

The background of the cover features a stylized, abstract representation of the Haitian flag. It consists of large, flowing, overlapping shapes in the colors of the flag: blue, red, and white. The shapes are arranged in a way that suggests the movement of the flag's folds or waves, creating a dynamic and modern look. The top half of the cover is a solid dark blue, while the bottom half is dominated by the red and white shapes.

Reference Study/Baseline of the
«FY 16 McGovern Dole International Food for Education and Child Nutrition Program in
Haiti »

World Food Program
February 2017

Reference Study/Baseline of the
« McGovern Dole International Food for Education and Child Nutrition Program in Haiti »
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During the presentation of the preliminary report, the remarks of the WFP team also contributed to improve the study narrative.

Table 2. List of WFP team members who were present during the presentation of the Baseline preliminary report

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Acronym List

AGV:	Atlantis Global Vision
KAP:	Knowledge, Attitudes, and Practices
SC:	School Council
SMC:	School Management Committee
CNAS:	National School Feeding Commission
MAST:	Ministry of Social Affairs and Labor
MENFP:	Ministry of National Education and Vocational Training
WFP:	World Food Program
PNCS:	National School Feeding Program
PSNAS:	National Policy and Strategy for School Feeding
CBO:	Community Based Organizations
SABER:	Systems Approach for Better Education Results

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CHAPTER I: EXECUTIVE SUMMARY

1.1. Education context¹ in Haiti and general introduction

For several decades, the recurring problems faced by the education system have been a major obstacle to its development and to the provision of quality educational services. Pointed out by all the strategic and operational documents of the Ministry of Education, these problems mainly relate to the governance of the sector, the access and the provision of education, the internal and external efficiency of the system.

In greater detail, these salient features relate to: (i) the shortage and inequitable distribution of the predominantly private school system; (ii) the poor quality of the provision of education and the weakness of the internal efficiency resulting in very low rates of academic achievement and relatively high rates of repetition and drop-out; (iii) the weakness of the education system governance which prevents the MENFP from effectively performing its major roles of regulating, planning and guiding. The massive destruction of school and administrative infrastructures, the material and human losses caused by the devastating earthquake and hurricane have magnified the situation with the risk of an increase in the number of school-age children outside of the system. (Approximately 500,000).

According to the latest school census (2011), only 20% of the provision of education comes from the public sector; the remaining being in the hands of the non-public sector most of the time managed without regulation and operating below minimum quality standards. Despite its proven importance, access to activities targeting young children (0-5 years) remains very limited (67% of gross enrollment rate for pre-school 3-5 years, MENFP 2011). Poor quality is reflected in particular by average repetition rates of 15% and drop-out rates around 13%. Combined with late entry, these factors increase the proportion of over-age children in primary school (65%). It is noted that the survival rate in 5th grade of primary school is low (25%). This alarming situation is largely due to the high proportion of unskilled teachers (more than 65%), unfavorable learning conditions, and the non-application of norms and standards that can guarantee a quality education.

Among the children most affected by limited access and lack of quality are those in rural areas, low-income families in slums of large urban centers, children separated from their families (residential centers, children in domestic service, children living in the streets), children with disabilities and displaced children.

The social shocks of recent global crises have led to increased demand for school feeding programs in low-income countries. These programs are part of the response to social shocks but are also a sustainable financial investment in human capital as part of the long-term global efforts to achieve Education for All (EFA) and social protection for the poor.

This study is carried out before the implementation of the McGovern Dole International program in support of the Government of the Republic of Haiti. Implemented by the World Food Program (WFP) and its partners, it addresses issues related to health, nutrition and students' performance in schools. A set of indicators implemented will help monitor actions and evaluate the results associated with the implementation of the program activities. Thus, this study, by measuring the baseline values of the benchmarks, will help program managers to better focus on the effectiveness of their actions to achieve the set goals.

This report presents the results of this study carried out from November 2016 to February 2017 and is structured in three chapters. The first chapter summarizes the main findings of this study. It provides a summary description of the most relevant points associated with this research. The second chapter presents the objectives, the elements of orientations and methodology which guided the implementing actions of this study. The third chapter presents the main results of the study, considering three levels of analysis: 1) the quantitative survey of the schools, 2) the quantitative survey of the students, and 3) the qualitative survey with community actors.

The results from the quantitative survey of the schools present their organizational and infrastructural state, their enrollment, and their technical and managerial capacities to oversee the activities associated with the management of a school feeding program.

The quantitative students survey examines students' eating habits and preferences while highlighting the relationship between the availability of a canteen at the school and students' motivation as well as academic performance. The analysis of the perception of school principals and teachers on the importance of school meals forms an integral part of this section of the report.

¹ Operational Plan MENFP 2010-2015

As for the qualitative survey of community actors, it presents the results of discussions on the different topics of interest for the management of the program.

1.2. The Study background

This baseline study is carried out to support the approach for the implementation of a school meal program. This program will be implemented by WFP and its partners and will support the Government of the Republic of Haiti. It is expected, mainly, to provide nutritional support to 176,765 schoolchildren attending public primary schools in the program's priority areas. Implementation will be carried out in conjunction with WFP's partners.

This nutritional intake will provide school children with a daily hot meal. This meal will contain 120 grams of cereals, 30 grams of vegetables, 10 grams of vegetable oil and 5 grams of iodized salt.

The implementation of this project and the results it pursues are focused on achieving the two most important strategic objectives of the McGovern-Dole program. The first relates to improving the literacy level of school-age children and the second relates to the increased use of good dietary and sanitary practices in schools.

This program seeks to achieve the following key outcomes that are stated in the study's terms of reference:

- i. Students' attendance at school is improved;
- ii. The policy and regulatory framework is improved;
- iii. Increased involvement of local organizations and community groups to strengthen their knowledge of nutrition;
- iv. Hunger is reduced in the short term;
- v. Increased access to food through school meals;
- vi. Nutrition and health practices are improved.

However, the achievement of these results is conditional on the realization of a set of key activities among which:

- i. The capacity building of actors at national, regional, and local levels;
- ii. The distribution of storage and food preparation equipment, and kitchen utensils to 325 schools;
- iii. The provision of a meal to 176,765 students through these 325 schools;
- iv. The training on storage and storage room management for project partners;
- v. The training on food preparation and storage practices in the school;
- vi. The training on good nutrition and health practices in the school.

1.3. National policy for school feeding

A national policy and strategy document on school feeding was published in January 2016 by the Ministry of National Education and Vocational Training (MENFP) and the National School Feeding Program (PNCS). The government's vision for school feeding is clearly stated in this document. It reads:

The vision of the Haitian Government, through the Ministry of National Education and Vocational Training (MENFP), is to ensure that all school children enjoy a good nutritional health necessary for learning through the provision of a complementary healthy and balanced diet in schools, prepared with almost exclusively local products and respecting nutritional standards so that hunger does not constitute a barrier to education. PP. 16

This policy and strategy document benefited from the support of the Canadian Government through its Embassy in Haiti. WFP also provided technical assistance to prepare this document.

However, it should be noted that in its clearly stated direction, the government's strategy to ensure school feeding differs from the strategy of the McGovern Dole International program. For example, the first focuses on buying local products while the second one provides direct food aid to schools. On the other hand, the government's strategy prioritizes the use of local food service providers through competitive bidding, while the McGovern Dole program focuses on the direct management of the kitchen in schools.

1.4. Main results of the study

These results cover 225 schools, 1,766 students and 30 communities where focus groups were conducted.

The 2% attrition rate in the student sample is due to the heavy rainfall that struck several regions of the country in early January 2017 before the actual start of the survey.

1.4.1. The results of the quantitative school survey

Among the 225 concerned by those results, (1/3) of them (N = 75) does not have a school meal program, and (2/3) (N = 150) are beneficiaries of this program for which this baseline study has been conducted. It should be noted that the baseline indicators essentially focus on the 150 beneficiary schools in the program.

Per the methodology, all the samples were randomly selected. Data collection was carried out from the 16th to the 31st of January 2017 on the Geographical Area of this study.

Data from the quantitative survey (schools and students) were collected using a digital application and tablets. More than thirty field agents took part in this operation.

The qualitative survey of the 30 communities mobilized thirty professionals in groups of two (one facilitator and one rapporteur) per town.

This survey was conducted during the second week of December 2016.

1.4.1.1. Organizational structures and infrastructures in the schools

On the organizational level, the 150 schools benefiting from the program are provided at 93.3% with a school management committee (SMC) made up of the different groups of actors, including the school administration, the teachers, the students, the parents' associations and the service personnel. These committees play an important role in managing the daily activities of their school canteen.

In regards to the allocation of school infrastructures, there is not a significant difference in the allocation of both school groups. However, the beneficiary schools are allocated a library at a 32% rate whereas the non-beneficiary schools are at a 22.7% rate. Electricity is available in 18% of the beneficiary schools as compared to 25.3% for the non-beneficiary schools.

With regard to latrines for students and teachers, they are available in 66.7% of beneficiary schools, while the availability is 72% for the observing schools.

1.4.1.2. Students' enrollment and school performance

In the beneficiary schools' records, 38,288 students were counted. with a gender ratio of 1.04, more boys were enrolled in school in 2016-2017 than girls.

The non-beneficiary schools' records made it possible to count 15,255 students. With a gender ratio of 0.99, more girls were enrolled in these schools in 2016-2017 than boys.

However, the number of students present in the classroom of the beneficiary schools during the survey is 22,553 with a male gender ratio of 1.03.

In the observing schools, 9,770 students were present in the classroom with a gender ratio of 1.004.

This gap of 41.09% and 35.95% compared to the enrollment numbers, respectively in the beneficiary schools and observing schools, is explained by the torrential rains that hit several regions of the country one week before effectively restarting the data collection operations.

In terms of academic performance, the overall promotion rate in 2015-2016 estimated for the beneficiary schools is 74.04%. Allocated by gender, girls were more successful during the school year, with a promotion rate of 74.20% against 73.90% for boys. In the observing schools, the promotion rate calculated is 77.99% with a rate of 78.45% for girls and 77.53% for boys. The repetition rate is estimated at 21.08% and 19.30% for the beneficiary schools and the observing schools respectively. As for the drop-out rate, it is around 4.88% for beneficiary schools and 2.72% for the observing group.

Analyzing the drop-out phenomenon in the beneficiary schools, the study revealed that there are two main causes of drop out among students: economic problems and parental migration. Those two factors contribute at 86.6% to explain the drop-out cases recorded in these schools.

1.4.1.3. Organization and operation of the school canteen in the beneficiary schools

The observations on food storage facilities and the cooking conditions within the beneficiary schools (N = 150) showed that:

- i. 90.8% of the schools have a storage room to store the food;
- ii. This food is put on pallets in 88.7% of the cases;
- iii. The percentage of schools with a closed kitchen is 48%;
- iv. This kitchen, although closed, is a cramped and poorly maintained space in 38% of the cases;

- v. 48% of the beneficiary schools have a kitchen that operates outdoors.

Regarding availability of equipment and cooking utensils, the situation at the beneficiary schools is as follow:

- i. Food storage facilities are available in 76.7% of the schools;
- ii. Food cooking equipment (boilers, pots and pans) are available in 79.3% of the schools; in other cases, the school borrows them to cook the food. It should be noted that the survey did not attempt to measure the percentage of schools where equipment is borrowed to prepare the food;
- iii. Kitchen utensils (plates, spoons) to feed students are available in 51.3% of the schools. In other cases, the children bring them or they all eat in the same dish with their hands.

It should be noted that this assessment of the availability of such kitchen equipment and utensils is based on factual answers from school managers and not on the basis of a systematic inventory taken during the survey. The unavailability of such equipment and utensils based on the same principle can only be an approximation of reality.

When it comes to using energy for cooking, most schools use traditional cooking methods. Indeed, the study showed that:

- i. 78% of schools use dried wood in their kitchen to cook the food;
- ii. 22.7% of them use charcoal;
- iii. And only a small fraction of 4.7% uses propane gas in an improved oven or fireplace.

The data structure suggests that a school can use several sources of cooking energy.

Regarding the use of water in the school kitchens, it has observed the following:

- i. The percentage of schools using tap water is 42%, which does not necessarily imply that it is a water faucet connected to a public water system. It can also come from a water reservoir;
- ii. Rainwater is used in 26.70% of the schools;
- iii. Water from boreholes or village pumps is used in the kitchen of 22% of the schools;
- iv. As for surface water (ponds, lakes, rivers, etc.), it is used in 16.70% of the schools.

Access to water for handwashing purposes is available in 92.7% of the schools. Drinking water is available in 72% of the schools, while the use of water for sanitary purposes (washing spaces, utensils, waste disposal) is only available in 50% of the schools.

1.4.1.4. Knowledge, Attitude and Practices (KAP) of the school canteen managers

The knowledge, attitudes and practices of school canteen managers were viewed from three perspectives. It relates to:

- i. Compliance with good health and hygiene practices in the kitchen;
- ii. Compliance with good food storage practices;
- iii. And compliance with good practices for safe food preparation.

For each of these analysis viewpoints, the interest in the study was to identify the three principles that are most respected in the canteen, according to the observations made by the school principals on the operating practices of their service personnel.

Thus, in terms of compliance with good health and hygiene practices, SMC members:

- i. Do the dishes immediately after the meal is finished in 95.3% of the cases;
- ii. Wear clean clothes and cover their hair in 94.7% of the schools;
- iii. Wash their hands with clean water and soap when leaving the restroom in 92.7% of cases.

With respect to good food storage practices, SMC members:

- i. Properly handle the products to prevent any damage in 97.3% of the schools;
- ii. Conduct periodic inventories to ensure continuity of kitchen operations and avoid supply shortages in 97.3% of the schools;
- iii. Maintain store inventory in good condition in 96% of the cases.

As for compliance with good practices for safe food preparation, the members of the SMC:

- i. Serve hot meals to students in 95.3% of the schools;
- ii. Respect the steps of food preparation in 94.7% of the cases;
- iii. Maintain in spotless condition the food preparation spaces and surfaces in 93.3% of the schools

1.4.1.5. Observations of beneficiary school principals on the relevance of the school canteen and students' behavior

Beneficiary schools' principals were asked about the role of the SMC, the relevance of the school meal program in their school and the impact on academic performance. About the role of the SMC:

- i. The effectiveness of these structures is recognized by 72% of the school principals interviewed;

- ii. Their ability to solve problems is recognized by 70% of the school principals.

Answering yes or no to some statements about the relevance of the meal program within their school:

- i. A percentage of 69.3% of the principals interviewed, admit that this program meets the nutritional needs of their students;
- ii. A percentage of 68% of the principals share the idea that the food offered to students meets their parents' expectations;
- iii. According to 67.3% of the principals surveyed, students eat in their own plates;
- iv. Considering the needs for equipment identified in their school kitchen, 85.3% of the principals have detected a lack of equipment for food preparation and cooking.

By examining the impact of the meal program in their school, the principals have come to the following main conclusions:

- i. The meal has a positive effect on the students' motivation to come to school. A percentage of 96.7% of the principals agree with this statement;
- ii. The meal has the power to keep the students at school. 98% of the principals interviewed agree with this conclusion;
- iii. The availability of the school canteen improves school performance. This assertion is considered true by 94.7% of the school principals interviewed.

1.4.1.6. Observations of beneficiary schools' teachers on the relevance of the canteen in the schools

With the teaching staff of the beneficiary schools, the discussions focused:

- i. The students' attention in the classroom;
- ii. Their receptive state of mind;
- iii. And the link between the availability of the school meal and their students' academic performance.

For each of these three aspects, a percentage of 90% of teachers from 1st to the 6th elementary school grades admit that the school meal program:

- i. Helps the students to be more attentive in the classroom;
- ii. Makes their minds more receptive to the subjects taught in the classroom;
- iii. Significantly improves the students academic performance at school.

1.4.1.7. Observations of the principals from the non-beneficiary schools

The principals in the observing schools were asked to comment on 1) the organizational structures within their school, 2) the nutritional needs of their students, and 3) the academic performance of their school in the absence of a school meal program. In terms of their organizational structures, the observing schools have School Councils (SC) composed of parents' representatives, teachers and students.

- i. These structures, available in 77.3% of the surveyed observing schools, play a supporting role for the managers in their decision-making;
- ii. Regarding the nutritional needs of their students, 90.7% of the observing schools' principals think that the parents would appreciate having a canteen within the school facility;
- iii. In regards to their school's performance, 92% of principals interviewed think their school would have a better performance if there were a canteen available.

1.4.1.8. Observations of the teachers from the non-beneficiary schools

Teachers from the observing schools were asked about:

- i. The students' attention in the classroom;
- ii. The receptive state of mind of their students in the classroom;
- iii. The nature of the students' diet at school.

On the issue of students' attention in the classroom, between 50% and 60% of the teachers in the 1st to the 6th elementary school grades share the idea that their students pay attention in class. Regarding their receptive state of mind, less than 50% of teachers come to this conclusion. On the nature of students' diet, 80% of teachers admit that in general their students' food is not balanced based on their own observations.

1.4.2. The results of the students quantitative survey

The quantitative survey was conducted on a total of 1,766 students, of which 1,193 (67.6%) were in the beneficiary schools and 573 (32.4%) were in observing schools. The breakdown of interviewees by gender in the beneficiary schools is 67.7% for girls and 67.4% for boys. Within the observing schools, it is 32.3% for girls and 32.6% for boys. Thus, an almost equal distribution between the sexes was obtained.

1.4.2.1. Eating habits and academic performance of beneficiary students

The questions addressed to the direct beneficiary students (N = 1,193) of the school meal program were on:

- i. Their habits as well as their preference for food;
- ii. The diversity and frequency of the food served at school;
- iii. The benefits obtained from the food offered at the school.

In terms of habits and preferences related to their nutrition:

- i. The percentage of students who usually eat their breakfast at home is estimated at 81.1%;
- ii. A percentage of 41.4% prefers the food at home to that offered at school because at home the food is better prepared and comes with meat;
- iii. It should be noted that only 2.1% recognize that the food offered at school taste bad and that 23.9% did not express any preference.

Regarding the food diversity and the frequency of school feeding, the beneficiary students:

- i. Declare at a rate of 86.8% that the food offered is not very diversified and is based solely on wheat;
- ii. Recognize at a rate of 73.3% that the wheat comes with a legume such as beans. This implies that in 27% of the cases, the portion served to students is based on wheat only;
- iii. Admit at a rate of 10.8% only that sometimes the food comes with meat or fish.

In regards to the frequency of food consumption at school, 81.6% of students eat five (5) days a week in the school canteen. While rice remains the favorite dish for 50.9% of them, 47.3% enjoys having wheat as well.

As for the benefits gained from their school meal, students share the following opinions:

- i. The school meal helps to better focus in the classroom. A percentage of 36.4% of students is of this opinion;

- ii. The school meal is a source of encouragement to study more. 26.2% of the students interviewed shares this statement;
- iii. The school meal encourages students to be present in class. A percentage of 18.9% of the students agrees with this statement;
- iv. The school canteen enables the enjoyment of a hot meal daily. This is the point of view of 18.5% of the surveyed students;
- v. Finally, the interviews conducted with beneficiary students revealed the following: those who completed their school year in 2015-2016 and admitted to having benefited from the advantages offered by the school meal to concentrate in the classroom and make more effort in their studies account for 51.97% of all the students.

1.4.2.2. Eating habits and academic performance of non-beneficiary students

The students (N = 573) of the observing schools were asked to answer questions about:

- i. Their eating habits;
- ii. The benefits they would get from having a canteen at their school and their preference for food;
- iii. Their motivation and their academic performance.

In terms of eating habits:

- i. A percentage of 56.2% of non-beneficiaries reported having breakfast every morning at home before coming to school;
- ii. A low percentage, 0.7%, of them bring their lunch box to school. This bears witness to the economic difficulties of parents in the in the semi-urban and rural areas of the country;
- iii. Coming to school with pocket money given by their parents is a privilege reserved only for 14.7% of them.

Looking at the advantages that the students would benefit from the presence of a canteen at their school:

- i. 32.1% of them believe that the school meal could help them solve the problem of hunger;
- ii. 27.1% would be more motivated to come to school;
- iii. 22% would pay more attention to the courses;
- iv. 18.8% would make more effort in their studies.

In analyzing their food preferences, the students from the observing schools interviewed commented that:

- i. At 78% they take more pleasure from eating rice;
- ii. Only 14.7% would like to consume wheat;
- iii. 94.4% would have wanted a vegetable (bean) with their cereal;
- iv. 95.6% would enjoy if their dish came with meat;
- v. 91.6% would agree to eat five (5) days a week at school.

Regarding the students' motivation and academic performance:

- i. 64.6% of the interviewed students consider that their classmates are attentive in the classroom;
- ii. 42.6% believe that the absence of a canteen at their school is a factor of discouragement for students to come to school;
- iii. 30% felt that their classmates were not able to have a better school performance due to the absence of a canteen at their school;
- iv. 38.4% say that another school with a canteen and not too far away could encourage them as well as their peers to abandon their current school to benefit from the canteen of the new one.

The beneficiary schools are public schools. In general, the children attending these schools come from far away, this explains why a higher percentage of them (81.1%) take their breakfast before coming to school compared to the non-beneficiary students (56.2%). Besides, their meal in the canteen is served at midday. As far as the non-beneficiary schools' students, who do not have a canteen at school, their response may be, in a local context, an expectation to intuitively anticipate an offer to have a meal in the future.

1.4.3. Results of the qualitative survey of community actors

This qualitative survey conducted among stakeholders in about 30 communities was able to bring together the following discussion' groups:

- i. The Parents' Associations with a participation of 15.14% of the total reported attendance;
- ii. The SMC members with a participation of 29.82%;
- iii. The school principals representing 12.84% of the reported attendance at the meetings;
- iv. The students with a percentage of participation of 11.47%;
- v. The teachers with a participation rate of 17.89%.

The other poorly represented community groups included ASECs, CASECs, community leaders, religious leaders, highly respected people in the community and representatives of community based organizations (CBO).

1.4.3.1. Results of interviews conducted with the community actors

The interviews were carried out with the groups of actors separately. Discussions with the school principals focused on the operation of the SMC as a support structure for the school canteen management.

School principals believe that SMC members do a great job. They supervise the operation of the school canteen on a daily basis, monitor operations and ensure compliance with the basic hygiene rules. In addition, they monitor the use of food inventory to ensure continuity of operations and prevent stock-outs. Moreover, SMC members participate in the implementation of small gardening projects and the cleanliness of the school space.

However, regarding needs, school officials noted the lack of equipment and kitchen utensils. The needs expressed include boilers, cooking pans as well as plates and spoons to feed the students.

One of the things to highlight is that, unanimously, the school principals recognize that the canteen is a source of motivation for the students to come to school and stay. The teachers themselves unanimously concluded that the canteen:

- i. Helps the students pay more attention in the classroom;
- ii. Stimulates the students' mind receptivity;
- iii. Contributes to a significant improvement in their academic performance.

As for the service personnel, they claim to follow the basic rules regarding health and hygiene as well as safe food preparation. In addition, they manage the inventory according to the protocol established by WFP in its worksheet distributed to the schools.

With the students, the questions about the quality of the meals and their main demands made it clear that students show a great interest in the food that is offered to them in the canteen. Their main demands are essentially the lack of variety and integration of meat or fish in the menu.

With the SMC members and parents, program governance issues as well as recommendations for improving its management were discussed. From these discussions, the participants showed that:

- i. Regarding transparency, all information relating to management of the school canteen is available;
- ii. Regarding their participation in decision-making, they report that they are always invited in every meeting to take useful decisions for the proper operation of their school canteen. Furthermore, according to them, not only is the information available but accessible to all SMC members;
- iii. On the other hand, food in the storage room is never used for purposes other than feeding the students. Thus, at the governance level, actors seem to be permeated with the values associated with it.

The recommendations made by the community actors are fourfold:

- i. First, they recommend a revision of the quota of the ration distributed in some schools in order to meet students' nutritional needs;
- ii. Second, they recommend integrating new products including fish, packaged juice, in the food basket given to the schools. The iodized salt is not provided in sufficient quantity;
- iii. Third, they recommend to provide the schools with enough equipment and kitchen utensils to properly operate the school canteen;
- iv. Finally, they recommend diversity in the food provided to the schools.

1.5. Partial Conclusion

In conclusion, the study answered all the important questions about this program. It has highlighted the central role of the SMCs in managing the program's field operations. These structures, in fact, are very representative of the communities where the schools are located. Any effort to strengthen them will improve or optimize the program social benefits for local communities.

The study indicates that all stakeholders recognized the importance of the program. The school principals consider it as a source of motivation for students and an incentive to keep them in school. In this sense, the program has a direct impact on the reduction of school abandonment. Teachers, for their part,

see this as a mean to keep the students' attention in the classroom and to maintain their receptive state of mind, and the effort they are willing to make for their academic success. All these conditions contribute to improving the academic performance of the students and of the schools in general.

The students, themselves, admit that they find their own benefits from the availability of the canteen in their school. They see it as a source of motivation to come to school and to study more.

The community actors also understand the importance of the program in the students' academic life. Moreover, most of them commit, despite the challenges, to give their best for the proper functioning of the school canteen in their schools.

The need for kitchen equipment and utensils, the demand for a greater variety in the food supply, are the main claims they make to the WFP. The big question remains in how to articulate a greater synergy of action among all these interested stakeholders to maximize the program's outcomes and ensure its sustainability. All the recommendations made at the end of this document are intended to provide an answer to this question.

1.6. Some Key indicators

Table 3. List of some baseline indicators

Monitoring Indicators		Baseline 2016-2017
1. Percentage of schools with improved storage equipment, food preparation tools and eating utensils as a results of USDA assistance	1.1. Percentage of schools with improved storage equipment	77%
	1.2. Percentage of schools with food preparation tools	79%
	1.3. Percentage of schools with eating utensils	51.30%
2. Percentage of targeted schools equipped with fuel efficient stoves as a results of USDA assistance		4.70%
3. Proportion of household involved in briquettes' purchase for improved stoves	4.1. Proportion of household involved in briquettes' purchase	4.52%
	4.2. Proportion of household involved in propane gas' purchase	3.36%
4. Percentage of schools' management committees who can identify at least three improved health and hygiene practices		94%
5. Number of students regularly (80%) attending USDA supported classrooms / schools (female/male)	5.1. Number of female students regularly attending USDA supported classrooms	18762
	5.2. Number of male students regularly attending USDA supported classrooms	19526
	5.3. Total number of students regularly (80%) attending USDA supported classrooms / schools (female + male)	38288
6. Percent of student missing less than 20 days a year due to illness		3.2%
7. Number of schools using an improved water source	7.1. Number of schools using water coming from a tap	63
	7.2. Number of schools using a protected drilling-well water source	25
8. Pass rate (Female/Male) in the assisted schools	8.1. Pass rate female in the assisted schools	74.20%
	8.2. Pass rate male in the assisted schools	73.90%
	8.3. Pass rate in the assisted schools	74.04%
9. Retention rate (Female/Male) in the assisted schools	9.1. Retention rate female in the assisted schools	94%
	9.2. Retention rate male in the assisted schools	96%
	9.3. Retention rate in the assisted schools	95%

Source: Baseline survey 2017, AGV/WFP.

CHAPTER II: OBJECTIVES, GENERAL ORIENTATIONS, AND STUDY METHODOLOGY

2.1. Study Objectives

The completion of this baseline study provided program managers with the necessary information to:

- i. Establish realistic and accurate targets for monitoring activities of the portfolio indicators according to the program's tracking plan. This way, program managers will be able to monitor the progress achieved and the performance in the execution of activities by the expected results;
- ii. Strengthen the common and immediate understanding of the program implementation requirements. For example, the fact of having information available on contextual factors which may, in the future, constitute obstacles to or accelerate the progress towards objectives is a determining factor for the continuation of activities until the achievement of the program's results. The information provided in the framework of this study can be used in a reengineering process of project activities for better performance in achieving the objectives and the results.

2.2. Study's General Orientation

The program plans to provide food assistance to 176,765 students attending national education public sector primary schools through 595 beneficiary schools. However, the study to establish the baseline used a sample of 150 beneficiary schools and 75 non-beneficiary schools. Thus, the overall sample size is 225 schools.

On the spatial level, these schools are divided into groups scattered in geographic strata or departments. The selection method for each of the schools in the sample is based on a

probabilistic approach where each unit has an equal chance of being selected. In addition to the schools, the study planned to interview a sample of 1,800 students randomly selected and with equal gender parity, including 1,200 in the beneficiary schools and 600 in the non-beneficiary schools.

Thus, the sample of schools, as well as the students, were the subject of the quantitative survey that provided the information used to fill the portfolio of the program monitoring indicators.

In parallel with this quantitative survey, the study also conducted focus groups in 30 communities which were chosen randomly. This qualitative survey led to the organization of discussion groups with the community stakeholders involved in the actual implementation of the program. The qualitative data allowed triangulation with the quantitative data for a better appreciation of the study's results.

STUDY ORIENTATION AND SURVEY STRUCTURE



225 schools



1,800 students



30 Towns

2.3. Main research questions

The research questions, that are a fundamental concern in this study, focus on a set of themes incorporated into the various data collection tools. These themes guided the development of the data collection tools used to conduct the field investigations among the three target groups of the survey. The main results of this study are the answers to these research questions. These questions were organized by target group investigated as follows:

Table 4. The main research questions

Survey Target Groups	Research Themes	Basic Research Questions
 Schools	Organization, Schools' Enrollment and Infrastructures	<i>i.</i> How do SMCs operate? <i>ii.</i> How many students? What is the academic performance level? <i>iii.</i> Are there adequate infrastructures in these schools?
	Operation of the canteen and availability of equipment and kitchen utensils	<i>i.</i> Is there a mastery of the skills associated with the canteen management? <i>ii.</i> Are equipment and utensils sufficient? <i>iii.</i> What are the identified needs?
	Management of the canteen, Knowledge, Attitudes and Practices (KAP) of participants	<i>i.</i> Does the service personnel understand its role? <i>ii.</i> Are health and hygiene rules respected? <i>iii.</i> What are the identified training needs?
	Perception of school administrators	<i>i.</i> Is the school meal program relevant? <i>ii.</i> Does the program address beneficiaries' real needs? <i>iii.</i> Does the program have a positive impact on school performance?
 Students	Students' profile and status	<i>i.</i> Who are the beneficiaries?
	Students' perception of the school meal	<i>i.</i> Are beneficiaries satisfied? <i>ii.</i> Does the program benefit its intended beneficiaries? <i>iii.</i> Are the program's outcomes positive on the lives of beneficiaries?
	Availability of the canteen and school performance	<i>i.</i> Is there an improvement in school performance which can be linked to a result of the school meal program?
 Towns	Establishment and operation of the community groups	<i>i.</i> Do participative structures play their role? <i>ii.</i> Do they get involved in the life of the community?
	Appreciation of community groups regarding the school meal program	<i>i.</i> What is the level of appreciation of community groups for the program? <i>ii.</i> What are their complaints about the program's implementation on the field?
	Knowledge, Attitudes, and Practices (KAP) of service personnel in relation to the canteen	<i>i.</i> Does the service personnel demonstrate that it is up to its tasks? <i>ii.</i> Does it master the rules associated with the accomplishment of its tasks?
	Recommendations of the community groups to improve program governance	<i>i.</i> What do the community groups want to see improved in the management of the program? <i>ii.</i> Are the requests made realistic?

2.4. Study methodology

2.4.1. Sampling

The sample size ($n = 225$) was calculated as follows:

n: The sample size to be drawn;

z: The confidence interval associated with the Standard Normal Distribution (For a 95% confidence interval, the corresponding value is $z = 1.96$)

p: The proportion of the schools' population presenting a certain characteristic (P being unknown, the value retained is $p = \frac{1}{2}$);

e: Acceptable margin of error (5% to 10%). The margin of error is set at $e = 6.53\%$

The sample size is calculated by the following formula:

$$n = \frac{z^2 \cdot p(1-p)}{e^2}, \text{ With } p = \frac{1}{2} \Rightarrow n = \frac{z^2}{4e^2} = 225$$

The distribution of the sample ($N = 225$ schools) across the different strata follows the same distribution as all 595 schools in the five strata or geographic departments of Haiti.

In the first stage, the selection of each school in the sample was done independently at each stratum level using a probabilistic method giving each school an equal chance to be selected.

A selection also taking into account different rural (66%) and urban (34 %) areas was done. On the other hand, it was not possible to have the same types of schools. Thus, observing schools are only 24% of public schools against 84% of WFP beneficiary schools.

At the second stage, two students, one girl and one boy, were randomly selected in the third, fourth, fifth and sixth grade in each of the sampled schools. The 30 villages for the organization of focus groups were also randomly selected from among the 150 beneficiary schools' communities in the sample.

2.4.2. Data collection sources and respondents

Data were essentially collected through primary sources. For the schools, the questionnaire used collected information on the characteristics of the school facilities, the management structures, the schools' infrastructures, the enrollment and the general information on the management of the school meal program. The school's principal was the main respondent for the collection of

these data. As for the students interviewed with a questionnaire, the questions sought to establish a certain relation between the availability of the canteen and the academic performance. For community groups, questions structured on an interview guide used to conduct focus groups made it possible to assess the program's relevance, the level of involvement of community actors in the program's implementation.

2.4.3. Data collection

Data collection, particularly in the context of the quantitative survey, was carried out using digital technologies. The schools and students questionnaires were programmed from an online Android application (www.harvestyourdata.com) and downloaded on tablets which served to perform the data collection.

Qualified personnel capable of using these technologies were mobilized to collect data on the field. The data was then retrieved in SPSS format.

Regarding the collection of the qualitative survey data, two professionals per school, including one facilitator and one note taker, facilitated each of the 30 focus groups in the selected villages.

The meetings were conducted with community's interest groups separately. A structured interview guide was used to facilitate the discussions with specific questions for each interest group convened to these meetings.

2.4.4. Data limitations

The main limitations of the data result essentially from the following factors:

- i. **Record keeping in schools:** In some cases, student enrollment data are not very well documented through school records properly kept. In other cases, information on the school canteen operation in beneficiary schools does not have documented sources. The same observation was made about the information relating to food stocks management and the inventory of the equipment and kitchen utensils used in the schools' canteen. For some schools, despite the training and refresher sessions, the absence of data is due to the lack of knowledge by school principals, the replacement with new principals, etc.;
- ii. **A rainy season preceding the data collection period:** Data were collected between the 16th and the 31st of January 2017. In some areas, including the North and the North East departments, the bad weather at the beginning of January had a negative impact on the proper functioning of the schools. In some cases, the number of students in the classroom did not reflect the reality of surveyed schools. In other cases, all the classes did not work during the survey period. This has had a minor impact on the number of students interviewed. In fact, if the coverage rate of the schools sample is 100%, that of the student is estimated at 98%. In some classrooms, only one student attended school on the day of the survey. Thus, the attrition rate of 2% observed in the student sample is mainly a result of this unpredictable factor;
- iii. **Control schools:** WFP faced challenges in identifying public schools that were not part of a school feeding program, given there was no up to date list of public schools available at government level. WFP therefore chose to at least identify schools without canteen in the same areas, to ensure comparability on geographic zones. Indeed 84% of the beneficiary schools are public schools, while in the control schools the majority are private and religious schools. Due to this difference in school characteristics is not possible to fully compare the two schools results (beneficiary schools and control schools) but it does give an indication though on how well beneficiary schools are doing. Impact will mainly be measured in terms of progression of beneficiary schools, i.e. improvement of indicators' results between baseline and final evaluation. During this assessment, if it is possible to identify public schools without a canteen, this will be done in order to allow comparison.

2.4.5. Narrative chronology of the study implementation

At the start of the process, all the operations and implementation tools of the study were recorded into a detailed methodological document validated by the Project Owner (WFP). This document described in detail the sample structure, the selection method, the structure of the data collection tools and the operational processes to guide the Contractor in the realization of the study.

During the effective implementation of the operations, the survey staff was mobilized and trained on the theoretical and practical aspects of data collection. A pre-test enable an evaluation of the robustness of the digital application of data collection and the recovery of the database in SPSS format.

At the end of the data collection process, the database was downloaded from the online platform hosting the collection application and subjected to a cleaning process. Consistency tests were performed, and validation of the sample confirmed before the statistical processing and data analysis phase to calculate the indicators and produce this report.

Source: Picture 1 & 2 Baseline study 2017, AGV/WFP.

Photo 1. An almost empty class room during the day of the



Photo 2. An almost empty class room during the day of the visit with the presence of a boy only



Source photo 1 and 2: Baseline survey 2017, AGV/WFP.

CHAPTER III: THE MAIN RESULTS OF THE STUDY

3.1. The Quantitative Schools Survey

The results of the quantitative schools' survey cover 225 schools. One-third (1/3) of this sample consists of non-beneficiary institutions of a school feeding program.

3.1.1. SMC structure

A School Management Committee (SMC) exists in 93.3% of the schools. The school's Principal plays the role of the president of the SMC in 50% of the cases. The Parents' Associations come second in playing the president role in 28.7% of the SMCs. The teachers, for their part, chair this committee in 13.3% of the schools. The position of secretary is, in most cases (54%), occupied by the teachers. It is followed by the School Management (20.7%) then by the Parents' Associations (14%). Parents manage the cash in 32% of the committees. The teachers and the School Management manage it in 24% of cases. The other functions are shared among the interest groups with a strong representation of the staff as the first members of the SMC.

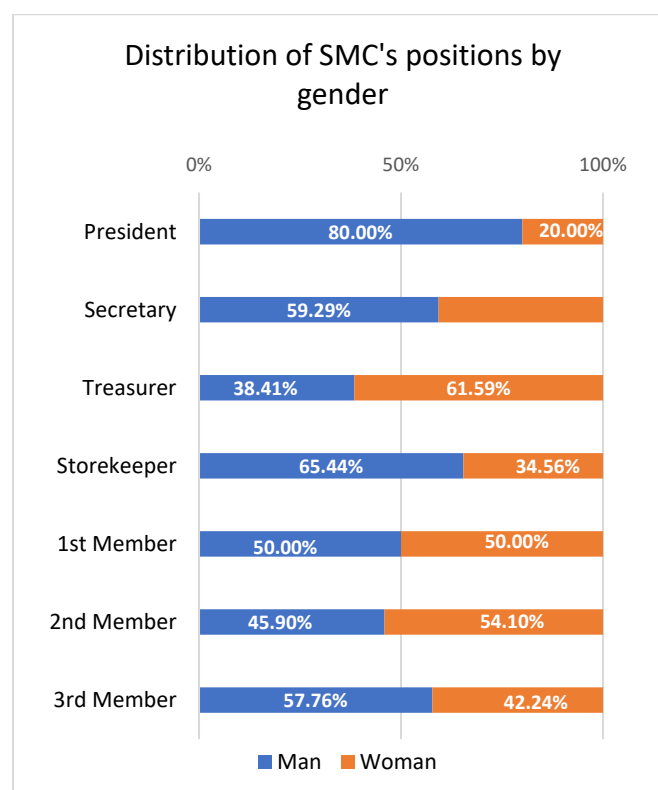
In total 918 people were identified as members of the SMCs in the schools. Women represent 43.03% and men 56.97%. The executive functions of President (80%), Secretary (59%) and Storekeeper (65%) are mainly occupied by men. However, women are mostly represented as Treasurers (61%).

Table 5. The SMC's structure in the schools

Interest group represented in the SMC	Title of the Position occupied by each group of interest in the SMCs (N = 150)						
	P	S	T	Sk	M1	M2	M3
	In %	In %	In %	In %	In %	In %	In %
Management	50.0	20.7	24.0	22.7	28.7	17.3	16.0
Teacher	13.3	54.0	24.0	7.3	3.3	14.7	10.0
Personnel	1.3	2.7	10.7	42.7	10.0	10.7	10.7
Students	0.0	2.0	2.7	0.7	20.0	15.3	15.3
Parents' Association	28.7	14.0	32.0	20.0	31.3	35.3	41.3
SMCs nonexistent	6.7	6.7	6.7	6.7	6.7	6.7	6.7
Total	100.0	100.0	100.0	100.0	100.0	100.0	100.0
Definition of Acronyms	P : President ; S : Secretary ; T : Treasurer ; Sk : Storekeeper ; M1 : 1st Member ; M2 : 2nd Member ; M3 : 3rd Member						

Source: Baseline survey 2017, AGV/WFP.

Figure 1. Profile of the positions within the SMC and distribution of functions by gender



Source: Baseline survey 2017, AGV/WFP.

Photo 1. Photo shoot of an SMC in a school



Source: Baseline survey 2017, AGV/WFP.

3.1.2. School infrastructures availability

The observation of the physical space of the two groups of school examined made it possible to note the availability of certain school infrastructures mentioned in the adjacent table:

Table 6. Availability of school infrastructures

Availability of infrastructures	Beneficiary School (N = 150)	Non Beneficiary School (N = 75)
Play ground	68.0%	68.0%
Library	32.0%	22.7%
Computer room	8.7%	12.0%
Internet connection	18.0%	28.0%
Electricity	18.0%	25.3%
Teachers and students latrines	66.7%	72.0%
Running water	52.0%	52.0%
Drinking water	52.7%	52.0%
Canteen	18.7%	16.0%
Infirmary	14.7%	13.3%

Source: Baseline study 2017, AGV/WFP.

However, it should be noted that an eating area where students can sit is available in 18.7% of the schools benefiting from the program compared to 16% for non-beneficiary schools.

3.1.3. School enrollment analysis

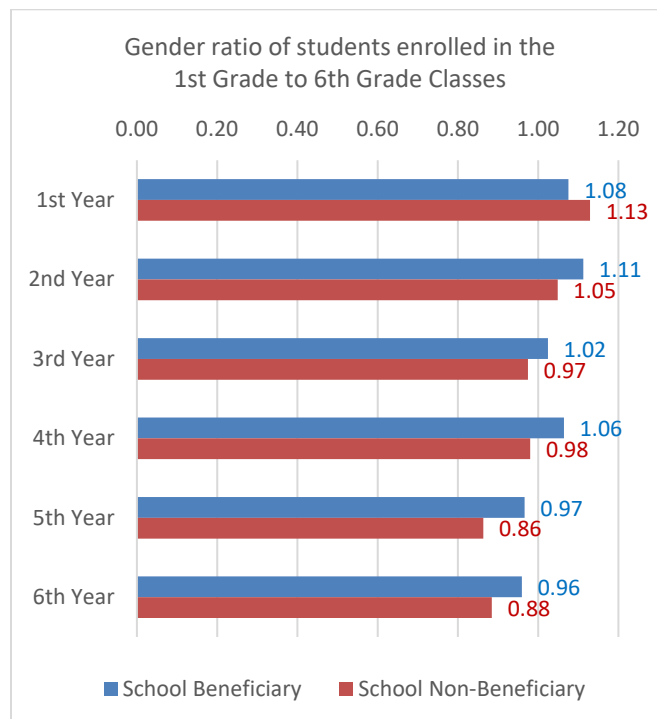
3.1.3.1. In the registration records

Looking at the records of the schools benefiting from a school meal program, 38,288 students were enrolled for the academic year 2016-2017.

The overall masculinity ratio ($B/G = 1.04$) indicates that boys are numerically superior in these schools' registers. However, the gender ratio is 0.97 and 0.96 respectively for the 5th and 6th grades, which indicates the fact that more girls than boys

are on the enrollment list for these grades. For non-beneficiary schools, 15,255 enrolled students are recorded in their registers. With an overall masculinity ratio of 0.99, more girls than boys were enumerated in these schools' registers.

Figure 2. Gender Ratio of students enrolled in the beneficiary and non-beneficiary schools' registers



Source: Baseline survey 2017, AGV/WFP

Photo 2. Class attendance observed in a school



Source : Baseline survey 2017, AGV/WFP

Table 7. Enrollment by grade level and gender in the beneficiary and non-beneficiary schools' registers

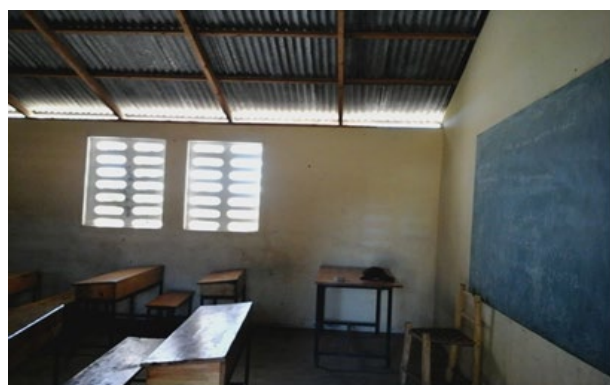
Grades	Enrollment in the registers for 2016-2017		Total
Beneficiary Schools	Girls	Boys	G + B
1st Grade	3755	4038	7793
2nd Grade	3423	3808	7231
3rd Grade	3440	3524	6964
4th Grade	3086	3284	6370
5th Grade	2819	2724	5543
6th Grade	2239	2148	4387
Total	18762	19526	38288
Non-Beneficiary Schools	Girls	Boys	G + B
1st Grade	1437	1623	3060
2nd Grade	1355	1421	2776
3rd Grade	1339	1305	2644
4th Grade	1253	1228	2481
5th Grade	1191	1028	2219
6th Grade	1101	974	2075
Total	7676	7579	15255

Source : Baseline survey 2017, AGV/WFP

3.1.3.2. Attendance in the classroom

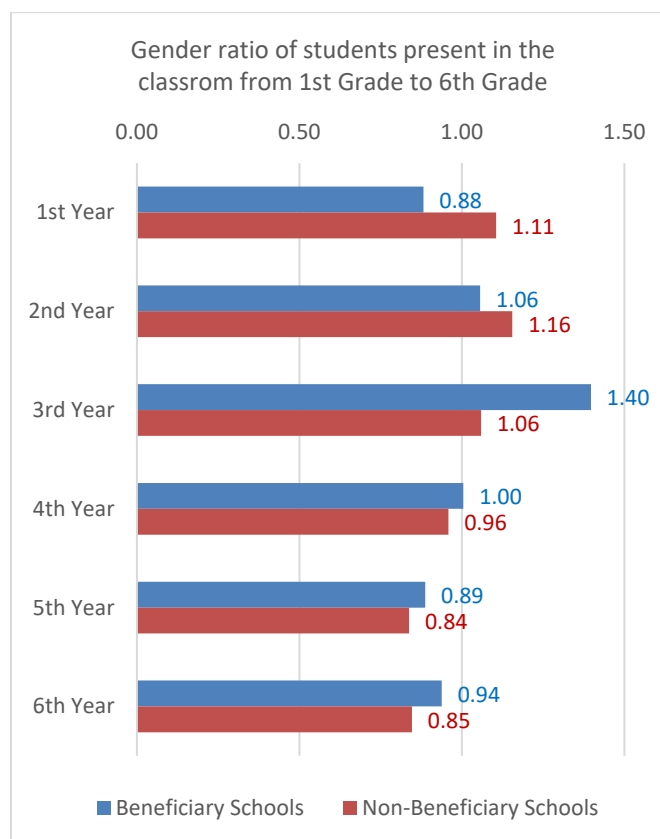
The number of students present in the classroom in the beneficiary schools during the collection period shows a decrease of 41.09% compared to the enrollment number in the registers. Boys were predominantly present considering the masculinity ratio ($B/G = 1.03$). For the non-beneficiary schools, this presence gap compared to the enrollment was 35.95%. As for the gender ratio indicator, it shows an almost equal parity ($B/G = 1.004$) in the attendance of both sexes in the classroom. The relative margin in the attendance observed in the classroom can be explained by the rainy days in several regions of the country in early January 2017. More than two weeks after this rainy season, most of the schools had difficulties remobilizing their students.

Photo 3. Picture of an empty classroom



Source : Baseline survey 2017, AGV/WFP

Figure 3. Gender Ratio of students present in the classroom of the beneficiary and non-beneficiary schools



Source: Baseline study 2017, AGV/WFP

Table 8. Attendance by grade level and by gender observed in the classroom of the beneficiary and non-beneficiary schools

Grades	Number of students present in class during the survey		Total
Beneficiary Schools	Girls	Boys	G + B
1st Grade	2457	2167	4624
2nd Grade	1956	2066	4022
3rd Grade	1894	2646	4540
4th Grade	1775	1783	3558
5th Grade	1657	1470	3127
6th Grade	1384	1298	2682
Total	11123	11430	22553
Non-Beneficiary Schools	Girls	Boys	G + B
1st Grade	892	986	1878
2nd Grade	883	1020	1903
3rd Grade	848	898	1746
4th Grade	817	783	1600
5th Grade	745	624	1369
6th Grade	690	584	1274
Total	4875	4895	9770

Source : Baseline survey 2017, AGV/WFP

3.1.3.3. About academic performance

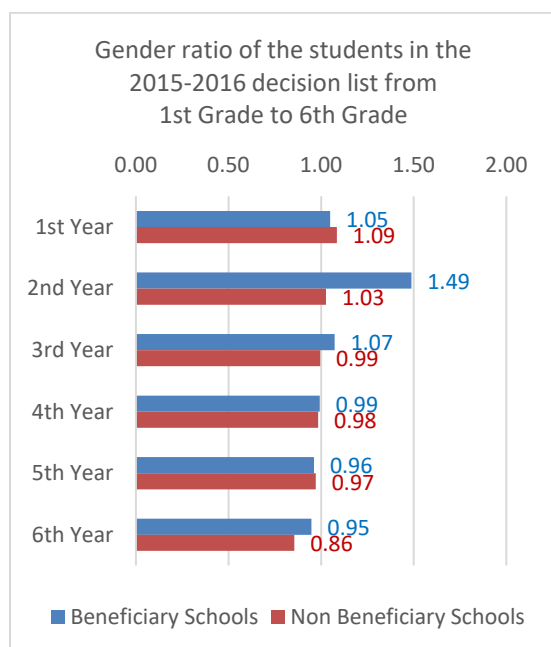
Three indicators were selected to analyze the level of schools' performance:

- The success rate;
- The repetition rate;
- And the drop-out rate.

Due to the non-standardization of statistics in Haitian schools, the use of standards to calculate these indicators according to the approach proposed by UNESCO is difficult to apply. Thus, the approximate calculation of these indicators of academic performance is obtained from the enrollment figures in the school's year-end decision lists (2015-2016).

In these decision lists, from the beneficiary schools 32,189 students were counted. This number is closer to the total enrollment of 38,288 students recorded in the class registers compared to the overall number of presence (22,553) in the classroom during the survey. With an overall gender ratio of 1.08, there were more boys than girls on the year-end charts in 2015-2016 for the schools benefitting from the school feeding program.

Figure 4. Gender Ratio of students recorded in the 2015-2016 decision lists (1st Grade to 6th Grade)



Source: Baseline survey 2017, AGV/WFP

The situation in the non-beneficiary schools is not really different. Their (2015-2016) year-end decision lists counted 14,659 students. Only, their gender ratio indicator in this list is 0.99, which proves a slight numerical superiority of girls compared to boys.

However, this number (14,659) recorded on their decision lists is closer to the total enrolment (15,255) from the records that were found in the classroom (9,770) during the survey period.

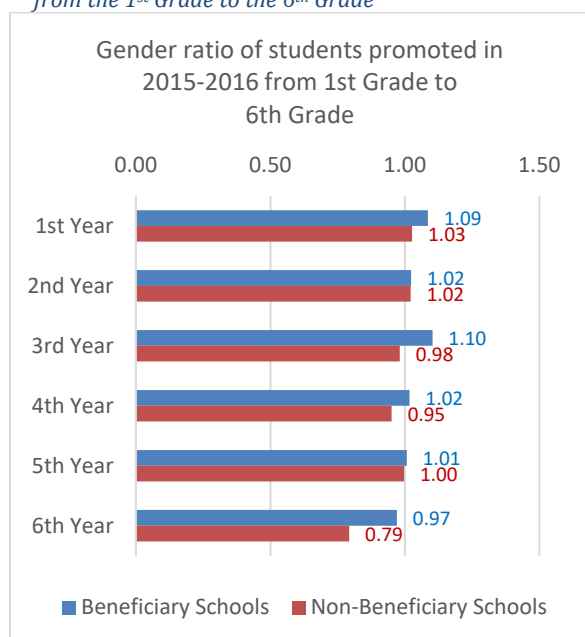
Table 9. Enrollment by grade level and by gender in the decision lists of the beneficiary and non-beneficiary schools

Classes	Numbers in the 2015-2016 decision lists		Total
Beneficiary Schools	Girls	Boys	G + B
1st Grade	3190	3346	6536
2nd Grade	2296	3416	5712
3rd Grade	2787	2991	5778
4th Grade	2731	2710	5441
5th Grade	2459	2365	4824
6th Grade	2001	1897	3898
Total	15464	16725	32189
Non-Beneficiary Schools	Girls	Boys	Total F + G
1st Grade	1349	1464	2813
2nd Grade	1243	1276	2519
3rd Grade	1356	1349	2705
4th Grade	1273	1253	2526
5th Grade	1106	1074	2180
6th Grade	1031	882	1913
Total	7358	7298	14656

Source: Baseline survey 2017, AGV/WFP

The number of graduates and the number of repeaters are two types of information that appear on the year-end decision list. The number of graduates recorded in this list in 2015-2016 was 24,278 students in the beneficiary schools. The gender parity indicator ($B/G = 1.04$) shows that more boys were promoted to a higher grade level compared to girls. In the non-beneficiary schools, 11,430 students were promoted to higher grades in 2015-2016. The gender ratio value ($B/G = 0.98$) shows that more girls have successfully completed their school year than boys.

Figure 5. Gender Ratio of students promoted in 2015-2016 from the 1st Grade to the 6th Grade



Source : Baseline survey 2017, AGV/WFP

Regarding the number of repeaters, a total of 6,911 students were recorded in the 2015-2016 decision list of the beneficiary schools with an estimated gender ratio of 1.17. In the non-beneficiary schools, 2,828 repeaters are included on their decision list for a gender ratio of 0.96. Thus, there are more boys repeating years in the beneficiary schools compared to girls. In the control schools, the reverse situation was observed.

Table 10. Number of repeaters by grade level and by gender in the beneficiary and non-beneficiary schools

Number of repeaters in the 2015-2016 decision list			
Grades	Gender		Total
	F	G	
Beneficiary Schools			
1st Grade	760	896	1656
2nd Grade	632	843	1475
3rd Grade	597	686	1283
4th Grade	558	642	1200
5th Grade	437	427	864
6th Grade	199	234	433
Total	3183	3728	6911
Non-Beneficiary Schools	F	G	Total
1st Grade	279	304	583
2nd Grade	295	302	597
3rd Grade	266	294	560
4th Grade	275	254	529
5th Grade	186	155	341
6th Grade	138	80	218
Total	1439	1389	2828

Source: Baseline survey 2017, AGV/WFP

A. The success rate

The overall success rate calculated from the ratio between the number of graduates and the enrollment number on the decision lists is estimated at 74.04% for the beneficiary schools and 77.99% for the non-beneficiary schools. These results do not allow a quick comparison between the performances of the two groups of schools. In fact, it is not a group of homogenous schools (beneficiaries and observing). Analyzing the characteristics of the beneficiary schools, a percentage of 84% of them have a public school status. On the other hand, for the control schools, only a percentage of 24% has this same status. The vast majority of control schools, a percentage of 76% among which (40%) has a private school status, (13.3%) are religious mission schools, and (22.7%) are private community schools.

The disaggregated rate of success by gender shows that girls (74.20%) have overall been more successful compared to boys (73.90%) in the beneficiary schools. It is the same observation that appears in the data on promotion to higher grade level within the non-beneficiary schools. Thus, girls succeed better than boys in the first two cycles of fundamental education.

Table 11. Success rate by grade level and by gender in the beneficiary and non-beneficiary schools

Rate of promotion to higher grade level in 2015-2016			
Grades	Gender		Both sexes
	F	G	
Beneficiary Schools			
1st Grade	68.31%	70.71%	69.54%
2nd Grade	74.10%	64.26%	68.77%
3rd Grade	72.69%	74.69%	73.73%
4th Grade	72.90%	74.72%	73.81%
5th Grade	75.88%	79.45%	77.63%
6th Grade	85.51%	87.51%	86.48%
Total	74.20%	73.90%	74.04%
Non-Beneficiary Schools	F	G	Total
1st Grade	77.32%	73.16%	75.15%
2nd Grade	76.03%	75.63%	75.82%
3rd Grade	76.25%	75.17%	75.71%
4th Grade	77.93%	75.26%	76.60%
5th Grade	81.46%	83.61%	82.52%
6th Grade	83.12%	86.96%	84.89%
Total	78.45%	77.53%	77.99%

Source : Baseline survey 2017, AGV/WFP

B. The repetition rate

Regarding the overall repetition rate, it is estimated at 21.08% for the beneficiary schools compared to 19.30% for the non-beneficiary schools. However, when analyzing the data, it appears that students of both sexes (girls: 19.81% and boys: 22.29%) were more willing to redo the grade level in the beneficiary-schools compared to the students (girls: 19.56% and boys: 19.03%) in the non-beneficiary schools.

This situation may be due to the presence of the canteen in the schools if we consider the comments of the different groups of actors on the issue.

Table 12. Repetition rate by grade level and by gender in the beneficiary and non-beneficiary schools

Repetition rate in 2015-2016			
Grade	Gender		Both Sexes
Beneficiary Schools	Girls	Boys	
1st Grade	23.82%	26.78%	25.34%
2nd Grade	21.82%	24.68%	23.37%
3rd Grade	21.42%	22.94%	22.20%
4th Grade	20.43%	23.69%	22.05%
5th Grade	17.77%	18.05%	17.91%
6th Grade	9.95%	12.34%	11.11%
Total	19.81%	22.29%	21.08%
Non-Beneficiary Schools	Girls	Boys	Total
1st Grade	20.68%	20.77%	20.73%
2nd Grade	23.73%	23.67%	23.70%
3rd Grade	19.62%	21.79%	20.70%
4th Grade	21.60%	20.27%	20.94%
5th Grade	16.82%	14.43%	15.64%
6th Grade	13.39%	9.07%	11.40%
Total	19.56%	19.03%	19.30%

Source : Baseline survey 2017, AGV/WFP

C. The drop-out rate

The drop-out rate, calculated from the promotion rate and the repetition rate, is an estimate of the percentage of students in the 2015-2016 decision lists but which are not found promoted or repeated in a specific grade level in 2016-2017.

The information system available in the schools do not make it possible to trace drop-outs. However, the analysis of a decision list allows the following principle to be established:

Decision = Promotion + Repetition + Drop-out.

By dividing by the number of students in the decision list (D), we have:

$$\frac{D}{D} = \frac{P}{D} + \frac{R}{D} + \frac{Do}{D},$$

- With
- 1) $\frac{P}{D}$: Success rate;
 - 2) $\frac{R}{D}$: Repetition rate;
 - 3) $\frac{Do}{D}$: Drop-out rate;

Thus, the drop-out rate is estimated by the following formula:

$$\frac{Do}{D} = 100\% - \left(\frac{P}{D} + \frac{R}{D}\right).$$

Table 13. Drop-out rate by grade level and by gender in the beneficiary and non-beneficiary schools

Drop-out rate in 2015-2016			
Grade	Gender		Both Sexes
Beneficiary Schools	Girls	Boys	
1st Grade	7.87%	2.51%	5.13%
2nd Grade	4.07%	11.07%	7.86%
3rd Grade	5.88%	2.37%	4.07%
4th Grade	6.66%	1.59%	4.14%
5th Grade	6.34%	2.49%	4.46%
6th Grade	4.55%	0.16%	2.41%
Total	5.99%	3.81%	4.88%
Non-Beneficiary Schools	Girls	Boys	Total
1st Grade	2.00%	6.08%	4.12%
2nd Grade	0.24%	0.71%	0.48%
3rd Grade	4.13%	3.04%	3.59%
4th Grade	0.47%	4.47%	2.45%
5th Grade	1.72%	1.96%	1.83%
6th Grade	3.49%	3.97%	3.71%
Total	2.00%	3.44%	2.72%

Source: Baseline survey 2017, AGV/WFP

Thus, the overall drop-out rate in 2015-2016 for beneficiary and non-beneficiary schools is estimated respectively at 4.88% and at 2.72%. The girls (5.99%) were more affected by the dropout phenomenon compared to boys (3.81%) in the beneficiary schools.

On the other hand, boys (3.44%) were more affected by the dropout phenomenon than girls (2%) in the non-beneficiary schools.

3.1.4. The main causes of academic drop-out in the beneficiary schools

The main causes of drop-out among girls according to the school principals interviewed are, in order of importance, economic problems (43.3%), parental migration (43.3%) and various other reasons (44.0%). It is the same causes evoked for girls, in different proportions, which explain the school dropouts for boys. For the latter, economic problems (44.7%), parental migration (43.3%) and other reasons identified (38.7%) are, in order of importance, the three main causes of school drop-out mentioned by the people in charge of the schools. It should be noted that in 33.3% of cases, health and disability problems are reported as the leading cause of school abandonment among boys.

Table 14. Causes of drop-out - Beneficiary schools

Main causes of academic dropout	Drop-out causes among girls			Drop-out causes among boys		
	# 1	# 2	# 3	# 1	# 2	# 3
Health and Disability problems	24.0%	13.3%	8.7%	33.3%	8.7%	6.7%
Economic problems	43.3%	23.3%	6.7%	44.7%	22.0%	6.0%
Parents Moving (Migration)	24.7%	43.3%	12.7%	0.0%	43.3%	18.7%
Abandon to go to another school	4.0%	8.7%	16.0%	4.7%	8.0%	13.3%
Stay home to care for a younger child	1.3%	4.7%	12.0%	2.0%	7.3%	16.7%
Other (explain)	2.7%	6.7%	44.0%	0.0%	10.7%	38.7%
Total	100.0	100.0	100.0	100.0	100.0	100.0

Source: Baseline survey 2017, AGV/WFP

3.1.5. The main causes of academic dropout in the non-beneficiary schools

According to the school principals interviewed, the students attending the control schools drop out for the following main reasons listed in order of importance:

- Health problems or disabilities are mentioned by school principals as 29.3% and 28% respectively for girls and boys as the primary cause of school dropout;
- Economic problems come in second place as a cause of school drop-out. A percentage of 25.3% of principals argue that economic problems explain the drop-out phenomenon among girls, while 26.7% among them admit that school drop out among boys is linked to the parents' economic problems. Two observations are worth noting. The first is that, in the beneficiary schools of the program, the principals recognize that economic problems are the first cause of school drop-out among students. In contrast, in the control schools these problems rank second as an explanatory factor of the drop out phenomenon. The second observation is that a higher percentage of beneficiary schools principals admit that school drop-out is related to the parents' economic problems compared to the situation observed in the control schools. This is due to the well-known fact that the parents of students attending the public schools are less fortunate compared to those attending the control schools, which are made up of 76% of private schools;
- Even if parental migration is an important cause of academic drop-out in the control schools, however, other unspecified reasons have been recognized by the

principals to explain the drop-out phenomenon in their schools.

Table 15. Causes of drop-out - Non-beneficiary schools

Main causes of academic drop-out	Drop-out causes among girls			Drop-out causes among boys		
	# 1	# 2	# 3	# 1	# 2	# 3
Health and disability problems	29.3	6.7	4	28	8	10.7
Economic problems	25.3	12	6.7	26.7	13.3	5.3
Parents Moving (Migration)	16	30.7	12	14.7	26.7	14.7
Abandon to go to another school	6.7	14.7	18.7	8	12	17.3
Stay home to care for a younger child	1.3	5.3	12	0	5.3	8
Other (explain)	21.3	30.7	46.7	22.7	34.7	44
Total	100	100	100	100	100	100

Source: Baseline survey 2017, AGV/WFP

In terms of academic performance, the results of this study do not significantly differ from the analysis done by the WFP in the framework of its annual report. According to the SPR (Standard Project Report) 2015 and 2016, the retention rate is respectively 92.5% and 92.2%. The study found a rate of 94%.

The Baseline study showed that the overall success rate in 2015/2016 for the beneficiary schools of the MGD program is estimated at 74.04% and 77.99% in the control schools. This result is almost similar to the analysis made by the WFP for its SPR 2015 and 2016, the success rate of the sample schools (schools of the MGD and Canada funding) was 77.85% and 80.20% respectively.

3.1.6. The canteen: organization, operation and availability of kitchen equipments

3.1.6.1. Food Storage

The majority of schools benefiting from the school feeding program have a storage room (90.7%) to store food. In their storage room, the food is placed on pallets 88.7% of the time.

Most schools have their stock of food stored in various locations. Even if the main location where the food is stored is directly linked to the school facility, it is none the less true that other places are used for storage purposes. This is what stands out, essentially, from the answers given by the school managers when identifying the various food storage locations. They mentioned, in fact, the school principal's home, the home of a SMC member, a store, as well as other storage locations are used for storing food to serve in the school canteen.

Table 16. Types of storage locations for the school canteen food

Food storage locations		# of Schools (N = 150)	In %
The school has an appropriate storage room to store the food	Yes	136	90.7
	No	14	9.3
The food is placed on pallets	Yes	133	88.7
	No	17	11.3
The food is stored at the Principal's home	Yes	15	10.0
	No	135	90.0
The food is stored at a SMC member's home	Yes	9	6.0
	No	141	94.0
The food is stored in a boutique	Yes	7	4.7
	No	143	95.3
The food is stored at other locations	Yes	25	16.7
	No	125	83.3

Source: Baseline survey 2017, AGV/WFP

Photo 6. Food stored in a school



Source: Baseline survey 2017, AGV/WFP

Photo 7. A look into the kitchen of some schools



Source : Baseline survey 2017, AGV/WFP

3.1.3.1.1 Description of the school canteen kitchen

The kitchen where the food is prepared before feeding the students has many physical characteristics. According to the field observations, 48% of these kitchens are closed-structures, clean and have some equipment and sanitary facilities. Others (38%) are confined spaces and are poorly maintained.

Still others (48%) are in an open air space using dried wood placed in between three rocks.

Table 17. Observations on the schools' kitchen

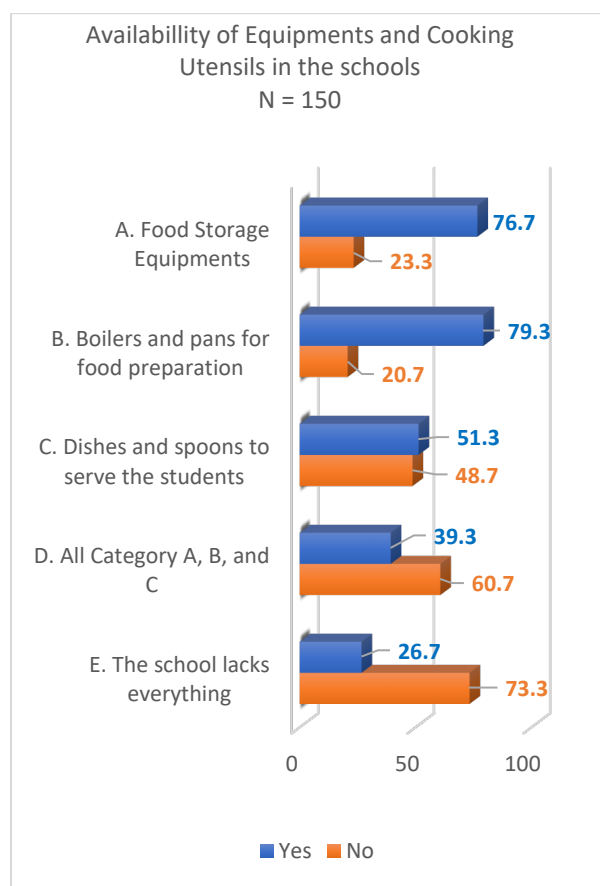
Description of the school 's kitchen		# of Schools (N = 150)	In %
A closed, clean, ventilated space with tools, equipment and modern installations.	Yes	72	48.0
	No	78	52.0
An open, cramped, poorly maintained room with no equipment and kitchen utensils	Yes	57	38.0
	No	93	62.0
An open-air space on the ground with dried wood placed in between three rocks.	Yes	72	48.0
	No	78	52.0
The food is prepared at an ordinary location outside of the school before serving the students.	Yes	31	20.7
	No	119	79.3
The school has an appropriate kitchen to prepare the food served to the students.	Yes	107	71.3
	No	43	28.7

Source: Baseline survey 2017, AGV/WFP

3.1.6.3. Availability of equipment and utensils

Based on the survey's findings, food storage facilities are available in 76.70% of the schools benefitting from the school meal program. Those equipped with boilers and pans to prepare the food are estimated at 79.30% of the sample. To feed the student, a percentage of 51.30% of the schools has plates and spoons to feed their students. It should be noted that a percentage of 26.70% of the schools do not have any equipment and kitchen utensils.

Figure 6. Availability of kitchen equipment and cooking utensils in the schools



Source: Baseline survey 2017, AGV/WFP

3.1.6.4. Availability of kitchen cooking equipment and utensils in the schools

Assessing the need for equipment and kitchen utensils is a key element that will enable schools to be supplied as part of the program. Data collected in the field makes it possible to estimate the percentage of schools equipped with cooking equipment and utensils. The information reported will help identify the needs to develop a procurement plan for the schools benefitting from the program.

The profile of the needs expressed by the school principals is presented below according to four scenarios which are:
1) Schools deprived of everything, 2) Schools with few

equipment and utensils, 3) Schools that have enough, and 4) Schools that are fully equipped. The following table shows the general situation of the provision of schools in equipment and kitchen utensils.

Table 18. Availability of kitchen equipment and utensils in the schools

Availability of equipment and utensils	Not at all	Few	In sufficient quantity	Fully equipped
Food storage equipment	12.00%	52.60%	28.70%	6.70%
Food preparation utensils	12.70%	64.60%	18.00%	4.70%
Cooking utensils	8.00%	64.00%	20.70%	7.30%
Propane gas oven	87.30%	4.70%	4.00%	4.00%
Charcoal burning simple stove	71.30%	18.00%	6.70%	4.00%
Briquettes burning improved stove	90.70%	4.70%	2.00%	2.70%
Dishes and spoons to serve the food	32.00%	50.70%	10.00%	7.30%
Drinking cups	52.00%	32.70%	7.30%	8.00%

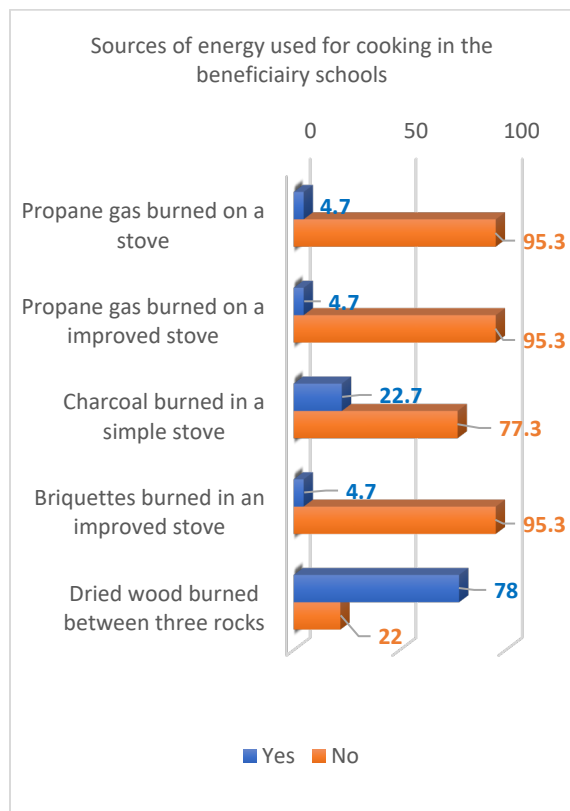
Source: Baseline survey 2017, AGV/WFP

3.1.6.5. Sources of energy used for cooking

The use of dried wood placed in between three rocks is the dominant source of energy for cooking in the kitchen of the schools benefitting from the school feeding program. Indeed, 78% of schools adopt this traditional method of cooking food, typical to the rural area. In second place, charcoal burned in a simple stove is used in 22.7 % of the schools. These two cooking practices, harmful for the environment, remain the most common choice of energy in the schools' canteen.

However, it should be noted that schools use several sources of cooking energy in their kitchen. The use of a propane gas burner oven or an improved stove is very rare. Only 4.7 % of the schools adopt these methods of cooking. As for the briquettes of coal, they are used only in 4.7 % of the schools.

Figure 7. Sources of cooking energy used in the schools' kitchens



Source: Baseline survey 2017, AGV/WFP

Photo 4. Two examples of the use of cooking energy in the schools' kitchen



Source: Baseline study 2017, AGV/WFP

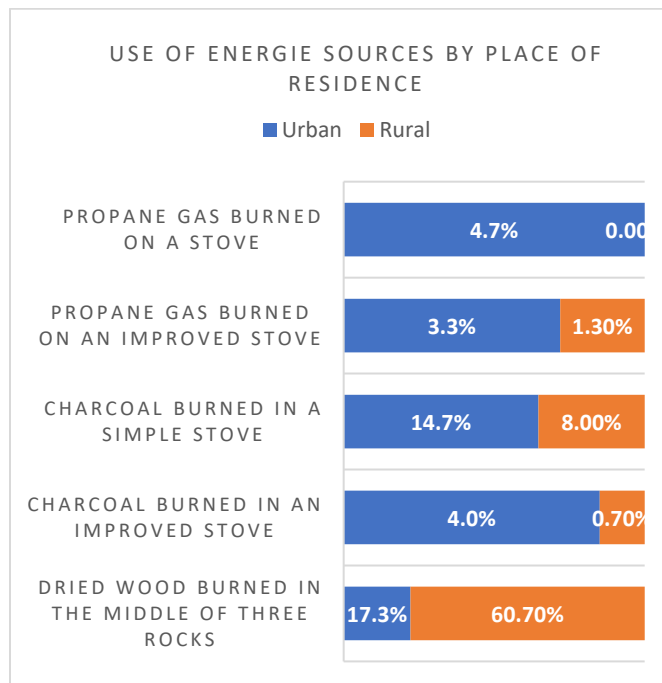
3.1.6.6. Sources of cooking energy used by residence area

The analysis of the use of the different energy sources used for cooking according to the area of residence indicates the following:

- Propane gas burned in an oven is used in the kitchen of 4.7% of the schools located mainly in urban areas;
- However, in rural areas, propane gas used with an improved oven is used for cooking by 1.3% of the schools;
- Charcoal as a source of cooking energy in a single stove is used in the kitchen of 14.7% of the schools in urban areas and 8.0% of the schools in rural areas;

- The use of an improved stove to burn charcoal as a source of cooking energy is used in the kitchen of 4.7% of the schools located in urban areas compared to 0.7% of schools located in rural areas;
- As for dried wood placed between three rocks, its use is widespread, especially in rural areas where 60.7% of the schools use dry wood for cooking compared to 17.3% of the schools in urban areas.

Figure 8. Sources of cooking energy used in the schools' kitchens based on residence area

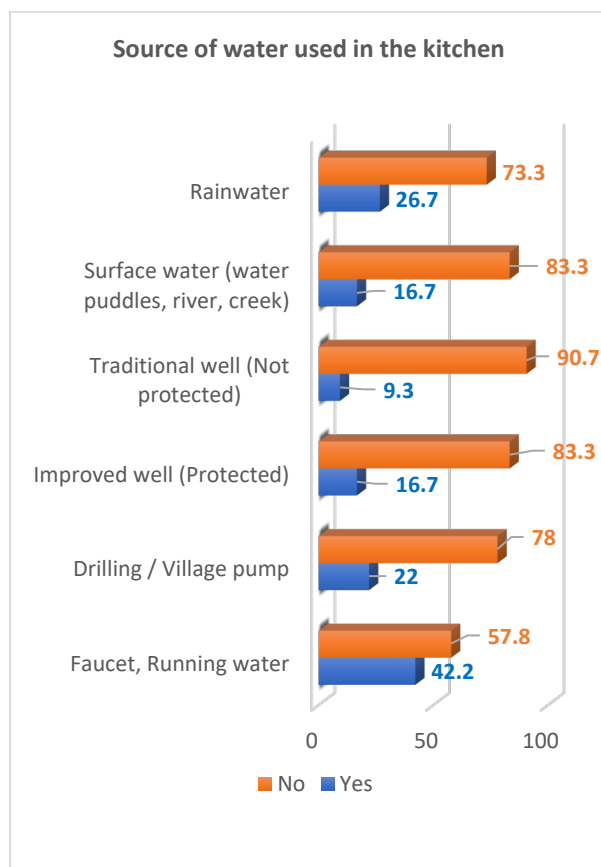


Source: Baseline survey 2017, AGV/WFP.

3.1.6.7. The source of the water used in the school's kitchen

Water from a tap is used in 42% of the schools. This source of water supply is the most common in the schools. Secondly, rainwater is used in 26.7% of cases. The use of water from village boreholes or pumps is common practice in 22% of the schools. Surface water (water puddles, river, creek), which represents potential sources of bacterial contamination, is used in 16.7% of kitchens in the beneficiary schools. However, the schools use multiple sources of water supply for their sanitary and cooking needs. The question of water decontamination by the use of bactericides remains pending.

Figure 9. Origin of the water used in the school's kitchen



Source: Baseline survey 2017, AGV/WFP.

3.1.6.8. Students' access to water

Students have access to water to wash their hands before a meal in 92.7% of the schools. On the other hand, they have access to drinking water in 72% of beneficiary schools' facilities. As for the availability of water for sanitary purposes, it is only accessible to students in 50.7% of the schools.

Table 19. Students' access to water

Students' use of water in schools		# of Schools (N = 150)	In %
Wash hands before meal	Yes	139	92.7
	No	11	7.3
Potable water to drink	Yes	108	72.0
	No	42	28.0
Water to evacuate human waste	Yes	76	50.7
	No	74	49.3

Source: Baseline survey 2017, AGV/WFP.

Photo 5. An example of the availability of water to wash hands



Source: Baseline survey 2017, AGV/WFP.

3.1.7. Knowledge, Attitudes, and Practices (KAP) of School Canteen Managers

3.1.7.1. Compliance with good health and hygiene practices

According to the school administrators' observations, the three good health and hygiene practices that the SMC members respect the most are the following:

- 95.3% of SMC members wash the dishes immediately after the meal using clean water and soap;
- 94.7% of SMC members wear clean clothes and cover their hair when in the kitchen;
- 92.7% of SMC members wash their hands with water and soap after going to the restroom.

Table 20. Compliance with good health and hygiene practices

Good health and hygiene practices of SMC members in the school kitchen	# of SMC N = 150	In %
Wipe hands while rubbing them together or using a reserved clean towel	122	81.3
Have fingernails short and clean with a bandage in case of injury	121	80.7
Wash hands with soap and clean water (especially after going to the restroom)	139	92.7
Do not cough or blow your nose near food or water	96	64
Do not wipe hands on clothes or serve meal with hands	86	57.3
Immediately discontinue work in case of illness (diarrhea, vomiting, boil, wound, ulceration on the exposed parts of the skin) and inform your colleagues	124	82.7
Buy fresh milk, meat, and fish, on the day of consumption and keep them fresh and covered	27	18
Keep the food in a clean place out of reach of animals, insects, rodents and other pests.	132	88
Have a regulatory wash station and keep the restrooms clean	120	80
Use water supply and water pump	75	50
Keep drinking water in a clean, covered container	127	84.7

Source: Baseline survey 2017, AGV/WFP.

3.1.7.2. Compliance with good storage practices in the kitchen

According to the observations made by the school principals on the operation of the canteen, the SMC members generally respect the good practices associated with stock management. Of all the factors considered, the three most respected best practices are, in order of importance, as follows:

- Careful handling of products to prevent damage: 97.3% of SMCs comply with this practice;
- Conducting periodic inventories to monitor product quantity and to take corrective measures: 97.3% of SMCs comply with this good practice;
- Maintaining stocks and stores in good condition: 96.0% of SMCs make good use of this practice.

Table 21. Compliance with good storage practices

Good Storage Practices in the kitchen	# of SMC (N = 150)	In %
Securing food from theft, fire, and work accidents	138	92.0
Regularly check for the absence of rodents or insects. In case of their presence, take measures to destroy them	140	93.3
Handle products with care to avoid damage	146	97.3
When stacking, allow space for ventilation	131	87.3
Stack products on pallets by separating food from non-food and hazardous products	139	92.7
Maintain the store and the stocks clean and in good condition	144	96.0
Have the necessary space and prepare it before receiving the food	142	94.7
Make regular inventories to monitor the products quantity and take the necessary corrective measures	146	97.3
Limit losses by repackaging damaged food in time	128	85.3
Prepare management reports and update documents with each stock movement	143	95.3
Make stock movements only with the authorization of the person in charge	128	85.3
Apply the FIFO method (Meaning the food which comes in first into the storage room goes out first to the kitchen)	137	91.3

Source: Baseline study 2017, AGV/WFP.

Photo 6. Overview of food storage in a school



Source: Baseline survey 2017, AGV/WFP.

3.1.7.3. Compliance with good practices for safe food preparation

The good practices for food safety preparation help prevent food poisoning. Thus, by observing the SMC members during operation of the canteen, school managers believe that there are three good food preparation practices that are respected. They are:

- Serve hot meals to students: 95.3% of SMC members respect this practice;
- Follow the food preparation steps: 94.7% of the SMC members make good practice of this requirement;
- Maintain spaces and surfaces used for food preparation clean: 93.3% of the SMC members make good practice of it.

Table 22. Compliance with good practices for safe food preparation

Good practices for food safety preparation	# of SMC (N = 150)	In %
Maintain surfaces used to prepare the food clean	140	93.3
Wash vegetables, fruits, and ingredients with clean water	90	60
Meat, fish, and offal must be well cooked	65	43.3
Follow the food preparation steps	142	94.7
Never mix raw and prepared foods	88	58.7
Never store meals for warming up and eating them the next day	56	37.3
Serve the daily meal hot	143	95.3

Source: Baseline survey 2017, AGV/WFP.

3.1.7.4. Training of SMC members and of Service Staff

The survey found that a percentage of 64% of the schools have an SMC whose members are trained on various topics related to canteen management. However, a percentage of 36% did not receive any training. The main topics of training for SMC members and service staff are:

- Food Storekeeping:** In this area, 47.3% of the schools received this training program for their members while 52% of the schools did not receive it;
- Health and Hygiene in School:** A percentage of 48% of the beneficiary schools benefitted from such a training for their staff. However, 52% of them did not benefit from it;
- Nutrition:** Nutrition skills are essential for the management of the school canteen in order to provide nutritional value to the students' diet. In this

area, the SMC of 44.7% of the schools have obtained these skills, while members of 55.3% of the schools have not;

- For Food Safety Preparation:** the SMC of 57.3% of the schools were trained and those of 42.7% of other schools received nothing in terms of training in this area.

Table 23. Training areas of SMC members and service staff

Training areas of SMC members and service staff	# of Schools (N = 150)	In %
SMC members are trained	96	64.0
Management of food stock	71	47.3
Health and hygiene	72	48.0
Nutrition	67	44.7
Food safety preparation	86	57.3

Source: Baseline survey 2017, AGV/WFP.

3.1.8. School Administrators' observations on the relevance of the canteen and students' behavior

3.1.8.1. Remarks of beneficiary schools' principals

School principals were asked to comment on the functioning of the Management Committee (SMC), the relevance of the canteen in the school and its impact on academic performance. The results obtained from their assessment of these questions are articulated as follows:

About the SMC's role:

- 72% of school principals acknowledged that the school management committees play their role adequately;
- 70% of school principals believe that the SMC is effective in finding solutions to the problems.

On the relevance of the school meal program:

- 69.3% of school principals think that the school meal meets the nutritional needs of students;
- 68% of school officials believe that the food given to children meets their parents' expectations;
- According to the principals, not all students eat in their own plates. Only a percentage of 67.3% of them get to eat on their own plate;
- 85.3% of school principals have identified some equipment needs for the kitchen operation and for cooking.

On the impact of the school meal on school performance

- i. Regarding the relationship between the school meal and student motivation, 96.7% of the school principals believe that the school meal has a positive effect on students' motivation to come to school;
- ii. Opinionating on students' retention in schools, 98% of principals think that the school meal has a retention power on the students at school;
- iii. On the impact of the school meal program on academic performance, 94.7% of school officials associate academic success in the school establishment with the existence of the school feeding program;
- iv. Thus, it is logical that 80% of the principals confirm the parents' contribution to the functioning of the canteen at their children school.

Table 24. Observation of school principals on the relevance of the school meal program in their school and on student behavior

School principals' observations on the school meal and on the students' behavior	# of Schools N = 150	In %
Do you consider that the BSMC plays its role in the day-to-day management of the school canteen operations?	108	72
Are the BSMC members effective in providing solutions to the problems encountered in the program management?	105	70
Do you think that the school meal meets the basic nutritional needs of students?	104	69.3
Are parents' expectations met in terms of their children's nutrition considering the food served at the school?	102	68
Do all students eat in their own plates?	101	67.3
Have you noticed a need for kitchen cooking equipment? If yes, identify these needs	128	85.3
Are you convinced that the meal is a motivating factor for students to come to school?	145	96.7
Do you think that the meal acts positively on the retention of students at school?	147	98
Do parents contribute to the functioning of the canteen?	120	80
Do you think that the overall academic success within your school is positively impacted by the availability of the canteen	142	94.7

Source: Baseline survey 2017, AGV/WFP.

3.1.8.2. Observations of the teachers from the beneficiary schools on the relevance of the school meal program

Teachers from 1st grade to the 6th grade in all the program beneficiary schools were invited to give their opinion on the importance of the school's meal in the students' academic life. They had to express themselves on three issues. The first relates to the possible relationship between students' attention in the classroom and the school meal. The second question deals with the students' receptive state of mind in the classroom and the third question addresses the relationship between an improvements of the students' academic performance and the availability of a meal at school.

The results of this discussion done individually with the teachers are shown in the following table.

Table 25. Teacher's observations on students' academic life and the meal available at school

List of the questions asked to the teachers							
Teachers observations on students in the beneficiary schools # of Schools (N = 150)		Did you observe that the students pay more attention in the classroom with the canteen at the school?		Did you observe that the students become more receptive and learn more because of the meal available at school?		Did you observe a significant improvement in the students' performance with the school meal?	
Grades		Qty	In %	Qty	In %	Qty	In %
1st Grade	Yes	139	92.7	138	92.0	137	91.3
	No	11	7.3	12	8.0	13	8.7
2nd Grade	Yes	137	91.3	136	90.7	136	90.7
	No	13	8.7	14	9.3	14	9.3
3rd Grade	Yes	142	94.7	142	94.7	140	93.3
	No	8	5.3	8	5.3	10	6.7
4th Grade	Yes	141	94.0	140	93.3	140	93.3
	No	9	6.0	10	6.7	10	6.7
5th Grade	Yes	137	91.3	134	89.3	135	90.0
	No	13	8.7	16	10.7	15	10.0
6th Grade	Yes	138	92.0	138	92.0	135	90.0
	No	12	8.0	12	8.0	15	10.0

Source: Baseline survey 2017, AGV/WFP.

Regarding students' attention in class:

When examining the data, more than 90% of all teachers in all grades (1st to 6th) conclude that the availability of a canteen at school has a positive effect on students' attention in the classroom. This makes it easier to teach the courses.

Regarding the students' receptive state of mind:

These are the same observations as before. Teachers in all classes, 90% recognize that the availability of the school meal makes students more receptive to the subjects they teach. According to them, students learn the lessons better and assimilate them more.

Regarding the link between the canteen and the academic performance:

With the canteen, teachers observed an improvement in students' performance. This observation is made by at least 90% of teachers in all classes from 1st grade to 6th grade.

Photo 7. Food served in a classroom



Source: Baseline survey 2017, AGV/WFP.

3.1.8.3. Observations of principals from non-beneficiary schools

Principals from non-recipient schools were also asked to give their opinion on the general operation of their school as well as on the students' nutritional needs and their behavior in the classroom. The results of these discussions with the people in charge are stated in the following points.

Organizational structures in non-beneficiary schools

Non-beneficiary schools have a School Council (SC) whose members are parents, teachers, students. This council assists the school principal in his daily management of the school.

Thus, 77.3% of the non-beneficiary schools principals interviewed believe that their Council plays its role effectively. Moreover, according to 72% of them, the members of their School Council participate in the execution of small projects of gardening and cleanliness of the school space.

Regarding the nutritional needs of the children:

Even though these schools do not have a school feeding program, 90.7% of their managers think that the parents would appreciate if their children school had such a program. Indeed, according to their observations:

- 30.7% of these principals think that students' parents provide some adequate management of their children's diet by giving them an adequate quantity, quality and variety of food;
- Only 9.3% of them are used to observe that the students bring something to eat in a lunch box;
- Thus, 77.3% observe that students sleep in the classroom and that this behavior may be related to a deficit in their diet;
- While, 8% of them believe that students eat foods that do not meet their actual nutritional needs during recess.

Observations on academic performance:

Principals of non-recipient schools expressed their understanding of the link between school meal and academic performance. According to 92% of them, their school would have a better academic performance if it had a functional canteen.

Table 26. Observations of school principals of non-beneficiary on school meals and students

Observations of non-beneficiary schools principals on the SCs and the students	# of Schools	In %
	(N = 75)	
Do you consider that the School Council (SC), if there is one, in your school plays its role effectively?	58	77.3
If yes, are the SC members involved in the promotion of small projects (Gardening, cleanliness of the school space)?	54	72
Do you think the parents and the students would appreciate having a canteen in your school?	68	90.7

Source: Baseline survey 2017, AGV/WFP.

Table 27. Principals' remarks from non-beneficiary schools (Continued)

Observations of principals from non-beneficiary schools on SCs and students	# of Schools (N = 150)	In %
Based on your observations, do parents adequately take care of their children's food when sending them to school?	23	30.7
Did you observe that the majority of students come to school with their lunch box or with pocket money to buy food at recess?	7	9.3
Did you observe that most students are attentive in the classroom or tend to sleep during class?	51	68
If Yes, students sleep in the classroom, do you think this is related to a certain deficit in diet?	58	77.3
The food you see that students eat at school during recess, does it meet their actual nutritional needs?	6	8
Do you consider that school performance in your school would be better if there were canteen at school?	69	92

Source: Baseline survey 2017, AGV/WFP.

3.1.8.4. Teachers' observations from non-beneficiary schools

In the non-beneficiary schools, teachers in 1st through 6th grades commented on students in the classroom. Three issues related to their students' behavior were addressed. They were about:

- Knowing if the students usually pay attention in the classroom;
- Checking on the students' receptive state of mind;
- Commenting on the balanced nature of the students' diet.

The results obtained from these interviews with the teachers are indicated in the table below:

Table 28. Teachers' comments on students' school life in non-beneficiary schools

Teachers comments on students in non-beneficiary schools		List of questions asked to the teachers					
		Did you observe that the majority of students are paying close attention to the classroom lessons?		Did you observe that the students are receptive and do not sleep during teaching hours?		In general, do you observe that the students eat a balanced diet?	
Grades		# of Schools (N = 75)	In %	# of Schools (N = 75)	In %	# of Schools (N = 75)	In %
1st Grade	Yes	44	59	37	49	12	16
	No	31	41	38	51	63	84
2nd Grade	Yes	45	60	33	44	12	16
	No	30	40	42	56	63	84
3rd Grade	Yes	47	63	36	48	14	19
	No	28	37	39	52	61	81
4th Grade	Yes	38	51	31	41	10	13
	No	37	49	44	59	65	87
5th Grade	Yes	46	61	27	36	11	15
	No	29	39	48	64	64	85
6th Grade	Yes	45	60	33	44	9	12
	No	30	40	42	56	66	88

Source: Baseline survey 2017, AGV/WFP.

About students' attention in the classroom:

50% to 60% of teachers in 1st to 6th grades in non-beneficiary schools have noticed that students pay attention in the classroom. Note that on the same issue of attention in the classroom in the beneficiary schools, 90% of teachers conclude that their students pay attention to their classes.

About students' receptive state of mind in the classroom:

On the question whether students are receptive or have a tendency to sleep in the classroom, less than 50% of teachers generally observe a receptive state of mind in their students. The majority of teachers recognize that usually students sleep in the classroom when they teach.

About the nature of the food offered at school:

Teachers commented on the content of the food given to student in the non-beneficiary schools. The majority of them arrived at the conclusion that the students do not eat a balanced diet.

Indeed, the majority of teachers interviewed in all the classes of these schools, a percentage of 80% recognizes that the students' diet is not balanced.

3.2. The quantitative survey of students

As part of this quantitative survey, 1,193 students of the schools benefitting from the school meal program were interviewed. The 1% attrition rate (7 students) of the observed sample is due to the bad weather that disrupted the reopening of classes at the beginning of January 2017.

In the schools not benefitting from the school meal program, 573 students were interviewed, with a 5% attrition rate (27 students) of the calculated sample size.

3.2.1. Distribution of the students' sample interviewed

The sample distribution indicates an almost equal parity between the sexes from the 3rd grade to the 6th grade. Overall, 67.6% of the students interviewed come from the schools benefitting from the school meal program and 32.4% come from non-beneficiary schools.

Table 29. Distribution of the sample of students interviewed

Grade	Students Category					
	Beneficiary Students (N = 1193)			Non Beneficiary Students (N = 573)		
	Gender			Gender		
	B	G	Total	B	G	Total
3rd Grade	66.8%	68.1%	67.5%	33.2%	31.9%	32.5%
4th Grade	65.9%	67.4%	66.7%	34.1%	32.6%	33.3%
5th Grade	68.2%	67.9%	68.0%	31.8%	32.1%	32.0%
6th Grade	68.7%	67.4%	68.1%	31.3%	32.6%	31.9%
Total	67.4%	67.7%	67.6%	32.6%	32.3%	32.4%

Source: Baseline survey 2017, AGV/WFP.

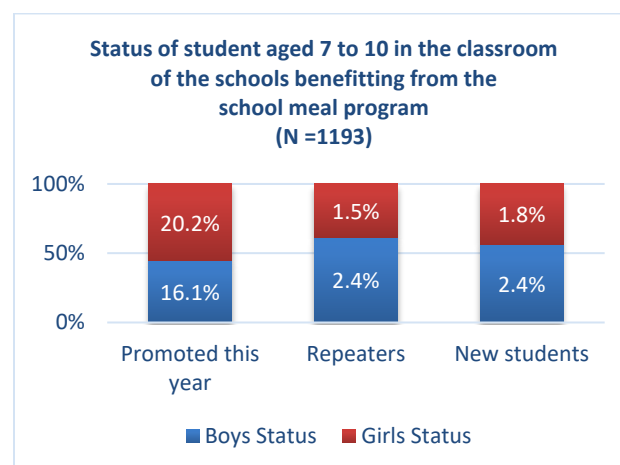
3.2.2. Status of the beneficiary students

Students aged 7 to 10 represent 22.2% of the sample in the beneficiary schools. The majority of them are female with a percentage of 23.5%. Boys in this age group are estimated at 20.9%.

The statement made on their status in the classroom is as follows:

- In total 18.2% of the students in this age group were promoted in 2015-2016, of which 20.2% were girls and 16.1% were boys;
- 1.9% of them have a repeaters status with 1.5% girls and 2.4% boys;
- 2.1% is considered new in their class with 1.8% girls and 2.4% boys.

Figure 10. Status of students aged 7 to 10 in the beneficiary schools

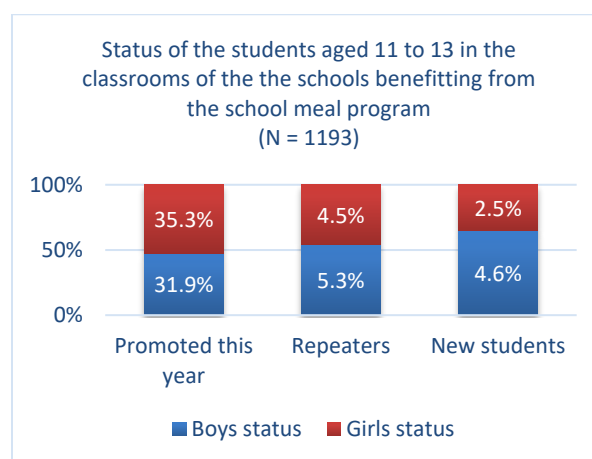


Source: Baseline survey 2017, AGV/WFP.

For students aged 11 to 13, the results of the survey show that they represent 42.0% of the sample with 42.2% of girls and 41.8% of boys. The status of the students in this age range is as follows:

- 33.6% have a status of promoted in their class. The girls make up 35.3% whereas the boys make up 31.9% of this group;
- Those in this group who have a status of repeaters represent 4.9%, of which 4.5% are girls and 5.3% are boys;
- As for the new students, they represent 3.5% in this group, with 2.5% girls and 4.6% boys.

Figure 11. Status of the students aged 11 to 13 in the beneficiary schools

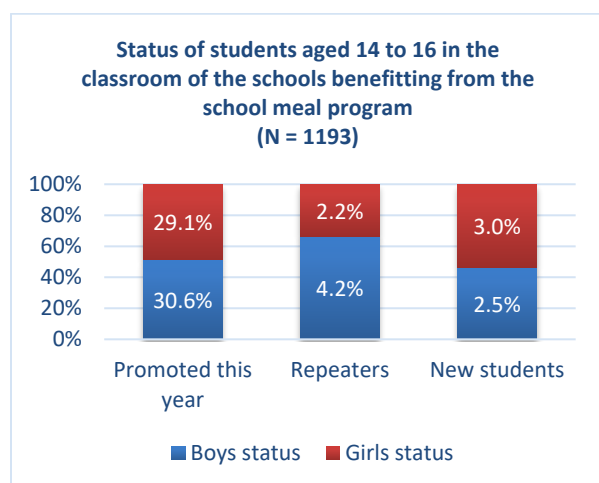


Source: Baseline survey 2017, AGV/WFP.

As for the older students (14 to 16 years), they represent 35.8% of the beneficiary students' sample, of whom 34.3% are girls and 37.4% are boys. The status of the students from this age group in their classroom is as follows:

- i. The graduates who make up this age group are estimated at 29.8% with a percentage of 29.1% of them females and 30.1% males;
- ii. The repeaters, on the other hand, are estimated at 3.2% with 2.2% girls and 3.2% boys;
- iii. The new students this year within this age group are estimated at 2.8% of which 3% are girls, and 2.5% are boys.

Figure 12. Status of students aged 14 to 16 in the beneficiary schools



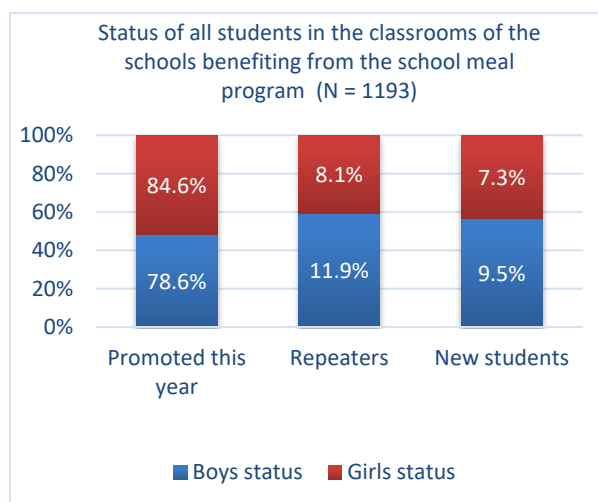
Source: Baseline survey 2017, AGV/WFP.

Overall, for all age groups, 81.6% of the students interviewed in the beneficiary schools have a promoted status in the classrooms. The girls, with a percentage of 84.6%, were more successful in the 2015-2016 school year compared to boys whose promoted percentage is 78.6%.

This confirms the gender structure of the success rate previously calculated from the statistics obtained in the registers of the program's beneficiary schools.

The repeaters, among the sample of students interviewed, are estimated overall at 10% of which 11.9% for boys and 8.1% for girls. As for the new students, they represent 8.4% of the students interviewed with 9.5% of boys and 7.3% of girls.

Figure 13. The status of students interviewed in the classrooms of beneficiary schools



Source: Baseline survey 2017, AGV/WFP.

3.2.3. Status of the non-beneficiary students

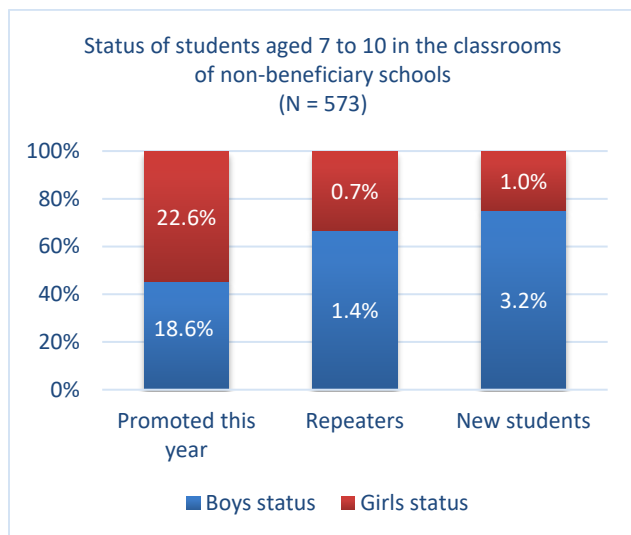
In the non-beneficiary schools, students aged 7 to 10 make up 23.7% of the sample of the non-beneficiary students of a school meal program. The percentage of girls in this age group is estimated at 24.3% as opposed to 23.2% for the boys. The status of the students in this group in the classroom fit the following profile:

- i. The percentage of graduates is 20.6% with 22.6% for girls and 18.6% for boys;
- ii. The repeaters are estimated at 1% of which 0.7% for girls and 1.4% for boys;
- iii. As for the new students in this group they are estimated at 2.1% with 1% for girls and 3.2% for boys.

Photo 8. Picture of students in a classroom in a non-beneficiary school



Figure 14. Status of students aged 7 to 10 in non-beneficiary schools

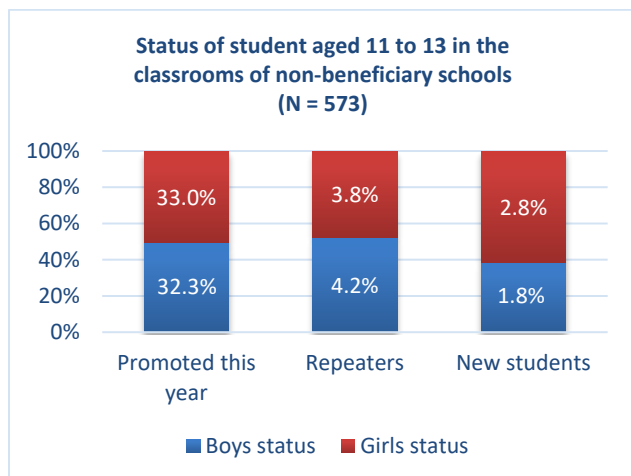


Source: Baseline survey 2017, AGV/WFP.

Regarding the group aged between 11 and 13, the students represent 38.9% of the sample, with 39.6% girls and 38.2% boys. Their status in their classroom is as follows:

- A percentage of promoted of 32.6% of which 33% are girls, and 32.3% are boys;
- A percentage of repeaters estimated at 4% with 3.8% girls, and 4.2% boys;
- A percentage of new students evaluated at 2.3% of which 2.8% are girls, and 1.8% are boys.

Figure 15. Status of students aged 11 to 13 in non-beneficiary schools



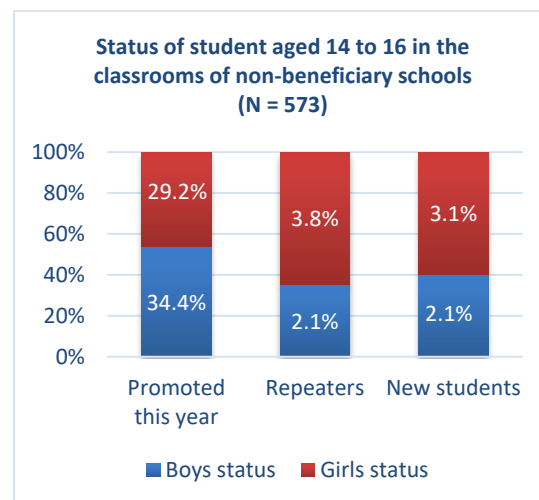
Source: Baseline survey 2017, AGV/WFP.

As for the students aged 14 to 16, they represent 37.3% of the sample of non-beneficiary students. The girls make up 36.1% of this group, compared to 38.6% for the boys. Their status in the classrooms has the following profile:

- The graduates represent 31.8% with a representation of 29.2% of girls against 34.4% for the boys;

- The repeaters are estimated at 3% with a proportion of girls evaluated at 3.8% against 2.1% for the boys;
- For the newcomers, they are estimated at 2.6% with a girls' presence of 3.1% against 2.1% for the boys.

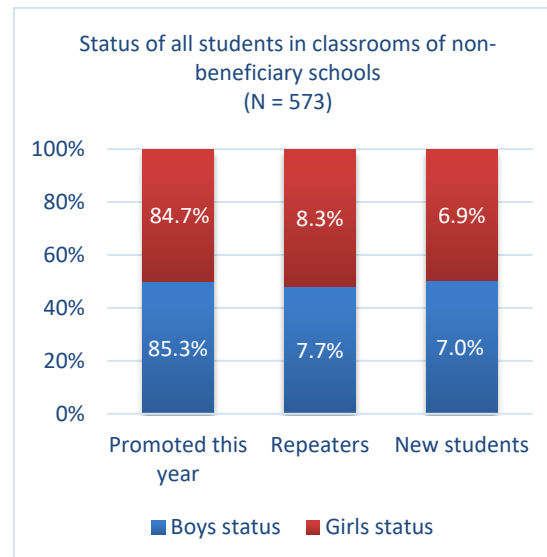
Figure 16. Status of students aged 14 to 16 in non-beneficiary schools



Source: Baseline survey 2017, AGV/WFP.

When considering all the age groups combined, the graduate students represent 85% of the sample with a representation of 84.7% of girls against 85.3% for the boys. The repeaters, on the other hand, account for 8% of those interviewed of whom 8.3% are girls, and 7.7% are boys. As for the newly enrolled, they are estimated at 7% with 6.9% of girls and 7% of boys.

Figure 17. Status of students interviewed in the classrooms of non-beneficiary schools



Source: Baseline survey 2017, AGV/WFP.

3.2.4. Dietary habits and academic performance of beneficiary students and the canteen

The following analysis is based on the results of the survey of students interviewed in the schools benefiting from the school meal program. It examines, on the one hand, the students' habits and preferences in terms of diet. On the other hand, it highlights the relationship between students' motivation for schooling and the food they receive at school.

3.2.4.1. Students' eating habits and preferences

The majority of students (81.1%) in the program's beneficiary schools eat their breakfast at home every morning before coming to school. A large percentage of them (83.8%) like the food they are served at school. However, 88% eat it whenever the opportunity arises.

Table 30. Eating habits and preferences of beneficiary students

Habits and preferences of the students in terms of diet		# of Students (N = 1193)	In %
Do you eat every morning before coming to school?	Yes	968	81.1
	No	225	18.9
Do you like the food provided at school?	Yes	1000	83.8
	No	193	16.2
Do you eat whenever there is food in the school canteen?	Yes	1050	88
	No	143	11.9
Do your parents pay for the food you eat at school?	Yes	821	68.8
	No	372	31.2
Do you prefer the food your parents give at home to the one you eat at school?	At home	901	75.5
	At school	292	24.5
What is the most important reason for you supporting this preference?	The food is more diverse at home	389	32.6
	The food is better prepared at home	253	21.2
	There is meat in the food prepared at home	241	20.2
	Because of the bad taste of the food at school	25	2.1
	Does not express any preference	285	23.9

Source: Baseline survey 2017, AGV/WFP.

On the other hand, 68.8% of the students say that their parents pay a fee for the food served to them at school; 75.5% of them say having a preference for their parent's food at home. The main reasons for this preference are as follows:

- i. For 32.6% the food is more diverse at home than at school;

- ii. 21.2% of the students interviewed preferred the food at home because it is better prepared;
- iii. The 20.2% preference for the food at home is explained by the fact that it comes with meat;
- iv. Only 2.1% recognize that the food at school has a bad taste;
- v. Finally, no preference is expressed for 23.9% of the students interviewed.

3.2.4.2. Diversity and frequency of the students' diet in the school

The food served to the students in the school canteen is prepared from four basic cereals: wheat (86.8%), rice (12.7%), corn meal (0.3%) and millet (0.2%). Wheat is the cereal that students are served the most. A percentage of 73.3% of the students recognize, however, that this food usually comes with a legume, such as pea for example. However, only 10.8% of the students confirm that the food is served with meat or salmon.

In terms of regularity in this diet, the majority of the students interviewed, a percentage of (81.6%) admit to consuming this food five (5) days a week. A percentage of 12.7% reported eating four (4) days a week at school. Finally, only 5.7% of the student admit to eating at their school canteen between one (1) and three (3) days a week.

Regarding food preference, rice remains the most popular food for the students, even if it is the least common in school meals. In fact, 50.9% of the students interviewed say that they take more pleasure in eating rice. However, a percentage of 47.3% of them enjoy the same pleasure when they eat wheat. A very low percentage (1.8%) of the students said they enjoy eating corn meal.

Table 31. Meals diversity and frequency, as well as benefits gained by the beneficiaries

Diversity, frequency of feeding and benefits gained by the direct beneficiaries		# of Students (N = 1193)	In %
What food (Cereal) do they serve most at the school?	Wheat	1036	86.8
	Rice	152	12.7
	Corn meal	3	0.3
	Millet	2	0.2
This food (Cereal) is it accompanied by a vegetable like pea for example?	Yes	874	73.3
	No	319	26.7
This food (Cereal) is it accompanied by meat or salmon?	Yes	129	10.8
	No	1064	89.2

Table 31(Continued)

How many days a week do you eat at the school canteen?	1 day	8	0.7
	2 days	13	1.1
	3 days	47	3.9
	4 days	152	12.7
	5 days	973	81.6
What food (Cereal) do they serve at school and which one do you enjoy eating the most?	Wheat	564	47.3
	Rice	607	50.9
	Corn meal	22	1.8
According to you, what is the biggest advantage do you gain from eating at school?	A free hot meal	221	18.5
	It helps me concentrate in the classroom	434	36.4
	It motivates me to come to school every day	225	18.9
	It encourages me to study more	313	26.2

Source: Baseline survey 2017, AGV/WFP.

3.2.4.3. Benefits gained by the beneficiary students

Eating in their school canteen provides the students with some benefits that they acknowledge as a matter of fact. The biggest benefit gained, for most of them, is concentration in the classroom. In fact, 36.4% of the students interviewed reported that eating at school helps them to better focus in the classroom. The second biggest benefit derived from eating at school is the encouragement to study.

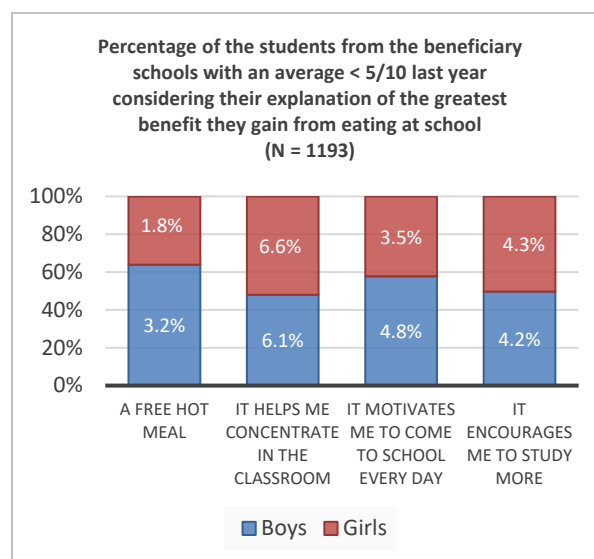
A percentage of 26.2% of students share this view. The third benefit, per 18.9% of the students interviewed, is that eating at school motivates them to be present in class every day. Finally, for 18.5% of them, the main benefit is having a hot meal every day for free.

3.2.4.4. Benefits gained by the students based on their academic performance

The students who did not pass the 2015-2016 school year because they had an average of less than 5/10 represent 17.3% of the sample with 16.2% of girls and 18.3% of boys. The distribution of this group according to the benefits derived from the school meal is as follows:

- Those for whom the main benefit is having a hot meal daily are estimated at 2.5% of which 1.8% are girls and 3.2% are boys;
- Others, a percentage of 6.4% with 6.6% girls and 6.1% boys feel that eating at school helps them concentrate better in the classroom;
- Another group 4.1% of them among which 3.5% are girls and 4.8% are boys admit that the main benefit of eating at school is that it encourages them to be in class every day;
- As for those for whom it is an encouragement to study more, they represent 4.3% of repeaters with 4.3% of girls, and 4.2% of boys.

Figure 18. The repeaters interviewed in regards to the benefits gained from the food served at their school's canteen

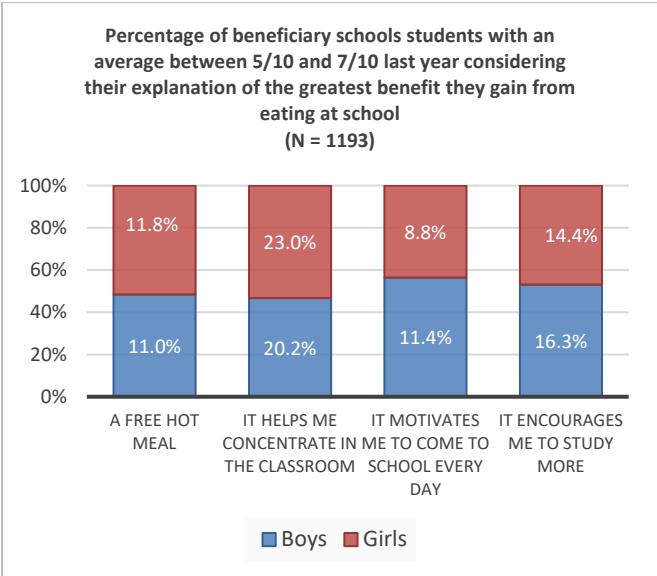


Source: Baseline survey 2017, AGV/WFP.

The group of graduates with an average between 5/10 and 7/10 represent 58.4% of the sample with a representation of girls estimated at 57.9% against 58.9% for the boys. With respect to the benefits they derive from the meal at school, the distribution is as follows:

- 11.4% of which 11.8% of girls and 11.0% of boys have the greatest advantage of benefitting from a hot meal a day;
- A percentage of 21.6% with 23% of girls and 20.2% of boys think that eating at school has the advantage of helping them concentrate better in the classroom;
- They are estimated at 10.1%, of which 8.8% of girls and 11.4% of boys, who say that eating at school encourages them to come to class every day;
- As for those who use this opportunity to study more, they represent 15.3% with 14.4% of girls and 16.3% of boys.

Figure 19. The graduates with an intermediary average interviewed in regards to the benefits gained from the meal served in their school canteen

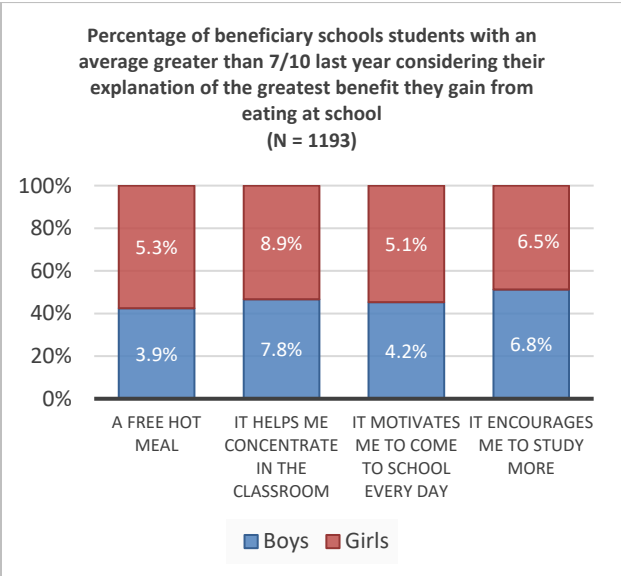


Source: Baseline survey 2017, AGV/WFP.

The best academically performing students in 2015-2016 who had an average greater than 7/10 represent 24.3% of the sample with 25.8% of girls and 22.8% of boys. Their distribution according to the advantage they gain from the meal served at their school canteen is the following:

- A percentage of 4.6% of them, from which 5.3% of girls and 3.9% of boys gain the greatest benefit from having a hot meal every day at school;
- Those whose school meal allows them to concentrate better in the classroom are estimated at 8.4% with 8.9% girls and 7.8% boys;
- Another group of 4.7%, of which the girls represent 5.1% and the boys 4.2% believe that eating at school helps them come to class every day;
- As for those whom eating at school is a source of motivation to study more, they are estimated at 6.6% of this group of excellence where the representation of girls is 6.5% against 6.8% for the boys.

Figure 20. The graduates with an average greater than 7/10 interviewed in regards to the benefits gained from the meal served in their school canteen



Source: Baseline survey 2017, AGV/WFP.

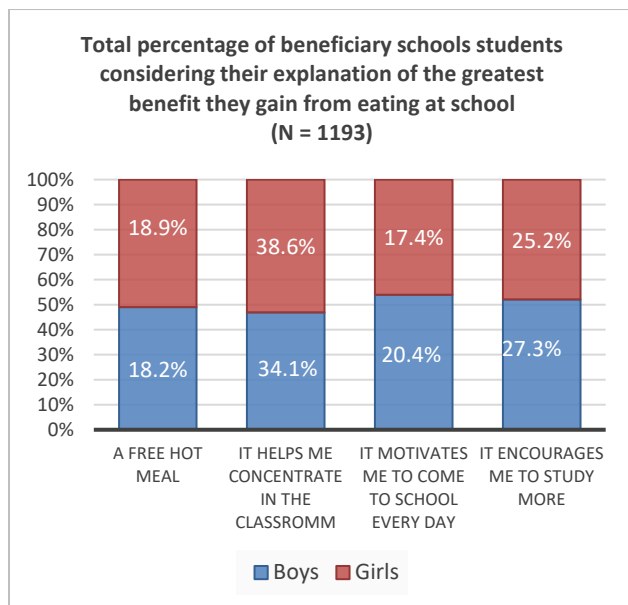
In the end, 18.5% of all the beneficiary students interviewed agree that the greatest benefit of eating in their school canteen is that they can enjoy a hot meal every day. In this group, the girls represent 18.2% and the boys 18.9%.

In addition, when it comes to classroom concentration, 36.4% of beneficiary students admit that it is the greatest benefit that eating in the school canteen provides. This opinion is shared by 38.6% of girls against 34.1% of boys.

Furthermore, the school served at the school attracts a group representing 18.9% of the students. For the latter, their greatest benefit is an encouragement to justify a regular presence in the classroom. The girls who share this opinion are estimated at 17.4% against 20.4% for the boys.

Finally, a percentage of 26.2% of the beneficiary students interviewed acknowledge that the greatest benefit gained from the school meal is to encourage them to study more. This point of view is shared by 25.2% of girls and 27.3% of boys.

Figure 21. Total percentage of the students interviewed in regards to the benefits obtained from the meal served at their school canteen



Source: Baseline survey 2017, AGV/WFP.

To conclude this section, it is important to bring out this general observation on all the students interviewed in the beneficiary schools:

- The overall percentage of students interviewed who confirmed having an average greater than or equal to 5/10 in 2015-2016 is estimated at 82.73%. For the girls, this percentage is 83.8% against 81.7% for the boys. Note that these percentages are not very different from the responses provided by these students when asked what is their current status in their class. Indeed, 81.6% of them confirmed a status of graduate in their class this year;
- For all these graduate students, 16.01% find their greatest advantage in a hot meal served at the school canteen every day;
- A percentage of 30.01% recognizes that the greatest advantage gained from a hot meal is that it enables the beneficiary students to better concentrate in the classroom;
- For 14.75% of them, eating at the school canteen is an attraction to come to school every day;
- Finally, a percentage of 21.96% find in the meal served in the school canteen a source of encouragement to study more.

Thus, for the two factors closely related to academic achievement, namely concentration in the classroom and assiduous study, eating at school has an impact on at least 51.97% of the students interviewed.

3.2.5. Eating Habits and academic performance of the non-beneficiary students

With the non-beneficiary students, the survey looked at their eating habits and preferences on the one hand. On the other

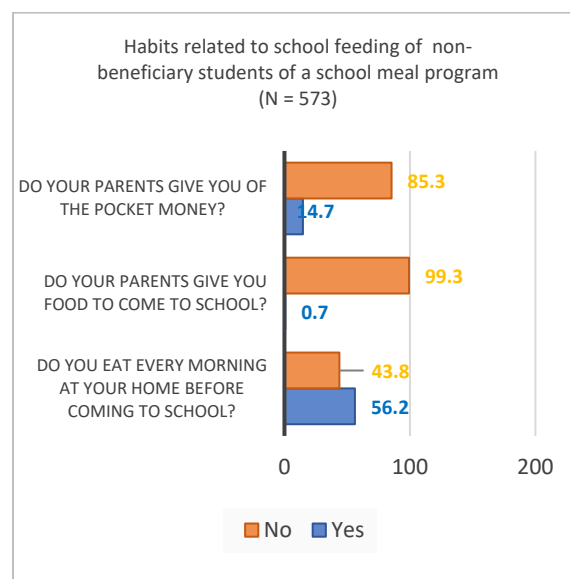
hand the emphasis was placed on their motivation to go to school in the absence of a school meal program while reviewing their academic performance during the year 2015-2016.

3.2.5.1 Habits associated with the students' nutrition

Analyzing the habits associated to the nutrition of the non-beneficiary students of a school meal program, it appears as follows:

- A little more than half of these students, a percentage of (56.2%) has the habit of eating every morning before coming to school, while 43.8% of them do not have that habit;
- A low percentage of 0.7% of students bring a lunch box to school. This is very significant of the economic problems the population of the semi-urban and rural areas of the country are facing;
- Those who see their parents put money in their pocket to go to school are estimated at 14.7% only.

Figure 22. Habits related to the nutrition of the non-beneficiary students of a school meal program



Source: Baseline survey 2017, AGV/WFP.

3.2.5.2 Food preferences of non-beneficiary students

The non-beneficiary students would have probably preferred that a canteen be available in their school when analyzing the advantages they could have benefited from. In fact, 32.1% of them could not have been hungry at school anymore.

A percentage of 27.1% would be more motivated to come to school, and 22% of them would have paid more attention in the classroom. Finally, 18.8% would have put more effort into their studies.

Furthermore, if there was a canteen in their school 78% of the non-beneficiary students would prefer to consume rice, 14.7%, would have a preference for wheat and 6.3%, for corn meal. A

percentage of 94.4% would like a legume to eat with their cereal of choice which is rice, 95.6% would have liked to see meat in their meal, and 91.6% would have wanted to eat five (5) days during the week.

Table 32. Food preferences of non-beneficiary students

Food preferences of non-beneficiary students		# of Students (N = 573)	In %
What benefit do you think a canteen at the school would bring you the most?	No longer be hungry at school	184	32.1
	More motivation to come to school	155	27.1
	More attentive in the classroom	126	22.0
	More assiduous in studying	108	18.8
What food (Cereal) would you prefer to eat the most at school if there was a canteen?	Wheat	84	14.7
	Rice	447	78.0
	Corn	36	6.3
	Millet	6	1.0
This food (Cereal), you would prefer for it to come with a legume like pea for example?	Yes	541	94.4
	No	32	5.6
This food (Cereal), you would have liked for it to come with meat or salmon?	Yes	548	95.6
	No	25	4.4
How many days a week would you like to eat at the school if there was a canteen?	1 day	1	0.2
	2 days	9	1.6
	3 days	9	1.6
	4 days	29	5.1
	5 days	525	91.6

Source: Baseline survey 2017, AGV/WFP.

3.2.5.3 Motivation and academic performance of the non-beneficiary students

The observation made by 64.6% of the non-beneficiary students interviewed on their classmates indicate that these are generally attentive in the classroom. However, 42.6% of them think that the absence of a canteen at their school can be considered as a source of discouragement for students to come to school.

However, analyzing the academic performance of their classmates, 70% of the students interviewed think that even in the absence of a canteen in their school, the students manage to maintain a certain academic performance. It should be noted that a percentage of 30% feel that their classmates were not able to have a good academic performance in the absence of a canteen in their school.

In fact, by examining the averages obtained for the 2015-2016 school year, 27.9% of the students interviewed had an average of less than 5/10. A percentage of 49.7% had

an average between 5/10 and 7/10 and 22.3% ranked at the top with an average greater than 7/10.

To the question of whether the school meal has an impact on the retention of the students at school, the students interviewed think that 38.4% would opt for a school nearby with a canteen if they knew the existence of such school. They could have left their current school for this new school with a meal program.

Furthermore, among those who think (52.7%) that their classmates would have chosen to go to another school with a canteen or to stay, there would be at least 38.4% of the students of the non-beneficiary schools on which their school does not have a real power of retention.

Thus, looking at these data, the canteen at a school in these targeted categories plays a big role in the ability of the school to retain its students. The economic difficulties make it so that these are attracted either to have a hot meal every day or to find the motivation necessary to study and to succeed in their schooling.

Table 33. Motivation and academic performance of non-beneficiary students

Motivation and academic performance of non-beneficiary students		# of Student (N = 573)	En %
Based on your usual observations, are the students attentive in the classroom?	Yes	367	64
	No	206	36
The fact that there is not a canteen in the school does not this discourage the children from coming to school?	Yes	244	42.6
	No	329	57.4
According to your observations, do the students in your school usually have a school performance in the absence of a canteen?	Yes	401	70
	No	172	30
	< 5/10	160	27.9
What was your grade for the last school year?	5/10 – 7/10	285	49.7
	7/10 and over	128	22.3
If you were aware that there was a school nearby where there is a canteen would you like to leave your school to go to this school?	Yes	220	38.4
	No	353	61.6
Do you think that a majority of students of your school would do as much?	Yes	328	52.7
	No	245	42.8

Source: Baseline survey 2017, AGV/WFP.

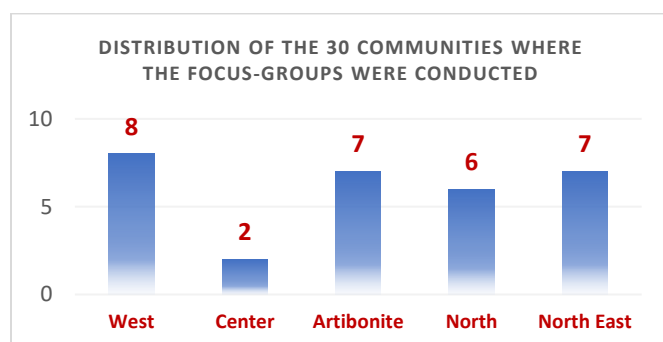
3.3. The qualitative survey of the community groups

The qualitative survey was conducted in about 30 communities in early December 2016. Each focus group was planned in conjunction with the schools' managers and the school management committee (SMC). Exchanges on various aspects of the school feeding program were conducted with each group of actors separately. Two professionals, one facilitator and one note taker, were sent in each community to organize these exchanges with the schools' key actors.

3.3.1. Choice and distribution of communities for the Focus-Groups

The choice of the 30 communities followed the same protocol associated with the selection of the study sample. Based on the distribution size of the total number (595) of schools benefitting from the program at the level of the five (5) strata, the number of target communities for the organization of focus groups was determined and then randomly drawn. Thus, the 30 randomly selected communities are distributed as follow:

Figure 23. Distribution of the 30 communities for the Focus-Groups



These 30 communities were randomly distributed at the level of the municipalities and the communal sections where the schools are located. Thus, coverage of this distribution of the focus groups over the entire geographical scope of the study was obtained.

3.3.2. Profile of the discussion groups' participants

Across the entire geographic scope of the study, all interest groups were represented in the exchanges. The following table gives the sectoral profile of each participants at the meeting. However, the groups with the best quantitative representation are in order of importance:

- Members of the school management committee (SMC) with a percentage of participants evaluated at 29.82%;
- Teachers who were represented at 17.89%;

- The parents' associations that were present at the meetings with 15.14% of their members;
- The school principals with a participation of 12.84%;
- The students, the main direct beneficiaries of the program, were represented at 11.47% of the number of participants;
- Then there were all the actors present including ASEC / CASEC, food storage room security guards, community leaders, religious leaders, distinctive personalities in the communities and representatives of the community-based organizations.

Table 34. Profile of the Focus-Groups participants

Profile of the participants	Quantity	In %
ASEC	1	0.46
Parents' association	33	15.14
CASEC	4	1.83
SMC Members	65	29.82
School administration	28	12.84
Students	25	11.47
Teachers	39	17.89
Security guards	5	2.29
Community leaders	5	2.29
Religious leaders	3	1.38
Community's distinctive personalities	3	1.38
CBO representatives	7	3.21
Total	218	100.00

Source: Baseline survey 2017, AGV/WFP.

3.3.3. Discussion topics with the participants

Focus-Group discussions were conducted with each group of community actors separately. For each group met, discussion topics with specific questions allowed a facilitator and a note taker to conduct the discussions and report the participants' contribution to the discussion sessions. The different topics discussed with the various groups of participants are the following:

Interest Group 1: School Principals

- Implementation and operation of the SMC and the BSMC;
- Importance of the canteen within the school and the need for utensils and equipment;
- Link between the school meal and the classroom attendance;
- Forms of contribution and participation of the parents in the school canteen.

Interest Group 2: Teachers

- The meal and student attention in the classroom;
- The meal, the students' alertness and learning in the classroom;

- iii. The meal and the students' performance.

Interest Group 3: Service Staff

- i. Nutrition knowledge and training needs;
- ii. Inventory management, quantitative and qualitative aspects;
- iii. Composition of the dishes served to the students;
- iv. Cooking energy and use of water.

Interest Group 4: Students

- i. General appreciation of the students for the food served in the school canteen;
- ii. Main students' grievances on the quality of the meals.

Interest Group 5: SMC members and the students' parents

- i. The school canteen and the increased students' motivation to go to school;
- ii. Students' level of appreciation for the meal served in the canteen;
- iii. Parents' involvement in the canteen;
- iv. Program governance within the school;
- v. Recommendations to improve the program's management

3.3.4. The Focus-Groups results

3.3.4.1 Discussions with school principals

The implementation and the operation of the school management committee (SMC) is a topic discussed with the schools principals during the Focus-Groups. The questions evolved around the role and the contribution of this structure in the management of the canteen and the problems it faces in carrying out its functions. The points that emerged from these discussions are:

- i. Overall, the SMC members are cooperating to run the canteen in their school;
- ii. They supervise the kitchen as required and ensure that the stoves meet the standards of cleanliness and food safety preparation;
- iii. They ensure the mobilization of parents to discuss any subjects of interest for the operation of the school and the canteen;
- iv. They manage food stocks and plan daily how much food to cook to meet the nutritional needs of the students present in the classrooms;
- v. In short, the committee ensures the proper functioning of the school canteen, the control of the storage room, the planning of the cooking, the purchases, the control of the canteen accessories, the respect of hygiene practices, the supervision of the children during lunch.

In addressing the problems encountered by the SMC members while performing their duties, the school officials reported:

- i. Recurring salary grievances of the service personnel;
- ii. Insufficient availability of kitchen equipment and utensils;
- iii. Difficult access to water and energy for cooking;
- iv. Lack of variety in the food which causes grievances on the part of the students;
- v. That, with the total depletion of the food stock, the students no longer come to school;
- vi. Managing the food distribution to the students takes way too much time. In fact, when serving the meal, the teachers are involved to guarantee order. This has a negative impact on the management of the time spent on school activities in the classrooms.

The discussions with the school principals also focused on the importance of the canteen in their schools, the need for kitchen equipment and utensils, and the types of contribution received from the parents. From these exchanges, it revealed the following:

On the satisfaction of the students' nutritional needs, the opinions are divided. Most principals argue that the school meal meets students' dietary needs when considering the fact that without this opportunity, the students would not have access to a daily hot meal.

Others argue that the food served in the canteen does not meet the students' nutritional needs. According to them, there is a lack of variety in the meal and its content in terms of nutritional needs is not balanced. On this same subject, the opinions are divided on the fact of whether the parents' expectations are met or not. Some principals believe that most parents are satisfied with the food served to their children at school. Others, on the other hand, argue the opposite based on the quality of the food accessible at school.

In addition, the lack of cooking utensils means that each student does not eat in his own plate. In some schools, the students eat with their hands not being able to use a spoon. Under these conditions, the risks of contamination from viral diseases are high. All these conditions mean that the expectations of all the parents are not met in regards to their children's nutritional needs.

With regard to the lack of equipment and kitchen utensils, the schools' principals pointed out that the needs are in terms of:

- i. Boilers, pans for preparing the food;
- ii. Plates and spoons for feeding children;
- iii. Equipment (pallets) to ensure the proper storage of food in the storage room.

However, the principals unanimously recognize that the school meal is a source of motivation that attracts students and has a positive effect on the retention of students at school.

Pertaining to the types of parental contribution to the operation of the canteen, the principals report that they provide the following types of support:

- i. For the most part, they give a modest financial contribution for the functioning of the school canteen;
- ii. They participate in small cleaning and gardening projects that help keep the school's immediate environment clean;
- iii. They bring wood as a source of energy and water for cooking the food.

It should be noted that in terms of energy consumption, most principals estimate between 3% and 5% the percentage of households that have a certain habit of buying coal briquettes.

3.3.4.2 Discussion with the teachers

The discussions with the teachers focused on the attention, the alertness and the performance of the students in the classroom while considering the availability of the canteen at the school. The results of these exchanges reveal the following points:

- i. On their considerations of the students' attention in the classroom, the teachers unanimously recognize that students are paying much more attention in the classroom because of the meal now available. Most even compared the situation in which they taught before the canteen to support their arguments;
- ii. With regard to the students' receptive state of mind in the classroom, all teachers share the same point of view. The students are more receptive, learn better and more easily because of the meal available at their school;
- iii. Regarding the students' academic performance, they also acknowledged unanimously that the students' academic performance improved greatly with the canteen. They based their conclusion on a comparison of when there was no canteen in the school.

3.3.4.3. Discussions with the service personnel

The list of discussions with the service staff in the school canteen focused on their knowledge of inventory management, the use of energy and water. These exchanges also considered the types of dishes served to the students. These discussions revealed the following findings:

In terms of general knowledge of the service personnel, the members claim that they know the basic rules of cleanliness and food safety preparation. For example, they use chlorinated water for any type of washing and cleaning in the kitchen. They wash their hands regularly, take care of the hair holding, etc. They respect the standards of dosage for the different types of ingredients used in the composition of the dishes.

When it comes to stock management, the service staff explains that the food in the storage room is placed on pallets. They take measures to prevent the presence of rodents (rats, mice, etc.) by allowing cats to sleep in the storage rooms, in most cases. They use pesticides to remove growth habitat of other pests. These precautions help prevent food contamination by these critters.

The storage room under the supervision of the storekeeper is generally secure and properly closed. Every morning, depending on the number of students present, the food to be prepared is sent to the kitchen. The staff uses the worksheets provided by WFP to monitor the depletion of the food stock. For this, they apply the training received from the WFP on inventory management.

As for the availability of equipment, the service staff in most schools reported the lack of pallets and other equipment used to store the food.

Regarding the types of food served to the students, in most cases, the student's meal consists of wheat mixed with beans. Sometimes, the dish served includes rice.

As for the cooking energy used in the kitchen by the service staff, it is mainly provided by the use of dried wood. In some rare cases, propane gas and charcoal are used as a source of energy for cooking.

3.3.4.4. Discussions with the students

The discussion topics with the student representatives in the Focus-Groups focused on the students' overall appreciation of the food served and their main grievances in regards to the quality of the meal. Overall, the students' representatives recognize that their classmates enjoy the meal served at school. Their main demands are about the diversity of the food. In fact, they find the menu essentially based on wheat and bean too monotonous.

Most students complain about the taste and the lack of meat or salmon. However, the food at school represents for them a real source of motivation not only to come to school but also to be more attentive in the classroom.

3.3.4.5. Discussions with the SMC members and the Parents

With the SMC members and the parents, the discussions focused essentially on issues of program governance and recommendations for improving program management. The results of this exchanges highlighted the following points:

On the aspect of the program governance, issues dealing with transparency, participation, access and circulation of information were discussed during the exchanges. In terms of transparency, almost all the discussion groups of the SMC with the exception of one reported that all members have full access to all information related to the management of the canteen in their school. In terms of their participation in decision-making, it is the same observation. They are always invited to participate in the meetings where the decisions are taken about the management of the canteen. Likewise, for the free flow of information, they say that all information is known and accessible to everyone.

Regarding the use of the canteen food, the SMC members and parents, unanimously, report that the merchandise delivered by the WFP to the schools are exclusively used to feed the students. In no way, are they diverted for other purposes.

In terms of recommendations to improve the program management, the SMC members and the parents advocate for a set of requests they made. Their first request is for an increase in the quantity of food delivered to the schools. For them, the students are not eating enough and, besides, they have to handle conflicts with students from non-eligible classes in the program (7th grade to 9th grade) to benefit from the program. Their second type of request concerns ingredients such as: iodized salt, meat, salmon in order to improve the quality of the meals served to the students.

The third request was formulated to express their needs for storage equipment and kitchen utensils (plates, spoons, cups, etc.). Their fourth request concerns the diversity of the food.

Currently, the bulk of the student nutrition is based on wheat. They want WFP to provide them with other foods such as rice, corn meal, flour, sardines, herring and juice packs to meet the students' nutritional needs.

3.4. Discussions around the reflections on school feeding in Haiti

Significant progress regarding strategic and operational management of the school feeding in Haiti has been observed these last years. Strategically, reflection and orientation efforts having benefited from the support of

the WFP, have contributed to the definition and the adoption of a national school feeding policy. Program actions included in this policy's Agenda, particularly, the implementation of a legal and regulatory framework, the implementation of new structures (CNAS) and the capacity building of other existing structures (PNCS / MENFP) as well as institutional networks formed, aim at guaranteeing the good governance of school feeding in Haiti in connection with the local economy.

During the workshop on the evaluation of national capacities and the elaboration of an action plan on the SABER, school feeding in Haiti on August 25th and 26th, 2015, a set of strategic objectives based on the identified needs were highlighted by considering the following pillars:

- i. The political frameworks;
- ii. The financial capacity;
- iii. The institutional capacity and coordination;
- iv. The design and implementation;
- v. The roles of communities – Taking actions beyond schools.

This national workshop organized by WFP made it possible to establish a diagnosis of the school feeding situation in the country and, especially, contributed to the development of an action plan to solve the problems identified.

On the operational level, WFP has developed a handbook for school canteen in Haiti. Through this guide, the operational management processes of the school's canteen are developed. Addressing operational management issues, this manual gives clear guidelines to the national schools participating in the school feeding program to adopt standardized norms of management while focusing on the issues of stakeholders' participation while performing their roles and their responsibilities.

As part of the " Kore Lavi " program that supports the National Food Security and Nutrition Program, an experiment involving six community schools in Plateau Central was conducted. This program, implemented by the PNCS / MAST, is supported by WFP and other donors.

The implementation of this program was aligned with the vision of the national policy for school feeding. The experimented model was based on local entrepreneurship and the supply of local products to satisfy the nutritional needs of beneficiary students.

The use of local catering services while employing regular procurement procedures to support the preparation and distribution of food rations to the students enables the school stakeholders, particularly teachers, to focus on the learning objectives.

Indeed, the argument put forward to support this approach is that management of the canteen by the school consumes time that could have been allocated to educational activities for a better academic performance. By removing activities associated with the preparation and the distribution of food to students from the people in charge in the schools and the teaching staff, those will be able to devote their energy to meeting students' learning goals.

On the other hand, experience showed that by outsourcing the preparation and the distribution of the food to the students, it is easier to ensure the quality of school feeding at all times. Furthermore, the choices of energy associated with cooking the food based on the use of propane gas contribute to real cost-benefit advantages compared with the use of charcoal. These choices thus contribute to a decrease in the rate of tree cutting having a negative impact on the environment which would be attributable to the school canteen program.

CONCLUSION

The results of this study are the findings of an in-depth exploration of the three main sources of data collection, namely, schools, students and communities, in order to provide precise answers to a set of questions formulated beforehand. These results, as articulated, aim to provide program managers with the necessary level of understanding to better articulate program actions in the implementation of the feeding program in the schools.

The study showed that in terms of school organization, there is a SMC in 93.3% of the schools' facilities. As to whether these structures play their role effectively, it was immediately revealed that the members of this structure are only getting bogged down in daily activities associated only with the management of the school canteen's routine operations. However, their statutory responsibilities, as defined in the TORs of their constitution, are more extensive. It should be noted that the function of president, for example, is occupied by the school's principal in at least 50% of the cases. However, the statutory regulations indicate that the SMC members must be democratically elected by the general assembly. Thus, it seems that there is a lack of a more formal normative framework that would have allowed the members of this structure to more adequately fulfill the assigned mission.

For example, in 2015-2016, the students who had to repeat their class are estimated at 21.08%. If it is recognized that the school meal has a positive impact on the students' academic performance, how can the SMCs, the teachers, and the principals be involved in a joint effort to maximize the benefits of this program in order to reduce the repetition rate in the schools. This is a relevant issue that could help refocus the role of the SMC with its statutory rules.

In addition, the issue of school infrastructure management requires an attention from the community actors in the schools, particularly the SMC. For example, the study found that only 66.7% of the schools have latrines. Are SMC members aware of these issues?

When it comes to the upstream functioning of the canteen, there is the management of the storage room where the food is stored before being sent to the kitchen for cooking. The service personnel seems to know the basic rules associated with secure storage of goods. In fact, 90.7% of the schools have a storage room whereas pallets are available in 88.7% of the schools. For the kitchens' compliance with minimum operating standards, only 48% of the schools meet these requirements. There is a lack of equipment and cooking utensils in the kitchens. Indeed, the study revealed that there are no plates in 32% of the schools.

We must admit that these survey data do not come from a systematic inventory of equipment and utensils available at the schools. It was not possible to confirm all the information provided from the school property inventory records properly maintained by the SMC.

When it comes to the management of the school canteen, the staff seem to have some knowledge of the rules associated to cleanliness, hygiene and food safety preparation.

In fact, by reviewing good practices in this field, 94% of the schools have their SMC members or their service staff capable of identifying and applying at least three good practices. However, in terms of training, needs are identified in food product stock management, in school health and hygiene, in nutrition and food safety preparation.

In its report of cause-effect beneficial with academic performance, unanimously shared by the various groups of stakeholders, the school canteen plays an undeniable role. All the actors (principals, teachers, parents) intervening in the school environment recognize it besides. Even the direct beneficiary who is the student is aware of the benefits he derives from the school meal program, the most important of which is his academic success. The study highlighted the relationship between community actors and the management of the program.

Their involvement and participation, despite the difficulties encountered with pay issues, continue to demonstrate their commitment to the implementation of the program in their schools. The question remains on how to create greater synergy in the actions of its stakeholder groups to maximize the benefits and long-term outcomes of the program?

Indeed, the new paradigm of development implies the development of local capacities in the effective management of their problems in the long term. This program, in itself, represents a driving force around which could be grafted several dynamics that could influence the quality of education. The statements included in the ToR defining the

organizational and structural profile of the SMC, for instance, contain the seeds to give this new drive to these schools.

Although most community actors have certain grievances about the program that they generally formulate in the form of demands for adjustment in the supply of food in the schools, it remains nevertheless, that it is a program that local communities rely on. With its capacity building

component, this program could leverage to help improve the quality of education while providing a balanced diet to the students. It is with this understanding that this study attempts to make the following recommendations to the program managers.

RECOMMENDATIONS

The recommendations made in this study are intended to assist program managers in strengthen the mechanisms for monitoring the actions they will have to undertake as part of the program's implementation. It is important that these actions be part of a logical framework that tracks progress and makes corrections to ensure that progress is being made towards the program's stated goals and outcomes. Thus, the main recommendations arising from this study are the following:

- i. Refocus the functioning of the SMCs around the conceptual framework defined in the TORs organizing and structuring these entities as part of the management of the program in the schools;
- ii. Define an operations manual for both the providers and the SMCs, as well as working tools that organize the operation of these structures, by bringing forward the production of quality information essential for monitoring the activities participating in the measurement of the different program performance indicators. To produce this information, it will be necessary 1) to set up a sound information system, 2) to identify the participants to feed the information system, 3) to clarify the communication mechanisms of information that are well known to all participants;
- iii. Train the various workers having any contribution associated with the measurement of the program performance. Each type of worker could have, according to their own identified needs, their training program. For example, the study revealed training needs for school principals on management of the feeding program, monitoring and reporting, and for the SMC in the following areas: 1) food inventory management, 2) health and school hygiene, (3) nutrition and (4) food safety preparation;
- iv. Make a systematic inventory of the needs for equipment and kitchen utensils in order to plan the supply of schools with shortage of these materials. In this area, the competence of the SMC members will have to be strengthened in order to keep an inventory register of the school property. The simplicity of the tools and the training of the users will make the task easy for the school staff assigned to this task;
- v. Increase the diversity of the food rations distributed through the introduction of fresh vegetables, tubers, roots and local fruits in order to complement the current menu which is mainly based on imported cereal (73%). This request has appeared during discussions with the beneficiaries (students), and can be added to the local procurement initiatives currently being implemented by WFP in Haiti. Nutritional input and the program's contribution to the local economy are the two government's priorities expressed in the National School Feeding Policy;
- vi. Strengthen the sustainability and the long term effect mechanisms of the program so that the local actors can develop their leadership and be able to ensure the continuity of the school meal program management in their school even in the absence of any funding. Given the dependence expressed with respect to the program to operate the schools, such a strategy would help to make the supported school communities viable in the long-term.

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³ These documents were provided by WFP to assist in the understanding of the initiatives supporting the Government of the Republic of Haiti in terms of school feeding.

APPENDIX: Questionnaires

SCHOOL SURVEY QUESTIONNAIRE

IDENTIFICATION OF THE SURVEY AGENT	Agent's General Observation
Facilitator's name _____ A.1 Facilitator's code __ __ Tel : _____	
A.2 Interview's date : __ __ / <u>0</u> <u>1</u> / 2017 Day Month	
1. B INFORMATION NOTE	
Before starting the interview, it is important to explain to your main respondent who welcomed you the objective of this study and to thank him/her for having welcomed you. You must also explain: - How the school was selected? - How focus group participants have been identified? « My name is [Facilitator's name]. The World Food Program (WFP) and its national partners are conducting a baseline study prior to the implementation of a school feeding program. The WFP used the technical services of Atlantis Global Vision, which I represent, to conduct this study. The discussions will take approximately one hour and a half (2 hours at most). The information collected will remain strictly confidential and will not be shared with others for any reason whatsoever. They will be used for statistical purposes to inform the decision-making to improve the management of the canteen program in schools supported by WFP.	

SECTION 1: SCHOOL MANAGERS, SCHOOL MANAGEMENT COMMITTEE (SMC) AND NUMBER OF STUDENTS

[illegible]

[illegible]

**SECTION 2 : THE EXECUTIVE OFFICE OF THE SCHOOL MANAGEMENT COMMITTEE (EOSMC)
AND SCHOOL INFRASTRUCTURES**

2.1	School governance structures: the executive office of the School Management Committee (EOSMC)		Circle M or F		President:		
	Position in the EOSMC	Interest groups represented in the SMC	M	1	Telephone number_1:	Telephone number_2:	
F			E-mail:				
			Circle H or F		Secretary:		
			M	2	Telephone_1:	Telephone number_2:	
			F		E-mail:		
1	President	__	01 : Direction	circle H or F		Treasurer:	
2	Secretary	__	02 : Teachers	M	3	Telephone_1:	Telephone number_2:
3	Treasurer	__	03 : Personnel	F		E-mail:	
4	Storekeeper	__	04 : Students	circle H or F		Storekeeper :	
5	1st Member	__	05 : Students Parents Association (SPA)	M	4	Telephone number_1:	Telephone number_2:
6	2nd Member	__		F		E-mail:	
7	3rd Member	__			M	5	1 ^{er} Member:
				F	Telephone number_1:		Telephone number_2:
				M	6	2nd Member:	
				F		Telephone number_1:	Telephone number_2:
				M	7	3rd Member:	
				F		Telephone number_1:	Telephone number_2:
Note for the survey agent: Ask the school's principal to give you the list of people who make up the Management Committee or the School Council to register their names (From 1 to 7), their contact details and their gender.							
2.2	Availability of school infrastructures	Types of infrastructures				Existence	
		Does the school have a playground?				__	1= yes, 2 = No
		Does the school have a library?				__	1= yes, 2 = No
		Does the school have a computer room?				__	1= yes, 2 = No
		Does the school have an internet connection?				__	1= yes, 2 = No
		Does the school have electricity?				__	1= yes, 2 = No
		Does the school have separate restroom for teachers and students?				__	1= yes, 2 = No
		Does the school have water for uses other than drinking?				__	1= yes, 2 = No
		Does the school have drinking water?				__	1= yes, 2 = No
		Does the school have a canteen for the students?				__	1= yes, 2 = No
		Does the school have a health center to ensure first aid?				__	1= yes, 2 = No

SECTION 3 – DISTRIBUTION : STORAGE, EQUIPMENTS, FOOD PREPARATION TOOLS, KITCHEN UTENSILES, COOKING ENERGY AND WATER USE

3.1	Does the school have an appropriate storage room to store canteen's food? ☐ 1= Yes, 2 = No				
3.2	Are the bags and boxes containing foods placed on pallets in a ventilated and secured storage room?		☐ 1= yes, 2 = No		
3.3	If the school does not have a storage room, the food is stored, in priority, in one of the following places:		A. At the Principal's ☐ 1= Yes, 2 = No B. At one of the SMC member ☐ 1= Yes, 2 = No C. In a store, other than A and B ☐ 1= Yes, 2 = No D. Other, specify: _____		
3.4	How would you describe the cooking space?	A	A closed, clean, well-ventilated area with modern equipment and facilities	☐ 1= Yes, 2 = No	
		B	An open, narrow, poorly maintained room with no equipment and kitchen utensils	☐ 1= Yes, 2 = No	
		C	A traditional outdoor space using dried wood and rocks as a sort of makeshift stove	☐ 1= Yes, 2 = No	
		D	Food is prepared in another kitchen which is external to the school	☐ 1= Yes, 2 = No	
3.5	Does the school have an adequate kitchen? ☐ 1= Yes, 2 = No				
3.6	Does the school have the following equipment, food preparation tools and kitchen utensils:	A	Food storage equipment:	☐ 1= Yes, 2 = No	
		B	Pots and pans:	☐ 1= Yes, 2 = No	
		C	Dishes, spoon for students:	☐ 1= Yes, 2 = No	
		D	All category specified in A, B and C	☐ 1= Yes, 2 = No	
		E	The school has no equipment	☐ 1= Yes, 2 = No	
3.7	The school uses these following types of cooking energy sources:	A	Gas stove	☐ 1= Yes, 2 = No	
		B	Gas improved stove	☐ 1= Yes, 2 = No	
		C	Charcoal simple stove	☐ 1= Yes, 2 = No	
		D	Coal briquette stove	☐ 1= Yes, 2 = No	
		E	Traditional stove (a sort of makeshift using rocks and dried wood)	☐ 1= Yes, 2 = No	
3.8	Indicate, in terms of percentage, how often these types of cooking energy are used in the school canteen	A	Gas stove		%
		B	Gas improved stove		%
		C	Charcoal simple stove		%
		D	Coal briquette stove		%
		E	Traditional stove (a sort of makeshift using rocks and dried wood)		%
3.9	In terms of cooking energy, indicate, based on your experience, the percentage of students' parents who buy:	Coal briquette			%
		Propane gas			%
3.10	Specify the different sources of water supply in the school canteen?	A	Tap water commonly used	☐ 1= Yes, 2 = No	
		B	Community well/ Community pump	☐ 1= Yes, 2 = No	
		C	Improved well (Protected)	☐ 1= Yes, 2 = No	
		D	Traditional well (unprotected)	☐ 1= Yes, 2 = No	
		E	Surface waters (stream, river, etc.)	☐ 1= Yes, 2 = No	
		F	Rain water	☐ 1= Yes, 2 = No	
		G	Other, specify _____	☐ 1= Yes, 2 = No	
3.11	Students have access to water for the following needs:	A	Wash hands before eating	☐ 1= Yes, 2 = No	
		B	Drinking water (Potable water)	☐ 1= Yes, 2 = No	
		C	Water to evacuate human waste	☐ 1= Yes, 2 = No	

SECTION 4 – THE MANAGEMENT OF THE SCHOOL CANTEEN: Knowledge – Attitudes – Practices (KAP)

4.1	The structure of the school canteen management:	A committee manages the school canteen: ☐ 1= yes, 2 = No If yes, indicate the number of members that are: ☐ Female: ☐ Male	
4.2	Training of members of the SMC or service staff:	Members or staff working in the kitchen were trained: ☐ 1= yes, 2 = No	
4.3	Areas of training: If yes, specify the area?	A Food stock management: ☐ 1= yes, 2 = No B Health and hygiene: ☐ 1= yes, 2 = No C Nutrition: ☐ 1= yes, 2 = No D Preparing food in good sanitary conditions: ☐ 1= yes, 2 = No E Other, specify _____	
4.4	Based on your experience and observations on how SMC members or the canteen personnel work, can you confirm whether they have these good health and hygiene practices in the kitchen? Notes for the survey agent: Show the list of possible responses to your respondent, let them choose the answer (s) themselves without making suggestions. Each information on the list must be answered with a "Yes" or a "No".	1 Wipe your hands by rubbing them against each other or using a clean cloth ☐ 1= yes, 2 = No 2 Have nails short and clean hands and use a bandage in case of injury ☐ 1= yes, 2 = No 3 Wash hands with soap and clean water (including after going to the toilet) ☐ 1= yes, 2 = No 4 Do not cough or blow your nose near food or water ☐ 1= yes, 2 = No 5 Do not wipe hands on clothes or serve meals with your hands ☐ 1= yes, 2 = No 6 Stop working immediately in case of illness (diarrhea, vomiting, boil, wound, ulceration on the exposed parts of the skin) and inform colleagues ☐ 1= yes, 2 = No 7 Buy fresh milk, meat and fish on the day of consumption and keep them fresh and covered ☐ 1= yes, 2 = No 8 Keep food in a clean place out of reach of animals, insects, rodents and other pests ☐ 1= yes, 2 = No 9 Have a regular handwashing station and keep the latrines clean ☐ 1= Yes, 2 = No	10 Use water supply and Pump water ☐ 1= yes, 2 = No 11 Keep drinking water in a clean and a covered container ☐ 1= yes, 2 = No 12 In case of lack of drinking water, boil the water for 15 minutes and disinfect it with bleach ☐ 1= yes, 2 = No 13 Have clean clothes, clean and well-covered hair ☐ 1= yes, 2 = No 14 Cut the grass regularly that grows around the canteen buildings and prune the surrounding trees ☐ 1= yes, 2 = No 15 Collect the waste in a suitable garbage 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 ☐ 1= yes, 2 = No 16 Clean dishes immediately after meals with soap and water, rinse with clean water and dry ☐ 1= yes, 2 = No 17 Burn waste in pits or cover them with sand and soil ☐ 1= yes, 2 = No

4.5	Based on your experience and observations on how SMC members or canteen staff, can you confirm whether they are complying with these good kitchen storage practices Notes for the survey agent : Show the list of possible responses to your respondent, let them choose the answer (s) themselves without making suggestions. Each information on the list must be answered with a "Yes" or a "No".	1	Securing food from theft, fire and accidents ☐ ☐ 1= yes, 2 = No	7	Have an appropriate space and prepare it prior to receiving food? ☐ ☐ 1= yes, 2 = No
		2	Ensure that there are no rodents or insects on a regular basis. If rodents or insects are observed, take measures to destroy these pests ☐ ☐ 1= yes, 2 = No	8	Make regular inventories to monitor stock and take the necessary corrective measures in case of deviations ☐ ☐ 1= yes, 2 = No
		3	Handle products with care to avoid damage ☐ ☐ 1= yes, 2 = No	9	Limit losses by timely reconditioning of damaged supplies ☐ ☐ 1= yes, 2 = No
		4	When stacking, allow space for ventilation and circulation ☐ ☐ 1= yes, 2 = No	10	Make reports on stock management and update tracking documents ☐ ☐ 1= yes, 2 = no
		5	Stacking products on pallets by separating vegetables from non-vegetables and hazardous products ☐ ☐ 1= yes, 2 = No	11	Stock movements are done with the authorization of the responsible person ☐ ☐ 1= yes, 2 = No
		6	Keep storage space and stocks clean and in good condition ☐ ☐ 1= yes, 2 = No	12	Apply the FIFO method (meaning that food that comes first is used first) in order to ensure proper rotation of vegetables based on their expiry date. ☐ ☐ 1= yes, 2 = No
4.6	Based on your experience and observations on how SMC members or canteen's personnel work, can you confirm whether they comply with these good practices for safe food preparation in the kitchen? Notes for the survey agent : Show the list of possible responses to your respondent, let them choose the answer (s) themselves without making suggestions. Each information on the list must be answered with a "Yes" or a "No".	1	The cooking area is kept clean ☐ ☐ 1= yes, 2 = No	5	Never mix raw and prepared foods ☐ ☐ 1= yes, 2 = no
		2	Wash vegetables, fruits et other ingredients with potable water ☐ ☐ 1= yes, 2 = No	6	Never conserve meals for consuming for next days ☐ ☐ 1= yes, 2 = No
		3	Meat, fish and offal are well cooked ☐ ☐ 1= yes, 2 = No	7	Hot meals are served daily ☐ ☐ 1= yes, 2 = No
		4	Food preparation procedures are followed ☐ ☐ 1= yes, 2 = No		

SECTION 5 – THE MANAGEMENT OF THE CANTEEN AND AVAILABILITY OF EQUIPMENT, FOOD SECURITY AND NUTRITION

5.1	The Canteen management system :		Information are registered in book: 1 = yes, 2 = No				
5.2	Direct Beneficiaries of the canteen:	If the school canteen was in operation last month, how many students did you plan to give a food ration for the last month		girls			
				boys			
		The number of students that received a meal in the last distribution for the last month:		girls			
				boys			
5.3	Availability of equipment and kitchen utensils:	A	Food storage equipment :	1 = not at all; 2 = few 3 = enough; 4 = well equipped			
		B	Cookware to prepare food :	1 = not at all; 2 = few 3 = enough; 4 = well equipped			
		C	Cookware for cooking :	1 = not at all; 2 = few 3 = enough; 4 = well equipped			
		D	Gas stove:	1 = not at all; 2 = few 3 = enough; 4 = well equipped			
		E	Charcoal stove :	1 = not at all; 2 = few 3 = enough; 4 = well equipped			
		F	Improved charcoal stove :	1 = not at all; 2 = few 3 = enough; 4 = well equipped			
		D	Dishes and spoon (eating purpose):	1 = not at all; 2 = few 3 = enough; 4 = well equipped			
		G	Drinking cups:	1 = not at all; 2 = few 3 = enough; 4 = well equipped			
5.4. Number of days per week that students in grade 1 to 6 received a hot meal composed of four food categories, for last month (prior to the survey)							
Notes for the survey agent : Collect necessary information from managers and service staff and write the number of days per week students received a hot meal in the canteen.	week	1 FY	2 FY	3 FY	4 FY	5 FY	6 FY
	I						
	II						
	III						
	IV						
	Total						
	5.5. Number of students per week (Boys and Girls) in grade 1 to 6 that ate meals served in the canteen for the last month (prior to the survey)						
Notes for the survey agent : Collect necessary information from managers and service staff and write the number of days per week students received a hot meal in the canteen.	week	1 FY	2 FY	3 FY	4 FY	5 FY	6 FY
	I						
	II						
	III						
	IV						
	Total						

Food security and Nutrition		Supply Sources		Day of the week that students eat these foods:		Name the meal
Note: for each food group, please indicate the source of supply.....>>						
5.6	If the number of days for which students in grade 1 to 6 are provided with a balanced meal is > 0, what groups of food are served to students?	Cereals (rice, wheat, corn) __ 1: yes, 0: No	1 = WFP 2 = School 3 = Purchase from parents 4 = Production from school 5 = Production from parents 6 = other	1 = Monday 2 = Tuesday 3 = Wednesday 4 = Thursday 5 = Friday		
	Roots and tubers __ 1: yes, 0: No	__				
	Vegetables __ 1: yes, 0: No	__				
	Dairy products __ 1: yes, 0: No	__				
	Meat, fishes, offal __ 1: yes, 0: No	__				
	Fruits rich in vitamin A __ 1: yes, 0: No	__				
	Other fruits and vegetables __ 1: yes, 0: No	__				

SECTION 7 – REASONS FOR STUDENTS ABSENCE AND SCHOOL DROP-OUTS

Note for the survey agent: identify with the school's principal the three main causes of student absence in the classroom. Please, do note these causes in order of importance according the school's principal knowledge of the community.

7.1	What are, in your opinion, the three main causes of boy's absence in the classroom? <i>Note: Please rank by order of importance the three causes based on your knowledge of the community.</i>	Cause # 1 __ Cause # 2 __ Cause # 3 __	1 = health problem 2 = flooded river 3 = patronal feast 4 = take care of children at home when the mother is not at home 5 = funeral of a community leaders 6 = not able to eat in the school canteen 7 = other, specify _____
	What are, in your opinion, the three main causes of girls' absence in the classroom? <i>Note: Please rank by order of importance the three causes based on your knowledge of the community.</i>	Cause # 1 __ Cause # 2 __ Cause # 3 __	1 = health problem 2 = flooded river 3 = patronal feast 4 = take care of children at home 5 = funeral of a community leaders 6 = not able to eat in the school canteen 7 = other, specify _____

Notes for the survey agent: identify with the school's principal the three main causes of student drop-outs. Please, do note these causes in order of importance according the school's principal knowledge of the community.

7.2	What are, in your opinion, the three main causes of school drop-out among boys? <i>Note: Please rank by order of importance the three causes based on your knowledge of the community</i>	Cause # 1 __ Cause # 2 __ Cause # 3 __	1 = health problem/disability 2 = financial/economic problem 3 = parents migration 4 = quit to attend another school 5 = stay home to take care of other children 6 = other, specify _____
	What are, in your opinion, the three main causes of school drop-out among girls? <i>Note: Please rank by order of importance the three causes based on your knowledge of the community</i>	Cause # 1 __ Cause # 2 __ Cause # 3 __	1 = health problem/disability 2 = financial/economic problem 3 = pregnancy 4 = parents migration 5 = quit to attend another school 6 = stay home to take care of other children 7 = other, specify: _____

SECTION 8. QUESTIONS OF GENERAL INTEREST TO SCHOOL PRINCIPALS AND TEACHERS

Category of respondents	Questions	Note 1 for yes and 0 for no
School's principal	• Do you consider that the SMC effectively plays its role in the day-to-day management of school canteen operations?	☐ 1: yes, 0: No
	• Are members of the SMC effective in providing solutions to problems encountered in the management of the school canteen?	☐ 1: yes, 0: No
	• Do you think the canteen in the school meets students' basic nutritional needs?	☐ 1: yes, 0: No
	• Is the quality of meal provided to children meet parents' expectations?	☐ 1: yes, 0: No
	• Do all students eat on their own plates?	☐ 1: yes, 0: No
	• Did you see any need for cooking tools? If yes, identify these needs	☐ 1: yes, 0: No
	• Are you convinced that the canteen is a motivating factor for students to attend school?	☐ 1: yes, 0: No
	• Do you think that the canteen has a positive effect on the retention of students at school?	☐ 1: yes, 0: No
	• Do parents contribute to the functioning of the canteen?	☐ 1: yes, 0: No
	• Do you think that the canteen has a positive impact on the overall academic success in your school?	☐ 1: yes, 0: No
Teachers	Notes for the survey agent : ask these three questions to one teacher from 1 st to 6 th grade of fundamental year	Note 1 for yes and 0 for No
1st grade Teachers (FY)	• Did you observe that students are paying more attention in the classroom because of the school meal?	☐ 1: yes, 0: No
	• Did you observe that students become more receptive and learn more easily because of the school meal?	☐ 1: yes, 0: No
	• Did you notice a significant improvement in students' performance because of the school?	☐ 1: yes, 0: No
2nd grade Teachers (FY)	• Did you observe that students are paying more attention in the classroom because of the school meal?	☐ 1: yes, 0: No
	• Did you observe that students become more receptive and learn more easily because of the school meal?	☐ 1: yes, 0: No
	• Did you notice a significant improvement in students' performance because of the school meal?	☐ 1: yes, 0: No
3rd grade Teachers (FY)	• Did you observe that students are paying more attention in the classroom because of the school meal?	☐ 1: yes, 0: No
	• Did you observe that students become more receptive and learn more easily because of the school meal?	☐ 1: yes, 0: No
	• Did you notice a significant improvement in students' performance because of the school meal?	☐ 1: yes, 0: No
4th grade Teachers (FY)	• Did you observe that students are paying more attention in the classroom because of the school meal?	☐ 1: yes, 0: No
	• Did you observe that students become more receptive and learn more easily because of the school meal?	☐ 1: yes, 0: No
	• Did you notice a significant improvement in students' performance because of the school meal?	☐ 1: yes, 0: No
5th grade Teachers (FY)	• Did you observe that students are paying more attention in the classroom because of the school meal?	☐ 1: yes, 0: No
	• Did you observe that students become more receptive and learn more easily because of the school meal?	☐ 1: yes, 0: No
	• Did you notice a significant improvement in students' performance because of the school meal?	☐ 1: yes, 0: No
6th grade Teachers (FY)	• Did you observe that students are paying more attention in the classroom because of the school meal?	☐ 1: yes, 0: No
	• Did you observe that students become more receptive and learn more easily because of the school meal?	☐ 1: yes, 0: No
	• Did you notice a significant improvement in students' performance because of the school meal?	☐ 1: yes, 0: No

SECTION 9. QUESTIONS OF GENERAL INTEREST TO SCHOOL'S PRINCIPALS AND TEACHERS OF SCHOOLS IN THE CONTROL GROUPS

Category of respondents	Questions	Note 1 for yes and 0 for No
School's principal	Do you consider that the School Council (SC), if there is any in your school, plays its role effectively in supporting the management of the school?	☐ 1: yes, 0: No
	If yes, are the SC members involved in the promotion of small projects (Gardening, Cleanliness of the school space, etc.)?	☐ 1: yes, 0: No
	Do you think parents and students would like to have a canteen in your school?	☐ 1: yes, 0: No
	Based on your observations, do parents adequately care for their children's food by sending them to school?	☐ 1: yes, 0: No
	Did you observe that the majority of students come to school with their lunch box or with pocket money to buy food at recess?	☐ 1: yes, 0: No
	Did you observe that most students are attentive in the classroom or tend to sleep in class while the teacher is teaching?	☐ 1: yes, 0: No
	If yes, do students sleep in the classroom; do you think this is related to a certain deficit in their diet?	☐ 1: yes, 0: No
	Generally, does the food you see that students eat at school during recess meet their actual nutritional needs?	☐ 1: yes, 0: No
	Do you consider that school performance in your school would be better if there was a canteen?	☐ 1: yes, 0: No
Teachers	Notes for the survey agent : ask these three questions to one teacher from 1 st to 6 th grade of fundamental year	Note 1 for yes and 0 for No
1st grade Teachers (FY)	Did you observe that most students pay close attention to courses when they are in classroom?	☐ 1: yes, 0: No
	Did you observe that students are receptive and do not sleep during class time?	☐ 1: yes, 0: No
	In general, do you observe that students are eating in a balanced way?	☐ 1: yes, 0: No
2nd grade Teachers (FY)	Did you observe that most students pay close attention to courses when they are in classroom?	☐ 1: yes, 0: No
	Did you observe that students are receptive and do not sleep during class time?	☐ 1: yes, 0: No
	In general, do you observe that students are eating in a balanced way?	☐ 1: yes, 0: No
3rd grade Teachers (FY)	Did you observe that most students pay close attention to courses when they are in classroom?	☐ 1: yes, 0: No
	Did you observe that students are receptive and do not sleep during class time?	☐ 1: yes, 0: No
	In general, do you observe that students are eating in a balanced way?	☐ 1: yes, 0: No
4th grade Teachers (FY)	Did you observe that most students pay close attention to courses when they are in classroom?	☐ 1: yes, 0: No
	Did you observe that students are receptive and do not sleep during class time?	☐ 1: yes, 0: No
	In general, do you observe that students are eating in a balanced way?	☐ 1: yes, 0: No
5th grade Teachers (FY)	Did you observe that most students pay close attention to courses when they are in classroom?	☐ 1: yes, 0: No
	Did you observe that students are receptive and do not sleep during class time?	☐ 1: yes, 0: No
	In general, do you observe that students are eating in a balanced way?	☐ 1: yes, 0: No
6th grade Teachers (FY)	Did you observe that most students pay close attention to courses when they are in classroom?	☐ 1: yes, 0: No
	Did you observe that students are receptive and do not sleep during class time?	☐ 1: yes, 0: No
	In general, do you observe that students are eating in a balanced way?	☐ 1: yes, 0: No

SECTION 10 : DESCRIPTIVE INFORMATION ON TEACHING STAFF

	Grades	LAST NAME	FIRST NAME	TELEPHONE NUMBER	Gender	LEVEL OF EDUCATION	MONTHLY SALARY IN HTG
1 FY	Grade 1				_ 1: M, 2: F	_	
	Grade 2				_ 1: M, 2: F	_	
	Grade 3				_ 1: M, 2: F	_	
2 FY	Grade 1				_ 1: M, 2: F	_	
	Grade 2				_ 1: M, 2: F	_	
	Grade 3				_ 1: M, 2: F	_	
3 FY	Grade 1				_ 1: M, 2: F	_	
	Grade 2				_ 1: M, 2: F	_	
	Grade 3				_ 1: M, 2: F	_	
4 FY	Grade 1				_ 1: M, 2: F	_	
	Grade 2				_ 1: M, 2: F	_	
	Grade 3				_ 1: M, 2: F	_	
5 FY	Grade 1				_ 1: M, 2: F	_	
	Grade 2				_ 1: M, 2: F	_	
	Grade 3				_ 1: M, 2: F	_	
6 FY	Grade 1				_ 1: M, 2: F	_	
	Grade 2				_ 1: M, 2: F	_	
	Grade 3				_ 1: M, 2: F	_	
Code for each education level >>			1 = < 3rd Secondary ; 2 = 3rd Secondary or Second ; 3 = Rheto or Philo ; 4 = CAP ; 5 = ENI ; 6 = University ; 7 = FIA ; 8 = CFEF ; 9 = ENS ; 10 = FSE.				

STUDENT QUESTIONNAIRE

SECTION 1: QUESTIONS FOR STUDENTS IN BENEFICIARY SCHOOLS									
1.1	Code attributed to the School:		Full name of the school:						
1.2	Identification and student's profile	Last name:			First name:				
		Grade:		1 = 1 FY	2 = 2 FY	3 = 3 FY	4 = 4 FY	5 = 5 FY	6 = 6 FY
		Sex:		1 = G	2 = F	Age:		years	
		Status:		1 = Promoted this year; 2 = Repeated ; 3 = New					
1.3	Brothers and sisters at school?		1 = yes 0 = No	1.4. If yes, how many brothers and sisters do you have at school? 					
1.5	If no, do you have school-aged brothers and sisters? 1= yes, 2 = No					1.6. How many do you have? 			
1.7	Is there a canteen at your school where you regularly eat? (if no, go to section II)		1 = yes 0 = No	1.8. Do you like the meal served at school? 1=yes, 2 =No					
				1.9. Do you eat every morning before going to school? 1=yes, 2 =No					
1.10	If no, what do you dislike the most?		1 = bad taste; 2 = type of food served; 3 = food served does not relate to how I usually eat at home; 4 = food is not well prepared; 5 = not being able to eat in my own plate.						
1.11	Do you eat every time there is food in the school canteen?		1 = yes 0 = No	1.12. Do your parents pay for the food you are served at school?				1= yes, 2 =No	
1.13	If yes, how much?		HTG	1.14. Do you prefer the food at home to the food you are served at school?				1 = Parents 2 = School	
1.15	If the answer is 1 = Parents, what is the main reason for that?		1 = Food is more diverse at home; 2 = Food is better prepared at home; 3 = Food at home has meat; 4 = Because of the bad taste of food served at school						
1.16	What food are you served the most at school (cereal)?		1 = Wheat		2 = Rice		3 = Corn		4 = Millet
			< < please, specify the food (cereal) code						
1.17	Does this food (cereal) come with legumes such as bean?		1 = yes 0 = No	1.18. Does this food (cereal) come with meat or salmon?				1=yes, 2 =No	
1.19	How many days per week do you eat in the school canteen?		days	1.20. What food served at school do you like the most?				see codes in 1.15	
1.21	In your opinion, what is the biggest benefit that eating at school gives you?		1 = a free hot meal; 2 = it helps me concentrate in classroom; 3 = it motivates me to go to school every day; 4 = it motivates me to study more.						
1.22	How many times per day you are served at the school canteen?		times	1.23. If you are served more than one time, what meal do you like the most?				1 = breakfast; 2 = Snack in recess. 3 = hot meal for lunchtime (noon)	
1.24	Based on your observations, are students reluctant to food served at school?		1 = yes 0 = No	1.25. Do every student eat in his/her own plate?				1=yes, 2 =No	
				1.26. What is your GPA for the last academic year?			< 5/10	5/10 to 7/10	7/10 and over
1.27	What is the main demand students make regarding the food served in the school canteen?		1 = Improve the taste; 2 = Diversity in the food; 3 = Add meat in the meal; 4 = Add vegetables and fruits; 5 = No demand						
1.28	Do you know any other organization that provides assistance to your school?		1 = yes 0 = No	1.29. If yes, what is the name of the organization? _____					

SECTION 2: QUESTIONS FOR STUDENTS IN NON-BENEFICIARIES SCHOOLS

2.1	Do you eat every morning before going to school?		1 = yes 0 = No	2.2. If no, do your parents give you a lunchbox or money to eat at school?	1=yes, 2 =No
2.3	If your parents give you money, how much do they give to you per day?		HTG	2.4. If you are given neither money nor a lunchbox, do your classmates usually share their food with you?	1=yes, 2 =No
2.5	What benefit do you think a school canteen would give you?		1 = no longer being hungry during class; 2 = more motivation to come to school; 3 = more attention in classroom; 4 = more efforts in the study		
2.6	What food would you prefer (cereal) the most to have in a school canteen?		1 = Wheat	2 = Rice	3 = Corn
			4 = Millet		
			<< please, note the food code(Cereal)		
2.7	Would you like this food to come with vegetables, for example with beans?		1 = yes 0 = No	2.8. Would you like this food to come with meat or salmon (cereal)?	1= yes, 2 =No
2.9	How many days per week would you like to eat at school if there was a canteen?		days	2.10. Is there a shop at school where students can buy food?	1 = yes 0 = No
2.11	Based on your observations, are students attentive in classroom?		1 = yes 0 = No	2.12. Because there is not a canteen at school, are students discouraged to attend school?	1= yes, 2 =No
2.13	Based on your observations, do students have a good performance despite the absence of a canteen at school?		1 = yes 0 = No	2.14. What is your GPA (grade point average) for the last year?	< 5/10 5/10 – 7/10 7/10 and over
2.15	If you knew that there was a school nearby with a canteen, would you quit your school to attend this school instead?		1 = yes 0 = No	2.16. Do you think that most of the students in your school would make the same decision?	1= yes, 2 =No

Notes for the survey agent: This questionnaire is intended to be administered to two students (1 girl and 1 boy) per grade from (3 FY to 6FY) randomly selected according to the established methodology. After each interview, thank each student for answering your questions.

Please note that the first section is to be administered to students from schools with a school feeding program and Section 2 I for schools that do not have a school meal program

Questionnaire Focus-Group

IDENTIFICATION OF THE FACILITATOR		Facilitator's general observations
Facilitator's name _____ A.1 Facilitator's code _____ _ Tel : _____		
Facilitator's name _____ A.2 Facilitator's code _____ _ Tel : _____		
A.3 Interview's date: _____ _ / _____ _ / 2016 day Month		
1. B INFORMATION NOTE It is important to explain to your main respondent the objective of the study prior to starting the interview and to thank all the actors for accepting to participate in the study. It is also necessary to explain - How the school has been selected? - How FGs participants have been identified? « My name is [Facilitator's name]. The World Food Program (WFP) and its national partners are conducting a baseline study prior to the implementation of a school feeding program in schools in five geographical departments. WFP used the technical services of Atlantis Global Vision, which I represent, to conduct this study. Discussions will take approximately one hour and a half (2 hours at most). The information collected will remain strictly confidential and will not be communicated to any other person for any reason whatsoever. They will be used for statistical purposes to inform decision-making about improving the management of the feeding program in schools supported by WFP.		

SECTION 1: IDENTIFICATION OF THE COMMUNITY-SCHOOL, NUMBER OF STUDENTS AND GOVERNANCE STRUCTURES

1.1	School's code:		School's complete name:														
1.2	School's location	Department of the school's location:										<< Insert the code					
		Municipality:															
		Communal section:															
		Locality:															
		Address:															
1.3	School's main staff	1	School's principal:														
			Telephone_1:					Telephone_2:									
			E-mail:														
		2	Administrator:														
			Telephone_1:					Telephone_2:									
			E-mail:														
1.4	The school's governance structures: the school's management committee (SMC) 1. Does the school have a SMC? 1= yes, 2 = No B. Is there a canteen program in the school? 1= yes, 2 = No C. Does the school have an executive bureau of the school management committee? 1= yes, 2 = No Note for the agent: please, refer to Focus Group attendance sheet to arrange separate discussion groups based on participant profile and circle P or A according to whether the person representing the interest groups numbered 1 to 6 is present	circle P or A		ASEC/CASEC representative:													
		P	1	Telephone_1:					Telephone_2:								
		A		E-mail:													
		circle P or A		Community leader:													
		P	2	Telephone_1:					Téléphone_2:								
		A		E-mail:													
		circle P or A		Local organization:													
		P	3	Téléphone_1:					Téléphone_2:								
		A		E-mail:													
		circle P or A		Parents' association:													
		P	4	Telephone_1:					Telephone_2:								
		A		E-mail:													
		circle P or A		Church leader:													
		P	5	Telephone_1:					Telephone_2:								
		A		E-mail:													
		P	6	Community members:													
		A		Telephone_1:					Telephone_2:								
		1.5	The different level of primary education available at the school	1.6		Number of students by gender counted in the school registers in 2016-2017.											
1 FY	1: yes, 0: No			# of classroom ^ ^	1FY		2 FY		3 FY		4 FY		5 FY		6 FY		
2 FY	1: yes, 0: No																
3 FY	1: yes, 0: No				F	G	F	G	F	G	F	G	F	G	F	G	
4 FY	1: yes, 0: No				CL1												
5 FY	1: yes, 0: No				CL2												
6 FY	1: yes, 0: No	CL3															

SECTION 2: THE EXECUTIVE BUREAU OF THE SCHOOL MANAGEMENT COMMITTEE AND DISCUSSION THEMES

1.7 The school governance structure: the executive office of the school management committee (EOSMC)		circle P or A	President :
		P 1	Telephone_1 : Telephone_2 :
		A	E-mail :
		circle P or A	Secretary :
		P 2	Telephone_1 : Telephone_2 :
		A	E-mail :
		circle P or A	Treasurer :
		P 3	Telephone_1 : Telephone_2 :
		A	E-mail :
		circle P or A	Storekeeper:
		P 4	Telephone_1 : Telephone_2 :
		A	E-mail :
		P 5	1st Member :
		A	Telephone_1 : Telephone_2 :
		P 6	2nd Member :
		A	Telephone_1 : Telephone_2 :
		P 7	3rd Member :
		A	Telephone_1 : Telephone_1 :
Note for the agent: please, refer to Focus Group attendance sheet to arrange separate discussion groups based on participant profile and circle P or A according to whether the person representing the positions in the EOSCM numbered 1 to 7 is present (P) Or absent (A) at the meeting. .			
Note for the Facilitator: Explain to the participants that you will meet them in a discussion group (quoting the areas of interest) and that they will have to answer and comment on a few questions related to the school and the functioning of the canteen in particular. Tell them that your role is to facilitate the discussion and that the floor will basically be theirs and you will have to take notes.		Interest groups present at the meeting	Discussion themes
		The school's direction	- Establishment and functioning of the SMC and the EOSCM; - The importance of the canteen within the School and the need for utensils and equipment; - Link between the canteen and the presence in the classroom; - Forms of contribution and participation of parents in the school canteen.
		Teaching staff	- The canteen and students' attention in classroom; - The canteen, the enlightenment and students' learning in classroom; - The canteen and students' performance.
		Service staff	- Knowledge in nutrition and training needs - Stock management, quantitative and qualitative aspects - Composition of the meal provided to students - Cooking energy and use of water
		Students	- Students general appreciation on the food served in the school canteen - Key students demands on the quality of the meal served

	SMC members and students' parents	• School meals and students increased motivation to attend school; • Level of student appreciation for food offered in the canteen; • Participation of parents in the canteen; • Program governance within the school;
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SECTION 3: QUESTIONS FOR THE FOCUS-GROUP

Interest Groups	Discussion themes	Interviews questions
The school management	Establishment and functioning of the SMC and the EOSMC	• How would you describe the contribution of the EOSMC in the daily management of school canteen operations? • What types of problems do EOSMC face in carrying out their duties within the school?
	The importance of the canteen within the school and the need for utensils and equipment	• Do you think the canteen in the school meets the basic nutritional needs of the students? • Are parents' expectations met in terms of the nutrition of their children by considering the food provided at school? • Do all students eat on their own plates or do you see that a certain percentage of students do not have their own plates? • Did you see any need for cooking utensils and equipment?
	Link between the canteen and the presence in the classroom	• Are you convinced that the canteen is a motivating factor for students to come to school? • Do you think that the canteen has a positive effect on the retention of students at school?
	Forms of contribution and participation of parents in the school canteen	• What kind of contributions do parents make to the functioning of the canteen? • In terms of energy used as fuel for cooking, what percentage of parents, based on your experience in the community, buys: a) briquettes, propane, etc.?
Teaching staff	The canteen and students' attention in classroom	• Have you observed that the students pay more attention in classroom because of the canteen?
	The canteen, the enlightenment and students' learning in classroom	• Have you observed that the students become more receptive and they learn more easily because of the canteen in the school?
	The canteen and students' performance	• Have you observed a significant improvement of the students' performance because of the canteen in the school?
Service staff	Knowledge in nutrition and training needs	• Do you know the basic rules for safe cooking? • What do you do to maintain the canteen in a good state? • What are your different uses of water?
	Inventory management, quantitative and qualitative aspects	• How do you ensure food storage? • What precautions have been taken to avoid food contamination by rodents and other pests? • Do you have enough food storage equipment? • How do you ensure the control of the depletion of food stocks?

Composition of the meal provided to the students	What types of foods do you put on student plates during meals?
Cooking energy and use of water	What energy source do you use the most for cooking?

SECTION 3: QUESTIONS FOR FOCUS-GROUP

Interest groups	Discussion themes	Interview questions
Students	Students general appreciation on the food served in the school canteen	- How do you find the food served on students' plates in the school canteen? - Are students reluctant to eat this food? - Is each student served on his or her own plate? - How many students are not served on their own plates during meals?
	Key students demands on the quality of the meal provided	What do students usually ask about the quality of food that is offered to them?
SMC members and students' parents	School canteens and students increased motivation to attend school	- Does the canteen appeal to your child to go to school? - Do you have an idea of the types of meals your child is served in the school canteen? - Does the canteen allow you to save money on your children's food expenses at home?
	Level of student appreciation for food served in the canteen	- Does your child complain about the quality of the food served on his plate in the canteen at the school? - What does he usually complain about? - Do you usually give food to your child to go to school?
	Participation of parents in the canteen	- What contribution do you make to the functioning of the school canteen? - Do you usually donate charcoal briquettes, propane gas for the kitchen to work in the school canteen? - Do you participate in the implementation of certain projects designed to keep the school of your child clean and beautiful? - Can you give us an example of a project in which you have recently participated?
	Program governance within the school	Transparency: Do you have access to all the necessary information about the school's food management (stock, inventory flow, periodic reports)? Participation: Are you invited to meetings regarding decision-making about the school's food management? Information sharing: Is the information associated with the management of the feeding program within the school available at all times? Is this information communicated to everyone? Use of food: Is there other uses (market sales, distribution outside the school for political reasons) of the food of the canteen than that of feeding the children?

	Recommendations to improve program management • Recommendations: what are your most important recommendations to improve the program management?
Note for the Agent	End the meeting: Thank each group of actors for the time they have given you to do your job. Reassure them that there will not be an individual treatment of the contents of the discussions. Tell them that their contributions to clarifying each question will help better coordinate, monitor and evaluate the school feeding program activities in their schools.

APPENDIX: LIST OF PARTICIPANTS

No	First and Last names	Sector represented at the meeting	Telephone	Signatures
1				
2				
3				
4				
5				
6				
7				
8				
9				
10				
11				
12				
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