vary depending on the status of the school. Moreover, it was observed that in these households one person is in work for every 3.4 dependent individuals;

3. In terms of WASH infrastructure, the results of the study highlight that there are approximately just four water points per village for domestic use, of which 71% are protected sources; in 33% of cases, households do not have latrines and resort to open defecation (sanitation risk);

4. In the case of school infrastructure, 58% of schools have a water point on the school premises, while in 42% of cases the water point is some distance from the school. Moreover, 35% of schools report difficulties (at the time of the survey) accessing water, mainly due to breakdowns of the village pump and water sources drying up.

5. The situation regarding hygiene conditions is worrying. Less than half of the schools (47%) have latrines. Schools in the intervention are better equipped with latrines than control schools. In most cases, latrines have been constructed taking boys' and girls' specific needs into account.

6. In the case of reading ability, both girls and boys have very weak reading skills. What is more, in all grades, girls meet fewer of the prerequisites than boys. In the case of the second year of primary (CP2) 13% and 16% of girls and boys, respectively, are able to read, and in grade 3 (CE1) the figures are 19% and 25%. This skill is also higher among pupils who have books at home (17%) than among their peers who do not (9%).

7. The study shows that the overall attendance rate is 99% for both sexes at all levels. Nevertheless, the level of reading ability is very low. Absences, however, are mainly due to illness/health problems (84.8% among boys and 84.4% among girls) and households' work in the fields (8.4% among boys and 6.6% among girls);

8. Analysis of survey data indicates that 62.2% of canteen managers have at least received training on how to carry out their tasks. Moreover, 74.1% of them are able to list at least three best practices for the storage and conservation of both foods and non-foods, and 72.2% are aware of best practice in healthy food preparation;

9. The study also highlights the fact that 23% of school canteens are built from temporary materials and in 19% of schools, pupils eat their lunch in the classroom.

1. BACKGROUND AND JUSTIFICATION

10. In order to raise school attendance rates in primary education and to ensure pupils remain in school for the duration of their course, since 1989 the Ivorian Government has been engaged on a large-scale programme to develop school canteens, with the support of the World Food Programme (WFP). This programme is being executed by the School Feeding Directorate (DCS) under the auspices of the National Ministry of Education.

11. Since 1998, the national school feeding programme has included a sustainability component through the strengthening of the capacity of agricultural groupings supporting school canteens. The pillars of the school feeding programme's activities are education, nutrition, agricultural production and capacity-building.

12. In April 2012, the National Ministry of Education, through the School Feeding Directorate (DCS), with technical support from WFP and the United Nations Development Programme (UNDP), prepared a National School Feeding Strategy (SNAS) for the period 2012-2017.

13. In particular, the SNAS defined the priority intervention areas by jointly analysing levels of food insecurity, prevalence rate of chronic malnutrition, enrolment rates and the poverty rate in the various regions of the country.

14. Thus, for this study, the intervention areas have been defined and prioritised according to the state of degradation of these indicators. The first three are: priority 1 (Cavally, Guémon, Poro, Bagoué, Tchologo, Bafing, Bounkani), priority 2 (Worodougou, Béré) and priority 3 (Gontougo).

15. Through the WFP country office, Côte d'Ivoire has recently been granted five-year funding from the United States Department of Agriculture (McGovern-Dole/USDA project) to enable it to intervene in these areas facing pressures, within the specific framework of support to the school feeding programme. This funding will make it possible to run the school feeding programme in seven (7) priority regions (Poro, Bagoué, Tchologo, Bounkani, Gontougo, Bafing and Cavally). A total of 613 (rural) state primary schools will be covered, with around 125,000 pupils benefiting from school meals. Additionally, 10,000 girls in fourth and fifth grade in three regions (Bagoué, Poro and Tchologo) will also benefit from annual supplies of dry rations.

16. As well as the nutrition component (canteens and dry rations), the project will implement a teaching component allowing improvements in the reading skills of pupils at beneficiary schools.

17. An evaluation plan has been drawn up to assess the project's relevance, effectiveness, efficiency, sustainability and impact. This evaluation plan includes a baseline evaluation (year 0), a mid-term evaluation (year 3) and a final evaluation (year 5).

18. For this purpose the terms of reference prepared by WFP has been forwarded to the National Institute of Statistics (INS), the lead contractor to which the baseline survey on school canteens has been entrusted.

19. The aim of the baseline evaluation is to obtain reference data on the socio-demographic characteristics of the beneficiaries and households, project output indicators and other relevant indicators (food security). The study covers all the beneficiary regions of the MGD project.

20. The study will be carried out as a participatory process with three National Ministry of Education structures: the School Feeding Directorate (DCS), the Directorate of Strategy, Planning and Statistics (DSPS), and the Directorate of Pedagogics and Continuing Education (DPFC).

21. The evaluation for the reading skills component was carried out using the Annual Status of Education Report (ASER) method, which was judged relevant by the stakeholders, and thus replaced the Early Grade Reading Assessment (EGRA) method initially planned. The INS has benefited from the expertise of the partner AVSI/IMPAQ. IMPAQ was AVSI's partner in the execution of the reading evaluation. IMPAQ was also involved in data collection for this report.

2. AIMS OF THE SURVEY

22. The overall objective of the baseline survey is to measure the reference indicators at the level of individuals, schools, households, management committees, producer groups supporting school canteens, and communities. It addresses education, nutrition, food security, health, livelihoods, and all other relevant information for the project.

23. Specifically, it entails:

- assessing pupils' level of reading ability;
- determining the prevalence of food insecurity among households in the PORO, BAGOUE, TCHOLOGO, BOUNKANI, GONTOUGO, BAFING and CAVALLY regions;
- establishing the profile of households facing food insecurity (level of education, occupations, etc.);
- confirming trends among pupils enrolled at the various primary schools (boys and girls) according to the information in the database;
- evaluating the attendance rate among pupils and teachers enrolled during the 2015-2016 academic year;
- evaluating the conditions under which the school feeding programme can be made efficient (existence of basic infrastructure, motivation of the community, accessibility of schools, existence of agricultural producer groups, existence of a school canteen management system, etc.);
- collecting data allowing determination of gender indicators;
- measuring the empowerment of women in women's agricultural groups.

3. SURVEY METHODOLOGY

24. The difference in difference method will be used to measure the impact of the project. This consists of:

- i) forming two groups with the same socio-economic characteristics: a control group and an intervention group;
- (ii) comparing the two groups before and after the project in order to measure the project's impact;
- (iii) evaluating the impact by comparing changes in the direct effects observed over time between the control group and the intervention group.

25. On the basis of the method described above, the two groups constituted in the baseline survey are: the control group (non-beneficiary schools) and the intervention group (beneficiary schools), both having the same socio-economic characteristics.

26. Thus, five types of survey have been run: (i) data collection with head teachers and school director based on a detailed individual interview; (ii) data collection from canteen managers; (iii) data collection from various women's agricultural groups; (iv) data collection from a sample of pupils on reading skills; and (v) data collection from households of a sample of pupils, some of whom have taken a reading test.

3.1 SAMPLING IN THE CASE OF SCHOOL FEEDING

3.1.1 Geographical coverage and sampling

27. The study relates to rural primary schools in the following regions: PORO, BAGOUE, TCHOLOGO, BOUKANI, GONTOUGO, BAFING and CAVALLY. These regions have been selected as strata during sample selection.

3.1.2 Choice of primary units and sample size

28. The statistical units selected for the administration of the school, canteen and grouping questionnaires and the reading tests were primary schools, school canteens and women's agricultural groups, on the one hand, and pupils at different levels of schooling and their households, on the other.

29. All 613 primary schools benefiting from the World Food Programme were included in the treatment group sample. Moreover, in order to establish the control group, it was decided that a sample be taken with a size equivalent to a third of that of the treatment group (i.e. around 200 schools) based on a selection of 1075 schools that are not beneficiaries of the WFP programme.

30. The table below describes the control and treatment groups and the sampling frame and data collection tools used in more detail:

	TREATMENT GROUP	CONTROL GROUP
Statistical Units	Primary schools in rural areas benefiting from WFP assistance	Primary schools in the same rural areas but not benefiting from WFP assistance
Sampling frame	613 WFP beneficiary schools	1075 non-WFP beneficiary schools
Data collection tools	- School questionnaire: addressed to head teachers; - Canteen questionnaire: addressed to school canteen managers; - Grouping questionnaire: addressed to members of women's groups supporting the school canteen at the surveyed school; - Pupil scoring scale: used only to mark the reading test carried out by pupils sampled for the reading test; - Household questionnaire: to survey households of sampled pupils.	- School questionnaire: addressed to head teachers; - Pupil scoring scale: used only to mark the reading test carried out by pupils sampled for the reading test; - Household questionnaire: to survey households of sampled pupils.

31. The selection method for the household sampling is as follows:

Sample size

The optimal sample size is obtained using the formula:

or,

$$n = z^2 \frac{p(1-p)}{d^2} k$$

n= sample size;

z = 1.96 is the confidence level (probability value associated with a confidence interval of 95%);

p = 0.5 is the initial level of the indicators (on the hypothesis that no previous data on the target population is available);

k = 1.5 allows the adjustment to be made relative to the sampling plan (cluster effect);

d = 0.05 margin of error;

32. In order to ensure the estimates by school level and sex are sufficiently accurate, the sample size is multiplied by the school level number (primary, elementary and middle school) for each sex, i.e. six classes in all.

33. To take into account the expected number of responses, the sample size has been divided by the expected response rate. We have assumed a 5% non-response rate (i.e. a response rate of 95%).

34. The optimal sample size is 3,636 pupils, i.e. 225 primary schools selected with 3,636 pupils and their associated households.

35. On the first level, schools were selected proportionally (to take into account the weight of each region) in each of the regions/strata (BOUKANI, GONTOUGO, BAFING, CAVALLY, PORO, BAGOUE and TCHOLOGO). On the second level, in the regional strata (BOUKANI, GONTOUGO, BAFING and CAVALLY), 12 households associated with each of the schools were selected. In order to ensure a sufficient number of girls in the 5th and 6th grade classes (so as to have relevant indicators enabling girls to be selected), the number of households associated with each school in the PORO, BAGOUE and TCHOLOGO regions was 24.

36. The following table summarises the sample of schools selected and the number of households surveyed per region:

SAMPLE OF BENEFICIARY SCHOOLS			
Regions/strata	Number of schools selected	Number of pupils per school selected	Number of households to survey
PORO	39	24	936
BAGOUE	22	24	528
TCHOLOGO	17	24	408
BOUKANI	22	12	264
GONTOUGO	47	12	564
BAFING	13	12	156
CAVALLY	9	12	108
Total	169		2,964
SAMPLE OF NON-BENEFICIARY SCHOOLS			
PORO	11	12	144
BAGOUE	4	12	60
TCHOLOGO	9	12	96
BOUKANI	4	12	36
GONTOUGO	14	12	132
BAFING	6	12	60
CAVALLY	8	12	144
Total	56		672
Grand Total	**225**		**3,636**

37. Three Regional Directorates for National Education (DREN), PORO, TCHOLOGO and BAGOUE were re-sampled to take into account the THR component. To do so, in addition to four pupils selected per level, in these DREN 12 pupils will be added for the 4th and 5th grade (6 per sex). In the remaining DREN, four pupils will be selected per level and sex.

38. Moreover, for the 613 beneficiary schools, all the schools (household surveys and school surveys), all the women's agricultural groups and canteen management committees identified previously will be interviewed. The aim is to make the activity of women's agricultural groups sustainable. It is expected that over a period of five years, 250 groups will benefit from support (50 groupings a year). As regards non-beneficiary schools, without a school canteen (control groups), all 200 schools (household survey and school survey) will be interviewed.

3.1.3 Size of primary units

39. In short, for each primary unit a fixed number of households was interviewed. 225 primary schools out of 813 schools were selected and for each school 12 households were surveyed in the BOUKANI, GONTOUGO, BAFING and CAVALLY regions, and 24 households for each school in the PORO, BAGOUE et TCHOLOGO regions.

3.2 SAMPLING FOR THE READING TEST

40. The same sampling frame was used as for the collection of data on school canteens in order to assess reading skills (see second paragraph of section 3.1.2 Choice of primary units and sample size). 100 schools were selected (50 beneficiaries and 50 controls) for the reading test to be applied.

41. In each school selected, 12 pupils were selected at random. More precisely, in each school, 2 pupils were selected from each year of the two years of primary and elementary schooling and two from fourth grade and two from fifth grade. To ensure equal proportions of boys and girls, one boy and one girl was selected in each class. The total sample was therefore 1,200 pupils in 100 schools.

3.3 PREPARATORY ACTIVITIES

42. These were essentially devoted to designing the data collection tools, raising awareness among educational system actors and training field agents.

3.4 DATA COLLECTION

43. Data collection for the baseline survey on school canteens in the BOUNKANI, GONTOUGO, BAFING, CAVALLY, PORO, BAGOUE and TCHOLOGO regions took place over the period from 21 April to 5 May 2016. The results of the data collection have been set out in a table (see Annex 1).

3.5 DATA PROCESSING AND ANALYSIS

44. The outcome of this data collection process was the creation of five databases: (i) household's file; (ii) school's file; (iii) school canteen manager's file; (iv) pupil's file; and (v) women's agricultural groups file. The next step was to clean up the data. This consisted firstly of merging the various databases and then converting them using the SPSS software package, which was used as the analysis software.

45. The editorial board, comprising members of the project team, carried out the survey data analysis work. An analysis plan prepared for this purpose was validated by the technical team. The work was distributed in such a way as to allow each member of the committee to draft his/her chapters. The first draft obtained following a knowledge-sharing workshop yielded the study results presented in the following chapters. However, it should be noted that certain limitations emerged over the course of project implementation.

3.6 LIMITATIONS

46. Of the 813 schools in the sample, 801 were surveyed correctly (610 beneficiary schools and 191 non-beneficiary schools), i.e. a 98.4% achievement rate. At the level of household surveys, of the 3,636 households initially envisaged, 3,624 households were ultimately interviewed, making a response rate of 97.6% (which is within the acceptable limits described in the methodology).

47. As regards the reading assessment, of the 100 schools initially envisaged, 99 schools (56 beneficiary schools and 43 control schools) were surveyed. Also, 1181 pupils finally took the reading test, out of an expected number of 1200.

48. These limitations do not affect the quality of the estimates made based on the data collected.

4. RESULTS OF THE SURVEY

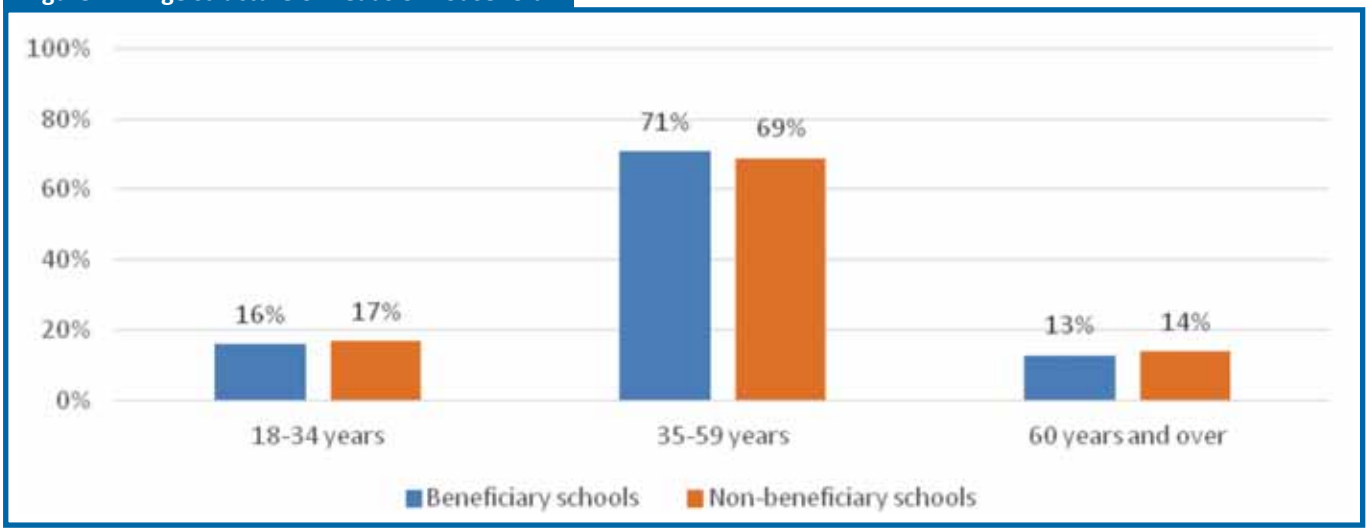
4.1 CHARACTERISTICS OF THE HOUSEHOLDS SURVEYED

49. Knowledge of the target population in a baseline study is a determining factor in the conduct of future actions. Accordingly, this chapter addresses the demographic profile (age and sex structure, marital status and level of educational attainment) and economic profile (main activity) of households in survey regions.

4.1.1 Households' demographic characteristics

50. The age structure of the heads of household surveyed reveals a strong predominance of adults in the 35-59 year age range, representing 71% and 69% of heads of households whose children attend beneficiary and non-beneficiary schools, respectively. Also, 16% to 17% of heads of household are young, i.e. in the 18-34 age range; 13% to 14% of heads of household are elderly, i.e. aged over 60 years. The average age of the heads of household in the sample is around 47 years.

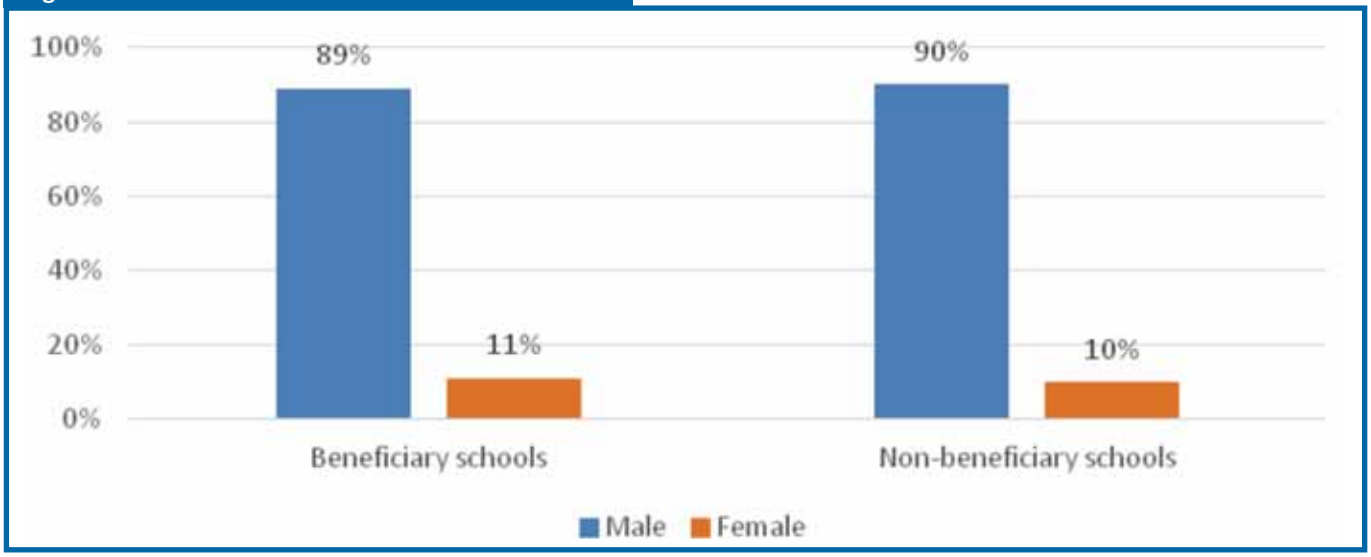
Figure 4.1: Age structure of heads of household



Source: EBCS/MC GOVERN DOLE, 2016

51. In terms of gender, the majority of households have been observed to be headed by men. Indeed, 90% of households are headed by men. This trend is identical regardless of school status.

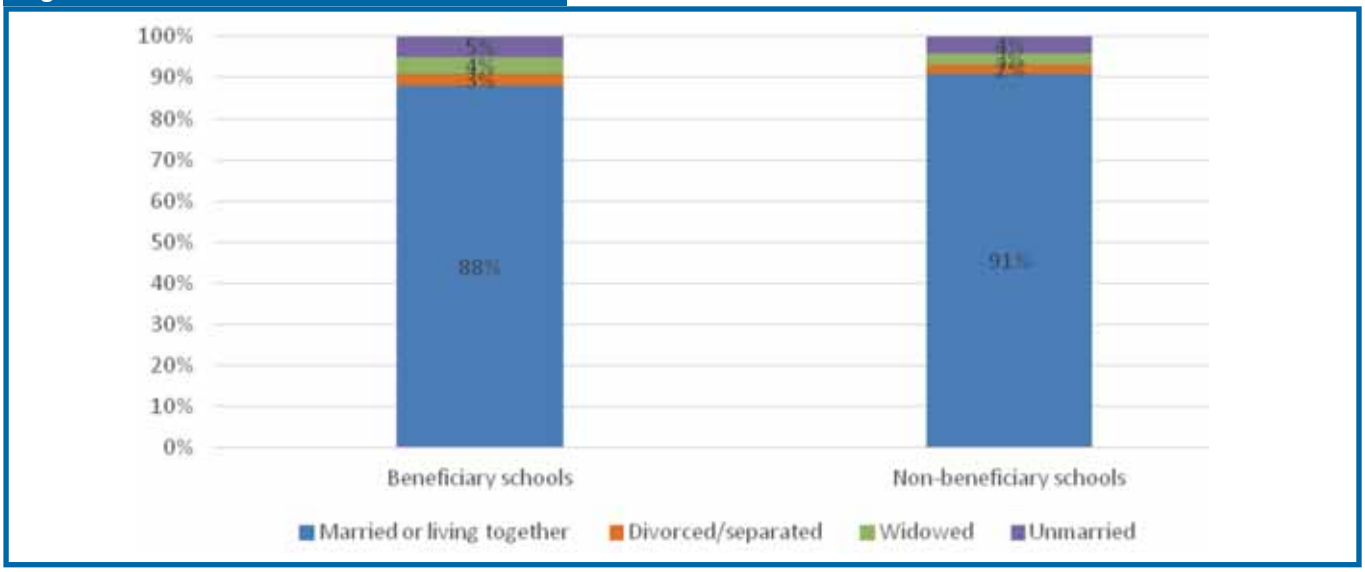
Figure 4.2: Gender distribution of heads of household



Source: EBCS/MC GOVERN DOLE, 2016

52. The distribution of heads of household by marital status shows a predominance of persons who are married or living in union, irrespective of school status: thus, in the case of beneficiary and non-beneficiary schools, respectively, 89% and 91% were married or living together. However, there is a non-negligible proportion of single-parent households, i.e. 12% and 9% of heads of household, respectively, are (i) divorced/separated or (ii) widowed or unmarried, with almost equal proportions in the case of both beneficiary and non-beneficiary schools.

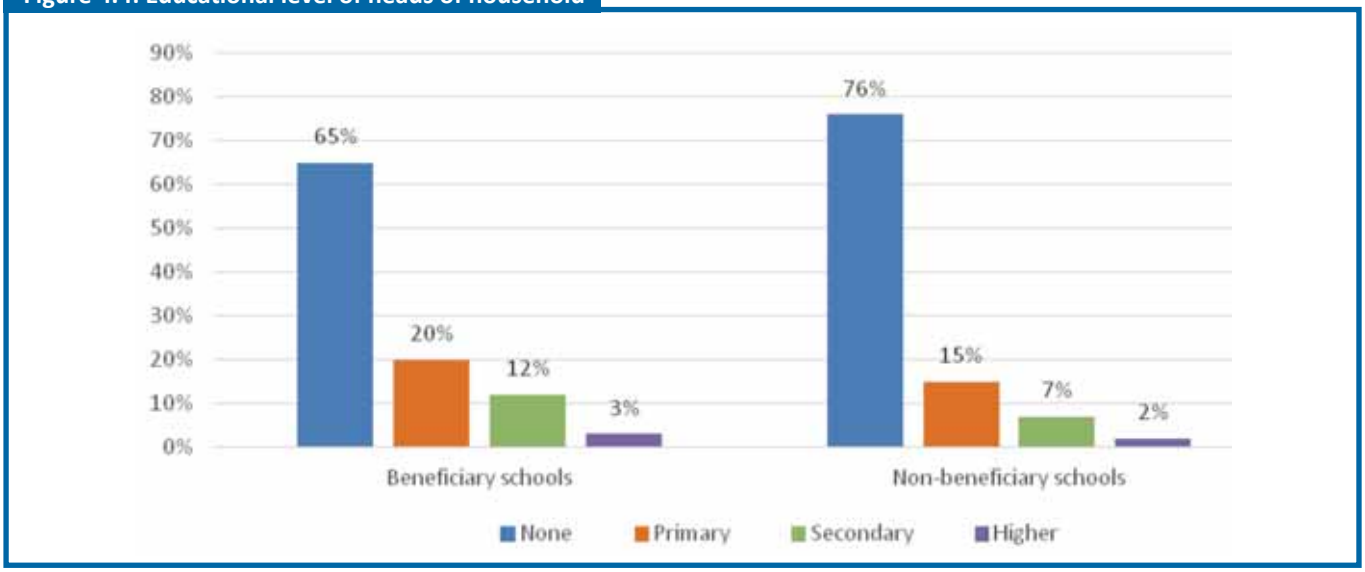
Figure 4.3: Marital status of heads of household



Source: EBCS/MC GOVERN DOLE, 2016

53. Overall, the level of educational attainment of heads of household in the survey was low, all the more so given that 7 to 8 households out of 10 – respectively, for beneficiary and non-beneficiary schools – never attended school, so have no level of educational attainment. Those with primary education account for 20% and 15% in the case of beneficiary and non-beneficiary schools, respectively. Those with secondary or higher are estimated to be just 15% and 9%, respectively, for beneficiary and non-beneficiary schools.

Figure 4.4: Educational level of heads of household

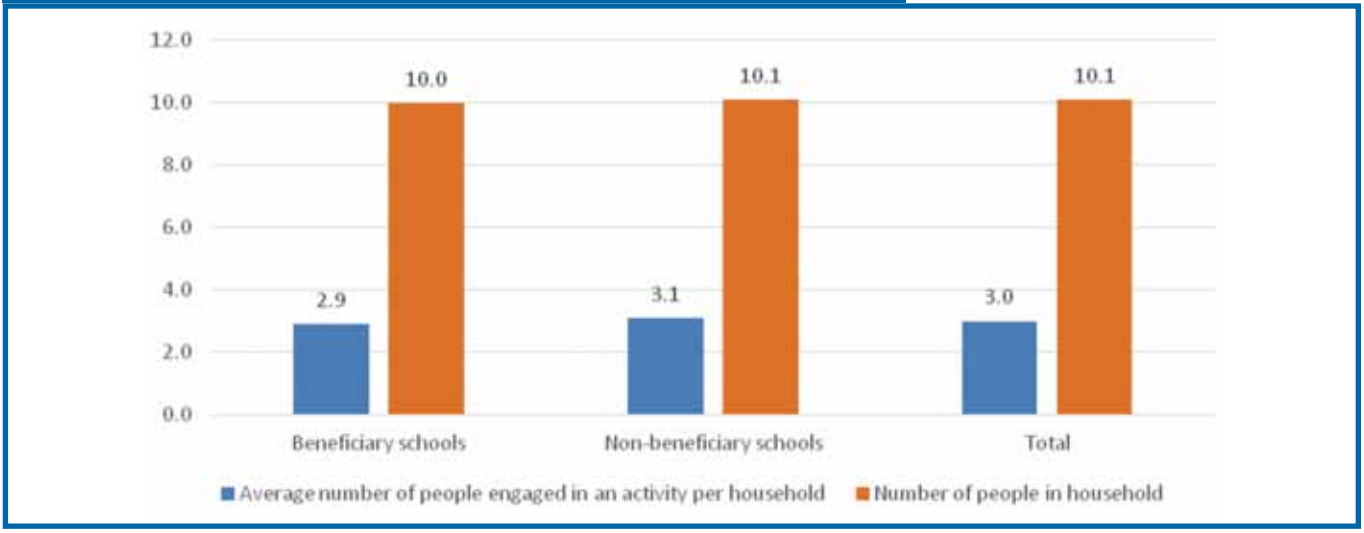


Source: EBCS/MC GOVERN DOLE, 2016

4.1.2 Household income and assets

54. The dependency ratio is the ratio of the total number of persons in the household engaged in an activity to the size of the household. This ratio is estimated at 3.4. On average, households have approximately ten members, of whom three are engaged in an activity. This implies that each person in work supports 3.4 individuals.

Figure 4.5: Dependency ratio of household members depending on school type



Source: EBCS/MC GOVERN DOLE, 2016

55. Around 69% of households obtain their income mainly from the production and sale of agricultural produce. When stock rearing and sale of the products of livestock are included, approximately three quarters of households obtain their incomes from farming. The second largest source of households' income is commerce (9%). Income in the form of civil servants' salaries and from small trades accounts for a marginal share (6%).

56. The trends observed among the localities of beneficiary and non-beneficiary schools are identical to those described above. Agricultural activity comes in first place, followed by commerce, then civil servants' salaries and small trades.

Table 4.1: Main activities providing sources of households' income according to school type (%)

MAIN ACTIVITIES (households' source of income)	BENEFICIARY SCHOOL	NON-BENEFICIARY SCHOOL	TOTAL
Production/sale of subsistence crops	38.4	40.4	39.0
Production/sale of cash crops	29.7	30.8	30.0
Commerce (market stall, peddling, shops)	9.5	7.9	9.0
Rearing/sale (stock and fowl)	5.58	4.49	5.22
Civil servants (including pensioners) and small trades (builders, etc.)	6.7	5.0	6.2
Other activities	10.2	11.3	10.6
Total	**100.0**	**100.0**	**100.0**

Source: EBCS/MC GOVERN DOLE, 2016

57. Households usually pursue more than one activity. The table below shows that almost half of households (49.9%) have two activities, 22.4% have three activities, and 10% have four activities. In total, over 80% of households have at least two income-generating activities.

Table 4.2: Breakdown of households in terms of number of activities and type of school (%)

NUMBER OF INCOME-GENERATING ACTIVITIES IN THE HOUSEHOLD	BENEFICIARY SCHOOL	NON-BENEFICIARY SCHOOL	TOTAL
0	0.4	-	0.3
1	18.5	14.9	17.4
2	51.4	46.6	49.9
3	20.8	26.0	22.4
4	8.9	12.5	10.0
Total	**100.0**	**100.0**	**100.0**
Average number of income-generating activities in the household	**2.2**	**2.4**	**2.2**

Source: EBCS/MC GOVERN DOLE, 2016

58. In order to assess households' standard of living, they were asked about their ownership of durable goods. The survey found that most households in the localities concerned owned very few durable goods. Apart from bicycles (owned by 71% of households) and motorcycles (68%), other goods are very rare in rural areas.

59. Thus, by order of importance, households owned crop sprayers (22%), carts (18%), ploughs (17%) and wheelbarrows (16%). Less than 5% of households own other assets. The trend is the same in both beneficiary and non-beneficiary school areas.

Table 4.3: Assets owned by households by type of school

ASSETS	SCHOOL TYPE		TOTAL
	BENEFICIARY SCHOOL	NON-BENEFICIARY SCHOOL	
Sewing machine	3.1	2.9	3.0
Mill	1.4	0.7	1.2
Canoe	0.8	0.9	0.9
Bicycle	70.6	73.0	71.4
Cassava press	1.0	2.0	1.3
Tractor	0.6	0.4	0.5
Seed drill	4.9	5.8	5.2
Car	1.8	1.0	1.5
Grinder/chipper	1.3	3.4	2.0
Crop sprayer	20.6	25.9	22.2
Fishing net	2.1	2.2	2.1
Cultivator	1.5	0.6	1.2
Moped/motorcycle	69.9	63.9	68.0
Cart	17.9	17.2	17.7
Tricycle	5.1	2.9	4.4
Plough	17.8	15.7	17.1
Wheelbarrow	16.1	14.6	15.7
Irrigation system	0.3	0.1	0.2

Source: EBCS/MC GOVERN DOLE, 2016

Partial conclusion: households whose children attend both beneficiary and non-beneficiary schools are primarily involved in farming. These households' sources of income are primarily based on the production and sale of farm produce. The most widely-owned assets among rural households are bicycles and motorcycles.

4.1.3 Domestic water use and facilities (shower/toilet)

60. The information collected on the existence of water points and sanitary installations is important in so far as it allows households' living standards to be assessed. Indeed, 93% of rural households covered by the study have water supply points, whereas 7% do not. This situation does not vary by type of school (beneficiary or non-beneficiary).

61. The number of water points is therefore an important indicator in enabling the population's degree of access to water to be assessed. On average, there are around four water points per village. Once again, in localities with a non-beneficiary school, the average is observed to be close to three water points.

Table 4.4: Availability of water in localities by school type

SCHOOL TYPE	ARE THERE WATER DISTRIBUTION POINTS IN YOUR LOCALITY?		AVERAGE NUMBER OF WATER POINTS
	Yes	No	
Beneficiary school	96.2	3.8	4.1
Non-beneficiary school	87.2	12.8	2.7
Total	92.8	7.2	3.6

Source: EBCS/MC GOVERN DOLE, 2016

62. The household's main source of water gives an indication of the quality of the water consumed. The study found that the majority of households have access to a protected water supply (71%). The safest water supply is either a standpipe (64%) or a contract with the water utility SODECI (7%).

Table 4.5: Households' main sources of water according to school type (%)

SCHOOL TYPE	WHAT IS YOUR HOUSEHOLD'S MAIN SOURCE OF WATER?					TOTAL
	SODECI TAP	STANDPIPE	WELL	RIVER, POND	OTHER	
Beneficiary school	12.8	61.1	12.3	2.9	10.9	100.0
Non-beneficiary school	6.9	69.9	14.2	5.9	3.2	100.0
Total	**11.0**	**63.8**	**12.9**	**3.8**	**8.5**	**100.0**

Source: EBCS/MC GOVERN DOLE, 2016

63. Households were asked to give their point of view on conditions of access to water in 2016 compared to 2015. Their opinions suggested that in most cases conditions of access to water had remained unchanged (47%), while almost a third felt they had worsened and 22% that they had improved.

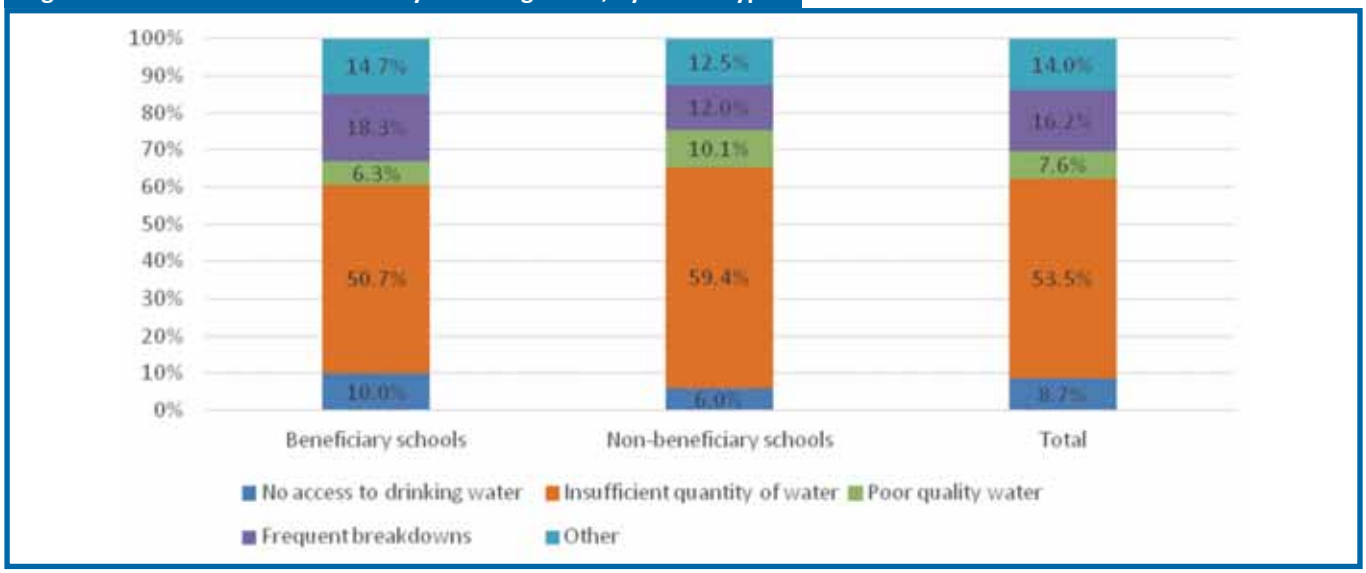
Table 4.6: Perception of conditions of access to water by school type

SCHOOL TYPE	HOW DO YOU JUDGE YOUR CONDITIONS OF ACCESS TO WATER IN 2016 COMPARED TO 2015?			TOTAL
	WORSE	UNCHANGED	BETTER	
Beneficiary school	30.3	49.0	20.7	100.0
Non-beneficiary school	34.8	41.6	23.6	100.0
Total	**31.7**	**46.7**	**21.6**	**100.0**

Source: EBCS/MC GOVERN DOLE, 2016

64. The study sought to determine the main reasons for the perceived deterioration in the conditions of access to water. The study found "insufficient quantity of water" (54%) and "frequent breakdowns" (16%) to be the main reasons. This trend was observed in all localities regardless of school type (Table 5.1.3.1)

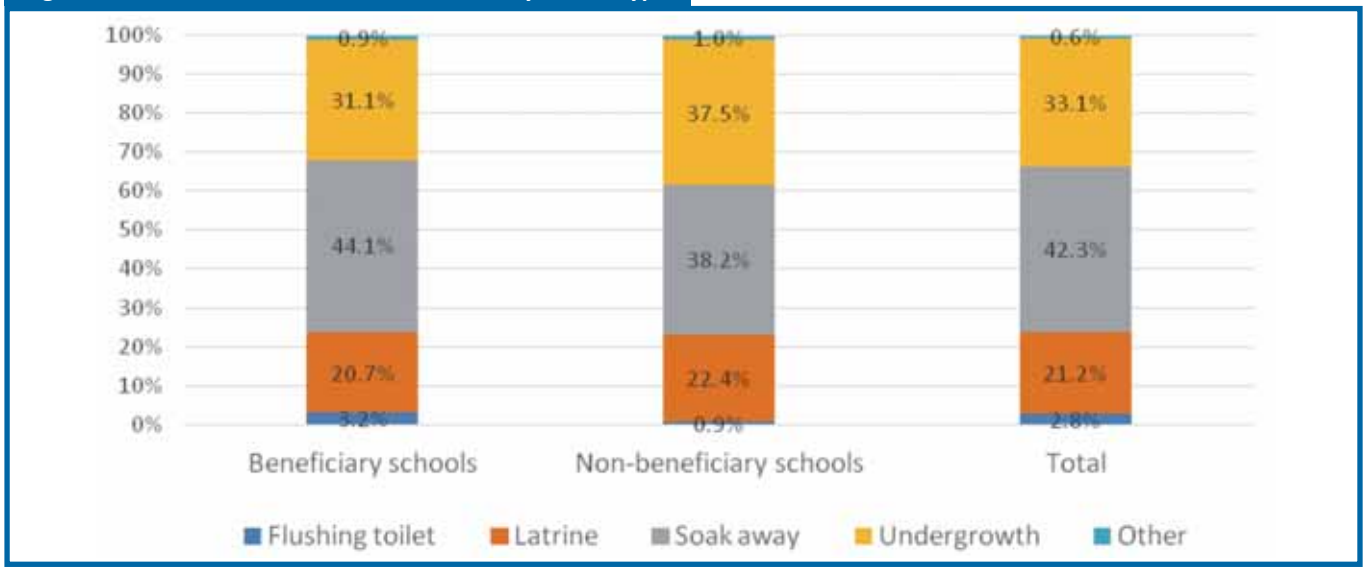
Figure 4.6: Main reason for difficulty accessing water, by school type



Source: EBCS/MC GOVERN DOLE, 2016

65. In terms of access to sanitation, it was observed that just 24% of households have adequate sanitary installations (flushing toilet or latrine). Of these, 21% of households use latrines. Almost 43% do not have appropriate sanitation (soak away) and 33% resort to open defecation.

Figure 4.7: Households' sanitation facilities, by school type



Source: EBCS/MC GOVERN DOLE, 2016

Partial conclusion: The study shows that the majority of localities have water access points. By contrast, however, access to sanitary facilities remains a serious problem. Less than a quarter of households have adequate sanitary facilities (i.e. a flushing toilet or latrine).

4.2 SCHOOL-AGE CHILDREN'S READING SKILLS

66. Reading ability at the end of the first two years of primary education is a key MGD performance indicator. Consequently, the AVSI team will examine how reading ability in the first and second years changes over the programme duration.

67. The aim will be to analyse reading ability levels, concentration, and attendance among children, together with teachers' attendance.

4.2.1 Assessment of pupils' level of reading ability

68. Analysis of assessment of pupils' level of reading ability is based on the reading skills frame of reference in order to determine the indicators of the proportion of pupils (boys and girls) who, after two years of primary schooling, demonstrate that they are able to read and understand the meaning of a text appropriate to their level of schooling.

69. The ASER reading assessment used assigns a level of reading ability to each pupil. This level may be compared with the thresholds expected for the pupil's level of educational attainment based on the curriculum and National Ministry of Education standards. Reading ability is defined as a set of skills a pupil needs to identify letters/sounds and decode a message at or above the level expected for a given class.

The table below presents the frame of reference:

Table 4.7: Frame of reference for reading ability

FRAME OF REFERENCE FOR READING ABILITY		
LEVEL:	**CORRESPONDING GRADE**	**READING ABILITY**
Level 0	None	None
Level A	Year one of primary (CP1) – Lower level	Is able to identify letter-sound combinations
Level B	Year one of primary (CP1) – Upper level	Is able to read simple letter-sound combinations
Level C	Year two of primary (CP2) – Lower level	Is able to read complex letter-sound combinations
Level D	Year two of primary (CP2) – Upper level	Is able to decode simple words (1-2 syllables)
Level E	Grade 2 (CE1) – Lower level	Is able to decode complex words (2-3 syllables)
Level F	Grade 2 (CE1) – Upper level	Is able to read simple sentences
Level G	Grade 3 (CE2) – Lower level	Is able to read complex sentences
Level H	Grade 3 (CE2) – Upper level	Is able to read simple stories
Level I	Grade 4 (CM1) – Lower level	Able to answer comprehension questions on simple stories
Level J	Grade 4 (CM1) – Upper level	Is able to read complex stories
Level K	Grade 5 (CM2)	Able to answer comprehension questions on complex stories

Source: EBCS/MC GOVERN DOLE, 2016

70. During a preparatory workshop in April 2016 (Ministry of Education – AVSI), the acceptable threshold level of reading ability for each class was determined according to the guidelines of the Côte d'Ivoire programme.

71. In Figure 4.8, which presents the results of the test, the threshold for each class is represented by a vertical line. For instance, at the end of grade 1 (CP1) a pupil will be deemed competent if he/she has attained at least level B. This corresponds to a pupil's showing they are able to read simple letter-sound combinations.

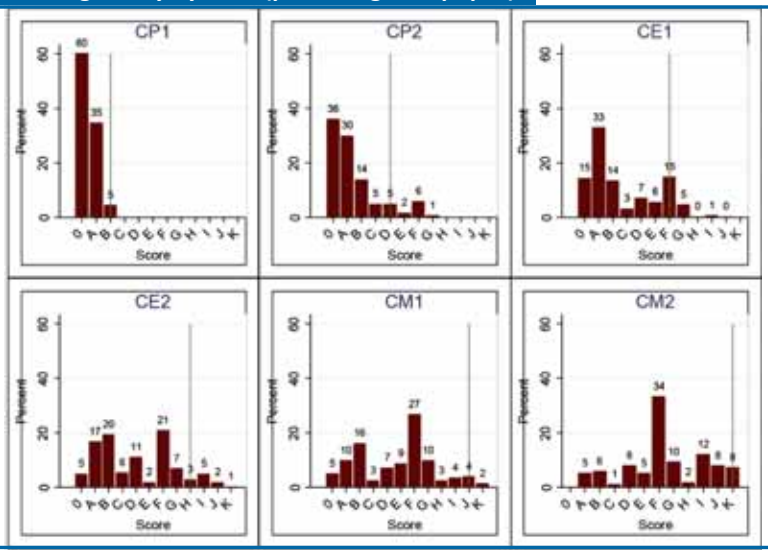
4.2.1.1 Level of ability through qualities

72. Figure 4.8 shows the distribution of the results of the ASER literacy assessment and the acceptable thresholds per level. Just 5% of grade 1 (CP1) pupils have an acceptable level of reading ability (level B). Among those who do not have an acceptable level, 60% have no level, i.e. they are unable to identify letters of the alphabet.

73. At grade 2 (CP2) 14% of pupils have an acceptable level of reading ability. Of these, 9% have a level higher than the grade 2 (CP2) threshold (level D). Among pupils with a level below the threshold, 36% are unable to identify letters of the alphabet (level 0).

74. Figure 4.8 shows how, at levels of schooling above grade 1 (CE1), less than 10% of pupils have shown better reading ability.

Figure 4.8: Distribution of reading ability by level (percentages of pupils)



Source: EBCS/MC GOVERN DOLE, 2016

75. Table 4.8 shows the population of pupils who have demonstrated the best reading ability from grade 1 (CP1) to grade 5 (CM2). The data show that most pupils, whatever their level of schooling, have not passed the required reading ability threshold. In fact, just 6% of grade 4 (CM1) pupils could read complex stories and answer comprehension questions after five years of schooling. Compared with other levels of primary schooling grade 3 (CE1) pupils obtained slightly better results, with 23% being able to read beyond the threshold level (reading simple sentences).

Table 4.8: Literacy by level

PROPORTION OF PUPILS WITH READING ABILITY APPROPRIATE TO THEIR LEVEL	PERCENTAGE
Year one of primary (CP1)	5%
Year two of primary (CP2)	14%
Grade 2 (CE1)	22%
Grade 3 (CE2)	11%
Grade 4 (CM1)	6%
Grade 5 (CM2)	8%

Source: EBCS/MC GOVERN DOLE, 2016

4.2.1.2 Comparison group

76. In the light of Table 4.9, there is no significant difference between the control groups and the beneficiary groups as regards the various indicators of reading ability.

77. However, the proportion of pupils who said they enjoyed reading was lower in the treatment group than in the control group.

Table 4.9: Results of pupils' reading tests

READING ABILITY BY GRADE (% OF PUPILS)	NON-BENEFICIARY SCHOOLS	BENEFICIARY SCHOOLS
Year one of primary (CP1)	**4%**	**5%**
Year two of primary (CP2)	**15%**	**14%**
Grade 2 (CE1)	**17%**	**25%**
Grade 3 (CE2)	**11%**	**11%**
Grade 4 (CM1)	**3%**	**7%**
Grade 5 (CM2)	**11%**	**6%**

4.2.1.3 Gender analysis of reading ability

78. Girls showed weaker reading ability than boys at all levels of schooling.

Table 4.10: Literacy by level and sex

PROPORTION OF PUPILS WITH APPROPRIATE READING ABILITY, BY SEX	GIRLS	BOYS
Year one of primary (CP1)	4%	5%
Year two of primary (CP2)	13%	16%
Grade 2 (CE1)	19%	25%
Grade 3 (CE2)	11%	11%
Grade 4 (CM1)	6%	8%
Grade 5 (CM2)	7%	8%

Source: EBCS/MC GOVERN DOLE, 2016

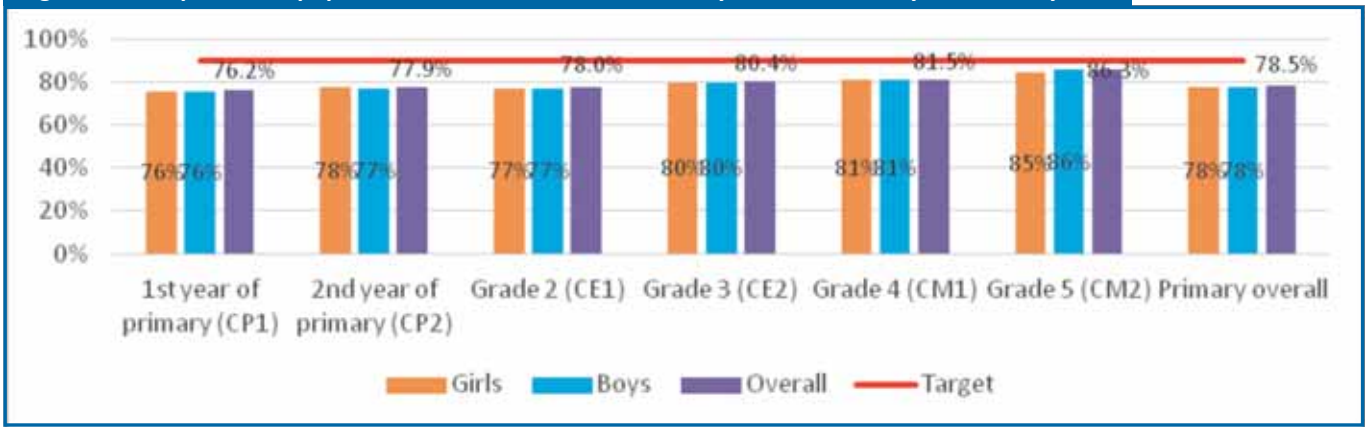
4.2.2 Assessment of pupils' concentration

**Indicator: Proportion of pupils identified as attentive in class by their teachers as a whole.*

79. In order to assess pupils' concentration in class, the baseline survey asked each teacher to state the number of children who were attentive in class during the day preceding the survey.

80. Overall, the proportion of pupils identified as being attentive by their teachers was 78.5%, thus falling short of the target of 90%. The proportions of girls and boys identified as being attentive was almost the same. However, it is observed that the proportion of attentive pupils tends to rise with level. The value of the indicator rises from 76.2% in year one of primary (CP1) to 86.3% in grade 5 (CM2).

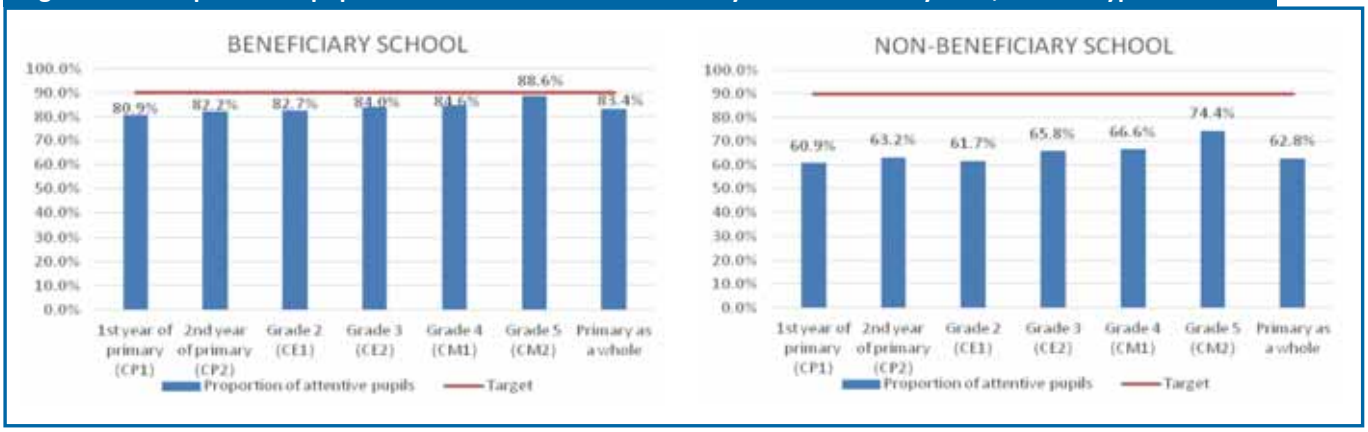
Figure 4.9: Proportion of pupils identified as attentive in class by their teachers by level and by sex



Source: EBCS/MC GOVERN DOLE, 2016

81. Disaggregating the proportion of pupils that teachers identified as attentive in class by level and type of school shows pupils of beneficiary schools to be reported to be more attentive (83.4%) than those of non-beneficiary schools (62.8%). Pupils in grade 5 (CM2) at beneficiary schools are the most attentive (88.6%).

Figure 4.10: Proportion of pupils identified as attentive in class by their teachers by level, sex and type of school



Source: EBCS/MC GOVERN DOLE, 2016

4.2.3 Pupils' attendance

82. To study pupils' attendance, the baseline survey collected data on pupils' absences. Attendance is analysed in this report by means of pupils' attendance rates, based on the proportion of pupils attending regularly and the proportion accumulating a total of ten days' absence. A section will be devoted to the reasons for pupils' absenteeism.

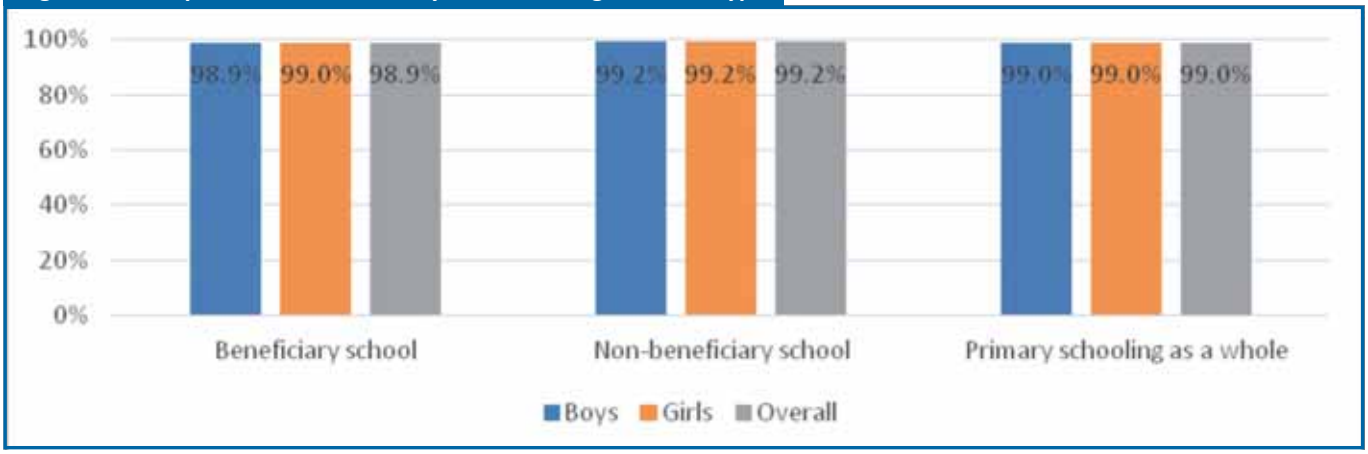
4.2.3.1 Pupils' attendance rate

83. The attendance rate measures how frequently pupils are present in class. The higher the attendance rate, the better placed pupils are to acquire the knowledge they are being taught.

84. Overall, the attendance rate is 99% for boys and girls on all levels of schooling. However, pupils at non-beneficiary schools have a slightly higher (99.2%) attendance rate than those at beneficiary schools (98.9%).

85. This result may be due to pupils present in classes at the time of the survey not being properly counted. Errors or other incorrect filling out of attendance registers is a bias that needs to be taken into consideration. The analysis committee has decided that it is worth retaining the results of attendance analysis despite its limitations. A new method (survey and regular monitoring) for measuring pupils' attendance is envisaged during the first half of 2017, bearing in mind the new methodological approach and pending confirmation of the baseline indicators.

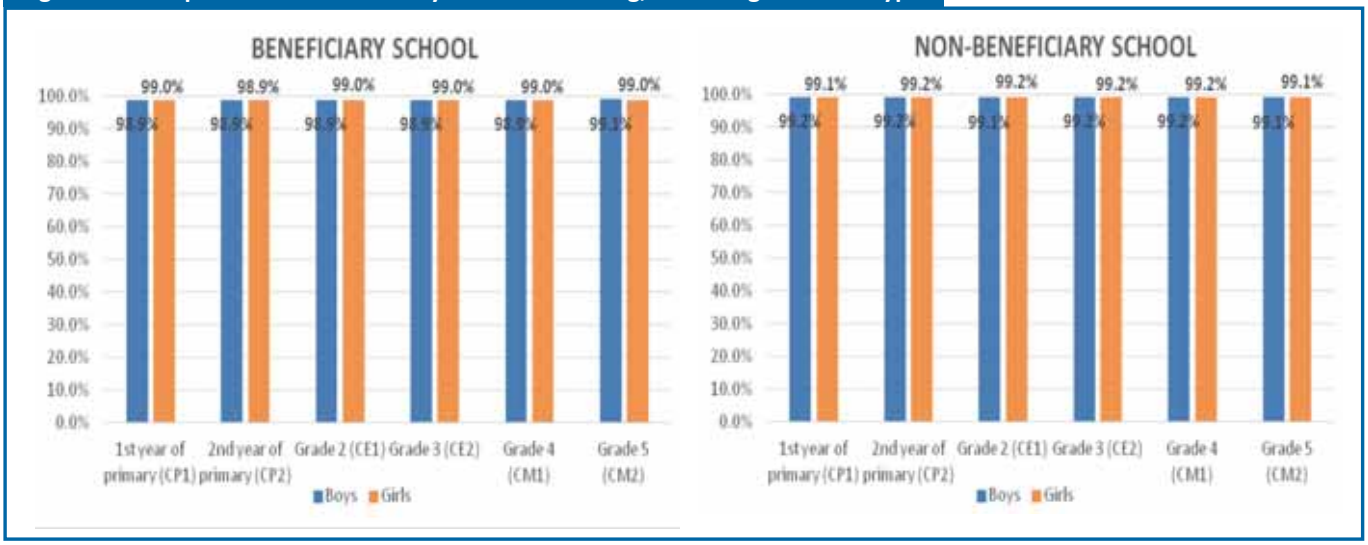
Figure 4.11: Pupils' attendance rate by sex, according to school type



Source: EBCS/MC GOVERN DOLE, 2016

86. Analysing the attendance rate more closely shows that it is not influenced by either sex or level of schooling. Indeed, the rates observed per level for each school type are almost the same as those observed overall for each type.

Figure 4.12: Pupils' attendance rate by level of schooling, according to school type

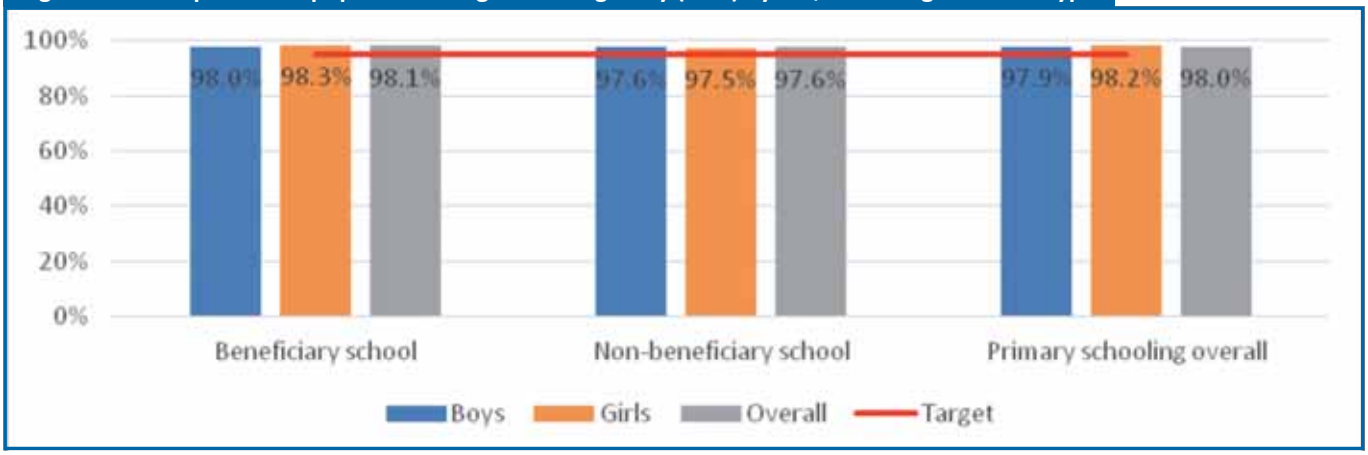


Source: EBCS/MC GOVERN DOLE, 2016

4.2.3.2. Proportion of pupils regularly attending classes

87. Overall, the proportion of pupils regularly attending (i.e. more than 80% in the classroom) was 98%. The level of the indicator is almost the same in both treatment schools (98.1%) and control schools (97.6%).

Figure 4.13: Proportion of pupils attending school regularly (80%) by sex, according to school type



Source: EBCS/MC GOVERN DOLE, 2016

88. The presentation of the proportion of pupils regularly attending school, broken down by sex and school type, shows that values are in the 97% to 99% range on all levels of schooling and for both girls and boys.

Figure 4.14: Proportion of pupils attending school regularly (80%) by sex and level of schooling, according to school type

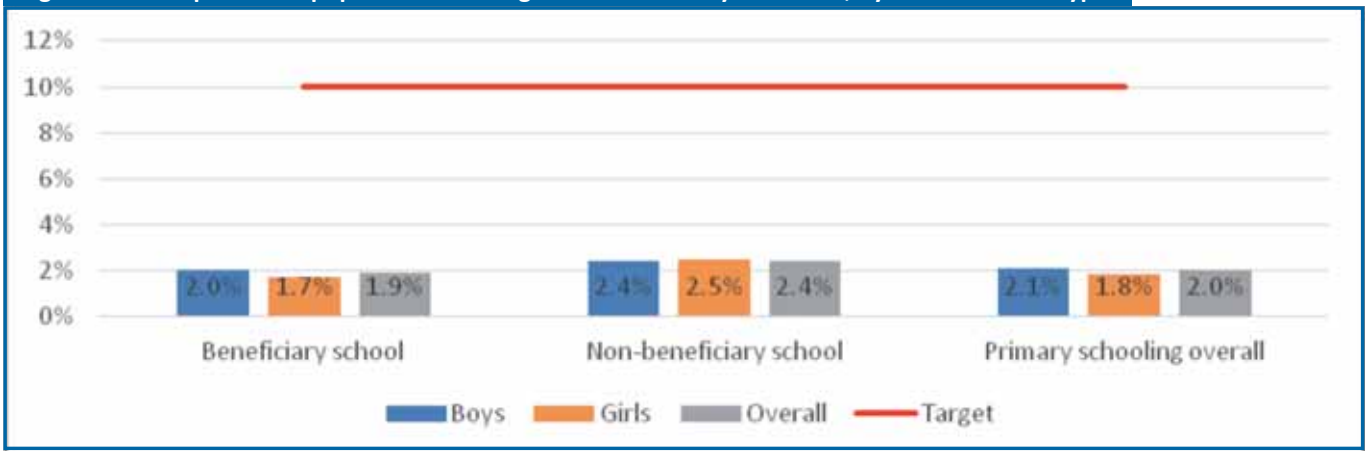
Source: EBCS/MC GOVERN DOLE, 2016

4.2.3.3. Proportion of pupils missing more than 10 days school a year.

For pupils to learn effectively, they must not be absent from lessons.

89. Overall, the results show that the proportion of students with more than 10 days absence is (2%) lower than the target set by the project (10%). This rate varies by type of school. It is 1.9% for beneficiary schools and 2.4% for non-beneficiary schools. Thus, there are relatively more pupils who are absent for more than 10 days in non-beneficiary schools than those who are in beneficiary schools.

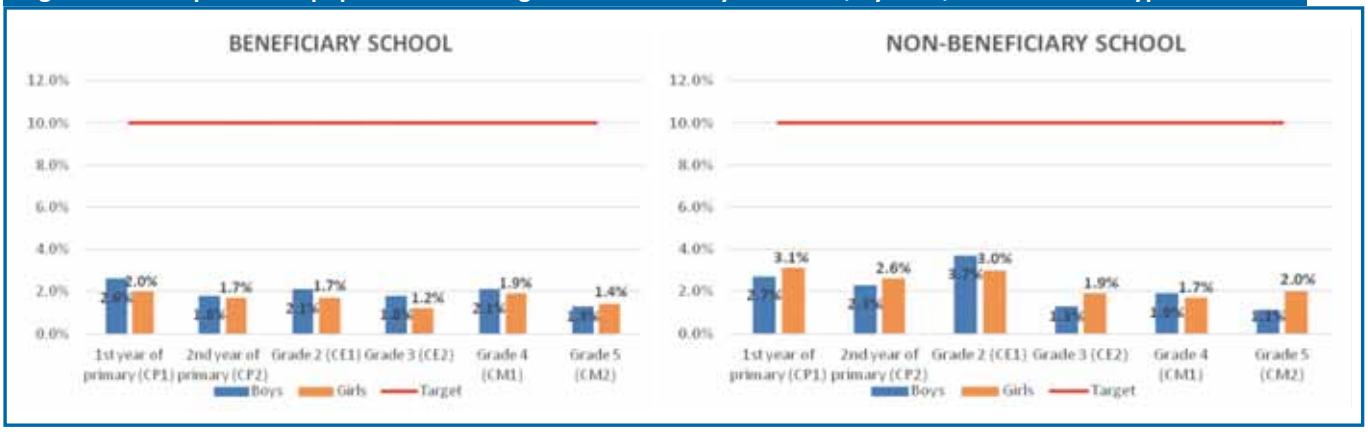
Figure 4.15: Proportion of pupils accumulating more than 10 days' absence, by sex and school type



Source: EBCS/MC GOVERN DOLE, 2016

90. The survey data allow the proportion of pupils accumulating more than ten days' absence to be presented by sex, level of schooling and school type. This shows that with respect to the target, which is to situate this indicator below 10%, the values yielded by the baseline survey are satisfactory, as by level and by sex and school type, the highest proportion is 3.7%, which is that among boys in grade 3 (CE1) at non-beneficiary schools.

Figure 4.16: Proportion of pupils accumulating more than 10 days' absence, by level, sex and school type

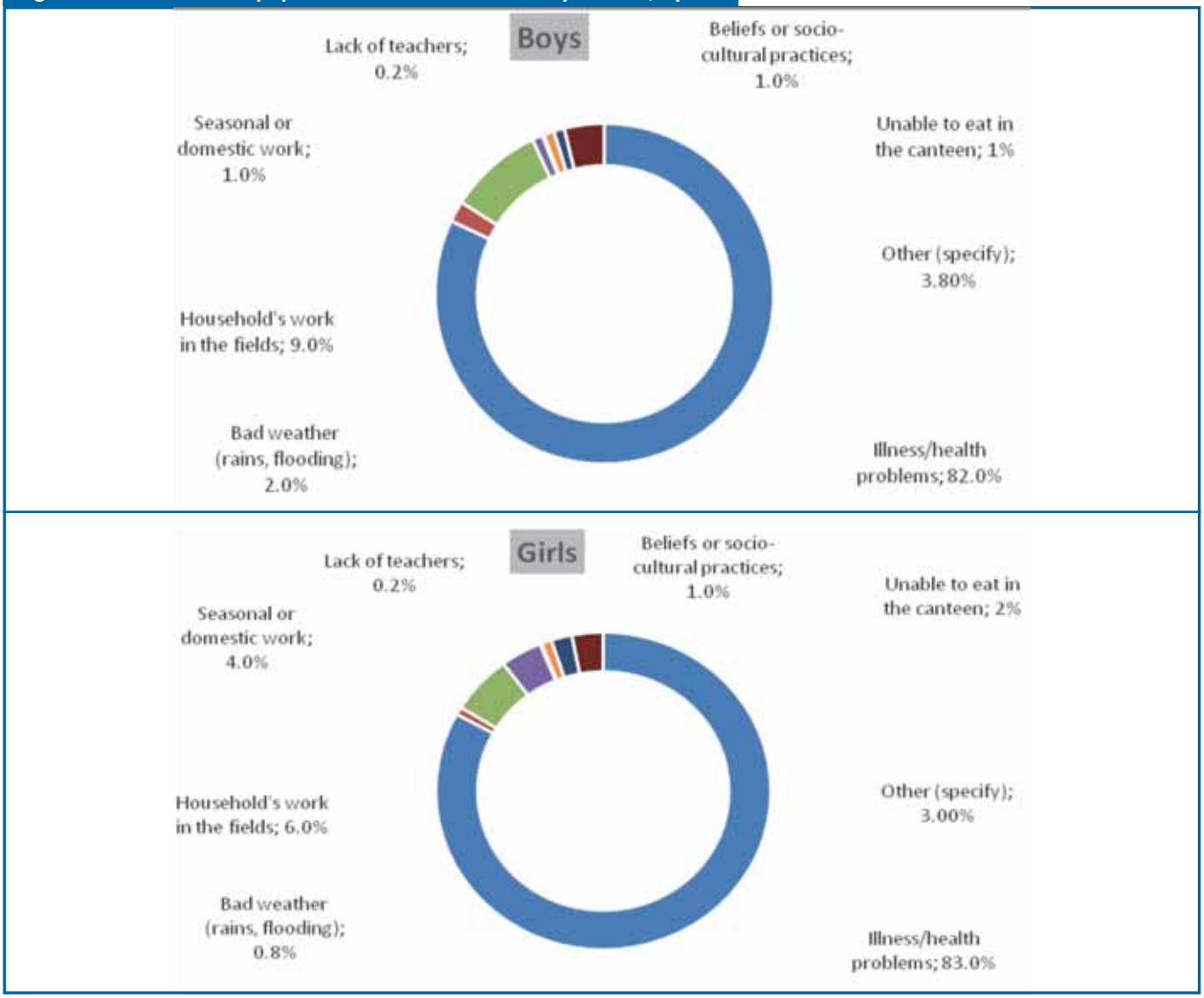


Source: EBCS/MC GOVERN DOLE, 2016

4.2.3.4. Reasons for absence

91. The reasons for absence are practically the same, regardless of pupils' sex, at all schools (beneficiary and non-beneficiary). Absences are mainly due to illness/health problems (84.8% among boys and 84.4% among girls) and households' work in the fields (8.4% among boys and 6.6% among girls);

Figure 4.17: Reasons for pupils' absence from beneficiary schools, by sex



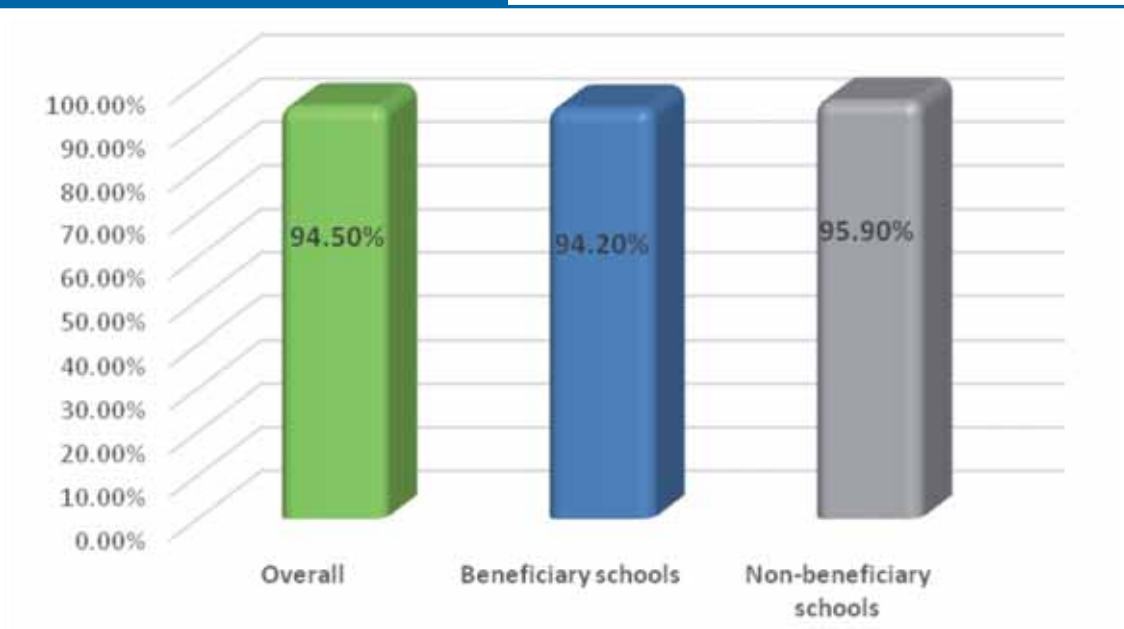
Source: EBCS/MC GOVERN DOLE, 2016

4.2.4 Teachers' attendance

4.2.4.1 Teachers' attendance rate

93. Overall, the attendance rate among teachers is 94.5%. However, this indicator differs between beneficiary and non-beneficiary schools, such that teachers' attendance is higher overall in non-beneficiary schools (95.9%) than beneficiary schools (94.2%).

Figure 4.18: Teachers' attendance rate by school type

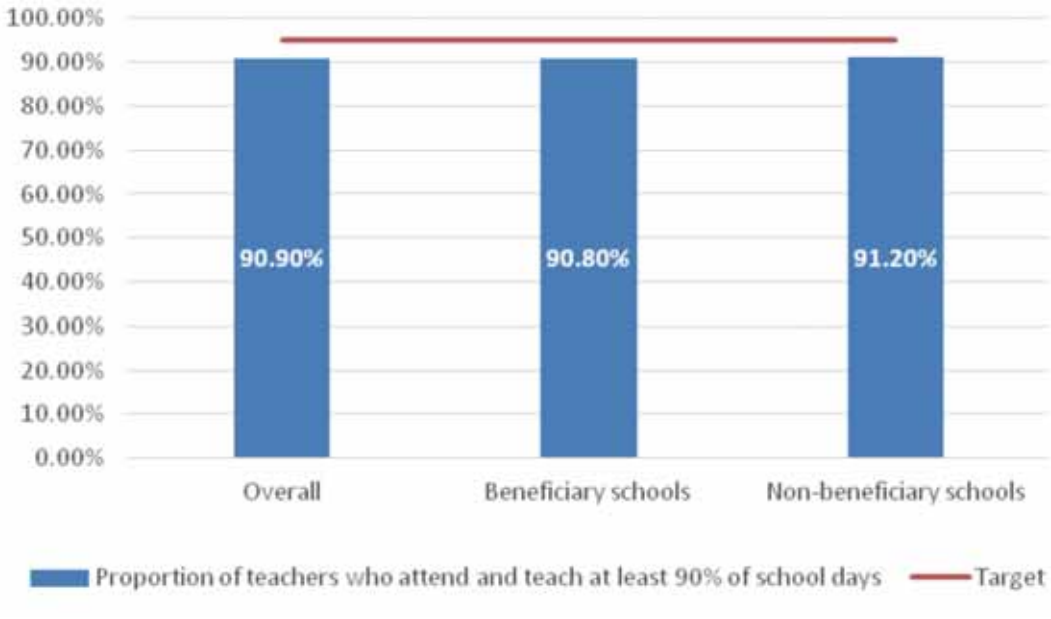


Source: EBCS/MC GOVERN DOLE, 2016

4.2.4.2 Proportion of teachers in targeted schools who attend and teach on at least 90% of regular school days.

94. Overall, 90.9% of teachers attend and teach on at least 90% of school days. This translates into approximately nine teachers out of 100 teaching at least 90% of school days. This number is the same for beneficiary schools. To meet its target, project implementation needs to bring this figure down to five.

Figure 4.19: Proportion of teachers who attend and teach on at least 90% of school days



Source: EBCS/MC GOVERN DOLE, 2016

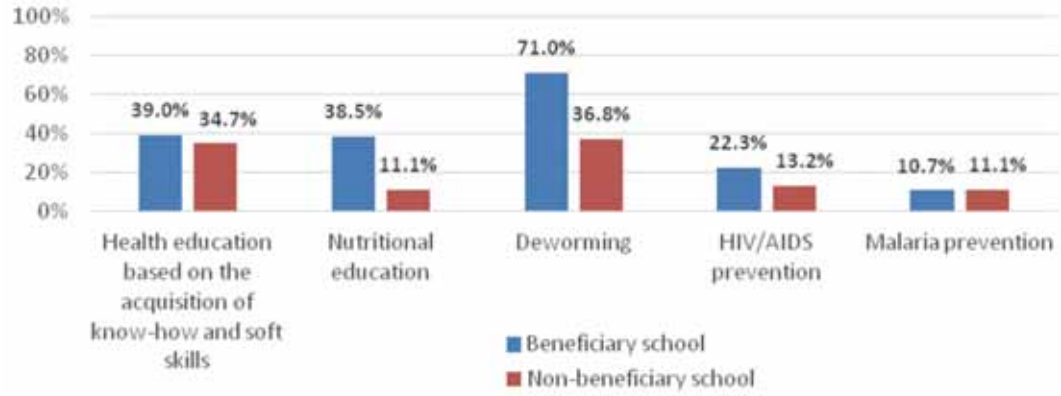
4.2.5 Assessment of teachers' access to training on preventative health topics.

95. The baseline survey is also interested in the presence in schools of teachers who are trained in various particular areas of knowledge:

- Health education based on the acquisition of know-how and soft skills;
- Nutritional education;
- Deworming;
- HIV/AIDS prevention;
- Malaria prevention.

96. Apart from training on malaria prevention, on which around 11% of both beneficiary and non-beneficiary schools have received training, a larger proportion of beneficiary schools had received training in other areas. Training on deworming had been provided in two thirds of beneficiary schools, compared with 36.8% of non-beneficiary schools. In the case of nutritional education, the proportion of beneficiary schools having received it (38.5%) is more than three times that of non-beneficiary schools (11.1%).

Figure 4.20: Proportion of schools with teachers who have been trained, according to topic and school type



Source: EBCS/MC GOVERN DOLE, 2016

4.2.6 Quality of reading education

97. The quality of reading education is shown by the situational analysis of the assessment of pupils' reading skills, assessment of pupils' concentration, pupils' attendance rates, teachers' attendance rates, and an assessment of teacher training.

98. Given that the schools in the survey are equipped with desks and benches and have a minimum of teaching material; the results of the survey show that pupils' and teachers' attendance rates are on the whole acceptable.

99. Consequently, many pupils do not have the basic level of reading required, even though they attend classes beyond year one of primary (CP1). Several factors are responsible for these problems:

- lack of quality training of teachers (some have been recruited without training: volunteers);
- inadequate training (one year's training at vocational learning and training centres - CAFOP);
- lack of capacity-building of teachers in the field (ongoing training);
- lack of adequate management of educational advisers and IEP;

- lack of adequate teaching material for reading education/teaching in class (boards, exercise books, programmes, text books, teachers' guides, etc.);
- lack of adequate supplies available to pupils (notebooks, pens, exercise books);
- poverty of pupils' parents;
- poor practice of the teaching method ("syllabic" method);
- lack of books in the pupil's environment apart from school textbooks at home;
- lack of school libraries;
- illiteracy of parents, particularly of the mother.

Thus, for improvement of children's reading in school age, quality reading education is needed, based on:

- quality teacher training;
- two years training at vocational learning and training centres (CAFOP);
- capacity-building of teachers in the field through ongoing training;
- adequate management of educational advisers and the Institute for Popular Education (IEP);
- supporting schools with adequate teaching material for reading education/teaching in class (boards, exercise books, programmes, text books, teachers' guides, etc.).
- adequate supplies available to pupils (notebooks, pens, exercise books);
- creation of income-generating activities for pupils' parents;
- verification of good practice of the teaching method ("syllabic" method);
- supporting the supply of books in the pupil's environment apart from school textbooks at home;
- supporting the setting up of school libraries;
- supporting parents' literacy training of parents, particularly of mothers.

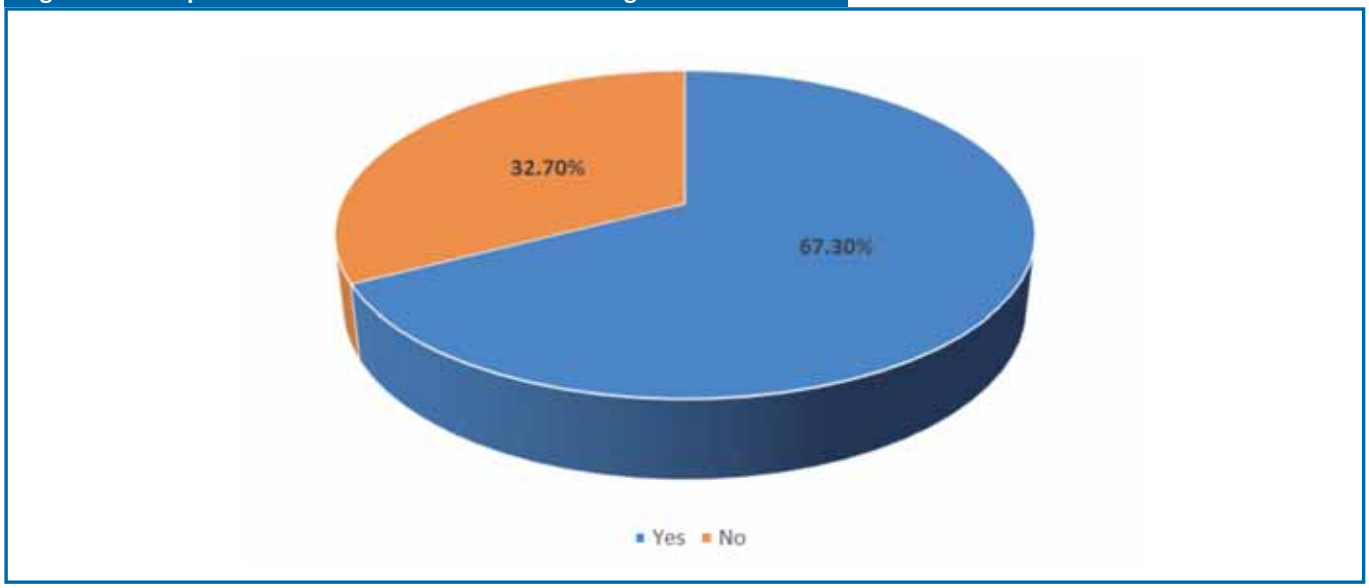
4.3 INCREASED USE OF HEALTH AND NUTRITION PRACTICES

100. The canteen management committee in each locality comprises five members from the community who assist the canteen manager (a teacher) and canteen staff (a cook and a helper) collecting and managing community donations and from production groups supporting the canteen. With a view to the local communities' gradually taking over the canteen supply and management, the setting up of management committees has been encouraged at all the school canteens in the country.

4.3.1 Management committees' level of awareness of good practice in terms of health and hygiene.

4.3.1.1 Existence of management committees at project beneficiary canteens

Figure 4.21 Proportion of schools with a canteen management committee



Source: EBCS/MC GOVERN DOLE, 2016

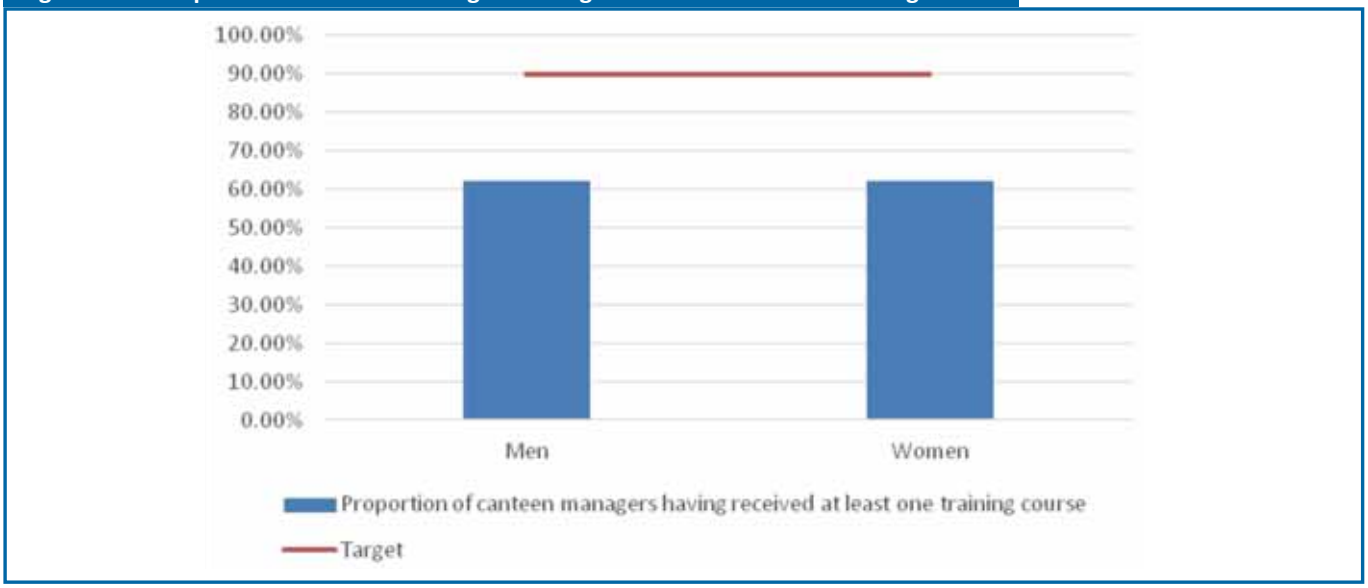
101. Among MGD programme beneficiary schools, 67.3% state that they have a management committee.

102. The objective at the end of the project is to have set up a management committee in each school over the five-year duration of the project. Therefore, the bodies responsible for implementing these committees will work towards achieving this objective by supplying information, raising awareness, mobilising communities and providing training.

4.3.1.2 Training of canteen managers

103. The smooth running of the school feeding programme by the management committees requires adequate knowledge of issues such as stock control, nutrition, health, hygiene, healthy food preparation and food safety.

Figure 4.22: Proportion of canteen managers having received at least one training course

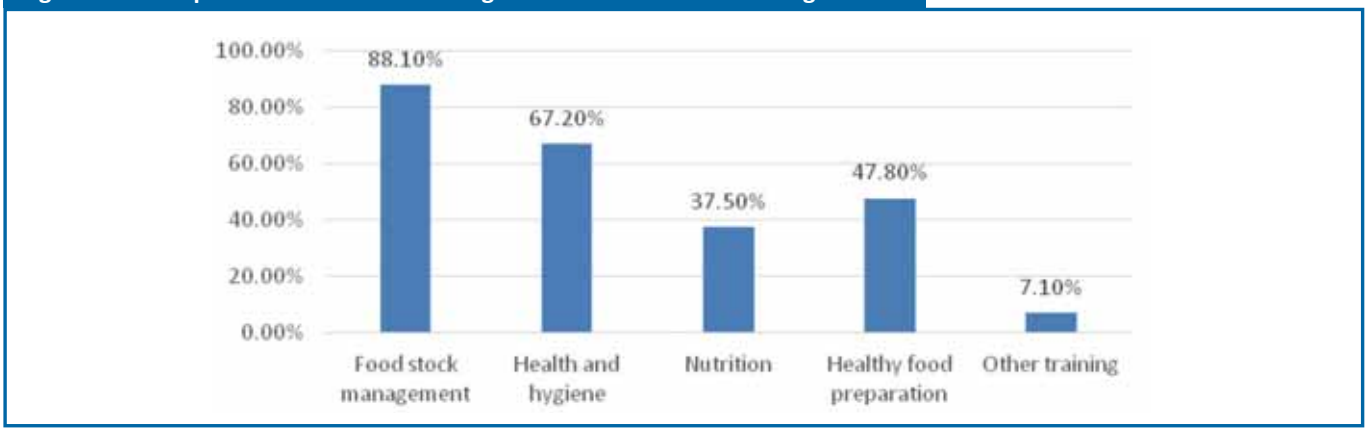


Source: EBCS/MC GOVERN DOLE, 2016

104. The analysis of survey data indicates that 62.2% of both men and women asked have received at least one training course as part of their canteen management tasks.

105. In this regard, the objective of the MGD project is for each project beneficiary locality to have a management committee trained in best practice on canteen management.

Figure 4.23: Proportion of members having received the various training courses



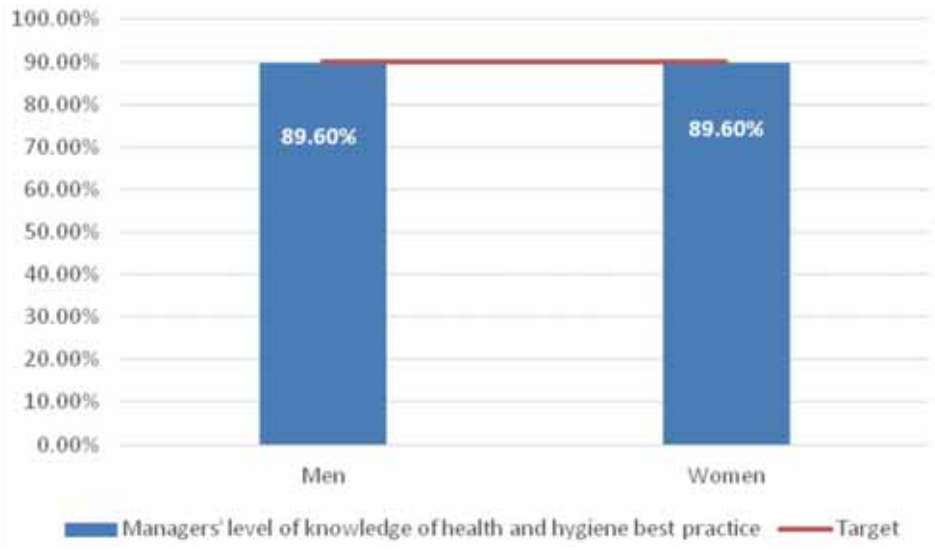
Source: EBCS/MC GOVERN DOLE, 2016

106. During implementation, efforts should be made to update the members of the 37.8% of management committees who have not received any training and, if necessary, to strengthen the capacity among management committee members who state that they have received at least one course from the package of knowledge required.

4.3.1.3 Managers' level of knowledge of health and hygiene good practice

107. As regards the knowledge of health and hygiene practices, the target for the indicator is for 90% of members of management committees to master at least three good practices. The survey shows that almost all the members of the management committees have a good knowledge of the subject. Indeed, 89.6% of men and women on each management committee know about at least three good practices. The target value has almost been met. During the implementation, as well as enabling the members of new management committees to reach the required share of members with good practice, it would be worth strengthening the capacity of the members of existing management committees so as to pass the target value.

Figure 4.24: Managers' level of knowledge of health and hygiene best practice



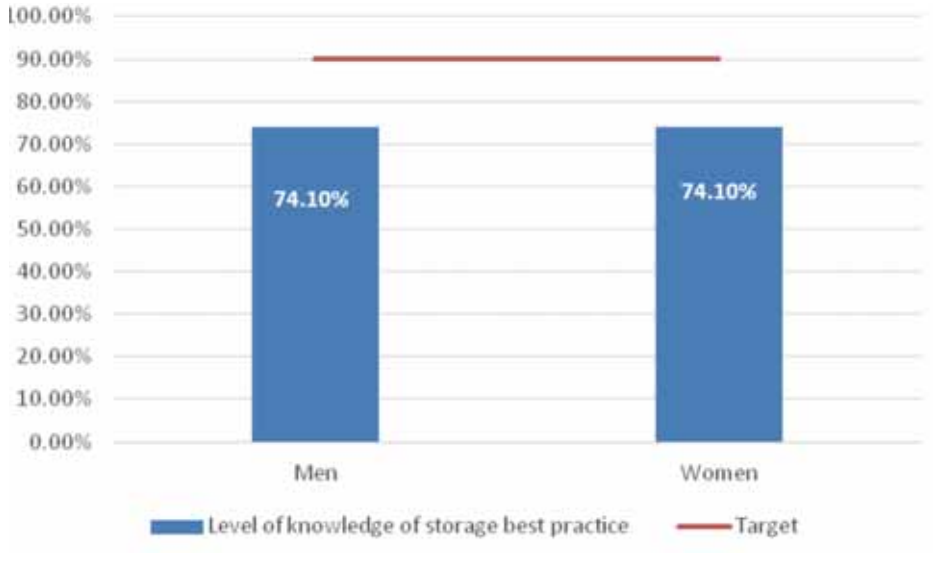
Source: EBCS/MC GOVERN DOLE, 2016

4.3.2 Level of knowledge of best practice in the healthy preparation of foods and food storage

4.3.2.1 Knowledge of storage best practice

108. Storage best practice covers all the arrangements for the proper storage and conservation of food and non-food products.

Figure 4.25: Level of knowledge of storage best practice



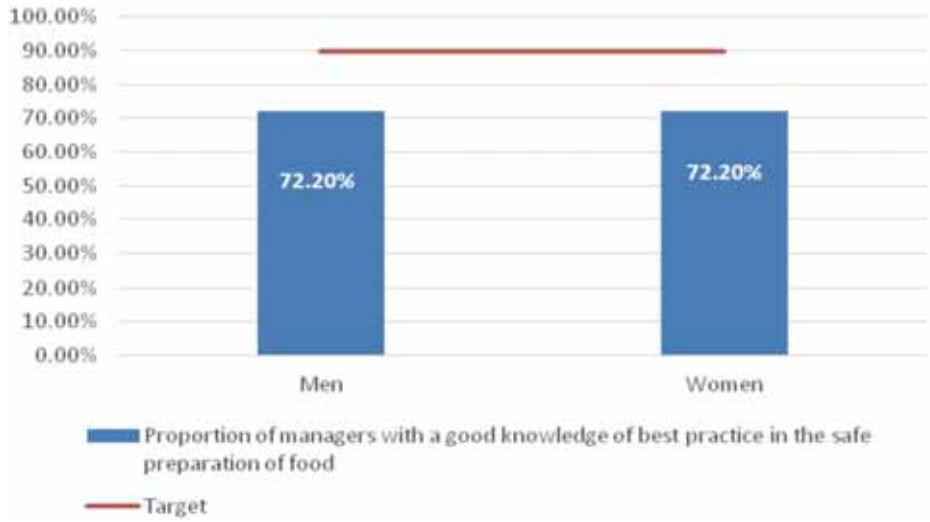
Source: EBCS/MC GOVERN DOLE, 2016

109. The findings of the baseline survey indicate that 74.1% of men and women on management committees are able to cite at least three best practices for the storage and conservation of food and non-food products that they apply on a daily basis in their canteens.

110. The level of knowledge of food storage and conservation aimed for in the MGD project, is: 90% of men and 90% of women members of canteen management committees master and adopt at least three best practices in the management of their canteens. The various training courses and capacity-building envisaged in project implementation should therefore allow committee members' knowledge to be improved in this respect.

4.3.2.2 Managers' level of knowledge of healthy food preparation best practice

Figure 4.26: Proportion of managers with a good knowledge of best practice in the safe preparation of food



Source: EBCS/MC GOVERN DOLE, 2016

111. The baseline situation as regards beneficiary school canteen management committee members' knowledge is as follows: 72.2% of men and women members of the school canteen management committees have good knowledge of best practice in the healthy preparation of foods (knowledge of at least three best practices according to the MGD indicator). That proportion of members of management committees with best practice in the healthy preparation of foods should be improved over the course of MGD project implementation to achieve at least the target of 90% of men and women set for the MGD indicator.

4.3.3 Variety of diet at school

112. In order to assess the variety of school meals supplied to children at school, data on the average number of school days a month during which multi-fortified or at least four food groups were supplied to children were collected during the baseline survey in the 613 treatment schools.

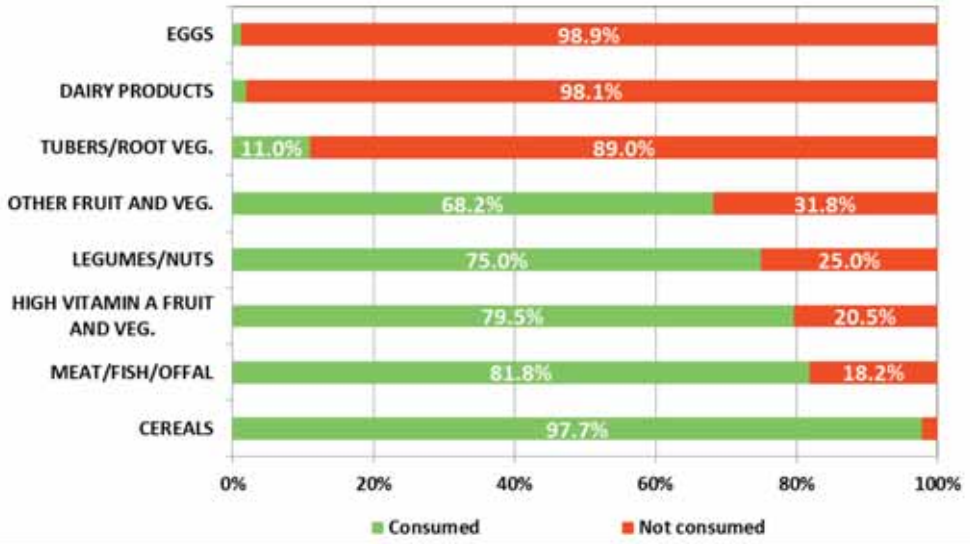
113. The seven food groups considered were cereals, tubers and root vegetables, legumes and nuts, dairy products, meat, fish and offal, eggs, high vitamin A fruit and vegetables, and other fruit and vegetables.

114. Analysis of the data from the baseline survey shows that the average number of school days on which at least four food groups or multi-fortified foods were served to children at MGD school canteens was an average of 4 out of 6 days of operation during March 2016 (the month prior to the survey).

115. The target for this indicator is that children consume at least four food groups or multi-fortified foods on at least 80% of the days the school canteen is operating each month. Thus, 47.1% of MGD schools have provided pupils at least four food groups or multi-fortified foods in their canteens on at least 80% of the days canteens were operating in the month of March 2016 (the month prior to the survey).

116. At the 47.1% of school canteens where the diet is varied, the most frequently consumed food groups were: cereals (97.7%); meat, fish and offal (81.8%); high vitamin A fruit and vegetables (79.5%); legumes and nuts (75%); and other fruit and vegetables (68.2%). Tubers and root vegetables are consumed at very few schools (11%).

Figure 4.27: Proportion of schoolchildren who consume the following food groups through the school meals programme



Source: EBCS/MC GOVERN DOLE, 2016

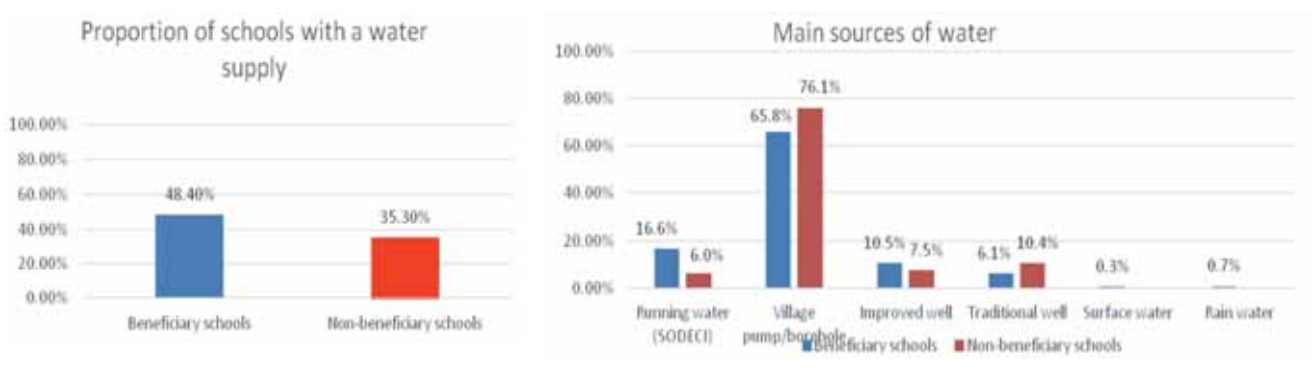
4.3.4 Access to drinking water and hygiene conditions

117. To measure access to drinking water and hygiene conditions, the baseline survey examined both in beneficiary and non-beneficiary schools.:

- Proportion of schools with a water point
- Proportion of schools with suitable latrines

The survey found that less than half of schools had a water point.

Figure 4.28: Proportion of schools with a water supply and main water sources

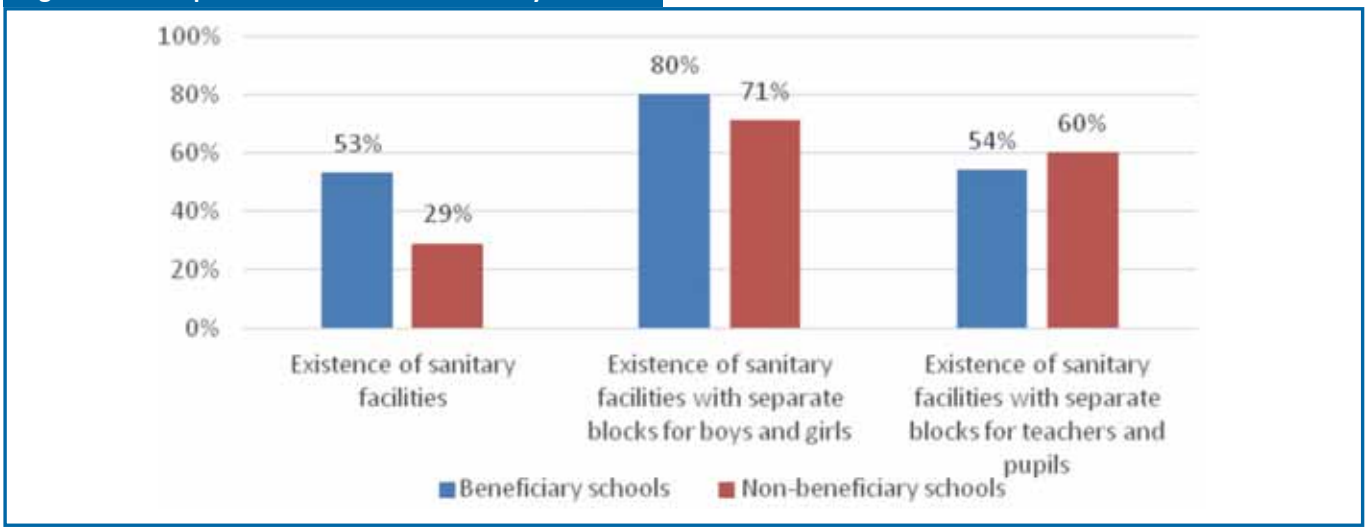


Source: EBCS/MC GOVERN DOLE, 2016

118. The main sources of water remain village pumps/boreholes, taps (running water from the water utility SODECI) and in some cases improved or traditional wells. Most of these water supply points are located on the school premises (58%), while others (42%) involve travelling a certain distance to reach the water supply. Despite the availability of water points, 35% of schools report difficulties (at the time of the survey) accessing water, mainly due to breakdowns of the village pump and water sources drying up.

119. The situation regarding hygiene conditions is worrying. Less than half of the schools (47%) have latrines. Schools in the intervention are better equipped with latrines than control schools. In most cases, latrines have been constructed taking boys' and girls' specific needs into account. Thus, the majority of latrines have been built such that boys and girls have separate blocks. However, efforts need to be made to ensure there are separate blocks for teachers and pupils.

Figure 4.29: Proportion of schools with sanitary facilities



Source: EBCS/MC GOVERN DOLE, 2016

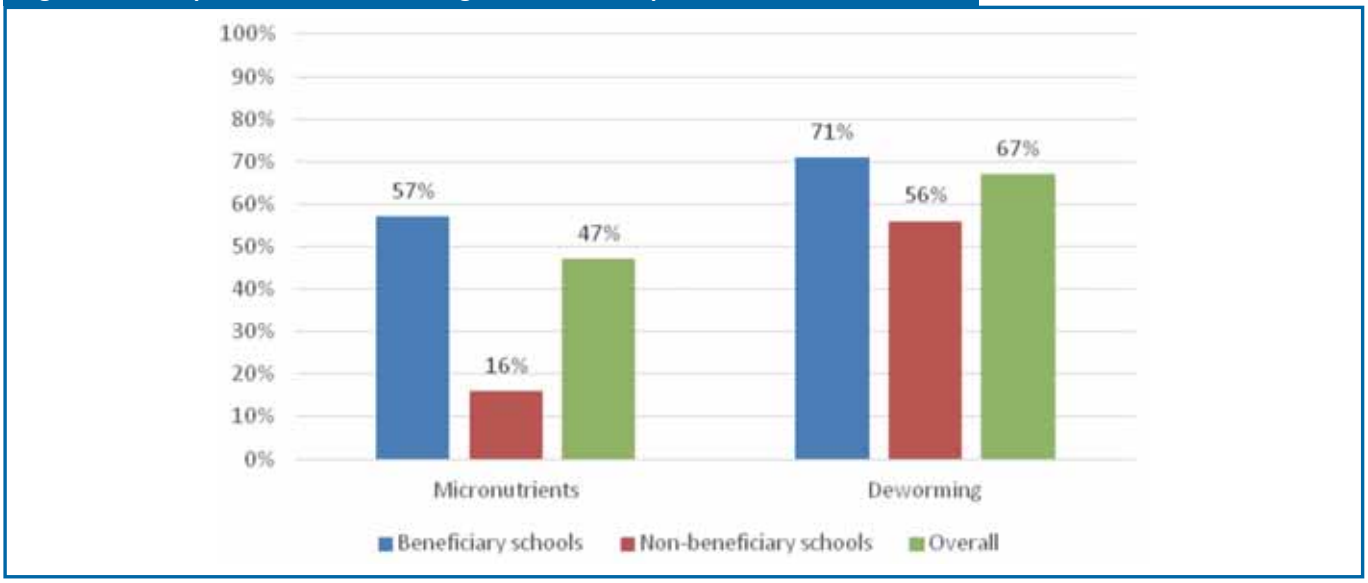
120. Additionally, at almost all schools, children wash their hands before meals. However, the data do not say whether or not there are adequate hand-washing facilities at the schools. Particular attention should be paid to this information at the follow-up stage.

4.3.5 Access to preventive health measures

121. Pupils are given access to preventive health measures through preventive health training, deworming and with the provision of micronutrients. In the case of the latter, pupils received deworming and micronutrients at 67% and 47% of schools. Schools in the intervention benefited more from these measures than control schools.

122. As regards training on preventive health, only a third of schools benefited from training of pupils on health education (37%), HIV/AIDS prevention (37%), and malaria prevention (27%). These proportions did not vary between intervention and control schools. Training on preventive healthcare was provided to teachers to enable them to offer pupils better preventive healthcare guidance.

Figure 4.30: Proportion of schools having benefited from preventive health measures

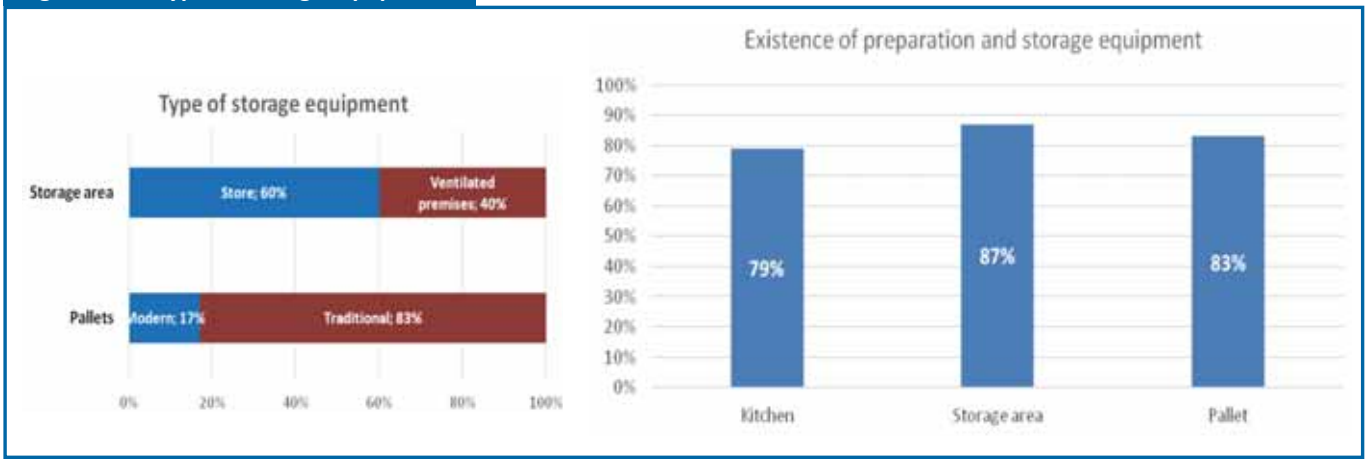


Source: EBCS/MC GOVERN DOLE, 2016

4.3.6 Access to preparation and storage equipment

123. The majority of schools targeted by the intervention have storage and preparation equipment.

Figure 4.31: Type of storage equipment



Source: EBCS/MC GOVERN DOLE, 2016

124. As regards storage equipment, among schools with a food storage area, 60% have stores and 40% have other ventilated premises. Only 17% of schools use modern pallets, compared with 83% that use traditional ones. These data show that while schools have storage premises, in most cases they are precarious.

125. As regards preparation equipment, over three quarters of schools have a kitchen. In terms of where meals are eaten, more than half of schools (58%) have solidly constructed dining rooms, while 23% are built from temporary materials. And in 19% of schools, pupils eat their meals in the classroom.

4.3.7 Agricultural groups supporting school canteens

126. Of the 613 primary schools targeted by the McGovern-Dole project, 202 schools benefit from the support of an agricultural group, representing a coverage rate of 33%. This proportion varies from region to region. Thus, the regions of Bagoué (42%) and Bounkani (41%) have the highest coverage rates, exceeding the average of the seven regions addressed by the McGovern-Dole project as a whole.

127. The majority of the agricultural groups supplying canteens (84%) are run by women, most of whom have no schooling. The average size of these groups is 91 people. These are generally women (85) accompanied by a minority of men (6). Agricultural group members are relatively young, with the majority (60%) in the 15 to 40 year age range. However, 7% of members are aged over 60.

128. As regards their functioning, more than half of these groups (69%) have legal status and 45% have a savings account. More than half of agricultural groups (64%) have benefited from support in the form of materials for farming (82%) or stock-rearing (8%), finance (9%) or training (37%). This support has been provided by DCS, WFP and certain NGOs.

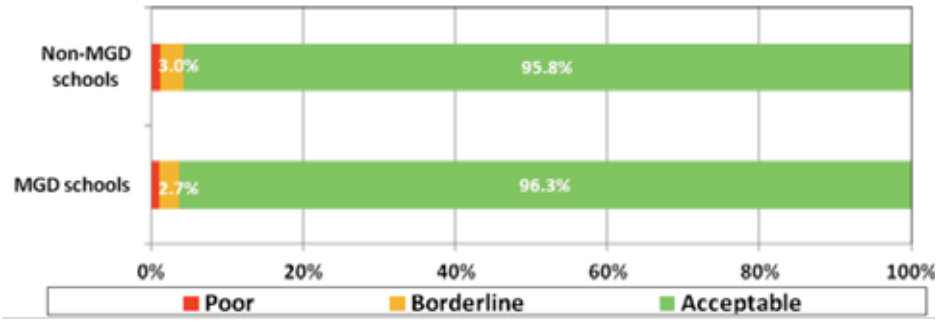
129. Agricultural groups face constraints that limit their activities. Access to land is one of the biggest constraints 52% of groups have to face (as they are not landowners). Of these groups, 46% borrow land and 6% rent it for cash. In addition to this constraint, the groups face problems of availability of seeds, fertilisers and plant health products, small agricultural items, problems managing water and technical management.

4.4 FOOD SECURITY AND NUTRITION

4.4.1 Household food consumption score

130. The analysis of households' food insecurity in this report is based on the use of the food consumption score (FCS) as a proxy for food insecurity. FCS is a composite indicator simultaneously reflecting food diversity, the frequency and relative nutritional contribution of each product and food group consumed by a household over the seven days preceding the survey. The method of calculating the food consumption score is set out in the WFP food security analysis guidelines.[1]

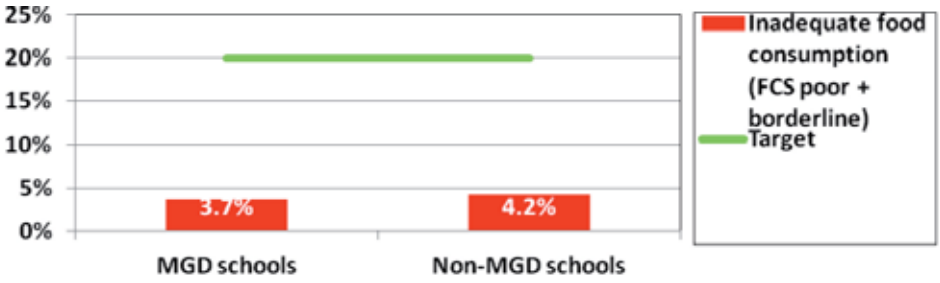
Figure 4.32: Quality of household's food consumption, by school type



Source: EBCS/MC GOVERN DOLE, 2016

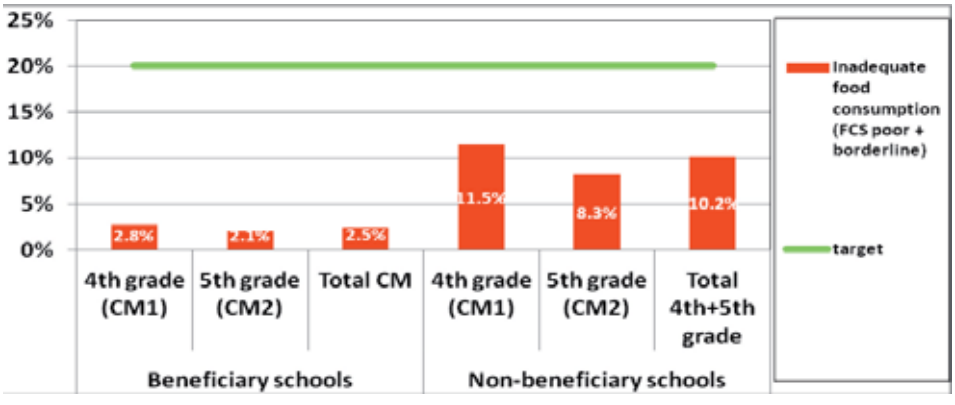
131. The findings of the baseline survey show households' and children's food consumption to be good. Just 3.7% of households of MGD school pupils and 4.2% of households of non-MGD school pupils (Figure 4.42) had inadequate food consumption (poor or borderline).

Figure 4.33: Proportion of households with inadequate food consumption (poor or borderline), by type of school



Source: EBCS/MC GOVERN DOLE, 2016

Figure 4.34: Proportion of households of girls in grades 4 and 5 with inadequate food consumption (poor or borderline), by type of school



Source: EBCS/MC GOVERN DOLE, 2016

[1]United Nations World Food Programme (WFP). January 2009. Comprehensive Food Security & Vulnerability Analysis Guidelines. Rome, Italy.

132. The project aims to ensure that the proportion of households of pupils at beneficiary schools whose food consumption is inadequate does not exceed 20%. The reference level for food consumption is positively well below this target (see Figure 4.34).

133. The MGD project envisages providing take-home dry rations for households of girls in grades 4 and 5.

134. The findings of the baseline survey show that the proportion of households of girls in grades 4 and 5 with inadequate food consumption (poor or borderline) varies greatly according to school type. While well below the target (<20%), the proportion of households of girls in grades 4 and 5 at non-MGD schools with inadequate food consumption is higher than that of girls in grades 4 and 5 at MGD schools.

4.4.2 Household dietary diversity score

135. With a view to measuring the quality of households' diets and completing the analysis of food consumption performed using the food consumption score, the dietary diversity score was also collected during the baseline survey. This measures the number of different food groups consumed by the household in the seven days prior to the survey.

Table 4.11: Household dietary diversity score (average), by school type

	MGD SCHOOLS	NON-MGD SCHOOLS	TARGET
Dietary diversity score (average)	6.01	6.06	≥4,5

Source: EBCS/MC GOVERN DOLE, 2016

136. Out of a total of 7 food groups used to calculate the score, the average baseline dietary diversity score is 6, irrespective of school type. This value is above the target (≥4.5) set for this indicator.

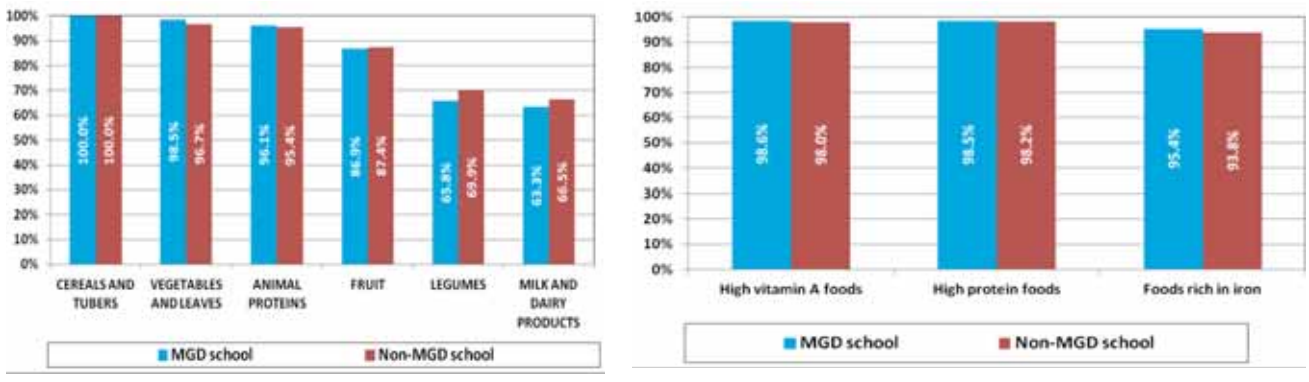
Table 4.12: Household dietary diversity score (average) for girls in 4th+5th grade, by school type

	MGD SCHOOLS	NON-MGD SCHOOLS	TARGET
Grade 4 (CM1)	6.13	5.86	≥4.5
Grade 5 (CM2)	6.06	5.94	≥4.5
Grades 4&5 (CM)	6.09	5.89	≥4.5

Source: EBCS/MC GOVERN DOLE, 2016

137. Table 4.20 gives the dietary diversity score of the households of girls in 4th and 5th grades. The situation is the same for households of girls in 4th and 5th grades in MGD schools (6.09) and non-MGD schools (5.89), which both remain above the target (≥4.5).

Figure 4.35: Proportion of households having consumed food groups, by school type



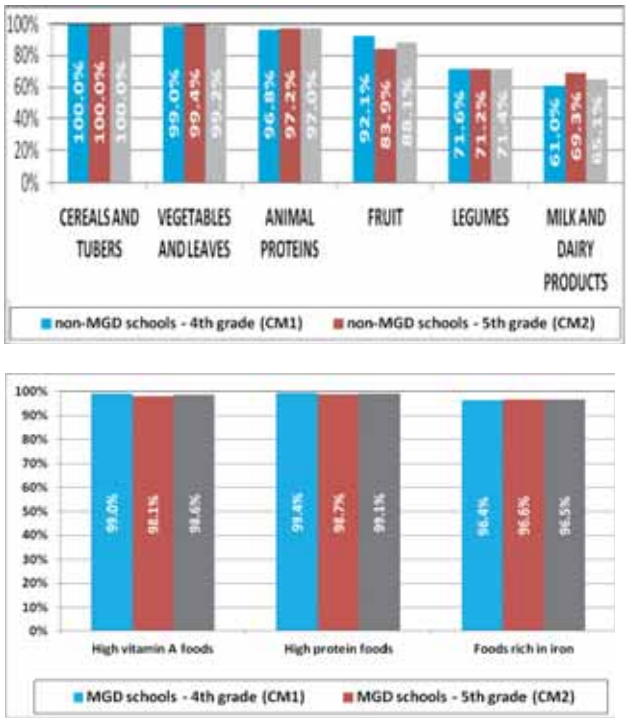
Source: EBCS/MC GOVERN DOLE, 2016

138. The most frequently consumed food groups by households of pupils of both MGD and non-MGD schools are cereals and tubers, vegetables (high vitamin A, green vegetables, etc.), animal proteins (meat, offal, fish and shellfish), and fruit (high vitamin A and other fruit). Legumes and dairy products are consumed by two out of three households.

139. Overall, almost all households consume foods rich in micronutrients, particularly those rich in vitamin A, proteins and iron.

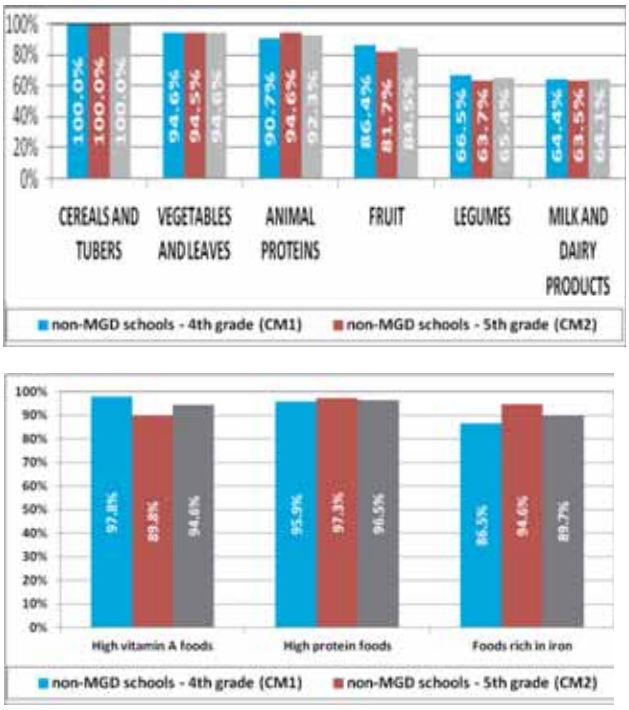
140. The dietary diversity of households of girls in 4th and 5th grades at schools targeted by the MGD project was slightly higher than that of households of girls in 4th and 5th grades at non-beneficiary schools. These differences have been observed for all food groups and equally for micronutrient-rich foods (see Figures 4.46 and 4.47).

Figure 4.36: proportion of households of girls in 4th and 5th grades at MGD schools having consumed each food group



Source: EBCS/MC GOVERN DOLE, 2016

Figure 4.37: proportion of households of girls in 4th and 5th grades at non-MGD schools having consumed each food group



Source: EBCS/MC GOVERN DOLE, 2016

4.4.3 Coping strategies

141. Households used various strategies over the course of the seven days preceding the survey to cope with the food difficulties they face (substitution, reduction of the quantity of food or number of daily meals, reduction in the share eaten by the adults so as to allow more for the children). Households' behaviour has been evaluated using a score (reduced coping strategies index - RCSI) reflecting the frequency with which adaptation strategies are resorted to and the perceived risks of these strategies. The higher the score, the higher the level of food insecurity.

142. In order to measure households' level of vulnerability to food shortages that can cause behaviour changes that are frequently harmful for the household, the baseline survey calculated the reduced coping strategies index. For more information on the reduced coping strategies index, please refer to the CSI manual.[2]

143. The baseline survey found the average coping strategies index for MGD school households (3) to be slightly higher than that of households of pupils at non-beneficiary schools (2.8).

[2] Daniel Maxwell, Richard Caldwell. January 2008. The Coping Strategies Index Field Methods Manual. Cooperative for Assistance and Relief Everywhere, Inc. (CARE).

Table 4.13: Reduced coping strategies index (average), by school type

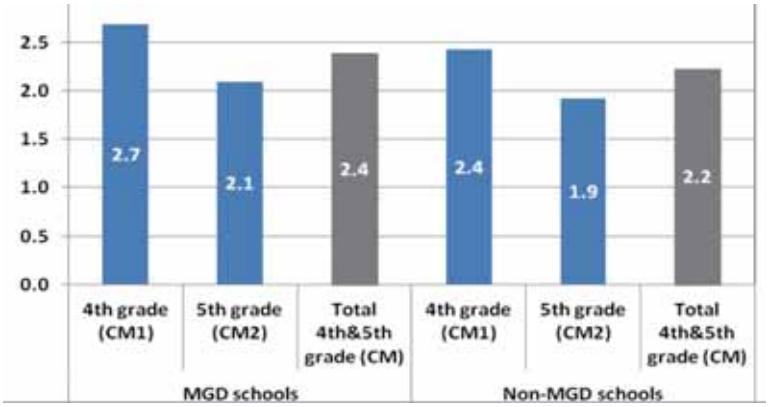
	MGD SCHOOLS	NON-MGD SCHOOLS
Reduced coping strategy index (average)	3	2.8

Source: EBCS/MC GOVERN DOLE, 2016

144. Households of girls in grades 4 and 5 have less recourse to coping strategies than households overall. As Figure 4.38 below shows, those in MGD schools (2.4) have more recourse to strategies than those in non-MGD schools (2.2).

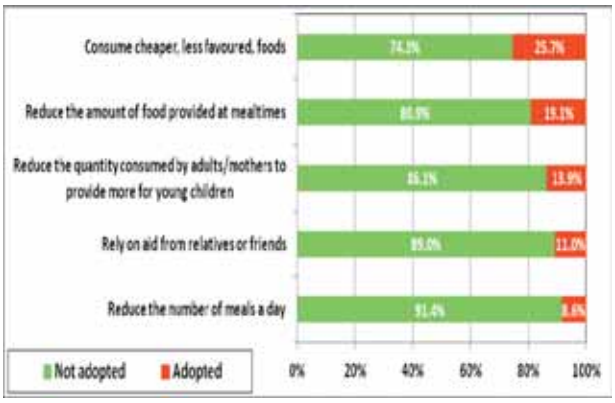
145. Analysing the coping strategies adopted by households of MGD school pupils, the strategies most often used are the consumption of less favoured, i.e. cheaper, foods (25.7%), reducing the quantity of food served at meals (19.1%), and reducing the quantity of food served to adults in favour of young children (13.9%).

Figure 4.38: Reduced coping strategies index (average) of households of girls in 4th and 5th grades, by school type



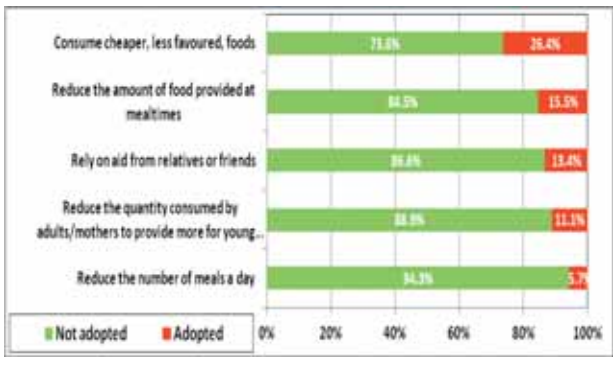
Source: EBCS/MC GOVERN DOLE, 2016

Figure 4.39: Coping strategies in relation to food adopted by households (MGD schools)



Source: EBCS/MC GOVERN DOLE, 2016

Figure 4.40: Coping strategies in relation to food adopted by households (non-MGD schools)



Source: EBCS/MC GOVERN DOLE, 2016

146. As regards non-MGD schools, they have had more recourse to cheaper, less favoured, foods (26.4%), reducing the amount of food served at mealtimes (15.5%) and aid from relatives or friends (13.4%).

147. Reducing the number of meals a day is the least used strategy by both MGD households (8.6%) and non-MGD households (5.7%).

CONCLUSION AND RECOMMENDATIONS

The results of the baseline survey leads to the following observations, as well as strategic and operational recommendations:

Observations

- Both girls and boys have very weak reading skills.
- Food management and handling by school cooks is at an acceptable level with 62% of canteen managers having at least received training in healthy food preparation, storage and conservation of both foods and non-food items.
- The provision of diverse and nutritious meals requires improvement with less than half of schools having a good dietary diversity.
- Some schools lack the availability of adequate canteens for children to have their school lunches, noting that 23% of school canteens are built from temporary materials and in 19% of schools, pupils eat their lunch in the classroom.
- Access to water and sanitation facilities remains a challenge noting that only 58% of schools have a water point on the school premises and less than half of the schools (47%) have latrines.

Recommendations

Strategic

- Strengthen alignment between the next national school canteens strategy with the national education strategy to provide quality education to all Ivorian children.
- Strengthen alignment between the next national school canteens strategy with the multi-sectoral national nutrition plan to integrate nutrition-sensitive approaches at community level.
- Strengthen coordination with education development partners to support the Ministry of National Education in addressing the gaps in the education sector.
- Establish a coordination mechanism that fosters effective linkages between the key sectors, specifically Education, Health, Infrastructure, Agriculture, Social Affairs, Animal and Fish Resources, Women, Water and Forestry, that are involved in creating a healthy, safe environment for students, and enhance opportunities for improved learning through an integrated school canteens programme.
- Develop a national strategy to support small-holder agriculture producers linked with the national school canteens programme for a sustainable home-grown model.

Operational

- Increase coverage of training of canteen managers in hygiene, healthy food preparation, storage and conservation of food.
- Promote collaboration with other education sector actors (AFD, UNICEF) through the education working group to synergize actions in areas of conversion, including improving access to water and sanitation facilities, as well as programmes that improve the quality of education.
- Encourage and involve the local communities in the schools infrastructure building and rehabilitation.
- Encourage community participation in the provision of diverse food commodities to the school canteens through agricultural groups.
- Ensure the effective implementation of the reading-learning curriculum to improve the reading skills of girls and boys.

ANNEX I: Baseline and target for output and outcomes indicators

RESULTS	INDICATOR	Baseline	Target Year 5
MGD SO1 : Improved Literacy of School-Age Children	Percent of students who, by the end of two grades of primary schooling, demonstrate that they can read and understand the meaning of grade level text (Male).	Grade 1= 5% Grade 2=16% Grade 3=25% Grade 4=11% Grade 5=8% Grade 6=8%	Grade 1= 10% Grade 2=21% Grade 3=30% Grade 4=16% Grade 5=13% Grade 6=13%
	Percent of students who, by the end of two grades of primary schooling, demonstrate that they can read and understand the meaning of grade level text (Female).	Grade 1= 4% Grade 2=13% Grade 3=19% Grade 4=11% Grade 5=6% Grade 6=7%	Grade 1= 9% Grade 2=18% Grade 3=24% Grade 4=16% Grade 5=11% Grade 6=12%
	Number of individuals benefitting directly from USDA-funded interventions (new).	0	181 457
	Number of individuals benefitting directly from USDA-funded interventions (continuing).	0	128 275
	Number of individuals benefitting directly from USDA-funded interventions (Male).	0	92 543
	Number of individuals benefitting directly from USDA-funded interventions (Female).	0	88 914
	Number of individuals benefitting indirectly from USDA-funded interventions	0	337 500
MGD 1.1 Improved Quality of Literacy Instruction	Number of teachers in target schools who demonstrate use of new and quality teaching techniques or tools as a result of USDA assistance	0	3 678
MGD 1.1.1 More Consistent Teacher Attendance	Percent of teachers in target schools who attend and teach school at least 90 percent of scheduled school days per school year	94.2%	>95%
MGD 1.1.2 Better Access to School Supplies and Materials	Number of textbooks and other teaching and learning materials provided as a result of USDA assistance	0	50 000

MGD 1.1.3 Improved Literacy Instructional Materials	Number of target schools with supplemental reading materials available to students as result of USDA assistance	0	613
MGD 1.1.4 Improved Skills and Knowledge of Teachers	Number of teachers/educators/teaching assistants in target schools who demonstrate use of new and quality teaching techniques or tools	0	3 678
	Number of teachers/educators /teaching assistants trained or certified as a result of USDA assistance	0	1 226
MGD 1.1.5 Improved Skills and Knowledge of Administrators	Number of school administrators and officials in targeted schools who demonstrate use of new and quality techniques or tools (by type, by gender)	0	613
	Number of school administrators and officials trained or certified as a result of USDA assistance (by gender)	0	613
MGD 1.2 Improved Attentiveness	Percent of students in classrooms identified as attentive by their teachers (par gender)	Female = 78% Male = 78%	Female = 90% Male = 90%
MGD 1.2.1 Reduced Short-Term Hunger	Number of daily school meals (breakfast, snack, lunch) provided to school-aged children as a result of USDA assistance	0	90 000 000
	Percent of students in target schools who regularly consume a meal before or during the school day (by gender)	0	100%
MGD 1.2.1.1 /1.3.1.1 Increased Access to Food (School Feeding)	Number of take home rations provided as a result of USDA assistance	0	150 000
	Number of individuals (Female) receiving take home rations as a result of USDA assistance	0	11 900
	Number of individuals (Female) receiving take home rations as a result of USDA assistance (new)	0	11 900
	Number of individuals (Female) receiving take home rations as a result of USDA assistance (continuing)	0	9 525
	Number of school-aged children receiving daily school meals (breakfast, snack, lunch) as a result of USDA assistance (Female)	0	88 200
	Number of school-aged children receiving daily school meals (breakfast, snack, lunch) as a result of USDA assistance (Male)	0	91 800
	Number of school-aged children receiving daily school meals (breakfast, snack, lunch) as a result of USDA assistance (New)	0	180 000

	Number of school-aged children receiving daily school meals (breakfast, snack, lunch) as a result of USDA assistance (continuing)	0	142 500
	Number of daily school meals (breakfast, snack, lunch) provided to school-aged children as a result of USDA assistance	0	90 000 000
	Percentage of household with acceptable food consumption (by sex of household head)	Women = 96.2% Men = 96.3%	Women = 98% Men = 98%
	Coping strategy index (mean) by gender of household head	Women = 4,1 Men = 2.9	Women < 4.1 Men < 2.9
	Household diet diversity score (mean) by gender of household head	Women = 5.8 Men = 6	Women > 4.5 Men > 4.5
	Number of social assistance beneficiaries participating in productive safety nets as a result of USDA assistance (continuing)	0	171 075
	Number of social assistance beneficiaries participating in productive safety nets as a result of USDA assistance (New)	0	215 700
	Number of social assistance beneficiaries participating in productive safety nets as a result of USDA assistance (Male)	0	106 340
	Number of social assistance beneficiaries participating in productive safety nets as a result of USDA assistance (Female)	0	109 360
MGD 1.3 Improved Student Attendance	Percent of students regularly (80%) attending USDA supported classrooms/schools (Male)	98%	99%
	Percent of students regularly (80%) attending USDA supported classrooms/schools (Female)	98.3%	99%
MGD 1.3.1 Increased Economic and Cultural Incentives (Or Decreased Disincentives)	Number of individuals (Female) receiving take home rations as a result of USDA assistance	0	50 000
MGD 1.3.2 Reduced Health Related Absenses	Percentage of students who miss more than 10 school days per year due to illness (Male)	2%	<10%
	Percentage of students who miss more than 10 school days per year due to illness (Female)	1.7%	<10%
MGD 1.3.4 Increased Student Enrollment	Number of students enrolled in schools receiving USDA assistance (Male)	0	91 800
	Number of students enrolled in schools receiving USDA assistance (Female)	0	88 200
	Gender Ratio	0.88	0.96

MGD 1.4.3 Increased Government Support	Value of public and private sector investments leveraged as a result of USDA assistance (Host Government)	0	1 260 000
	Annual percent increase in the budget allocated by the Government to National Directorate of School Canteens	0	5%
MGD 1.4.4 Increased Engagement of Local Organizations and Community Groups	Number of Parent-Teacher Associations or similar school governance structures supported as a result of USDA assistance	0	1 000
	Number of public-private partnerships formed as a result of USDA assistance (Women's Production Group)	0	225
MGD SO2 Increased Use of Health and Dietary Practices	Percent of school-age children receiving a minimum acceptable diet (Male).	47%	80%
	Percent of school-age children receiving a minimum acceptable diet (Female).	47%	80%
MGD 2.1 Improved Knowledge of Health and Hygiene Practices	Percentage of School Management Committee members and Canteen Management staff who can identify at least three improved health and hygiene practices	89.6%	> 90%
MGD 2.2 Increased Knowledge of Safe Food Prep and Storage Practices	Percentage of School Management Committee members and Canteen Management staff who can identify at least three safe food prep and storage practices	74,1% good food storage practices 72% Good knowledge of safe food preparation practices	>90%
MGD 2.3 Increased Knowledge of Nutrition	Number of people trained in child health and nutrition as a result of USDA assistance (Male)	0	4 500
	Number of people trained in child health and nutrition as a result of USDA assistance (Female)	0	4 500
MGD 2.5 Increased Access to Preventative Health Interventions	Number of students receiving deworming medication	0	180 000
	Number of students receiving deworming medication (Male)	0	91 800
	Number of students receiving deworming medication (Female)	0	88 200
MGD 2.6 Increased Access to Requisite Food Prep and Storage Tools and Equipment	Number of target schools with access to *improved food prep* and storage equipment	485	613

MGD 1.4.3 Increased Government Support	Value of public and private sector investments leveraged as a result of USDA assistance (Host Government)	0	1 260 000
	Annual percent increase in the budget allocated by the Government to National Directorate of School Canteens	0	5%
MGD 1.4.4 Increased Engagement of Local Organizations and Community Groups	Number of Parent-Teacher Associations or similar school governance structures supported as a result of USDA assistance	0	1 000
	Number of public-private partnerships formed as a result of USDA assistance (Women's Production Group)	0	225

ANNEX II

Mc Govern-Dole baseline survey in the Bafing, Bagoue, Boukani, Cavally, Gontougo, Poro and Tchologo regions - April 2016

SCHOOL QUESTIONNAIRE

A/- / - TO BE COMPLETED BY THE TEAM LEADER	
A.1	Team leader _____ *Team leader code* |__|__|
A.2	**Date:** |__|__| / |__|__| / 2016 *Day* *Month*
Identification of the school	
A.3 Regional Directorate of Education	|__|
A.4 Inspectorate of Primary Education	|__|__|
A.5 School	|__|__|__|
A.6 Type of school |__|	**1. MGD beneficiary** **2. Non MGD beneficiary**

1. B INFORMATION NOTE

Before starting the interview, it is important to explain to all participants the purpose of this evaluation and to thank them for having agreed to participate in this study. *It is also necessary to* explain:

- How the school was selected;
- How the participants to the school questionnaire are selected.

"My name is [**Enumerator's name**].
The World Food Programme (WFP) and its national partners are conducting a study on the sustainability of the school canteens and the enrolment level of children in the Bafing, Bagoue, Boukani, Cavally, Gontougo, Poro and Tchologo regions. This study is carried out in close collaboration with the National Institute of Statistics (NIS). We would like the education partners to take part in this interview (school principal, teachers, school children's parents, etc.).

This interview approximately lasts one and a half hour (1h30mn). The information that you will provide are strictly confidential and will not be disclosed to any other person for any reason whatsoever. Participation is voluntary, however we hope that you will participate in this interview because your points of view will allow us to better appreciate the food situation in your region. Your answers will in no way affect your access to the food aid programs. Do you have any specific questions? Can we start now?

Warning:

The "Do not know" answer is codified 97
The "Not applicable" answer is codified 98
The "No response" modality is codified 99

A.8 Questionnaire Number: \|__\|__\|__\|

Observations

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Signature of the team leader:

B/- To be Completed by the data entry operator

B.1 – Date : \|__\|__\| / \|__\|__\| / 2016
Day *Month*

B.2 –Data entry operator

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Data entry operator code

B.3 - Observations :

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Signature of the data entry operator

Mc Govern-Dole baseline survey in the Bafing, Bagoue, Boukani, Cavally, Gontougo, Poro and Tchologo regions - April 2016

SCHOOL QUESTIONNAIRE

SECTION 1 – TYPE OF SCHOOL (IN THIS SECTION, CONSIDER THE 2015-2016 SCHOOL YEAR)					
1.1	**Indicate the different existing grades in the school during the 2015-2016 school year** (October 2015 to end March 2016) *Surround all applicable answers*	A	kindergarden		
		B	Grade 1		
		C	Grade 2		
		D	Grade 3		
		E	Grade 4		
		F	Grade 5		
		G	Grade 6		
1.2	**What is the number of students per grade and per sex?**		Girls	Boys	Total
		Kindergarden	|__|__|__|	|__|__|__|	
		Grade 1	|__|__|__|	|__|__|__|	
		Grade 2	|__|__|__|	|__|__|__|	
		Grade 3	|__|__|__|	|__|__|__|	
		Grade 4	|__|__|__|	|__|__|__|	
		Grade 5	|__|__|__|	|__|__|__|	
		Grade 6	|__|__|__|	|__|__|__|	
1.3	**How many teachers are there in your school?**		**Teachers**	**Volunteer teachers**	
			|__|__|__|	|__|__|__|	
1.4	**The school is located in which area?**	|__|	1 = Urban 2 = Rural		
1.5	**Where do the students who attend this school come from?** *Surround all applicable answers*	A	From the same locality as the school		
		B	From another locality in the sub-prefecture		
		C	From another town in the department		

SECTION 2 – PHYSICAL ASSETS OF THE SCHOOL			
2.1	**Number of functional classrooms in the school during the school year**	**2015-2016**	|__|__|__|
	Questions 2.2 to 2.9 concern only schools with school canteens.		
2.2	**Does the school have a food storage area (ventilated)?**	|__|	1 = YES, warehouse 2 = YES, other ventilated room 3 = NO
2.3	**Does the school have pallets for storing food?**	|__|	1 = YES, modern pallet 2 = YES, traditional pallet 3 = NO
2.4	**Are there stock cards available for the management of food?**	|__|	1 = YES 2 = NO
2.5	**Is the food for the school canteen prepared at the school level?**	|__|	1 =YES 2 = NO
2.6	**What is the place used to eat school meals?**	|__|	1 = catering room made of permanent materials 2 = catering room made of temporary materials 3 = classroom
2.7	**Is there a kitchen in the school?**	|__|	1 = YES 2 = NO➔**2.10**
2.8	**What fuel sources are (or can be) used to prepare meals in the school?** Surround all applicable answers	A	wood ➔**2.9**
		B	charcoal ➔**2.9**
		C	Gas ➔**2.10**
		D	Electricity ➔**2.10**
		E	Cow dung ➔**2.10**
		F	Wood sawdust ➔ **2.9**
2.9	**If charcoal or wood is (or can be) used as fuel (2.8 = A or 2.8 = B or 2.8 = F), what type of stove is there in the school?** *Surround all applicable answers*	A	Traditional stoves
		B	A furnace without chimney in satisfactory condition (metal furnace with 2 or 3 fireplaces)
		C	A stove with fireplace in satisfactory condition (fuel-efficient stove)
2.10	**Is there water available for the school?**	|__|	1 = YES 2 = NO➔**2.12**
2.11	**If YES, what is the MAIN source of water available for the school?**	|__|	1 = potable water 2 = Drilling / village pumping 3 = Improved well (protected) 4 = Traditional well (unprotected) 5 = Surface water (pond, river, creek) 6 = Rainwater 7 = Other (explain)
2.12	**How far from the school is the MAIN water source?**	|__|	1 = Within the school 2 = Within 15 minutes walking distance 3 = More than 15 minutes walking distance
2.13	**Do you currently have problems accessing drinking water?**	|__|	1 = YES, defective Pump inoperative 2 = YES, water point occupied by animals 3 = YES, drying water point 4 = YES, Water point used for agriculture 5 = YES, other (explain)_____ 6 = NO, not currently ➔**2.15**
2.14	**If YES, how long (number of months)?**	|__|__| **Months**	
2.15	**Are there sanitary facilities within the school (eg : latrines, toilets, etc.) :**	|__|	1 = YES 2 = NO➔ **2.18**

2.16	Is there separate sanitary facilities for girls and boys within the school?	|__|	1 = YES 2 = NO
2.17	Is there separate sanitary facilities for students and teachers within the school?	|__|	1 = YES 2 = NO
2.18	Do students wash their hands before meals?	|__|	1 = YES 2 = NO
2.19	Is there a school garden within the school?	|__|	1 = YES 2 = NO
2.20	Is there a parent association?	|__|	1 = YES 2 = NO
2.21	Is there a library in your school?	|__|	1 = YES 2 = NO
2.22	Is your school electrified?	|__|	1 = YES 2 = NO

SECTION 3 - ADDITIONAL ACTIVITIES AT SCHOOL

Which of the following trainings have taken place from 2013 to date?
If "YES", indicate the partner category

	TRAINING ACTIVITIES	1 = YES 2 = NO	1 = international organization/NGO 2 = Local NGOs 3 = government institution
3.1	Training of teachers on health education based on the acquisition of know-how and skills	|__|	|__|
3.2	Training of teachers on nutrition education	|__|	|__|
3.3	Training of teachers on deworming	|__|	|__|
3.4	Training of teachers on HIV / AIDS prevention	|__|	|__|
3.5	Training of teachers on malaria prevention	|__|	|__|

Which of the following information sessions and / or services provision for students have occurred from 2013 to date?
If "YES", indicate the partner category

	TRAINING ACTIVITIES	1 = YES 2 = NO	1 = International Organization / NGO 2 = Local NGOs 3 = Government Institution
3.6	Information sessions for students on health education based on the acquisition of know-how and skills	|__|	|__|
3.7	Information sessions for students on nutrition education	|__|	|__|
3.8	Deworming treatments for students	|__|	|__|
3.9	Information sessions for students on HIV / AIDS prevention	|__|	|__|
3.10	Information sessions for students on malaria prevention	|__|	|__|
3.11	Provision of mosquito nets for students	|__|	|__|
3.12	Training sessions on school garden activities for students	|__|	|__|
3.13	Supply of micronutrient Supplements for students	|__|	|__|
3.14	Provision of school supplies (books, school supplies, etc.)	|__|	|__|

SECTION 4 – IMPLEMENTATION OF THE SCHOOL FEEDING PROGRAM

For non MGD beneficiary schools, i.e. if 4.1 = NO and 4.3 = NO, only ask questions 4.10 and 4.11.

4.1	**Has the school ever benefited from a school feeding program in the previous two years (i.e., dry rations and / or on-site school meals)?**	|__|	1 = YES 2 = NO→**4.3**
4.2	**If YES, who was the MAIN donor?**	|__|	1 = Government 2 = WFP 3 = PASEF 4 = Local organization
4.3	**Does the school currently benefit from a school feeding program (i.e., dry rations and / or on-site school meals)?**	|__|	1 = YES 2 = NO→**4.10**

What type of school feeding program is currently running or will be offered at school?

4.4	**On-site school meals at school for boys and girls**	|__|	1 = YES 2 = NO
4.5	**Take-home rations for girls**	|__|	
4.6	**Take-home rations for boys**	|__|	
4.7	**Since when did you start receiving food for the canteen?**	|__|	1 = September 2015 2 = October 2015 3 = November 2015 4 = December 2015
4.8	**Have there been pipeline breaks?**	|__|	1 = YES 2 = NO→**4.10**
4.9	**If YES, these pipeline breaks lasted for how many months?**	|__|__| **months**	
4.10	**Indicate the planned number of official school days during the 2015-2016 school year (from October 2015 to end March 2016)**	|__|__|__|	**999 = Not applicable** **(If no school feeding program exists in the school)**
4.11	**Indicate the actual number of school days during the 2015-2016 school year (from October 2015 to end March 2016)**	|__|__|__|	
4.12	**Indicate the actual number of on-site school feeding days for students during the 2015-2016 school year (from October 2015 to end March 2016)**	|__|__|__|	
4.13	**Indicate the actual number of take-home rations for boys during the 2015-2016 school year (from October 2015 to end March 2016)**	|__|__|__|	
4.14	**Indicate the actual number of take-home rations for girls during the 2015-216 school year (from October 2015 to end March 2016)**	|__|__|__|	

SECTION 5 - SCHOOL INDICATORS: CONCENTRATION, ABSENTEISM AND DROPOUT

This section only applies to schools with canteens.

5.1	**Have you [teachers] noticed any changes in the behavior of students in class since the canteen was set up at school?**	|__|	1 = YES 2 = NO→**5.3**

5.2	**If YES, what changes have you [teachers] observed?**	Prolonged concentration of students in class	|__|	1 = Positive changes 2 = Negative changes
		Cognitive and learning capacity of students	|__|	
		Violence and aggressiveness	|__|	
		Other (please specify): _____	|__|	

5.3 Yesterday, how many students did you identify as attentive?

Students	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Total
Boys	|__|__|	|__|__|	|__|__|	|__|__|	|__|__|	|__|__|	|__|__|__|
Girls	|__|__|	|__|__|	|__|__|	|__|__|	|__|__|	|__|__|	|__|__|__|
Total	|__|__|	|__|__|	|__|__|	|__|__|	|__|__|	|__|__|	|__|__|__|

5.4 Number of students who missed more than 10 school days from October 2015 to March 2016

students	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Total
Boys	|__|__|	|__|__|	|__|__|	|__|__|	|__|__|	|__|__|	|__|__|__|
Girls	|__|__|	|__|__|	|__|__|	|__|__|	|__|__|	|__|__|	|__|__|__|
total	|__|__|	|__|__|	|__|__|	|__|__|	|__|__|	|__|__|	|__|__|__|

5.4.b Total number of days per month students missed from October 2015 to March 2016

Months		Grade1	Grade2	Grade 3	Grade4	Grade 5	Grade 6
Oct.	B	|__|__|	|__|__|	|__|__|	|__|__|	|__|__|	|__|__|
	G	|__|__|	|__|__|	|__|__|	|__|__|	|__|__|	|__|__|
	T	|__|__|	|__|__|	|__|__|	|__|__|	|__|__|	|__|__|
Nov.	B	|__|__|	|__|__|	|__|__|	|__|__|	|__|__|	|__|__|
	G	|__|__|	|__|__|	|__|__|	|__|__|	|__|__|	|__|__|
	T	|__|__|	|__|__|	|__|__|	|__|__|	|__|__|	|__|__|
Dec.	B	|__|__|	|__|__|	|__|__|	|__|__|	|__|__|	|__|__|
	G	|__|__|	|__|__|	|__|__|	|__|__|	|__|__|	|__|__|
	T	|__|__|	|__|__|	|__|__|	|__|__|	|__|__|	|__|__|
Jan.	B	|__|__|	|__|__|	|__|__|	|__|__|	|__|__|	|__|__|
	G	|__|__|	|__|__|	|__|__|	|__|__|	|__|__|	|__|__|
	T	|__|__|	|__|__|	|__|__|	|__|__|	|__|__|	|__|__|
Feb.	B	|__|__|	|__|__|	|__|__|	|__|__|	|__|__|	|__|__|
	G	|__|__|	|__|__|	|__|__|	|__|__|	|__|__|	|__|__|
	T	|__|__|	|__|__|	|__|__|	|__|__|	|__|__|	|__|__|
March	B	|__|__|	|__|__|	|__|__|	|__|__|	|__|__|	|__|__|
	G	|__|__|	|__|__|	|__|__|	|__|__|	|__|__|	|__|__|
	T	|__|__|	|__|__|	|__|__|	|__|__|	|__|__|	|__|__|

NB : B=Boys/ G= Girls/ T=Total

5.5 Number of students who abandoned the school from October 2015 to March 2016

students	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Total
Boys	|__|__|	|__|__|	|__|__|	|__|__|	|__|__|	|__|__|	|__|__|__|
Girls	|__|__|	|__|__|	|__|__|	|__|__|	|__|__|	|__|__|	|__|__|__|
total	|__|__|	|__|__|	|__|__|	|__|__|	|__|__|	|__|__|	|__|__|__|

5.6 Number of days teachers have been absent from October 2015 to March 2016

Teachers / First Name	Number of unworked days
1_____	|__|__|
2_____	|__|__|
3_____	|__|__|
4_____	|__|__|
5_____	|__|__|

SECTION 5 - SCHOOL INDICATORS: CONCENTRATION, ABSENTEISM AND DROPOUT

This section only applies to schools with canteens.

5.1	**Have you [teachers] noticed any changes in the behavior of students in class since the canteen was set up at school?**	|__|	1 = YES 2 = NO➔**5.3**

5.2	**If YES, what changes have you [teachers] observed?**	Prolonged concentration of students in class	|__|	1 = Positive changes 2 = Negative changes
		Cognitive and learning capacity of students	|__|	
		Violence and aggressiveness	|__|	
		Other (please specify): _____	|__|	

5.3 Yesterday, how many students did you identify as attentive?

Students	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Total
Boys	|__|__|	|__|__|	|__|__|	|__|__|	|__|__|	|__|__|	|__|__|__|
Girls	|__|__|	|__|__|	|__|__|	|__|__|	|__|__|	|__|__|	|__|__|__|
Total	|__|__|	|__|__|	|__|__|	|__|__|	|__|__|	|__|__|	|__|__|__|

5.4 Number of students who missed more than 10 school days from October 2015 to March 2016

students	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Total
Boys	|__|__|	|__|__|	|__|__|	|__|__|	|__|__|	|__|__|	|__|__|__|
Girls	|__|__|	|__|__|	|__|__|	|__|__|	|__|__|	|__|__|	|__|__|__|
total	|__|__|	|__|__|	|__|__|	|__|__|	|__|__|	|__|__|	|__|__|__|

5.4.b Total number of days per month students missed from October 2015 to March 2016

Months		Grade1	Grade2	Grade 3	Grade4	Grade 5	Grade 6
Oct.	B	|__|__|	|__|__|	|__|__|	|__|__|	|__|__|	|__|__|
	G	|__|__|	|__|__|	|__|__|	|__|__|	|__|__|	|__|__|
	T	|__|__|	|__|__|	|__|__|	|__|__|	|__|__|	|__|__|
Nov.	B	|__|__|	|__|__|	|__|__|	|__|__|	|__|__|	|__|__|
	G	|__|__|	|__|__|	|__|__|	|__|__|	|__|__|	|__|__|
	T	|__|__|	|__|__|	|__|__|	|__|__|	|__|__|	|__|__|
Dec.	B	|__|__|	|__|__|	|__|__|	|__|__|	|__|__|	|__|__|
	G	|__|__|	|__|__|	|__|__|	|__|__|	|__|__|	|__|__|
	T	|__|__|	|__|__|	|__|__|	|__|__|	|__|__|	|__|__|
Jan.	B	|__|__|	|__|__|	|__|__|	|__|__|	|__|__|	|__|__|
	G	|__|__|	|__|__|	|__|__|	|__|__|	|__|__|	|__|__|
	T	|__|__|	|__|__|	|__|__|	|__|__|	|__|__|	|__|__|
Feb.	B	|__|__|	|__|__|	|__|__|	|__|__|	|__|__|	|__|__|
	G	|__|__|	|__|__|	|__|__|	|__|__|	|__|__|	|__|__|
	T	|__|__|	|__|__|	|__|__|	|__|__|	|__|__|	|__|__|
March	B	|__|__|	|__|__|	|__|__|	|__|__|	|__|__|	|__|__|
	G	|__|__|	|__|__|	|__|__|	|__|__|	|__|__|	|__|__|
	T	|__|__|	|__|__|	|__|__|	|__|__|	|__|__|	|__|__|

NB : B=Boys/ G= Girls/ T=Total

5.5 Number of students who abandoned the school from October 2015 to March 2016

students	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Total
Boys	|__|__|	|__|__|	|__|__|	|__|__|	|__|__|	|__|__|	|__|__|__|
Girls	|__|__|	|__|__|	|__|__|	|__|__|	|__|__|	|__|__|	|__|__|__|
total	|__|__|	|__|__|	|__|__|	|__|__|	|__|__|	|__|__|	|__|__|__|

5.6 Number of days teachers have been absent from October 2015 to March 2016

Teachers / First Name	Number of unworked days
1_____	|__|__|
2_____	|__|__|
3_____	|__|__|
4_____	|__|__|
5_____	|__|__|

			6_____	|__|__|	
			7_____	|__|__|	
			8_____	|__|__|	
			9_____	|__|__|	
			10_____	|__|__|	

SECTION 6 – REASONS FOR STUDENTS' ABSENTEEISM AND DROP-OUT

THIS SECTION IS TO BE COMPLETED WITH THE SCHOOL PRINCIPAL, THE TEACHERS' TEAM AND THE PARENTS OF THE STUDENTS

	REASONS FOR ABSENTEEISM		
6.1	**Give the main reasons why BOYS didn't attend school** *Give three main reasons according the order of importance*	Reason 1 |__| Reason 2 |__| Reason 3 |__|	1 = Disease / health problems 2 = Bad weather (rain, floods, storms) 3 = Agricultural activities of households 4 = Seasonal or domestic works 5 = Absence of teachers 6 = Socio-cultural beliefs and practices 7 = Cannot eat to the canteen 8 = Other (specify) _____
6.2	**Give the main reasons why GIRLS didn't attend school** *Give three main reasons according the order of importance*	Reason 1 |__| Reason 2 |__| Reason 3 |__|	1 = Disease / health problems 2 = Bad weather (rain, floods, storms) 3 = agricultural activities of households 4 = Seasonal or domestic works 5 = Absence of teachers 6 = Socio-cultural beliefs and practices 7 =Cannot eat to the canteen 8 = Other (specify) _____
	REASONS FOR DROPOUT		
6.3	**Give the main reasons for BOYS' dropout** *Give three main reasons according the order of importance*	Reason 1 |__| Reason 2 |__| Reason 3 |__|	1 = Health problems / disability 2 = Personal security 3 = Agricultural activities of households 4 = Seasonal or domestic works 5 = Distance to school 6 = School fees 7 = Difficulties to feed every lunchtime at school 8 = Other (specify) _____
6.4	**Give the main reasons for GIRLS drop out** *Give three main reasons according to the order of importance*	Reason 1 |__| Reason 2 |__| Reason 3 |__|	1 = Health problems / disability 2 = Personal security 3 = Agricultural activities of households 4 = Seasonal or domestic works 5 = Distance to school 6 = School fees 7 = Early marriage 8 = Pregnancy 9 = Difficulties to feed every lunchtime at school 10 = Other (specify) _____

END OF THE QUESTIONNAIRE

ANNEX III: School canteen manager questionnaire

Mc Govern-Dole baseline survey in the Bafing, Bagoue, Boukani, Cavally, Gontougo, Poro and Tchologo regions - April 2016

SCHOOL CANTEEN MANAGER QUESTIONNAIRE

A/- TO BE COMPLETED BY THE TEAM LEADER

A.1	Name of the Team Leader _____ Code of the Team Leader |__|__|	
A.2	**Date:** |__|__| / |__|__| / 2016 *Day* *Month*	
	Identification of the school	
A.3	Regional Directorate of Education	|__|
A.4	Inspectorate of Primary Education	|__|__|
A.5	School	|__|__|__|

A.8 Questionnaire Number: \|__\|__\|__\|

Observations

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Signature of the team Leader:

B/- to be completed by the data entry operator

B.1 – Date : \|__\|__\| / \|__\|__\| / 2016
Day *month*

B.2 – Data entry operator _____

_____\|__\|__\|
Data entry operator code

B.3 - Observations :

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Signature of the data entry operator

1-B INFORMATION NOTE

Before starting the interview, it is important to explain to all participants the purpose of this evaluation and to thank them for having agreed to participate in this study. *It is also necessary to* explain:

- How the school was selected;
- How the participants to the school questionnaire are selected

"My name is [**Enumerator's name**].
The World Food Programme (WFP) and its national partners are conducting a study on the sustainability of the school canteens and the enrolment level of children in the Bafing, Bagoue, Boukani, Cavally, Gontougo, Poro and Tchologo regions. This study is carried out in close collaboration with the National Institute of Statistics (NIS). We would like the education partners to take part in this interview (school principal, teachers, school children's parents, etc.).

This interview approximately lasts one and a half hour (1h30mn). The information that you will provide are strictly confidential and will not be disclosed to any other person for any reason whatsoever. Participation is voluntary, however we hope that you will participate in this interview because your points of view will allow us to better appreciate the food situation in your region. Your answers will in no way affect your access to the food aid programs. Do you have any specific questions? Can we start now?

Warning :

The "Do not know" answer is codified 97
The "Not applicable" answer is codified 98
The "No response" modality is codified 99

Mc Govern-Dole baseline survey in the Bafing, Bagoue, Boukani, Cavally, Gontougo, Poro and Tchologo regions - April 2016

SCHOOL CANTEEN MANAGER QUESTIONNAIRE

SECTION 1 - CANTINE MANAGEMENT					
1.1	Is there a school canteen's management committee?	|__|		1= YES 2 = NO	
1.2	If YES, give the composition of the committee?	Men |__|		Women |__|	
1.3	Have the committee's members been trained?	|__|		1 = YES 2 = NO	
1.4	If YES, in what areas have they been trained?	A	Food Stock Management		
		B	Health and hygiene		
		C	Nutrition		
		D	Safe food preparation		
		E	Other (specify) _____		
1.5	Can you identify good health and hygiene practices? *Circle all applicable answer(s)* **(DO NOT SUGGEST ANSWERS)**	1	Dry one's hands by rubbing them against each other or using a clean appropriate towel	10	Use water adduction and water pump
		2	Have hand nails short and clean and with a bandage in case of injury	11	Keep drinking water in a clean and covered container
		3	Wash one's hands with soap and clean water (including after using the toilet)	12	In case of lack of drinking water, boil the water for 15 minutes and disinfect it with bleach
		4	Do not cough or blow your nose near food or water	13	Have clean clothes, clean and well-covered hair
		5	Do not dry one's hands on clothes or serve the meals with the hands	14	Regularly cut the grass that grows around the canteen buildings and prune the surrounding trees
		6	Immediately interrupt the work in case of disease (diarrhea, vomiting, boil, wound, ulceration on the exposed parts of the skin) and inform the colleagues	15	Collect the waste in an adapted trash can and keep it at least 5-10 meters from the canteen. Place the waste in a pit at least 20 meters from the kitchen and from the water supply
		7	Buy fresh milk, meat and fish the day of consumption and keep them cool and covered	16	Clean dishes immediately after eating with soap and water, rinse with clean water and dry
		8	Keep food in a clean place out of reach of animals, insects, rodents and other pest	17	Burn garbage in pits or cover with sand and soil
		9	Have a regulatory handwashing station and keep the latrines clean		

Mc Govern-Dole baseline survey in the Bafing, Bagoue, Boukani, Cavally, Gontougo, Poro and Tchologo regions - April 2016

SCHOOL CANTEEN MANAGER QUESTIONNAIRE

1.6	Can you identify good storage practices? *Circle all applicable answer(s)* **(DO NOT SUGGEST ANSWERS)**	1	Secure food against theft, fire and accidents at work	7	Have enough space and prepare it before receiving food
		2	Ensure that there are no rodents or insects on a regular basis. In case of presence, take measures to destroy these pests	8	Make regular inventories to check the quantities of products and take the necessary corrective measures in case of discrepancies
		3	Handle products with care to avoid damage	9	Limit losses by timely reconditioning damaged food
		4	When stacking, allow required space for ventilation and circulation	10	Make management reports and update documents whenever stocks are moved
		5	Stack products on pallets by separating food from non-food and hazardous products	11	Move stocks only if authorized by the empowered person
		6	Keep the warehouse and stocks clean and in good condition	12	Apply the FIFO method for a good rotation of food taking into account the condition of food and the best before use date
1.7	Can you identify good food preparation practices? *Circle all applicable answer (s)* **(DO NOT SUGGEST ANSWERS)**	1	Maintain surfaces used to prepare food clean	5	Never mix raw and prepared food
		2	Wash vegetables, fruits and ingredients with potable water	6	Never store meals in order to warm them and consume them the next day
		3	Meat, fish and giblets must be well cooked	7	Serve warm daily meals
		4	Follow the food preparation steps		

Mc Govern-Dole baseline survey in the Bafing, Bagoue, Boukani, Cavally, Gontougo, Poro and Tchologo regions - April 2016

SCHOOL CANTEEN MANAGER QUESTIONNAIRE

2.1	Is there a management book?	|__|	1 = YES 2 = NO
2.2	What is the planned number of students for the last month of school meals' distribution at the school canteen?	| __ | __ | __ | **girls** | __ | __ | __ | **Boys**	
2.3	What is the number of students who effectively ate at the canteen during the last month of the school meals' distribution?	| __ | __ | __ | **girls** | __ | __ | __ | **Boys**	
2.4	Are you provided with enough food preparation equipment?	|__|	1 = Not at all 2 = Little 3 = Enough 4 = Very
2.5	Are you provided with enough food storage equipment?	|__|	1 = Not at all 2 = Little 3 = Enough 4 = Very

SECTION 3 - FOOD SAFETY AND NUTRITION

Diversity of diet

3.1	Number of school days in March 2016	|__|__| **days**	
3.2	Number of actual canteen days in March 2016	|__|__| **days**	
3.3	Number of school days in March 2016 during which hot meals served to students contained at least four food groups	|__|__| **days**	
3.4	If 3.3> 0, what are these food groups?	Cereals |__| Tubers / roots |__| Pulses and nuts |__| Dairy products |__| Meat, Fish, giblets |__| Eggs |__| Fruits and vegetables rich in vit. A |__| Other fruits and vegetables |__|	1 = YES 2 = NO

ANNEX IV: Women production group questionnaire

Mc Govern-Dole baseline survey in the Bafing, Bagoue, Boukani, Cavally, Gontougo, Poro and Tchologo regions - April 2016

Women Production Group Questionnaire

Date of the survey: |_ _|_ _|/|_ _|_ _|/|_ _|_ _|_ _|_ _| Name of the enumerator: _____

Code of the enumerator: |___|___|___|

Region: |___|___| Regional Directorate of Education: |___| Inspectorate of Primary Education: |___|___|

Village: _____ Name of the group: _____

Code of the group : |___|___|___|

Section 1: Characteristics of the women production group			
1.1	Year of creation of the group	|___|___|___|___|	
1.2	Do you have a legal status or a legal existence?	|__|	1= YES 2 = NO
1.3	Sex of the first person in charge of the group	|__|	1 = Male 2 = Female
1.4	Age of the first person in charge of the group	|__|__| years old	
1.5	Level of education of the first person in charge of the group Refer to completed level of education	|__|	1 = None 2 = Primary 3 = Secondary 4= High school
1.6	**Composition of the group: Number of members by sex and age range**		

	Male	*Female*	*Total*
15-40 years old			
41-59 years old			
60 years old and more			
Total			

Section 2: Economy				Observations
2.1	Does the group have a functional savings account currently?	|__|	1 = YES ➔2.3 2 = NO	
2.2	If 2.1 = NO, would it be possible to open a savings account on behalf of the group within the next 12 months?	|__|	1 = YES 2 = NO	
2.3	Has the group taken a loan during the past 12 months?	|__|	1 = YES 2 = NO➔2.5	
2.4	If 2.3 = YES, with whom mainly	|__| _____ _____	1 = Parents / friends 2 = NGO / charities 3 = Local money lender 4 = Bank 5 = Microfinance institution 6 = Cooperative 7 = Trader	

Mc Govern-Dole baseline survey in the Bafing, Bagoue, Boukani, Cavally, Gontougo, Poro and Tchologo regions - April 2016

Women Production Group Questionnaire

			8 = Other (specify)	
2.5	**If 2.3 = NO, would the group be able to take a loan on its behalf during the next 12 months?**	|__|	1 = YES 2 = NO➔**2.7**	
2.6	**If 2.5 = YES, from whom mainly?**	|__| _____ _____	1 = Parents / friends 2 = NGO / charity 3 = Local Lender 4 = Bank 5 = Microfinance institution 6 = Cooperative	
2.7	**If 2.5 = NO, Why?**	_____ _____		
For questions 2.8 to 2.10, the reference period is: the last 5 years.				
2.8	**Has the group benefitted from any support over the past 5 years?**	|__|	1 = YES 2 = NO➔**2.11**	
2.9	**If 2.8 = YES, From what has the group benefited?** Circle all applicable answer(s)	A	Cash funding	
		B	Agricultural inputs and equipment	
		C	Livestock inputs and equipment	
		D	Trainings	
		E	Other (specify) _____ _____	
2.10	**The support received by the group was delivered by what structure?**	A	Directorate of School Canteen	
		B	WFP	
		C	Other (specify) _____	
For questions 2.11 to 2.13, the reference period is: the last 12 months.				
2.11	**Have any members of your group been trained during the past 12 months?**	|__|	1 = YES 2 = NO➔**Section 3**	
2.12	**If 2.11 = YES, in which area(s)** Circle all applicable answer(s)	A	Mechanized agriculture	
		B	Accounting	
		C	literacy	
		D	Marketing	
		E	Other (specify)	
2.13	**If 2.11 = YES, By which structure were these trainings organized?**	A	Directorate of School Canteen	
		B	WFP	

Mc Govern-Dole baseline survey in the Bafing, Bagoue, Boukani, Cavally, Gontougo, Poro and Tchologo regions - April 2016

Women Production Group Questionnaire

		C	Other (specify) _____	
Section 3 : Activities of the group				**Observations**
3.1	*What activities are led by your group?* Circle all applicable answer(s)	A	Agricultural activities	
		B	Livestock activities	**Si 3.1=B → 3.8**
		C	Other (specify) _____	
3.2	**If 3.1 = A, i.e. the group leads agricultural activities, what is your main mode of access to land?**	|__|	1 = Land owner 2 = Rental 3 = Sharecropping 4 = Land borrowing (for no consideration, free of charge)	
3.3	**If the group leads agricultural activities, quote the 3 main cultivations**	|__| cultivation 1 |__| cultivation 2 |__| cultivation 3	1 = Rainfed rice 2 = Lowland Rice 3 = Maize 4 = Millet, sorghum, fonio 5 = Plantain banana 6 = Cassava 7 = Yam 8 = Peanuts 9 = Taro 10 = Bean 11 = Sweet Potatoes 12 = Other food crops	
3.4	**What were the quantities harvested by the group in 2015/2016 for each cultivation?**			

	Cultivation 1	Cultivation 2	Cultivation 3
Cultivation code			
Quantity harvested (Kilograms)			

3.5	**How much of the quantities harvested did you give to the school canteen in 2015/2016?**			

	Cultivation 1	Cultivation 2	Cultivation 3
Cultivation code			
Quantity harvested (Kilograms)			
Value (in FCFA)			

3.6	**Do you have physical / material constraints that limit your agricultural activity?**	|__|	1 = OUI 2 = NON **→ 3.13**	
3.7	**If 3.6 = YES, which ones?** **Circle all applicable answer(s)**	A	Seeds	
		B	Fertilizers and phytosanitary products	
		C	Small agricultural tools	
		D	Technical support	
		E	Availability of land	

Mc Govern-Dole baseline survey in the Bafing, Bagoue, Boukani, Cavally, Gontougo, Poro and Tchologo regions - April 2016

Women Production Group Questionnaire

		F	Control of water	
		G	Autre (préciser) _____	
3.8	**If the group is involved in breeding activities, name the 3 main breeding activities**	|__| Breeding 1 |__| Breeding 2 |__| Breeding 3	1 = Cattle 2 = Ovine animals 3 = Caprine animals 4 = Traditional poultry 5 = Modern poultry 6 = Fish farming 7 = Other breeding (specify) _____	
3.9	**What is the number of animals obtained by the group in 2015/2016 for each type breeding activities?**		Breeding 1 / Breeding 2 / Breeding 3	
		Breeding code		
		Number of animals (unit)		
3.10	**What is the number of animals supplied to the school canteen by the group in 2015/2016 for each type of breeding activities?**		Breeding 1 / Breeding 2 / Breeding 3	
		Breeding code		
		Number of animals (unit)		
		Value (in FCFA)		
3.11	**Do you have material / physical constraints that limit your breeding activities?**	|__|	1 = YES 2 = NO➔**3.14**	
3.12	**If 3.11 = YES, which ones?**	A	Technical support	
		B	Low availability of grazing land	
		C	Problem of availability / access to food supplements	
		D	Access to immunization and health monitoring	
		E	Rise of diseases	
		F	Other (specify) _____	
3.13	**If 3.1 = A, what is the participation rate in the agricultural activities of the group in the last six months (number of people who participated out of the planned number of people)?**	|__|__|__| %		

ANNEX V: Household questionnaire

Mc Govern-Dole baseline survey in the Bafing, Bagoue, Boukani, Cavally, Gontougo, Poro and Tchologo regions - April 2016

Household Questionnaire

1. To be completed by the enumerator

To be completed before the interview

0.1	**Name and code of the enumerator** _____ |__|__|__|
0.2	**Date:** |__|__| / |__|__| / 2016 *Day* *Month*
0.3	*Region code* _____ |__|__|__|
0.4	*Department code* _____ |__|__|
0.5	*Sub-prefecture code* _____ |__|__|__|
0.6	*Village code* _____ |__|__|__|
0.7	*Type of school* |__| **1= MGD Beneficiary ; 2= Non MGD beneficiary**
0.8	*School code* |__|__|__|
0.9	*Inspectorate of Primary Education Code* |__|__|
0.10	*Name of HH and household number* _____ |__|__|
0.11	*Surname and first name of respondent and Relationship to head of household* _____ |__|__| **01.** *Head of household (HH)* **02.** *Wife* **03.** *Son/Daughter* **04.** *Other relative* **05.** *Without family relationship*

"My Name is **[Enumerator Name]**.
The World Food Program (WFP) and its national partners are conducting a study on the sustainability of school canteens and the enrolment level of children in the Bafing, Bagoue, Boukani, Cavally, Gontougo, Poro and Tchologo regions. This study is carried out in close collaboration with the National Institute of Statistics (INS). We would like to ask you some questions about your household. We will ask questions to the head of the household, the women and the person preparing the meals. The interview will take approximately 1h30min.
All information collected will be kept strictly confidential. Participation in this study is voluntary and you may refuse to answer any or all of the questions.
We hope, however, that you will agree to participate in this study as your opinion will allow us to better appreciate the food situation in your department. Your answers will in no way affect your access to support programs. Please answer the questions. There are no false answers. Do you have any specific questions? "

0.12	Did the household agreed to be interviewed? 1 = YES→ **0.14** 2 = NO		|__|
0.13	***Household of replacement*** *Name of head of household* _____ *Geographic address* _____		|__|__|
0.14	***Language of interview*** 1 = French / 2 = Traditional language		|__|
0.15	Presence of an interpreter 1 = YES 2 = NO		|__|
0.16	**Length of interview**	***Start time*** *Hour : minutes*	|__|__| :|__|__|
		End time *Hour : minutes*	|__|__| :|__|__|

The "Do not know" answer is codified 97
The "Not applicable" answer is codified 98
The "No response" modality is codified 99

Signature of the enumerator :

2. To be completed by the team leader:

I.1 – Date: \|__\|__\| / \|__\|__\| / 2016 *Day* *Month*

I.2- _____ \|__\|__\|__\|

Name and code of the team leader
Observations of the team leader:

Signature of team leader:

SECTION 1 – DEMOGRAPHY

1.1	Sex of the head of household	1	Male	2	female	
1.2	Age of the head of household (age in completed years)	|__|__| years old				
1.3	Level of education of the head of household ***Circle the answer*** **Refer to level of education completed**	1	None			
		2	Primary			
		3	Secondary			
		4	Higher school			
1.4	Marital status of head of household ***Circle the answer***	1	Married or living maritally → **1.5**			
		2	Divorced / Separated → **1.6**			
		3	Widowed → **1.6**			
		4	Single → **1.6**			
1.5	If the head of household is a man (1.1 = 1) and if he is married (1.4 = 1), is the head of the household polygamous?	1	YES	How many women? |__|__|	2	NO

1.6 ***Household composition: Number of members by sex and age group, including short-term migrants (maximum 6 months) who intend to return for the crop year***

	Male	*Female*	***Total***
0-5 years old			
6-14 years old			
15-59 years old			
60 years old and more			
Total			

1.7	How many children are currently going to school?	**BOYS** |__|__|	**GIRLS** |__|__|		
1.8	Are there any boys (ages 6-14) who are not currently going to school?	1	YES	2	NO→ **1.10**

1.9	If yes, why ? ***Surround the main reason***	1	Cannot pay tuition fees	8	Lack of teachers
		2	Parent is not interested in education	9	Take care of a sick person
		3	Remote school	10	Disease / disability
		4	Non-functional school	11	School canteen closed
		5	Insecurity at school / on the way to school	12	Agricultural / domestic work
		6	Learn a job	13	No birth certificate
		7	School destroyed	14	No money to eat in the canteen
		14	Other (specify)_____		
1.10	Are there any girls (aged 6-14 years old) who are not currently going to school?	1	YES	2	NO→**1.12**
1.11	If yes, why? ***Circle the main reason***	1	Cannot pay tuition fees	9	Take care of a sick person
		2	Parent is not interested in education	10	Disease / disability
		3	Remote school	11	Marriage
		4	Non-functional school	12	Pregnancy
		5	Insecurity at school / on the way to school	13	School canteen closed
		6	Learn a job	14	Agricultural / Domestic work
		7	School destroyed	15	No birth certificate
		8	Lack of teachers	16	No money to eat at school canteen
		17	Other (specify)_____		
1.12	How distant is the school of your child (the one selected?)	**|__|__| (in kilometers)**			
1.13	What is the main mean of transport to go to school?	1	Walking	3	Vehicle
		2	Bicycle	4	Moped
		5	Other (specify)_____		

1.14	Are you aware of the school canteen program?	1	YES	2	NO
1.15	Do your children eat in the school canteen?	1	YES	2	NO →**1.17**
1.16	If YES, how often?	1	One day a week	3	Three days a week
		2	Two days a week	4	Every day of the school week
1.17	If not why?	1	Payment of 25 CFA franc	3	Children do not like the food served at the canteen
		2	Prefer that children eat at home	4	Other (specify)_____

Activities code and sources of income			
1 = Production / sale of food crops	9 = Hunting / Picking / Sale of hunting / picking products	17 = Trade (shops)	25 = Daily work with payment in kind (food)
2 = Production / sale of cash crops	10= Breeding / Sale of animals (cows, goats, sheeps)	18 = Businessman / Big retailers	26 = Small trades (mason, carpenter, shoemakers, etc.)
3 = Fishery / sale of fishing products	11 = Cane-rats' breeding and sale	19 = Transporter	27 = Civil servant (including retirement pension)
4 = Production / Sales of market gardening products	12 =Bees' breeding and sale of honey (beekeeping)	20 = Transfer of money (from friends, relatives, others)	28 = Agreement with NGOs or UN Agencies
5 = Cassava processing / Sale of steamed ground cassava (attiéké) / Cassava paste	13 = Collection and marketing of food products	21 = Food aid (from friends, relatives, others)	29 = Begging (in kind / food / nonfood)
6 = Processing / Sale of shea butter	14 = Purchaser of agricultural products (tracker)	22 = Food aid (from NGOs or United Nations Agencies)	30 = Annuitant

7 = Extraction and sale of palm oil	15 = Production / Sale of local beverage (palm wine, millet drink (tchapalo), etc.)	23 = Credit, loan	31 = Cellphone manager
8 = Breeding / sale of breeding products (milk, eggs, poultry)	16 = Small business (vendor in the stall or street vendor)	24 = Daily work with cash payment (cash)	32 = Others (specify) _____

SECTION 2 – HOUSE HOLD'S INCOME AND ASSETS

2.1	How many people in the household currently carry out an activity?	|__|__| **people**			
Sources of income / activities in your household (by monetary importance)? Use activities codes (maximum 4).					
What are the main activities, sources of income in your household? (Use activities' codes)					
2.2	**First activity**	|__|__|	**2.4**	**Third activity**	|__|__|
2.3	**Second activity**	|__|__|	**2.5**	**Fourth activity**	|__|__|

2.6	Does your household own one of the following functional and productive assets ? ***Circle all applicable answer(s)***	A	Sewing machine
		B	Mill
		C	Canoe
		D	Bicycle / Bike
		E	Cassava press
		F	Tractor
		G	Seed drill
		H	Car
		I	Grinder / chipper
		J	Crop sprayer
		K	Fishing net
		L	Cultivator
		M	Moped / Motorbike

		N	Cart
		O	Tricycle
		P	Plough
		Q	Wheelbarrow
		R	Irrigation system
		Z	Other (specify):.....

SECTION 3 - HOUSEHOLD EXPENDITURES			
Food expenditures during the last 30 days in CFA franc		**a. –** Estimated (in **CFA franc**) food consumption (own production / not purchased) over the last 30 days (in **CFA franc**)	**b. –** Estimated (in **CFA franc**) CASH / CREDIT expenditures during the last 30 days (in **CFA franc**)
3.1	Rice		
3.2	Cassava (roots, flour, tapioca, gari, attiéké)		
3.3	Plantain banana		
3.4	Maize		

3.5	Yam		
3.6	Other cereals (millet, sorghum, fonio)		
3.7	Bread		
3.8	Meat (beef, sheep, pork, rabbit, bushmeat, chicken ...)		
3.9	Fish		
3.10	Milk / Eggs		
3.11	Fruits (mangoes, oranges, bananas, etc.)		
3.12	Sugar/ Honey		
3.13	Vegetable oil / Palm oil / Fats / Shea butter		
3.14	Mushroom		
3.15	Snail		
3.16	Condiments, spices, bouillon cubes, salt, hot pepper, potash, etc.		
3.17	Peanuts / Pulses (beans, black-eyed peas, lentils)		
3.18	Vegetables and green leaves (salad, potato leaves, cassava ...)		
3.19	Food purchased or taken outside the home		
3.20	Other food expenditures (specify)_____		
Non-food expenditures during the last 30 days in CFA franc			**a.** - Estimated CASH / CREDIT expenditures during the last 30 days **(in CFA franc)**
3.21	Energy expenditure (Battery, lamp oil, gas oil)		
3.22	Transportation (fuel included)		
3.23	Alcohol and tobacco (cigarettes and chewing tobacco)		
3.24	Water (village pump)		
3.25	Hygiene products (soap, toothpaste, bleach, washing powder, etc.)		
3.26	Communication expenses (telephone refills, telephone calls)		

Non-food expenditures during the last 3 months		a. – Estimated CASH / CREDIT expenditures duringr the last 3 months (**CFA franc**)
3.27	Medical cares (medicines, hospital expenses, consultation fees, etc.)	
3.28	House rental (housing)	
3.29	Home equipment (chairs, beds, mattresses, kitchen utensils, etc.)	
3.30	Fines or "taxes"	
3.31	Debt reimbursements	
3.32	Agricultural equipment (machete, daba, sickle, boots, atomizer, etc.)	
3.33	Seeds (Food and cash crops)	
3.34	Fertilizers, pesticides, herbicides	
3.35	Water (SODECI invoice)	
3.36	Electricity (CIE invoice)	
3.37	Education / School Fees (supply, tuition fees, school uniform, fees paid for volunteer teachers, etc.)	
3.38	Clothing / Shoes	
3.39	Ceremonies / Funeral / Social Events	
3.40	Labor costs (agricultural workers, masons, etc.)	
3.41	Money remittance and transfer (for students and schoolchildren in cities and other dependents)	
3.42	Other (specify) _____	

SECTION 4 - ALIMENTARY CONSOMMATION					
4.1	Number of meals taken yesterday by the household (refer to how many times the household ate the main meal, not the number of cooked meals) (Note: not applicable has code 98)		**4.1a** Children (under 5 years) |__|__|		**4.1b Adults** |__|__|
4.2	Number of meals usually taken at the same time (refer to how many times the household ate the main meal, not the number of cooked meals) (Note: not applicable has code 98)		**4.2a.** Children (under 5 years)|__|__|		**4.2b. Adults** |__|__|
How many days did your household consume the following products during the last 7 DAYS? How were these products afforded?					
	Food products	Yesterday, did your household eat the following foods? (1= YES ; 2 = No)	**B Total days consumed in the last 7 days (0-7)**	**c. MAIN source of food consumed**	CODE FOR FOOD SOURCES 1= Own production
4.3	**Rice**				

4.4	**Pasta, bread / cakes and / or doughnuts**				(Cultivations, animals) 2= Purchase 3 = Borrowing 4 = Barter 5= Donations (from families, friends, community) 6 = Work paid in kind (food for work) 7 = Humanitarian food aid (from NGOs, United Nations Agencies) 8 = Other food aid (from Government, managers and natives of the region) 9 = Hunting / Picking / Fishing 10 = Other (specify) _____
4.5	**Other cereals:** sorghum, millet, maize, fonio				
4.6	**Roots, tubers:** potato, yam, cassava, sweet potato, taro and /or other tubers				
4.7	**Plantain banana**				
4.8	**Pulses / nuts**: beans, black-eyed peas, peanuts, lentils, yellow nutsedge, soybeans, pigeonpeas and / or other nuts				
4.9	**Orange vegetables** (vegetables rich in Vitamin A): carrot, red pepper etc.				
4.10	**Vegetables with green leaves**: okra, eggplant, gboma, scratchy violins, amaranthine and / or other dark green leaves, cassava leaves, etc.				
4.11	**Other vegetables**: onion, tomatoes, cucumber, radish, French bean, peas, mushroom etc.				
4.12	**Orange fruits** (rich in Vitamin A): mango, papaya, apricot, peach				
4.13	**Other Fruits**: banana, apple, lemon, tangerine, orange, etc.				
4.14	**Meat**: goat, beef, chicken, pork (meat in large quantities and not as condiments)				
4.15	Liver, kidney, heart and / or other red giblets				
4.16	**Fish / Mollusk**: fish including canned tuna, snail, and / or other seafoods				
4.17	**Eggs**				
4.18	**Milk and other dairy products**: Fresh / sour milk, yogurt, cheese, other dairy products EXCEPT margarine / butter or small amounts of milk for tea / coffee				
4.19	**Oil / fat / butter**: vegetable oil, palm, Shea butter, margarine, other fats / oil				
4.20	**Sugar** or **sweet products**: sugar, honey, jam, doughnuts, sweets, biscuits, pastries, cakes and other sweet products, (sweetened beverages)				
4.21	**Condiments / Spices / Alcoholic Beverages**: tea, coffee / cocoa, salt, garlic, spices, yeast / baking powder, lanwin, tomato / spicy sauce, meat or fish as condiments, other condiments including a small quantity of milk for tea / coffee / Alcoholic beverages.				

SECTION 5 – ACCESS TO POTABLE WATER AND SANITATION			
5.1	Are there water points in your locality?	I__I	1 = YES 2 = NO→ **5.3**
5.2	Number of functional community-based water points	**Actuellement**	
		I__I__I	

5.3	What is the main source of water in your household?	I__I	1 SODECI water tap 2. Standpipe 3. Wells 4. River, pond 5. Other (specify) _____
5.4	How do you judge the conditions of access to water in 2016 compared to 2015?	I__I	1 = Deteriorated 2 = No change 3 = Improved
5.5	If 5.4 = 1, why? **Indicate the main reason**	I__I	1 = No access anymore to potable water 2 = Insufficient quantity of water 3 = Poor quality of water 4 = Frequent water breaks 5 = Other (specify) _____
5.6	What is the type of sanitary installation in your household?	I__I	1 = WC with flush 2 = Improved toilet, latrine 3 = Dry Well 4 = Bush 5 = Other (specify) _____

SECTION 6 – COPING STRATEGIES AND COMMUNITY ASSISTANCE

6.1 – During the past 7 days, how often did the household use the following strategies to get food? (To be suggested)

CODES FOR RESILIENCE STRATEGIES

0=never | **1**= 1 day | **2**= 2 days | **3**= 3 days | **4**= 4 days | **5**= 5 days | **6**= 6 days | **7**= 7 days

6.1.1.	Consume less preferred foods because cheaper	|__|	**6.1.7.**	Beg for food or money to buy food	|__|
6.1.2.	Depend on help from parents or friends	|__|	**6.1.8.**	Send household's members to eat elsewhere or to live with parents or friends	|__|
6.1.3.	Buy food on credit	|__|	**6.1.9.**	Reduce the quantities consumed by adults / mothers for the benefit of young children	|__|
6.1.4.	Consume wild / culturally not accepted foods	|__|	**6.1.10.**	Reduce the number of meals per day (skip 1 or 2 meals a day)	|__|
6.1.5.	Decrease the quantity of food at meals	|__|	**6.1.11.**	Spend 1 or more days without eating	|__|
6.1.6.	Consume seeds	|__|	**6.1.12.**	Child labor	|__|

1 = YES, 2 =NO

6.2	During the last 30 days, have household's members used the following strategies to cope with food difficulties?	|__|	Consume seeds	|__|	Consume early harvests
		|__|	Sell non-productive goods (e.g. furniture, jewelery, etc.)	|__|	Abnormal sale of animals (destocking)
		|__|	Sell productive goods (e.g. cart, plough, seeds, land)	|__|	Remove children from school
		|__|	Borrow food with friends or buy food on credit	|__|	Send children go to beg
		|__|	Borrow money	|__|	Sell the land

ANNEX I: Baseline and target for output and outcomes indicators

Mc Govern-Dole baseline survey in the Bafing, Bagoue, Boukani, Cavally, Gontougo, Poro and Tchologo regions - April 2016

READING QUESTIONNAIRE

7. READING SHEET

OBJECTIVES : THIS READING SHEET HAS THE MAIN OBJECTIVE TO EVALUATE THE LEVEL OF READING OF STUDENTS OF ALL LEVELS, AFTER HAVING MADE A READING TEST.

The codes to be recorded for the levels of reading are shown in the following table:

level	0	A	B	C	D	E	F	G	H	I	J	K
code	0	A	B	C	D	E	F	G	H	I	J	K

7.1 Full Name of the student	7.2 Code of the households corresponding to the selected student	7.2 Sex Enter the sex code 1 = Male 2 = Female	7.4 Age (in completed years)	7.5 Enter the code corresponding to the class A=grade 1 B=grade 2 C=grade 3 D=grade 4 E=grade 5 F=grade 6	7.6 After assessment, indicate the corresponding reading level of the student	Observations
_____	____	__	__ years old	__	__	.....
_____	____	__	__ years old	__	__	.....
_____	____	__	__ years old	__	__	.....
_____	____	__	__ years old	__	__	.....
_____	____	__	__ years old	__	__	.....
_____	____	__	__ years old	__	__	.....
_____	____	__	__ years	__	__	.....
_____	____	__	__ years	__	__	.....
_____	____	__	__ years old	__	__	.....
_____	____	__	__ years old	__	__	.....
_____	____	__	__ years old	__	__	.....
_____	____	__	__ years old	__	__	.....

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