



WFP EVALUATION

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

WFP Cote d'Ivoire

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Executive summary

- 1 The American Institutes for Research (AIR) conducted a baseline evaluation of the second phase of the United States Department of Agriculture (USDA) McGovern-Dole Food for Education and Child Nutrition (McGovern-Dole) Program (2021-2026) implemented by the World Food Program (WFP)/AVSI/Government of Côte d'Ivoire. This evaluation was commissioned by the WFP office in Côte d'Ivoire for the purposes of accountability and learning. The evaluation's objectives are to 1) establish benchmarks against which future evaluations will assess the program's effectiveness, efficiency, and impact, 2) assess the relevance and sustainability of the McGovern-Dole program in Côte d'Ivoire for Phase II (2021-2026), and 3) conduct equivalence tests to determine the impact study validity. The evaluation was conducted concurrently with the endline evaluation of Phase I of the program. This report presents the baseline evaluation findings and conclusions.

CONTEXT

- 2 To improve food security and access to quality education, the Government of Côte d'Ivoire has been implementing a school feeding program in partnership with the WFP since 1989 in priority regions of the country. Beginning in 1998, program implementers asked local communities to contribute to the functioning of the school canteens to continue providing students with hot mid-day meals. This sustainability component sought to build capacity of local agricultural groups, the majority of whom are women, and link their production to school canteens. Currently, the school canteens program is implemented by the Ministry of National Education and Literacy (MENA) through the Directorate of School Canteens which carries out the program activities in the various regional directorates of National Education. The National Agency for Support to Rural Development (ANADER) provides technical support for the agricultural groups contributing food to the school canteens.
- 3 To continue supporting the school feeding program in Côte d'Ivoire, the WFP has mobilized McGovern-Dole funds from the USDA for the years from 2016 to 2021 (Phase I) and from 2021 to 2026 (Phase II). The program activities for the second phase are organized around four components: food distribution, health and nutrition, literacy, and capacity building. Over the two phases, the WFP will be transitioning responsibility of the program to the Ivorian government and local communities by reducing the number of meals they provide to schools and building local capacity to take over.

EVALUATION FEATURES

- 4 The subject of the evaluation at hand is the McGovern-Dole program in Côte d'Ivoire, covering all seven regions of implementation (Poro, Bagoue, Tchologo, Boukani, Gontougo, Bafing, and Cavally). The WFP Country Office, together with its implementing partners AVSI and the Government of Côte d'Ivoire, aim to improve literacy of school age children and increase the use of health and dietary practices. While these overarching strategic objectives have not changed for Phase II, the results framework has been revised and adapted to reflect the shift in focus of the planned activities for the second phase. This shift in focus particularly aims to prepare for the end of McGovern-Dole program funding after Phase 2 by building up the Ivorian government and local communities to sustain the school feeding program.
- 5 The program outputs and outcomes include improved literacy instruction quality, attentiveness, and student attendance; increased knowledge of health and hygiene, safe food prep, and nutrition; increased access to clean water and sanitation, preventative health interventions, and requisite food preparation and storage tools and equipment; as well as the creation and maintenance of school gardens. These outputs and outcomes are expected to occur at the level of students, schools, and school staff. Importantly, the program includes an emphasis on gender equality, which is mainstreamed throughout the activities in mind of students, group members, and staff.
- 6 The program activities are intended for various beneficiaries at the primary school level including students in CP1 through CM2 (grades 1 through 6), teachers, directors, school canteen staff,

members of school management committees (COGES), members of women's production groups (WPGs), and households. The WFP and its partners will select school level beneficiaries from the same 613 schools which participated in the first phase of the program.

- 7 The expected users for this report are the WFP Country Office and its decision-making partners, the Regional Bureau, WFP Headquarters in Rome, Evaluation Bureau, WFP Executive Board, MENA, Ministry of Agriculture and ANADER, United Nations country team, Steering Committee, Technical Committee, Directorate of School Canteens (DCS), AVSI, the USDA, and other stakeholders. These stakeholders will utilize the baseline evaluation findings to inform decision making for Phase II of the McGovern-Dole program and the subsequent evaluation to assess the impact of the McGovern-Dole program and determine the needs going forward. The program implementers can also use the baseline benchmarks and criteria in the program monitoring going forward. By enabling more informed programming, the evaluation ultimately aims to benefit the targeted schoolchildren and communities.

METHODOLOGY

- 8 AIR employed a mixed-methods approach for this baseline evaluation, integrating quantitative and qualitative methods to assess the relevance and sustainability of the McGovern-Dole program, as well as to establish baseline values for future evaluations. A mixed-methods approach provides a more comprehensive understanding of how the program works, and it enables the evaluators to delve more deeply into understanding the mechanisms of observed changes. The evaluation included both treatment schools (that receive McGovern-Dole program) and comparison schools (that have similar characteristics but do not receive McGovern-Dole program) in all seven regions of implementation to compare the outcomes and determine which are attributable to the program. During November-December 2021, the enumerators conducted surveys and student assessments with a total of 398 teachers, 120 school administrators, 84 canteen managers and 1,187 students and households. The qualitative component of the baseline evaluation included focus group discussions (FGDs) with male and female parents, COGES members, and WPG members at five schools, as well as FGDs and key informant interviews (KIIs) with the WFP, government, partners, and other program stakeholders. The team has integrated the findings from both the quantitative and qualitative components, along with information from existing program documents and monitoring data provided by the WFP, to comprehensively address all research questions.

LIMITATIONS

- 9 While the AIR team took steps to mitigate the risks to the study validity, several factors were not avoidable. These include 1) the fact that the comparison schools were selected using school lists from 5 years ago before the roll out of the first phase of the program, 2) the length of the qualitative protocols, and 3) conducting the endline evaluation for Phase I and baseline evaluation of Phase II simultaneously. The team considered these limitations by 1) testing whether the comparison schools still represent a valid comparison group for the evaluation of the second phase of the program, 2) prioritizing the most important questions and in the case of the WFP focus groups, asking different questions to different groups, and 3) asking respondents to try to differentiate between the two phases in their responses.

Key Findings

- 10 **Baseline benchmarks.** There is substantial variation in school enrolment across the seven regions but almost everywhere school enrolment drops off sharply for CM2 (or grade 6). Girls comprise slightly more than half of the school population with an average of 1.09 girls per boy in treatment schools. School records show that students only missed approximately 1.4 days of school and only 2 percent of children missed more than 10 days of school over the previous academic year due to illness. Children's reading proficiency remains low across all grades and across all regions. Only 22.7 percent demonstrated proficiency at their grade level. Boys appear to score lower than girls in reading proficiency rates.

- 11 Most (89%) children reported having access to reading materials such as mobile libraries, reading boards, or illustrated boards in the classroom. Teachers generally utilized the reading materials when they were available to them. There were high rates of teacher presence, especially according to the records held by school principals (89% of them reported that teacher attendance was greater than 90 percent). Less than two-thirds of teachers (62%) received training from AVSI with large regional variations.
- 12 With the USDA McGovern-Dole support, the school canteens operated robustly, covering 88 percent of days that the school was open. Majority of canteen managers demonstrated knowledge in food preparation, food storage, and health and hygiene practices. However, school canteens often failed to provide sufficiently nutritious food to meet the minimum acceptable dietary requirements, as they only provided sufficiently nutritious meals on 66 percent of school days. Furthermore, a sizable proportion of households reported concerning levels of food insecurity indicators, with significant regional differences. In fact, 30 percent of households had a borderline or poor food consumption score.
- 13 Three-quarters of schools have suitable water and sanitation facilities available. Roughly 35 percent of teachers and 51 percent of canteen managers reported they have received hygiene training from AVSI. While almost all teachers and canteen managers reported that they use a handwashing station at their school, both teachers and canteen managers displayed a low understanding of hygiene practices when asked when and how a person should wash their hands.
- 14 **Relevance.** The second phase of the McGovern-Dole program continues to be highly relevant to the needs of the target population and is well aligned to the Government of Côte d'Ivoire's priorities as specified in the National School Feeding Policy and School Canteen Management Strategy. Respondents agreed that providing school meals in rural areas with high levels of food insecurity encourages children to attend school regularly, remain at school through the lunch hour, and be able to learn free from the distraction of hunger. Because many respondents spoke about the needs for improved latrines and water points at schools and the negative effects of the take-home rations on boys' enrolment, the addition of water, sanitation, and hygiene components and the removal of the take-home rations in Phase II also aligns well with community needs. The McGovern-Dole program is consistent with the policies and programs of key partners, including United Nations (UN) agencies, and adheres to the WFP's humanitarian principles of humanity, impartiality, neutrality, and independence.
- 15 **Sustainability.** Despite a plan in place for the sustainability of the program beyond Phase II, stakeholders emphasized the need for political leadership in terms of alignment and planning, especially regarding funding ongoing activities. Although the roadmap included in the transition plan identifies priority actions and actors for each element of the transition, respondents in the study echoed the importance of the challenges listed, indicating the need to establish more concrete steps to accomplish the priority actions laid out in the plan. In particular, local level respondents were less convinced about the ability to sustain the program, describing ongoing financial and training needs of the WPGs and citing a deficit of the political will that would be necessary to take them forward.

CONCLUSIONS

- 16 As is, the McGovern-Dole program is highly relevant to beneficiary needs and aligned with government efforts in education and nutrition in Côte d'Ivoire. Respondents believed that providing school meals is an effective way to improve student attendance and articulated a great need for the WASH support in schools. School attendance rates are high for students and teachers, but student reading proficiency is low across all regions and grade levels. Most students reported having access to reading materials, although less than two-thirds of teachers reported having received training from AVSI. Communities are very committed to supporting schools through the COGES and WPGs. However, these community members face ongoing challenges such as financial and resource constraints. During the second phase of the program, program implementers will deploy significant

efforts to ensure successful handover of program activities to government institutions and local communities. These sustainability efforts will be a subject of future evaluations.

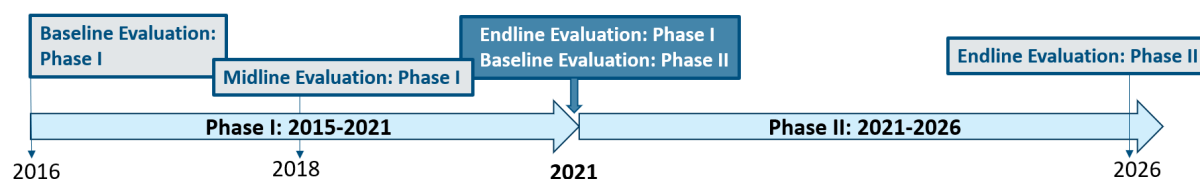
1 Introduction

- 1 The American Institutes for Research (AIR)¹ has been contracted by the World Food Program (WFP) Country Office in Côte d'Ivoire to conduct concurrently a final evaluation of the first phase and a baseline evaluation of the second phase of the United States Department of Agriculture (USDA) McGovern-Dole Food for Education and Child Nutrition (McGovern-Dole) program in Côte d'Ivoire. The terms of reference (TOR) for the two evaluations are provided in Annex 1. Following AIR's selection for the evaluation, AIR has communicated with the WFP about the direction of the evaluation and reviewed relevant program documents to prepare for the final approval of the work plan with the Evaluation Reference Group. AIR has engaged in regular meetings and ongoing communication with the WFP to inform the evaluation. This report serves to describe the research, present the findings, and offer conclusions from the baseline evaluation of the second phase.

1.1. EVALUATION FEATURES

- 2 The baseline evaluation of Phase II of the McGovern-Dole program in Côte d'Ivoire is commissioned by the WFP Country Office in Côte d'Ivoire. The baseline evaluation for Phase II was conducted concurrently with the endline evaluation of Phase I, drawing on the same data set and indicators. The baseline evaluation at hand provides program benchmarks for the period from 2021 to 2026. The data collection, analysis, reporting, and dissemination for this evaluation took place from November 2021 to February 2022, with fieldwork taking place in November and December 2021. Figure 1 shows the evaluation timeline and more details are presented in Annex 2.

Figure 2. Evaluation timeline for the McGovern-Dole school feeding program in Côte d'Ivoire



- 3 The evaluation team used a mixed-methods approach, comprised of surveys of students, teachers, school administrators, canteen managers, and households as well as interviews and focus groups with program implementers, parents, and local community groups. The methodology will allow for analysis over time, particularly considering differences in outcomes between treatment and comparison schools as the program activities are implemented.
- 4 In support of the school feeding program in Côte d'Ivoire, WFP was awarded funding in 2015 from the McGovern-Dole International Food for Education and Child Nutrition Program of the USDA. This funding supported the school feeding program in seven regions (Poros, Bagoué, Tchologo, Bouaké, Gontougo, Bafing, and Cavally), with the goal of improving nutrition and health outcomes and increasing the literacy of school-aged children in these high-priority rural areas.
- 5 The main components of the second phase of the program are: 1) providing school meals to primary school students; 2) distributing deworming tablets and micronutrients; 3) improving student literacy education; 4) training canteen management staff in the use of good health and food practices; 5) delivering water, sanitation, and hygiene (WASH) elements to schools; and 6) capacity building (both technical and financial) of agricultural groups to contribute production to the school canteens of their villages or communities. These components correspond with those in the first phase, except that the provision of take-home rations for girls is replaced with WASH activities. The combination of program activities, which are implemented with support from local women's production groups (WPGs) and school management committees (COGES), ultimately aim to improve literacy of school-aged children and build local capacity for nutrition support.

¹ Initially, the baseline evaluation was awarded to IMPAQ International, a subsidiary of AIR. As of January 1, 2022, the two entities are fully integrated.

- 6 The two main objectives of the baseline evaluation are for accountability and for learning purposes:
- 7 **Accountability.** The baseline evaluation allows reporting to the national authorities of Côte d'Ivoire, donors, and partners, on the relevance and sustainability of the school feeding program so that implementers can make any necessary changes to the program going forward. By establishing benchmarks for future evaluations and monitoring, the baseline also creates a pathway for ongoing accountability in the future.
- 8 **Learning.** The evaluation draws lessons and good practices to inform operational and strategic decisions. Specifically, the baseline evaluation of the second phase will make it possible to establish baseline benchmarks on program indicators, all of which will be useful for assessing program effectiveness, efficiency, and impact during subsequent evaluations of the program.
- 9 The purpose of this report is to fulfil the accountability and learning objectives by assessing the relevance and sustainability of the second phase of the McGovern-Dole program in Côte d'Ivoire and offering actionable steps for program improvement. The expected users for this report are the WFP Country Office and its decision-making partners, Regional Bureau, WFP Headquarters in Rome, Evaluation Bureau, WFP Executive Board, Ministry of National Education and Literacy (MENA), Ministry of Agriculture and National Rural Development Support Agency (ANADER), United Nations country team, Steering Committee, Technical Committee, Directorate of School Canteens (DCS), AVSI, the USDA, and other stakeholders.
- 10 The evaluation team is composed of leaders from the WFP including Kone Seydou, Altı Bema, and Bidio Kouassi, staff from AIR, who led the design, analysis, and reporting of the evaluation, and from Sonet-CI, who led data collection. The team from AIR includes Michaela Gulemetova (team lead), Mitchell Morey (quantitative lead), Hannah Ring (qualitative lead), Adam Taube (quantitative analyst), and Anna Warren (qualitative associate). The team from Sonet-CI includes Adou Bini Kouassi, Yves Trazie, Richard Motchian, Wilfried Koffi, Thierry Dan, Mariame Tata, and Romeo Abe.

1.2. CONTEXT

- 11 Since the end of the post-electoral crisis of 2010, the economic recovery of Côte d'Ivoire has been notable, with the country experiencing one of the highest growth rates in Sub-Saharan Africa. The Ivorian economy recorded real growth in gross domestic product rates, as rates ranged from 6.2 to 10.8 percent between 2012 and 2019 and then decreased in 2020 due to the adverse effects of the COVID-19 health crisis on the economy (World Bank). As Côte d'Ivoire maintained economic growth above 7 percent (Sustainable Development Goal target), progress has been made in several areas.
- 12 One area with the notable progress has been education. The primary completion rate increased overall from 63.9 percent to 80.5 percent between 2014 and 2019. Among girls, this rate rose from 58.8 percent to 79.80 percent. The primary completion rate of boys increased from 68.5 percent to 81.2 percent (Sources: The 2018-2019 statistical yearbooks of the Direction of Strategies, Planning, and Statistics, MENA). The Government of Côte d'Ivoire aims to make further progress in the education sector, particularly taking gender into account through its 2021 Gender in Education Policy and Action Plan. Various international actors, such as the Jacobs Foundation and the World Bank, are also helping to support education goals in the country.

Figure 3. Class of CP2



Source: AIR

- 13 Poverty fell from 46.3 percent in 2015 to 39.4 percent in 2020, but this decline was confined to urban areas as rural poverty levels rose by 2.4 percent over the same period (Source: World Bank). With a population of more than 26 million inhabitants (Source: World Bank, 2020), Côte d'Ivoire has an economy with over 40 percent supported by a dynamic agricultural sector focused mainly on coffee and cocoa. Poverty in Côte d'Ivoire manifests itself in inequalities in access to essential services, gender disparities, and gaps among income groups and between urban and rural populations. For instance, in 2008, the poverty rate was 62 percent in rural areas, compared to 21 percent in the capital of Abidjan (Source: Strategy Document for Reducing Poverty [DSRP], 2009). Regional disparities exist as well, with the north of Côte d'Ivoire experiencing a poverty rate of nearly 80 percent in 2008, compared to the 49 percent national average (Source: DSRP, 2009).²
- 14 The national food insecurity rate is 11 percent, with pronounced disparities between the regions: Bafing, 15.7 percent; Tchologo 4.2 percent; Poro 14.7 percent; Gontougo 9.1 percent; Cavally 9 percent; Bagoue 13.8 percent; and Bounkani 12.6 percent. (Source: SAVA August 2018). Approximately 21.6 percent of children under five suffer from chronic malnutrition. The northern regions of the country suffer the most, with chronic malnutrition rates of 39.3 percent in the north and northeast, 34.5 percent in the west, 31.8 percent in the northwest (Source: Organization for Economic Co-operation and Development [OECD], Food and Agricultural Organization, and United Nations Capital Development Fund, 2016).³
- 15 The increased food insecurity in the north of Côte d'Ivoire corresponds with other regional disparities. The northern regions of the country suffer from much higher rates of poverty, along with a weaker economy and weaker institutions (Federal Ministry for Economic Cooperation and Development, 2022).⁴ These northern regions have a more arid climate than the lush southern regions that are more disposed for agricultural production (EROS USGS).⁵
- 16 Progress toward Agenda 2030 shows that the prevalence of undernourishment and childhood stunting are stagnant and that major challenges remain (SDG Report, 2018). The 2018 Zero Hunger Strategic Review by identified the following challenges that will need to be addressed to achieve Sustainable Development Goal 2 in Côte d'Ivoire:
- 17 **Access to food.** The lack of data disaggregated by sex and age makes it difficult to pinpoint the respective difficulties of women and men, or girls and boys, in terms of access to food. Various problems arise such as a lack of coherence of programs promoting food security; lack of recognition of the role of small producers when formulating trade and budgetary policies; and insufficient collection, analysis, and use of data to identify vulnerable people.
- 18 **Nutrition.** There are many sectors—including agriculture and social protection—that could contribute to the achievement of nutrition outcomes through nutrition-sensitive initiatives, but this potential remains untapped. To address the issue, the Government of Côte d'Ivoire developed the National Multisectoral Plan for Nutrition 2016-2020 and joined the Scaling Up Nutrition movement. International organizations are also involved in nutrition programming in Côte d'Ivoire. Projects include the World Bank and Helen Keller International's Nutrition Sensitive Agriculture and Capacity Development of Small and Marginal Farmers project from 2018 to 2022 as well as the World Bank's \$60 million grant to the Government of Côte d'Ivoire's Multisectoral Nutrition and Child Development project.
- 19 However, several obstacles are hampering progress: siloed action by ministries working on interrelated issues such as food security, nutrition, health, and education; low scale of food fortification initiatives; insufficient scope of communication initiatives aimed at changing society and behavior on issues relating to dietary diversity, hygiene, and food safety; and lack of attention to adolescent girls. The COVID-19 pandemic may have also negatively impacted nutrition and food security as well as student achievement in Côte d'Ivoire (Hammerstein et al., 2021; Picchioni, Goulao, & Roberfroid, 2021). For instance, the pandemic harmed food security in low- and middle-income countries around the world in various ways, such as through reduced income and reduced access to more nutritious, perishable foods (Picchioni,

² https://www.gouv.ci/doc/DSRP_FINAL%20RCI_Def.pdf

³ [https://www.oecd-ilibrary.org/docserver/9789264257108-7-](https://www.oecd-ilibrary.org/docserver/9789264257108-7-en.pdf?expires=1633447928&id=id&accname=guest&checksum=E0E88531B06990FC32ECF037C517769A)

[en.pdf?expires=1633447928&id=id&accname=guest&checksum=E0E88531B06990FC32ECF037C517769A](https://www.oecd-ilibrary.org/docserver/9789264257108-7-en.pdf?expires=1633447928&id=id&accname=guest&checksum=E0E88531B06990FC32ECF037C517769A)

⁴ <https://www.bmz.de/en/countries/cote-divoire/social-situation-48426>

⁵ <https://eros.usgs.gov/westafrica/land-cover/land-use-land-cover-and-trends-cote-divoire>

Goulao, & Roberfroid, 2021), while school closures globally led to learning loss among students (Hammerstein et al., 2021).

- 20 **Social protection.** The resources invested in social protection that take gender into account are insufficient. Coverage of the national school meals program and safety net programs is limited, and synergies between safety net programs are weak. Other obstacles include the challenges of implementing a strategy to extend safety nets to rural populations and the need for more inclusive and equitable safety net policies, including for school meals. Correspondingly, women in Cote d'Ivoire suffer from high rates of gender inequality, including higher rates of illiteracy and lower rates of school enrolment than males (UN Women, 2020).⁶
- 21 While Côte d'Ivoire set itself a goal of 100 percent schooling and made education a priority by allocating more than 40 percent of the budget to it, several factors inhibited this desire. Many children face the problem of midday hunger because their schools are located several kilometres from their family home. The adequate and complete response to this important problem required a school canteens policy.

Figure 4. School kitchen and storage



Source: AIR

- 22 For this reason, the State embarked in 1989 with WFP on an ambitious school feeding program. This program aligns with the WFP's work in Cote d'Ivoire that began in 1968 and has since focused on improving food security, reducing malnutrition, enhancing education, and minimizing gender disparities, particularly in the northern parts of the country (WFP, 2022).⁷ The School Feeding Program achieved a promising development, resulting in the opening of 5,575 school canteens across the country in 2012–2013 providing hot and balanced meals to 1,005,884 elementary school children. This corresponds to a canteen coverage rate of 44 percent.
- 23 However, the inadequacy between the resources allocated and the increasing demand for school canteens led to a downgraded level of service. The number of beneficiaries reached and the number of days of provision of hot meals to children dropped. To fill this gap, local communities were asked to contribute to the functioning of school canteens. From 1998, the school canteens program integrated a sustainability component through capacity building of agricultural groups and by linking their production to school canteens.
- 24 These agricultural groups, the majority of whom are women, engage in agricultural and livestock activities, and allocate a third of their harvest or food production to a school canteen in their village, thus largely contributing to feeding the children, in complement to resources made available by the Government and its partners. Much of the other food used for the school feeding program is produced internationally and imported to Côte d'Ivoire, thus increasing the necessity for local agricultural inputs. The agricultural groups component of the McGovern-Dole program is the Government's vision of sustaining the national school meals program with the support of local communities. In April 2012, the Government of Côte d'Ivoire, through the DCS, with the technical assistance of the WFP and the United

⁶ <https://data.unwomen.org/country/cote-divoire>

⁷ <https://www.bmz.de/en/countries/cote-divoire/social-situation-48426>

Nations Development Program, developed the strategy for the National School Feeding Program for the period 2012–2017. The priority areas of the intervention were defined through an analysis based on a composite indicator of food insecurity, the prevalence of chronic malnutrition, school enrolment and poverty rates in different regions of the country. Thus, the following regions have been identified as priority areas for school feeding interventions: priority 1 (Cavally, Guémon, Poro, Bagoue, Tchologo, Bafing), priority 2 (Worodougou, Bere) and priority 3 (Gontougo and Bounkani).

- 25 From September 2013 to December 2016, WFP implemented a development project entitled: "Support for the Integrated Program for Sustainable School Feeding." With an expected number of 571,000 beneficiaries, this project targeted 29 percent of all school canteens and 15 percent of all public primary schools nationally. This project covered 1,634 school canteens in the 10 priority regions.
- 26 Currently, the school canteens program is implemented by the MENA through the DCS which carries out the various activities of this program in the various regional directorates of National Education. The ANADER provides technical support for the supervision of agricultural groups mobilized around school canteens, while AVSI, an NGO doing education work in Cote d'Ivoire, provides technical support for education activities.
- 27 To continue supporting the school feeding program in Côte d'Ivoire, WFP has mobilized McGovern-Dole funds from USDA. WFP has mobilized additional funds through LDS Charities and the Louis Dreyfus Foundation to support women's groups of smallholder farmers in northern communities. As part of the sustainability of the school meals program, the WFP used these funds to provide agricultural inputs, tools, equipment, and training designed for the adoption of improved agricultural techniques to increase the production of diversified and nutritious foods intended in part for school canteens.

2 Subject of the evaluation

28 This section summarizes the subject of the evaluation.

2.1. SUBJECT OF THE BASELINE, RESULTS FRAMEWORK, ACTIVITIES AND INTENDED OUTPUTS AND OUTCOMES

- 29 The subject of the baseline evaluation is the second phase of the WFP's McGovern-Dole school feeding program in Côte d'Ivoire. In 2015, USDA awarded 35.7 million US dollars to the WFP to support the school canteens program in Poro, Bagoue, Tchologo, Bounkani, Gontougo, Bafing and Cavally between 2015 and 2021. These priority regions were selected based on levels of food insecurity, prevalence of chronic malnutrition, school attendance rates, and poverty rates. The funding provided school meals for 125,000 students from 613 rural primary schools. The USDA awarded WFP an additional 25 million US dollars in 2020 for the second phase of the program targeting an additional 125,000 students across the same 613 primary schools between 2021 and 2026. The program considers the needs of women and girls across all areas of the program but does not target other vulnerable populations within the targeted schools and communities.
- 30 The WFP Country Office, together with its implementing partners AVSI and the Government of Côte d'Ivoire, aim to improve literacy of school age children (McGovern-Dole Strategic Objective 1) and increase the use of health and dietary practices (McGovern-Dole Strategic Objective 2). While these overarching strategic objectives have not changed for Phase II, the results framework has been revised and adapted to reflect a shift in focus of the planned activities for the second phase. Specifically, the program is no longer providing take-home rations to girls and is adding the WASH component, which could have potential implications for beneficiaries based on gender. The updated results framework clearly links the planned activities to expected outputs and outcomes in the goal to achieve the program's objectives. The program outputs and outcomes include improved literacy instruction quality, attentiveness, and student attendance; increased knowledge of health and hygiene, safe food prep, and nutrition; and increased access to clean water and sanitation, preventative health interventions, and requisite food preparation and storage tools and equipment. These outputs and outcomes are expected to occur at the level of students, schools, and school staff. Importantly, the program includes an emphasis on gender equality, which is mainstreamed throughout the activities in mind of students, group members, and staff. To achieve the two strategic objectives, Figure 4 presents key activities for the 2021-2026 program around four components: food distribution, health and nutrition, literacy, and capacity building. See Annex 3 for the performance indicators and results framework in detail.

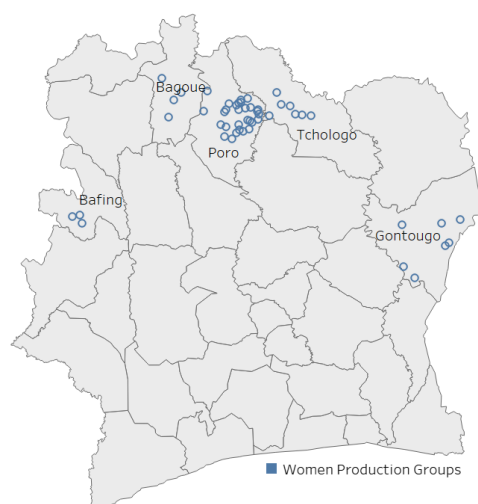
Figure 5. Key program activities

Food distribution	Health and nutrition	Literacy	Capacity building
• Provide daily hot meals in 613 schools • Provide locally sourced rice and pulses • Train yearly on food preparation and storage • Provide 200 fuel-efficient stoves • Equip 200 kitchens with non-food items	• Train school staff on nutrition • Review and disseminate school feeding manual • Distribute annual deworming pills • Rehabilitate 150 hydraulic structures • Train 300 water point technicians • Provide hand washing stations • Construct 100 latrines • Train on WASH and on soap making	• Undertake activities to improve teacher attendance • Provide textbooks, school supplies, and educational materials • Provide activities related to quality of teaching and reading and writing curriculum • Provide training tools for school staff • Conduct extracurricular activities and engage communities • Produce educational radio capsules	• Support MENA to strengthen national frameworks • Promote financial sustainability • Engage and sensitize communities in school feeding • Train and support 50 WPGs • Train central, regional, and school staff on program management and monitoring

Source: WFP Proposal for USDA/McGovern-Dole, 2020

- 31 The program activities are intended for various beneficiaries at the primary school level including students in CP1 through CM2 (grades 1 through 6), teachers, directors, school canteen staff, members of COGES, members of WPGs, and households. The WFP and its partners will select school level beneficiaries from the same 613 schools which participated in the first phase of the program.
- 32 During the first phase of the project, WFP supported 50 WPGs as shown in Figure 5. WPGs are community-based groups of students' mothers that jointly raise and harvest food commodities to contribute to the school canteens. WFP supported WPGs to produce local food including iron-rich green leafy vegetables, tomatoes, onions, okra, eggplants, peanuts, etc. WPGs received trainings and agricultural inputs like seeds and fertilizers. During Phase II, the WFP will support again 50 WPGs.

Figure 6. Map of Women Production Groups



- 33 In the second phase of the program, a special emphasis is given to the gradual handover of the program by focusing on local community and government capacity building and the introduction of new water, sanitation, and hygiene (WASH) activities such as rehabilitation and/or construction of latrines and water points, and training on soap making. With the goal of handover to the government, program beneficiaries also include government representatives at various national, regional, and local levels including MENA, the DCS, the Direction of Pedagogy and Continuing Education (DPFC), ANADER, and the Regional Direction of National Education (DREN). The WFP and AVSI will select government level beneficiaries based on their roles and involvement with the program and depending on their institutions.
- 34 As responsibility for the program gradually transitions from the WFP to the Government of Côte d'Ivoire's Directorate of School Canteens (DCS) team, the WFP will slowly reduce the number of days they provide school meals between the years of 2021 and 2026, while the DCS team with the support of women's production groups slowly increases the number of meals they provide (Table 1). Prior to the handover, the WFP and DCS will engage in a joint information and awareness campaign to minimize surprise or discourage students and their parents.

Table 1. Retrocession plan of the school feeding program

Year	McGovern-Dole/WFP	DCS with support from WPGs
Year 1	120 days	0 days
Year 2	95 days	25 days
Year 3	70 days	50 days
Year 4	45 days	75 days
Year 5	20 days	100 days

Source: Transition Plan of the School Feeding Project Financed by the USDA/McGovern-Dole, 2020

- 35 To meet the complete handover goal, over the next five years, the WFP and the DCS will support WPGs to improve their productivity so that they can partially or totally supply school canteens for at least 40 to 50 days. In addition to boosting WPGs productivity, program activities will focus on promoting the consumption of local products in canteens and the reduction of canteen dependence on foodstuffs imported from abroad.
- 36 During the second phase of the program, several other McGovern-Dole activities are set to be transitioned over the Government of Côte d'Ivoire including the provision of deworming medicine and micro-nutrients for pupils to Ministry of Health, continuous professional development of teachers and provision of reading materials to the DPFC, building capacities for canteen managers and cooks, and the provision of canteen supplies and materials to DCS.
- 37 Another difference between the previous and the next phase of the program focus on the inclusion of WASH activities to rehabilitate school latrines and water stations in 150 schools, and support of women's production groups (WPGs) in the production of soap and other related activities aimed to increase local support to primary schools. These WASH activities will build on efforts already put in place during the COVID-19 pandemic which necessitated adaptations to the program when school canteens adopted additional health and safety precautions such as handwashing and wearing masks.

2.2. EVALUATION QUESTIONS AND EVALUATION CRITERIA

- 38 As part of the second phase of the program, the implementing partners have drawn up an evaluation plan to assess the project's relevance, coherence, effectiveness, efficiency, sustainability, and impact. This evaluation plan includes a baseline evaluation (year 0), a mid-term evaluation (year 3) and a final evaluation (year 5). The baseline evaluation questions, as set in the TOR, focus on relevance and sustainability as related to the program design. Importantly, the baseline evaluation establishes program performance indicators across all criteria of the OECD Development Assistance Committee (relevance, coherence, effectiveness, efficiency, impact, and sustainability) against which to measure progress during future midline and endline evaluations.
- 39 Similar to previous evaluations of the McGovern-Dole program, AIR has reviewed and analysed the results framework and the performance indicators (Annex 3). Because the baseline evaluation was conducted simultaneously with the endline evaluation for the first phase of the program, most performance indicators were set to allow rigorous evaluation of the first phase of the program (2016-2021). To respond to program adaptations for the next phase, new performance indicators were added (e.g., new WASH indicators) to determine whether the program has been successful in achieving its targets.
- 40 The team compiled the evaluation questions outlined in the TOR into a comprehensive conceptual framework. Table 2 maps each evaluation question to their corresponding indicators or assessment criteria, required by USDA, based on the McGovern-Dole results framework. For example, the output indicators are listed under relevance (e.g., number of textbooks and other teaching and learning materials provided with USDA assistance). In addition, for each evaluation question, the source of data, the data collection strategy, and analysis method are also listed. Because the research questions for the baseline evaluation are based on the program relevance and sustainability for phase 2, the matrix does not include indicators related to coherence, effectiveness, efficiency, and impact. However, baseline indicators were collected to enable evaluation of those factors in later iterations.
- 41 The evaluation questions for the baseline evaluation of the second phase of the program examine the status of literacy, health, and nutrition outcomes for various beneficiaries, including primary school students in CP1 through CM2 (grades 1 through 6), school canteen staff, members of COGES, members of WPGs, teachers, principals, and households. The evaluation also addressed gender issues in the relevance and sustainability of the design for both beneficiaries (boys and girls in

schools) and service providers (members of COGES, canteen managers, cooks, and agriculture producers) with an empowerment perspective.

Table 2. Evaluation matrix

Evaluation Questions	Illustrative Indicators or Assessment Criteria	Data Sources	Data Collection
Relevance			
▪ To what extent is the intervention design in line with the needs and priorities of the government, the targeted population, including vulnerable groups—women, girls, boys, and men? ▪ Is the intervention aligned with the policies and priorities of WFP, partners, and UN agencies? ▪ To what extent have the program design and objectives considered the social, economic, cultural, political, and environmental context and equity? ▪ To what extent has the intervention design taken gender into account? ▪ What are the synergies between this intervention and other WFP interventions? ▪ To what extent is WFP's intervention consistent with the policies and programs of other partners operating in the same context? ▪ To what extent are the intervention design and implementation consistent with humanitarian principles?	▪ Beneficiaries' perception of usefulness for individuals and households (by gender) ▪ Beneficiaries' perception of the relevance of the McGovern-Dole program for gender equality ▪ Perception of the program activities in alignment with other national activities (e.g., ministry policies, other WFP initiatives) ▪ Beneficiaries' perception of applicability ▪ Alignment of strategic plans and documented changes in the program with needs and priorities of the targeted population ▪ Alignment of program objectives with objectives of other education and nutrition interventions ▪ Perception of appropriateness of the program for the social, economic, cultural, political, and environmental context ▪ Perceived synergies between WFP interventions ▪ Alignment of the program with the human rights-based approach framework ▪ Number of textbooks and other teaching and learning materials provided with USDA assistance ▪ Number of target schools where students have additional reading material with USDA assistance ▪ Proportion of students in target schools who regularly consumed a meal before or during the school day (by gender) ▪ Proportion of school-age children receiving a minimum acceptable diet (by gender) ▪ Proportion of schools with improved sanitation facilities	▪ FGDs (parents, COGES members, women's production groups) ▪ KIIs (USDA staff, government officials, program staff, partners) ▪ Document review ▪ Teacher survey ▪ School survey ▪ Canteen manager survey	▪ Qualitative ▪ Quantitative ▪ Desk review
Sustainability			
▪ To what extent has the intervention design considered sustainability, such as building the capacity of national and local	▪ Alignment of planned program activities with other national activities (e.g., ministry policies, other WFP initiatives) ▪ Government stakeholders' perception on capacity building	▪ KIIs (USDA staff, government	Qualitative

government institutions, communities, and partners?	▪ Incorporation of capacity building and gender activities in program design ▪ Incorporation of long-term commitments to the program in government's and partner's planning and policy	officials, program staff, partners)	
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3 Evaluation approach and methodology for baseline data collection

- 42 The AIR team simultaneously conducted an endline evaluation of the first phase of the WFP/AVSI/ Government of Côte d'Ivoire McGovern-Dole program (2015–2021) and a baseline evaluation of the next phase of the program (2021–2026) which aims to build and expand upon the successes of the first phase of the program. Data were collected for both evaluations at the same time, using the same sample⁸. AIR assessed the extent to which the WFP programs achieve their objectives based on the criteria defined by the Development Assistance Committee of the OECD: relevance, coherence, effectiveness, efficiency, impact, and sustainability. The purpose of the baseline evaluation of the next program is to establish, in advance of program implementation, a context that will serve as the basis for assessing its performance and impact, and in so doing, clearly understand the success factors of the program. This section outlines the evaluation approach and methodology, then describes the tools used.

3.1. EVALUATION APPROACH AND METHODOLOGY

- 43 This section presents the mixed methods approach to the baseline evaluation for the second phase of the program (2021–2026). A mixed methods approach provides a more comprehensive understanding of how the program is working and what its outcomes are, and it enables the evaluators to delve more deeply into understanding the expected mechanisms of change for the new activities. The approach for the baseline evaluation builds on the methodology used at endline of Phase I of the McGovern-Dole program to ensure consistency. With measures comparable over time, the approach will enable a deeper dive into identifying the mechanisms of change and explicating why certain trends are observed in subsequent midline and endline evaluations of Phase II.
- 44 We employed a mixed-methods approach, integrating quantitative and qualitative methods to assess the relevance, coherence, effectiveness, efficiency, sustainability, and impact of the programs. AIR collaborated with WFP during the inception phase to finalize the approach so that it meets USDA requirements and provides relevant, actionable information that WFP can use to improve the current program and integrate into the next. To comply with tight timelines, minimize data collection cost, mitigate the risk of exposure to COVID-19, and optimize the operation capacity of the Country Office, AIR conducted the endline and baseline evaluations at the same time.
- 45 The baseline evaluation for the second phase of the program entailed data collection to facilitate a performance evaluation and an impact evaluation. AIR implemented a performance evaluation that measured the program's baseline levels of key outcome variables and obtained reference data on the socio-demographic characteristics of the beneficiaries and households, project output indicators and other relevant indicators (food security). In future rounds, progress toward target goals related to literacy, health, and nutrition will be measured against this baseline. Quantitative data was collected from cross-sections of students (and their respective households) from CP2 through CM2 (grades 2 through 6), school administrators, teachers, and school canteen managers and cooks across the seven regions. Whenever possible, the team surveyed women respondents. Additional qualitative data consisting of focus group discussions (FGDs) and key informant interviews (KIIs) with

⁸ The difference between the endline sample for the Phase I evaluation and the baseline sample for the Phase II evaluation is the addition of 34 new treatment schools at baseline.

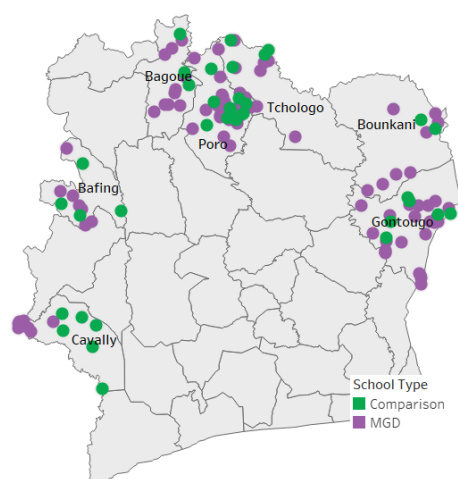
key stakeholders captured perceptions from key program beneficiaries regarding the program's relevance and sustainability.

- 46 AIR also designed an impact evaluation using a difference-in-differences (DID) approach across the seven regions (Annex 4). The main objective of the impact evaluation is to assess the extent to which the program resulted in improved student and household outcomes. The DID method compares the changes in outcome over time between the population of beneficiaries (the treatment group) and the population that is not benefiting from the program (the comparison group). This method enables the evaluators to account for any differences between the treatment and comparison groups that are constant over time (e.g., common trends assumption). The advantage of the DID approach is that the treatment and comparison groups do not necessarily need to have the same pre-intervention conditions. However, for the DID to be valid, the comparison group must accurately represent the change in outcomes that would have been experienced by the treatment group in the absence of treatment.
- 47 The DID approach provides a valid estimate of the counterfactual when program operational rules prevent random assignment to select schools receiving the program and when comparison schools have already been selected from nearby schools with similar socioeconomic and geographic characteristics. Figure 31 in Annex 4 illustrates the DID approach compares the changes in outcomes (e.g., reading scores) over time between the students from treatment schools and students from comparison schools that are not benefiting from the program (the comparison group).
- 48 Our power analysis confirms the sample of 1,486 students across 120 schools is adequate to detect a relatively small effect size of 0.27 standard deviations for the estimation of the five-year impact on literacy outcomes. To apply DID, AIR will collect student- and households-level outcomes related to literacy, food security, and WASH in the treatment group and the comparison group. The DID approach will allow the team to estimate the program's causal impacts after five years of implementation of the second phase and the ten-year impacts of the combined first and second phases.
- 49 AIR studied whether the comparison group of schools from the evaluations of the previous phases was still comparable the second phase of the program. To determine this, the team compared outcomes that would not change over time, and gathered information on program implementation and fidelity to examine whether students or schools in the original comparison group have received any aspects of the programme. In other words, was the comparison group still purely operating "business as usual" and do they match the treatment sample on observable characteristics. Annex 5 presents the results of this analysis which shows the comparison group's similarity.
- 50 Lastly, the evaluators supplemented primary data collected through the quantitative and qualitative methods with monitoring data and project records (including but not limited to project timelines, planned versus actual resource allocation, and mission reports) where feasible. This collation of data enabled the team to triangulate and validate stakeholders' perceived outcomes with more concrete evidence from monitoring and project records.

Site mapping

- 51 The baseline evaluation of the second phase of the program covered all seven regions where the program is being implemented. The sampling strategy for the baseline was based on the revised requirements in the TOR, the WFP desire for updated sample, and built on sampling that was used for the previous evaluation rounds to ensure consistency and comparability of results and minimize any bias stemming from a new, alternative sampling strategy.

Figure 7. Baseline evaluation school sample



Source: School Survey (N = 120)

- 52 **Schools.** The baseline sample included a total of 120 schools – 84 program schools and 36 comparison schools. Figure 6 shows the locations of each of the 84 treatment schools in purple and the locations of each of the 36 comparison schools in green. Two of the seven regions comprise a larger share of the sample: Poro (33 schools) and Gontougo (28 schools) include just over half of the schools with the other five districts having 10-13 schools each. Within each region, roughly two-thirds of schools were treated.
- 53 Among the 84 program schools included in the baseline sample, 50 schools were sampled in previous evaluation rounds and 34 schools which had not been previously evaluated were added to the baseline sample. The 50 schools were selected as a random sample from the sample of 68 program schools selected in the 2018 midline evaluation while keeping the same regional distribution. Similarly, AIR drew a new random sample of 34 schools from the pool of beneficiary schools while maintaining the same regional distribution. The overall sample is sufficient to measure the prevalence of food security, the indicator of most interest to the WFP.
- 54 **Directors, canteen managers, and teachers.** When visiting each of the sampled schools, the enumerators surveyed the school director to obtain aggregate information about the school for a total of 120 directors. They also collected data from school canteen managers at each of the 84 treatment schools to gather information related to canteen functioning and school meal distribution as well as use of safe food preparation and storage practices. They also surveyed all present teachers in each treatment school, for a total of 398 teachers (both men and women). Teachers provided the data collectors with information on the type of trainings they have received and their instruction practices as a result of the program.
- 55 **Students and parents.** In each sampled school, AIR randomly selected 10 students who were present at school on the day of the data collection. In each grade from CP2 through CM2, one boy and one girl were selected to ensure a balanced sample of boys and girls. For each student, the enumerators also surveyed their caregiver to collect further information on their household, such as acceptable food consumption, coping strategy index, and dietary diversity score, reaching a total of 1187 students and their corresponding households. Selecting the households of the sampled students allowed the team to link their responses at the analysis stage. Although the household survey was intended to be completed by both male and female parents, most of the surveys were completed by the male head-of-household. Table 3 presents the sampling of schools, directors, canteen managers, teachers, students, and households by region and group.

Table 3. Quantitative sample

Regions	Schools / Directors	Canteen managers	Teachers	Students / Households
Treatment Group				
Poro	23	23	119	228
Bagoue	10	10	58	99
Tchologo	7	7	39	70
Bounkani	8	8	33	78
Gontougo	22	22	92	217
Bafing	7	7	30	70
Cavally	7	7	27	66
Total	84	84	398	828
Comparison Group				
Poro	10	0	0	100
Bagoue	3	0	0	30
Tchologo	4	0	0	40
Bounkani	2	0	0	20
Gontougo	6	0	0	60
Bafing	5	0	0	50
Cavally	6	0	0	59
Total	36	0	0	359
Overall Total	120	84	398	1,187

Qualitative data sampling

- 56 Our baseline qualitative sampling design builds on the qualitative sampling designed for the simultaneous endline evaluation of the first phase of the program. This sampling strategy increased the efficiency and cost-effectiveness of the previous baseline evaluation for the first phase, while also ensuring data saturation—the point at which no new information can be gained from an additional interview.
- 57 **National and regional level.** Following the preliminary list of key program stakeholders in Table 1 from the TOR and in coordination with the concurrent endline evaluation, the enumerators conducted 7 KIIs and 7 FGDs with male and female stakeholders at the national level, including USDA, AVSI, and government partners at MENA and the DCS. They also interviewed national and regional program team members and partners, including technical committee members and other stakeholders involved in designing the intervention. For the WFP, the team held an additional two internal stakeholder discussions with program staff, each covering different elements of the evaluation. From the midline evaluation of the first phase of the program, the evaluation team learned that tasks concerning the management and support of the program are divided among a wide range of WFP staff. The group dynamics in a joint interview enabled staff members to provide complementary information and create a more holistic picture of coordination, communication, and planning processes. A full list of national-level interview participants is presented in Annex 6.
- 58 **School level.** Since there was little variation between geographic areas at the school level during the last evaluation at midline of the first phase, the enumerators conducted FGDs with parents, COGES members, and WPG members at five purposefully selected schools. Due to the small number of WPGs near treatment schools, AIR selected schools with WPGs that are actively participating in the program. Selecting schools with active WPGs allowed the researchers to examine the relationship between agricultural producers, schools, children, and parents. In addition, having the three types of FGDs in one place was not only more efficient in terms of logistics but also facilitated a deeper dive into places of interest. AIR also chose schools whose canteens, latrines, and water sources were at varying degrees of functionality, according to WFP monitoring documents (Table 4).

Table 4. Qualitative site sample characteristics

Region	School	Percentage of school days with canteen meals	Quality of latrine infrastructure	Water source
Poro	Kakologo	63%	Good	Non-existent
Gontougo	Yomian	100%	Not functional	Functioning
Bagoue	Katanra	100%	Not functional	Non-existent
Tchologo	Dielebele	100%	Good	Functioning
Bafing	Mandougou	14%	Good	Functioning
Summary/notes		3 high performers, 2 low	3 good latrines, 2 poor	3 functional water sources, 2 non-existent

59 For the parent/caregiver focus groups, separate FGDs took place for male and female parents at each school to allow respondents to speak more freely and to allow the researchers to compare mothers' and fathers' perceptions. The COGES FGDs included both male and female participants. In previous rounds of data collection, there was a lack of representation of women in the COGES, which has since improved. Nonetheless, the FGDs ultimately included more men than women (Table 5).

Table 5. School-level FGD participants by gender

Region	School	WPGs	COGES		Parents	
		Women	Women	Men	Women	Men
Gontougo	Yomian	5	0	4	4	6
Bagoue	Katanra	5	0	4	8	5
Bafing	Mandougou	5	1	3	5	4
Poro	Kakologo	5	3	0	4	4
Tchologo	Dielebele	3	1	4	5	4
Total		23	5	15	26	23

3.2. BASELINE DATA COLLECTION METHODS AND TOOLS

60 We next describe the different methods of data collection that were deployed. The specific tools and protocols are listed in Annex 7. The baseline data collection tools were developed based on the tools used at the evaluations of the first phase of the program to ensure that the same kind of information is gathered and to allow for meaningful comparisons over time. For example, the survey questionnaires are designed to have high reliability and consistent responses from respondents each time asked. All data collection tools were revised to gather necessary information for the construction of new performance indicators related to the second phase of the program.

Surveys

61 To answer evaluation questions and measure key performance indicators at baseline, the evaluators built on and improved the survey tools used in previous evaluations, including school, household, student, teacher, and school canteen management surveys. This will enable the researchers to measure program outcomes in the same manner as the previous evaluations to capture program impact over time. Measuring progress on performance indicators requires comparing the same survey questions and collecting the same information from individuals with similar characteristics (e.g., age, grade, gender, etc.) as in previous rounds. Based on feedback from WFP and AVSI program implementers, AIR added new survey questions and updated existing survey questions to capture important aspects of program activities and focus. For example, new questions to the teacher survey were included related to additional trainings being received and visits from pedagogical advisors. Similarly, AIR updated household survey questions related food insecurity based on WFP guidance to measure core indicators such as food consumption score, household dietary diversity score, and reduced coping strategy index.

Reading assessment

- 62 Importantly, to measure the impact on reading skills of school children and analyse the change in skills over time, the enumerators administered the same French-language reading assessment tool, Annual Status of Education Report (ASER), to provide meaningful comparisons over time. The ASER test includes 11 levels (A-K) corresponding to the practical reading standards for each grade. Table 6 presents the structure of the ASER reading test, including the test levels, and corresponding grades and reading skills.

Table 6. ASER test structure

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

- 63 Because of the possibility that either students have access to the test from their older cohorts or teachers have become aware of the assessment and started preparing students for the test, AIR revised the version of the test by updating the test content together with MENA and AVSI representatives. The team ensured that the updated test has the same level of complexity as the ones used at baseline and midline, respectively, to be able to compare students' reading skills between baseline and endline.
- 64 Before data collection, on October 20 and October 25, the AIR team conducted a two-day calibration and adaptation workshop with a group of local reading, curriculum, and assessment experts from MENA with support from AVSI. AIR further engaged the local experts to ensure that the updated ASER test is still culturally appropriate and consistent with Côte d'Ivoire's learning standards for grades CP1 through CM2.

Key informant interviews

- 65 The enumerators collected primary data using KII protocols based on the protocols used for the previous rounds of data collection. AIR updated the existing protocols to include items related to project implementation, project management, perceived benefits of program activities, perceived capacity for sustainability, lessons learned, and recommendations for program improvement. The team collected information about changes to project implementation between midline and endline, focusing on questions related to effectiveness and sustainability.
- 66 AIR developed separate protocols depending on the role and involvement of the stakeholders, such as a protocol for USDA, for program staff and partners, and for government counterparts. For example, the team learned about what types of support COGES receive, frequency of member turnover, the gender dynamics of the committees, and barriers to coordinating with women's groups and other suppliers, all of which have potential to impact how the program is implemented and performs. Similarly, interviewing parents yielded additional contextual data, such as perceptions of student attendance, reading outcomes, and health behaviours.
- 67 In terms of sequence, the team at the data collection partner, Sonet-CI, first conducted all field-level data collection. The team then carried out virtual interviews with program-level stakeholders from the USDA, government, and partners based on their availability.

Focus group discussions

- 68 AIR built on the protocols for FGDs from the most recent midline evaluation so that the team could determine whether similar themes emerged. All FGD protocols included questions related to relevance, coherence, effectiveness, efficiency, and sustainability, as well as questions targeted to each respondent's particular role. In addition, AIR updated the protocols to ensure that the evaluation specifically revisited some of the successes and bottlenecks that were highlighted in previous evaluation rounds. FGD protocols were adjusted to capture questions on changes since the midline evaluation, new responsibilities, and new activities for group members and caretakers. Because this evaluation sought to answer many evaluation questions, in addition to the fact that AIR conducted both the endline and baseline evaluations concurrently, the protocols were very lengthy (especially for the FGDs, but for the KIIs as well). The team had to cut some questions to make the protocols more manageable and to respect the time of participants. Doing so limited the ability to gather data on all of the evaluation questions in as much depth as preferred.
- 69 For each category of FGD, AIR incorporated prompts relevant to the respondents' involvement in the McGovern-Dole program. For example, the parent focus groups included questions on perceived quality of education, parental involvement, attendance, aspirations for their children, and the different perceived impacts for boys and girls. COGES members received prompts on what recent activities they organized at the school, their responsibilities, and their coordination with program staff.
- 70 Whereas FGDs with COGES members and parents complement the quantitative survey, FGDs are the primary source of data collection for WPGs. AIR ensured the WPG protocol included questions on all relevant evaluation criteria. Questions included whether and how the groups improved individual financial capacity/household conditions and school/canteen conditions, how they coordinate with the schools, and what factors contribute to their longevity.

Document review

- 71 We reviewed available documentation provided by the WFP to gain a deep understanding of the context and current status of the program. AIR also reviewed additional documents such as the WFP country program, reports on national strategy for the school feeding program in Côte d'Ivoire, monitoring reports, and previous evaluation reports to situate the current program with respect to beneficiary needs and assess the program's relevance in meeting those needs as well as to triangulate the findings from the research. The updated information gave insights into whether there were any shocks or other circumstances affecting the program's stakeholders since the midline evaluation.

3.3. DATA ANALYSIS

Quantitative analysis

- 72 **Performance analysis.** We conducted descriptive statistical analysis by constructing means and percentages to present an initial snapshot of the findings at baseline using data from individual or multiple survey items. We also conducted subgroup analyses by gender and region, highlighting emerging patterns. These highlighted patterns, especially the gender differences, helped us provide WFP with the right recommendations to adjust the program design and assumptions to ensure gender responsiveness. The descriptive analysis is presented in tables, bar charts, histograms, and other visualizations to help convey the findings.
- 73 **Impact analysis.** We compared treatment and comparison group outcomes at baseline as required by the DID method. We conducted baseline equivalence tests for key variables pertaining to the impact evaluation of the program. The team used baseline equivalence tests to show that students in the comparison and treatment groups were similar on average, which enables the team to use the comparison group students as counterfactual, and represent the students who received the intervention, had they not received it.

Qualitative analysis

- 74 **Recording, transcription, and translation.** All interviews were digitally recorded (after obtaining consent to record) and transcribed. Before recording, all participants were asked to give their consent to be audio-recorded in a language that they understand, worded at an appropriate level for their educational background. Interviews and focus group discussions conducted in French were translated into English prior to analysis of all documents in NVivo. The evaluation team carefully reviewed all transcripts to ensure the completeness and clarity.
- 75 **Analysis.** The research team coded and analysed all data from interviews and focus group discussions using the NVivo qualitative software program. The evaluation team created a preliminary coding structure based on the research questions, interview, and focus group protocols. This coding outline was used to organize and subsequently analyse the information gathered through interviews and focus groups. The outline was then modified as new themes and findings emerged during data analysis. After inputting the raw data into NVivo, coders selected a sample of interviews to double code to ensure interrater reliability. The team then inputted the data into the thematic structure. During this process of data reduction, researchers characterized the prevalence of responses, examined differences by region and gender, and identified key findings and themes related to the research questions.

3.4. LIMITATIONS

- 76 The collected baseline data meets expectations in terms of the analysis plan and the results are within the expected ranges. While the AIR team took every step possible to mitigate the risks to the study validity, there remain several factors that could not be avoided. These factors limited our ability to determine direct causes of some findings. The primary factors that limit the findings in this report include the following:
- 77 *Comparison group:* One limitation of the current design arises from the fact that the comparison schools were selected using school lists from 5 years ago before the roll out of the first phase of the program. At that time, the comparison schools were selected to be very similar to the treatment group of schools in terms of socio-economic and geographic characteristics. However, due to the first phase of the program, treatment schools which received a variety of canteen, nutrition, health, as well as literacy interventions, may now differ in considerable ways from the comparison group. AIR employed a mitigation strategy to test whether the comparison schools still represent a valid comparison group for the evaluation of the second phase of the program. The team concludes that the comparison group largely still resembles the treatment group, especially in terms of WASH outcomes (see Annex 5 for details). Any significant differences between treatment and comparison groups at baseline can be controlled for in future analyses.
- 78 *COVID-19 and remote work:* Due to travel restrictions following from the COVID-19 pandemic, the AIR team was unable to travel to support data collection. While AIR coordinated closely and frequently with the in-country partner Sonet-CI, AIR still could not observe and verify the data collection process. In addition, data collectors conducted some FDGs and KIIs remotely, which, although it was sufficient, limited the ability to learn through direct contact. Nevertheless, the AIR team is confident in the ability to manage data collection remotely, despite this limitation.
- 79 *Length of qualitative protocols:* The comprehensive nature of the evaluation questions resulted in rather lengthy interview guides for the FDGs and KIIs. In order to make the tools more manageable, the team had to focus on the most important questions and in the case of the WFP focus groups, ask different questions to different groups.
- 80 *Doing endline and baseline at the same:* Combining endline and baseline data collection—and using the same qualitative respondents for both purposes—was another limitation of the study. Although the evaluation team mitigated this challenge as best as possible by repeatedly prompting respondents to distinguish between the two phases of the McGovern-Dole program in all of their responses, in reality it was often difficult for them to do so. Respondents naturally spoke of the

program in general, especially since many of the features remained the same across the two phases. The failure to distinguish between the two programs may have resulted in less nuanced findings.

3.5. QUALITY ASSURANCE OF THE BASELINE DATA COLLECTION

- 81 The WFP's Decentralized Evaluation Quality Assurance System defines the quality standards expected from decentralized evaluations and reports. AIR followed the strict research protocols as well as WFP's guidance to ensure high quality standards were applied for data collection, analysis, and reporting. During the inception phase, all tools were closely reviewed and approved by the WFP and AVSI as well as a wide range of program implementers to ensure that the tools are designed to collect relevant data of high quality and usability. Additionally, AIR conducted the school sampling in a transparent way and with approvals from WFP evaluation manager and team.
- 82 As part of the quality assurance mechanism for the baseline data collection, the AIR team conducted intensive training sessions for the field team between November 6 and November 19. Since the U.S.-based AIR team was unable to travel due to COVID-19, Sonet-CI, the local data collection partner, led the in-person enumerator training, with members of the AIR team joining remotely via Zoom. Prior to the training, AIR held intensive sessions and meeting with the Sonet-CI team to prepare them for leading the training. The enumerators received all training materials and learning proceeded even when there were technology issues (Figure 7).

Figure 8. Data collection training



Source: AIR

- 83 As part of quantitative data collection training, AIR trained data collection supervisors and enumerators to use tablets to administer in-person surveys offline, without the need for a Wi-Fi connection. After three days of "classroom" training, the enumerator team had an opportunity to practice with real respondents on November 11. The enumerator team, in collaboration with WFP, AVSI and MENA, conducted a pilot in two schools that were not participating in the evaluation. After the pilot, all enumerators met with the AIR team, WFP, and AVSI to debrief and review the issues that were encountered. Based on pilot feedback, enumerators returned for two additional days of classroom training before field activities can begin. Final revisions were made to the programmed questionnaires in response to pilot feedback as well.
- 84 Separate trainings sessions were held for all qualitative data collection. The qualitative data training included role playing, during which the qualitative lead provided feedback to interviewers and note takers to ensure high-quality and complete data collection. During the training, enumerators also discussed any challenges encountered, such as stakeholder discomfort with questions or insufficient time to cover all the questions. The training also allowed the evaluators to adjust the protocols, if

needed, for clarity, length, or context, and it assisted team members in strengthening their interviewing and summarizing skills in real time.

- 85 Sonet-CI deployed 32 enumerators and 10 supervisors between November 21 and December 10, 2021 to collect survey data. The 10 mixed-gender teams were supported by two senior teams of coordinators with two vehicles so that they can quickly access the teams in the field. A separate team of three sociologists travelled in the field to conduct interviews and focus group discussions. AVSI field staff facilitated introductions with local authorities and assisted enumerator teams to locate schools and conduct surveys with participants.
- 86 We collected data electronically on tablets to enhance the quality of collected data by reducing human errors in transferring the data. Together with Sonet-CI, AIR programmed the survey instruments for use in the field using Survey Solutions software for all surveys. Sonet-CI ensured that all the tablets were equipped with the software and were ready to be tested and used in the field. An AIR fieldwork consultant tested the instruments in the programmed tablets to ensure that questions and answers display properly. The team also runs quality checks on data collected during the pilot test to ensure high-quality output from the field.
- 87 During the data collection process, AIR provided oversight and support and one fieldwork consultant accompanied the enumerator teams in the field. At the end of each day, the AIR fieldwork consultant met with the enumerators to debrief, inspect their daily data collection logs, ensure that all completed surveys stored on tablets are electronically submitted, and review and plan for the next day's data collection. In the meantime, the AIR data expert downloaded the data through the secure Survey Solutions server to run quality assurance checks. The data expert looked for irregularities in missing data, abnormal values, skip pattern issues, and other anomalies. They also verified the GPS coordinates survey submissions to confirm that data collection teams were traveling to different sites.
- 88 To ensure safety of enumerators and study participants in light of the COVID-19 pandemic, AIR encouraged Sonet-CI to follow best practices such as wearing masks, washing hands, and restricting groups size of FGDs to a maximum of five participants.
- 89 The team also provided regular updates to the evaluation manager and discussed any issues that may have arisen in the field. Finally, the evaluators conducted a debrief presentation and initial lessons learned on December 21.
- 90 Throughout the evaluation, AIR ensured that the evaluation was conducted with the highest level of quality possible. The management structure at AIR and with the data collection team ensures that oversight occurs at each level. AIR tested and piloted all instruments before data collection, conducted routine checks of data quality and assurance, then the data expert looked for missing data, abnormal values, skip patterns, and other anomalies. Three qualitative researchers coded and analysed data collected from KIIs and FGDs and three quantitative researchers analysed the survey data. Each deliverable underwent several phases of internal quality assurance monitoring before presented to the WFP to ensure the quality, impartiality, credibility, and utility of the data gathered and delivered.
- 91 Finally, the baseline report will be reviewed by the evaluation manager, regional evaluation officer, WFP school-based evaluation officer, Evaluation Reference Group, WFP's Decentralized Evaluation Quality Assurance System, and by USDA. The USDA is the final approver of the Baseline Evaluation Report.

3.6. ETHICAL CONSIDERATIONS

- 92 WFP decentralized evaluations must conform to WFP and United Nations Evaluation Group ethical standards and norms. The contractors undertaking the evaluations are responsible for safeguarding and ensuring ethics at all stages of the evaluation cycle. This includes, but is not limited to, ensuring informed consent, protecting privacy, confidentiality, and anonymity of participants, ensuring

cultural sensitivity, respecting the autonomy of participants, ensuring fair recruitment of participants (including women and socially excluded groups), and ensuring that the evaluation results in no harm to participants or their communities.

- 93 During the inception phase the following ethical issues were considered for the preparation/design, data collection, data analysis, reporting and dissemination: providing sufficient information about the evaluation to participants, obtaining informed consent from participants, collecting confidential data from participants, assuring them that their identity will not be revealed, analysing, and presenting de-identified and aggregate findings. The following safeguards and measures to manage these issues were in place: submitting the research protocol and data collection instruments to AIR's Institutional Review Board; training enumerators on respondents safety and confidentiality, with particular consideration given to safeguarding child respondents; obtaining informed consent from parents to survey their children along with each child's individual assent; keeping the data in a secured place to protect respondents' personal information; and active monitoring of data collection for compliance with AIR quality and ethical guidelines. AIR paid special attention to the vulnerabilities of different respondents and encouraged equitable participation among both genders to the extent possible throughout baseline data collection.
- 94 In collaboration with WFP, AIR received authorization to conduct the evaluation from MENA in Côte d'Ivoire before starting fieldwork to ensure that the evaluation study abides by standard local and international ethical review and approval processes. AIR ensured that the team, including enumerators and contractors working on the project, adhered to the ethical guidelines of the American Evaluation Association's (AEA's) Guiding Principles for Evaluators.⁹ Furthermore, all data collectors and people with access to raw data were required to sign a confidentiality pledge to protect participants (Annex 8).

⁹ <https://www.eval.org/About/Guiding-Principles>

4 Baseline findings and discussion

95 This section presents a snapshot of the performance indicators at baseline and discuss their values. It also presents the findings related to the phase II program relevance and sustainability.

4.1. BASELINE BENCHMARKS

96 First, the evaluation team presents the program benchmarks at the beginning of the second phase for intervention schools which will allow the evaluation team to measure progress over time as program activities are rolled out. Full list of program performance indicators is presented in Annex 3.

97 **Girls comprise slightly more than half of the school population in treatment schools and enrolment drops off sharply for CM2.** Table 7 provides the average number of students present in schools by grade level. Enrolment remains relatively consistent from CP1 through CM1 but is much lower for CM2. However, there is a relatively consistent ratio of girls/boys in each grade, with an overall average of 1.09 girls per boy in treatment schools.

Table 7. Average student enrollment by grade

Grade	Girls	Boys	Overall	Girls to boy ratio
CP1	20.9	19.8	40.6	1.05
CP2	20.5	18.0	38.4	1.14
CE1	21.0	19.3	40.3	1.09
CE2	20.6	18.1	38.7	1.14
CM1	19.6	18.0	37.5	1.09
CM2	15.8	15.5	31.1	1.09
Total	113.1	104.0	217.1	1.09

Source: School Survey (N = 84).

98 **There is substantial variation in school enrolment across the seven regions.** As seen in Table 8, the baseline sample includes schools that look very different in size. Average school size ranges from a total of 285 students in Poro to 151 students in Gontougo. The implications of this variation suggest that the logistics of implementing the school feeding, literacy, and WASH activities in smaller schools will differ from the logistics in larger schools. On one hand, it may prove easier to change practices amongst a smaller number of children and teachers where a fixed pool of resources can be spread across a smaller group. On the other hand, there may be instances where having more individuals could improve outcomes if the resources available scale up accordingly.

Table 8. Average student enrollment by region

Grade	Bafing	Cavally	Poro	Tchologo	Boukani	Bagoue	Gontougo
CP1	34.6	36.4	47.8	44.1	38.8	42.4	33.9
CP2	27.0	34.6	44.7	46.0	39.8	40.9	32.4
CE1	30.3	30.7	51.8	43.3	36.6	43.3	31.8
CE2	28.9	29.1	49.6	46.3	32.3	42.1	30.4
CM1	28.0	27.9	50.9	42.6	26.4	45.1	27.3
CM2	20.0	15.6	42.5	47.6	23.8	34.5	22.4
Total	168.7	174.3	285.2	269.9	197.5	248.3	151.0

Source: School Survey (N = 84).

99 **Student attendance in treatment schools did not suffer due to student illnesses.** With schools reporting that their students only missed approximately 1.4 days of school, attendance amongst enrolled children was high enough to not be a concern for most children. Further, only 2 percent of

children missed more than 10 days of school due to illness. So, most children do not miss too much school because they are sick. However, almost 10 percent of children in Tchologo and over 6 percent of children in Bounkani missed more than 10 days due to illness (Table 9). For these two regions, child health appears to be a big enough problem that it could affect schooling outcomes for children. However, there may be measurement error in these statistics to the extent that schools do not have clear information on why their students are absent.

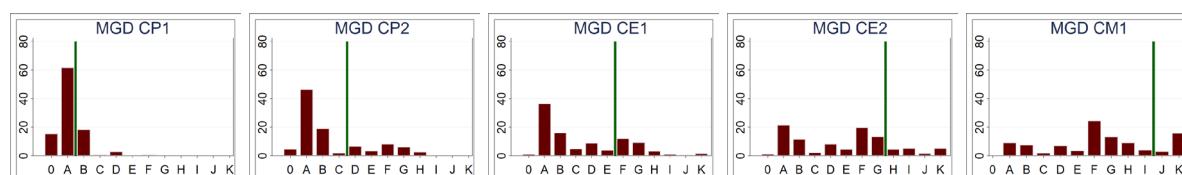
Table 9. Student absence due to illness by region

	Bafing	Cavally	Poro	Tchologo	Bounkani	Bagoue	Gontougo
Average student days absent in 2020-21	1.6 days	1.7 days	1.0 days	3.4 days	1.6 days	1.0 days	1.7 days
Students absent more than 10 days due to sickness	0.0%	2.2%	1.5%	9.4%	6.3%	0.6%	0.3%

Source: School Survey (N = 84).

100 **Children's reading proficiency remain low across all grades and across all regions.** Figure 8 shows the percentage of students at each reading level. Naturally, the majority of CP1 students demonstrate low reading levels, but students continue to read at the A, B, and C reading levels¹⁰ even through CM1 (see Table 6 for reading skills corresponding to each test level). These findings suggest that while there are some students who are only marginally not proficient, there is also a sizable group of students at the upper grade levels are far less literate than expected for their grade.

Figure 9. Student reading levels by grade



Source: Student Survey (N = 828).

101 Across all students completing the assessment, only 22.7% demonstrated proficiency at their grade level, measured by the percentage of students at or above grade level threshold (marked with a green line in Figure 8). Unsurprisingly, there are geographic differences with literacy higher, but still low, in regions such as Bounkani and much lower still in regions such as Poro (Table 10).

Table 10. Student reading proficiency rates by gender and region

Gender	Overall	Bafing	Cavally	Poro	Tchologo	Bounkani	Bagoue	Gontougo
Girls	23.8%	13.9%	32.3%	15.9%	25.7%	35.9%	16.3%	31.5%
Boys	21.6%	14.7%	34.3%	9.6%	22.9%	35.9%	12.0%	31.2%
Total	22.7%	14.3%	33.3%	12.7%	24.3%	35.9%	14.1%	31.3%

Source: Student Survey (N = 828).

102 While there are no clear trends in reading proficiency rates as children progress through primary grades (Table 11), many children fail to progress in their reading level and fall far below the threshold for proficiency. Boys appear to score lower than girls in reading proficiency rates.

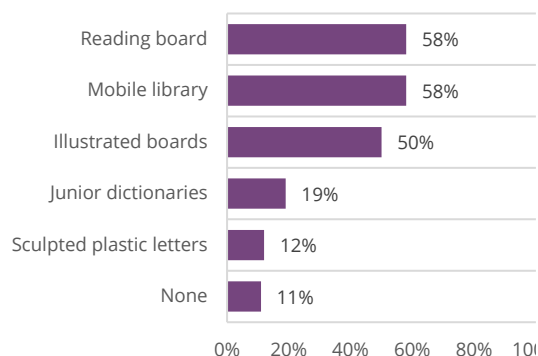
¹⁰ These reading levels become progressively more difficult. i.e. A is an easier level, while K is more difficult.

Table 11. Student reading proficiency rates by gender by grade

Grade	Girls	Boys
CP1	25.0%	20.8%
CP2	24.3%	30.3%
CE1	30.8%	25.8%
CE2	16.3%	17.6%
CM1	23.0%	14.7%
Total	23.8%	21.6%

Source: Student Survey (N = 828).

Figure 10. Student access to reading materials in the classroom



Source: Student Survey (N = 828).

103 Most children have access to some kind of reading materials in the classroom. While 11 percent of children reported no resources, the remaining 89 percent reported benefitting from combinations of other resources such as mobile libraries, reading boards, or illustrated boards. Access to these resources will reinforce literacy efforts in the treatment schools. Nevertheless, access to materials varied by region. More than one in seven children in Bafing, Poro, Tchologo, and Bouknani have no reading materials. Unsurprisingly, these regions have some of the lower rates of reading proficiency in the sample.

104 Teachers generally utilized the reading materials when they were available to them. The overall percentages of teachers using the instructional tools roughly matched the percentage of classrooms with access to those resources (Table 12). This correspondence indicates that teachers employ educational aids when they are available to them, rather than having access but letting them sit idle.

Table 12. Teachers' usage of reading instructional tools

Tools	Overall	Bafing	Cavally	Poro	Tchologo	Bouknani	Bagoue	Gontougo
Reading boards	66%	67%	84%	64%	57%	71%	66%	67%
Mobile library	52%	46%	52%	45%	24%	35%	76%	63%
Illustrated boards	57%	46%	72%	49%	59%	65%	62%	60%
Junior dictionaries	22%	13%	32%	14%	16%	10%	50%	21%
Sculpted plastic letters	24%	17%	48%	19%	8%	16%	22%	37%
Other (specify)	23%	17%	24%	36%	51%	26%	5%	7%
None	3%	8%	0%	4%	3%	0%	2%	4%

Source: Teacher Survey (N = 365).

105 We find high rates of teacher presence, especially according to the records held by school principals. In four of the regions, 95 percent or more of principals said that the teachers in their schools were present for work most of the time (measured by attendance greater than 90 percent). Teacher presence was lower in the other three districts, with Tchologo having the lowest rates at just 58 percent who were present most of the time (Figure 10). There is a sizable difference between the percentage of principals who reported their teachers were present most of the time compared to

teachers' reporting of their own presence. Teachers were about 9 percentage points less likely to report that they had been present for greater than 90 percent of school days. This disconnect suggests that there may be problems with principals' attendance record books or that they felt pressure to overreport teacher presence.

106 **Students reports suggest that teacher attendance was a far greater issue than the principal or teacher reporting would indicate.** Figure 10 shows that only 1 percent of students said that their teacher was present almost all the time. Roughly one third of students said their teacher was never present. So, roughly 65 percent of students said that their teachers were present sometimes. Since there is a high level of subjectivity between the categories in Figure 11, the evaluation team cannot definitively say that student reports are meaningfully different from principal or teacher. Furthermore, student's reporting on teacher attendance is highly subject to recall bias since there are no written records like for school principals. However, this finding does suggest that teacher attendance may be lacking.

Figure 11. School Director vs. Teacher reporting on teachers attending at least 90% of school days by region

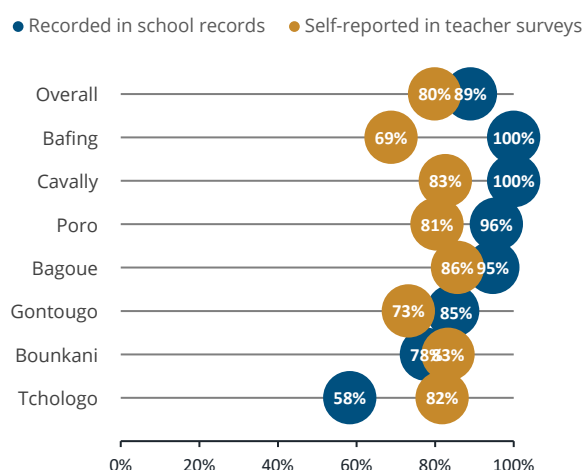
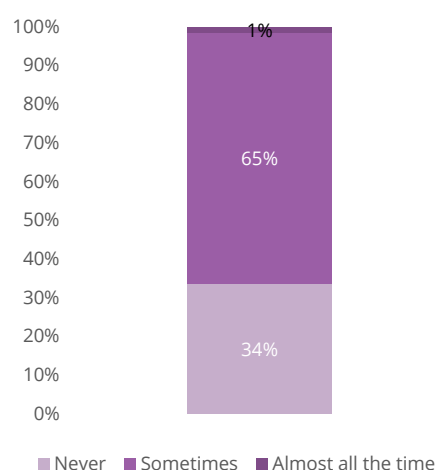


Figure 12. Student reporting on teacher attendance



Source: School Survey (N = 84), Teacher Survey (N = 365).

107 **We find large regional variations in the rates of teachers who have received training from AVSI.** In some regions, such as Bagoue, more than 80 percent of teachers in the sample reported that they had received trainings from AVSI whereas other regions such as Tchologo report that only 40 percent of teachers had benefitted (Table 13). These findings show very uneven penetration for AVSI's efforts and the benefits that they provide for teacher skills and children's learning outcomes. Further, these trainings are very gender imbalanced in certain regions. In Bafing and Cavally, no female teachers reported participating in AVSI trainings, which therefore suggests that they could be a possible target audience for increasing existing trainings or promoting future trainings.

Table 13. Teachers trained by AVSI in reading pedagogy

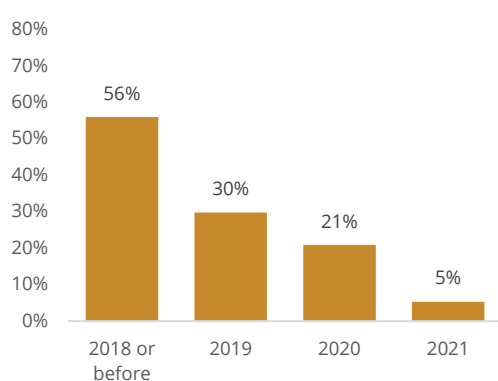
Gender	Overall	Bafing	Cavally	Poro	Tchologo	Bounkani	Bagoue	Gontougo
Male	65.5%	75.0%	66.7%	63.5%	33.3%	46.2%	82.5%	71.4%
Female	50.0%	0.0%	0.0%	41.2%	50.0%	40.0%	77.8%	58.3%
Total	61.6%	62.5%	64.0%	56.5%	40.5%	45.2%	81.0%	69.5%

Source: Teacher Survey (N = 365).

108 Further, of the teachers who reported that they had received AVSI training, many had not received the trainings recently. Figure 12 shows the percentage of trained teachers who had received the AVSI training in the given years. For more than half the teachers in the sample who had been trained, three or more years had passed since they benefitted from that information. These data suggest that even the share of teachers who had received AVSI training should also have access to renewed training activities.

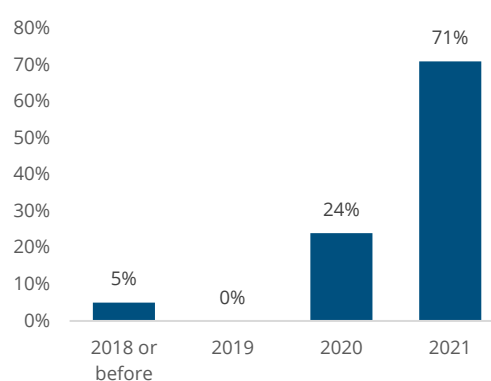
109 **We find that schools generally had new textbooks available for their students.** In the sample, 95 percent of schools reported that they had received student textbooks within the previous 1-2 years (Figure 13). These encouraging findings demonstrates that for this particular learning aid, schools receive the resources necessary to support child learning. However, as noted above, students' literacy remains poor, demonstrating that textbooks are an important resource but that they do not guarantee child learning without the appropriate and necessary supporting activities.

Figure 13. Percentage of teachers who reported receiving training by AVSI on reading pedagogy by year



Source: Teacher Survey (N = 365).

Figure 14. Percentage of school directors who reported receiving school textbooks for students by year



Source: School Survey (N = 84).

110 **We find that an important share of teachers can still incorporate new pedagogical techniques into their repertoire.** Within Table 14, the lighter cells represent the cases where smaller shares of teachers use that reading activity. The darker cells represent the activities used by most teachers. The most common reading activity employed by teachers is to have children act out reading at their school. On the other hand, less than half of teachers participated in meetings with their colleagues to share their experiences. These findings clearly indicate that there is room for teachers to add pedagogical techniques and practices to what they currently do and for AVSI to re-evaluate how they train teachers to use these approaches.

Table 14. Teachers reading activities

Activities	Overall	Cavally	Bagoue	Gontougo	Bounkani	Tchologo	Poro	Bafing
Used assessment tool "General Grid for Student Performance"	62%	38%	60%	56%	59%	65%	72%	70%
Received a classroom visit from a pedagogical advisor	67%	58%	48%	64%	54%	71%	71%	79%
Organized an animation	75%	75%	60%	76%	70%	55%	88%	79%

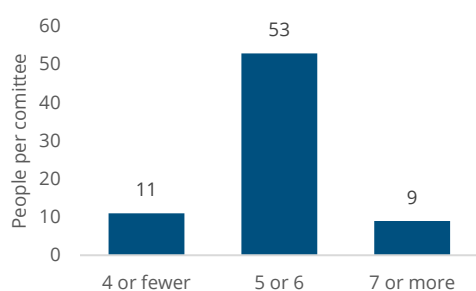
reading at school								
Organized a reading competition	58%	33%	93%	50%	69%	24%	65%	66%
Participated in meeting with other teachers to share experiences	47%	33%	32%	44%	70%	39%	64%	40%

Source: Teacher Survey (N = 365).

111 A substantial share of teachers, directors, and canteen managers were trained on nutrition.

School directors were the most likely to have received these trainings (62%), followed by canteen managers (58%) and teachers (44%). Even though canteen managers are the ones most directly involved in planning for meeting children's nutritional needs, only a slight majority of them have received training. This low rate demonstrates that many individuals could benefit from nutritional training, especially among canteen managers who can most easily affect children's nutrition.

Figure 15. Size of school canteen management committees

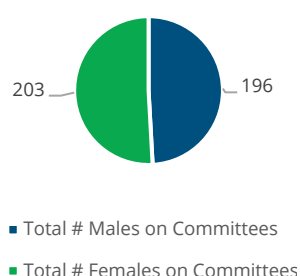


Source: Canteen Survey (N = 73).

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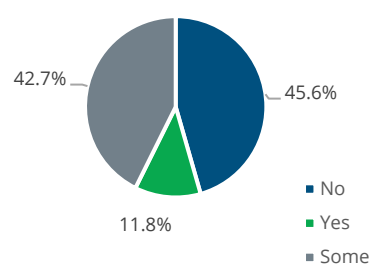
113 According to canteen managers interviewed, canteen management committees generally had 5 to 6 members, with some having as few as 2 members and one with 15 members. This distribution is shown in Figure 14. Across these committees, there was relative gender parity with an almost equal number of male and female committee members, as shown in Figure 15. Regarding training, there is room for improvement; among the canteen management committees that received training, many committee members did not participate. As shown in Figure 16, 11.8% of canteen managers reported that all of the members of their committee received training, but 42.7% of canteen managers reported that only some members had received training.

Figure 16. Canteen management committee member gender ratio



Source: Canteen Survey (N = 73).

Figure 17. Have members of the canteen management committee received training?



Source: Canteen Survey (N = 68).

114 We find that school canteens were quite active in the month prior to data collection. The average school canteen operated for 16 days out of the month (roughly November 2021), which covered 88 percent of days that the school was open. This high figure demonstrates that school canteens already operate robustly, likely due in part to the Phase I intervention. The school canteen managers reported serving an average of 252 children over the preceding month. This figure actually exceeds the average number of students enrolled per school (217 students: Table 7). This disconnect indicates that canteen manager records may not carefully track students but that they may inadvertently double count the children they are serving.

115 Many schools received deworming medications, but teachers are often not trained on how to use them. Less than a quarter of schools have teachers trained on deworming (Table 15). To the extent that teachers need to be involved in administering deworming medications, this low rate of training will limit the nearly half of schools that have received medication for distribution. However, this difference between knowledge and resources may not pose as large of a problem if parents are familiar with deworming medications or if there are other members in the community who can assist children in properly taking deworming medications, although the survey does not capture deworming practices and knowledge amongst parents. The data suggest that the intensity of deworming efforts varies widely by region, with Bafing have no deworming efforts whatsoever underway in sample schools.

Table 15. School roles in deworming

Schools received ...	Overall	Bafing	Cavally	Poro	Tchologo	Bounkani	Bagoue	Gontougo
... training on deworming	23.8%	0.0%	14.3%	39.1%	42.9%	25.0%	10.0%	18.2%
... medication for distribution	46.4%	0.0%	57.1%	47.8%	71.4%	37.5%	90.0%	31.8%

Source: School Survey (N = 84).

116 Food preparation knowledge is high amongst most canteen managers. Figure 17 shows the percentage of canteen managers who can cite health and food sanitation practices. Roughly 80 percent of canteen managers were able to cite at least three health and hygiene practices (out of 17 best practices in total) and 80 percent could cite at least three food storage practices (out of 12 best practices in total). Canteen managers were slightly less familiar with food preparation practices, with only 65 percent able to cite at least three (out of 7 best practices in total). The most well-known health and hygiene practices is washing hands with soap and water after going to the bathroom (87%) and washing dishes with soap and water (62%). The most well-known food storage practices were stacking food in pallets to separate food from non-food items (62%) and providing space for

ventilation between items when stacking them (54%). The most well-known food preparation practices were washing vegetables, fruits, and cooking ingredients with potable water (86%) and keeping food preparation surfaces clean (65%). While most canteen managers are familiar with these practices, there remains a sizable minority of canteen managers that do not know these practices. Furthermore, just because most canteen managers know the practices, the evaluation team does not know whether they actually implement them, which is the more relevant outcome for children's health.

Figure 17. Canteen managers' knowledge of best practices



Source: Canteen Survey (N = 84).

117 School canteens often fail to provide sufficiently diverse food. Minimum dietary diversity in canteens is defined as a day's meals consisting of at least four of the following food groupings: 1) cereals, 2) tubers and root vegetables, 3) legumes and nuts, 4) dairy products, 5) meat, fish, and giblets, 6) eggs, 7) high vitamin A fruit and vegetables, and 8) other fruit and vegetables. According to canteen managers reports of the foods served at canteens, only 66 percent of school days offered nutritious foods consisting of at least four food groups. Given that school canteens operated on approximately 88 percent of school days, the evaluation team concludes that school canteens served diverse food in nearly two out of three days and failed to do so in one out of every three days.

118 A sizable minority of households having borderline or poor food consumption scores (FCS). FCS measures the amount and diversity of food that a household consumes and aggregates it into a single score with higher scores indicative of better consumption. Scores are grouped into categories based on internationally validated and comparable standards. In this case, the FCS is acceptable for about 70% of the sample, borderline for about 20%, and poor for about 10% (Figure 18). However, there is considerable variation in FCS statuses across regions. Regions ranged from as little as 51 percent of households (Bafing) having acceptable FCS to as much as 91 percent of households (Bagoue) having acceptable FCS. Interestingly, as shown in Figure 19, male- and female-headed households had similar FCS, even though female-headed households typically have worse outcomes because they often have only one adult present.

Figure 18. FCS by region

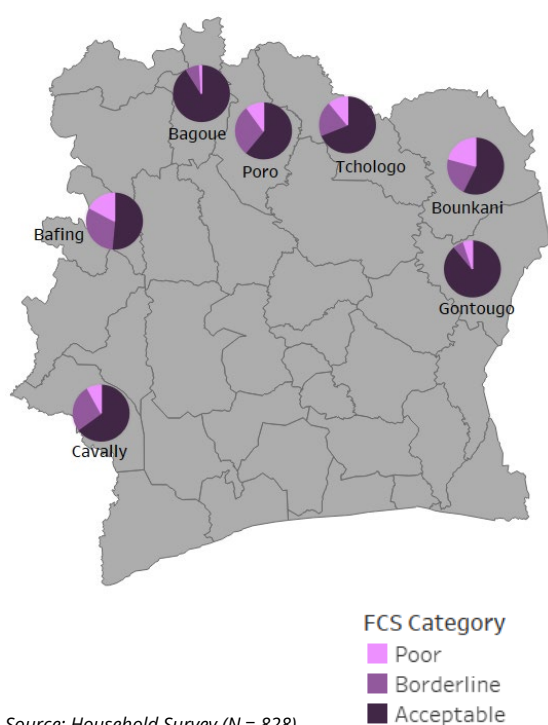
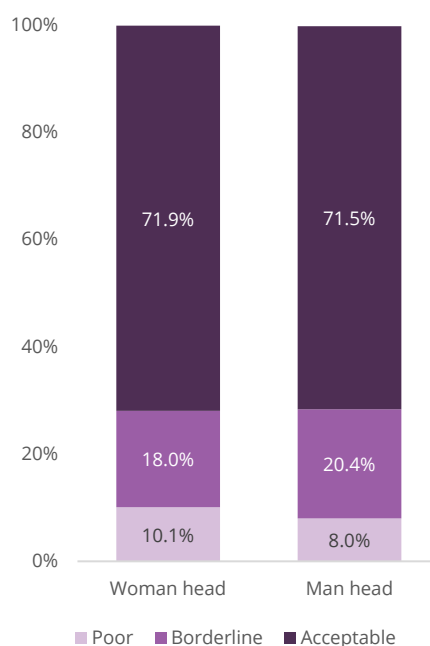
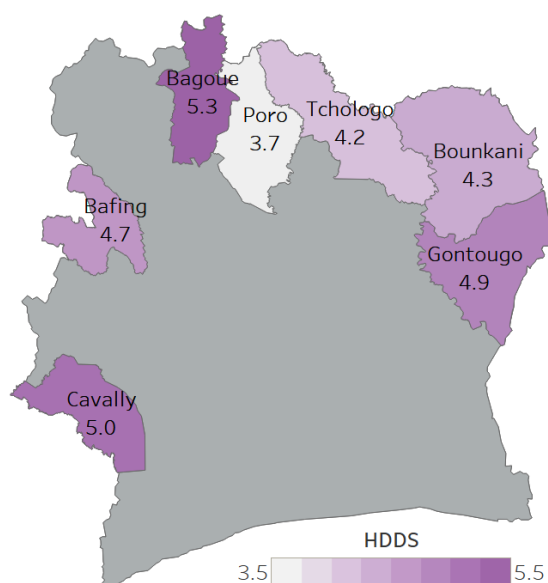


Figure 19. FCS by Household Head



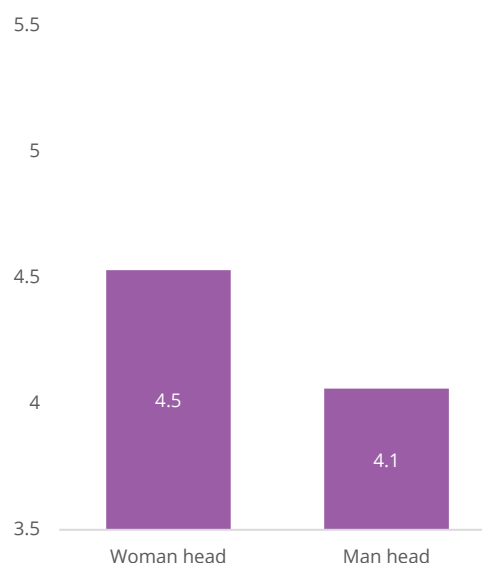
119 **Household dietary diversity is much higher in some regions (such as Bagoue) than others (such as Poro).** The evaluation team measures dietary diversity using the Household Dietary Diversity Scale (HDDS) using a scale developed by the Food and Agriculture Organization that they describe as a “qualitative measure of food consumption that reflects household access to a variety of foods.” While the individual scores are not inherently meaningful, comparisons between two groups can help the evaluators understand which group has better access to diverse food types. Figure 20 and Figure 21 provide the HDDS by region and by household head gender, respectively. The first figure shows that scores range from 3.7 to 5.3, with an overall average of 4.5. While these scores by themselves do not indicate whether children have acceptable dietary diversity, they will provide benchmarks so that the treatment and comparison groups can be compared over time. So, programmatic efforts to improve dietary diversity should be concentrated in the regions with lower HDDS such as Poro. Whereas female-headed households had roughly similar FCS scores to male-headed households, Figure 21 shows that female-headed households were consuming a more diverse collection of foods.

Figure 20. HDDS by region



Source: Household Survey (N = 828).

Figure 21. HDDS by Household Head

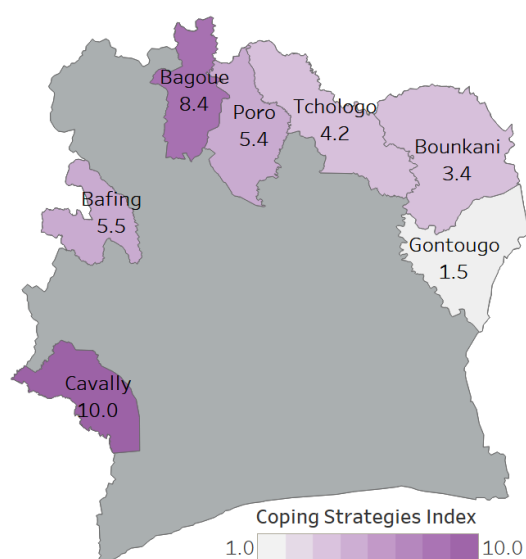


Source: Household Survey (N = 828).

120 We find that households in the sample are mostly using medium coping strategies. The reduced Coping Strategy Index (rCSI)¹¹ is a proxy indicator of household food insecurity where households indicate how often they had to use a coping strategy because they did not have enough food. Across all treatment households sampled, the overall rCSI score was 4.9. Five of the seven regions displayed in Figure 22 showed medium coping strategies, as defined by a score between 4 and 9. Only households in Cavally showed high coping strategies (average rCSI=10), indicating high levels of food insecurity. Paradoxically, Cavally had higher HDDS scores. Taken together with its rCSI score, that would suggest that households often had to resort to various coping strategies but would end up consuming a relatively diverse range of foods when they did eat. Gontougo was the only region with low coping (rCSI<2). Amongst the strategies used by households in the sample, the most common one was consuming less preferred, but cheaper food (Table 16).

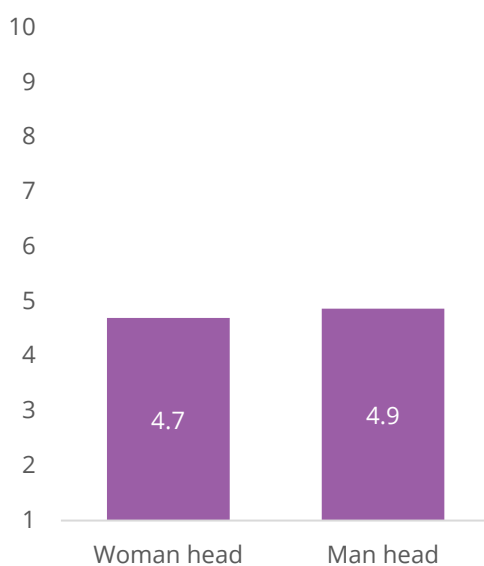
¹¹ The rCSI score has a range from 0 to 56, with higher scores indicating that households make use of common coping strategies more frequently.

Figure 22. rCSI by region



Source: Household Survey (N = 828).

Figure 23. rCSI by Household Head



Source: Household Survey (N = 828).

Table 16. Coping strategies used (days)

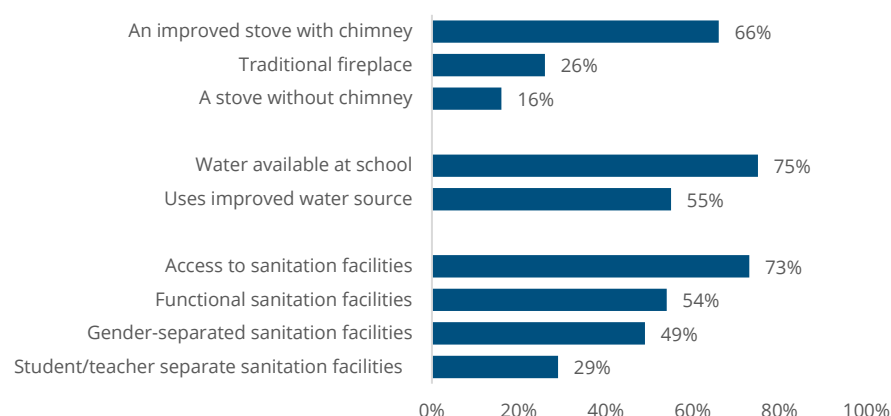
Coping Strategy	Overall
Consuming less preferred or lower quality foods to save money	1.45
Depend on aid from relatives or friends	0.39
Decrease the amount of food during meals	0.53
Reduced quantities consumed by adult / parent for the benefit of young children	0.57
Reduce the number of meals per day (skipping one or two meals in the day)	0.40

Source: Household Survey (N = 828).

121 Two-thirds of schools use an improved stove with a chimney. As shown in Figure 24, the most common source of cooking heat for schools was an improved stove (66%) while about a quarter of schools used a traditional fireplace (26%). Relatively few schools had a stove without a chimney (16%), which could pose respiratory risks to those involved in the cooking process. Given that roughly a third of schools are not using improved stoves with proper ventilation, there is an opportunity to improve this infrastructure to enable schools' capacities to safely prepare nutritious and diverse foods.

122 Three-quarters of schools have suitable water and some kind of sanitations facilities available. Figure 24 shows that roughly 75 percent of schools have water at the school. However, with only 55 percent of schools with improved water, the value of the water itself and the sanitation facilities more broadly could become questionable. Similarly, while 73% of schools have access to latrines and they are functional for roughly three-quarters of those schools (or 54% of all schools), the value of those facilities declines as only 49% of schools have latrines separated by gender or between students and teachers. Separating latrine facilities is important for child safety, especially for girls. This deficit suggests that there is room to improve WASH facilities at these schools.

Figure 24. School cooking and WASH facilities



Source: School Survey (N = 84).

123 Too few canteen managers and teachers have received the AVSI hygiene training. Roughly 35 percent of teachers and 51 percent of canteen managers have received this training. It is likely more important for the canteen managers to learn the hygiene practices taught by AVSI since they directly handle the food that children will consume. However, this result shows that nearly half of canteen managers still haven't received this training. As such, there remains room to increase the number of both canteen managers and teachers who receive this program.

124 Almost all teachers and canteen managers report that they use a handwashing station at their school. Bafing is the only region where less than 80 percent of teachers and canteen managers use handwashing stations (Table 17). Since nearly 100 percent of these school staff already report using handwashing stations in five of the regions, there remains little room for improvement over the course of Phase II of the program.

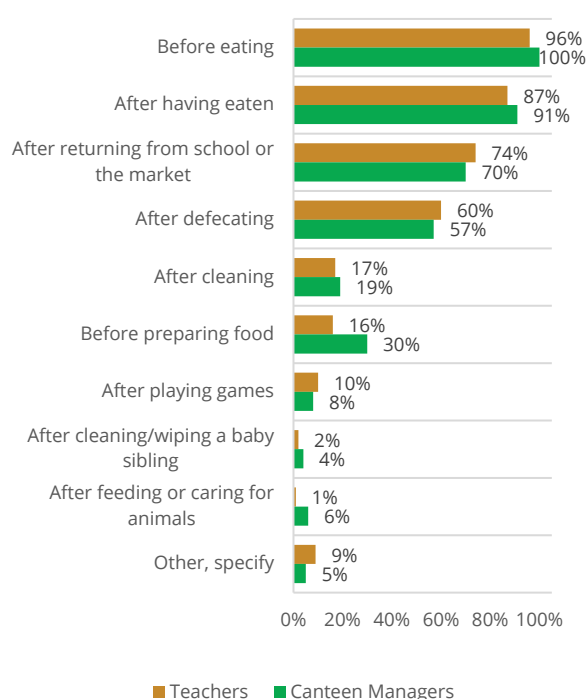
Table 17. Teachers and Canteen managers WASH behaviors

Use of handwashing stations by...	Overall	Bafing	Cavally	Poro	Tchologo	Bounkani	Bagoue	Gontougo
... teachers	95%	63%	84%	99%	95%	94%	98%	100%
... canteen managers	95%	57%	86%	100%	100%	100%	100%	100%

Source: Teacher Survey (N = 365). Canteen Survey (N = 84).

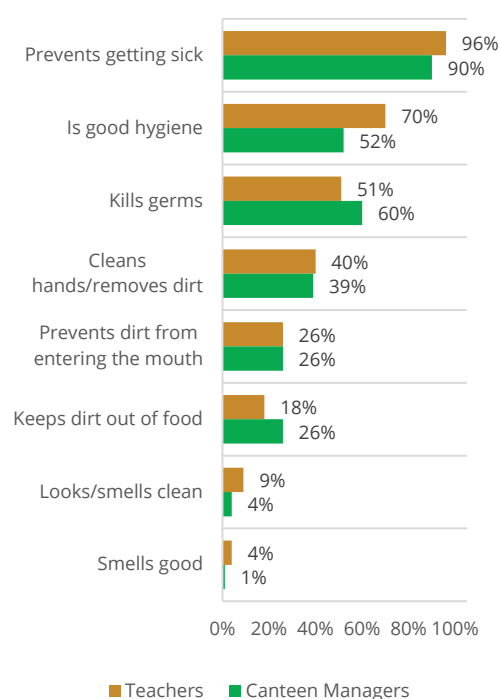
125 When asked when a person should wash their hands, both teachers and canteen managers displayed a low understanding of hygiene practices. Over half of individuals knew to wash their hands before or after eating, after defecating, or after returning from school or the market (Figure 25). However, very few of them knew they should wash their hands before preparing food, after playing games, cleaning, caring for animals, or diapering a baby. So, despite reporting frequent use of handwashing stations, these school staff did not understand the activities that should necessitate handwashing. This confusion could be remedied through AVSI's hygiene training, which had low take-up thus far, as mentioned above.

Figure 18. When do school staff wash their hands?



Source: Teacher Survey (N = 340). Canteen Survey (N = 80).

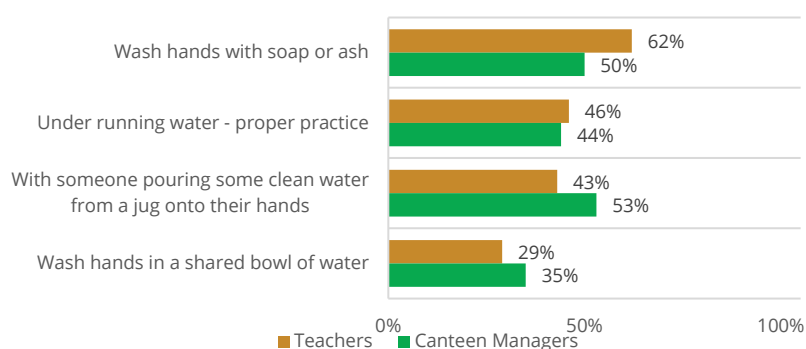
Figure 26. Importance of washing hands



Source: Teacher Survey (N = 365). Canteen Survey (N = 84). Respondents could select multiple options.

126 In addition to the low understanding of when a person should wash their hands, teachers and canteen managers also did not understand how or why a person should wash their hands. Less than half of these school staff were using proper practices of washing their hands under running water and using soap (Figure 27). While more than 90 percent of teachers and canteen managers knew that washing hands prevents illness, less than half of them were aware that washing their hands would remove dirt and could keep dirt out of their food (Figure 26). This confusion around the purpose and methods of washing one's hands could similarly be resolved through additional AVSI trainings.

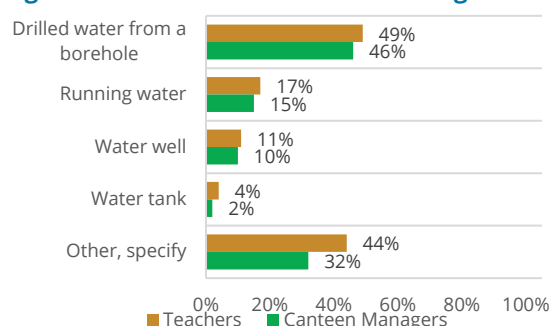
Figure 27. Types of hands washing



Source: Teacher Survey (N = 340). Canteen Survey (N = 80). Respondents could select multiple options.

127 When prompted for sources of water for cooking, teachers and canteen managers gave similar replies (Figure 28). Almost half of both groups cited drilled water from a borehole as the most prominent source. 44 percent of teachers chose to further specify, with 42 percent of those teachers reporting using a “water pump” or “village pump” (18% of total) to obtain water for cooking at school. Similarly, among the 32 percent of canteen managers who opted to specify another response, 67 percent of those canteen managers reporting using a “water pump” (21% of total) for securing cooking water.

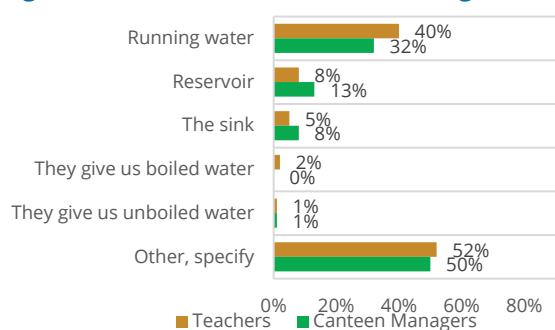
Figure 28. Sources of water for cooking



Source: Teacher Survey (N = 365). Canteen Survey (N = 84). Respondents could select multiple options.

128 Sources of drinking water are shown in Figure 29. The largest share of teachers and canteen managers reported using running water from a tap as their source of drinking water, with 40 percent of teachers and 32 percent of canteen managers reporting this option. As with their source of cooking water, many respondents chose to specify other sources for their drinking water beyond the options presented in the questionnaire. Of the 52 percent of teachers who provided other responses, 43 percent of those teachers reported using “drilled water” (22% of total) and 33 percent said they used a “village hydraulic pump” (17% of total). Similarly, of the 50 percent of canteen managers who provided other responses, 31 percent of those canteen managers cited “drilled water” (15% of total) and 55 percent said they used a “village hydraulic pump” (27% of total) as their drinking water source. Given the widespread usage of boreholes and village resources for water for both cooking and drinking, there is room for improvement on school infrastructure to provide reliable water on-site for these purposes.

Figure 29. Sources of water for drinking



Source: Teacher Survey (N = 365). Canteen Survey (N = 84).
Respondents could select multiple options.

4.2. RELEVANCE

129 This section discusses the findings related to the relevance of the Phase II program.

4.2.1. To what extent is the intervention design in line with the needs and priorities of the government, the targeted population, including vulnerable groups—women, girls, boys, and men?

130 The McGovern-Dole program is well aligned to the Government of Côte d'Ivoire's needs and priorities, specifically those reflected in the School Canteen Management Strategy and the National School Feeding Policy. One government informant said the McGovern-Dole program is *"in line with the national education policy"* and with MENA's educational objectives, both in terms of improving access to education and supporting children once they are in school. Speaking of the close alignment between the McGovern-Dole program's objectives and those of the government, a MENA official commented, *"The objectives of the McGovern-Dole project, I think they are no different from the objectives of the Government of Côte d'Ivoire through the Ministry of National Education, and therefore from the objectives of the school canteen management. The McGovern-Dole project is a project to support what we are already doing."* Specific components of the McGovern-Dole program such as the school meals, deworming, and support for local production groups are part of the School Canteen Management Strategy as well. Lastly, the National School Feeding Policy has four core objectives in education, health/nutrition, environmental protection, and the promotion of local production—all four of which are addressed through the McGovern-Dole program.

131 In terms of responding to the needs of the targeted population, qualitative respondents overwhelmingly agreed that **providing school meals—especially in rural areas with high levels of food insecurity—encourages children to attend school regularly, remain at school through the lunch hour, and be able to learn free from the distraction of hunger**. As one male parent at the Yomian school explained, *"If the child knows that if I come to school I will find food, he has the courage to come here."* In addition, the McGovern-Dole programme saves parents time and money to provide a mid-day meal. That said, some families still struggled to give children the 25 francs needed to eat in the canteen. Further, school canteens do not appear to operate every day. Respondents also indicated that children in McGovern-Dole schools have trouble with reading and schools lack resources to help children learn to read, suggesting that the literacy component of McGovern-Dole is highly relevant to local needs. Finally, the women's production groups are clearly in need of the support provided by the McGovern-Dole program, as they indicated ongoing financial, resource, and training needs (discussed further in Section 4.2). However, there are concerns about the profitability and self-sufficiency of these groups and the work remains very difficult for the women involved.

132 **The second phase of the McGovern-Dole program—with its emphasis on the rehabilitation of WASH facilities—is also highly relevant to the needs of school communities.** A COGES member

from Dielebele commented on the lack of handwashing facilities, *“Currently students have to fetch water more than 500 meters away to go to school to wash their hands,”* a sentiment that was echoed by many other respondents who lamented the lack of access to running water at schools. Additionally, respondents noted the lack of functioning latrines at schools which forces children to go home to use the latrine or go in the bush.

4.2.2. Is the intervention aligned with the policies and priorities of WFP, partners, and UN agencies?

133 **The McGovern-Dole program is closely aligned with the WFP’s policies and priorities in Côte d’Ivoire.** According to the WFP’s Country Strategic Plan¹², the WFP’s main goals in Côte d’Ivoire are to work with the government to achieve food and nutrition security which are two objectives the McGovern-Dole interventions contribute to directly. The WFP is also prioritizing the sustainability of community-based initiatives to address food security and nutrition challenges, and therefore the support to the women’s production groups under the McGovern-Dole is aligned with this priority. The plan asserts that the WFP’s strategy is *“fully aligned with national development plan for 2016-2020 and the United Nations development assistance framework for 2017-2020,”* suggesting harmonization with United Nations (UN) agency objectives and highlighting the need to *“harness the comparative advantages of the various United Nations agencies operating in Côte d’Ivoire to provide a holistic response to food security and nutrition needs”* (Country Strategic Plan).

134 In terms of alignment with the policies and priorities of partners, the WFP’s proposal highlights the McGovern-Dole program’s support of USDA’s Strategic Goal 3, Objective 3.1 to ensure U.S. agricultural resources contribute to enhance global food security. The literacy component of the McGovern-Dole program also aligns with the United States Agency for International Development’s Education Strategy Goal 1 for Early Grade Reading, and the school feeding component *“provides a productive safety net that aligns with the objectives and goals of the U.S. Government’s Feed the Future Initiative”* (source: FY2015 McGovern-Dole Proposal). Respondents from AVSI and ANADER also viewed the McGovern-Dole program to align with their respective policies and priorities. AVSI emphasized their focus on education with *“institutional anchoring”* through the government, and ANADER noted their goal of enhancing the sustainability of school canteens through support to local agricultural production groups.

4.2.3. To what extent have the program design and objectives considered the social, economic, cultural, political, and environmental context and equity?

135 The current McGovern-Dole program is responsive to the socioeconomic context of households in its targeting of rural areas in north and north-western Côte d’Ivoire with high levels of food insecurity. Targeting these areas contributes to equity, as food insecurity and levels of child malnutrition are higher than elsewhere in the country. Additionally, the McGovern-Dole program has considered the environmental context by working to provide stoves that consume less firewood than traditional stoves and using organic manure made from beef digestion and plant debris. Finally, in acknowledgement of the finite resources available to support school canteens over the long term, the McGovern-Dole program has worked to supplying canteens with local, sustainable products; promote the livelihood of women through production groups; and empower communities to take greater ownership of school canteens. Speaking of environmental and sustainability considerations, a respondent from the Bureau of Training and Consulting for Development (BFCD) said of McGovern-Dole: *“It’s a project that I like so much because it takes care of the social, economic, and environmental side. Because we don’t just produce to produce, we bring in everything necessary for good production and sustainable production.”* Local ownership and the transition of responsibility for school canteens to communities are indeed a focus of the current phase of the McGovern-Dole program.

¹² <https://www.wfp.org/operations/ci02-cote-divoire-country-strategic-plan-2019-2023>

4.2.4. To what extent has the intervention design taken gender into account?

136 Gender was considered in the McGovern-Dole program primarily through the decision to provide targeted support to women's production groups. In phase II of the McGovern-Dole program, there are plans to include soap-making activities for the WPGs to promote an income-generating activity (source: FY2020 McGovern-Dole Proposal). Several respondents reported that women have been socioeconomically empowered through their involvement in WPGs and with the support of the McGovern-Dole program. For example, a representative from the BFGD said, "...here in the north it is the men who have the monopoly, they take all decisions. But with this project, we lived this in village where men approached us to say that because of your project, our women have money now." Women themselves, too, reported being able to help resolve shortages at the canteen and joining cooperatives: "We can help in the canteen if their rice is gone. We made a cooperative so we can go and buy the rice" (Yomian WPG). Despite these encouraging reports of women being supported and empowered through involvement in WPGs, respondents also noted the serious time constraints women face that may be exacerbated by their work for WPGs. Additionally, women said they are asked to contribute and to pay for things such as gasoline and other resources to enable their donations and the profitability of the WPGs is unclear.

137 In the first phase of the McGovern-Dole program, take home rations were provided to girls to incentivize enrolment and attendance at school which was perceived to be lagging for girls. However, providing rations to girls alone appeared to have a detrimental effect on boys, whose enrolment declined and whose families reported being discouraged by the prioritization of girls. In the second phase of the program, take home rations were discontinued.

138 While the McGovern-Dole program makes commendable efforts to support women and girls, there remain structural and systemic barriers to gender equity and sustainability in the context of the program. Firstly, respondents largely noted that men are less engaged in matters related to school feeding and canteens in particular. As one WFP respondent put it, "There is also what I would call the disinterest of men at first for the program of school canteens. That, too, is something cultural because in our culture we say everything that is eaten there is for women you see and so that too is a cultural gravity that can have an impact on the sustainability of school canteens." Secondly, there are land rights issues that prevent WPGs from having true ownership of their plots and the program has had to request "temporary concessions" from land chiefs to allow WPGs to maintain control their land.

139 Canteen managers generally served most of the meals that they planned, especially serving girls. Table 18 shows that the average canteen planned to serve 135 meals per month to girls and actually served 133 meals per month to girls (98.5%). Canteens planned to serve a similar number (133 meals) to boys but actually ended up serving only an average of 119 meals per month to boys (89.5%). This higher rate for girls could be due to better planning for girls or that girls were more likely to take advantage of the free meals available to them at school.

Table 18. Average canteen meals planned vs. meals served in a month by student gender

Gender	Meals planned	Meals Served
Girls	135 meals	133 meals
Boys	133 meals	119 meals
Overall	268 meals	252 meals

Source: Canteen Survey (N = 62).

4.2.5. What are the synergies between this intervention and other WFP interventions?

140 Respondents from WFP agreed that the McGovern-Dole program is well aligned and complementary to their other work in Côte d'Ivoire. According to the FY15 WFP proposal to USDA, the WFP also provides school meals with funding from other donors in six additional regions: Guemon, Tonkpi, Worodougou, Bere, Kabadougou, and Folon. As one respondent put it, "the McGovern-Dole fits perfectly into the objectives of the WFP," while others mentioned WFP's portfolio of work in Côte d'Ivoire

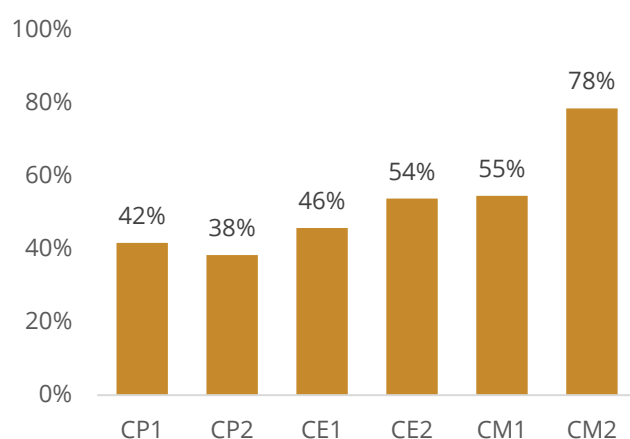
to support partnerships towards their ultimate goal of eliminating hunger. Specifically, WFP also supported the Integrated Program for Sustainable School Feeding which aims to help rural communities support school feeding programs. Through this program, the DCS has taken over responsibility for school feeding in 3,000 schools (source: FY2015 McGovern-Dole Proposal). This prior school feeding intervention—with its emphasis on handover to government—served as a building block and directly complemented the subsequent McGovern-Dole program. Apart from the government, WFP is the only school feeding implementer in Côte d'Ivoire.

4.2.6. To what extent is WFP's intervention consistent with the policies and programs of other partners operating in the same context?

141 The WFP participates in both the Global Partnership for Education and the Education Sector Group in Côte d'Ivoire to share information about the McGovern-Dole program and learn what fellow education and school feeding partners are doing. The WFP's partners AVSI and ANADER viewed the McGovern-Dole program as consistent and complementary to their other programming in Côte d'Ivoire (see also section 2.1.2). A respondent from AVSI described the McGovern-Dole consortium's ability to leverage relationships with other partners (the United Nations Children's Fund [UNICEF], in this case) to secure access to sensitive areas: *"We worked in collaboration with UNICEF to facilitate access to schools in areas where there were political crises. We set up a platform with all the structures such as UNICEF, WFP...there are other structures, Save the Children to name but three... we set up a platform during the political crisis where we facilitated, then we also intervened in remote areas, so we participated to allow that where it was areas really hot politically, we facilitated access to school."* This example is illustrative of the collaboration and consistency between the WFP and other partners operating in the same contexts within Côte d'Ivoire, as confirmed by multiple respondents.

142 The evaluation team learned of an education intervention funded by the World Bank called The Côte d'Ivoire Education Service Delivery Enhancement Project (PAPSE), which began in 2018 and operates in some of the same areas as the McGovern-Dole project. While the PAPSE program has complementary objectives (improving learning outcomes at the primary school level), respondents did not mention any linkages between the McGovern-Dole and PAPSE programs, which could reflect a missed opportunity in terms of potential synergy and coordination across the two programs. Not only was there a missed opportunity to coordinate with PAPSE, but there may have been confusion and time constraints on the part of teachers as a result of both programs running concurrently. Many teachers reported that they were unable to complete the curriculum due to additional content they were required to deliver as part of the PAPSE intervention (Figure 30). Overall, 52% of teachers reported finishing their programmed curriculums last year, with higher rates of completion observed among teachers of older grades. In addition, with high teacher turnover rates, teachers may have experienced some confusion if they relocated to schools with alternative methodologies.

Figure 19. Share of teachers who finished the last year's curriculum by grade



Source: Teacher Survey (N = 364).

4.2.7. To what extent are the intervention design and implementation consistent with humanitarian principles?

143 **The design of the McGovern-Dole program is well aligned with the WFP's four humanitarian principles of humanity, impartiality, neutrality, and independence.** In terms of humanity, the program delivery model respects the dignity of the people being served. The McGovern-Dole program delivers assistance impartially to the targeted recipients, with no evidence of deliberate discrimination. Therefore, the take home rations to girls at the expense of boys was removed in the second phase of the program to respect the impartial nature of the intervention. In terms of neutrality, there is no evidence that the McGovern-Dole program or its staff took sides in any conflict or prioritized resources for certain groups over others. Finally, the McGovern-Dole program was designed independently based on the WFP's Country Strategic Plan for Côte d'Ivoire, the needs of the population, and the governments priorities in terms of addressing those needs.

4.3. SUSTAINABILITY

144 This section discusses the extent to which sustainability has been considered in Phase II.

4.3.1. To what extent has the intervention design considered sustainability, such as building the capacity of national and local government institutions, communities, and partners?

145 The intervention design considered sustainability in the second phase, with a plan to gradually hand over management of canteens to the government. A regional representative from AVSI said, *"It is a very good opportunity for Côte d'Ivoire because the project is a pure and simple project to support the transition. It is as if it is gradually giving the hand to the State, to take certain responsibilities, to be active, to learn lessons, to achieve things and to put success or to draw lessons and put on a national scale all the successes that we will have or that we have had with the project Phase I and Phase II."* However, a DREN cautioned that the handover required more details on implementation, *"When we look at the various indicators, it is true that the process is underway, but it is not yet sufficiently implemented, so we must allow more time."*

146 The 2020 transition plan document identifies the elements of the program that WFP will transition to the government and DCS, including the provision of hot meals, dry rations, micronutrients, and equipment supplies; as well as the larger program goals, including improving reading and capacity reinforcement for women's groups and COGES (Plan de transition, 2020, p. 17). However, the subsequent section lays out several challenges to the plan, including fundamental elements of planning such as budgeting, access to land, access to water, and the basic establishment of coordination bodies to continue the strategy (Plan de transition, 2020, p. 18). The document also mentions that these challenges have been previously identified multiple times in other documents. Although the roadmap included in the transition plan identifies priority actions and actors for each element of the transition, respondents in the study echoed the importance of the challenges listed, indicating the need to establish more concrete steps to accomplish the priority actions laid out in the plan. The AVSI representative recognized that the project is looking to align itself with the state strategy; however, this person also questioned the existence of a state strategy, indicating the need for discussion regarding the goals for alignment, *"Is there a strategy on the in-service training of teachers? If there is the strategy, we align with this strategy so that the State can regularly train its teachers. If there is no strategy, it is an opportunity for the government or the Ministry of National Education to make a document of the continuing education strategy."* The AVSI representative also pointed to the need for state inputs regarding materials; he said, *"We have given books, but at a certain point you have to renew the books. What are the State's commitments to renew books and textbooks? Are parents informed? What will be the involvement of parents? The level of information? What about teachers, pedagogical advisors?"*

- 147 Generally, local level respondents were less convinced about the ability to sustain the program, citing a deficit of the political will that would be necessary to take them forward. A respondent from the Regional Center of Evaluation in Education, Environment, Health, and Accreditation in Africa (CRESAC) FGD said, *"The government has not taken its thing in hand. And that I have always said, we were at the Estates General of Education where we had the privilege of exposing a little the strategies for the sustainability of school canteens."* Another participant added, *"We need a bill, we need a law. We need real political will."* Finally, another respondent added, *"I'll tell you the truth honestly, I remain convinced that the groups alone will never be able to perpetuate the canteen."*
- 148 **Respondents emphasized that lack of funding for the program would present a problem to the continuation of the canteens.** One ANADER Zone Director said, *"If the community mobilization is strong and everyone becomes aware that it is necessary to have a whole set of people around the school canteens, we go without fear. It is also necessary to integrate perennial crops in the direction of sustainability."* However, a respondent in a WFP FGD was hopeful about continuing contributions, *"I think that all these entities are on the right track to be able to ensure sustainability, even if they still need additional support that we will provide them in the second phase of the project through the implementation of the transition plan to allow them to be really able to ensure the supply of school canteens."*
- 149 **WPGs seemed committed to continuing themselves but did not yet seem capable of taking on full responsibilities of the canteens.** One reason to suppose that WPGs will continue into the future is that many of the groups who participated in the study had established their groups before the start of the program. In recent years, several of the WPGs had trended toward growth in the numbers of active women and had the support of other community members. One respondent said, *"If our strength is less, we will inform the population so that they help us plough to make a large plot to be able to support the canteen."* Implementing partners also seem willing to continue support of the women's groups. The ANADER Regional Director said, *"So it is now to tell them [producers...] to organize the village in such a way that the canteen is supplied from the beginning to the end, [according to] our traditional role. Without funding from WFP, we can always accompany our parents, producers, provide support of course the support of our ministry through all the projects we lead."*
- 150 Although communities are dedicated to continuing support of the school feeding program, the findings of this evaluation have shown that the women's groups are not capable of fully supporting the canteens. The WPGs face ongoing needs related to equipment (e.g., transportation vehicles and gasoline, fertilizer, and agricultural machinery), training (e.g., for group administration and income generation), land rights, and irrigation. Declines in the quantity and quality of foods in the canteens suggest that the women have not been fully able to make up for the increasing need to support the canteens. The commitment of the WPGs and communities implies that they will continue to supply food to the canteens in the future but will not be able to provide the same quantity and quality of foods without the WFP's support.

5 Conclusions and lessons learned

5.1. CONCLUSIONS

- 151 AIR employed a mixed-methods approach for the baseline evaluation of the McGovern-Dole program in Côte d'Ivoire, integrating quantitative and qualitative methods to assess its relevance and sustainability. The evaluation included data from both treatment and comparison schools in all seven regions of program implementation. During November-December 2021, the enumerators conducted surveys and student assessments from a total of 398 teachers, 120 school administrators, 84 canteen managers and 1,187 students and households. The qualitative component included FGDs with male and female parents, COGES members, and WPG members at five schools, as well as FGDs and KIs with the WFP, government, partners, and other program stakeholders. The researchers integrated the findings from both the quantitative and qualitative components, along with information from existing program documents and monitoring data provided by the WFP, to comprehensively address all research questions.
- 152 The McGovern-Dole program in Côte d'Ivoire is relevant and well-aligned to the policies and priorities of the Ivorian government, the WFP, and partners. The program also aligns well with the needs of beneficiaries in the priority regions. According to participants in the study, providing school meals—especially in rural areas with high levels of food insecurity—encourages children to attend school regularly, remain at school through the lunch hour, and be able to learn free from the distraction of hunger. The emphasis on rehabilitation of WASH facilities in Phase II of the program is also highly relevant to schools, which have an expressed need for water points and improved latrines. The current McGovern-Dole program is responsive to the socioeconomic context of households in its targeting of rural areas in north and north-western Côte d'Ivoire with high levels of food insecurity. The program also considered gender primarily through the decision to provide targeted support to women's production groups. Additionally, rehabilitating WASH facilities has the potential to benefit girls in particular, who need adequate facilities to practice proper menstrual hygiene management.
- 153 Baseline benchmarks were established for a range of performance indicators at the beginning of Phase II. Girls comprise slightly more than half of the school population in treatment schools and enrolment drops off sharply for CM2. The schools comprising the sample vary greatly in size across regions on average, with smaller schools in Gontougo (an average of 151 students), larger schools in Poro (an average of 285), and other regions in between. Overall, the children who enrol in these schools attend at a high rate. School records indicate that the average student was only absent for 1.4 days in the 2020-2021 school year and only 2 percent of children missed more than 10 days due to illness. Nevertheless, children in these schools demonstrate low literacy rates, with only 22.7 percent of students reaching the proficiency levels for their grade. These poor learning outcomes coupled with high levels of attendance suggest that the interventions have great scope to improve learning outcomes.
- 154 While most teachers reported having received pedagogical training from AVSI, an important minority (38.4%) had received none of those trainings and 86 percent of those who had received the training more than two years ago. Despite lacking access to useful pedagogical trainings, teachers generally reported having access to and using instructional tools, with reading boards (66%), mobile libraries (52%), and illustrated boards (57%) being the most common. Teachers generally reported (80%) that they were present for 90 percent or more of school days, but curiously, principals were even more likely (89%) to report that the teachers in their schools were present.
- 155 The sample covered a diverse set of 120 schools from across seven regions, 84 treatment schools and 36 comparison schools. In interviews with each of the treatment schools' directors, 62 percent of them reported that they had received nutrition training, which is greater than either of canteen managers or teachers. School directors also reported their schools received textbooks recently, with 95 percent of schools having received textbooks within the last two years.

- 156 The research team found that there remains a substantial share of canteen managers (42%) who have not received nutrition trainings on how to feed children. These canteen managers have ample opportunity to influence students' nutrition because canteens were active for roughly 88 percent of school days over the month preceding data collection. Seeing canteens operating as frequently as they do is a positive indicator for the level of canteen prevalence. However, the quality of canteen operations is lacking: only 66 percent of canteen meals met the MAD requirements. These findings suggest that canteen managers may benefit from additional trainings that could improve the quality of the programming they provide. The impact of these trainings could be particularly high given students' high attendance rates.
- 157 The WASH infrastructure and practices in treatment schools demonstrate that Phase II of the program has room to improve outcomes. At least 65 percent of teachers and 49 percent canteen managers have received no AVSI hygiene trainings. Delivering these trainings could reduce the shares of teachers with low understanding of health and hygiene practices (20%), food storage practices (20%), and food preparation practices (35%). It could also improve the low levels of understanding on reasons for handwashing amongst teachers and canteen managers.
- 158 The intervention design considered sustainability in the second phase, with a plan to gradually hand over management of canteens to the government and local community groups. Generally, local level respondents expressed a need for political will and corresponding official policies that would be necessary to sustain the school feeding program. Respondents emphasized that lack of funding for the program would present a problem to the continuation of the canteens. WPGs seemed committed to continuing themselves but did not yet seem capable of taking on full responsibilities of the canteens. The dedication of the WPGs and communities implies that they will continue to supply food to the canteens in the future but will not be able to provide the same quantity and quality of foods without the WFP's support.

5.2. LESSONS LEARNED

- 159 In the Phase 1 final evaluation report, the evaluators included several recommendations based on lessons learned for Phase 2 of the USDA McGovern-Dole program. Some of the relevant lessons for this baseline report are included below:
- 160 **Lesson learned 1:** We suggest that WFP track and report on the number days and number of canteen meals in all schools that are supported by WFP and those that are supported by community contributions by using information gathered in canteen management documentation. This will enable M&E staff at WFP and future evaluations to determine how many canteen days were supported through McGovern-Dole and how much the community contributed independently, thus allowing to assess whether any gradual handover to the community occurred as intended.
- 161 **Lesson learned 2:** WFP should consider working with WPGs to track their crop yields, production, and profitability margin more closely. Qualitative data suggests that WPGs face numerous obstacles and may not be self-sufficient or profitable on their own, which has implications for the program's long-term sustainability.
- 162 **Lesson learned 3:** WFP should consider the individual needs and capacities of WPGs and provide tailored support to WPGs based on these specific needs. Qualitatively, we learned that not all trainings are directly relevant to WPGs (for example, agricultural trainings may teach them things they already know) and the types of equipment or productive inputs each WPG needs vary. Recommendation #2 above could also help determine which WPGs are in need of most support.
- 163 **Lesson learned 4:** Consider potential synergies with programs such as PAPSE which are working towards similar objectives in some of the same areas McGovern-Dole is operating. Given that more than half of teachers reported being unable to finish their curriculum, it would seem important to ensure that interventions are not inadvertently competing for teachers' time and potentially confusing lesson delivery. Furthermore, with the high rates of teacher transfer, the use of differing

education interventions could create confusion when teachers relocate to schools with alternative methodologies.

Annex 1. Summary terms of reference

The terms of reference (TOR) for the final evaluation of the first phase and baseline evaluation of the second phase of McGovern-Dole program are available in English on WFP's website using the following link: <https://www.wfp.org/publications/cote-divoire-support-integrated-school-feeding-programme-final-and-baseline>

Annex 2. Baseline evaluation timeline

Phases, Activities and Deliverables	Key dates
Phase I: Preparation	December 2020–May 2021
Preparation of the draft evaluation TOR	
Circulation of TOR with stakeholders for review	
Quality assurance of RDTs	
Appointment of an evaluation manager (EG)	
Final TOR	
Identification and recruitment of the evaluation team	
Phase II: Start-up	June–October 2021
Briefing of the evaluation team	Week of July 19
Document review	
Preparation of the draft of the inception report including the methodology	
Submission of the first draft of the inception report	Week of September 6
Quality assurance by the evaluation manager and external independent quality support service	
Consolidation of comments on the report, by the EG	September 30
Review of the inception report by the evaluation team	
Submission of the second draft of the inception report to the EG	October 7
Share the inception report to all stakeholders (Evaluation Reference Group)	
Consolidation of comments on the report, by the EG	October 21
Review of the inception report by the evaluation team	
Submission of revised inception report to EG	October 29
Approval of the final inception report by the evaluation committee	
Phase 3: Data collection and analysis	November–December 2021
Organization of the evaluation mission: Finalization of the planning of the field visits	
Field data collection	November
Debriefing	
Checklist / PowerPoint presentation of the first results	
Phase 4: Reporting	January–March 2022
Preparation of the first draft of the evaluation report	
Submission of the first draft of the evaluation report	March 4
Quality assurance by the evaluation manager and external independent quality support service	March 18
Review of the first draft of the evaluation report by the evaluation team	
Submission of the second draft of the evaluation report to the EG	April 1 (assuming 2 weeks to address comments)
Sharing of the evaluation report to all stakeholders (evaluation reference group)	
Consolidation of comments, by the EG	April 8

	Revision of the second draft of the evaluation report, by the evaluation team	
	Submission of the final evaluation report to the Evaluation Manager	April 15 (assuming 1 week to address final comments)
	Approval of the final assessment report by the assessment committee including the USDA	
	Submit final report to USDA for approval	
Phase 5: Dissemination and monitoring		April–May 2022
	Development of a management response plan	
	Dissemination of the final report to all stakeholders	
	Organization of an internal restitution with the members of Reference Group in Abidjan	
	Publication of the report on the WFP website	

Annex 3. Performance indicators and results framework

Table 19. Performance Indicators

Result	Indicator	Baseline	Final Target
Improved Effectiveness of Food Assistance Through Local and Regional Procurement	Number of individuals participating in USDA food security programs that include a local and regional procurement (LRP) component	0.00	132,362
	Number of schools reached with LRP activities as a result of USDA assistance	0.00	613
Improved Utilization of Nutritious and Culturally Acceptable Food that Meet Quality Standards	Number of schools with Women Production Groups supporting the school canteens	0.00	50
Increased Agricultural Productivity	Value of annual sales of farms and firms receiving USDA assistance (Women's Production Groups)	0.00	1,476,000
	Volume of commodities (metric tons) produced by smallholder farmers	0.00	6,150
	Volume of commodities sold by farms and firms receiving USDA assistance (Women's Production Groups)	0.00	2,460
Increased Leverage of Private-Sector Resources	Number of individuals participating in USDA food security programs that include an LRP component	0.00	132,362
	Number of Public Private Partnerships formed as a result of USDA assistance (LRP component)	0.00	50
	Value of sales to WFP by Project Beneficiaries	0.00	552,000
Strengthened Local and Regional Food Market Systems	Quantity (MT) of commodity procured as a result of USDA assistance	0.00	1,313
Improved Literacy of School-Age Children	Number of individuals benefiting indirectly from USDA-funded interventions	0.00	625,000
	Number of individuals participating in USDA food security programs	0.00	132,362
	Number of schools reached as a result of USDA assistance	0.00	613
	Percent of students who, by the end of two grades of primary schooling, demonstrate that they can read and understand the meaning of grade level text	34.00	60
Increased Government Support	Value of new USG commitments, and new public and private sector investments leveraged by USDA to support food security and nutrition	0.00	46,288,453
Increased Engagement of Local Organizations and Community Groups	Number of Parent-Teacher Associations (PTAs) or similar "school" governance structures supported as a result of USDA assistance	0.00	613

	Number of public-private partnerships formed as a result of USDA assistance	0.00	18
Increased Capacity of Government Institutions	Number of people (national, WFP, partners) trained in needs assessment, targeting, food management, market analysis, information management, logistics	0.00	3,176
Improved Policy and Regulatory Framework	Number of policies, regulations, or administrative procedures in each of the following stages of development as a result of USDA assistance (Education)	0.00	2
Improved Quality of Literacy Instruction	Number of teachers/educators/teaching assistants in target schools who demonstrate use of new and quality teaching techniques or tools as a result of USDA assistance	0.00	3,678
More Consistent Teacher Attendance	Percent of teachers in target schools who attend and teach in the school regularly (at least 90% of school days) per school year.	0.00	95
Better Access to School Supplies and Materials	Number of primary students benefiting from the provision of supplemental reading materials	0.00	140,000
	Number of teaching and learning materials provided as a result of USDA assistance	0.00	42,910
Improved Literacy of Instructional Materials	Number of assessment Tools for Teachers Improved by USDA assistance	0.00	10
Increased Skills and Knowledge of Teachers	Number of teachers/educators/teaching assistants trained or certified as a result of USDA assistance	0.00	3,678
Increased Skills and Knowledge of School Administrators	Number of school administrators (Directors) and officials (Mentors and Inspectors) trained or certified as a result of USDA assistance	0.00	763
	Number of school administrators and officials in target schools who demonstrate use of new techniques or tools as a result of USDA assistance	0.00	725
Reduced Short-Term Hunger	Volume of commodities (metric tons) given by smallholder farmers to school canteens	0.00	1,845
	Volume of commodities (metric tons) sold by project beneficiaries to WFP	0.00	690
Increased Access to Food (School Feeding)	Number of daily school meals (breakfast, snack, lunch) provided to school-age children as a result of USDA assistance	0.00	43,750,000
	Number of school-age children receiving daily school meals (breakfast, snack, lunch) as a result of USDA assistance	0.00	208,500
	Number of USDA social assistance beneficiaries participating in productive safety nets	0.00	215,260
Improved Student Attendance	Average student attendance rate in USDA supported classrooms/schools	80.00	98
Reduced Health- Related Absences	Number of students receiving deworming medication(s)	0.00	132,000
Increased Use of Health and Dietary Practices	Number of individuals who demonstrate use of new child health and nutrition practices as a result of USDA assistance	0.00	855
	Number of individuals who demonstrate use of new safe food preparation and storage practices as a result of USDA assistance	0.00	855

Increased Engagement of Local Organizations and Community Groups	Number of awareness raising sessions conducted by COGES and CSCS	0.00	6,130
Improved Knowledge of Health and Hygiene Practices	Number of individuals trained in child health and nutrition as a result of USDA assistance	0.00	900
Increased Knowledge of Safe Food Prep and Storage Practices	Number of individuals trained in safe food preparation and storage as a result of USDA assistance	0.00	900
Increased Access to Clean Water and Sanitation Services	Number of schools using an improved water source	29.00	179
	Number of schools with improved sanitation facilities	232.00	332
	Number of Water-point technicians trained	0.00	300
Increased Access to Requisite Food Prep and Storage Tools and Equipment	Number of non-food items provided as a result of USDA assistance	0.00	60,000
	Number of stoves rehabilitated/constructed as a result of USDA assistance	0.00	200
Improved School Infrastructure	Number of educational facilities (improved water sources, and latrines, stoves stoves and other school grounds) rehabilitated/constructed as a result of USDA assistance	0.00	863
Increased Student Enrollment	Number of students enrolled in school receiving USDA assistance	132,000.00	138,000

Table 20. Results Framework

RESULTS	INDICATOR	Baseline 2021/2
McGovern-Dole SO1 Improved literacy of school-age children	Percent of students who, by the end of two grades of primary schooling, demonstrate that they can read and understand the meaning of grade level text (boys).	CP1= 20.8% CP2=30.3% CE1=25.8% CE2=17.7% CM1=14.7%
	Percent of students who, by the end of two grades of primary schooling, demonstrate that they can read and understand the meaning of grade level text (girls).	CP1= 25.0% CP2=24.3% CE1=30.8% CE2=16.3% CM1=23.0%
	Number of individuals benefiting directly from USDA-funded interventions.	0
McGovern-Dole 1.1 Improved quality of literacy instruction	Number of teachers in target schools demonstrating the use of new techniques or quality teaching tools as a result of USDA assistance.	0
McGovern-Dole 1.1.1 More consistent teacher attendance	Proportion of teachers in target schools who attend and teach at school regularly (at least 90% of school days) per school year.	89.0%
McGovern-Dole 1.1.2 Better access to school supplies and materials	Number of textbooks and other teaching and learning materials provided with USDA assistance.	0

McGovern-Dole 1.1.3 Improved literacy instructional materials	Number of target schools in which school children have additional reading materials with USDA support.	0
McGovern-Dole 1.1.4 Increased skills and knowledge of teachers	Number of teachers / teachers' aides in targeted schools demonstrating the use of new and good techniques or teaching tools (per type, per gender).	0
	Number of teachers / teachers' aides trained or certified as a result of USDA assistance (per type, per sex).	0
McGovern-Dole 1.1.5 Increased skills and knowledge of school administrators	Number of targeted school administrators demonstrating new and good techniques or teaching tools (per type, per gender).	0
	Number of leaders trained or certified as a result of USDA assistance (by gender).	0
McGovern-Dole 1.2 Improved school children attentiveness	Proportion of school children identified as being attentive in class by their teachers (per sex, per class).	Girls = 63% Boys = 62%
McGovern-Dole 1.2.1 Reduced short-term hunger	Number of school lunches (breakfast, snack, lunch) offered to school children following USDA assistance.	0
	Proportion of school children in targeted schools who ate a meal regularly before or during the school day (per gender).	0
McGovern-Dole 1.2.1.1 / 1.3.1.1 Increased access to school feeding	Number of school children receiving daily school meals (breakfast, snack, lunch) as a result of USDA assistance (girls).	0
	Number of school children receiving daily school meals (breakfast, snack, lunch) as a result of USDA assistance (boys).	0
	Number of school children receiving daily school meals (breakfast, snack, lunch) as a result of USDA assistance (new).	0
	Number of school children receiving daily school meals (breakfast, snack, lunch) as a result of USDA assistance (continue).	0
	Number of daily school meals (breakfast, snack, lunch) provided to schoolchildren following USDA assistance.	0
	Proportion of households with acceptable food consumption per sex of the household head.	Female = 67.8% Male = 72.2%
	Coping strategy index (average) per sex of the household head.	Female = 4.7 Male = 4.9
	Dietary diversity score per sex of the household.	Female = 4.1 Male = 4.5
	Number of social safety net beneficiaries participating in productive safety nets operations as a result of USDA assistance (ongoing).	0
	Number of social safety net beneficiaries participating in productive safety nets operations as a result of USDA assistance (new).	0
	Number of social safety net beneficiaries participating in productive safety nets operations as a result of USDA assistance (men).	0

	Number of social safety net beneficiaries participating in productive safety nets operations as a result of USDA assistance (women).	0
McGovern-Dole 1.3 Improved Student attendance	Proportion of students regularly (80%) attending classes / schools supported by USDA (boys).	99.7%
	Proportion of student regularly (80%) attending classes / schools supported by USDA (girls).	100.0%
McGovern-Dole 1.3.2 Reduced Health Related Absences	Proportion of school children who miss more than 10 days of school per year due to illness (boys).	2.3%
	Proportion of school children who miss more than 10 days of school per year due to illness (girls).	0.0%
McGovern-Dole 1.3.3 Improved School Infrastructure		
McGovern-Dole 1.3.4 Increased Student Enrollment	Number of school children enrolled in schools receiving USDA assistance (boys).	0
	Number of school children enrolled in schools receiving USDA assistance (girls).	0
	Gender Ratio in elementary school.	1.09
McGovern-Dole 1.3.5 Increased Community Understanding of Benefits of Education	Number of members of management committees and members of women production groups sensitized on the importance of education.	0
McGovern-Dole 1.4.1 /1.4.2 /1.4.3	Value of Public and Private Investments creating a leverage effect due to USDA Assistance (Host Government).	0
	Annual increase rate of the budget allocated by the Government to the Directorate of School Canteens.	0
	Number of policies in the child health and nutrition sectors, regulations, and administrative procedures, by level of development, due to USDA support (per stage).	0
	Number of education sector policies, regulations, and administrative procedures, by level of development, due to USDA assistance (per stage).	0
McGovern-Dole 1.4.4 Increased Engagement of Local Organizations and Community Groups	Number of parent-teacher associations or similar "school" governance structures supported as a result of USDA assistance.	0
	Number of public-private partnerships put in place as a result of USDA assistance.	0
McGovern-Dole SO2 Increased Use of Health and Dietary Practices	Proportion of school-aged children receiving a minimum acceptable diet (boys).	65.9%
	Proportion of school-aged children receiving a minimum acceptable diet (girls).	65.9%
McGovern-Dole 2.1 Improved Knowledge of Health and Hygiene Practices	Proportion of School Management Committee members and canteen management staff who can identify at least three health and hygiene practices(men).	80.9%
	Proportion of School Management Committee members and canteen management staff who can identify at least three health and hygiene practices (women).	75.0%
McGovern-Dole 2.2 Increased Knowledge of Safe Food Preparation and Storage Practices	Proportion of school management committee members and canteen management staff who can identify at least three safe food preparation and storage practices.	79.8% good food storage practice 65.5% good food preparation practices

McGovern-Dole 2.3 Increased Knowledge of Nutrition	Number of individuals receiving training in child health and nutrition as a result of USDA assistance (men).	0
	Number of individuals receiving training in child health and nutrition as a result of USDA assistance (women).	0
McGovern-Dole 2.4 Increased Access to Clean Water and Sanitation Services		
	Number of school children who received deworming.	
McGovern-Dole 2.5 Increased Access to Preventative Health Interventions	Proportion of schools using an improved water source.	75.0% have a water point 54.8% have an improved water source
	Proportion of schools with improved sanitation facilities.	72.6%
McGovern-Dole 2.6 Increased Access to Requisite Food Prep and Storage Tools and Equipment	Number of targeted schools with access to improved food preparation and storage equipment.	
McGovern-Dole 1.4.1 /2.7.1 Increased Capacity of Government Institutions	Number of government staff trained in food management, monitoring and evaluation.	0
McGovern-Dole 1.4.2 /2.7.2 Improved Policy and regulatory framework	Number of policies, regulations, and/or administrative procedures in the child health and nutrition sectors in each of the following stages of development as a result of USDA assistance (stage 1).	0
	Number of child health and nutrition policies, regulations, and/or administrative procedures in each of the following stages of development as a result of USDA assistance (stage 2).	0
	Number of child health and nutrition policies, regulations, and/or administrative procedures in each of the following stages of development as a result of USDA assistance (stage 5).	0
McGovern-Dole 1.4.3 Increased government support	Value of Public and Private Investments creating a leverage effect due to USDA Assistance (Host Government).	0
	Annual increase rate of the budget allocated by the Government to the Directorate of School Canteens.	0
McGovern-Dole 1.4.4 Increased Engagement of Local of Local Organizations and Community Group	Number of parent-teacher associations or similar "school" governance structures supported as a result of USDA assistance.	0
	Number of public-private partnerships set up as a result of USDA assistance (women production groups).	0

Annex 4. DID methodology

164 The main objective of the impact evaluation is to assess the extent to which the program resulted in improved student and household outcomes. The research team will measure the program's causal impacts on student and household outcomes after five and ten years of implementation using a DID approach. The DID approach provides a valid estimate of the counterfactual when program operational rules prevent random assignment to select schools receiving the program and when comparison schools have already been selected from nearby schools with similar socioeconomic and geographic characteristics.

165 As illustrated in Figure 31, the DID approach compares the changes in outcomes (e.g., reading scores) over time between the students from treatment schools and students from comparison schools that are not benefiting from the program (the comparison group).

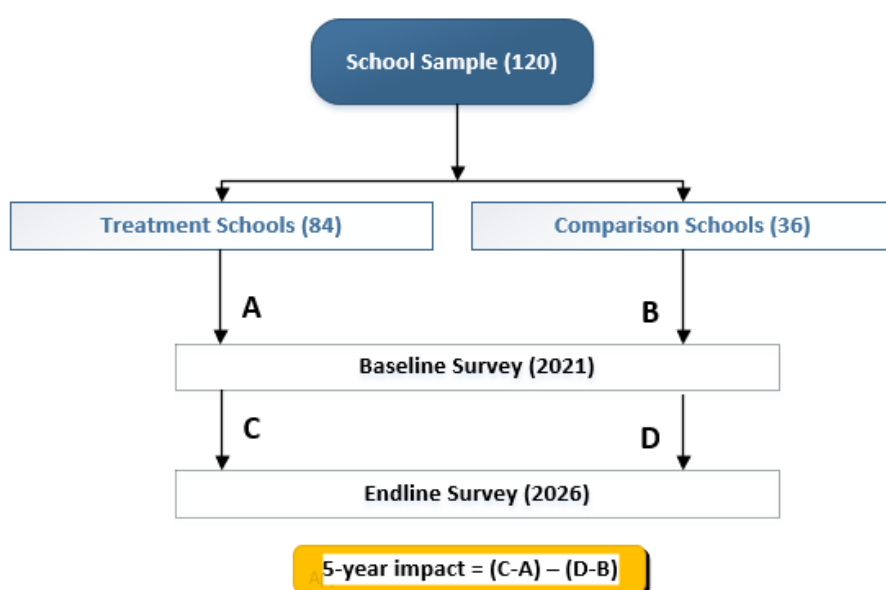


Figure 31. Impact evaluation design

166 The DID approach computes the program impacts as follows:

- (C-A) represents the difference in outcomes between 2021 and 2026 for the treatment group.
- (D-B) represents the difference in outcomes between 2021 and 2026 for the comparison group.
- (C-A) - (D-B) represents the five-year impact measured by the difference between the differences in outcomes for the treatment group (C-A) and the difference for the comparison group (D-B).

167 **Power Calculations.** The power analysis confirms the sample of 1,486 students across 120 schools is adequate to detect a relatively small effect size of 0.27 standard deviations for the estimation of the five-year impact on literacy outcomes under the following assumptions: power (β) of 0.80, intra-cluster correlation of 0.25, correlation of other covariates with the measured outcomes of 0.50, and a 95 percent level of confidence. The assumed intra-cluster correlation of 0.25 is consistent with what has been found in related studies in India, Kenya, and Madagascar (Duflo, Glennerster, & Kremer, 2008; French & Kingdon, 2010).

168 **Data Analysis.** The researchers estimated the program effects using DID analysis of student reading outcomes, as follows:

$$Y_{ist} = \alpha + \beta_1 t_1 + \gamma T + \delta_1 t_1 T + \delta_2 t_2 T + \theta X_{is} + \varepsilon_{ist}$$

where

Y_{ist} is the student level outcome variable of student i from school s at time t

t_1 is an indicator variable with $t_1 = 0$ at baseline and $t_1 = 1$ at endline

T is an indicator variable with $T = 0$ at comparison and $T = 1$ at treatment school

X_{is} is a set of student or household i characteristics, such as gender, parents' education, distance to school

To account for the fact that students are nested within schools and grades, the researchers specified that the standard errors allow for intragroup correlation, strengthening the usual requirement that the observations be independent. Standard errors will be clustered within the school. In addition, as requested in the TOR, the researchers conducted subgroup analysis by gender to determine whether boys or girls are responding differently to the program. The parameter of interest in this model is δ_1 , which is the regression-adjusted average intent-to-treat effect of the intervention at endline.

Annex 5. Equivalence results

- 1 The researchers conducted equivalence tests to determine the study validity and to further refine the study design. The team performed two separate tests:
 - *Treatment-Comparison Equivalence*: For this set of equivalence tables, the researchers compare the full set of 84 treatment schools to the full set of 36 comparison schools. These comparisons do not account for any changes that may have occurred to treatment schools due to the first phase of the program. This comparison captures the extent to which the comparison group is similar to the treatment group after Phase I but before Phase II. The DID methodology at endline should account for any pre-existing differences in outcomes observed at baseline.
 - *New-Old Treatment Equivalence*: For this set of equivalence tables, the researchers compare the 50 treatment schools that comprised the sample for Phase I to the 34 additional schools added for the Phase II study. The purpose of these equivalence tests is to ensure that adding the schools does not change the treatment sample from Phase I to Phase II in any meaningful way.

TREATMENT-COMPARISON EQUIVALENCE

Child/Parent-level Outcomes

- 2 The researchers find that the treatment and comparison group children and parents are broadly similar prior to the Phase II of the intervention. In total, it was determined that only 7 out of 96 outcomes were statistically significantly different for child and parent outcomes, which is even fewer than would be expected with the 10% of outcomes that would be expected to be statistically significantly different by chance.

Table 21. Summary Statistics Household – Outcome Type

Variables	Control		Treatment		Mean	Diff	Standardized	
	Mean	n1	Mean	n2	Diff	SE	p-value	Size
Select sex of student	1.50	359	1.50	828	-0.00	0.01	0.74	-0.00
Student age	9.96	359	10.02	828	0.06	0.16	0.73	0.03
Sex of HH head	1.09	359	1.11	828	0.02	0.03	0.43	0.07
Age of HH head	46.61	339	45.71	762	-0.90	0.92	0.33	-0.08
Household head completed primary	0.33	359	0.44	828	0.11	0.05	0.03	0.23
Total HH members 0-5 years old	1.93	359	1.76	828	-0.17	0.16	0.29	-0.09
HH members male 0-5 years old	1.03	359	0.89	828	-0.15	0.09	0.12	-0.13
HH members female 0-5 years old	0.90	359	0.87	828	-0.03	0.10	0.78	-0.02
Total HH members 6-	3.43	359	3.17	828	-0.27	0.18	0.15	-0.12

14 years old								
HH members male 6-14 years old	1.83	359	1.57	828	-0.26	0.10	0.01	-0.18
HH members female 6-14 years old	1.61	359	1.59	828	-0.01	0.11	0.91	-0.01
Total HH members 15-59 years old	4.11	359	3.81	828	-0.30	0.24	0.22	-0.10
HH members male 15-59 years old	1.87	359	1.80	828	-0.07	0.12	0.56	-0.04
HH members female 15-59 years old	2.25	359	2.01	828	-0.23	0.14	0.09	-0.13
Total HH members 60+ years old	0.39	359	0.42	828	0.03	0.06	0.65	0.04
HH members male 60+ years old	0.19	359	0.17	828	-0.02	0.03	0.48	-0.06
HH members female 60+ years old	0.20	359	0.25	828	0.05	0.04	0.20	0.10
Total members	9.87	359	9.15	828	-0.72	0.53	0.18	-0.12
Total members male	4.92	359	4.42	828	-0.50	0.26	0.06	-0.16
Total members female	4.95	359	4.73	828	-0.22	0.30	0.45	-0.07

Note: Standard errors clustered at school level.

Table 22. Summary Statistics Household – Outcome Type

Variables	Control		Treatment		Mean	Diff	Standardized	
	Mean	n1	Mean	n2	Diff	SE	p-value	Size
Do you like reading?	0.78	357	0.82	825	0.04	0.03	0.23	0.10
Does your family have books at home?	0.61	359	0.64	825	0.03	0.05	0.59	0.06
Do you have books for kids at home other than school books?	0.12	357	0.16	827	0.04	0.03	0.12	0.11
Do you read with someone/your parents at home?	0.51	359	0.59	827	0.08	0.05	0.12	0.16

Do you read alone at home?	0.66	359	0.62	828	-0.04	0.04	0.25	-0.09
Last year, did you like how the teacher taught in class?	0.85	356	0.86	814	0.01	0.02	0.73	0.02
Last year, could you talk to your teacher about the reading-writing lessons you	0.48	359	0.53	825	0.05	0.04	0.15	0.11
Last year, did you participate in reading activities organized by the school or	0.16	357	0.38	825	0.21	0.04	0.00	0.46
Did you have school textbooks for French or reading-writing last year?	0.70	359	0.76	826	0.06	0.04	0.13	0.14
In class, do you sit on a table-bench?	0.99	359	0.99	828	0.00	0.01	0.79	0.03
Do you have a textbook?	0.75	359	0.78	827	0.03	0.04	0.47	0.07

Note: Standard errors clustered at school level.

Table 23. Summary Statistics Household – Outcome Type

Variables	Control		Treatment		Mean	Diff	p-value	Standardized
	Mean	n1	Mean	n2	Diff	SE		Size
Are you aware of the school canteen program?	0.31	354	0.89	821	0.58	0.06	0.00	1.29
Last school year did [student name] eat at the school canteen?	0.28	353	0.94	822	0.66	0.07	0.00	1.50

Note: Standard errors clustered at school level.

Table 24. Summary Statistics Household – Outcome Type

Variables	Control		Treatment		Mean	Diff	p-value	Standardized
	Mean	n1	Mean	n2	Diff	SE		Size

Has Sewing machine	0.04	341	0.04	779	0.00	0.01	1.00	0.00
Has Mill	0.02	337	0.02	778	-0.00	0.01	0.84	-0.01
Has Canoe	0.01	340	0.01	777	-0.00	0.01	0.87	-0.02
Has Bicycle/Bike	0.54	347	0.57	792	0.03	0.06	0.64	0.05
Has Cassava press	0.02	340	0.02	780	0.01	0.01	0.54	0.04
Has Tractor	0.01	338	0.01	773	0.01	0.01	0.32	0.06
Has Seed drill	0.12	339	0.12	775	-0.00	0.04	0.93	-0.01
Has Car	0.04	341	0.03	773	-0.01	0.01	0.50	-0.06
Has Grinder/chipper	0.01	338	0.01	769	-0.00	0.01	0.85	-0.01
Has Crop sprayer	0.54	348	0.47	801	-0.07	0.05	0.15	-0.14
Has Fishing net	0.02	339	0.01	765	-0.00	0.01	0.60	-0.04
Has Cultivator	0.02	338	0.01	768	-0.01	0.01	0.34	-0.08
Has Moped/Motorbike	0.71	346	0.66	795	-0.05	0.05	0.35	-0.11
Has Cart	0.13	339	0.09	771	-0.04	0.03	0.26	-0.13
Has Tricycle	0.19	341	0.16	777	-0.03	0.04	0.48	-0.08
Has Plough	0.13	336	0.09	771	-0.04	0.04	0.25	-0.14
Has Wheelbarrow	0.27	341	0.23	779	-0.03	0.04	0.33	-0.08
Has Irrigation system	0.01	335	0.01	764	-0.01	0.01	0.22	-0.11
Has Other to precise	0.02	316	0.02	713	-0.00	0.01	0.82	-0.02
Has no productive assets	0.04	328	0.06	722	0.02	0.02	0.18	0.11

Note: Standard errors clustered at school level.

Table 25. Summary Statistics Household – Outcome Type

Variables	Control		Treatment		Mean	Diff	Standardized	
	Mean	n1	Mean	n2	Diff	SE	p-value	Size
Yesterday, did your household eat rice	0.72	359	0.69	828	-0.03	0.06	0.55	-0.07
Yesterday, did your household eat pasta,	0.16	359	0.15	828	-0.01	0.03	0.68	-0.04

bread/cake and/or donuts								
Yesterday, did your household eat other grains: Sorghum millet, maize, fonio	0.44	359	0.35	828	-0.09	0.07	0.17	-0.19
Yesterday, did your household eat roots, tubers, potato, yams, cassava, sweet po	0.29	359	0.38	828	0.09	0.06	0.13	0.19
Yesterday, did your household eat plantain banana	0.07	359	0.09	828	0.02	0.03	0.40	0.08
Yesterday, did your household eat legumes/nuts: beans, cowpeas, peanuts, lentils	0.40	359	0.36	828	-0.04	0.05	0.47	-0.08
Yesterday, did your household eat orange vegetables	0.02	359	0.01	828	-0.01	0.01	0.19	-0.12
Yesterday, did your household eat green leafy vegetables	0.62	359	0.64	828	0.02	0.05	0.62	0.05
Yesterday, did your household eat other vegetables	0.38	359	0.37	828	-0.01	0.04	0.83	-0.02
Yesterday, did your household eat orange fruits (except oranges)	0.02	359	0.02	828	-0.00	0.01	0.70	-0.03
Yesterday, did your household eat other fruits	0.05	359	0.04	828	-0.01	0.01	0.39	-0.06
Yesterday, did your household eat meat, chicken, goat, pork	0.17	359	0.17	828	-0.00	0.03	0.94	-0.01
Yesterday, did your household eat fish/shellfish	0.50	359	0.51	828	0.01	0.05	0.87	0.02
Yesterday, did your household eat eggs	0.03	359	0.02	828	-0.01	0.01	0.61	-0.04
Yesterday, did your household eat milk and other dairy	0.08	359	0.09	828	0.00	0.02	0.92	0.01
Yesterday, did your household eat oil/fat/butter	0.45	359	0.43	828	-0.03	0.05	0.57	-0.05

Yesterday, did your household eat sugar or sugar products	0.24	359	0.19	828	-0.05	0.04	0.25	-0.12
Yesterday, did your household eat condiments/spices/alcoholic beverages	0.74	359	0.71	828	-0.03	0.05	0.55	-0.06

Note: Standard errors clustered at school level.

Table 26. Summary Statistics Household – Outcome Type

Variables	Control		Treatment		Mean	Diff	Standardized	
	Mean	n1	Mean	n2	Diff	SE	p-value	Size
Proficient at reading	0.19	359	0.22	828	0.03	0.04	0.47	0.07
Reading Level	3.52	359	3.87	828	0.35	0.26	0.18	0.11

Note: Standard errors clustered at school level.

Table 27. Summary Statistics Household – Outcome Type

Variables	Control		Treatment		Mean	Diff	Standardized	
	Mean	n1	Mean	n2	Diff	SE	p-value	Size
Student missed more than 10 school days due to illness	0.06	320	0.03	727	-0.02	0.02	0.11	-0.13
The household engaged in stress-coping strategies	0.40	359	0.42	828	0.02	0.04	0.65	0.04
The household engaged in crisis-coping strategies	0.08	359	0.10	828	0.02	0.02	0.25	0.08
The household engaged in emergency-coping strategies	0.06	359	0.08	828	0.03	0.02	0.19	0.10

Note: Standard errors clustered at school level.

Table 28. Summary Statistics Household – Outcome Type

	Control	Treatment	Mean	Diff	Standardized
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Variables	Mean	n1	Mean	n2	Diff	SE	p-value	Size
Household Dietary Diversity Score	4.65	359	4.51	828	-0.14	0.19	0.45	-0.08
FCS	51.45	359	51.64	828	0.19	2.08	0.93	0.01
Reduced Coping Strategies Index (CSI)	4.78	359	4.77	828	-0.01	0.67	0.99	-0.00

Note: Standard errors clustered at school level.

Table 29. Summary Statistics Household – Outcome Type

Variables	Control		Treatment		Mean	Diff	Standardized	
	Mean	n1	Mean	n2	Diff	SE	p-value	Size
Behavior due to food scarcity in last 30 days: Sell non-productive assets	0.03	359	0.03	828	0.01	0.01	0.50	0.04
Behavior due to food scarcity in last 30 days: Sell more animals than usual	0.12	359	0.16	828	0.04	0.03	0.11	0.12
Behavior due to food scarcity in last 30 days: Spending savings	0.28	359	0.27	828	-0.01	0.04	0.74	-0.03
Behavior due to food scarcity in last 30 days: Borrow money from a bank	0.13	359	0.15	828	0.01	0.03	0.61	0.04
Behavior due to food scarcity in last 30 days: Reduce essential non-food expense	0.05	359	0.07	828	0.03	0.02	0.20	0.10
Behavior due to food scarcity in last 30 days: Sell productive assets or means o	0.02	359	0.03	828	0.01	0.01	0.32	0.06
Behavior due to food scarcity in last 30 days: Remove the children from school	0.01	359	0.02	828	0.00	0.01	0.51	0.04

Behavior due to food scarcity in last 30 days: Sell the house or land	0.00	359	0.01	828	0.00	0.00	0.40	0.05
Behavior due to food scarcity in last 30 days: Beg	0.01	359	0.01	828	0.00	0.01	0.58	0.03
Behavior due to food scarcity in last 30 days: Sell the last female animals	0.05	359	0.07	828	0.02	0.02	0.27	0.08

Note: Standard errors clustered at school level.

Table 30. Summary Statistics Household – Outcome Type

Variables	Control		Treatment		Mean	Diff	Standardized	
	Mean	n1	Mean	n2	Diff	SE	p-value	Size
Number of meals consumed on an avg day in April 2021 by children under 5 years	3.21	309	3.13	677	-0.08	0.08	0.30	-0.09
Number of meals consumed on an avg day in April 2021 by adults	2.88	356	2.84	820	-0.04	0.03	0.20	-0.10
Number of meals consumed yesterday by children of 5 years	3.15	311	3.09	680	-0.06	0.08	0.46	-0.07
Number of meals consumed yesterday by adults	2.85	357	2.84	825	-0.01	0.03	0.75	-0.03
Number of meals consumed on an avg day by children under 5 years	3.19	311	3.12	682	-0.07	0.07	0.35	-0.08
Number of meals consumed on an avg day by adults	2.88	359	2.84	827	-0.04	0.04	0.28	-0.09

Note: Standard errors clustered at school level.

School-level Outcomes

- 3 The researchers find that the treatment and comparison group schools already have many differences prior to the Phase II of the intervention. In total, it was determined that 27 out of 56 outcomes were statistically significantly different for school outcomes, which is much more than the 6 different outcomes that would be expected with the 10% of outcomes that would be expected to be statistically significantly different by chance.

Table 31. Summary Statistics School – Outcome Type

Variables	Control		Treatment		Mean	Diff	Standardized	
	Mean	n1	Mean	n2	Diff	SE	p-value	Size
Was there the CP1 class in this school during the school year 2020-2021?	0.92	36	0.93	84	0.01	0.05	0.83	0.05
Was there the CP2 class in this school during the school year 2020-2021?	1.00	36	0.99	84	-0.01	0.01	0.32	-0.13
Was there the CE1 class at the school during the school year 2020-2021?	0.92	36	0.95	84	0.04	0.05	0.49	0.15
Was there CE2 class in this school during the school year 2020-2021?	0.92	36	0.95	84	0.04	0.05	0.49	0.15
Was there CM1 class at the school during the school year 2020-2021?	0.81	36	0.96	84	0.16	0.07	0.02	0.57
Was there the CM2 class at the school during the school year 2020-2021?	0.86	36	0.96	84	0.10	0.06	0.10	0.41

Note: Standard errors clustered at school level.

Table 32. Summary Statistics School – Outcome Type

Variables	Control		Treatment		Mean	Diff	Standardized	
	Mean	n1	Mean	n2	Diff	SE	p-value	Size
Does the school have a ventilated food	0.63	8	0.84	82	0.22	0.18	0.23	0.56

storage area?								
Does the school have pallets for food?	0.13	8	0.42	84	0.29	0.13	0.03	0.59
What is the place used to eat school meals?	0.88	8	0.86	84	-0.02	0.12	0.89	-0.05

Note: Standard errors clustered at school level.

Table 33. Summary Statistics School – Outcome Type

Variables	Control		Treatment		Mean	Diff	Standardized	
	Mean	n1	Mean	n2	Diff	SE	p-value	Size
Is there water availability for school?	0.58	36	0.75	84	0.17	0.10	0.08	0.36
Are there school sanitation facilities (latrines, toilets, etc.)?	0.69	36	0.73	84	0.03	0.09	0.73	0.07
Are there separate sanitary facilities for girls and boys within the school?	0.52	25	0.67	61	0.15	0.12	0.20	0.31
Are there separate sanitary facilities for students and teachers within the school	0.60	25	0.39	61	-0.21	0.12	0.08	-0.41
Are these sanitary installations functional at the moment?	0.80	25	0.74	61	-0.06	0.10	0.53	-0.14
School using and improved water source	0.39	36	0.55	84	0.16	0.10	0.11	0.32
School with access to sanitation facilities	0.69	36	0.73	84	0.03	0.09	0.73	0.07
School with gender-separated sanitation facilities	0.36	36	0.49	84	0.13	0.10	0.20	0.25
School separate sanitation facilities for students and teachers	0.42	36	0.29	84	-0.13	0.10	0.18	-0.28

Note: Standard errors clustered at school level.

Table 34. Summary Statistics School – Outcome Type

Variables	Control		Treatment		Mean	Diff	Standardized	
	Mean	n1	Mean	n2	Diff	SE	p-value	Size
Is there a school cooperative?	0.53	36	0.76	84	0.23	0.10	0.02	0.50
Is there a library in your school?	0.08	36	0.75	84	0.67	0.07	0.00	1.33
Is your school electrified?	0.11	36	0.27	84	0.16	0.07	0.03	0.39

Note: Standard errors clustered at school level.

Table 35. Summary Statistics School – Outcome Type

Variables	Control		Treatment		Mean	Diff	Standardized	
	Mean	n1	Mean	n2	Diff	SE	p-value	Size
Training of teachers on health education based on the acquisition of know-how an	0.19	36	0.37	84	0.17	0.09	0.04	0.37
Teacher training on deworming	0.08	36	0.24	84	0.15	0.07	0.02	0.39
Teacher training on the teaching of reading	0.67	36	0.92	84	0.25	0.08	0.00	0.68
Deworming treatments for students	0.53	36	0.46	84	-0.06	0.10	0.53	-0.13
Training sessions on the vegetable garden activities for students	0.03	36	0.06	84	0.03	0.04	0.40	0.15
Provision of school materials (books, school supplies, etc.)	0.69	36	0.92	84	0.22	0.08	0.01	0.62

Note: Standard errors clustered at school level.

Table 36. Summary Statistics School – Outcome Type

Variables	Control		Treatment		Mean	Diff	Standardized	
	Mean	n1	Mean	n2	Diff	SE	p-value	Size
Has the school ever benefited from a school feeding program in the previous two	0.17	36	0.99	84	0.82	0.06	0.00	1.87
Does the school currently benefit from a school feeding program?	0.17	36	0.81	84	0.64	0.08	0.00	1.32

Note: Standard errors clustered at school level.

Table 37. Summary Statistics School – Outcome Type

Variables	Control		Treatment		Mean	Diff	Standardized	
	Mean	n1	Mean	n2	Diff	SE	p-value	Size
Training of teachers on health education based on the acquisition	0.19	36	0.37	84	0.17	0.09	0.04	0.37
Teacher training on deworming	0.08	36	0.24	84	0.15	0.07	0.02	0.39
Teacher training on HIV / AIDS prevention	0.11	36	0.06	83	-0.05	0.06	0.39	-0.19
Teacher training on malaria prevention	0.06	36	0.01	83	-0.04	0.04	0.28	-0.28
Teacher training on nutrition education	0.17	36	0.59	83	0.42	0.08	0.00	0.85
Information sessions for students on nutrition education	0.14	36	0.29	82	0.15	0.08	0.05	0.36
Training sessions on the vegetable garden activities for student	0.03	36	0.06	84	0.03	0.04	0.40	0.15
Deworming treatments for students	0.53	36	0.46	84	-0.06	0.10	0.53	-0.13
Providing micronutrient	0.11	36	0.24	83	0.13	0.07	0.07	0.32

Note: Standard errors clustered at school level.

Table 38. Summary Statistics School – Outcome Type

Variables	Control		Treatment		Mean	Diff	Standardized	
	Mean	n1	Mean	n2	Diff	SE	p-value	Size
CP1: Total enrolled pupils in 2020-2021 school year	35.33	33	40.62	78	5.28	2.97	0.08	0.37
Number of girls 2020-2021	17.12	33	20.85	78	3.72	1.89	0.05	0.39
Number of boys 2020-2021	18.21	33	19.77	78	1.56	1.57	0.32	0.21
CP2: Total enrolled pupils in 2020-2021 school year	32.25	36	38.41	83	6.16	2.96	0.04	0.42
Number of girls 2020-2021	14.72	36	20.46	83	5.74	1.69	0.00	0.63
Number of boys 2020-2021	17.53	36	17.95	83	0.42	1.54	0.78	0.06
CE1: Total enrolled pupils in 2020-2021 school year	30.24	33	40.25	80	10.01	3.51	0.01	0.58
Number of girls 2020-2021	14.28	32	20.99	80	6.71	1.70	0.00	0.73
Number of boys 2020-2021	16.39	33	19.26	80	2.87	2.07	0.17	0.31
CE2: Total enrolled pupils in 2020-2021 school year	32.06	33	38.71	80	6.65	3.79	0.08	0.39
Number of girls 2020-2021	16.18	33	20.59	80	4.41	1.98	0.03	0.45
Number of boys 2020-2021	15.88	33	18.13	80	2.25	2.10	0.29	0.26
CM1: Total enrolled pupils in 2020-2021 school year	31.48	29	37.54	81	6.06	3.65	0.10	0.36

Number of girls 2020-2021	14.48	29	19.57	81	5.09	1.93	0.01	0.53
Number of boys 2020-2021	17.00	29	17.98	81	0.98	1.97	0.62	0.11
CM2: Total enrolled pupils in 2020-2021 school year	27.00	31	31.12	81	4.12	3.34	0.22	0.27
Number of girls 2020-2021	13.27	30	15.78	80	2.51	1.70	0.14	0.31
Number of boys 2020-2021	14.16	31	15.54	81	1.38	1.89	0.47	0.16

Note: Standard errors clustered at school level.

NEW-OLD TREATMENT EQUIVALENCE

Child/Parent-level Outcomes

- The researchers find that the new treatment observations and treatment observation are broadly similar prior to the Phase II of the intervention. In total, it was determined that only 7 out of 96 outcomes were statistically significantly different for child and parent outcomes, which is even fewer than would be expected with the 10% of outcomes that would be expected to be statistically significantly different by chance. These 7 outcomes, in bold below, show that expanding the treatment sample size does not alter the composition of the treatment group relative to the first phase of the study.

Table 39. Summary Statistics Household – Outcome Type

Variables	Added		Original		Mean	Diff	Standardized	
	Mean	n1	Mean	n2	Diff	SE	p-value	Size
Select sex of student	1.50	336	1.50	492	-0.00	0.01	0.87	-0.00
Student age	9.63	336	10.28	492	0.66	0.16	0.00	0.30
Sex of HH head	1.13	336	1.10	492	-0.03	0.03	0.43	-0.08
Age of HH head	44.95	310	46.22	452	1.27	1.14	0.27	0.11
Household head completed primary	0.47	336	0.42	492	-0.05	0.06	0.42	-0.09
Total HH members 0-5 years old	1.67	336	1.82	492	0.15	0.19	0.43	0.08
HH members male 0-5 years old	0.79	336	0.95	492	0.15	0.10	0.14	0.14
HH members female 0-5 years old	0.88	336	0.87	492	-0.00	0.11	0.98	-0.00

Total HH members 6-14 years old	3.21	336	3.14	492	-0.07	0.20	0.71	-0.03
HH members male 6-14 years old	1.52	336	1.61	492	0.09	0.11	0.40	0.07
HH members female 6-14 years old	1.69	336	1.53	492	-0.16	0.12	0.17	-0.12
Total HH members 15-59 years old	3.74	336	3.86	492	0.12	0.29	0.68	0.04
HH members male 15-59 years old	1.75	336	1.83	492	0.08	0.14	0.56	0.05
HH members female 15-59 years old	1.99	336	2.03	492	0.04	0.17	0.82	0.02
Total HH members 60+ years old	0.37	336	0.45	492	0.08	0.05	0.11	0.11
HH members male 60+ years old	0.14	336	0.18	492	0.04	0.03	0.17	0.10
HH members female 60+ years old	0.23	336	0.26	492	0.04	0.04	0.29	0.08
Total members	8.99	336	9.26	492	0.28	0.61	0.65	0.05
Total members male	4.20	336	4.57	492	0.37	0.29	0.21	0.12
Total members female	4.78	336	4.69	492	-0.09	0.34	0.79	-0.03

Note: Standard errors clustered at school level.

Table 40. Summary Statistics Household – Outcome Type

Variables	Added		Original		Mean	Diff	Standardized	
	Mean	n1	Mean	n2	Diff	SE	p-value	Size
Do you like reading?	0.79	335	0.84	490	0.06	0.04	0.10	0.15
Does your family have books at home?	0.60	335	0.67	490	0.07	0.05	0.19	0.15
Do you have books for kids at home other than school books?	0.15	336	0.17	491	0.02	0.03	0.55	0.04
Do you read with someone/your parents at home?	0.60	335	0.58	492	-0.02	0.05	0.75	-0.03
Do you read alone at home?	0.61	336	0.63	492	0.02	0.04	0.71	0.03

Last year, did you like how the teacher taught in class?	0.86	329	0.86	485	-0.00	0.03	0.97	-0.00
Last year, could you talk to your teacher about the reading-writing lessons you	0.49	334	0.56	491	0.08	0.05	0.11	0.15
Last year, did you participate in reading activities organized by the school or	0.30	334	0.43	491	0.13	0.05	0.01	0.28
Did you have school textbooks for French or reading-writing last year?	0.76	336	0.76	490	-0.01	0.04	0.89	-0.01
In class, do you sit on a table-bench?	0.99	336	0.99	492	-0.00	0.01	0.98	-0.00
Do you have a textbook?	0.78	336	0.78	491	-0.00	0.04	0.90	-0.01

Note: Standard errors clustered at school level.

Table 41. Summary Statistics Household – Outcome Type

Variables	Added		Original		Mean	Diff	Standardized	
	Mean	n1	Mean	n2	Diff	SE	p-value	Size
Are you aware of the school canteen program?	0.85	331	0.91	490	0.06	0.03	0.08	0.18
Last school year did your child eat at the school canteen?	0.91	334	0.96	488	0.05	0.03	0.08	0.20

Note: Standard errors clustered at school level.

Table 42. Summary Statistics Household – Outcome Type

Variables	Added		Original		Mean	Diff	Standardized	
	Mean	n1	Mean	n2	Diff	SE	p-value	Size
Has Sewing machine	0.05	313	0.04	466	-0.01	0.02	0.47	-0.06
Has Mill	0.02	314	0.02	464	0.00	0.01	0.66	0.03
Has Canoe	0.00	312	0.02	465	0.02	0.01	0.13	0.14

Has Bicycle/Bike	0.56	321	0.58	471	0.01	0.07	0.86	0.02
Has Cassava press	0.03	311	0.02	469	-0.01	0.01	0.44	-0.06
Has Tractor	0.01	310	0.02	463	0.01	0.01	0.25	0.08
Has Seed drill	0.10	310	0.13	465	0.02	0.04	0.57	0.07
Has Car	0.03	307	0.02	466	-0.01	0.02	0.75	-0.04
Has Grinder/chipper	0.01	304	0.01	465	0.00	0.01	0.90	0.01
Has Crop sprayer	0.48	324	0.47	477	-0.00	0.05	0.97	-0.00
Has Fishing net	0.01	302	0.02	463	0.01	0.01	0.53	0.05
Has Cultivator	0.02	305	0.00	463	-0.02	0.01	0.04	-0.24
Has Moped/Motorbike	0.65	320	0.67	475	0.02	0.07	0.71	0.05
Has Cart	0.07	309	0.10	462	0.03	0.03	0.39	0.09
Has Tricycle	0.18	311	0.15	466	-0.03	0.04	0.44	-0.09
Has Plough	0.10	308	0.08	463	-0.02	0.03	0.52	-0.08
Has Wheelbarrow	0.27	312	0.21	467	-0.06	0.05	0.21	-0.13
Has Irrigation system	0.00	310	0.01	454	0.00	0.00	0.49	0.05
Has Other to precise	0.02	287	0.01	426	-0.01	0.01	0.52	-0.05
Has no productive assets	0.05	291	0.07	431	0.02	0.03	0.39	0.09

Note: Standard errors clustered at school level.

Table 43. Summary Statistics Household – Outcome Type

Variables	Added		Original		Mean	Diff	Standardized	
	Mean	n1	Mean	n2	Diff	SE	p-value	Size
Yesterday, did your household eat rice	0.67	336	0.70	492	0.03	0.06	0.64	0.07
Yesterday, did your household eat pasta, bread/cake and/or donuts	0.16	336	0.14	492	-0.02	0.03	0.62	-0.04
Yesterday, did your household eat other grains: Sorghum millet, maize, fonio	0.33	336	0.36	492	0.03	0.07	0.71	0.06

Yesterday, did your household eat roots, tubers, potato, yams, cassava, sweet po	0.42	336	0.36	492	-0.05	0.08	0.47	-0.11
Yesterday, did your household eat plantain banana	0.13	336	0.07	492	-0.07	0.04	0.11	-0.23
Yesterday, did your household eat legumes/nuts: beans, cowpeas, peanuts, lentils	0.35	336	0.36	492	0.02	0.06	0.79	0.03
Yesterday, did your household eat orange vegetables	0.01	336	0.00	492	-0.01	0.01	0.18	-0.12
Yesterday, did your household eat green leafy vegetables	0.61	336	0.67	492	0.06	0.06	0.30	0.12
Yesterday, did your household eat other vegetables	0.35	336	0.38	492	0.02	0.05	0.68	0.05
Yesterday, did your household eat orange fruits (except oranges)	0.01	336	0.02	492	0.01	0.01	0.50	0.05
Yesterday, did your household eat other fruits	0.04	336	0.03	492	-0.00	0.02	0.95	-0.01
Yesterday, did your household eat meat, chicken, goat, pork	0.17	336	0.17	492	0.00	0.03	0.97	0.00
Yesterday, did your household eat fish/shellfish	0.48	336	0.52	492	0.04	0.06	0.48	0.08
Yesterday, did your household eat eggs	0.03	336	0.02	492	-0.01	0.01	0.47	-0.06
Yesterday, did your household eat milk and other dairy	0.07	336	0.09	492	0.02	0.03	0.50	0.07
Yesterday, did your household eat oil/fat/butter	0.42	336	0.43	492	0.00	0.05	0.94	0.01
Yesterday, did your household eat sugar or sugar products	0.19	336	0.19	492	-0.00	0.04	0.95	-0.01
Yesterday, did your household eat	0.72	336	0.70	492	-0.02	0.06	0.71	-0.05

condiments/spices/alcoholic beverages			
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Note: Standard errors clustered at school level.

Table 44. Summary Statistics Household – Outcome Type

Variables	Added		Original		Mean	Diff	Standardized	
	Mean	n1	Mean	n2	Diff	SE	p-value	Size
Proficient at reading	0.23	336	0.22	492	-0.01	0.05	0.89	-0.02
Reading Level	3.55	336	4.10	492	0.55	0.30	0.07	0.17

Note: Standard errors clustered at school level.

Table 45. Summary Statistics Household – Outcome Type

Variables	Added		Original		Mean	Diff	Standardized	
	Mean	n1	Mean	n2	Diff	SE	p-value	Size
Student missed more than 10 school days due to illness	0.04	285	0.03	442	-0.01	0.01	0.41	-0.07
The household engaged in stress-coping strategies	0.43	336	0.40	492	-0.03	0.05	0.57	-0.05
The household engaged in crisis-coping strategies	0.10	336	0.10	492	-0.01	0.03	0.75	-0.03
The household engaged in emergency-coping strategies	0.08	336	0.09	492	0.00	0.03	0.94	0.01

Note: Standard errors clustered at school level.

Table 46. Summary Statistics Household – Outcome Type

Variables	Added		Original		Mean	Diff	Standardized	
	Mean	n1	Mean	n2	Diff	SE	p-value	Size
Household Dietary Diversity Score	4.49	336	4.53	492	0.04	0.18	0.83	0.02
FCS	51.85	336	51.51	492	-0.34	1.97	0.86	-0.02

reduced Coping Strategies Index (CSI)	4.84	336	4.73	492	-0.11	0.78	0.89	-0.01
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Note: Standard errors clustered at school level.

Table 47. Summary Statistics Household – Outcome Type

Variables	Added		Original		Mean	Diff	Standardized	
	Mean	n1	Mean	n2	Diff	SE	p-value	Size
Behavior due to food scarcity in last 30 days: Sell non-productive assets	0.02	336	0.04	492	0.02	0.01	0.12	0.10
Behavior due to food scarcity in last 30 days: Sell more animals than usual	0.16	336	0.15	492	-0.01	0.03	0.78	-0.03
Behavior due to food scarcity in last 30 days: Spending savings	0.29	336	0.26	492	-0.03	0.05	0.48	-0.07
Behavior due to food scarcity in last 30 days: Borrow money from a bank	0.11	336	0.17	492	0.06	0.03	0.05	0.16
Behavior due to food scarcity in last 30 days: Reduce essential non-food expense	0.08	336	0.07	492	-0.02	0.03	0.47	-0.07
Behavior due to food scarcity in last 30 days: Sell productive assets or means o	0.03	336	0.03	492	-0.00	0.01	0.91	-0.01
Behavior due to food scarcity in last 30 days: Remove the children from school	0.02	336	0.01	492	-0.00	0.01	0.70	-0.03
Behavior due to food scarcity in last 30 days: Sell the house or land	0.00	336	0.01	492	0.01	0.00	0.30	0.07
Behavior due to food scarcity in last 30	0.01	336	0.01	492	-0.00	0.01	0.91	-0.01

days: Beg								
Behavior due to food scarcity in last 30 days: Sell the last female animals	0.08	336	0.07	492	-0.01	0.03	0.66	-0.04

Note: Standard errors clustered at school level.

Table 48. Summary Statistics Household – Outcome Type

Variables	Added		Original		Mean	Diff	Standardized	
	Mean	n1	Mean	n2	Diff	SE	p-value	Size
Number of meals consumed on an avg day in April 2021 by children under 5 years	3.08	267	3.17	410	0.08	0.10	0.39	0.09
Number of meals consumed on an avg day in April 2021 by adults	2.86	332	2.82	488	-0.05	0.05	0.32	-0.10
Number of meals consumed yesterday by children of 5 years	3.02	270	3.14	410	0.12	0.10	0.24	0.13
Number of meals consumed yesterday by adults	2.83	335	2.84	490	0.00	0.05	0.93	0.01
Number of meals consumed on an avg day by children under 5 years	3.04	269	3.17	413	0.12	0.09	0.18	0.14
Number of meals consumed on an avg day by adults	2.86	335	2.83	492	-0.04	0.05	0.49	-0.08

Note: Standard errors clustered at school level.

School-level Outcomes

- The researchers find that the new treatment schools and original treatment schools are broadly similar prior to the Phase II of the intervention. In total, it was determined that only 4 out of 56 outcomes were statistically significantly different for school outcomes, which is less than would be expected with the 10% of outcomes that would be expected to be statistically significantly different by chance.

Table 49. Summary Statistics School – Outcome Type

Variables	Added		Original		Mean	Diff	Standardized	
	Mean	n1	Mean	n2	Diff	SE	p-value	Size
Was there the CP1 class in this school during the school year 2020-2021?	0.94	34	0.92	50	-0.02	0.06	0.71	-0.08
Was there the CP2 class in this school during the school year 2020-2021?	1.00	34	0.98	50	-0.02	0.02	0.32	-0.18
Was there the CE1 class at the school during the school year 2020-2021?	0.91	34	0.98	50	0.07	0.05	0.20	0.32
Was there CE2 class in this school during the school year 2020-2021?	1.00	34	0.92	50	-0.08	0.04	0.04	-0.37
Was there CM1 class at the school during the school year 2020-2021?	0.94	34	0.98	50	0.04	0.05	0.40	0.21
Was there the CM2 class at the school during the school year 2020-2021?	0.97	34	0.96	50	-0.01	0.04	0.79	-0.06

Note: Standard errors clustered at school level.

Table 19. Summary Statistics School – Outcome Type

Variables	Added		Original		Mean	Diff	Standardized	
	Mean	n1	Mean	n2	Diff	SE	p-value	Size
Does the school have a ventilated food storage area?	0.76	33	0.90	49	0.14	0.09	0.11	0.38
Does the school have pallets for food?	0.41	34	0.42	50	0.01	0.11	0.94	0.02
What is the place used to eat school meals?	0.88	34	0.84	50	-0.04	0.08	0.58	-0.12

Note: Standard errors clustered at school level.

Table 51. Summary Statistics School – Outcome Type

Variables	Added		Original		Mean	Diff	Standardized	
	Mean	n1	Mean	n2	Diff	SE	p-value	Size
Is there water availability for school?	0.85	34	0.68	50	-0.17	0.09	0.06	-0.40
Are there school sanitation facilities (latrines, toilets, etc.)?	0.76	34	0.70	50	-0.06	0.10	0.51	-0.14
Are there separate sanitary facilities for girls and boys within the school?	0.73	26	0.63	35	-0.10	0.12	0.40	-0.22
Are there separate sanitary facilities for students and teachers within the school	0.42	26	0.37	35	-0.05	0.13	0.69	-0.10
Are these sanitary installations functional at the moment?	0.73	26	0.74	35	0.01	0.12	0.92	0.03
School using and improved water source	0.68	34	0.46	50	-0.22	0.11	0.05	-0.43
School with access to sanitation facilities	0.76	34	0.70	50	-0.06	0.10	0.51	-0.14
School with gender-separated sanitation facilities	0.56	34	0.44	50	-0.12	0.11	0.29	-0.24
School separate sanitation facilities for students and teachers	0.32	34	0.26	50	-0.06	0.10	0.54	-0.14

Note: Standard errors clustered at school level.

Table 52. Summary Statistics School – Outcome Type

Variables	Added		Original		Mean	Diff	Standardized	
	Mean	n1	Mean	n2	Diff	SE	p-value	Size
Is there a school cooperative?	0.76	34	0.76	50	-0.00	0.10	0.96	-0.01

Is there a library in your school?	0.68	34	0.80	50	0.12	0.10	0.22	0.28
Is your school electrified?	0.18	34	0.34	50	0.16	0.09	0.09	0.36

Note: Standard errors clustered at school level.

Table 53. Summary Statistics School – Outcome Type

Variables	Added		Original		Mean	Diff	Standardized	
	Mean	n1	Mean	n2	Diff	SE	p-value	Size
Training of teachers on health education based on the acquisition of know-how an	0.35	34	0.38	50	0.03	0.11	0.80	0.06
Teacher training on deworming	0.24	34	0.24	50	0.00	0.10	0.96	0.01
Teacher training on the teaching of reading	0.91	34	0.92	50	0.01	0.06	0.90	0.03
Deworming treatments for students	0.41	34	0.50	50	0.09	0.11	0.43	0.18
Training sessions on the vegetable garden activities for students	0.09	34	0.04	50	-0.05	0.06	0.40	-0.20
Provision of school materials (books, school supplies, etc.)	0.94	34	0.90	50	-0.04	0.06	0.49	-0.15

Note: Standard errors clustered at school level.

Table 54. Summary Statistics School – Outcome Type

Variables	Added		Original		Mean	Diff	Standardized	
	Mean	n1	Mean	n2	Diff	SE	p-value	Size
Has the school ever benefited from a school feeding program in the previous two	1.00	34	0.98	50	-0.02	0.02	0.32	-0.18
Does the school currently benefit from	0.85	34	0.78	50	-0.07	0.09	0.40	-0.18

a school feeding program (i.e., dry ratio			
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Note: Standard errors clustered at school level.

Table 55. Summary Statistics School – Outcome Type

Variables	Added		Original		Mean	Diff	Standardized	
	Mean	n1	Mean	n2	Diff	SE	p-value	Size
Training of teachers on health education based on the acquisition	0.35	34	0.38	50	0.03	0.11	0.80	0.06
Teacher training on deworming	0.24	34	0.24	50	0.00	0.10	0.96	0.01
Teacher training on HIV / AIDS prevention	0.03	34	0.08	49	0.05	0.05	0.29	0.22
Teacher training on malaria prevention	0.03	34	0.00	49	-0.03	0.03	0.32	-0.27
Teacher training on nutrition education	0.58	33	0.60	50	0.02	0.11	0.83	0.05
Information sessions for students on nutrition education	0.30	33	0.29	49	-0.02	0.10	0.87	-0.04
Training sessions on the vegetable garden activities for student	0.09	34	0.04	50	-0.05	0.06	0.40	-0.20
Deworming treatments for students	0.41	34	0.50	50	0.09	0.11	0.43	0.18
Providing micronutrient supplements for students)	0.21	33	0.26	50	0.05	0.10	0.62	0.11

Note: Standard errors clustered at school level.

Table 56. Summary Statistics School – Outcome Type

Variables	Added		Original		Mean	Diff	Standardized	
	Mean	n1	Mean	n2	Diff	SE	p-value	Size
CP1: Total enrolled	40.75	32	40.52	46	-0.23	3.26	0.94	-0.02

pupils in 2020-2021 school year								
Number of girls 2020-2021	21.59	32	20.33	46	-1.27	2.22	0.57	-0.13
Number of boys 2020-2021	19.16	32	20.20	46	1.04	1.63	0.53	0.15
CP2: Total enrolled pupils in 2020-2021 school year	40.15	34	37.20	49	-2.94	3.13	0.35	-0.21
Number of girls 2020-2021	21.74	34	19.57	49	-2.16	1.95	0.27	-0.24
Number of boys 2020-2021	18.41	34	17.63	49	-0.78	1.49	0.60	-0.11
CE1: Total enrolled pupils in 2020-2021 school year	40.81	31	39.90	49	-0.91	3.62	0.80	-0.06
Number of girls 2020-2021	21.03	31	20.96	49	-0.07	1.94	0.97	-0.01
Number of boys 2020-2021	19.77	31	18.94	49	-0.84	2.03	0.68	-0.10
CE2: Total enrolled pupils in 2020-2021 school year	39.79	34	37.91	46	-1.88	3.43	0.59	-0.12
Number of girls 2020-2021	20.21	34	20.87	46	0.66	2.15	0.76	0.07
Number of boys 2020-2021	19.59	34	17.04	46	-2.54	1.67	0.13	-0.34
CM1: Total enrolled pupils in 2020-2021 school year	39.28	32	36.41	49	-2.87	3.58	0.42	-0.17
Number of girls 2020-2021	20.03	32	19.27	49	-0.77	2.08	0.71	-0.08
Number of boys 2020-2021	19.25	32	17.14	49	-2.11	1.96	0.29	-0.23
CM2: Total enrolled pupils in 2020-2021 school year	32.15	33	30.42	48	-1.73	3.44	0.62	-0.11
Number of girls 2020-2021	15.64	33	15.87	47	0.24	1.85	0.90	0.03

Number of boys 2020-2021	16.52	33	14.88	48	-1.64	1.84	0.37	-0.20
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Note: Standard errors clustered at school level.

Canteen-level Outcomes

- 5 The researchers find that the new treatment canteens and original treatment canteens are broadly similar prior to the Phase II of the intervention. In total, it was determined that only 2 out of 45 outcomes were statistically significantly different for school outcomes, which is less than would be expected with the 10% of outcomes that would be expected to be statistically significantly different by chance.

Table 57. Summary Statistics Canteen – Outcome Type

Variables	Added		Original		Mean	Diff	Standardized	
	Mean	n1	Mean	n2	Diff	SE	p-value	Size
Is there a school canteen management committee?	0.79	33	0.94	50	0.15	0.08	0.06	0.46
Have you been trained?	0.68	34	0.92	50	0.24	0.09	0.01	0.63

Note: Standard errors clustered at school level.

Table 58. Summary Statistics Canteen – Outcome Type

Variables	Added		Original		Mean	Diff	Standardized	
	Mean	n1	Mean	n2	Diff	SE	p-value	Size
Have you ever participated in a training from AVSI or WFP on children's nutrition	0.50	34	0.64	50	0.14	0.11	0.21	0.28
Have you ever participated in a training from AVSI or WFP on hygiene and sanitation	0.50	34	0.52	50	0.02	0.11	0.86	0.04
Was the training from AVSI used in your work in the last year?	1.00	17	0.96	26	-0.04	0.04	0.33	-0.25

Note: Standard errors clustered at school level.

Table 59. Summary Statistics Canteen – Outcome Type

Variables	Added		Original		Mean	Diff	Standardized	
	Mean	n1	Mean	n2	Diff	SE	p-value	Size
The committee is composed of how many people?	5.23	26	5.60	47	0.36	0.50	0.47	0.19
How many men are in the committee?	2.50	26	2.94	47	0.44	0.31	0.17	0.31
How many women are in the committee?	2.73	26	2.66	47	-0.07	0.34	0.84	-0.05
What is the total number of planned ration recipients (I say planned!) for the m	781.88	33	784.04	48	2.16	354.98	1.00	0.00
What was the planned number of girls for March 2021 of school meals distributed?	100.52	25	158.31	36	57.79	34.11	0.10	0.37
What was the planned number of boys for March 2021 of school meals distributed?	99.32	25	156.25	36	56.93	31.52	0.08	0.39
Total children who actually ate in the canteen during the month of March 2021	207.48	25	281.97	37	74.49	60.57	0.22	0.27
What is the number of girls who effectively ate at the canteen in March 2021?	105.12	25	151.95	37	46.83	34.80	0.18	0.30
What is the number of boys who effectively ate at the canteen in March 2021?	102.36	25	130.03	37	27.67	26.33	0.30	0.24

Note: Standard errors clustered at school level.

Table 60. Summary Statistics Canteen – Outcome Type

	Added	Original	Mean	Diff	Standardized
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Variables	Mean	n1	Mean	n2	Diff	SE	p-value	Size
What was the number of school days in March 2021?	18.38	34	18.90	48	0.51	0.52	0.32	0.23
What was the number of actual canteen days in March 2021?	16.44	34	15.96	50	-0.48	0.60	0.43	-0.18
What was the number of school days in March 2021 during which hot meals served t	11.27	11	12.40	30	1.13	1.85	0.55	0.21
How many days did the canteen serve cereals?	16.06	34	15.72	50	-0.34	0.69	0.62	-0.11
How many days did the canteen serve tubers / roots?	0.65	34	0.27	49	-0.38	0.62	0.54	-0.16
How many days did the canteen serve pulses and nuts?	11.74	34	10.73	49	-1.00	1.69	0.56	-0.13
How many days did the canteen serve dairy products?	0.15	34	0.10	49	-0.05	0.18	0.80	-0.06
How many days did the canteen serve meat, fish, or giblets?	4.55	33	7.04	49	2.50	1.60	0.12	0.34
How many days did the canteen serve eggs?	0.09	34	0.00	49	-0.09	0.09	0.32	-0.27
How many days did the canteen serve orange vegetables?	2.74	34	2.17	48	-0.57	1.15	0.62	-0.11
How many days did the canteen serve dark green leafy vegetables?	1.88	33	3.77	48	1.89	1.00	0.06	0.41
How many days did the canteen serve orange fruits (not including oranges)?	0.06	33	0.21	48	0.15	0.15	0.32	0.20
How many days did	2.33	33	2.13	48	-0.21	1.16	0.86	-0.04

the canteen serve other fruits and vegetables?			
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Note: Standard errors clustered at school level.

Table 61. Summary Statistics Canteen – Outcome Type

Variables	Added		Original		Mean	Diff	Standardized	
	Mean	n1	Mean	n2	Diff	SE	p-value	Size
Total CP1 2020-2021	40.75	32	40.52	46	-0.23	3.26	0.94	-0.02
Number of girls 2020-2021	21.59	32	20.33	46	-1.27	2.22	0.57	-0.13
Number of boys 2020-2021	19.16	32	20.20	46	1.04	1.63	0.53	0.15
Total CP2 year 2020-2021	40.15	34	37.20	49	-2.94	3.13	0.35	-0.21
Number of girls 2020-2021	21.74	34	19.57	49	-2.16	1.95	0.27	-0.24
Number of boys 2020-2021	18.41	34	17.63	49	-0.78	1.49	0.60	-0.11
Total CE1 year 2020-2021	40.81	31	39.90	49	-0.91	3.62	0.80	-0.06
Number of girls 2020-2021	21.03	31	20.96	49	-0.07	1.94	0.97	-0.01
Number of boys 2020-2021	19.77	31	18.94	49	-0.84	2.03	0.68	-0.10
Total CE2 year 2020-2021	39.79	34	37.91	46	-1.88	3.43	0.59	-0.12
Number of girls 2020-2021	20.21	34	20.87	46	0.66	2.15	0.76	0.07
Number of boys 2020-2021	19.59	34	17.04	46	-2.54	1.67	0.13	-0.34
Total CM1 year 2020-2021	39.28	32	36.41	49	-2.87	3.58	0.42	-0.17
Number of girls 2020-2021	20.03	32	19.27	49	-0.77	2.08	0.71	-0.08
Number of boys 2020-2021	19.25	32	17.14	49	-2.11	1.96	0.29	-0.23

Total CM2 year 2020-2021	32.15	33	30.42	48	-1.73	3.44	0.62	-0.11
Number of girls 2020-2021	15.64	33	15.87	47	0.24	1.85	0.90	0.03
Number of boys 2020-2021	16.52	33	14.88	48	-1.64	1.84	0.37	-0.20

Note: Standard errors clustered at school level.

Teacher-level Outcomes

- 6 The researchers find that the new treatment canteens and original treatment canteens are broadly similar prior to the Phase II of the intervention. In total, it was determined that 3 out of 31 outcomes were statistically significantly different for school outcomes, which is in line with what would be expected with the 10% of outcomes that would be expected to be statistically significantly different by chance.

Table 62. Summary Statistics Teacher – Outcome Type

Variables	Added		Original		Mean	Diff	Standardized	
	Mean	n1	Mean	n2	Diff	SE	p-value	Size
Was there the CP1 class in this school during the school year 2020-2021?	0.96	165	0.94	233	-0.02	0.04	0.57	-0.11
Was there the CP2 class in this school during the school year 2020-2021?	1.00	165	0.99	233	-0.01	0.01	0.32	-0.15
Was there the CE1 class at the school during the school year 2020-2021?	0.95	165	0.99	233	0.04	0.03	0.22	0.24
Was there CE2 class in this school during the school year 2020-2021?	1.00	165	0.95	233	-0.05	0.03	0.05	-0.30
Was there CM1 class at the school during the school year 2020-2021?	0.96	165	0.99	233	0.02	0.03	0.42	0.16
Was there the CM2 class at the school during the school year 2020-2021?	0.98	165	0.97	233	-0.01	0.03	0.77	-0.05

Note: Standard errors clustered at school level.

Table 63. Summary Statistics Teacher – Outcome Type

Variables	Added		Original		Mean	Diff	Standardized	
	Mean	n1	Mean	n2	Diff	SE	p-value	Size
Have you ever participated in a training from AVSI on the improvement of teaching	0.59	149	0.63	216	0.04	0.06	0.47	0.09
Found training very useful	0.45	87	0.48	137	0.03	0.08	0.66	0.07
Did you put into practice the learnings of training you received from AVSI?	0.90	88	0.97	137	0.07	0.04	0.05	0.31
Apart from AVSI, did you receive any other training on teaching reading-writing	0.44	149	0.46	216	0.02	0.07	0.82	0.03
Have you ever participated in a training from AVSI or WFP/canteen mgmt on children?	0.45	149	0.43	215	-0.02	0.06	0.72	-0.04
Have you ever participated in a training from AVSI or WFP on hygiene and sanitation	0.35	147	0.35	216	-0.01	0.06	0.92	-0.01

Note: Standard errors clustered at school level.

Table 64. Summary Statistics Teacher – Outcome Type

Variables	Added		Original		Mean	Diff	Standardized	
	Mean	n1	Mean	n2	Diff	SE	p-value	Size
Last year, did a pedagogical advisor visit your classroom and provide an assessment?	0.62	149	0.69	216	0.07	0.06	0.27	0.15
How many times did a	2.00	93	2.06	150	0.06	0.14	0.68	0.06

pedagogical advisor visit last year?								
Last year, did you and the teachers at your school organize any reading activities?	0.71	147	0.78	216	0.07	0.06	0.23	0.16
Last year, did you teach part of your class in your students' native language?	0.44	149	0.41	216	-0.02	0.06	0.68	-0.05
Did the teacher finished his or her program last year?	0.55	148	0.51	216	-0.04	0.06	0.53	-0.08

Note: Standard errors clustered at school level.

Table 65. Summary Statistics Teacher – Outcome Type

Variables	Added		Original		Mean	Diff	Standardized	
	Mean	n1	Mean	n2	Diff	SE	p-value	Size
Last year, have you participated in any meetings with other teachers to share expertise?	0.49	149	0.46	216	-0.03	0.06	0.62	-0.06
How many times?	3.58	73	3.09	97	-0.48	0.56	0.39	-0.15
Did you benefit from regular trainings organized by the Ministry?	0.29	149	0.26	216	-0.03	0.06	0.60	-0.07
Would you like to receive continued training?	0.99	149	0.99	216	0.00	0.01	0.72	0.04
Was the quantity of manuals distributed by the State sufficient?	0.30	118	0.34	127	0.04	0.07	0.52	0.09
Was the quantity of school manuals sufficient for the number of students?	0.35	146	0.39	211	0.04	0.06	0.48	0.09

Note: Standard errors clustered at school level.

Table 66. Summary Statistics Teacher – Outcome Type

Variables	Added		Original		Mean	Diff	Standardized	
	Mean	n1	Mean	n2	Diff	SE	p-value	Size
What sex are you?	1.25	165	1.26	232	0.01	0.05	0.86	0.02
Are you a title holding, volunteer or trainee teacher?	1.27	165	1.18	232	-0.09	0.06	0.16	-0.15
How many years have you worked as a teacher?	6.39	165	6.25	232	-0.15	0.66	0.82	-0.03
How many years have you been assigned to this school?	5.36	149	4.71	219	-0.65	0.45	0.15	-0.18
On average, how many days did you attend AVSI's training?	2.92	88	2.47	137	-0.45	0.18	0.02	-0.35
Do you use handwashing stations at school	0.91	147	0.96	215	0.05	0.04	0.27	0.19

Note: Standard errors clustered at school level.

Table 67. Summary Statistics Teacher – Outcome Type

Variables	Added		Original		Mean	Diff	Standardized	
	Mean	n1	Mean	n2	Diff	SE	p-value	Size
Last year, how many students were enrolled in your class?	40.41	149	39.43	216	-0.98	2.30	0.67	-0.07
On a typical day last year, how many students were present in your class?	39.09	149	38.23	216	-0.86	2.29	0.71	-0.06

Note: Standard errors clustered at school level.

Annex 6. List of people interviewed

- 1 The following table shows the key informant interviews (KIIs) and focus group discussions (FGDs) the enumerators conducted with program implementers as part of this evaluation. In addition to the following, the team also conducted 20 field-level FGDs among male parents/caregivers, female parents/caregivers, COGES, and WPGs at five schools in Poro, Gontougo, Bagoue, Tchologo, and Bafing. See the Qualitative Data Collection sub-section of section 1.5 for more details.

Category	Type of Interview	Respondents
Government and partners	FGD	- Director of School Canteens - Assistant Director of School Canteens - Supplier - Assistant Director of the Integrated Program for Sustainability of School Canteens (PIPCS) - Assistant Director of Monitoring and Evaluation (M&E)
Government and partners	FGD	- Energy Department - Communications Department - Accounting Department
Government and partners	FGD	Direction of Pedagogy and Continuing Education (DPFC)
Government and partners	FGD	Regional Coordinators of School Canteens (CRESAC)
Government and partners	FGD	- Regional Direction of National Education (DREN) - Canteen Manager
Government and partners	FGD	Inspectors (4)
Government and partners	KII	ANADER Head
Government and partners	KII	Regional Director of ANADER
Government and partners	FGD	ANADER Zone Chiefs (4)
Government and partners	KII	BFGD Coordinator of SAMS Project
USDA	KII	McGovern-Dole Côte d'Ivoire Program Manager
AVSI	KII	AVSI Regional Representative

AVSI	KII	▪ AVSI Chief of Education Project
AVSI	KII	▪ AVSI M&E Manager
WFP	FGD	▪ School Feeding Officer ▪ School Feeding Associate ▪ Nutrition Specialist ▪ Project Manager ▪ Program Assistant ▪ Head of Program Unit ▪ Resilience Officer ▪ Resilience Manager
WFP	FGD	▪ M&E Officer ▪ M&E Assistant ▪ Monitor ▪ Sub-Office Heads ▪ Program Assistant ▪ Shipping Manager ▪ Budget Program Officer ▪ Head of Finance Unit ▪ Head of Supply Chain

Annex 7. Data collection tools

KEY INFORMANT INTERVIEW: USDA STAFF

Organization:

Title:

Gender:

1. Can you tell me about what your role has been with the McGovern-Dole program in Côte d'Ivoire?
2. From your perspective, what are the most critical aspects for WFP to focus on to make sure that this project is a success?
3. Based on your knowledge of the McGovern-Dole project in Ivory Coast as well as other McGovern-Dole projects, what are the strengths and weaknesses of WFP's design? *Remind respondent to differentiate between current and previous program.*
4. How well and in what ways does the program align with USDA's priorities and trends? Are there any ways that the program does not align with USDA's priorities? If yes, how so? *Remind respondent to differentiate between current and previous program.*
5. How effective/efficient do the management structures seem to be? *(Probe for specific examples, if possible, and differentiate between operational management and technical management)* How has the program been able to adapt to changing circumstances? *(Probe: for example, circumstances such as covid-19, political or organizational changes, environmental/contextual changes.)*
6. Are you familiar with the specific outputs and outcomes of the program? *(If no, say that program objectives consist of improving schooling, retention, primary education, literacy capacities, food security, nutrition, and the health of schoolchildren.)* *Remind respondent to differentiate between current and previous program.*
 - a. To what extent do you think they've been achieved (are they likely to be achieved)?
 - b. What are the factors that have influenced the achievement or not?
7. Do you believe that the program's results have led (or are likely to lead) to achieving the intervention objectives? What major factors have influenced this? *Probe for specific intervention objectives: improved primary schooling/retention, literacy, food security, nutrition, and health. Remind respondent to differentiate between current and previous program.*
8. Do you think the current program will be successful in increasing government capacity and improving school-level WASH infrastructure? Please explain.
9. To what extent have the recommendations from the midline evaluation been implemented? For example, the recommendation to reduce the proportion of canteen days covered in McGovern-Dole schools, to enhance communication with the government, and to increase WFP's field presence)? For the recommendations that were adopted, did it lead to program improvements? For the recommendations that were not adopted, why not?
10. Has the program adapted since its inception in response to changing circumstances? If yes, how has it changed and have those changes been effective? Are there any further changes you believe should be made? *Remind respondent to differentiate between current and previous program.*
11. Why was the decision made to add a WASH component and remove the home rations component in the current program?

12. How efficient do you believe activities were in terms of costs and benefits? *Remind respondent to differentiate between current and previous program.*
13. Was the program implemented in a timely manner? Were any activities delayed? Are there any ways the intervention could have been more efficient? *Remind respondent to differentiate between current and previous program.*
14. Do you believe the McGovern-Dole program is reaching the neediest schools/households? Why or why not? *Remind respondent to differentiate between current and previous program.*
15. What influenced the program's efficiency? (*probe: internal/organizational factors and external/environmental factors*)
16. To what extent do you believe the program has or has not made progress toward its gender goals, in support of girls' education and food security in particular? *Remind respondent to differentiate between current and previous program.*
17. We understand that the McGovern-Dole program is in a transition phase to transfer more responsibility of the program to the government. What is your impression of the success of this transition?
 - a. Please tell me about any specific factors that you think might affect the program's chances to succeed, now and in the future. Please explain why and how you think this factor/these factors could influence the program in the future.
18. Do you have any recommendations to help ensure sustainability of the project?
19. Is there anything else that you'd like to share with me today?

Thank you for your time and comments.

FOCUS GROUP DISCUSSION: WFP

Number of participants:

Titles:

Genders:

- **Here as researchers for the McGovern-Dole project. We are not funding any programs, we are providing feedback to program implementers**
- **Everything is confidential, we will not record anyone's name or share anything they say with teachers, principals, or any other community members. Respect each other and do not repeat this conversation outside of here**
- **No right or wrong answers – it's ok to disagree because we want everyone's opinion. Everyone should speak freely, and respect each other**
- **We will be here for one hour**
- **You do not have to answer a question if you do not want**
- **Can we record the discussion for notes?**
- **Do you have any questions for us before we begin?**

Background

1. Could you all briefly introduce yourselves and share how long you've been involved with the McGovern-Dole project and what your role is?

Relevance

2. What is the main goal of the Food for Education project? What, specifically, is it trying to achieve? (Probe on short-term versus long-term goals) Do you think these are reasonable goals? Why/why not? *Ask respondents to differentiate between current and previous program.*
3. How many of you were involved in the design phase? If so, in what ways? What are the strengths of the project's design? What are its weaknesses? *Ask respondents to differentiate between current and previous program.*
4. In what ways/how well do you think the McGovern-Dole program's goals fit with the government's educational and health priorities goals? (national/regional/local) What about WFP's goals? *Remind respondent to differentiate between current and previous program.*
5. To what extent do you believe the McGovern-Dole program has taken gender into account? (*probe for examples*) To what extent has it taken other equity issues into consideration? *Ask respondents to differentiate between current and previous program.*
6. Since the project began, have beneficiaries' needs changed over time in a way that has affected the project? If so, how has the project responded to changing needs? *Ask respondents to differentiate between current and previous program.*
7. How has the program been able to adapt to changing circumstances? (*Probe: for example, circumstances such as covid-19, political or organizational changes, environmental/contextual changes.*) Have those changes been effective? Are there any further changes you believe should be made? *Ask respondents to differentiate between current and previous program.*

8. Why was the decision made to add a WASH component and remove the home rations component in the current program?
9. To what extent have the recommendations formulated during the midline evaluation been implemented? For example, the recommendation to reduce the proportion of canteen days covered in McGovern-Dole schools, to enhance communication with the government, and to increase WFP's field presence)? What were the results of making these changes? What hindered or supported the changes from being achieved?

Effectiveness

10. Are the project's planned activities proceeding on schedule? What has helped stay on schedule and what has made it difficult? Was the same true for the previous program?
11. What outputs or outcomes has the project achieved so far? (*probe for outcomes related to improving schooling, retention, primary education, literacy capacities, food security, nutrition, and the health of schoolchildren*)
 - a. Are expected results occurring as planned?
 - b. To what extent will the objectives be achieved?
 - c. How would you compare the achievements of the previous versus the current program?
12. Is the implementation of some activities more successful than others? If so, which ones? Why? *Ask respondents to differentiate between current and previous program.*
13. Can you tell me a little about the program's M&E system? Is it effective in collecting regular, reliable data about program's progress?
14. Overall, what are the successes and challenges experienced in the implementation process? How can they be addressed for better achievements in the future? *Ask respondents to differentiate between current and previous program.*

Efficiency

15. Are the project's planned activities proceeding on schedule? What has helped stay on schedule and what has made it difficult? How does this differ from the previous project?
16. To your knowledge, to what extent are the planned activities being implemented according to the budget? Was the previous project able to stay within budget?
17. What obstacles in allocating budget resources have arisen? How were they overcome and at what cost? *Ask respondents to differentiate between current and previous program.*
18. Do you think the project is implemented in the most efficient way? In what ways can it be more efficient? Are objectives being achieved on time? Why or why not? *Ask respondents to differentiate between current and previous program.*
19. What influenced the program's efficiency? (*probe: internal/organizational factors and external/environmental factors*) Has this changed from the previous project?

Impact

20. What are the impacts, if any so far, of the activities on communities where the McGovern-Dole project is being implemented? Which activities do you think have the greatest impacts? Why? *Ask respondents to differentiate between current and previous program.*

21. Is there a difference in the way that the activities are affecting boys and girls? *Ask respondents to differentiate between current and previous program.*
22. What has been impact of the project's activities on the communities in terms of
 - a. Building organizational capacities (SMC, Women's Agricultural Groups)
 - b. Raising awareness in parents /teachers/students (for example, on the importance of education, promoting attendance for students and teachers)*Remind respondent to differentiate between current and previous program.*
23. How are community-based structures (e.g., schools, SMC, Women's Agricultural Groups) supporting project implementation? Are they on track to assume ownership of key activities beyond the life of the project? Are they satisfied with their participation? How might they be encouraged and/or supported to participate more? *Ask respondents to differentiate between current and previous program.*
24. How have capacity building activities for SMC improved their capacities? What obstacles persist? What more should be done to ensure they will have the capacity to manage the school canteens beyond the life of the project? *Ask respondents to differentiate between current and previous program.*
25. What innovations, lessons learned, and good practices can be documented so far? *Ask respondents to differentiate between current and previous program.*

Sustainability

26. We understand that the McGovern-Dole program is in a transition phase to transfer more responsibility of the program to the government. What is your impression on the success of this transition?
27. From your perspective, which activities and processes will be sustainable beyond project funding, and which will not be sustainable? Please explain. What are the biggest challenges to sustainability? Is the project prepared to overcome these challenges?
28. Do you believe the government and other local organizations have the capacity to sustain the project activities and outcomes after the project funding ends? *(probe for national, district, and community levels)* Why or why not?
29. Do any socio-cultural or political aspects endanger the sustainability of the project and what actions are being taken to sensitize local institutions and target groups to these issues?
30. What measures, and which specific efforts, have been undertaken already to prepare for the phase out of the project's funding?
31. Do you have any recommendations to help ensure sustainability of the project?

Conclusion

32. Is there anything that I did not ask about that you would like to share with me, or do you have any additional thoughts about what we have discussed today?

Thank you all for your time and comments.

KEY INFORMANT INTERVIEW: GOVERNMENT, PARTNERS, AND OTHER STAKEHOLDERS

Organization: Title: Gender:

Organization	Individual(s)	Key Topics to Focus on During Interview
MENA	• Directeur des Stratégies de la Planification et des Statistiques • Directeur du Centre National de Formation et de Production de Matériel Didactique (CNFPM) • Chef du Département des Programmes au Centre d'Animation et de Formation Pédagogique • Direction de l'Animation et de Promotion des COGES (MEN/DAP-COGES) • Direction de la Vie Scolaire (DVS) (Responsable de la Vie Scolaire) • Other MENA employees, as needed	• McGovern-Dole complementarity with other programs (including coherence/coordination) • Government collaboration (with other ministries and partners) • Sustainability of school canteens
Ministere de l'Agriculture et du Développement Rural	• Responsable de l'Alimentation Scolaire et de l'Eau • Other ministry employees, as needed	• Efficiency/effectiveness of school feeding • WASH-related challenges/successes in current program • Sustainability of school canteens
Direction des Cantines Scolaires	• Directeur de l'Alimentation Scolaire • Other direction employees, as needed	• Efficiency/effectiveness of school feeding • Sustainability of school canteens
AVSI	• Régional Manager basé à Abidjan • Chef Projet Education basé à Bouaké • Responsable M&E basé à Abidjan • Chargé d'évaluation suivi basé à Bouaké	• McGovern-Dole adaptations and adjustments since midline • McGovern-Dole complementarity with other programs

	Responsable de partenariats et du développement des affaires, basé aux États-Unis	(including coherence/coordination) Government collaboration/capacity building
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Background

1. What is your title? How long have you been with [government agency/organization]? Can you tell me about what your role has been related to the McGovern-Dole project? How long have you been involved with this project?

Relevance

2. How do you understand the McGovern-Dole project? What are its main goals? (*Probe on short-term versus long-term goals*) Do you think these are reasonable goals? Why/why not? Remind respondent to differentiate between current and previous program.
3. Were you involved or consulted in the design phase of the current or previous program? What about during the activities planning process? Please describe your involvement and whether or not it was sufficient. Remind respondent to differentiate between current and previous program.
4. What are the barriers to education in Cote d'Ivoire (or region, if talking to regional official)? Are there different barriers for boys and girls? In what ways do you think the McGovern-Dole project took these socio-economic, cultural, political, and environmental situations into consideration? How well do you believe the project has incorporated issues related to gender? Remind respondent to differentiate between current and previous program.
5. How well do you think that the McGovern-Dole project is aligned with Cote d'Ivoire (or the region's) priorities, policies, programs, and laws? (*for partners and other stakeholders*) What about your organization's priorities and programs?
6. How has the program been able to adapt to changing circumstances? (*Probe: for example, circumstances such as covid-19, political or organizational changes, environmental/contextual changes.*) Have those changes been effective? Are there any further changes you believe should be made?
7. To what extent have the recommendations formulated during the midline evaluation been implemented? For example, the recommendation to reduce the proportion of canteen days covered in McGovern-Dole schools, to enhance communication with the government, and to increase WFP's field presence)? What were the results and effects? What hindered or supported those changes from being achieved?

Effectiveness

8.
 - a. To what extent do you think the McGovern-Dole project is meeting its goals? (*probe for outcomes related to improving schooling, retention, primary education, literacy capacities, food security, nutrition, and the health of schoolchildren*) In what ways, if any, does it fall short? How can it be improved? *Probe for specific intervention objectives: improved primary schooling/retention, literacy, food security, nutrition, and health.* Do you think the previous McGovern-Dole project met its goals? Why or why not?
 - b. Do you think the current program will be successful in increasing government capacity and improving school-level WASH infrastructure? Please explain.

Efficiency

9. To what extent does the McGovern-Dole project collaborate with your government department/organization? Is this an adequate level of collaboration? Why or why not? How can it be improved?
10. In what ways do you think the McGovern-Dole project used existing capacity or structures to address the educational and health needs of students?

Impact

11. What impact do you think the McGovern-Dole project has had so far, if any, in the communities where it is implemented? Which activities have had the greatest impacts so far?
12. In your opinion, is there anything about the project that could be strengthened or done differently? What were the overall challenges you see? What are the overall successes of the McGovern-Dole project? How can they be taken into account for future projects?

Sustainability

13. We understand that the McGovern-Dole program is in a transition phase to transfer more responsibility of the program to the government. What is your impression on the success of this transition?
14. From your perspective, which activities and processes will be sustainable beyond grant funding, and which will not be sustainable? Please explain. What are the biggest challenges to sustainability? Is the project prepared to overcome these challenges?
15. What role, if any, will your agency/department have in ensuring sustainability of the outcomes?

Conclusion

16. Is there anything that I did not ask about that you would like to share with me, or do you have any additional thoughts about what we have discussed today?

Thank you for your time and comments.

FOCUS GROUP DISCUSSION: PARENTS

School:

Gender:

Number of Participants:

- **Here as researchers for the McGovern-Dole project. We are not funding any programs or school, we are providing feedback to program implementers**
- **Everything is confidential, we will not record anyone's name or share anything they say with teachers, principals, or any other community members. Respect each other and do not repeat this conversation outside of here**
- **No right or wrong answers – it's ok to disagree because we want everyone's opinion. Everyone should speak freely, and respect each other**
- **We will be here for one hour**
- **You do not have to answer a question if you do not want**
- **Can we record the discussion for notes?**
- **Do you have any questions for us before we begin?**

1. How many children do you have at this school? What are their ages and genders? Do you have any older children who attended this school in the past?
2. Do your children go willingly and look forward to attending school? What do they like/dislike about going to school? (Probe for specific examples of their own children and what they like/dislike)
3. What do *you* like about the school your child attends? What, if anything, could be better?
4. Do you think your school does a good job helping your child learn to read? Why or why not? What has been most helpful to your child's literacy? What would help children's reading to improve? (probe for specific activities/materials)
 - a. (For parents of older children) Have you noticed any changes in how your school supports literacy in recent years? If so, what changes have you observed?
5. What does the community do to support the school and children's education? How helpful are those activities? (probe for supporting the school canteen, donating time and agricultural products/wood/etc.)
6. What do you think would encourage children in your community to go to school more often? What would help them learn to read better? Are those things different for girls and boys?
7. Do you know about the program McGovern-Dole? What do you know about it?

If parents do not know about the program, tell them that it provides the school canteen, plans to rehabilitate school latrines and water stations in some schools, distributed deworming tablets, helped communities to support school feeding and sanitation, provided reading materials, and tried to improve literacy instruction.

8. Do you think daily hot meals support children to go to school? Do they support children's ability to learn? Why or why not?

- a. (For parents of older children) Have you noticed any changes in the school canteen in recent years? If so, what changes have you observed?
 - b. If your children did not have the school canteen, would they eat a midday meal? If so, where would that meal come from?
 - c. Does the school canteen make any difference in the amount or quality of food your child receives? Please describe.
 - d. Has the school canteen helped your household save any money? Has it made any impact on food security for your household?
- 9. What do you know about the latrines at your child's school? Has your child ever talked to you about the latrines at school? If so, what did they say?
 - a. Do you think access to quality latrines makes a difference in children's school attendance? What about their ability to learn? Why or why not? Probe for differences between boys and girls.
- 10. What do you know about the water stations at your child's school? Do you think access to water supports children to go to school? Does it impact their ability to learn? Why or why not? Without the water stations, what would happen?
- 11. Has your child received deworming tablets? Do you believe deworming tablets support children's ability to go to school? Does it impact their ability to learn? Why or why not?
- 12. From your perspective, does the McGovern-Dole program adequately address the needs of children and their families? Why or why not? What would you do differently to better support children and their families?
- 13. Is there anything that I did not ask about that you would like to share with me, or do you have any additional thoughts about what we have discussed today?

Thank you for your time!

FOCUS GROUP DISCUSSION: SCHOOL MANAGEMENT COMMITTEE

School:

Gender:

Number of Participants:

- **Here as researchers for the McGovern-Dole project. We are not funding any programs or school, we are providing feedback to program implementers**
 - **Everything is confidential, we will not record anyone's name or share anything they say with teachers, principals, or any other community members. Respect each other and do not repeat this conversation outside of here**
 - **No right or wrong answers – it's ok to disagree because we want everyone's opinion. Everyone should speak freely, and respect each other**
 - **We will be here for one hour**
 - **You do not have to answer a question if you do not want**
 - **Can we record the discussion for notes?**
 - **Do you have any questions for us before we begin?**
1. First, can you tell me about the roles and responsibilities of the School Management Committee as they relate to the McGovern-Dole program? What activities are you responsible for? *Remind respondents to differentiate between current and previous program.*
 2. What kind of training did your group receive? What did you like about your training? Are there any areas where you need more support? (Probe: Who provided the training? What language was the training delivered in? Were the training content and the tools used appropriate? Was the training sufficient? Would you be able to lead a similar training yourselves?) Remind respondents to differentiate between now (current) and previous program.
 3. Were there any changes to SMC activities or initiatives following the trainings from WFP? Please explain. (Probe for whether initiatives/activities were more or less successful following WFP trainings). Remind respondents to differentiate between now (current) and previous program.
 4. Do you think the activities of your SMC support children in your community to go to school or improve their studying/learning conditions? Why or why not?
 - a. Are there any differences in the effects for boys and girls? If so, please describe.
 5. How active are parents in this community in supporting their children's education? Do they donate to the school canteens? Do they support SMC activities? Do they support their children's education in other ways? (Probe for differences in support for male and female children.)
 6. What challenges have you faced? (probe for challenges related to COVID-19.) Are there ways that your group or the McGovern-Dole program has changed in response to those challenges? If yes, what changes were made and how helpful were those changes? What needs do you think are still unmet?
 7. Do men and women participate equally in your SMC? Who in your group is primarily responsible for decision-making?

8. In general, do you think that children in your community have access to quality education? What about healthy food? Why or why not? (Probe for differences by gender) What would you do differently to better support children and their families? (Probe: what other needs do children and families have regarding education and healthy food that are currently not met?)
9. In what ways, if any, has the McGovern-Dole project improved your community? What about the capacities of your SMC? Remind respondents to differentiate between now (current) and previous program.
10. In your opinion, is there anything about the project that could be strengthened or done differently? Remind respondents to differentiate between now (current) and previous program.
11. Has your level of engagement in the SMC changed in recent years? How so?
12. What are the biggest challenges to sustainability for your SMC?
13. What support does your SMC need to manage activities in the future? Do you have any recommendations to help ensure sustainability of the project?
14. Have you learned anything from participating in the SMC? Overall, has it been a positive or negative experience? Why?
15. Is there anything that I did not ask about that you would like to share with me, or do you have any additional thoughts about what we have discussed today?

Thank you for your time!

FOCUS GROUP DISCUSSION: WOMEN'S AGRICULTURAL GROUP

School/Region:

Number of Participants:

- **Here as researchers for the McGovern-Dole project. We are not funding any programs or school, we are providing feedback to program implementers**
 - **Everything is confidential, we will not record anyone's name or share anything they say with teachers, principals, or any other community members. Respect each other and do not repeat this conversation outside of here**
 - **No right or wrong answers – it's ok to disagree because we want everyone's opinion. Everyone should speak freely, and respect each other**
 - **We will be here for one hour**
 - **You do not have to answer a question if you do not want**
 - **Can we record the discussion for notes?**
 - **Do you have any questions for us before we begin?**
1. First, I'd like to learn about your group. When was this group formed? How did it start? When did you start working with McGovern-Dole? How many members do you currently have?
 2. I'd like for you to describe the activities that you participate in as part of the agricultural group. What activities particularly relate to school feeding/the McGovern-Dole project? *If not mentioned:* Do you participate in or lead any activities related to mobilizing the community around the school canteen? If yes, please describe.
 3. How does your agricultural group currently support the school canteen? How many schools are you currently supporting? Would you have the capacity (time, land access, etc.) to support more school days and/or more schools? Please explain.
 4. What type of crop are you providing to the school canteen? Do you think students like eating this crop, or would they prefer to eat something else? Please explain.
 5. How much of your annual production are you able to currently contribute? How is it delivered to the school canteen, and at what cost? Do you know how many days of school feeding this contribution is able to cover?
 6. Why did you join the agricultural group?
 7. Are you paid for the food that you provide to the school, or do you donate it? If you are paid, are you paid a fair price for the food? Is the price you are paid above, below, or equal to market costs? If you are not paid, do you receive any other compensation?
 8. What kind of resources does your group receive? (Probe for tools, fertilizer, etc.) Who provided it, and when? What did you like about this? Are these resources sufficient? Are there any areas where you need more support?
 9. What kind of technical assistance/training does your group receive? (Probe for financial literacy training, management training, community mobilization training, etc.) Who provided it, and when? What did you like about this technical assistance? What have you learned? Are there any areas where you need more support?

10. Do you think the activities of your agricultural group support children in your community to go to school? Why or why not?
 - a. Are there any differences in the effects for boys and girls? If so, please describe.
11. Do you believe the activities of your group help children have access to more or better food? Why or why not?
12. Have you been a part of or seen any successful activities through your work as a member of the agricultural group? How did it make you feel? What aspects of the activity (ies) do you feel were the most successful? (Probe: were there any successful outcomes that were surprising to you?) Probe: specific to McGovern-Dole
13. Were there any activities the agricultural group tried to do this year or last year which were not successful? Which were the least successful? (Probe: were there any negative outcomes that were surprising to you?)
14. What challenges have you faced? (probe for effects of COVID-19) Are there ways that your group or the McGovern-Dole program has changed in response to those challenges? Is yes, what changes were made and how helpful were those changes? What needs do you think are still unmet?
15. How many women are in your group, and how many men? What are some of the advantages of being part of a *women's* agricultural group? In what ways do you benefit from having women in the group? How do the men support the group?
16. Has your participation in a women's agricultural group increased your access to resources, skills, and equipment? How? What about your power to make decisions or your control of resources? Probe: specific to McGovern-Dole
17. From your perspective, does the overall McGovern-Dole program adequately address the needs of children and their families? Do you think that children in your community have access to quality education and healthy food? Why or why not? What would you do differently to better support children and their families?
18. In your opinion, is there anything about the project that could be strengthened or done differently?
19. What role, if any, will your agricultural group have in ensuring sustainability of the outcomes? Will your group be able to fully support the school canteen? If so, at what point? What measures, and which specific efforts, have been undertaken already to prepare for the phase out of the project's funding? What support does your group need to manage activities in the future? Do you have any recommendations to help ensure sustainability of the project?
20. From your perspective, which activities and processes will be sustainable beyond the end of the McGovern-Dole program and which will not be sustainable? Please explain. What are the biggest challenges to sustainability? Is your group prepared to overcome these challenges?
21. Overall, has participating in a women's group been a positive or negative experience? Why? Probe: specific to McGovern-Dole
22. Is there anything that I did not ask about that you would like to share with me, or do you have any additional thoughts about what we have discussed today?

Thank you for your time!

School Questionnaire (McGovern-Dole Cote d'Ivoire)

Field	Question	Answer
enum		
date_i	Date of interview	<i>Date</i>
heure_i	Start time of interview	<i>Time</i>
chef	Name of Team Lead	chef chef
enum_name	Enumerator name	enum_name enum_name
enum_no	Enumerator number	
enum_no_confirm	Confirm your identifying number	
location		
region	Select the region	1 Bafing
		6 Bagoue
		5 Bounkani
		2 Cavally
		7 Gontougo
		3 Poro
		4 Tchologo
iep	Select IEP	iep iep
ecole	Select school	ecole ecole
note1	My name is [enum_name].	
	We are conducting a study on behalf of the World Food Programme (WFP) and the Ministry of National Education (MENET) on the sustainability of the school canteens and the enrolment level of children in the Bafing, Bagoue, Bounkani, Cavally, Gontougo, Poro and Tchologo regions. We would like school principals to take part in this interview. We would like to ask you questions about your students, your teachers, and your school infrastructure.	
	This interview	

Field	Question	Answer
	approximately lasts one hour (1h). The information that you will provide are strictly confidential and will not be disclosed to any other person for any reason whatsoever. Participation is voluntary, however we hope that you will participate in this interview because your points of view will allow us to better appreciate the food situation in your region. Your answers will in no way affect your access to the food aid programs. Do you have any specific questions? Can we start now?	
consent	Do you consent to this survey?	1 Yes 0 No 9 Not found
sex	What sex are you? <i>* Only ask if necessary</i> <i>Question relevant when: \${consent} =1</i>	1 Male 2 Female - Refuse to reply 999
consent_section <i>Group relevant when: \${consent} =1</i>		
consent_section > classes		
 note_classes	In this section, consider the academic year 2020-2021	
 q11b	Was there the CP1 class in this school during the school year 2020-2021?	1 Yes 0 No 3 Don't know - Refuse to reply 999
 q11c	Was there the CP2 class in this school during the school year 2020-2021?	1 Yes 0 No 3 Don't know

Field	Question	Answer
		- 999 Refuse to reply
q11d	Was there the CE1 class at the school during the school year 2020-2021?	1 Yes 0 No 3 Don't know - 999 Refuse to reply
q11e	Was there CE2 class in this school during the school year 2020-2021?	1 Yes 0 No 3 Don't know - 999 Refuse to reply
q11f	Was there CM1 class at the school during the school year 2020-2021?	1 Yes 0 No 3 Don't know - 999 Refuse to reply
q11g	Was there the CM2 class at the school during the school year 2020-2021?	1 Yes 0 No 3 Don't know - 999 Refuse to reply
note_effectif	What was the enrollment of students enrolled by level and gender for the 2020-2021 school year? <i>*Enumerator, detail the number of boys and girls in each class in the following subsections.</i>	
consent_section > CP1 Group relevant when: $\{q11b\} = '1'$		
note_cp1	CP1 <i>* If there are several classes of the same level, sum the classes of the same level. Choose the class with the largest number and survey the students and teachers in that class.</i>	
q122f	Number of girls 2020-2021	
q122g	Number of boys 2020-2021	

Field	Question	Answer
q122t	Total CP1 2020-2021	
consent_section > CP2 Group relevant when: \${q11c} = '1'		
note_cp2	CP2 <i>* If there are several classes of the same level, sum the classes of the same level. Choose the class with the largest number and survey the students and teachers in that class.</i>	
q123f	Number of girls 2020-2021	
q123g	Number of boys 2020-2021	
q123t	Total CP2 year 2020-2021	
consent_section > CE1 Group relevant when: \${q11d} = '1'		
note_ce1	CE1 <i>* If there are several classes of the same level, sum the classes of the same level. Choose the class with the largest number and survey the students and teachers in that class.</i>	
q124f	Number of girls 2020-2021	
q124g	Number of boys 2020-2021	
q124t	Total CE1 year 2020-2021	
consent_section > CE2 Group relevant when: \${q11e} = '1'		
note_ce2	CE2 <i>* If there are several classes of the same level, sum the classes of the same level. Choose the class with the largest number and survey the students and teachers in that class.</i>	
q125f	Number of girls 2020-2021	

Field	Question	Answer
q125g	Number of boys 2020-2021	
q125t	Total CE2 year 2020-2021	
consent_section > CM1 Group relevant when: $\{q11f\} = '1'$		
note_cm1	CM1 <i>* If there are several classes of the same level, sum the classes of the same level. Choose the class with the largest number and survey the students and teachers in that class.</i>	
q126f	Number of girls 2020-2021	
q126g	Number of boys 2020-2021	
q126t	Total CM1 year 2020-2021	
consent_section > CM2 Group relevant when: $\{q11g\} = '1'$		
note_cm2	CM2 <i>* If there are several classes of the same level, sum the classes of the same level. Choose the class with the largest number and survey the students and teachers in that class.</i>	
q127f	Number of girls 2020-2021	
q127g	Number of boys 2020-2021	
q127t	Total CM2 year 2020-2021	
q12a	Investigator! Ask the school principal the following question: "Can you show me the attendance register for April 21, 2021?"	1 Investigator saw records 2 Investigator has not seen the records because it does not exist 3 Investigator has not seen the records but according to the director they exist
q12a_warning	Investigator! The information contained in the school's attendance	

Field	Question	Answer
	register is of critical importance to our investigation. Do not select this option without doing everything you can to get this document. <i>Question relevant when: \${q12a} != 1</i>	
q12a_why	If not, why? <i>*Give a detailed explanation</i> <i>Question relevant when: \${q12a} != 1</i>	
consent_section > presence <i>Group relevant when: \${q12a} = 1</i>		
note_presence	Investigator for each class you will ask the students' attendance on April 21, 2021	
consent_section > presence > CP1_april24 <i>Group relevant when: \${q11b} = '1'</i>		
note_cp1_apr	CP1	
q122bf	Number of girls present on April 21, 2021	
q122bg	Number of boys present on April 21, 2021	
q122bt	Total present on April 21, 2021	
consent_section > presence > CP2_april24 <i>Group relevant when: \${q11c} = '1'</i>		
note_cp2_apr	CP2	
q123bf	Number of girls present on April 21, 2021	
q123bg	Number of boys present on April 21, 2021	
q123bt	Total present on April 21, 2021	
consent_section > presence > CE1_april24 <i>Group relevant when: \${q11d} = '1'</i>		
note_ce1_apr	CE1	
q124bf	Number of girls present on April 21, 2021	
q124bg	Number of boys present on April 21, 2021	

Field	Question	Answer
q124bt	Total present on April 21, 2021	
consent_section > presence > CE2_april24 Group relevant when: \${q11e} = '1'		
note_ce2_apr	CE2	
q125bf	Number of girls present on April 21, 2021	
q125bg	Number of boys present on April 21, 2021	
q125bt	Total present on April 21, 2021	
consent_section > presence > CM1_april24 Group relevant when: \${q11f} = '1'		
note_cm1_apr	CM1	
q126bf	Number of girls present on April 21, 2021	
q126bg	Number of boys present on April 21, 2021	
q126bt	Total present on April 21, 2021	
consent_section > presence > CM2_april24 Group relevant when: \${q11g} = '1'		
note_cm2_apr	CM2	
q127bf	Number of girls present on April 21, 2021	
q127bg	Number of boys present on April 21, 2021	
q127bt	Total present on April 21, 2021	
consent_section > presence_enseignants		
note_teach_pres	How many teachers were in your school during the school year 2020-2021? (Don't know = -777; Not applicable = -888; Refused = -999)	
q13_1	Teachers	
q13_2	Volunteer teachers	
replacement	Do you have a substitute teacher available?	1 Yes 0 No 3 Don't know - Refuse to reply 999

Field	Question	Answer
q13a	Investigator! Ask the principal question: "Can you show me the records of teacher attendance for April 21, 2021?"	1 Investigator saw records 2 Investigator has not seen the records because it does not exist 3 Investigator has not seen the records but according to the director they exist
q13a_warning	Investigator! The information contained in the school's attendance register is of critical importance to our investigation. Do not select this option without doing everything you can to get this document. <i>Question relevant when: \${q13a} !=1</i>	
q13a_why	If not, why? <i>*Give a detailed explanation.</i> <i>Question relevant when: \${q13a} !=1</i>	
consent_section > presence_enseignants_apr <i>Group relevant when: \${q13a} =1</i>		
note_teach_pres_apr	How many teachers attended school on April 21, 2021?	
q13b1	Teachers <i>(Don't know = -777; Not applicable = -888; Refused = -999)</i>	
q13b2	Volunteer teachers <i>(Don't know = -777; Not applicable = -888; Refused = -999)</i>	
q22cantine	Does your school have a canteen?	1 Yes 0 No 3 Don't know - Refuse to reply 999
consent_section > cantine_group <i>Group relevant when: \${q22cantine} =1</i>		
q22a	Does the school have a food storage area?	1 Yes a store 2 Yes another room 3 No

Field	Question	Answer
 q22a_autre	Specify other location <i>Question relevant when: $\{q22a\} = 2$</i>	1 Yes a store 2 Yes another room 3 No
 q22	Does the school have a ventilated food storage area? <i>Question relevant when: $\{q22a\} = 1$ or $\{q22a\} = 2$</i>	1 Yes a ventilated store 2 Yes a ventilated room 3 No
 q23	Does the school have pallets for food?	1 Yes modern pallet 2 Yes traditional pallet 3 No
 q24	Are there stock cards available for the management of food?	1 Yes 0 No 3 Don't know - Refuse to reply 999
 q25	Is the food for the school canteen prepared at the school level?	1 Yes 0 No 3 Don't know - Refuse to reply 999
 q26	What is the place used to eat school meals?	1 Refectory materials to final 2 Refectory provisional materials 3 Classroom 4 Outside
 q27	Is there a kitchen in the school?	1 Yes 0 No 3 Don't know - Refuse to reply 999
 consent_section > cantine_group > combustibles <i>Group relevant when: $\{q27\} = 1$</i>		
 q28intro	What fuels are (or can be) used to prepare meals at school?	
 q28a	Wood	1 Yes 0 No 3 Don't know - Refuse to reply 999
 q28b	Coal	1 Yes 0 No

Field	Question	Answer
		3 Don't know - Refuse to reply 999
 q28c	Gas	1 Yes 0 No 3 Don't know - Refuse to reply 999
 q28d	Electricity	1 Yes 0 No 3 Don't know - Refuse to reply 999
 q28e	Cow dung	1 Yes 0 No 3 Don't know - Refuse to reply 999
 q28f	Sawdust	1 Yes 0 No 3 Don't know - Refuse to reply 999
 q29	If coal or wood are (or can be) used as fuel, what type of furnace is in the school? <i>Question relevant when: selected(\${q28a}, '1') or selected(\${q28b}, '1') or selected(\${q28f}, '1')</i>	1 Traditional stove 2 A furnace without chimney in satisfactory condition (metal bowl with 2 or 3 homes) 3 A stove with chimney in satisfactory condition (improved stoves)
 q210	Is there water availability for school?	1 Yes 0 No 3 Don't know - Refuse to reply 999
 q211	If so, what is the main source of water available to school? <i>Question relevant when: \${q210} = 1</i>	1 Tap / Running Water, SODECI or HVA (improved village hydraulics) 2 Drilling / Pump Village 3 Wells improved (protected) 4 Traditional well (Not protected) 5 Surface water (creek, river, stream)

Field	Question	Answer
		6 Rainwater
		7 Other specify
q211aut	If another source of water to the previous question, please specify <i>Question relevant when: \${q211}=7</i>	
q212	How far is the main water source from the school?	1 In the school grounds 2 Less than 15 min walk 3 Over 15 min walk
q213	Do you currently have problems accessing drinking water?	1 Yes broken pump 2 Yes water points occupied by animals 3 Yes drying up of the water point 4 Yes no water used for agriculture 5 Yes, other specify 6 Not now - Refused/don't know 999
q213aut	If other water problems specify <i>Question relevant when: \${q213}=5</i>	
q214	If so, how long in months? <i>(Don't know = -777; Not applicable = -888; Refused = -999)</i> <i>Question relevant when: selected(\${q213}, '1') or selected(\${q213}, '2') or selected(\${q213}, '3') or selected(\${q213}, '4') or selected(\${q213}, '5')</i>	
q215	Are there school sanitation facilities (latrines, toilets, etc.)?	1 Yes 0 No 3 Don't know - Refuse to reply 999
consent_section > toilettes <i>Group relevant when: \${q215}=1</i>		
q216	Is there separate sanitary facilities for	1 Yes 0 No 3 Don't know

Field	Question	Answer
	girls and boys within the school?	- 999 Refuse to reply
q217	Is there separate sanitary facilities for students and teachers within the school?	1 Yes 0 No 3 Don't know - 999 Refuse to reply
q215_san	What are the sanitary installations available for girls and boys? <i>*Select all that apply</i>	1 Mechanical or manual flush installation connected to a sewer or septic system or pit 2 Ventilated latrine 3 Pit latrine with slab 4 Pit latrine without slab 5 Latrine bucket 6 Composting toilets 7 Other - 999 Refuse
q215_func	Are these sanitary installations functional at the moment?	1 Yes 0 No 3 Don't know - 999 Refuse to reply
q218	Do the students wash their hands before meals?	1 Yes 0 No 3 Don't know - 999 Refuse to reply
q218b	Is there a handwashing station in the school?	1 Yes 0 No 3 Don't know - 999 Refuse to reply
q219	Is there a vegetable garden in the school? <i>*Clarify that this is indeed a "vegetable garden"</i>	1 Yes 0 No 3 Don't know - 999 Refuse to reply
q219a	Is there a school cooperative?	1 Yes 0 No 3 Don't know - 999 Refuse to reply

Field	Question	Answer
q220	Is there an association of parents (COGES)?	1 Yes 0 No 3 Don't know - Refuse to reply 999
q221	Is there a library in your school?	1 Yes 0 No 3 Don't know - Refuse to reply 999
q222	Is your school electrified?	1 Yes 0 No 3 Don't know - Refuse to reply 999
note_formation	For each of the following courses, which ones were held in 2016 to today?	
consent_section > formations1		
q31a	Training of teachers on health education based on the acquisition of know-how and skills	1 Yes 0 No 3 Don't know - Refuse to reply 999
q31b	Who was the partner who conducted the training? <i>Question relevant when: \${q31a}=1</i>	1 WFP/AVSI McGovern-Dole Program 2 Other WFP/AVSI project 3 Local NGO 4 Government Institution 5 Other external organization - Refused/don't know 999
q31b_aut	If other, please specify <i>Question relevant when: selected(\${q31b}, '5')</i>	
q31b_2	Who was the government partner ? <i>Question relevant when: (selected(\${q31b}, '4') and (selected(\${q31b}, '1') or selected(\${q31b}, '2') or selected(</i>	1 School Canteens Directorate (MENET/DCS) 2 Primary and Continuing Education Directorate (MENET/DPFC) 3 Ministry of Health 4 Other government institution - Refused/don't know 999

Field	Question	Answer
	$\{q31b\}, '3'))$ or $\{q31b\} = 4$	
q31b_2_aut	If other, please specify <i>Question relevant</i> when: selected($\{q31b_2\}, '4')$	
consent_section > formations2		
q32a	Teacher training on nutrition education	1 Yes 0 No 3 Don't know - Refuse to reply 999
q32b	Who was the partner who conducted the training? <i>Question relevant</i> when: $\{q32a\} = 1$	1 WFP/AVSI McGovern-Dole Program 2 Other WFP/AVSI project 3 Local NGO 4 Government Institution 5 Other external organization - Refused/don't know 999
q32b_aut	If other, please specify <i>Question relevant</i> when: selected($\{q32b\}, '5')$	
q32b_2	Who was the government partner ? <i>Question relevant</i> when: (selected($\{q32b\}, '4')$ and (selected($\{q32b\}, '1')$ or selected($\{q32b\}$, '2') or selected($\{q32b\}, '3'))$ or $\{q32b\} = 4$	1 School Canteens Directorate (MENET/DCS) 2 Primary and Continuing Education Directorate (MENET/DPFC) 3 Ministry of Health 4 Other government institution - Refused/don't know 999
q32b_2_aut	If other, please specify <i>Question relevant</i> when: selected($\{q32b_2\}, '4')$	
consent_section > formations3		
q33a	Teacher training on deworming	1 Yes 0 No 3 Don't know - Refuse to reply 999

Field	Question	Answer
q33b	Who was the partner who conducted the training? <i>Question relevant when: \${q33a} = 1</i>	1 WFP/AVSI McGovern-Dole Program 2 Other WFP/AVSI project 3 Local NGO 4 Government Institution 5 Other external organization - Refused/don't know 999
q33b_aut	If other, please specify <i>Question relevant when: selected(\${q33b}, '5')</i>	
q33b_2	Who was the government partner ? <i>Question relevant when: (selected(\${q33b}, '4') and (selected(\${q33b}, '1') or selected(\${q33b}, '2') or selected(\${q33b}, '3')) or \${q33b} = 4</i>	1 School Canteens Directorate (MENET/DCS) 2 Primary and Continuing Education Directorate (MENET/DPFC) 3 Ministry of Health 4 Other government institution - Refused/don't know 999
q33b_2_aut	If other, please specify <i>Question relevant when: selected(\${q33b_2}, '4')</i>	
consent_section > formations4		
q34a	Teacher training on HIV / AIDS prevention	1 Yes 0 No 3 Don't know - Refuse to reply 999
q34b	Who was the partner who conducted the training? <i>Question relevant when: \${q34a} = 1</i>	1 WFP/AVSI McGovern-Dole Program 2 Other WFP/AVSI project 3 Local NGO 4 Government Institution 5 Other external organization - Refused/don't know 999
q34b_aut	If other, please specify <i>Question relevant when: selected(\${q34b}, '5')</i>	
q34b_2	Who was the government partner ?	1 School Canteens Directorate (MENET/DCS)

Field	Question	Answer
	Question relevant when: (selected(\${q34b}, '4') and (selected(\${q34b}, '1') or selected(\${q34b} , '2') or selected(\${q34b}, '3')) or \${q34b} = 4	2 Primary and Continuing Education Directorate (MENET/DPFC) 3 Ministry of Health 4 Other government institution - Refused/don't know 999
q34b_2_aut	If other, please specify Question relevant when: selected(\${q34b_2}, '4')	
consent_section > formations5		
q35a	Teacher training on malaria prevention	1 Yes 0 No 3 Don't know - Refuse to reply 999
q35b	Who was the partner who conducted the training? Question relevant when: \${q35a} = 1	1 WFP/AVSI McGovern-Dole Program 2 Other WFP/AVSI project 3 Local NGO 4 Government Institution 5 Other external organization - Refused/don't know 999
q35b_aut	If other, please specify Question relevant when: selected(\${q35b}, '5')	
q35b_2	Who was the government partner ? Question relevant when: (selected(\${q35b}, '4') and (selected(\${q35b}, '1') or selected(\${q35b} , '2') or selected(\${q35b}, '3')) or \${q35b} = 4	1 School Canteens Directorate (MENET/DCS) 2 Primary and Continuing Education Directorate (MENET/DPFC) 3 Ministry of Health 4 Other government institution - Refused/don't know 999
q35b_2_aut	If other, please specify Question relevant when: selected(\${q35b_2}, '4')	
consent_section > formations6		

Field	Question	Answer
q355a	Teacher training on the teaching of reading	1 Yes 0 No 3 Don't know - Refuse to reply 999
q355b	Who was the partner who conducted the training? <i>Question relevant when: \${q355a} = 1</i>	1 WFP/AVSI McGovern-Dole Program 2 Other WFP/AVSI project 3 Local NGO 4 Government Institution 5 Other external organization - Refused/don't know 999
q355b_aut	If other, please specify <i>Question relevant when: selected(\${q355b}, '5')</i>	
q355b_2	Who was the government partner ? <i>Question relevant when: (selected(\${q355b}, '4') and (selected(\${q355b}, '1') or selected(\${q355b}, '2') or selected(\${q355b}, '3')) or \${q355b} = 4</i>	1 School Canteens Directorate (MENET/DCS) 2 Primary and Continuing Education Directorate (MENET/DPFC) 3 Ministry of Health 4 Other government institution - Refused/don't know 999
q355b_2_aut	If other, please specify <i>Question relevant when: selected(\${q355b_2}, '4')</i>	
consent_section > formations7		
q356a	Teacher training on proper hygiene and sanitation measures	1 Yes 0 No 3 Don't know - Refuse to reply 999
q356b	Who was the partner who conducted the training? <i>Question relevant when: \${q356a} = 1</i>	1 WFP/AVSI McGovern-Dole Program 2 Other WFP/AVSI project 3 Local NGO 4 Government Institution 5 Other external organization - Refused/don't know 999
q356b_aut	If other, please specify	

Field	Question	Answer
	<i>Question relevant when: selected(\${q356b} , '5')</i>	
q356b_2	Who was the government partner ? <i>Question relevant when: (selected(\${q356b} , '4') and (selected(\${q356b} , '1') or selected(\${q356b} , '2') or selected(\${q356b} , '3')) or \${q356b} =4</i>	1 School Canteens Directorate (MENET/DCS) 2 Primary and Continuing Education Directorate (MENET/DPFC) 3 Ministry of Health 4 Other government institution - Refused/don't know 999
q356b_2_aut	If other, please specify <i>Question relevant when: selected(\${q356b_2} , '4')</i>	
generated_note_name_237	Among the information sessions and / or supply of the following services for students, which ones were held from 2016 to date?	
consent_section > informations2		
q37a	Information sessions for students on nutrition education	1 Yes 0 No 3 Don't know - Refuse to reply 999
q37b	Who was the partner who conducted the training? <i>Question relevant when: \${q37a} =1</i>	1 WFP/AVSI McGovern-Dole Program 2 Other WFP/AVSI project 3 Local NGO 4 Government Institution 5 Other external organization - Refused/don't know 999
q37b_aut	If other, please specify <i>Question relevant when: selected(\${q37b} , '5')</i>	
q37b_2	Who was the government partner ? <i>Question relevant when: (selected(\${q37b} , '4') and (selected(\${q37b} , '1') or selected(\${q37b}</i>	1 School Canteens Directorate (MENET/DCS) 2 Primary and Continuing Education Directorate (MENET/DPFC) 3 Ministry of Health 4 Other government institution - Refused/don't know 999

Field	Question	Answer
	, '2') or selected(\${q37b}, '3')) or \${q37b} = 4	
q37b_2_aut	If other, please specify Question relevant when: selected(\${q37b_2}, '4')	
consent_section > informations3		
q38a	Deworming treatments for students	1 Yes 0 No 3 Don't know - Refuse to reply 999
q38b	Who was the partner who provided the deworming treatments for the students? Question relevant when: \${q38a} = 1	1 WFP/AVSI McGovern-Dole Program 2 Other WFP/AVSI project 3 Local NGO 4 Government Institution 5 Other external organization - Refused/don't know 999
q38b_aut	If other, please specify Question relevant when: selected(\${q38b}, '5')	
q38b_2	Who was the government partner ? Question relevant when: (selected(\${q38b}, '4') and (selected(\${q38b}, '1') or selected(\${q38b} , '2') or selected(\${q38b}, '3')) or \${q38b} = 4	1 School Canteens Directorate (MENET/DCS) 2 Primary and Continuing Education Directorate (MENET/DPFC) 3 Ministry of Health 4 Other government institution - Refused/don't know 999
q38b_2_aut	If other, please specify Question relevant when: selected(\${q38b_2}, '4')	
consent_section > informations7		
q312a	Training sessions on the vegetable garden activities for students	1 Yes 0 No 3 Don't know - Refuse to reply 999

Field	Question	Answer
q312b	Who was the partner who conducted the training? <i>Question relevant when: \${q312a} =1</i>	1 WFP/AVSI McGovern-Dole Program
		2 Other WFP/AVSI project
		3 Local NGO
		4 Government Institution
		5 Other external organization
		- Refused/don't know 999
q312b_aut	If other, please specify <i>Question relevant when: selected(\${q312b}, '5')</i>	
q312b_2	Who was the government partner ? <i>Question relevant when: (selected(\${q312b}, '4') and (selected(\${q312b}, '1') or selected(\${q312b}, '2') or selected(\${q312b}, '3')) or \${q312b} =4</i>	1 School Canteens Directorate (MENET/DCS)
		2 Primary and Continuing Education Directorate (MENET/DPFC)
		3 Ministry of Health
		4 Other government institution
		- Refused/don't know 999
q312b_2_aut	If other, please specify <i>Question relevant when: selected(\${q312b_2}, '4')</i>	
consent_section > informations8		
q313a	Providing micronutrient supplements for students	1 Yes
		0 No
		3 Don't know
		- Refuse to reply 999
q313b	Who was the partner who provided micronutrient supplements for students? <i>Question relevant when: \${q313a} =1</i>	1 WFP/AVSI McGovern-Dole Program
		2 Other WFP/AVSI project
		3 Local NGO
		4 Government Institution
		5 Other external organization
		- Refused/don't know 999
q313b_aut	If other, please specify <i>Question relevant when: selected(\${q313b}, '5')</i>	
q313b_2	Who was the government partner ?	1 School Canteens Directorate (MENET/DCS)

Field	Question	Answer
	<i>Question relevant when: (selected(\${q313b}, '4') and (selected(\${q313b}, '1') or selected(\${q313b}, '2') or selected(\${q313b}, '3')) or \${q313b} =4</i>	2 Primary and Continuing Education Directorate (MENET/DPFC) 3 Ministry of Health 4 Other government institution - Refused/don't know 999
q313b_2_aut	If other, please specify <i>Question relevant when: selected(\${q313b_2}, '4')</i>	
consent_section > informations9		
q314a	Provision of school materials (books, school supplies, etc.)	1 Yes 0 No 3 Don't know - Refuse to reply 999
q314b	Who was the partner who provided school materials (books, school supplies, etc.)? <i>Question relevant when: \${q314a} =1</i>	1 WFP/AVSI McGovern-Dole Program 2 Other WFP/AVSI project 3 Local NGO 4 Government Institution 5 Other external organization - Refused/don't know 999
q314b_aut	If other, please specify <i>Question relevant when: selected(\${q314b}, '5')</i>	
q314b_2	Who was the government partner ? <i>Question relevant when: (selected(\${q314b}, '4') and (selected(\${q314b}, '1') or selected(\${q314b}, '2') or selected(\${q314b}, '3')) or \${q314b} =4</i>	1 School Canteens Directorate (MENET/DCS) 2 Primary and Continuing Education Directorate (MENET/DPFC) 3 Ministry of Health 4 Other government institution - Refused/don't know 999
q314b_2_aut	If other, please specify <i>Question relevant when: selected(\${q314b_2}, '4')</i>	
consent_section > informations10		

Field	Question	Answer
q315a	Training sessions on hygiene and sanitation for students	1 Yes
		0 No
		3 Don't know
		- Refuse to reply
		999
q315b	Who was the partner who conducted the training? <i>Question relevant when: \${q315a}=1</i>	1 WFP/AVSI McGovern-Dole Program
		2 Other WFP/AVSI project
		3 Local NGO
		4 Government Institution
		5 Other external organization
		- Refused/don't know
		999
q315b_aut	If other, please specify <i>Question relevant when: selected(\${q315b}, '5')</i>	
q315b_2	Who was the government partner ? <i>Question relevant when: (selected(\${q315b}, '4') and (selected(\${q315b}, '1') or selected(\${q315b}, '2') or selected(\${q315b}, '3')) or \${q315b}=4</i>	1 School Canteens Directorate (MENET/DCS)
		2 Primary and Continuing Education Directorate (MENET/DPFC)
		3 Ministry of Health
		4 Other government institution
		- Refused/don't know
		999
q315b_2_aut	If other, please specify <i>Question relevant when: selected(\${q315b_2}, '4')</i>	
consent_section > Alimentation		
q41	Has the school ever benefited from a school feeding program in the previous two years (i.e., dry rations and / or on-site school meals)?	1 Yes
		0 No
		3 Don't know
		- Refuse to reply
		999
q42	If so, who was the main donor <i>Question relevant when: \${q41}=1</i>	1 WFP/AVSI McGovern-Dole Program
		2 Other WFP/AVSI project
		3 Local NGO
		4 Government Institution
		5 Other external organization
		- Refused/don't know
		999
q42autre	If other, please specify <i>Question relevant when: \${q42}=5'</i>	

Field	Question	Answer
q43	Does the school currently benefit from a school feeding program (i.e., dry rations and / or on-site school meals)?	1 Yes 0 No 3 Don't know - Refuse to reply 999
consent_section > aliment Group relevant when: $\{q43\} = 1$		
note_programme_alimentaire	What kind of school feeding program was offered to the school in 2020-2021?	
q44	Meals served on site at the school for boys and girls	1 Yes 0 No 3 Don't know - Refuse to reply 999
q45	Dry rations for girls	1 Yes 0 No 3 Don't know - Refuse to reply 999
q45a	If so, what classes did you give dry rations to girls? <i>Question relevant when: $\{q45\} = 1$</i>	0 Kindergarten 1 CP1 2 CP2 3 CE1 4 CE2 5 CM1 6 CM2
q46	Dry rations for boys	1 Yes 0 No 3 Don't know - Refuse to reply 999
q46a	If so, what classes did you give dry rations to boys? <i>Question relevant when: $\{q46\} = 1$</i>	0 Kindergarten 1 CP1 2 CP2 3 CE1 4 CE2 5 CM1 6 CM2
q410	Indicate the planned number of official school days during the school	

Field	Question	Answer
	year 2021-2022 (October 2021 to June 2022) (Don't know = -777; Not applicable = -888; Refused = -999)	
q411	Indicate the actual number of school days during the school year 2020-2021 (October 2020 to June 2021) (Don't know = -777; Not applicable = -888; Refused = -999)	
q412	Indicate the actual number of days of school feeding place for children during the school year 2020-2021 (October 2020 to June 2021) (Don't know = -777; Not applicable = -888; Refused = -999) Question relevant when: \${q22cantine} = 1	
q413	Indicate the actual number of take-home rations for boys during the school year 2020-2021 (October 2020 to June 2021) (Don't know = -777; Not applicable = -888; Refused = -999) Question relevant when: \${q22cantine} = 1	
q414	Indicate the actual number of take-home rations for girls in the school year 2020-2021 (October 2020 to June 2021) (Don't know = -777; Not applicable = -888; Refused = -999)	

Field	Question	Answer
	<i>Question relevant</i> <i>when: \${q22cantine}</i> <i>=1</i>	
consent_section > Absence		
q12b	Investigator! Ask the school principal the following question: "Can you show me the attendance register for the 2020-2021 school year?"	1 Investigator saw records 2 Investigator has not seen the records because it does not exist 3 Investigator has not seen the records but according to the director they exist
q12b_warning	Investigator! The information contained in the school's attendance register is of critical importance to our investigation. Do not select this option without doing everything you can to get this document. Please review your answer to the previous question. <i>Question relevant</i> <i>when: \${q12b} !=1</i>	
q12b_why	If not, why? <i>*Give a detailed explanation.</i> <i>Question relevant</i> <i>when: \${q12b} !=1</i>	
note_absences	Enumerator, for each student surveyed in this school, you will note the number of absences they accumulated and if they missed more than 10 days of school due to health reasons from October 2020 to June 2021. <i>Question relevant</i> <i>when: \${q12b} =1</i>	
consent_section > absences_eleves_no <i>Group relevant when: \${q12b} =1</i>		
q12c	For how many students are you checking attendance records?	

Field	Question	Answer
	<i>* This figure should be 12, except in the regions of Poro, Bagoue and Tchologo where this figure should be 24.</i>	
consent_section > - (1) Group relevant when: \${q12b} =1		(Repeated group)
q54_absence_name	Surname and first name of student (in capital letters please!)	
q54_absence_grade	Their grade	2 CP2 3 CE1 4 CE2 5 CM1 6 CM2
q54_absence_Id	Their unique identifier	
q54_absence_Id_confirm	Confirm the student's unique identifier	
q54_absence	How many days of absence did this student accumulate over the 2020-2021 school year?	
q54_absence_sick	Did this student accumulate more than 10 days of absences for health reasons or sickness over the 2020-2021 school year?	1 Yes 0 No 3 Don't know - Refuse to reply 999
q13b	Investigator! Ask the principal question: "Can you show me the records of teacher attendance for the 2020-2021 school year?"	1 Investigator saw records 2 Investigator has not seen the records because it does not exist 3 Investigator has not seen the records but according to the director they exist
q13b_warning	Investigator! The information contained in the school's attendance register is of critical importance to our investigation. Do not select this option without doing everything you can to get this document. Please review your answer to the previous question.	

Field	Question	Answer
	<i>Question relevant when: \${q13b} !=1</i>	
q13b_why	If not, why? <i>*Give a detailed explanation.</i> <i>Question relevant when: \${q13b} !=1</i>	
absences_enseignants	Number of days of absence of teachers from October 2020 to June 2021 <i>Question relevant when: \${q13b} =1</i>	
consent_section > - (1) <i>Group relevant when: \${q13b} =1</i>		(Repeated group)
q56a	Number of justified days of absence (permission) <i>(Don't know = -777; Not applicable = -888; Refused = -999)</i>	
q56b	Number of days of absence not justified <i>(Don't know = -777; Not applicable = -888; Refused = -999)</i>	
generated_note_name_318	Let's move now to the reasons of student absenteeism.	
q611	What is the the first main reasons for boys' absenteeism?	1 Problem illness / health 2 Weather (rain, floods, storms) 3 Pastoral/rural household chores 4 Seasonal work or housework 5 Lack of teachers 6 Socio-cultural beliefs and practices 7 Cannot eat in the canteen 8 Other specify 9 None - 999 Refused/don't know
q611_aut	Specify if other <i>Question relevant when: selected(\${q611}, '8')</i>	
q612	What is the second main reasons for boys' absenteeism?	1 Problem illness / health 2 Weather (rain, floods, storms) 3 Pastoral/rural household chores

Field	Question	Answer
		4 Seasonal work or housework
		5 Lack of teachers
		6 Socio-cultural beliefs and practices
		7 Cannot eat in the canteen
		8 Other specify
		9 None
		- Refused/don't know
		999
q612_aut	Specify if other <i>Question relevant when: selected(\${q612}, '8')</i>	
		1 Problem illness / health
		2 Weather (rain, floods, storms)
		3 Pastoral/rural household chores
q613	What is the third main reasons for boys' absenteeism? <i>Question relevant when: \${q612} !=9</i>	4 Seasonal work or housework
		5 Lack of teachers
		6 Socio-cultural beliefs and practices
		7 Cannot eat in the canteen
		8 Other specify
		9 None
		- Refused/don't know
		999
q613_aut	Specify if other <i>Question relevant when: selected(\${q613}, '8')</i>	
generated_note_name_325	Give the main reasons for absenteeism for GIRLS	
		1 Problem illness / health
		2 Weather (rain, floods, storms)
		3 Pastoral/rural household chores
		4 Seasonal work or housework
q621	What is the first main reasons for girls' absenteeism?	5 Lack of teachers
		6 Socio-cultural beliefs and practices
		7 Cannot eat in the canteen
		8 Other specify
		9 None
		- Refused/don't know
		999
q621aut	Specify if other	

Field	Question	Answer
	<i>Question relevant when: selected(\${q621}, '8')</i>	
q622	What is the second main reasons for girls' absenteeism?	1 Problem illness / health 2 Weather (rain, floods, storms) 3 Pastoral/rural household chores 4 Seasonal work or housework 5 Lack of teachers 6 Socio-cultural beliefs and practices 7 Cannot eat in the canteen 8 Other specify 9 None - Refused/don't know 999
q622aut	Specify if other <i>Question relevant when: selected(\${q622}, '8')</i>	
q623	What is the third main reasons for girls' absenteeism <i>Question relevant when: \${q622} !=9</i>	1 Problem illness / health 2 Weather (rain, floods, storms) 3 Pastoral/rural household chores 4 Seasonal work or housework 5 Lack of teachers 6 Socio-cultural beliefs and practices 7 Cannot eat in the canteen 8 Other specify 9 None - Refused/don't know 999
q623aut	Specify if other <i>Question relevant when: selected(\${q623}, '8')</i>	
generated_note_name_332	Give the main reasons for boys dropping out of school	
q631	Select the first main reasons for boys dropping out	1 Health problems / disability 2 Personal security 3 Pastoral/rural household chores 4 Seasonal work or housework 5 Distance to school 6 School fees 7 Difficulties for feeding-self at lunch in school 8 Other

Field	Question	Answer
		- 999 Refused/don't know
q631aut	If other, please specify <i>Question relevant when: selected(\${q631}, '8')</i>	
q632	Select the second main reasons for boys dropping out	1 Health problems / disability 2 Personal security 3 Pastoral/rural household chores 4 Seasonal work or housework 5 Distance to school 6 School fees 7 Difficulties for food at lunch in school 8 Other 9 None - 999 Refused/don't know
q632aut	If other, please specify <i>Question relevant when: selected(\${q632}, '8')</i>	
q633	Select the third main reasons for boys dropping out <i>Question relevant when: \${q632} != 9</i>	1 Health problems / disability 2 Personal security 3 Pastoral/rural household chores 4 Seasonal work or housework 5 Distance to school 6 School fees 7 Difficulties for food at lunch in school 8 Other 9 None - 999 Refused/don't know
q633aut	If other, please specify <i>Question relevant when: selected(\${q633}, '8')</i>	
generated_note_name_339	Give the main reasons for girls dropping out of school	
q641	Select the first main reasons for girls dropping out	1 Health problems / disability 2 Personal security 3 Pastoral/rural household chores 4 Seasonal work or housework 5 Distance to school

Field	Question	Answer
		6 School fees 7 Early marriage 8 Pregnancy 9 Difficulties for food for lunch at school 10 Other specify
q641aut	If other, please specify <i>Question relevant</i> <i>when: selected(</i> <i> \${q641} , '10')</i>	
q642	Select the second main reasons for girls dropping out	1 Health problems / disability 2 Personal security 3 Pastoral/rural household chores 4 Seasonal work or housework 5 Distance to school 6 School fees 7 Early marriage 8 Pregnancy 9 Difficulties for food for lunch at school 10 Other specify 11 None - Refused/don't know 999
q64a2ut	If other, please specify <i>Question relevant</i> <i>when: selected(</i> <i> \${q642} , '10')</i>	
q643	Select the third main reasons for girls dropping out <i>Question relevant</i> <i>when: \${q642} !=11</i>	1 Health problems / disability 2 Personal security 3 Pastoral/rural household chores 4 Seasonal work or housework 5 Distance to school 6 School fees 7 Early marriage 8 Pregnancy 9 Difficulties for food for lunch at school 10 Other specify 11 None - Refused/don't know 999
q643aut	If other, please specify <i>Question relevant</i> <i>when: selected(</i> <i> \${q643} , '10')</i>	

Field	Question	Answer
teacher_programme	Mr. Director, do you have a register or notebook / document that indicates whether each teacher was able to complete his teaching program last year?	1 Yes 0 No 3 Don't know - Refuse to reply 999
registre_programme	If yes, can I consult this document / notebook / register? <i>Question relevant when: \${teacher_programme} = 1</i>	1 Enumerator you have consulted the register / notebook / document 2 Enumerator you were not able to consult the register / notebook / document
consent_section > termine_programme <i>Group relevant when: \${registre_programme} = 1</i>		
q80	Last year, did the CP1 teacher finish his program? <i>Question relevant when: \${q11b} = 1</i>	1 Yes 0 No 3 Don't know - Refuse to reply 999
q81	Last year, did the CP2 teacher finish his program? <i>Question relevant when: \${q11c} = 1</i>	1 Yes 0 No 3 Don't know - Refuse to reply 999
q82	Last year, did the CE1 teacher finish his program? <i>Question relevant when: \${q11d} = 1</i>	1 Yes 0 No 3 Don't know - Refuse to reply 999
q83	Last year, did the CE2 teacher finish his program? <i>Question relevant when: \${q11e} = 1</i>	1 Yes 0 No 3 Don't know - Refuse to reply 999
q84	Last year, did the CM1 teacher finish his program? <i>Question relevant when: \${q11f} = 1</i>	1 Yes 0 No 3 Don't know - Refuse to reply 999
q85	Last year, did the CM2 teacher finish his program?	1 Yes 0 No 3 Don't know

Field	Question	Answer
	<i>Question relevant when: $\{q11g\}=1$</i>	- 999 Refuse to reply
consent_section > textbooks		
textbook1	When was the last year the school received new textbooks?	1 2018 or earlier 2 2019 3 2020 4 2021 5 Other (specify) -999 Refused
textbook1aut	Other specify <i>Question relevant when: $\{textbook1\}=5$</i>	
textbook2	How many books were received by grade level?	CP1 _____ CP2 _____ CE1 _____ CE2 _____ CM1 _____ CM2 _____ -999 Refused
textbooks3	Does the school receive teachers' books?	1 Yes 0 No 3 Don't know - 999 Refuse to reply
consent_section > teacher_training		
teachtrain1	Do teachers at this school receive in-service training?	1 Yes 0 No 3 Don't know - 999 Refuse to reply
teachtrain2	Have teachers and classes been visited by the CPPP?	1 Yes 0 No 3 Don't know - 999 Refuse to reply
teachtrain3	If yes, how many times by grade level? <i>Question relevant when: $\{teachtrain2\}=1$</i>	CP1 _____ CP2 _____ CE1 _____ CE2 _____ CM1 _____ CM2 _____ -999 Refused
teachtrain4	Have teachers ever received online training?	1 Yes 0 No 3 Don't know

Field	Question	Answer
		- 999 Refuse to reply
teachtrain5	Do teachers like online training? <i>Question relevant when: \$[teachtrain4]=1</i>	1 Like 2 Neutral 3 Don't like - 999 Refuse to reply
obs	Observations/Comments (if nothing, put "RAS")	
image_building1	Take a photo of the outside of the school	
image_building2	Take a photo of the outside of the school	
image_bath	Take a photo of the bathroom of the school	
image_water	Take a photo of the water station of the school	
GPS	GPS coordinates	
note5	Thanks for your time!	

Canteen Manager Questionnaire (McGovern-Dole Cote d'Ivoire)

Field	Question	Answer
01. Identification		
date_i	Date of interview	Date
heure_i	Start time of interview	Time
Enqueteur		
chef	Name of Team Lead	chef chef
enum_name	Enumerator name	enum_name enum_name
enum_no	Enumerator number	
enum_no_confirm	Confirm your identifying number	
location		
		1 Bafing
		6 Bagoue
		5 Bounkani
region	Select the region	2 Cavally
		7 Gontougo
		3 Poro
		4 Tchologo
iep	Select IEP	iep iep
ecole	Select school	ecole ecole
participation		
	My name is [enum_name].	
	We are conducting a study on behalf of the World Food Program (WFP) and the Ministry of National Education (MENET) on the sustainability of school canteens and the enrolment level of children in the Bafing, Bagoue, Bounkani, Cavally, Gontougo, Poro and Tchologo regions. We would like to ask you some questions about you, the school canteen, and the school canteen management committee. The interview will take approximately 1h.	
note1	All information collected will be kept strictly confidential. Participation in this study is voluntary and you may refuse to answer any or all of the questions. We hope, however, that you will agree to participate in this study as your opinion will allow us to better appreciate the food situation in your department. Your answers will in no way affect your access to support programs. Do you have any specific questions? Can we start now?	
consent	Do you consent to this survey?	1 Yes 0 No
canteen_management		
Group relevant when: \${consent} = 1		

Field	Question	Answer
note2	Great! Now, I would like to ask you a few questions about the management of the school canteen...	
sex	What sex are you? <i>*Only ask if necessary</i>	1 Male 2 Female 999 Refused/don't know
q11	Is there a school canteen management committee? <i>* May also be called COGES Canteen</i>	1 Yes 0 No 999 Refused/don't know
q12_size	The committee is composed of how many people? <i>Question relevant when: $\{q11\} = 1$</i>	
q12g	How many men are in the committee? <i>Question relevant when: $\{q11\} = 1$</i>	
q12f	How many women are in the committee? <i>Question relevant when: $\{q11\} = 1$</i>	
tot_comitee	<i>Calculation</i>	q12g+q12f
note_comitee	Alert! The total does not match the number of people entered at the beginning. Please review. <i>Question relevant when: $\{tot_comitee\} \neq \{q12_size\}$</i>	
q13	Have the members of the committee been trained? <i>Question relevant when: $\{q11\} = 1$</i>	1 No member A part of the 2 members of the committee 3 All the members of the committee 999 Refused/don't know
q14	In what areas have they been trained? <i>*Do not suggest or read options</i> <i>Question relevant when: $(\{q11\} = 1 \text{ and } \{q13\} \neq 1) \text{ or } (\{q11\} = 1 \text{ and } \{q13\} \neq 999)$</i>	1 Food Stock Management 2 Health and hygiene 3 Nutrition 4 Safe food preparation 5 Other (specify) 999 Refused/don't know
q14aut	Other (specify) <i>Question relevant when: $selected(\{q14\}, 5)$</i>	
q14b	Have you been trained?	1 Yes 0 No 999 Refused/don't know
q14c	If so, what areas have you been trained on? <i>Question relevant when: $\{q14b\} = 1$</i>	1 Food Stock Management 2 Health and hygiene 3 Nutrition

Field	Question	Answer
		4 Safe food preparation
		5 Other (specify)
		999 Refused/don't know
q14caut	Other (specify) <i>Question relevant when: selected(\${q14c} , 5)</i>	
q14d	Who conducted the training? <i>Question relevant when: \${q14b} =1</i>	
		Dry one's hands by rubbing them
		1 against each other or using a clean appropriate towel
		Have hand nails
		2 short and clean and with a bandage in case of injury
		Wash one's hands with soap and clean
		3 water (including after using the toilet)
		Do not cough or
		4 blow your nose near food or water
		Do not dry one's
		5 hands on clothes or serve the meals with the hands
		Immediately interrupt the work in case of disease (diarrhea, vomiting,
		6 boil, wound, ulceration on the exposed parts of the skin) and inform the colleagues
		Buy fresh milk, meat and fish the
		7 day of consumption and keep them cool and covered
		8 Keep food in a clean place out of
q15	Can you identify good health and hygiene practices? <i>*Do not suggest or read the options</i>	

Field	Question	Answer
		reach of animals, insects, rodents and other pest
		Have a regulatory
9	handwashing station and keep the latrines clean	Use water
10	adduction and water pump	Keep drinking water
11	in a clean and covered container	In case of lack of drinking water, boil
12	the water for 15 minutes and disinfect it with bleach	Have clean clothes,
13	clean and well-covered hair	Regularly cut the grass that grows
14	around the canteen buildings and prune the surrounding trees	Collect the waste in an adapted trash can and keep it at least 5-10 meters from the canteen.
15	Place the waste in a pit at least 20 meters from the kitchen and from the water supply	Clean dishes immediately after eating with soap and water, rinse with clean water and dry
16		Burn garbage in pits
17	or cover with sand and soil	

Field	Question	Answer
		- 999 Refused/don't know
		Secure food against 1 theft, fire and accidents at work Ensure that there are no rodents or insects on a regular 2 basis. In case of presence, take measures to destroy these pests Handle products 3 with care to avoid damage When stacking, 4 allow required space for ventilation and circulation Stack products on pallets by 5 separating food from non-food and hazardous products Keep the 6 warehouse and stocks clean and in good condition Have enough space and prepare it 7 before receiving food Make regular inventories to check the quantities of products and take 8 the necessary corrective measures in case of discrepancies Limit losses by 9 timely reconditioning damaged food 10 Make management reports and update

■ q16

Can you identify good food storage practices?
*Do not suggest or read the options

Field	Question	Answer
		documents whenever stocks are moved Move stocks only if 11 authorized by the empowered person Apply the FIFO method for a good rotation of food 12 taking into account the condition of food and the best before use date 999 Refused/don't know
q17	Can you identify safe food preparation practices? <i>*Do not suggest or read the options</i>	Maintain surfaces 1 used to prepare food clean Wash vegetables, 2 fruits and ingredients with potable water Meat, fish and 3 giblets must be well cooked 4 Follow the food preparation steps 5 Never mix raw and prepared food Never store meals 6 in order to warm them and consume them the next day 7 Serve warm daily meals 999 Refused/don't know
note3	Thanks! Now, I would like to ask you a few questions on the students and equipment of the canteen...	
q21	Is there a management book? <i>* The enumerator should consult the management notebook if possible.</i>	1 Yes, enumerator saw the book Enumerator did not 2 see management book, it does not exist Enumerator did not 3 see student management book, although it exists

Field	Question	Answer
		according to school canteen manager
q21_warning	Investigator! The information contained in the management book is of critical importance to our investigation. Do not select this option without doing everything you can to get this document. Please review your answer to the previous question. <i>Question relevant when: \${q21} != 1</i>	
q21_why	If not, why? <i>Question relevant when: \${q21} != 1</i>	
avoir_canteen <i>Group relevant when: \${consent} = 1 and \${q21} = 1</i>		
q22_canteen	What is the total number of planned ration recipients (I say planned!) for the month of March 2021 of distribution of the canteen? <i>Do not know=-777; Not applicable=-888; Refuse to respond=-999</i>	
q22_canteen_planned	Do you have any idea of the number of boy and girl ration recipients that was planned? <i>* The enumerator should consult the management notebook if possible.</i>	1 Yes 0 No 999 Refused/don't know
q22_canteen_planned_why	If no, why? <i>*Please give a detailed explanation why the canteen manager does not have this information in his management notebook or elsewhere.</i> <i>Question relevant when: \${q22_canteen_planned} != 1</i>	
avoir_canteen > canteen_plan <i>Group relevant when: \${q22_canteen_planned} = 1</i>		
q22f	What was the planned number of girls for March 2021 of school meals' distribution at the school canteen? <i>* The enumerator should consult the management notebook if possible.</i> <i>Do not know=-777; Not applicable=-888; Refuse to respond=-999</i>	
q22g	What was the planned number of boys for March 2021 of school meals' distribution at the school canteen? <i>* The enumerator should consult the management notebook if possible.</i> <i>Do not know=-777; Not applicable=-888; Refuse to respond=-999</i>	
q22	Total rations planned for the month of March 2021. <i>*Verify your response.</i> <i>Do not know=-777; Not applicable=-888; Refuse to respond=-999</i>	
q23_canteen	What is the total number of students who actually ate at the canteen during the month of March 2021?	

Field	Question	Answer
	<i>Do not know=-777; Not applicable= -888; Refuse to respond=-999</i>	
q23f	What is the number of girls who effectively ate at the canteen in March 2021? <i>* The enumerator should consult the management notebook if possible.</i> <i>Do not know=-777; Not applicable= -888; Refuse to respond=-999</i> <i>Question relevant when: $\{q21\} = 1$</i>	
q23g	What is the number of boys who effectively ate at the canteen in March 2021? <i>* The enumerator should consult the management notebook if possible.</i> <i>Do not know=-777; Not applicable= -888; Refuse to respond=-999</i> <i>Question relevant when: $\{q21\} = 1$</i>	
q23	Total actual rations for the month of March 2021. <i>*Verify your response.</i> <i>Do not know=-777; Not applicable= -888; Refuse to respond=-999</i>	
avoir_canteen_2 <i>Group relevant when: $\{consent\} = 1$</i>		
q24	Are you provided with enough food preparation equipment?	1 Not at all 2 Little 3 Enough 4 Very 999 Refused/don't know
q25	Are you provided with enough food storage equipment?	1 Not at all 2 Little 3 Enough 4 Very 999 Refused/don't know
securitee_alimentaire <i>Group relevant when: $\{consent\} = 1$ and $\{q21\} = 1$</i>		
note4	Thanks! Now, I would like to ask you a few questions on the diet diversity of the students, as indicated in your management book for the month of March 2021... <i>* The enumerator should consult the management notebook if possible.</i>	
Q31	What was the number of school days in March 2021? <i>Do not know=-777; Not applicable= -888; Refuse to respond=-999</i>	
q32	What was the number of actual canteen days in March 2021? <i>Do not know=-777; Not applicable= -888; Refuse to respond=-999</i>	

Field	Question	Answer
q32a	How many days did the canteen serve cereals? <i>Do not know=-777; Not applicable= -888; Refuse to respond=-999</i>	
q32b	How many days did the canteen serve tubers / roots? <i>Do not know=-777; Not applicable= -888; Refuse to respond=-999</i>	
q32c	How many days did the canteen serve pulses and nuts? <i>Do not know=-777; Not applicable= -888; Refuse to respond=-999</i>	
q32d	How many days did the canteen serve dairy products? <i>Do not know=-777; Not applicable= -888; Refuse to respond=-999</i>	
q32e	How many days did the canteen serve meat, fish, or giblets? <i>Do not know=-777; Not applicable= -888; Refuse to respond=-999</i>	
q32f	How many days did the canteen serve eggs? <i>Do not know=-777; Not applicable= -888; Refuse to respond=-999</i>	
q32g	How many days did the canteen serve orange vegetables? <i>Do not know=-777; Not applicable= -888; Refuse to respond=-999</i>	
q32h	How many days did the canteen serve dark green leafy vegetables? <i>Do not know=-777; Not applicable= -888; Refuse to respond=-999</i>	
q32i	How many days did the canteen serve orange fruits (not including oranges)? <i>Do not know=-777; Not applicable= -888; Refuse to respond=-999</i>	
q32j	How many days did the canteen serve other fruits and vegetables? <i>Do not know=-777; Not applicable= -888; Refuse to respond=-999</i>	
q33	What was the number of school days in March 2021 during which hot meals served to students contained at least four food groups? The food groups considered are 1) cereals, tubers, and root vegetables, 2) legumes and nuts, 3) dairy products, 4) meat, fish, and offal, 5) eggs, 6) high vitamin A fruit and vegetables (orange fruit [save oranges], orange vegetables, and dark green leafy vegetables), and 7) other fruit and vegetables. <i>Do not know=-777; Not applicable= -888; Refuse to respond=-999</i>	
q34_why	You have chosen "do not know", "not applicable" or "Refused to answer" to one of the previous questions. Why ?	

Field	Question	Answer
	<i>*Veuillez donner une explication détaillée pourquoi le gestionnaire de la cantine n'a pas ces informations dans son cahier de gestion ou autre part.</i> <i>Question relevant when: $\{q31\} < 0$ or $\{q32\} < 0$ or $\{q32a\} < 0$ or $\{q32b\} < 0$ or $\{q32c\} < 0$ or $\{q32d\} < 0$ or $\{q32e\} < 0$ or $\{q32f\} < 0$ or $\{q32g\} < 0$ or $\{q32h\} < 0$ or $\{q32i\} < 0$ or $\{q32j\} < 0$ or $\{q33\} < 0$</i>	
train1	Have you ever participated in a training from AVSI or WFP on children's nutrition? <i>*Choose only one option</i>	1 Yes 0 No 2 Don't know 999 Refused
train2	When did you attend this training? <i>Question relevant when: $\{train1\}=1$</i>	1 2019 2 2020 3 2021 4 Other (specify) 999 Refused
other_train2	Other, specify <i>Question relevant when: $\{train2\}=4$</i>	
train3	Have you ever participated in a training from AVSI or WFP on hygiene and sanitation measures? <i>*Choose only one option</i>	1 Yes 0 No 2 Don't know 999 Refused
train4	When did you attend this training? <i>Question relevant when: $\{train3\}=1$</i>	1 2019 2 2020 3 2021 999 Refused
wash1	Do you use handwashing stations at school?	0 - No 1 - Yes 2 - There are no handwashing stations at school
wash2	If "No", Why not? <i>Select all that apply.</i>	1 - Soap not available 2 - Wash basins not clean 3 - Mixed with students of opposite gender 4 - Out of order 5 - Crowded 6 - Little water 7 - Far from class rooms 8 - Too high to reach 9 - Other, specify
other_wash2	Other, specify <i>Question relevant when: $\{wash2\}=9$</i>	

Field	Question	Answer
wash3	At what moments do you wash your hands? <i>Select all that apply. Do not read responses.</i>	1 - Before eating 2 - After eating 3 - After defecation 4 - After playing games 5 - After throwing out the garbage or cleaning 6 - After coming home from school or market 7 - After feeding or caring for animals 8 - After cleaning/wiping baby brother or sister 9 - Before preparing food 10 - Other, specify
other_wash3	Other, specify <i>Question relevant when: \$[wash3]=10</i>	
wash4	Describe how you wash your hands. <i>Select all that apply. Do not read responses.</i>	1 - Washes hands in a bowl of water (sharing with other people) — poor practice 2 - With someone pouring a little clean water from a jug onto one's hands — appropriate practice 3 - Under running water — appropriate practice 4 - Washes hands with soap or ashes 5 - Other, specify
other_wash4	Other, specify <i>Question relevant when: \$[wash4]=5</i>	
wash5	Why is it important to wash hands? <i>Select all that apply. Do not read responses.</i> <i>If they say "because they are dirty" probe – why what is wrong with dirty hands?</i>	1 - Prevents from getting sick 3 - Cleans hands/removes dirt 4 - Is good hygiene 5 - Prevents dirt from getting into mouth 6 - Prevents dirt from getting into food 7 - Removes germs 12 - Smells good 13 - Looks/feels clean 14 - Other, specify 88 – Don't know
other_wash5	Other, specify <i>Question relevant when: \$[wash5]=14</i>	

Field	Question	Answer
wash6	Where do you get water for cooking at school? <i>Select all that apply.</i>	1 - Pond, lake 2 - Dam 3 - Stream/river 4 - Unprotected spring 5 - Protected spring 6 - Well water 7 - Borehole 8 - Water tank 9 - Roof catchment 10 - Running water 11 - Other, specify
other_wash6	Other, specify <i>Question relevant when: \$[wash6]=11</i>	
wash7	Where do you get your water for drinking at school? <i>Select all that apply.</i>	1 - They give us boiled water 2 - They give us unboiled water 3 - Piped water 4 - Tank 5 - Well 6 - Other, specify
other_wash7	Other, specify <i>Question relevant when: \$[wash7]=6</i>	
end		
heure_f	End time of interview	
obs	Observations/Comments (if nothing, put "RAS")	
gps	GPS coordinates	
note5	Thanks for your time!	

Teacher Questionnaire (McGovern-Dole Cote d'Ivoire)

Field	Question	Answer
Identification		
date_i	Date of interview	Date
heure_i	Start time of interview	Time
Enqueteur		
chef	Name of Team Lead	chef chef
enum_name	Enumerator name	enum_name enum_name
enum_no	Enumerator number	
enum_no_conf	Confirm your identifier	
location		
		1 Bafing
		6 Bagoue
		5 Bounkani
region	Select the region	2 Cavally
		7 Gontougo
		3 Poro
		4 Tchologo
iep	Select IEP	iep iep
ecole	Select school	ecole ecole
participation		
	Dear Teacher : We are conducting a study on behalf of the World Food Programme (WFP) and the Ministry of National Education (MENET) on the sustainability of the school canteens and the enrollment level of children in the Bafing, Bagoue, Bounkani, Cavally, Gontougo, Poro and Tchologo regions. We would like school teachers who teach elementary grades to take part in this interview. We would like to ask you questions about your background, training, and students. This interview approximately lasts approximately 30 minutes. The information that you will provide is strictly confidential and will not be disclosed to any other person for any reason whatsoever. Participation is voluntary, however we hope that you will participate in this interview because your points of view will allow us to better appreciate the food and teaching situation in your region. Your answers will in no way affect you or your school's access to the food or teaching aid programs. Do you have any specific questions? Can we start now?	
consent	Do you accept participation in this survey?	1 Yes 0 No
personal_info		
Group relevant when: \${consent}=1		

Field	Question	Answer
note2	Excellent! Now I would like to ask a few questions about you...	
sex	What sex are you? <i>* Only ask if necessary</i>	1 Male 2 Female - Refused 999
teacher_cat	Are you a title holding, volunteer or trainee teacher?	1 Title Holder 2 Volunteer 3 Trainee/intern
exp1	How many years have you worked as a teacher? <i>*Clarify the years worked could be at any school</i> <i>*If just started, enter 0. If started last year, score 1, etc.</i> <i>* If the respondent does not know, encourage him/her to give an approximate number of years</i>	
exp2	How many years have you been assigned to this school? <i>*If just started, enter 0. If started last year, score 1, etc.</i> <i>* If the respondent does not know, encourage him/her to give an approximate number of years</i> <i>Question relevant when: $\{exp1\} > 0$</i>	
class	What class did you teach during the last school year? <i>*If just started, enter 0. If started last year, score 1, etc.</i> <i>* If the respondent does not know, encourage him/her to give an approximate number of years</i> <i>Question relevant when: $\{exp1\} > 0$</i>	1 CP1 2 CP2 3 CE1 4 CE2 5 CM1 6 CM2 8 School Principal 7 Other - Refused 999
other_class	Other: Specify <i>Question relevant when: $selected(\{class\}, '7')$</i>	
training_and_knowledge Group relevant when: $selected(\{class\}, '1')$ or $selected(\{class\}, '2')$ or $selected(\{class\}, '3')$ or $selected(\{class\}, '4')$ or $selected(\{class\}, '5')$ or $selected(\{class\}, '6')$		
note3	Thank you! Now, I would like to ask a few questions on the type of training and professional development you have received.	
train1	Have you ever participated in a training from AVSI on the improvement of teaching-learning of reading-writing? <i>*Choose only one option</i>	1 Yes 0 No 2 Don't know - Refused 999
train1a	What kept you from participating in it? <i>Question relevant when: $\{train1\} = 0$</i>	1 Disease 2 Permission 3 Absence

Field	Question	Answer
		4 Other training 5 Distant to training site 6 Conditions of cost reimbursement 7 Other (specify)
other_train1a	Other: Specify <i>Question relevant when: selected(\${train1a} , '7')</i>	
train2	When did you attend an AVSI training? <i>Question relevant when: \${train1} =1</i>	1 2018 or earlier 2 2019 3 2020 4 2021 5 Other (specify) - Refused 999
other_train2	Other: Specify <i>Question relevant when: selected(\${train2} , '4')</i>	
train3	On average, how many days did you attend AVSI's training? <i>* Choose only one option</i> <i>Question relevant when: \${train1} =1</i>	1 1 2 2 3 3 4 4 5 More than 4 - Refused/don't know 999
train4	Was the AVSI training useful in your teaching work last year? <i>* Choose only one option</i> <i>Question relevant when: \${train1} =1</i>	1 Not useful 2 Useful 3 Very useful - Refused/don't know 999
train5	Did you put into practice the learnings of training you received from AVSI in your class last year? <i>* Choose only one option</i> <i>Question relevant when: \${train1} =1</i>	1 Yes 0 No 2 Don't know - Refused 999
train5a	If yes, at what frequency? <i>* Choose only one option</i> <i>Question relevant when: \${train5} =1</i>	1 Rarely 2 Often 3 Always - Refused 999
train6	Apart from AVSI, did you receive any other training on teaching reading-writing from another organization over the last two years? <i>* Choose only one option</i>	1 Yes 0 No 2 Don't know - Refused 999

Field	Question	Answer
tools	What tools and materials on teaching-learning of reading-writing did you use at your school? <i>* Do not read the response options</i> <i>* Select all that apply</i>	0 None
		1 Mobile library
		2 Reading boards
		3 Illustrated boards
		4 Junior dictionaries
		Records for
		5 Material
		Management
		6 Sculpted plastic letters
		7 Megaphone
other_tools	Other: Specify <i>Question relevant when: selected(\${tools} , '8')</i>	8 Other (specify)
		- Refused/don't know 999
tools2	At what frequency do you use the tools and materials for the teaching-learning of reading-writing? <i>* Choose only one option</i> <i>Question relevant when: \${tools} !=0 or \${tools} !=-999</i>	1 Rarely
		2 Often
		3 Always
		- Refused 999
assess	Last year, did you use the assessment tool "General Grid for Student Performance Evaluation" to progressively evaluate your students? <i>* Choose only one option</i>	1 Yes
		0 No
		2 Don't know
		- Refused 999
ped1	Last year, did a pedagogical advisor visit your classroom and provide an assessment of your techniques in reading-writing? <i>* Choose only one option</i>	1 Yes
		0 No
		2 Don't know
		- Refused 999
ped2	How many times did a pedagogical advisor visit last year? <i>* Choose only one option</i>	0 0
		1 1
		2 2
		3 3
		4 More than 3 times
		- Refused/don't know 999
read1	Last year, did you and the teachers at your school organize any reading activities for your students? <i>* Choose only one option; * This includes animation-reading, reading promotion, reading contests, etc.</i>	1 Yes
		0 No
		2 Don't know
		- Refused 999

Field	Question	Answer
read2	What reading activities did your school organize? <i>* Do not read the response options</i> <i>* Select all that apply</i> <i>Question relevant when: \${read1}=1</i>	1 Animation reading
		2 Reading promotion activities
		3 Reading competition
		4 Other (specify)
		- 999 Refused/don't know
other_read2	Other: Specify <i>Question relevant when: selected(\${read2} , '4')</i>	
meet1	Last year, have you participated in any meetings with other teachers to share experiences and discuss reading activities? <i>* Choose only one option</i>	1 Yes
		0 No
		2 Don't know
		- 999 Refused
meet2	How many times? <i>*Numeric response between 1 and 499</i> <i>Question relevant when: \${meet1}=1</i>	
train7	Have you ever participated in a training from AVSI or WFP on children's nutrition? <i>*Choose only one option</i>	1 Yes
		0 No
		2 Don't know
		- 999 Refused
train8	When did you attend this training? <i>Question relevant when: \${train7}=1</i>	1 2019
		2 2020
		3 2021
		4 Other (specify)
		- 999 Refused
train8autre	When did you attend this training? Specify <i>Question relevant when: \${train8}=4</i>	
train9	Have you ever participated in a training from AVSI or WFP on hygiene and sanitation measures? <i>*Choose only one option</i>	1 Yes
		0 No
		2 Don't know
		- 999 Refused
train10	When did you attend this training? <i>Question relevant when: \${train9}=1</i>	1 2019
		2 2020
		3 2021
		4 Other (specify)
		- 999 Refused
train10autre	When did you attend this training? Specify. <i>Question relevant when: \${train10}=4</i>	

Field	Question	Answer
wash1	Do you use handwashing stations at school?	0 - No 1 - Yes 2 - There are no handwashing stations at school
wash2	If "No:, why not ? <i>* Select all that apply.</i> <i>Question relevant when: \$[wash1]=0</i>	1 - Soap not available 2 - Wash basins not clean 3 - Mixed with students of opposite gender 4 - Out of order 5 - Crowded 6 - Little water 7 - Far from class rooms 8 - Too high to reach 9 - Other, specify
other_wash2	Other, specify. <i>Question relevant when: \$[wash2]=9</i>	
wash3	At what moments do you wash your hands? <i>Select all that apply. Do not read responses.</i>	1 - Before eating 2 - After eating 3 - After defecation 4 - After playing games 5 - After throwing out the garbage or cleaning 6 - After coming home from school or market 7 - After feeding or caring for animals 8 - After cleaning/wiping baby brother or sister 9 - Before preparing food 10 - Other, specify
other_wash3	Other, specify. <i>Question relevant when: \$[wash3]=10</i>	
wash4	Describe how you wash your hands. <i>Select all that apply. Do not read responses.</i>	1 - Washes hands in a bowl of water (sharing with other people) — poor practice 2 - With someone pouring a little clean water from a jug onto one's hands — appropriate practice 3 - Under running water — appropriate practice 4 - Washes hands with soap or ashes 5 - Other, specify
other_wash4	Other, specify.	

Field	Question	Answer
	<i>Question relevant when: \${wash4}=5</i>	
wash5	Why is it important to wash hands? Select all that apply. Do not read responses. If they say "because they are dirty" probe – why? what is wrong with dirty hands?	1 - Prevents from getting sick 3 - Cleans hands/removes dirt 4 - Is good hygiene 5 - Prevents dirt from getting into mouth 6 - Prevents dirt from getting into food 7 - Removes germs 12 - Smells good 13 - Looks/feels clean 14 - Other, specify 88 - Don't know
other_wash5	Other, specify. <i>Question relevant when: \${wash5}=14</i>	
wash6	Where do you get water for cooking at school? Select all that apply.	1 - Pond, lake 2 - Dam 3 - Stream/river 4 - Unprotected spring 5 - Protected spring 6 - Well 7 - Borehole 8 - Water tank 9 - Roof catchment 10 - Other, specify 88 - Don't know
other_wash6	Other, specify. <i>Question relevant when: \${wash6}=10</i>	
wash7	Where do you get your water for drinking from at school? Select all that apply.	1 - They give us boiled water 2 - They give us unboiled water 3 - Piped water 4 - Tank 5 - Well 6 - Other, specify
other_wash7	Other, specify. <i>Question relevant when: \${wash7}=6</i>	
presence_and_participation Group relevant when: selected(\${class} , '1') or selected(\${class} , '2') or selected(\${class} , '3') or selected(\${class} , '4') or selected(\${class} , '5') or selected(\${class} , '6')		
note4	Thanks! My last series of questions is on the presence et participation of students.	
attend1	Last year, how many students were enrolled in your class?	

Field	Question	Answer
	<i>* Numerical response</i> <i>* If the respondent does not know, encourage him/her to give an approximate number of students</i> <i>*If the teacher teaches both classes, encourage him/her to give a total number of students</i>	
attend2	On a typical day last year, how many students were present in your class? <i>* Numerical response</i> <i>* If the respondent does not know, encourage him/her to give an approximate number of students</i> <i>*If the teacher teaches both classes, encourage him/her to give a total number of students</i>	
part1_f	On a typical day last year, among 10 girl students, how many paid attention and participated during your lesson? <i>*Select a number from 0-10.</i>	
part1_m	On a typical day last year, among 10 boy students, how many paid attention and participated during your lesson? <i>Select a number from 0-10.</i>	
part2	On a typical day last year, did boys and girls participate equally in class activities?	1 Boys participate more 2 Girls participate more 3 Both girls and boys participate equally - Refused/don't know 999
attend3	Last year, what difficulties did you encounter which kept you from holding your class?	0 None 1 Sickness 2 Travel to disburse salary 3 Administrative procedures 4 Social events 5 Obligatory trainings / meetings 6 Other - Refused 999
other_attend3	Other: Specify <i>Question relevant when: selected(\${attend3} , '6')</i>	
attendance	<i>Group relevant when: selected(\${class} , '1') or selected(\${class} , '2') or selected(\${class} , '3') or selected(\${class} , '4') or selected(\${class} , '5') or selected(\${class} , '6')</i>	
attend3_a	How many school days did you lose because of sickness? <i>* If the respondent does not know, encourage him/her to give an approximate number of days. Otherwise, enter -99</i> <i>Question relevant when: selected(\${attend3} , '1')</i>	

Field	Question	Answer
attend3_b	How many school days did you lose because of travel to disburse salary? <i>* If the respondent does not know, encourage him/her to give an approximate number of days. Otherwise, enter -99</i> <i>Question relevant when: selected(\${attend3} , '2')</i>	
attend3_c	How many school days did you lose because of administrative procedures? <i>* If the respondent does not know, encourage him/her to give an approximate number of days. Otherwise, enter -99</i> <i>Question relevant when: selected(\${attend3} , '3')</i>	
attend3_d	How many school days did you lose because of social events? <i>* If the respondent does not know, encourage him/her to give an approximate number of days. Otherwise, enter -99</i> <i>Question relevant when: selected(\${attend3} , '4')</i>	
attend3_e	How many school days did you lose because of mandatory trainings / meetings ? <i>* If the respondent does not know, encourage him/her to give an approximate number of days. Otherwise, enter -99</i> <i>Question relevant when: selected(\${attend3} , '5')</i>	
attend3_f	How many school days did you lose for other reasons? At the start of the school year or on the eve of holidays or eve of composition? <i>* If the respondent does not know, encourage him/her to give an approximate number of days. Otherwise, enter -99</i> <i>Question relevant when: selected(\${attend3} , '6')</i>	
language <i>Group relevant when: selected(\${class} , '1') or selected(\${class} , '2') or selected(\${class} , '3') or selected(\${class} , '4') or selected(\${class} , '5') or selected(\${class} , '6')</i>		
language	Last year, did you teach part of your class in your students' native language?	1 Yes 0 No 2 Don't know - Refused 999
program <i>Group relevant when: selected(\${class} , '1') or selected(\${class} , '2') or selected(\${class} , '3') or selected(\${class} , '4') or selected(\${class} , '5') or selected(\${class} , '6') & \${exp2}>0</i>		
consulter_programme	Investigator! Ask the teacher to show you his or her program from last year to see if he or she has completed his / her program	Enumerator, you were 1 able to consult the teacher's program Enumerator, you were 2 not able to consult the teacher's program
raisons_consulter	If not why? <i>Question relevant when: \${consulter_programme} =2</i>	
fini_programme	Did the teacher finished his or her program last year?	1 Yes 0 No

Field	Question	Answer
		- 999 Refused
fini_programme_raisons	If the teacher could not complete his program, ask why <i>Question relevant when: $\{fini_programme\} = 0$</i>	
enseignant	<i>Group relevant when: $selected(\{class\}, '1')$ or $selected(\{class\}, '2')$ or $selected(\{class\}, '3')$ or $selected(\{class\}, '4')$ or $selected(\{class\}, '5')$ or $selected(\{class\}, '6')$</i>	
ens1	Last year, how many students in your class had access to a textbook?	1 All of the students 2 The majority 3 Some students 4 None of the students - 999 Refused
ens2	This year, how many students in your class had access to a textbook?	1 All of the students 2 The majority 3 Some students 4 None of the students - 999 Refused
ens3	If not all students have textbooks, how do you teach? <i>Question relevant when: $selected(\{ens2\}, '2')$ or $selected(\{ens2\}, '3')$ or $selected(\{ens2\}, '4')$</i>	
ens4	In your opinion, what negatively influences the level of reading skills in your class?	1 Student absenteeism 2 Lack of textbooks 3 Non-functioning school canteens 4 Teaching in French instead of the local language 5 Lack of follow-up from school authorities 6 Lack of suitable pedagogy 7 Lack of parental follow-up 8 Other - 999 Refused
ens4_autre	Other, specify. <i>Question relevant when: $selected(\{ens4\}, '8')$</i>	

Field	Question	Answer
ens5	Do you benefit from regular training organized by the Ministry of Education?	1 Yes 0 No 2 Do not know - Refused 999
ens6	Would you like to receive continued training?	1 Yes 0 No 2 Do not know - Refused 999
ens7	Would you like to receive continued training online?	1 Yes 0 No 2 Do not know - Refused 999
ens8	How and by what means do they manage to have school textbooks?	1 The parents 2 The state 3 Private donors 4 Other - Refused 999
ens8_autre	Other, specify. <i>Question relevant when: selected(\${ens8}, '4')</i>	
ens9	Is the quantity of textbooks distributed by the State sufficient? <i>Question relevant when: selected(\${ens8}, '2')</i>	1 Yes 0 No 2 Do not know - Refused 999
ens10	Do you know how often textbooks are distributed in your school?	1 Each year 2 Every two years 3 Every three years 4 More than every three years 5 Never 6 Other - Refused 999
ens10_autre	Other, specify. <i>Question relevant when: selected(\${ens10}, '6')</i>	
ens11	Is the quantity of textbooks sufficient for the number of students?	1 Yes 0 No 2 Do not know

Field	Question	Answer
		- 999 Refused
end		
heure_f	End of interview time	
obs	Observations/Comments (if nothing, put "RAS") <i>*Do not read to respondent</i>	
gps	GPS coordinates	GPS
note5	Thank you for your time!	

Student/Household Questionnaire (McGovern-Dole Cote d'Ivoire)

Field	Question	Answer
Identification		
date_i	Date of interview	Date
heure_i	Start time of interview	Time
Enqueteur		
chef	Name of Team Lead	chef chef
enum_name	Enumerator name	enum_name enum_name
enum_no	Enumerator number	
enum_no_conf	Confirm your identifier	
location		
		1 Bafing
		6 Bagoue
		5 Bounkani
region	Select the region	2 Cavally
		7 Gontougo
		3 Poro
		4 Tchologo
iep	Select IEP	iep iep
ecole	Select school	ecole ecole
studentinfo		
		2 CP2
		3 CE1
grade	Select the grade	4 CE2
		5 CM1
		6 CM2
name	What is the student's last name?	
fname	What is the student's first name?	
uniqueid_filled	Student's identification number. <i>*Eight digits. Do not use dashes/hyphens</i>	
uniqueid_refilled	Re-enter student's identification number. <i>*Eight digits. Do not use dashes/hyphens</i>	
monname	What is the students' mother's name?	
		1 Yes
		0 No
confirm	Is this information correct?	- Refused/don't know
		999
correct_confirm	Which information is incorrect? <i>*If the class of the student is different than the class noted on your school sheet, please</i>	1 The name of the student
		3 The grade of the student

Field	Question	Answer
	confirm with the director the class of the student Question relevant when: $\${confirm} = 0$	
correction		
	Group relevant when: $\${confirm} = 0$	
correct_firstname	Write the correct first name of the student Question relevant when: selected($\${correct_confirm}$, 1)	
correct_lastname	Write the correct last name of the student Question relevant when: selected($\${correct_confirm}$, 1)	
correct_grade	What is the student's grade? *If the class of the student is different than the class noted on your school sheet, please confirm with the director the class of the student Question relevant when: selected($\${correct_confirm}$, 3)	CP2 CP2 CE1 CE1 CE2 CE2 CM1 CM1 CM2 CM2
consent_section		
	My name is [enum_name], and we are conducting a study on behalf of the World Food Program (WFP) and the Ministry of National Education.	
note1	I am here asking some questions from children like you to evaluate the level of reading of students of all levels in the Bafing, Bagoue, Bounkani, Cavally, Gontougo, Poro and Tchologo regions. Nothing you say here will be repeated to your parents or teacher and will be kept a secret. I want you to answer honestly and as best as you can. Do you have any questions for me? You can interrupt me to ask a question at any time.	
	Also, if you don't know the answer to a question or don't want to answer it, just let me know and we can skip it. Participation in this study is voluntary and you may refuse to answer any or all of the questions. We hope, however, that you will agree to participate in this study as your opinion will allow us to better understand reading levels in your region. Your answers will in no way affect your access to support programs.	

Field	Question	Answer
consent	Do you accept if I ask you some questions?	1 Yes 0 No
student_survey <i>Group relevant when: \${consent} = 1</i>		
note2	Thanks a lot! I would now like some information about you...	
l1a	What is your last name?	
l1b	What are your first names?	
l2	Select the sex of the student. <i>*Ask only if necessary</i>	1 Male 2 Female
l3	How old are you? <i>*in years</i>	
l4_time	In what class were you when you started studying at this school?	1 CP1
		2 CP2
		3 CE1
		4 CE2
		5 CM1
		6 CM2
l9	Do you like reading?	1 Yes
		0 No
		- Refused/don't know
		999
l5	Does your family have books at home?	1 Yes
		0 No
		- Refused/don't know
		999
l6	Do you have books for kids at home other than school books?	1 Yes
		0 No
		- Refused/don't know
		999
l7	Do you read with someone/your parents at home?	1 Yes
		0 No
		- Refused/don't know
		999
l8	Do you read alone at home?	1 Yes
		0 No
		- Refused/don't know
		999
l12	Last year, did you like how the teacher taught in the class?	1 Yes
		0 No
		- Refused/don't know
		999

Field	Question	Answer
l13	Last year, could you talk to your teacher about the reading-writing lessons you did not understand?	1 Yes 0 No - Refused/don't know 999
l14	Last year, did you participate in reading activities organized by the school or by the teacher outside the classroom?	1 Yes 0 No - Refused/don't know 999
l15	Did you have school textbooks for French or reading-writing last year?	1 Yes 0 No - Refused/don't know 999
l16	Last year, did you have access to the following reading materials at school?	0 None 1 Mobile library 2 Reading board 3 Illustrated boards 4 Junior dictionaries 5 Sculpted plastic letters
l17	If not why ? <i>Question relevant when: $\{l16\} = 0$</i>	1 We do not have the right to use the material 2 We do not have the equipment 3 We do not have time to use the material 4 Other - Refused / do not know 999
l17_aut	Other (specify) <i>Question relevant when: $\{l17\} = 4$</i>	
l18_pre	In class, do you sit on a table-bench?	1 Yes 0 No - Refused/don't know 999
l18	Last year, including you, how many people were sitting on the table-bench with you? (How many of you were on the same table-bench?) <i>Question relevant when: $\{l18_pre\} = 1$</i>	
l19	Were you prevented from going to school last year?	0 Never 1 Sometimes 2 Almost all the time
l19_reasons	If yes, for what reason mainly? <i>Question relevant when: $\{l19\} = 1$ or $\{l19\} = 2$</i>	1 Health problems / disability 2 Personal security 3 Household farm work

Field	Question	Answer
		4 Seasonal jobs or housework 5 Distance to school 6 School fees 7 Early marriage 8 Pregnancy 9 Difficulty eating lunch at school 10 Other, specify
l19_reasons_others	If Other reason, specify. <i>Question relevant when: \${l19_reasons} = 10</i>	
l20	Last year, did you arrive and find that you could not (could) have class because of the absence of your teacher?	0 Never 1 Sometimes 2 Almost all the time
l21	Last year, did it happen that you did not eat in the canteen?	1 Yes 0 No - Refused/don't know 999
l22	For what reasons? <i>Question relevant when: \${l21} = 2 or \${l21} = 3 or \${l21} = 4</i>	0 No canteen 1 Lack of money (25 FCFA) 2 No food served 3 Sick student 4 Absence of the pupil 5 Other
l22_autre	If Other reason, specify. <i>Question relevant when: \${l22} = 5</i>	
l23	Do you have a textbook?	1 Yes 0 No - Refused/don't know 999
l24	Who gave you the textbook? <i>Question relevant when: \${l23} = 1</i>	1 The teacher 2 Another adult at the school 3 A parent - Refused /don't know 999
l24_autre	If other, specify <i>Question relevant when: \${l24} = 2</i>	
reading_assessment <i>Group relevant when: \${consent} = 1</i>		
note3	Here is the last series of questions! I would like to play a little game with you... <i>* apply the ASER assessment</i>	
l10	After assessment, indicate the corresponding reading level of the student <i>*do not read to student.</i>	0 0 1 A

Field	Question	Answer
		2 B
		3 C
		4 D
		5 E
		6 F
		7 G
		8 H
		9 I
		10 J
		11 K
l11a	Observations/Comments (if nothing, put "RAS") <i>*do not read to student.</i>	
note4	Thanks for your time!	
Instructions		
note5	INTERVIEWER, you have just finished interviewing student %name% %fname% . You must now find his parents to continue the interview with them. It is very important to have the consent of the parents before proceeding with the interview.	
search_parent	Were you able to find the parents of %name% %fname%?	1 Yes 0 No
hparent	Do the parents of %name% %fname% live in the village where their child is?	1 Yes 0 No
Household Information		
q010a	Surname of household head	
q010b	First name of household head	
Respondent Information		
q011a	Surname of respondent	
q011b	First name of respondent	
q011	Relationship of respondent to head of household	1 Household head 2 Spouse 3 Son/Daughter 4 Other relative 5 Without family relationship
Intro	My name is [enum_name]. We are conducting a study on behalf of the World Food Program (WFP) and the Ministry of National Education (MENET) on the sustainability of school canteens and the enrolment level of children in the	

Field	Question	Answer
	Bafing, Bagoue, Bounkani, Cavally, Gontougo, Poro and Tchologo regions. Earlier today we collected surveys at your child's school. We asked your child a few questions related to their experience in school and we administered a reading assessment. Your child's responses will be kept confidential and their names will not be reported. Next, we would like to ask you some questions about your household. We will ask questions to the head of the household, women in the household, and the person who prepares the meals in the household. The interview will take approximately 1h. All information collected will be kept strictly confidential. Participation in this study is voluntary and you may refuse to answer any or all of the questions. We hope, however, that you will agree to participate in this study as your opinion will allow us to better appreciate the food situation in your department. Your answers will in no way affect your access to support programs. Do you have any specific questions?	
q012a	Do we have your permission to use your child's data in our study?	1 Yes 0 No 99 Not found
q012b	Do you agree to be interviewed?	1 Yes 0 No 99 Not found
consent Group relevant when: $\{q012b\} = 1$		
q014	Language of interview	1 French 2 Traditional language
q015	Presence of an interpreter	1 Yes 0 No - Refused/don't know 999
consent > demographic_information Group relevant when: $\{q012b\} = 1$		
qs11	Sex of the head of household	1 Male 2 Female

Field	Question	Answer
qs12	Age of the head of household (age in completed years) <i>Do not know=-777; Not applicable=-888; Refuse to respond=-999</i>	
qs13	Level of education of the head of household	1 No level 2 Primary 3 Secondary 4 Superior
qs14	Marital status of head of household	1 Married or living maritally 2 Divorced/Separated 3 Widowed 4 Single
HH_members	Attention Interviewer: now you are going to list household members by gender and age group. For each age group, please fill in the number of male and female persons	
t5	Total number of household members including short-term migrants (maximum 6 months) and who intend to return for the agricultural season <i>Question relevant when: \${q012b} = 1</i>	
consent > members1 <i>Group relevant when: \${q012b} = 1</i>		
m1	Among these members, how many boys are between 0 and 5 years old (5 years included)	
f1	Among these members how many girls are between 0 and 5 years old (5 years included)	
total_t1	Total members under 5 years old	
t1_note	Investigator! So the total number of members aged 0 to 5 is [t1]? Confirm with the respondent. Otherwise, review the numbers above.	
consent > members2 <i>Group relevant when: \${q012b} = 1</i>		
m2	Among these members, how many boys are between 6 to 14 years old (14 years old included)	
f2	Among these members, how many girls are between 6 to 14 years old (including 14 years old)?	
total_t2	Total members aged 6 to 14 (inclusive)	
t2_note	Investigator! So the total number of members aged 6 to 14 is [t2]? Confirm	

Field	Question	Answer
	with the respondent. Otherwise, review the numbers above	
consent > members3 Group relevant when: $\{q012b\} = 1$		
m3	Among these members, how many men are between 15 to 59 years old (including 59 years old)?	
f3	Among these members, how many women are between 15 to 59 years old (including 59 years old)?	
total_t3	Total members aged 15 to 59	
t3_note	Investigator! So the total number of members aged 15 to 59 is [t3]? Confirm with the respondent. If not review the numbers above	
consent > members4 Group relevant when: $\{q012b\} = 1$		
m4	Among these members, how many men are 60 or older?	
f4	Among these members, how many women are 60 or older?	
total_t4	Total members more than 60	
total_confirmation	Investigator! The total number of members of this household does not match the total household size you entered at the beginning of the list of members Question relevant when: not($\{t5\}_{confirmation} = \{t5\}$)	
qs17	Last school year, about how many days of school did %fname% %name% miss due to illness? <i>Do not know=-777; Not applicable=-888; Refuse to respond=-999</i>	
qs112	How distant is the school of %fname% %name% in km? <i>Do not know=-777; Not applicable=-888; Refuse to respond=-999</i>	
qs114	Are you aware of the school canteen program?	1 Yes 0 No - Refused/don't know 999
qs115	Last school year did %fname% %name% eat at the school canteen?	1 Yes 0 No

Field	Question	Answer
		- 999 Refused/don't know
qs116	If yes, how often? <i>Question relevant when: \${qs115} = 1</i>	1 One day a week 2 Two days a week 3 Three days a week 4 Fours days a week 5 Every day of the school week
qs117	If not why? <i>Question relevant when: \${qs115} = 0</i>	1 Payment of 25 CFA Franc 2 Prefer that children eat at home 3 Children do not like the food served at the canteen 4 Other, specify
qs117autre	If other to the previous question, please explain <i>Question relevant when: \${qs117} = 4</i>	
consent > Income and Assets <i>Group relevant when: \${q012b} = 1</i>		
qs21	How many people of the household currently carry out economic activity? <i>Do not know=-777; Not applicable=-888; Refuse to respond=-999</i>	
qs22	Please tell us what are the four main sources of income for your household. <i>*Choose a maximum of 4 activities</i>	1 Production / sale of food crops 2 Production / sale of cash crops 3 Fishery / sale of fishing products 4 Production / Sales of market gardening products Cassava processing / Sale of steamed ground cassava (attiéké) / Cassava paste 5 Processing / Sale of shea butter 6 Extraction and sale of palm oil 7 Breeding / sale of breeding products (milk, eggs, poultry) 8 Hunting / Picking / Sale of hunting / picking products 9 Breeding / Sale of animals (cows, goats, sheeps) 10 Cane-rats' breeding and sale 11 Bees' breeding and sale of honey (beekeeping) 12 Collection and marketing of food products 13 Purchaser of agricultural products (tracker) 14

Field	Question	Answer
		15 Production / Sale of local beverage (palm wine, millet drink (tchapalo), etc.) 16 Small business (vendor in the stall or street vendor) 17 Trade (shops) 18 Businessman / Big retailers 19 Transporter 20 Transfer of money (from friends, relatives, others) 21 Food aid (from friends, relatives, others) 22 Food aid (from NGOs or United Nations Agencies) 23 Credit, loan 24 Daily work with cash payment (cash) 25 Daily work with payment in kind (food) 26 Small trades (mason, carpenter, shoemakers, etc.) 27 Civil servant (including retirement pension) 28 Contract with NGOs or UN Agencies 29 Begging (in kind / food / nonfood) 30 Rentier 31 Call box manager 32 Other to specify - 999 Refused/don't know
qs22autre	If other to the previous question, please precise <i>Question relevant when: selected(\${qs22}, '32')</i>	
equipments	Now let's go to the equipment that your household has.	
qs26	Does your household have any of the following functional productive assets? <i>Investigator! Warning! This is functional and undamaged equipment!</i>	1 Sewing machine 2 Mill 3 Canoe 4 Bicycle/Bike 5 Cassava press 6 Tractor 7 Seed drill 8 Car 9 Grinder/chipper 10 Crop sprayer 11 Fishing net 12 Cultivator

Field	Question	Answer
		13 Moped/Motorbike
		14 Cart
		15 Tricycle
		16 Plough
		17 Wheelbarrow
		18 Irrigation system
		19 Other to precise
		20 None
		- Refused/don't know
		999
qs26autre	If other productive equipment or assets, please specify <i>Question relevant when: selected(\${qs26}, '19')</i>	
consent > Meal consumption <i>Group relevant when: \${q012b} =1</i>		
food_consump0note	Now to the number of meals taken on an ordinary day in April 2021 by the household.	
qs31a_apr	Number of meals by children under 5 years <i>Do not know=-777; Not applicable=-888; Refuse to respond=-999</i>	
qs31b_apr	Number of meals by adults <i>Do not know=-777; Not applicable=-888; Refuse to respond=-999</i>	
consent > Meal consumption > food_consump1 <i>Group relevant when: \${q012b} =1</i>		
food_consump1note	Now to the number of meals taken yesterday by the household.	
qs31a	Number of meals yesterday by children under 5 years <i>Do not know=-777; Not applicable=-888; Refuse to respond=-999</i>	
qs31b	Number of meals yesterday by adults <i>Do not know=-777; Not applicable=-888; Refuse to respond=-999</i>	
consent > Meal consumption > food_consump2 <i>Group relevant when: \${q012b} =1</i>		
food_consump2note	Now to the number of meals usually taken on a typical day. <i>* If confused, explain that "typical" is a non-holiday or otherwise special day</i>	
qs32a	For children under 5 years <i>Do not know=-777; Not applicable=-888; Refuse to respond=-999</i>	

Field	Question	Answer
qs32b	For adults <i>Do not know=-777; Not applicable=-888; Refuse to respond=-999</i>	
consent > foods_consumed <i>Group relevant when: \${q012b} =1</i>		
food_consumption	For each of the following food products, you will tell me if your household has consumed yesterday	
		1 Rice 2 Pasta, bread/cake and/or donuts 3 Other grains: Sorghum, millet, maize, fonio 4 Roots, tubers: Potato, yams, cassava, sweet potato, taro and / or other tubers 5 Plantain banana Legumes / nuts: Beans, cowpeas, 6 peanuts, lentils, Shoveler, soybeans, pigeon peas and / or other nuts 7 Orange vegetables (Vegetables rich in Vitamin A): carrot, red pepper etc. Green leafy vegetables: Okra, eggplant, 8 gboman, fiddles, amaranth and / or other dark green leaves, cassava leaves, etc. Other vegetables: onion, tomatoes, 9 cucumber, radishes, green beans, peas, mushroom etc. Orange fruits, EXCEPT oranges (Fruits 10 rich in Vitamin A): mango, papaya, apricot, peach Other fruits: banana, apple, lemon, 11 tangerine, orange, etc. Meat: goat, beef, chicken, pork (meat in 12 large quantities and not condiment) Liver, kidney, heart and / or other organ 13 meats Fish / Shellfish: fish, including canned 14 tuna, snail, and / or other seafood 15 Eggs Milk and other dairy products: Fresh milk / sour, yogurt, cheese and other dairy 16 products EXCEPT margarine / butter or small amounts of milk for tea / coffee Oil / fat / butter: Vegetable oil, palm oil, 17 shea butter, margarine, other fats / oil Sugar or sugar products Sugar, honey, 18 jam, cakes, candy, cookies, pastries,
qs33	Yesterday, did your household eat the following foods ...?	

Field	Question	Answer
		cakes and other sweet products (soft drinks) Condiments/Spices/Alcoholic Beverages: Tea, coffee/cocoa, salt, garlic, spices, yeast/baking powder, lanwin, tomato / 19 hot sauce, meat or fish as condiments, and other condiments including small amount of milk for tea/coffee.
consent > frequency_consumed Group relevant when: $\{q012b\} = 1$		
princ11	During the last 7 days, how many days did the members of your household eat: Cereals, grains, roots and tubers, such as: (Rice, pasta, bread, sorghum, millet, maize, fonio, potato, yam, cassava, white sweet potato; replace with locally relevant examples)?	0 Never 1 1 day 2 2 days 3 3 days 4 4 days 5 5 days 6 6 days 7 7 days
princ12	In the last 7 days, what was the main source of Cereals, grains, roots and tubers, such as: (Rice, pasta, bread, sorghum, millet, maize, fonio, potato, yam, cassava, sweet potato blank; replace with locally relevant examples) Question relevant when: $not(selected(\{princ11\}, '0'))$	1 Own production (harvests, breeding) 2 Fishing / Hunting 3 Picking 4 Loans 5 Market (purchase with cash) 6 Market (purchase on credit) 7 Begging 8 Barter labor or goods for food 9 Donations (food) from family members or friends 10 Food aid from civil society, NGOs, government, WFP, etc.
princ21	During the last 7 days, how many days did the members of your household eat: Legumes/nuts, such as (beans, cowpeas, peanuts, lentils, walnuts, soybeans, pigeon peas and/or other nuts; replace with locally relevant examples)?	0 Never 1 1 day 2 2 days 3 3 days 4 4 days 5 5 days 6 6 days 7 7 days
princ22	In the last 7 days, what was the main source of Legumes/nuts, such as (beans, cowpeas, peanuts, lentils, walnuts, soybeans, pigeon peas and/or other nuts; replace with locally relevant examples)?	1 Own production (harvests, breeding) 2 Fishing / Hunting 3 Picking 4 Loans 5 Market (purchase with cash)

Field	Question	Answer
	<i>Question relevant when: not(selected(\${princ21} , '0'))</i>	6 Market (purchase on credit) 7 Begging 8 Barter labor or goods for food 9 Donations (food) from family members or friends 10 Food aid from civil society, NGOs, government, WFP, etc.
princ31	During the last 7 days, how many days did the members of your household eat: Milk and dairy products, such as: (fresh/sour milk, yoghurt, cheese, other dairy products; replace with locally relevant examples) except margarine/butter or small amounts of milk for tea/coffee?	0 Never 1 1 day 2 2 days 3 3 days 4 4 days 5 5 days 6 6 days 7 7 days
princ32	In the last 7 days, what was the main source of Milk and dairy products, such as: (fresh/sour milk, yoghurt, cheese, other dairy products; replace with locally relevant examples) except margarine/butter or small amounts of milk for tea/coffee? <i>Question relevant when: not(selected(\${princ31} , '0'))</i>	1 Own production (harvests, breeding) 2 Fishing / Hunting 3 Picking 4 Loans 5 Market (purchase with cash) 6 Market (purchase on credit) 7 Begging 8 Barter labor or goods for food 9 Donations (food) from family members or friends 10 Food aid from civil society, NGOs, government, WFP, etc.
princ41	During the last 7 days, how many days did the members of your household eat: Meat, fish, eggs, such as: (goat, beef, chicken, pork, blood, fish, including canned tuna, snail, and/or other seafood, eggs; replace with locally relevant examples) consumed in large quantity and not as a condiment?	0 Never 1 1 day 2 2 days 3 3 days 4 4 days 5 5 days 6 6 days 7 7 days
princ42	In the last 7 days, what was the main source of Meat, fish, eggs, such as: (goat, beef, chicken, pork, blood, fish, including canned tuna, snail, and/or other seafood, eggs; replace with locally relevant examples) consumed in large quantity and not as a condiment? <i>Question relevant when: not(selected(\${princ41} , '0'))</i>	1 Own production (harvests, breeding) 2 Fishing / Hunting 3 Picking 4 Loans 5 Market (purchase with cash) 6 Market (purchase on credit) 7 Begging 8 Barter labor or goods for food

Field	Question	Answer
		9 Donations (food) from family members or friends
		10 Food aid from civil society, NGOs, government, WFP, etc.
princ51	During the last 7 days, how many days did the members of your household eat: Flesh/red meat, such as: (beef, pork, lamb, goat, rabbit, chicken, duck, other birds, insects; replace with locally relevant examples) consumed in large quantities and not as a condiment? <i>Question relevant when: not(selected(\${princ41} , '0'))</i>	0 Never 1 1 day 2 2 days 3 3 days 4 4 days 5 5 days 6 6 days 7 7 days
princ61	During the last 7 days, how many days did the members of your household eat: Organ meat, such as: (liver, kidney, heart and/or other organ meats; replace with locally relevant examples) eaten in large quantities and not as a condiment? <i>Question relevant when: not(selected(\${princ41} , '0'))</i>	0 Never 1 1 day 2 2 days 3 3 days 4 4 days 5 5 days 6 6 days 7 7 days
princ71	During the last 7 days, how many days did the members of your household eat: Fish and shellfish, such as: (fish, including canned tuna, snails and/or other seafood; replace with locally relevant examples) eaten in large quantities and not as a condiment? <i>Question relevant when: not(selected(\${princ41} , '0'))</i>	0 Never 1 1 day 2 2 days 3 3 days 4 4 days 5 5 days 6 6 days 7 7 days
princ81	During the last 7 days, how many days did the members of your household eat: Eggs? <i>Question relevant when: not(selected(\${princ41} , '0'))</i>	0 Never 1 1 day 2 2 days 3 3 days 4 4 days 5 5 days 6 6 days 7 7 days
princ91	During the last 7 days, how many days did the members of your household eat: Vegetables and leaves, such as: (spinach, onions, tomatoes, carrots, peppers, green beans, lettuce, etc.; replace with locally relevant examples)?	0 Never 1 1 day 2 2 days 3 3 days 4 4 days 5 5 days

Field	Question	Answer
		6 6 days
		7 7 days
princ92	In the last 7 days, what was the main source of Vegetables and leaves, such as: (spinach, onions, tomatoes, carrots, peppers, green beans, lettuce, etc.; replace with locally relevant examples)? <i>Question relevant when: not(selected(\$princ91, '0'))</i>	1 Own production (harvests, breeding) 2 Fishing / Hunting 3 Picking 4 Loans 5 Market (purchase with cash) 6 Market (purchase on credit) 7 Begging 8 Barter labor or goods for food 9 Donations (food) from family members or friends 10 Food aid from civil society, NGOs, government, WFP, etc.
princ101	During the last 7 days, how many days did the members of your household eat: Orange vegetables (vegetables rich in Vitamin A) such as: (carrot, red pepper, squash, orange sweet potato, etc.; replace with locally relevant examples)? <i>Question relevant when: not(selected(\$princ91, '0'))</i>	0 Never 1 1 day 2 2 days 3 3 days 4 4 days 5 5 days 6 6 days 7 7 days
princ111	During the last 7 days, how many days did the members of your household eat: Green leafy vegetables, such as: (spinach, broccoli, amaranth and/or other dark green leaves, cassava leaves; replace with locally relevant examples)? <i>Question relevant when: not(selected(\$princ91, '0'))</i>	0 Never 1 1 day 2 2 days 3 3 days 4 4 days 5 5 days 6 6 days 7 7 days
princ121	During the last 7 days, how many days did the members of your household eat: Fruit, such as: (banana, apple, lemon, mango, papaya, apricot, peach, etc.; replace with locally relevant examples)?	0 Never 1 1 day 2 2 days 3 3 days 4 4 days 5 5 days 6 6 days 7 7 days
princ122	In the last 7 days, what was the main source of Fruit, such as: (banana, apple, lemon, mango, papaya, apricot, peach, etc.; replace with locally relevant examples)?	1 Own production (harvests, breeding) 2 Fishing / Hunting 3 Picking 4 Loans 5 Market (purchase with cash)

Field	Question	Answer
	<i>Question relevant when: not(selected(</i> <i>princ121, '0'))</i>	6 Market (purchase on credit) 7 Begging 8 Barter labor or goods for food 9 Donations (food) from family members or friends 10 Food aid from civil society, NGOs, government, WFP, etc.
princ131	During the last 7 days, how many days did the members of your household eat: Orange fruits (Fruits rich in Vitamin A), such as: (mango, papaya, apricot, peach; replace with locally relevant examples)? <i>Question relevant when: not(selected(</i> <i>princ121, '0'))</i>	0 Never 1 1 day 2 2 days 3 3 days 4 4 days 5 5 days 6 6 days 7 7 days
princ141	During the last 7 days, how many days did the members of your household eat: Oil/fat/butter: such as (vegetable oil, palm oil, shea butter, margarine, other oils/fats; replace with locally relevant examples)?	0 Never 1 1 day 2 2 days 3 3 days 4 4 days 5 5 days 6 6 days 7 7 days
princ142	In the last 7 days, what was the main source of Oil/fat/butter: such as (vegetable oil, palm oil, shea butter, margarine, other oils/fats; replace with locally relevant examples)? <i>Question relevant when: not(selected(</i> <i>princ141, '0'))</i>	1 Own production (harvests, breeding) 2 Fishing / Hunting 3 Picking 4 Loans 5 Market (purchase with cash) 6 Market (purchase on credit) 7 Begging 8 Barter labor or goods for food 9 Donations (food) from family members or friends 10 Food aid from civil society, NGOs, government, WFP, etc.
princ151	During the last 7 days, how many days did the members of your household eat: Sugar or sweets, such as (sugar, honey, jam, cake, candies, cookies, pastries and other sweet products (sweetened beverages); replace with locally relevant examples)?	0 Never 1 1 day 2 2 days 3 3 days 4 4 days 5 5 days 6 6 days 7 7 days

Field	Question	Answer
princ152	In the last 7 days, what was the main source of Sugar or sweets, such as (sugar, honey, jam, cake, candies, cookies, pastries and other sweet products (sweetened beverages); replace with locally relevant examples)? <i>Question relevant when: not(selected(\${princ151} , '0'))</i>	1 Own production (harvests, breeding) 2 Fishing / Hunting 3 Picking 4 Loans 5 Market (purchase with cash) 6 Market (purchase on credit) 7 Begging 8 Barter labor or goods for food 9 Donations (food) from family members or friends 10 Food aid from civil society, NGOs, government, WFP, etc.
princ161	During the last 7 days, how many days did the members of your household eat: Condiments/spices: such as (tea, coffee/cocoa, salt, garlic, spices, yeast/baking powder, tomato/sauce, meat or fish as a condiment, condiments including small amounts of milk/tea, coffee. ; replace with locally relevant examples)?	0 Never 1 1 day 2 2 days 3 3 days 4 4 days 5 5 days 6 6 days 7 7 days
princ162	In the last 7 days, what was the main source of Condiments/spices: such as (tea, coffee/cocoa, salt, garlic, spices, yeast/baking powder, tomato/sauce, meat or fish as a condiment, condiments including small amounts of milk/tea, coffee. ; replace with locally relevant examples)? <i>Question relevant when: not(selected(\${princ121} , '0'))</i>	1 Own production (harvests, breeding) 2 Fishing / Hunting 3 Picking 4 Loans 5 Market (purchase with cash) 6 Market (purchase on credit) 7 Begging 8 Barter labor or goods for food 9 Donations (food) from family members or friends 10 Food aid from civil society, NGOs, government, WFP, etc.
consent > water <i>Group relevant when: \${q012b} =1</i>		
qs43	What is the main source of water for your household?	1 SODECI tap 2 Hydrant 3 Well 4 River, pond 5 Other specify
qs43autre	If another source, please specify <i>Question relevant when: \${qs43} =5</i>	
qs46	What is the type of sanitary installation in your household?	1 Flush toilets 2 Improved latrine

Field	Question	Answer
		3 Cesspool 4 Bush 5 Other specify
 qs46autre	Specify if Other <i>Question relevant when: \${qs46} =5</i>	
consent > resilience <i>Group relevant when: \${q012b} =1</i>		
 resilience	In the past 7 days, on how many days did your household have to resort to the following strategies because you did not have enough food or money to buy food?	
		0 Never 1 1 day 2 2 days 3 3 days 4 4 days 5 5 days 6 6 days 7 7 days
 qs511	Consuming less preferred and less expensive foods	
		0 Never 1 1 day 2 2 days 3 3 days 4 4 days 5 5 days 6 6 days 7 7 days
 qs512	Borrow food or rely on help from relatives/friends	
		0 Never 1 1 day 2 2 days 3 3 days 4 4 days 5 5 days 6 6 days 7 7 days
 qs513	Reduce the amount consumed during meals	
		0 Never 1 1 day 2 2 days 3 3 days 4 4 days 5 5 days 6 6 days 7 7 days
 qs514	Restrict consumption by adults to feed children	
		0 Never 1 1 day 2 2 days 3 3 days 4 4 days 5 5 days 6 6 days 7 7 days

Field	Question	Answer
		0 Never
		1 1 day
		2 2 days
qs515	Reduce the number of meals per day	3 3 days
		4 4 days
		5 5 days
		6 6 days
		7 7 days
consent > Livelihoods Group relevant when: $\{q012b\} = 1$		
note7	In the past 30 days, has anyone in your household had to engage in any of the following behaviors because of a lack of food or money to buy food?	
qs521	Sell non-productive household assets/goods (radio, furniture, refrigerator, television, jewelry etc.)	1 No, I haven't faced a lack of food No, because I have already sold these 2 assets or conducted this activity in the last 12 months and I cannot continue to do so 3 Yes 0 No 4 Not applicable
qs522	Sell more (non-productive) animals than usual	1 No, I haven't faced a lack of food No, because I have already sold these 2 assets or conducted this activity in the last 12 months and I cannot continue to do so 3 Yes 0 No 4 Not applicable
qs523	Spend savings	1 No, I haven't faced a lack of food No, because I have already sold these 2 assets or conducted this activity in the last 12 months and I cannot continue to do so 3 Yes 0 No 4 Not applicable
qs524	Borrow money/food from a formal lender/bank	1 No, I haven't faced a lack of food No, because I have already sold these 2 assets or conducted this activity in the last 12 months and I cannot continue to do so 3 Yes 0 No 4 Not applicable

Field	Question	Answer
qs525	Reduce essential non-food expenditure such as education, health (including medicines)	1 No, I haven't faced a lack of food No, because I have already sold these 2 assets or conducted this activity in the last 12 months and I cannot continue to do so 3 Yes 0 No 4 Not applicable
qs526	Sell productive goods or means of transport (sewing machine, wheelbarrow, bicycle, bus, etc.)	1 No, I haven't faced a lack of food No, because I have already sold these 2 assets or conducted this activity in the last 12 months and I cannot continue to do so 3 Yes 0 No 4 Not applicable
qs527	Remove children from school	1 No, I haven't faced a lack of food No, because I have already sold these 2 assets or conducted this activity in the last 12 months and I cannot continue to do so 3 Yes 0 No 4 Not applicable
qs528	Sell the house or land	1 No, I haven't faced a lack of food No, because I have already sold these 2 assets or conducted this activity in the last 12 months and I cannot continue to do so 3 Yes 0 No 4 Not applicable
qs529	Begging	1 No, I haven't faced a lack of food No, because I have already sold these 2 assets or conducted this activity in the last 12 months and I cannot continue to do so 3 Yes 0 No 4 Not applicable
qs5210	Sell the last female animals	1 No, I haven't faced a lack of food No, because I have already sold these 2 assets or conducted this activity in the last 12 months and I cannot continue to do so 3 Yes 0 No 4 Not applicable
note8	We just have a few last questions	

Field	Question	Answer	
q61	Do you have books at home?	1	Yes
		0	No
		-	Refused/Do not know
		999	
q62	Not including textbooks, do you have children's books or books to stories at home? <i>Question relevant when: $\{q61\} = 1$</i>	1	Yes
		0	No
		-	Refused/Do not know
		999	
q63	Do you or someone in your household read the child's book has %name% %fname%?	1	Yes
		0	No
		-	Refused/Do not know
		999	
q64	In a typical week during the 2020-2021 school year, how many times per week did you or someone else in your household read children's books [newname]? <i>Do not know=-777; Not applicable=-888; Refuse to respond=-999</i>		
observation			
observation	Observations/comments on this survey. <i>If there are no observations/comments, write "RAS" (Nothing to Report)</i>		
consentphoto	Do you agree to have a photo taken of your home? <i>Question relevant when: $\{q012b\} = 1$</i>	1	Yes
		0	No
photoh	Take a photo of the household <i>Question relevant when: $\{consentphoto\}$ picture =1</i>		
useconsent	Can we use your photo in our report? <i>Question relevant when: $\{consentphoto\} = 1$</i>	1	Yes
		0	No
heure_end	End time of interview		
GPS	GPS coordinates		
note_end	Thank you for your time!		

Annex 8. Confidentiality agreement and ethical pledge

All data collectors and people with access to raw data were required to sign the following confidentiality pledge out of protection for participants.



Lettre d'assurance de la protection des participants

Je, soussigné (_____) accepte la responsabilité de protéger les droits et le bien-être des participants humains impliqués dans les recherches menées dans le cadre de la présente lettre d'assurance. Cela comprend les activités relatives à l'analyse de données fournis par Sonet-CI permettant d'identifier les participants humains à cette étude (évaluation du programme McGovern-Dole du Programme Alimentaire Mondial en Côte d'Ivoire). J'accepte par la présente de respecter les instructions contenues dans les principes éthiques et lignes directrices pour la protection des sujets humains de recherche (alias le rapport Belmont; voir <http://ohsr.od.nih.gov/guidelines/belmont.html>), qui sont résumés ci-dessous. L'American Institute for Research (AIR) et ces partenaires veilleront à ce que tout le personnel qui travaille sur ce projet ait lu et respecté ces directives. À moins que le directeur de projet d'AIR n'indique qu'une dérogation spécifique a été approuvée par le comité d'examen institutionnel d'AIR, les principes ci-dessous ne peuvent pas être modifiés.

Principes éthiques et lignes directrices pour la protection des participants

- Je ferai tout ce que je peux pour m'assurer que les participants humains ne sont exposés qu'à un risque minimal de préjudice physique, mental ou émotionnel.
- Je comprends que la participation à la recherche est volontaire. Il existe de très rares exceptions où la participation à la recherche peut ne pas être volontaire; ces exceptions doivent être approuvées par le comité d'examen institutionnel d'AIR.
- Si je recueille des données, j'informerai pleinement les participants de tous les risques qu'ils peuvent encourir en participant, et j'obtiendrai le consentement éclairé sans contrainte de chaque participant pour toute donnée personnellement identifiable collectée directement auprès d'eux ou d'autres sources. Il existe parfois des exceptions en ce qui concerne les procédures de consentement; ces exceptions doivent être approuvées par le comité d'examen institutionnel d'AIR.
- Si je recueille, transporte, code, analyse ou traite autrement des informations individuellement identifiables, j'accepte de maintenir la confidentialité de l'identité des participants et la confidentialité des données dans la mesure où ces démarches sont décrites dans le document de consentement éclairé du projet et / ou me sont expliqués par le directeur de projet AIR.
- Je serai vigilant dans le maintien des droits et du bien-être des populations qui pourraient être vulnérables à la coercition ou à une influence induite. Ces populations comprennent, mais sans s'y limiter, les enfants, les prisonniers, les femmes enceintes, les personnes handicapées mentales et les personnes économiquement défavorisées.
- Je me conformerai à toutes les autres lois, réglementations et politiques institutionnelles, fédérales, internationales, étatiques et locales applicables pouvant fournir une protection supplémentaire aux intervenants humains participant à des recherches menées dans le cadre de la présente assurance.
- Je reconnais qu'il est de ma responsabilité de sauvegarder les droits et le bien-être de chaque participant à cette étude, et que les droits et le bien-être du participant doivent primer sur les objectifs et les exigences de la recherche.

Signature officielle de l'individu ou organisation: _____

Titre: _____ Date: _____

Nom: _____ Diplôme(s): _____

Adresse: _____

Telephone #: _____ Courriel: _____

Annex 9. Bibliography

Hammerstein, S., König, C., Dreisörner, T., & Frey, A. 2021. Effects of COVID-19-Related School Closures on Student Achievement-A Systematic Review. *Frontiers in Psychology*, 12. <https://www.frontiersin.org/article/10.3389/fpsyg.2021.746289>

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Annex 10. Acronyms

AIR	American Institutes for Research
ANADER	National Agency for Support to Rural Development
ASER	Annual Status of Education Report
BFCDD	Bureau of Training and Consulting for Development
COGES	School management committee
CRESAC	Regional Center of Evaluation in Education, Environment, Health, and Accreditation in Africa
DCS	Directorate of School Canteens
DID	Difference-in-differences
DPFC	Direction of Pedagogy and Continuing Education
DREN	Regional Direction of National Education
DSRP	Strategy Document for Reducing Poverty
EG	Evaluation Manager
FCS	Food consumption score
FGD	Focus group discussion
HDDS	Household dietary diversity scale
KII	Key informant interview
LRP	Local and regional procurement
MAD	Minimum acceptable diversity
MENA	Ministry of National Education and Literacy
OECD	Organization for Economic Co-operation and Development
PAPSE	Education Service Delivery Enhancement Project
rCSI	Reduced Coping Strategies Index
TOR	Terms of reference
UN	United Nations
UNICEF	United Nations Children's Fund

USDA	United States Department of Agriculture
WASH	Water, sanitation, and hygiene
WFP	World Food Program
WPG	Women's production group

World Food Programme Cote d'Ivoire

<https://www.wfp.org/countries/cote-divoire>

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