

Impact Evaluation

WFP School Feeding Programmes in Cote D'Ivoire (1999-2009): A Mixed Method Impact Evaluation Vol II Annexes

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This evaluation was interrupted by the political crisis in Cote d'Ivoire and could not be completed with the full scope and level of rigour originally designed. It nevertheless offers important evidence on the outcomes and impacts of WFP's support to school canteens and the factors affecting those results.

The opinions expressed are those of the Evaluation Team, and do not necessarily reflect those of the World Food Programme. Responsibility for the opinions expressed in this report rests solely with the authors. Publication of this document does not imply endorsement by WFP of the opinions expressed.

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Annexes

Annex 1: Terms of Reference School Feeding in Cote d'Ivoire (1999-2009): A Mixed Method Impact Evaluation

1. Background

1.A. Definitions

1. The World Food Programme's (WFP) Office of Evaluation (OE) uses the following working definition of 'impact': "Lasting and/or significant effects of the intervention – social, economic, environmental or technical – on individuals, gender and age-groups, households communities and institutions. Impact can be intended or unintended, positive and negative, macro (sector) and micro (household)."¹

2. For the purpose of this evaluation **School Feeding** (SF) is understood as programmes that are implemented through schools as the food distribution point for school children and pre-school children. It can include wet and dry feeding distributed at any point in time during the school day (breakfast, mid-morning, lunch) and Take Home Rations. Operations which provide food-for-training outside a school context.

1.B. WFP's Corporate Approach to School Feeding

3. **Overview.** The world community has regularly re-stated its commitment to education as a human right. Access to and quality of education are also regarded as an essential plank for poverty reduction: human capital – education, knowledge, skills, access to and understanding of information – is part of the livelihoods approach that recognizes poverty to go beyond a lack of income. Education is embedded in the Millennium Development Goal (MDG): MDG 2 (achieve universal primary education) and MDG 3 (promote gender equality and empower women, with targets for eliminating gender disparity in education). SF also relates to MDG 1 (eradicate poverty and hunger). A series of multilateral events since 1990 made explicit linkages between education, nutrition and health and have established action plans and special funds.

4. SF has been cited as one of WFP's programme areas since its establishment in 1963.² By 1993, pre-primary and primary SF accounted for more than half of WFP's development commitments³. Between 2006 and 2008, as the largest implementer of School Feeding Programmes (SFP) in the world, WFP invested US\$ 475 million (14 percent of total budget) in some 70 countries, reaching an average of 22 million children in school, about half of whom are girls. SF beneficiaries⁴ accounted for around 20 percent of total beneficiaries.

5. WFP's SF Handbook 1999 recognised that there was insufficient evidence that SF addresses malnutrition and therefore explicitly focused on educational outcomes: increasing enrolment and attendance, including reducing gender disparity, and improving learning outcomes through enhancing ability to concentrate). Take-Home Rations, particularly, aimed to reduce the opportunity cost of sending children to school. SF was at the core of strategic priority/objective 4 in WFP's **Strategic Plans 2004-2008** and **2006-2009** and was clearly aligned with MDG2 and MDG3.

¹ Based on definitions used by ALNAP, OECD/DAC and INTRAC.

² *SF Handbook*, WFP, 1999 referencing FAO Conference Resolution 1/61 of 24 Nov.1961.

³ Ibid.

⁴ Excluding pre-schoolers. *WFP Annual Performance Reports 2006 through 2008*.

6. **New Strategic Plan:** In the latest strategic plan (2008-2011), SF is embedded in a broadened Strategic Objective 4, which aims to reduce chronic hunger and under-nutrition. It sets a goal of increasing levels of education and foresees SF addressing short-term hunger, and thus improving learning abilities, providing a safety net by ensuring children attend school both through food in school and take-home rations, and addressing micro-nutrient deficiencies. By using locally produced foods, SF is also expected to have a positive impact on local markets. Through a positive contribution to learning results and school completion, it may also have an effect on the inter-generational cycle of hunger. The Strategic Results Framework (approved in 2009), flowing from the Strategic Plan, carries forward indicators from the Indicator Compendium (above) and includes pass rate.

7. The WFP SF Policy 2009⁵ sets six **objective areas**, all within the concept of safety nets as a sub-set of broader social protection systems. The six areas are: education; nutrition; gender equality in education; value transfer to households; a platform for wider socio-economic benefits; and capacity development for governments. Key indicators are established for outcomes and impact in each of these areas.

8. The policy envisages various models for SF with different degrees of (de)centralization. It introduces eight Standards Guiding Sustainable and Affordable SFPs, that guide phased transition from programmes that rely mostly on external (WFP) funding and implementation to programmes to those that rely on national funding and implementation. Côte d'Ivoire is a leader within Africa in terms of national funding and implementation of SF in the south of the country where the national government has had consistent presence. The picture is very different in the north where rebel forces were in control from 2002 to 2007.

1.C. Country Context: School Feeding in Côte d'Ivoire

9. For three decades after independence (1960), Côte d'Ivoire was one of the most prosperous countries in the region, attracting immigrants from neighbouring countries and with a peak in its Human Development Index in 1985. After the military coup of 1999, it entered a period of political instability and economic weakness, resulting in the partition of the country in 2002 into two zones and displacement of 700,000 people. The South remained under government control and the north (above the 'Green Line') occupied by the ex-rebel '*Forces Nouvelles*'. In March 2007, the Ouagadougou Peace Accord (the first of 4) opened the pathway for peace, including reunification of the country⁶.

10. Côte d'Ivoire is now a low-income food-deficit country with a total population of 20.6 million⁷. It ranks 163 out of 182 countries in the Human Development Index 2009. According to the Human Development Reports⁸, the percentage of people living below US\$2 per day fell from 49.4 percent in 2001 to 46.8 percent in 2007. However, the Survey on Living Standards of Households 2008, quoted in the PRSP 2009⁹, points out that only one out of every ten people were classed as 'poor' in 1985, compared to one out of every two in 2008 (38.4 percent in 2002). Poverty is considerably more acute in rural than urban areas (with the exception of Abidjan)

⁵ WFP/EB.2/2009/4-A

⁶ Sources various

⁷ World Bank Quick Query

⁸ UNDP Human Development Reports 2003 and 2009

⁹ 2009, *République de Côte d'Ivoire, Stratégie de Relance du Développement et de Réduction de la Pauvreté*.

and in the North of the country compared to the South¹⁰. In the north, poverty is high among female-headed households (70 percent). But in other regions, the reverse is true, so that no significant gender difference shows nationally¹¹. Between 2002 and 2008, inequality¹² increased slightly in rural areas, but decreased in urban areas, giving a positive national trend. Annex 1 gives a summary of core country indicators since 2000.

11. In 2008, 12.6 percent of rural households were food insecure, of which 2.5 percent severely so and 10.1 percent moderately¹³. This comprises approximately 1.27 million rural residents. Casual labourers and those living from subsistence farming and animal husbandry are the groups most affected and above national average. Nationally, there is no significant difference between male- or female-headed households, but food insecurity is twice as high in households where the head of household is illiterate or has not gone beyond primary school than amongst households with secondary level (or higher) education.¹⁴ Essentially, food insecurity is linked to problems of access to food because of weak purchasing power and poverty. 47.4 percent of rural households were found to have debt and 20.3 percent of these were debts incurred in order to buy food. Hunger is categorised as ‘serious’ since 1988¹⁵.

12. The national prevalence of stunting in children under 5 years increased from 25 percent in 2001 to 34 percent in 2006 and 2007. In the same period, prevalence of wasting and underweight in under-5’s were relatively stable and categorised as medium and high respectively. Severe chronic malnutrition rates were highest in the north-east (23.3 percent) and south-west (21.3)¹⁶, but the highest prevalence rates of acute malnutrition are in the north and northwest.

13. From a bird’s eye perspective, the regions with the deepest areas of poverty, food insecurity and under-nutrition do not coincide precisely, although there is considerable overlap. While rural food insecurity is most severe in 4 regions in the West of the country plus Savanes in the centre North, the highest percentages of underweight under-5’s (over 30 percent) is in the North-west of the country, including in one region (Denguélé) that has lower levels of food insecurity¹⁷. See maps in Annex 2.

14. **Education:** Gross enrolment has steadily increased since 1989, except for a hesitation at the height of the crisis (see Chart 1¹⁸). Despite the crisis, net enrolment rates in the primary cycle remained stable at 55 percent between 2000 and 2008¹⁹, but still below national targets of 60 percent in 2013 and 70 percent (2015). NER is considerably higher in urban areas than rural: 68.2 percent, as against 49.8 percent (2008). There was a 2 point gain in gender parity between 2000 and 2008, although as at 2008 the NER for boys is 61 percent compared to 49 percent for girls. The NER remains below averages for the West Africa region, but particularly for girls. In secondary education, the ratio is 63.9 and in higher education 56.1. Between 2000

¹⁰ PRSP 2009.

¹¹ PRSP 2009.

¹² As measured by the Gini concentration index, UNDP World Development Report 2007-8.

¹³ Comprehensive Food Security & Vulnerability Assessment 2009.

¹⁴ Ibid.

¹⁵ Global Hunger Index 2009.

¹⁶ UNICEF multiple-indicator cluster survey 2006.

¹⁷ Multiple Indicator Cluster Survey, 2006.

¹⁸ Source: PRSP 2009.

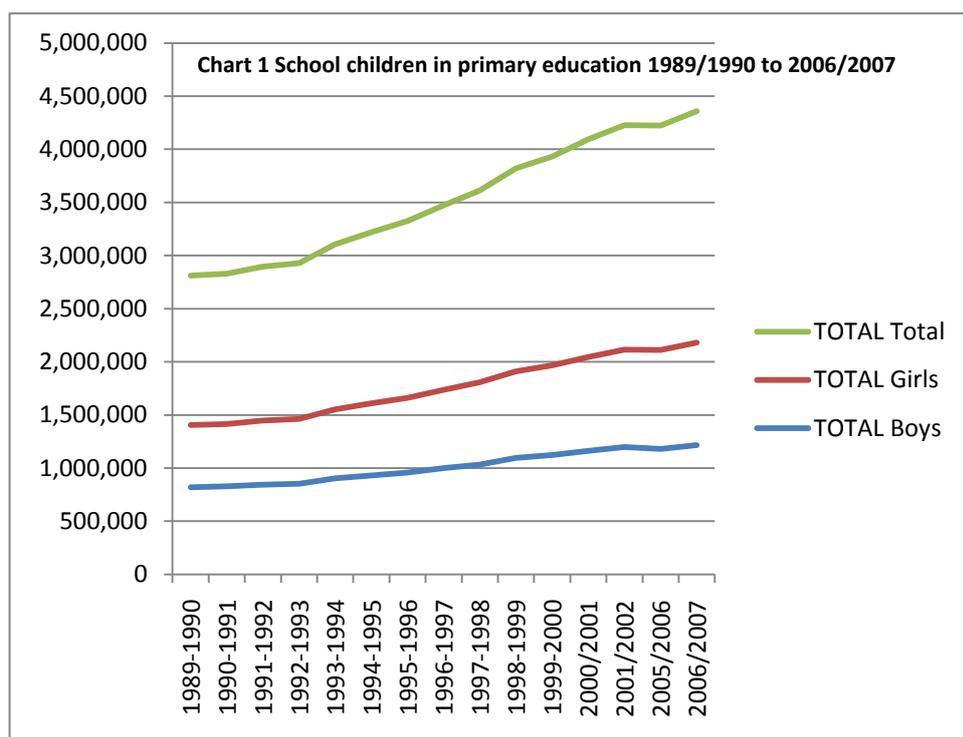
¹⁹ World Bank education statistics and UNICEF State of the World’s Children Special Edition.

and 2008, primary completion rates increased from 42 percent to 48 percent, approximately evenly for boys and girls. But the rate of transition to secondary school increased much more significantly for girls than boys - almost 12 percentage points for girls and 7 for boys, bringing girls to just one percentage point behind boys. Annex 3 shows education indicators nationally, regionally and for schools receiving SF via WFP.

15. Education’s share of public spending dropped from 27 percent in 1998 to 20.6 percent in 2006, though that still represents a larger share than any other sector. 46.5 percent of that budget goes to primary education²⁰. Between 2001 and 2002, the number of primary schools in the country dropped from 8,975 to 5,784 during the crisis and revived to 9,106 in 2006.

16. A major review of the education sector was released in February 2010²¹. It includes gender-disaggregated analysis of levels of primary education over time by region, rural-urban location and income level as well as analysis of the reasons behind children remaining out of school. It found that by far and away the most prevalent reason for remaining non-access to school is low demand.

17. **Government strategy:** The right to basic education (comprising pre-school, primary and the first cycle of general secondary education – Grades 1-9) is reaffirmed in a 1995 law²² and in the national education and vocational training development plan (PNDEF), 1998-2010, which also emphasises quality education and the need for special measures to enhance access for girls²³.



School canteens serving a hot lunch have been a core part of Government education strategy for many years. The PNDEF (1998-2010) names school canteens as one of

²⁰ Project Document Côte d’Ivoire 10759.0 (2009-2013) WFP/EB.2/2008/8-A.

²¹ 2010, *Rapport d’Etat du Systeme Educatif Ivoirien: comprendre les forces et les faiblesses du système pour identifier les bases d’une politique nouvelle et ambitieuse*. (Available on website of Ministère de l’Education Nationale).

²² PRSP 2009.

²³ 1998, *Plan National de Développement du secteur Educaton/Formation* (PNDEF).

three strategies to reduce the opportunity costs of attending school in disadvantaged areas, alongside adapting school calendars and hours to agricultural seasons and school libraries and the abolition of enrolment fees (*frais d'inscription*) and *côtisations parallèles*. In a 1998 policy declaration, the Government of Côte d'Ivoire announced the integrated programme for sustainable SF²⁴ *Programme Intégré de Pérenisation des Cantines Scolaires* (PIP/CS) under management of the national SF unit in the Ministry of Education - *Direction Nationale des Cantines* (DNC). This provided for gradual hand-over of SF to communities through village committees that would manage the programme on a Home-Grown SF model. The model is explicitly intended to play a social and economic role to contribute to poverty alleviation, especially food insecurity, and thereby to contribute to restoring the social fabric damaged by the crisis.

18. The consolidation of peace is a priority in the PRSP 2009. Various steps have been taken and institutions established to restore financial and basic services across the country, including a National Committee for Directing Redeployment of the Administration (CNPRA) to ensure restoration of public services with health and education at the fore²⁵. Improving accessibility and quality of basic services (including education) is one of the 4 Outcomes/pillars of the PRSP 2009, as is re-launching agricultural production²⁶.

19. **Donor support:** In 2003, there were no donors for emergency education plans concerning the areas occupied by rebel forces or being won back by government²⁷. However, this changed.

20. Sources of donors to all categories of WFP project (development, emergency and Protracted Relief and Recovery Operation [PRRO]) from 2001-2010 are shown in Annex 4. In 2009, the Gates Foundation made a substantial grant to the Partnership for Child Development to strengthen the Home-Grown SF programme based on purchase of food from local small-scale farmers.

1.D. WFP's School Feeding Programme in Côte d'Ivoire

21. WFP has been operating in Côte d'Ivoire since 1989, mainly in support of the national SFP. In the early 90's WFP support was narrowed to focus on primary education, terminating support to ongoing secondary and boarding SF. From 1998 to 2002 WFP assistance to education was part of the PNDEF and the PIP/CS (above).

22. During the crisis, the regular SFP implemented by DNC with WFP support was restricted to schools south of the Green Line. In addition, WFP initiated Emergency SF (ESF) under two emergency operations (EMOP 10244.0 and 10244.1). The overall objective was to protect human and productive assets while political and security solutions to the crisis are being sought²⁸. The intention was to provide an emergency SF snack. North of the Green Line (see Map 2 in Annex 3) the specific objective was to serve as an incentive to re-open schools and thereby re-establish a sense of normalcy and provide a minimum of structured activities for the psychosocial development of children (and an alternative to child soldiering). In the South, it was to encourage internally displaced person (IDP) families to register and keep their

²⁴ *Programme Intégré de pérenisation des cantines scolaires*, PIP/CS.

²⁵ PRSP 2009.

²⁶ CFSVA 2009.

²⁷ 2003, UNESCountry office/Lanoue, Background Paper prepared for the Education for All Global Monitoring Report 2003/4: Gender & Education for All: the leap to equality.

²⁸ Project Document EMOP 10244.1.

children in school. In practice, it appears that no ‘snack’ was ever served, but a standard light school meal for 100 days. ‘Food assistance’ was also planned for teachers not receiving salaries in rebel-held areas, but does not appear to have been implemented. (To be confirmed during Inception Mission).

23. DNC/DREN²⁹ was involved in implementation, where possible. Where not possible (in rebel-held areas), WFP was directly implementing and/or in partnership with CARE and CARITAS. From 2005 to mid-2009, this dual implementation arrangement was continued under two PRROs, aimed at mitigating the effects of the crisis across the whole country (PRRO 10672.0) and sub-region (10372.0) – see Table 1. A total of 115,000 MT of food worth US\$86 million was distributed between 2002 and 2007, of which half went to the education sector³⁰.

24. In principle, a hot cooked meal was provided for the 120 days of the school year. During 2007, where regular teachers had fled from the North, PRRO 10672.0 supplied volunteer teachers with Take Home Rations (THR). In 2007 and 2008, THR were also provided as an extra incentive to girls in Grades 4-6 in the areas with lowest enrolment rates during 2007 (15,000 girls) and 2008 (60,000). THR were then suspended for lack of resources.

25. **Geographic coverage**³¹: The Development Project 3358.02 planned phase out of WFP food assistance⁴ by September 2003. to concentrate in the North of the country, but schools were never reached because of the crisis. After the partition of the country in 2002, the development project (DEV) 3358.02 focused on the South, while EMOP 10244.0 covered schools in the North. The regional PRRO 10372.0 and (national) PRRO 10672.0 comprised Emergency SF in the North and support to regular SF implemented by the DNC in the South. As at 2010, WFP is engaged in two operations, DEV 10759.0 (2009-2013) in the South of the country and PRRO 10672.0 (July 2007, extended to June 2010) in the North. In terms of beneficiary numbers, 100 percent of the former concerns SF and approximately 80-85 percent of the latter.

26. Table 2 shows reported beneficiary numbers rising from 254,133 in 2001 (the earliest data for which standard project reports [SPR] are available) to a peak of 661,087 in 2008 with consistently between 42 percent and 45 percent girls. According to the WFP Standardized SF Survey 2005, WFP’s contribution was benefitting 545,058 primary school children out of a total 2.65 million primary school age children³², constituting approximately 20 percent of the school age population. On the other hand, in almost all years WFP operation reported to have reached 100 percent or more of intended beneficiaries (see Table 2). With Table 3, this raises questions of coverage.

²⁹ *Direction Nationale des Cantines and Direction Regionale de l’Education Nationale*

³⁰ Project Document Côte d’Ivoire 10759.0 (2009-2013) WFP/EB.2/2008/8-A

³¹ Source: SPR

³² WFP DOMUS Côte d’Ivoire Country Profile 2005, Report 2006

Table 1- Details of WFP Projects with School Feeding component, 1999-2009

Project No.	Type	Planned		Actual	Title	Food Cost US\$	Total cost US\$	Food Cost US\$ (rev)	Total Budget US\$ (rev)	MT (rev)	% funded
		Start Date	End Date	End Date							
3358.2*	Dev	Oct 1998	Sep 2002	Mar 2004	Support to community programme	2,945,124	4,776,203	3,384,492	5,610,836	7,167	88
10244.0	EMOP	Nov 2002	Jan 2003	Jan 2004	Civil strife in Côte d'Ivoire and regional implications	1,033,800	3,020,824	2,969,573	6,894,969	8,882	69
10244.1	Regional EMOP	May 2003	Dec 2003	Feb 2005	Targeted food assistance to people affected by the Côte d'Ivoire crisis	6,675,715 _I	14,243,061 _I	13,490,920 _{II}	34,269,136 _{II}	48,070	81
10372.0	Regional PRRO	Jan 2005	Dec 2005	Jul 2007	Cote d' Ivoire Crisis and Regional Impact (covering Cote d' Ivoire, Burkina Faso, Mali and Ghana)	8,696,546 _{III}	21,096,618 _{III}	25,116,764 _{IV}	60,578,459 _{IV}	72,102	87
10672.0	PRRO	Jul 2007	Dec 2008	Jul 2010	Assistance to populations affected by the Côte d'Ivoire protracted crisis	14,753,385	41,239,517	36,251,033	78,407,798	78,677	60
10759	DEV	Jan 2009	Dec 2013	n.a.	Support to Sustainable SF	6,870,021	9,999,615	6,870,021	11,617,439	12,240	19

* Actual and re-planned start date: October 1999³³

I Figure calculated pro rata from Project Document which is 91 percent

II Figure calculated pro rata from SPR 2005 which is 79 percent

III Figure calculated pro rata from Project Document which is 77 percent

IV Figure calculated pro rata from SPR 2007 which is 87 percent

³³ WFP SPR 2001 and CIV DEV 3358.02, Budget Revision No. 004

Table 2 - Children Receiving School Meals

	Year	Planned	Actual				
		Total	Boys	Girls	Total	% Girls	% Actual vs Planned
DEV 3358.2	2001	200,000	147,398	106,735	254,133	42	127
DEV 3358.2	2002	254,133	140,600	115,217	255,817	45	101
DEV 3358.2	2003	254,133	140,956	102,202	243,158	42	96
EMOP 10244.1		375,000	145,750	119,250	265,000	45	71
DEV 3358.2	2004	n/a	37,166	28,038	65,204	43	n/a
EMOP 10244.1		345,000	333,866	237,533	571,399	42	166
EMOP 10244.1	2005	465,000	269,389	193,713	463,102	42	100
PRRO 10372.0		465,000	317,479	227,579	545,058	42	117
PRRO 10372.0	2006	550,000	316,854	263,832	580,686	45	106
PRRO 10372.0*	2007	562,000	344,929	286,222	631,151	45	112
PRRO 10672.0**		580,000	324,135	256,805	580,940	44	100
PRRO 10672.0	2008	580,000	373,082	288,005	661,087	44	114
PRRO 10672.0	2009	460,000	254,045	215,065	469,110	46	102
DEV 10759.0		120,000	66,000	54,000	120,000	45	100

Table 3 - Number of schools assisted

Project	Year	Planned	Actual
DEV 3358.2	2004	715	2,528
EMOP 10244.1		1,840	2,528
EMOP10244.1	2005	2,528	2,367
PRRO 10372		2,528	2,381
PRRO 10372	2006	2,367	2,520
PRRO 10372	2007	2,520	2,969
PRRO 10672		2,969	2,969
PRRO 10672	2008	3,013	3,013
DEV 10759	2009	451	451
PRRO 10672		2,562	2,562

27. Table 3 shows the total number of schools assisted by WFP. As at 2009, out of approximately 9,000 schools nationwide, approximately 5,259 have a school canteen. There are currently 3 implementation models for school canteens: (1) DNC-led with WFP assistance, mainly in the south of the country; (2) WFP-led with collaboration with NGO partners, mainly in the north of the country; (3) implemented by DNC alone with no WFP involvement, using locally sourced food grown by small-scale farmers (approximately 900 schools). This last is the full PIP/CS model. As at 2009, approximately 400 of these are fully self-sufficient.

28. Using Model (1), WFP was assisting 84.8 percent of the 2250 schools in the northern zone in the school year 2006-7, dropping to 82.9 percent in 2007-8 as the number of schools rose to 2,353 and WFP resources decreased. Between regions, the

percentage of schools assisted was between 70 percent and 90 percent³⁴. The DNC-implemented programme (Models (2) and (3) reached 35 percent of the 6187 schools in 2006-7 and 2007-8.

29. One key characteristic of the programme is that from 1997³⁵, WFP, United Nations Development Programme (UNDP) and Government planned investment in building the capacity of the SF Unit (DNC) to manage the programme, aiming to complete hand-over of the entire SFP from WFP to the Government by 2003. Activities included embedding management and monitoring systems, computerisation of the distribution system, and staff training. After the 1999 coup d'état, a pilot project in collaboration with UNDP was run from 2000-2002. The 2002 crisis interrupted the hand-over process, but the objective of sustainability based on the PIP/CS model continued and is the foundation of the current project in the South (DEV 10759.0 2009-2013). The Project Document details gradual WFP phase-down from 120 to 30 ration days and complete hand-over to DNC of certain schools by 2013. However, there appears to be no provision in the project logical framework or budget for capacity development support from WFP.

30. The 2009 evaluation of PRRO 10672.0 recommended that capacity development support should be extended to the North, including the development of local planning, management and monitoring skills 'according to existing local conditions and opportunities'. It also recommended strengthening DNC skills in planning M&E and logistics coordination.

31. Under the PIP/CS model, the Government provides rice and oil, purchased from local small-scale farmers, predominantly women. Communities provide fresh vegetables (sometimes from school gardens) and groundnuts. The programme is implemented by the DNC in collaboration with ANADER³⁶, which provides technical support to farmers. It is recognised that success will depend upon (i) ensuring that SF functions normally during the transition period and (ii) on stimulating local production and basic community development by financing micro-projects.

32. Nutritional objectives have not featured in SFPs to date. However, in the areas where WFP has been managing the SFP, the WFP food basket has developed as follows:

Food Basket in grams/child/day				
Commodity	DEV 10759 2009	PRRO 10672 2009	EMOP 10244	1989³⁷
Rice/maize meal	120	150	150	200
CSB	-	-	30	
Meat/fish	-	-	-	20
Pulses	30	30	-	-
Fortified vegetableoil	15	10	-	-
Vegetable oil	-	-	10	10
Iodised salt	5	5	-	-
Sugar	-	-	-	10
Intended kcal	?	?	729	Not known

³⁴ 2009, *Evaluation of PRRO 10672.0*

³⁵ DEV3358.02, budget revision 004, p.2

³⁶ *Agence Nationale d'Appui au Développement Rural*

³⁷ 1992, *Interim Evaluation Summary Report on Project Côte d'Ivoire 3358 – Primary School Canteen Programme*, Doc 9/3-D Add.A2

33. **Targeting:** In the early 1990's (Operation 3358) schools were selected for participation by distance from school (and therefore feasibility for students to return home for lunch), following WFP Operational Guidelines. Family need was not used as a criterion in order to avoid introducing an element of social discrimination.

34. Since the 1980's, one core element of the sustainability strategy has been to charge students. In 1989, this was standardized at CFA25 (US\$0.09, 1992). The funds thus raised were to be divided as follows: 50 percent to the canteen (e.g. to equip the canteen, pay the cooks³⁸), 25 percent to the regional directorate and 25 percent to the national directorate. A 1992 evaluation of Operation 3358 Primary School Canteen Programme (1989-1993) found that this charge was de facto the main selection criterion accepted by all. However, it raised three issues: not always the same children receive rations; the neediest tended to be excluded; third, the funds were in fact being used to defray certain operation costs that should have been paid from the Government's budget (e.g. port demurrage, transport to the regions etc). While recognising the importance of the principle, the evaluation recommended reducing the level of the contribution uniformly in the poorest regions to CFA 15 (US\$0.05). However, the 2009 evaluation of PRRO 10672.0 found schools still charging parents CFA25 for the meal (as well as other fees).

35. A comparative cost analysis carried out by Boston Consulting Group in 2009 found that the cost of the on-site school meal provided by the PRRO was just above the average cost of US\$44 per year across all 'meals only' WFP programmes and ranked 25th least costly out of 42 countries.

2. Reason for the Evaluation

2.A. Evaluation Rationale

36. Systematic analysis of the WFP SF portfolio globally and application of the following criteria led to selection of Côte d'Ivoire as one of four countries selected for impact evaluation of SF in 2010. The criteria were: i) minimum 7 years duration and still ongoing in 2009; ii) more than 300,000 beneficiaries per year; iii) a sample of different feeding modalities; iv) relative priority in the light of other planned WFP evaluations (and/or recently conducted ones) in the country; v) timeliness for corporate learning – maximising synergy with WFP/World Bank initiative on 'sustainable SF', integrating school meals into a larger context of education and social safety nets; and vi) Country Office and Regional Bureau interest in the evaluation being conducted.

37. This is a timely moment to evaluate past experience to inform planning of WFP support to SF for the coming years. The PRRO 10672 (covering SF in the North) is drawing to a close and stability appears to be returning to the country, although a large part of the country is not under the control of the national government. At the same time, the Government is requesting WFP assistance to develop further its capacity to implement its policy of 'one school, one canteen'.

³⁸ Who also received a daily wage

2.B. Evaluation Objectives and Users

38. Like all evaluations at WFP, this evaluation serves accountability and learning purposes. However, this evaluation will be primarily 'formative', rather than 'summative'. The evaluation will:

- (i) evaluate the outcomes and impact achieved so far from the various modalities that have been used in relation to intended educational, gender, and capacity development objectives stated in project documents; and
- (ii) evaluate outcomes and impact achieved in relation to WFP's new nutrition and value transfer policy objectives (even though these were not explicitly included in the programme design) and assess the extent to which the programme has met, or has the potential to meet, these;
- (iii) evaluate outcomes and impacts that were not explicitly intended on each of the above dimensions; and
- (iv) identify changes needed to WFP operations in order to fulfil potential to contribute optimally to development objectives in Côte d'Ivoire and the objectives of the current WFP Strategic Plan and SF Policy 2009.
- (v) 40. The programmes cannot be held accountable on point (ii) for achievement of objectives that were not included in the programme design. However, some unexpected and/or less explicit outcomes may already have been achieved towards these objectives. These should be recorded for learning purposes, especially as part of the baseline assessment upon which future strategy and new programme can be designed, in Côte d'Ivoire and possibly more widely.
- (vi) The main intended users of the evaluation are the WFP Country Office and the core implementing partners, DNC (and its decentralized offices, DREN) and ANADER. As co-implementing partners of certain aspects of the programme, UNDP (capacity development) and UNICEF (concerning the Essential Package) are expected to find the evaluation useful.
- (vii) Since Côte d'Ivoire implements the earliest example of a Home-Grown SF model and capacity development has been an explicit part of the strategy for a decade, the evaluation is likely also to provide valuable information and learning concerning WFP's role in capacity development and its importance as a factor in enabling outcomes and impacts (in line with the new SF Policy 2009).

2.C. Key Questions

43. Related to MDG's 1, 2 and 3, what outcomes and impact has WFP's work on SF in Côte d'Ivoire contributed over time concerning:

- a) the efficiency of the education sector (enrolment, attendance, drop-out and completion) and longer-term impacts;
- b) nutritional objectives in the WFP SF Policy 2009, even though these were not intended at the outset;
- c) social safety nets in terms of economic, food security or physical protection for the most vulnerable, even though these objectives were not intended at the outset?

How do overall outcomes and impacts (intended and unintended) compare across the country, North and South? What lessons can be drawn from the findings?

44. To what extent have outcomes and impacts been affected by differences in the following variables:

- (i) different SF modalities (full meal, light meal, THR) used in the different contexts (development, emergency and recovery), as reflected in the different programme categories (PRRO, EMOP, and DEV);
- (ii) different management models
- (iii) extent of provision of the Essential Package?
- (iv) extent of parental/community involvement in education or SF or both?
- (v) levels of conflict
- (vi) quality of learning environment (beyond infrastructure)?

What other factors explain significant differences over time?

45. To what extent has WFP's targeting strategy and modalities for SF been aligned with Government policy priorities in the education sector (and others) and the needs of the people? What have been the consequences of WFP's choices in this regard for the outcomes and impact of the SFPs? What have been the main factors influencing WFP programme choices in practice?

46. To what extent has WFP been successful in developing capacity of Government to take over management of the entire SFP? What factors have played a role in the level of success observed? What lessons can be drawn for the future?

47. Did the observed outcomes and impacts warrant the overall costs incurred?

48. What lessons can be drawn from the results found and the factors that explain the results that can ensure relevance, impact, effectiveness, sustainability and efficiency?

3. Parameters of the Evaluation

3.A. Scope and Limitations

49. The evaluation will cover the SF component of all operations from 1999 (the actual start of DEV 3358.02) to end 2009 – emergency operations, PRRO and development operations. It will focus primarily on assessing **effectiveness** (extent to which objectives were achieved) and **impact** (intended and unintended) **and sustainability**. In assessing effectiveness and sustainability, the evaluation will consider information over the 11-year period from 1999 through 2009. Information for assessing longer-term outcomes and impacts, however, may concern pre-1999 operations as well.

50. Education outcomes and impacts will be compared between the three different SF management models across the country. However, field work will focus primarily (but not exclusively) on operations in the North of the country, where WFP has had a larger management role and where secondary data appears to be less available and/or reliable. Evaluation of capacity development and sustainability outcomes will be assessed across the country.

51. Given the emergency nature of a substantial part of the operations and unstable environment in which they were implemented, efficiency of the operations (ratio of inputs to outputs) will be assessed in broad terms only.

3.B. Stakeholders in the Evaluation

52. There is a fairly large and diverse group, who have an **interest in the education sector** and the actual and potential contribution of SF as one tool (amongst many) to contribute to the efficiency of the education sector as well as to **nutrition, food security and social protection**. They have an interest in evidence from this evaluation about the impact and outcomes of SF to inform future policy and strategy. There is also a smaller group – largely within the wider group - who also have a **direct interest** in the WFP SFP itself (e.g. programme partners).

53. Representatives of all stakeholders in the narrower group and a selection of stakeholders from the wider group will contribute to the evaluation as key informants. A detailed list of stakeholders in each category will be drawn up during the Inception Phase with the assistance of the Country Office. Nevertheless, the following are already evident:

- a) **School children and their families/households**, who receive or have been receiving SF. Their primary interest in SF is whether it addresses the hunger needs of pupils and/or the opportunity cost of children attending school. Improvements to operational design and implementation would benefit them directly.
- b) **Parents and teachers**, who participate in the management of SFPs through school committees. Changes resulting from the evaluation would affect them directly.

Together (a) and (b) will also be able to reflect on the indirect effects of receiving SF and thus inform the evaluation about unintended and unexpected impact and outcomes (positive or negative).

- c) **The Direction Nationale des Cantines (DNC) within the Ministry of Education and Direction Regionale de l'Education Nationale (DREN)** as the government units responsible for implementation of SF and the policy of “one school; one canteen”. Their interest lies in the efficiency and effectiveness of the SFPs so that they best serve the country’s needs, the accuracy and fairness of targeting, and the extent to which national capacities have been developed for running SFPs without external technical assistance.
- d) **ANADER (Agence Nationale de Developpement Rurale) as the technical arm of the Ministry for Rural Development** responsible for technical support to the farmer’ groups providing food inputs to the SFP under the PIP/CS.
- e) **Private non-profit organizations**. Both CARE and CARITAS have an interest as implementing partners for the EMOP and PRRO operations in the North.
- f) **Multilateral agencies**. UNICEF has had direct collaboration agreements with WFP on the SFP. UNDP (and UNOPS) collaborated in and later managed capacity development aspects of the programme. UNEScountry office and the World Bank have strong interests in the education sector and Cote d’Ivoire is

one of the pilot countries for the global level partnership between WFP and World Bank on SF.

- g) **Bilateral agencies** have an interest as actors at national level in the education, nutrition and safety net sectors. Some also have a direct interest in the programme as donors (see Annex 4). Internationally, as WFP's key funding partners, a broader range of bilateral agencies also have an interest in the accountability and learning the evaluation may provide for WFP as a whole. Both multilateral and bilateral agencies are involved in the Food Security Agricultural and Nutrition sector group (which WFP has chaired in the past), an Education Programme Coordination Group and a Coordination Group for UNDAF and its links to the PRSP. Agencies have also cooperated together during the crisis to deliver operations.
- h) **WFP** at headquarters, regional bureau, and country level, where interests range from strategic issues on WFP's approach to SF to advocacy and fundraising to interest in operational lessons for Cote d'Ivoire or that may apply to other countries.

These Terms of Reference were drawn up on the basis of key literature sources, consultation with key WFP staff (at all levels) and with key informants in (c) and (d) above (*to be done*).

4. Evaluation approach

4.A. Evaluability Assessment

Evaluability is the extent to which an activity or a programme can be evaluated in a reliable and credible fashion. It necessitates that a policy, intervention or operation provides: (a) a clear description of the situation before or at its start that can be used as reference point to determine or measure change; (b) a clear statement of intended outcomes, i.e. the desired changes that should be observable once implementation is under way or completed; (c) a set of clearly defined and appropriate indicators with which to measure changes; and (d) a defined timeframe by which outcomes should be occurring.

54. Until 2009, WFP did not have a formally adopted "logical framework for SF" presented in one document. However, the WFP Strategic Results Framework gives important guidance under Strategic Objective 4 Reduce Chronic Hunger and Under-nutrition, for which Outcome 4.2 concerns SF directly. The 2009 WFP SF Policy includes a logical framework which carries forward indicators previously used for education and nutrition outcomes³⁹ and adds more - see Annex 4 of these terms of reference (ToR).

55. **Educational Outcomes.** Systematic data on WFP project intervention areas is only available from 2001, the start of SPRs. However, some national figures and various other reports are available from 1999 onwards. WFP Standard SF Surveys were conducted in 2005 and 2006. National education statistics and regional (within the country) are available for the entire period as well as comparative analysis between West African countries from 2003 (UNEScountry office and WFP) and 2009 (UNEScountry office, UNICEF and WFP).

56. **Nutritional Outcomes.** The past SFPs have not had nutritional objectives and so outcomes are not systematically reported on in SPR's and WFP cannot be held

³⁹ In the Indicator Compendium (2006-7), 2005, and the 2007 study *Food for Education Works: A Review of FFE Programme Monitoring and Evaluation 2002-2006*, Aulo Gelli for WFP. The latter was commissioned by WFP, although never formally adopted. It also presented a logic model and programme theory.

accountable on this subject. However, WFP's new SF Policy 2009 does have nutritional objectives and the current situation will be assessed for learning purposes and to inform future programme design (see para.39 above). Detailed data is available from UNICEF Multi-Indicator Cluster Surveys conducted in 2000 and 2006. Standardised Monitoring and Assessment of Relief and Transition (SMART) surveys were conducted by WFP/UNICEF/PNN in 2008 and 2009. Other national surveys for earlier years are also available. Breakdowns by region and district should be available from the National Institute of Statistics (INS, *Institut Nationale de Statistiques*).

58. Value transfer Outcomes. The value transfer outcomes provide a challenge in that WFP has only very recently adopted this objective for SF. The team will use the new logic model in the new WFP SF Policy (2009) as far as possible to guide the evaluation in generating evidence of unplanned results already achieved and assessment of future potential. This is not for accountability purposes, but can be used for learning purposes.

59. Capacity development outcomes. Although capacity development is explicitly mentioned in the development and PRRO operations as a key goal, it is rarely included in the project logical framework and has no specific line item in project budgets, so it is unclear how it was supposed to be achieved. There is very little data already available on capacity development outputs and outcomes, although there is some in SPR's. The approach will follow the indicators from the PIP/CS, the joint project with UNDP, relevant parts of the 8 Guiding Quality Standards of the WFP SF Policy 2009 and relevant parts of the Capacity Development Policy 2009. During the Inception Mission, the team will develop the approach to this part of the evaluation. Where expected outcomes are not explicit, the team will consider to what extent national capacity has been a key factor determining the results and the contribution made by WFP.

60. Data on school infrastructure and other elements of the Essential Package is available in WFP and UNICEF activity reports and past evaluations. This will need to be gathered systematically prior to the Inception Mission.

4.B. Methodology

61. Mixed Methods. This impact evaluation takes a mixed methods approach, which makes optimum use of evaluation resources and possibilities to support evaluative assessments and show developments over time in order to provide evidence for well-informed decision making in as timely a manner as possible. It will draw on the body of existing data and research as far as possible.

62. The approach has four 'legs' (main methods), which complement each other. Data from the 'legs' will be systematically triangulated to verify and deepen insights. The combination and balance between these four different methods will be decided by the Evaluation Team in the Inception Phase, selected as appropriate to purpose and context. They are: desk review of existing literature and secondary data to establish and assess the institutional logic of the programme, implementation strategies and allocations of resources, and relevant results; quantitative survey(s) among school-age children and their households and schools, as necessary to complement existing data and ensure the evaluation team can answer the evaluation questions; qualitative field interviews among beneficiaries and all key stakeholders; and tracing of previous beneficiaries from different age cohorts.

63. Quantitative survey sampling will be representative and randomised. The evaluation will seek comparative data with schools in similar settings, which have not received SF (a non-treatment/comparator group). As far as possible, the evaluation will also compare 'before and after intervention' data and/or data over long periods of time. Appropriate comparison groups will be defined during the Inception Phase, based on stratification by nature of the SFP and possibly also agro-ecological zones.

64. The qualitative and tracer interviews seek to deepen the understanding of the data generated by the other methods and to enable a retrospective longitudinal perspective. Qualitative methods will include semi-structured interviews, focus group discussions, and observation. Participatory methods will be used with those intended to benefit from the programme (school children and their households) and with those most closely involved in implementation (e.g. in schools and WFP staff).

65. The quantitative field work should be completed in advance of the qualitative field work to allow time for preliminary analysis of the former according to all key variables. In this way, the qualitative work can seek to probe and explain findings from the quantitative work.

66. The focus for qualitative field work will be carefully selected during the Inception Phase by the team in consultation with the Evaluation Manager and Country Office, based on the most important data gaps undermining the team's ability to answer the evaluation questions.

67. **Using Standards.** The evaluation will use established standards to assess WFP's performance. In some areas, the standards may have been set by WFP, as it is the largest player in the SF area. In other areas, standards are not yet defined and the evaluation team will analyze and evaluate the working tools that WFP has developed to determine whether these tools meet professional standards.

68. **Evaluation Matrix.** In the inception phase the evaluation team will develop an evaluation matrix that expands the key questions and articulates sub-questions, verifiable indicators to respond to these, and means of verification/data collection. As far as possible, common indicators identified at the briefing workshop held in Rome 26-29 April will be used, adapted as necessary to the specific country context.

4.C. Evaluation Quality Assurance

69. WFP has developed an Evaluation Quality Assurance System (EQAS) based on international good evaluation practice. It sets out templates for evaluation products as well as checklists for feedback on quality for each of the evaluation products. This quality assurance does not interfere with the views and independence of the evaluation team, but ensures that the evaluation is systematically based on clear and convincing evidence and presented clearly and logically.

70. The evaluation team will be required to ensure the quality of data used in the evaluation report is checked for validity, accuracy and reliability. The evaluation report will clearly indicate limitations to the conclusions that can be drawn from the evidence.

71. In addition, the evaluation will benefit from external expert review, which will review and comment on the core elements of the evaluation methodology as laid out in the Inception Report and on the draft Evaluation Report. The expert reviewers will be composed of professionals with experience in SF within the context of social safety nets/social protection.

4.D. Phases and Deliverables

72. The evaluation will take place in five phases with timing as shown in Table 3 below:

- (i) **Design phase** is to establish and agree on the terms of reference, identify the evaluation team leader and team members, establish the reference group and expert reviewers, and compile background information and relevant documents for easy access of the evaluation team during the next phase.
- (ii) **Inception phase** is for the evaluation team to arrive at a common understanding of the terms of reference, review documentation, develop an evaluation matrix accordingly, decide on the methodologies to be used during the evaluation and site selection for field work, assign division of responsibilities in the team and determine the logistics arrangements for field work and the timetable for delivery of the evaluation report. This will be captured in a brief inception report. This will be in effect the operational plan for the evaluation. As such it remains a working document.
- (iii) **Evaluation phase** is to compile the evidence from documents and field work. This phase will take place in two parts: first, finalising desk review in preparation for fieldwork, so that the evaluation team goes to the field as prepared as possible; and, second, field work at community/school/and household levels, at sub-national levels, and with stakeholders in capitals. At the end of this phase the Team Leader will debrief key stakeholders at the Country Office, Regional Bureau and Headquarters on progress (subject to triangulation of all evidence).
- (iv) **Reporting phase** is to present the findings of the evaluation in a concise and well-substantiated evaluation report, including the quality assurance process. The draft report will be shared with key stakeholders and the expert reviewers for comments and revised in as much as comments are justified. Key findings and evidence may be presented to any forthcoming planning meetings (to be identified).
- (v) **Presentation to the WFP Executive Board and follow-up**, with the purpose of reacting to and implementing recommendations that the evaluation will make.

Table 4: Phases and Deliverables for the Evaluation

Phase	Timing 2010	Expected Outputs
1. Design Phase		Terms of Reference
Preparation of ToR & collection of background data (by OE with inputs country office)	By 12 April	Draft ToR Background data collected
Selection Team Leader	By 12 April	
Circulation of ToR for review	By 12 April	Comments
Regional Forum on SF	<i>Late Apr 2010</i>	
Joint Briefing of team leaders for 4 Impact Evaluations of SF	26-29 April, Rome	Team Leaders briefed Best approaches identified
Clearance of ToR by Dir, OE	By 15/5/10	Final ToR
Identification, selection contracting team members & survey enumerators	By 31/5/10	Team assembled

2. Inception Phase		
Preliminary desk review of literature and secondary data by team	24 May to 14 June 2010	
Inception Mission	14-24 June, Côte d'Ivoire	Team formed Operational Plan made
Draft Inception Report	By 30 June	Draft Inception Report
OE quality assurance & report revisions	By 4 July	
Versions in English & French	By 10 July	Inception Report (working document)
Circulation of IR to Reference Group & expert reviewers	5-21 July	
Integration of relevant data from FSMS 2010	5-12 July	
3. Evaluation Phase		
3a. Field work not requiring school access		
Testing of field instruments & training enumerators for quantitative surveys	26-31 July	
Conduct quantitative surveys & some qualitative interviews	1-21 August	
Analysis of surveys	22 August-12 Sept.	Survey Report
3b. Field work not requiring school access		
Team analysis of 1 st survey report & preparation of field instruments	13- 26 September	Field Guides prepared
Field work	27 Sept to 17 Oct	
Team Leader debriefs Country Office and core stakeholders on progress	18 October	Aide memoire
4. Reporting Phase		Evaluation Report (Draft) Comments Matrix EB Summary Report (Draft) Comments Matrix
Analysis of data & report drafting	18-31 October	
Joint Workshop for Team Leaders of 4 Impact Evaluations of SF with expert reviewers (provisional)	1-4 November	
TL completes drafting evaluation report	6-21 November	Draft evaluation report
OE quality assurance & report revision	22-30 November	Revised draft Evaluation Report
Circulation of ER for review by Reference Group	1 - 14 December	
OE consolidates comments	15-16 December	Comments matrix to TL
Team Leader revises Evaluation Report	16-23 December	Final draft
Clearance of ER by Dir, OE	31 December	Final Evaluation Report
5. EB and Follow-up		
Editing	Dates to be agreed	
Preparation of Management Response		Management Response
Presentation of Summary Evaluation Report & Management Response to EB		
Preparation of Evaluation Brief & dissemination of report		
Notes: School holidays 1/7 to 30/9/10		

5. Organisation of the evaluation

5.A. Evaluation Team

73. The **team leader** for the evaluation requires strong evaluation and leadership skills and technical expertise in one of the technical areas listed below. His/her primary responsibilities will be (a) setting out the methodology and approach in the inception report; (b) guiding and overseeing the design of data collection instruments; (c) guiding and managing the team during the inception and evaluation phase and overseeing the preparation of working papers; (d) consolidating team members' inputs to the evaluation products; (e) representing the evaluation team in meetings with stakeholders; (f) delivering the inception report, draft and final evaluation reports (including the Executive Board summary report) in line with agreed OE standards (EQAS) and agreed timelines. The full job description is provided separately.

74. The **evaluation team members** will bring together a complementary combination of technical expertise in the fields of education, nutrition, capacity development, food security, peace building, economics and gender. The team leader will be internationally recruited. The remaining team members will be a mix of international and national recruitment. The blend of technical areas across the team will depend on that of the team leader first. At least one team member should be familiar with WFP's work in general.

75. The evaluation team members will contribute to the design of the evaluation methodology in their area of expertise; undertake documentary review prior to fieldwork; conduct field work to generate additional evidence from a cross-section of stakeholders, including carrying out site visits, as necessary to collect information; participate in team meetings, including with stakeholders; prepare inputs in their technical area for the evaluation products; and contribute to the preparation of the evaluation report. The full job descriptions are provided separately.

76. All members of the evaluation team will abide by the Code of Conduct for evaluators (attached to individual contracts), ensuring they maintain impartiality and professionalism.

77. **Research support** will be provided to collect, compile, and undertake basic data analysis as requested by the evaluation team leader and evaluation manager. During the Design Phase the extent to which this should be provided in the WFP Country Office or at WFP headquarters will be defined.

5.B. Roles and Responsibilities

78. **Reference Group.** The evaluation manager will liaise with an advisory reference group composed of WFP stakeholders (from the technical units at WFP Headquarters in the Policy and Programme Support Division and Programme Support Division, the regional bureau and key staff in the country office). The purpose of the reference group is to serve as a sounding board for early feedback on key evaluation products (e.g. the ToR and evaluation report), according to the communication milestones shown above.

79. **WFP Country Office** will also (i) provide access to information that is necessary to prepare and conduct the evaluation; (ii) be available to the evaluation team to discuss all aspects of the SFP that the evaluation team considers relevant; (iii) facilitate the evaluation team's contacts with stakeholders; (iv) administratively

support the contracting of Ivorian consultants selected by OE for the evaluation team and/or to conduct tracer studies, who will report to the Team Leader and OE; and (v) arrange in-country meetings and field visits, and provide logistical support during the fieldwork.

80. **WFP HQ and Regional Bureau staff** will also be available for discussion with the evaluation team and to provide information.

82. **Expert Reviewers.** Two recognised experts in the field of SF will provide the evaluation manager with feedback on the technical validity and soundness of the methodology (as described in the Inception Report) and Evaluation Report.

81. **Evaluation Manager.** The evaluation will be managed by Sally Burrows in OE, WFP. The evaluation team leader reports to the evaluation manager, who has the following responsibilities: (a) manage the process of sharing the draft terms of reference with stakeholders to obtain comments and revise the terms of reference; (b) identify and recruit the evaluation team leader and in consultation with him/her identify and recruit evaluation team members; (c) identify and set up the reference group and peer review panel; (d) organize all communications between the evaluation team and other stakeholders (WFP, reference group, etc.); (e) manage collection of documentation from within and outside WFP and make this information available to the evaluation team in an organized way (see Bibliography at Annex 5); (f) review and exercise first level quality assurance on the evaluation products (inception report, tracer impact study reports, evaluation, and EB summary report); (g) manage the evaluation within the given budget and time.

82. **Director, OE.** The evaluation manager reports directly to the Director, OE, who will provide second level quality assurance and guidance on evaluation or technical issues, as required.

5.C. Communication

83. The evaluation will ensure communications at several milestones in the form of distributing and discussing: (a) the draft terms of reference; (b) the draft inception report; (c) briefing for the WFP Country Office and key partners at the beginning and end of the fieldwork; (d) the evaluation report. All main outputs will be in French, including draft evaluation report for comment.

84. In addition, the evaluation results will be incorporated into OE's new lessons' sharing system, once it is established (to come on-stream in 2009) to ensure lessons will be accessible to users in and outside WFP.

5.D. Budget

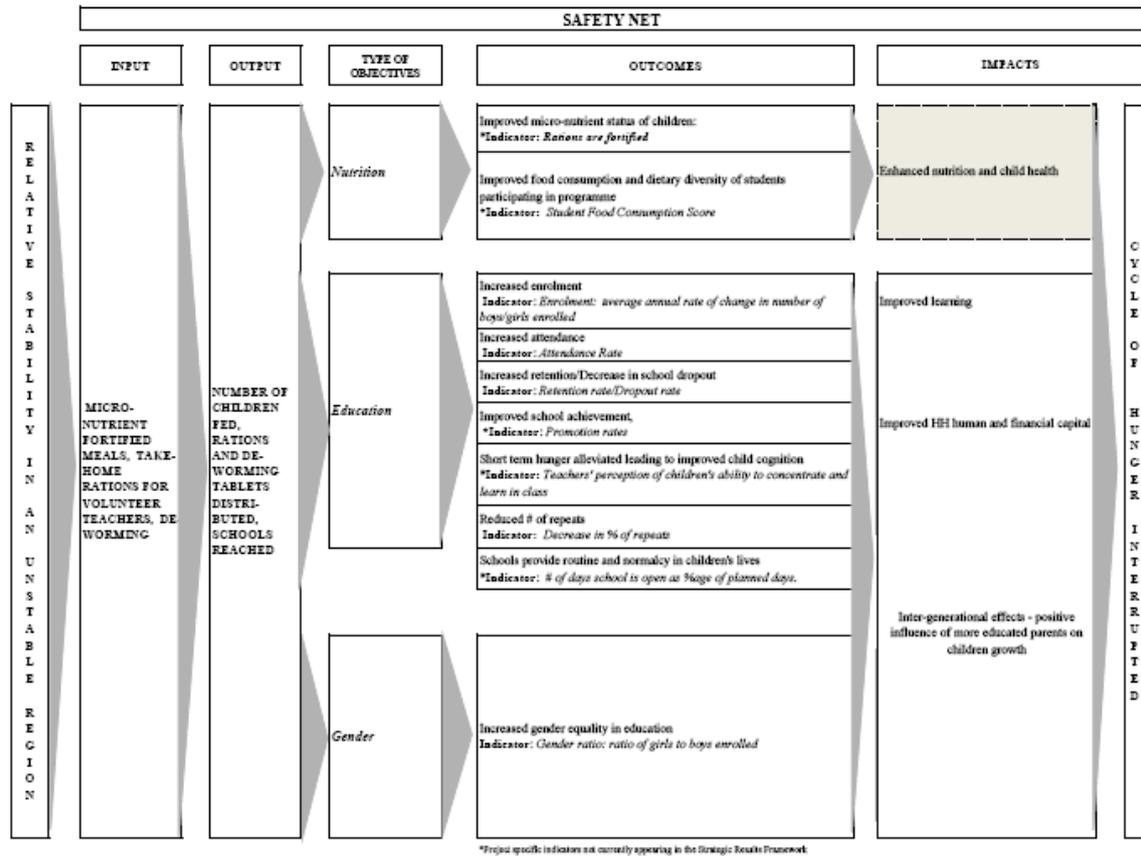
85. The evaluation will be funded from OE's Programme Support Budget. The overall budget figure is US\$200,000. Details are in development pending final agreement on methodology.

Annex 2 Evaluation Matrix

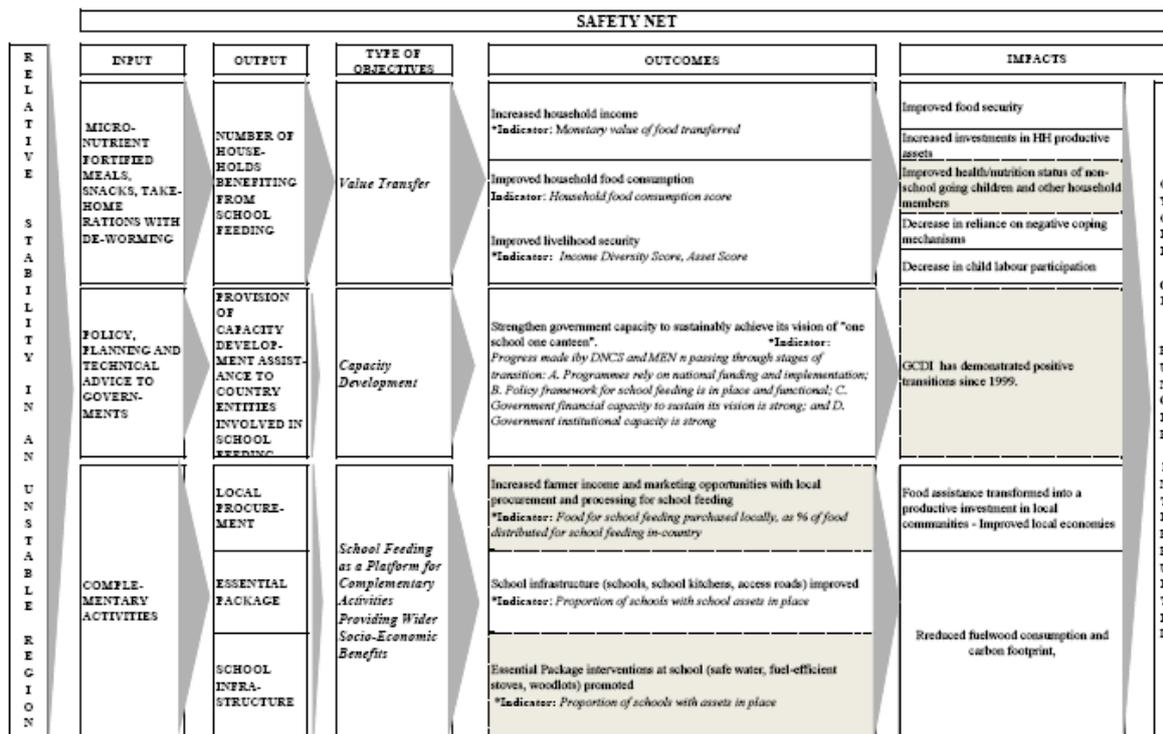
Question/Issue	Sub-questions	Main indicators	Information source
Related to MDG 1 & 2 & 3, what impact has the WFP Programme had on:			
Social safety net to strengthen economic and food security for the most vulnerable (all indicators are analysed with 'treatment households' and 'non-treatment households')	To what extent has SF improve food accessibility for households?	1. Changes to food accessibility of other household members - compared with non-treatment schools;	Quantitative survey, SPRs showing outputs and outcomes
	To what extent has the SFP affected coping strategies of vulnerable households?	1. Coping strategies index – compared with non-treatment schools.	Quantitative survey, SPRs PRRO 10672 evaluation
	To what extent did SF reduce child labour?	Dropouts compared across treatment and non-treatment schools because children were required to work for the family .	Quantitative survey
	To what extent did SF affect women's distribution of labour?	1. Women's labour distribution in the last year (non-treatment hh with primary school age children and treatment hh with primary school age children)) 2. Women's limitations on working in the field or accessing markets during the years of instability	Quantitative surveys; Telephone interviews with women
	To what extent has the SFP contributed to the continued provision of education services to children in primary school?	1 Length of time the schools were closed throughout the crisis (compared to non-treatment schools); 2. Teachers' attendance, schools with SFPs and schools without.	Key informant telephone interviews.
	To what extent does the SFP impact upon nutritional outcomes of vulnerable households?	1. Household dietary diversity – compared with non-treatment schools; 2. Percentage of calories and essential nutrients and micro-nutrients covered with food package	1. Quantitative surveys and community context information, Phase 1: 2. SPRs, verbal communication

Question/Issue	Sub-questions	Main indicators	Information source
2. Relevance/ Effectiveness of SF during crisis in addressing short term hunger.	To what extent has the Programme enabled schools to be kept open in the North over the life of the Programme? In the South?	Compared with non-treatment schools: # of days school was opened; # of days school was open when no meal was served	Risk assessment 2003, SFS 2006, key informant telephone interviews
	To what extent were plans to provide food for school children country wide achieved: Prior to September 2002 Between Sept 2002 and August, 2004 Between September 2004 and July 2007 Between July 2007 and June 2009	Comparisons of proposal plans to actual achievements	Project Proposals, SPRs,
How have outcomes and impacts been affected by differences in:			
	How is SF used as a platform for other interventions, such as deworming, Vitamin A distribution, hygiene messages, etc.	1. Comparison of , health services received by children, treatment and non-treatment.	Quantitative Surveys
Alignment of Priorities and Impact of Decisions			
1. Targeting strategy and modalities for SF	To what extent is WFP's targeting strategy aligned with government priorities and its own mission?		Secondary data review;
	To what extent has WFP's feeding modalities been aligned with the needs of vulnerable households?	1. Comparison CNO and South, schools with SFP and "non-treatment" schools	Quantitative household surveys on dietary diversity
	To what extent does the daily fee for school meals affect participation in the SFP?	1. Primary reasons for non-participation of children at this time, compared to non-treatment schools	Quantitative household surveys.
2. Programme Choices	What have been the main factors influencing WFP programme choices in practice?	1. Programme Chronology	SPR and PRRO evaluation reviews
Effectiveness of the Programme Interventions in Improving Household Coping Strategies			
Impacts and Costs			
To what extent has the SFP provided households with benefits that offset the costs of education	What factors influence household decisions to send children to school or to keep children out of school?	1. Comparison CNO and South, schools with SFP and "non-treatment" schools of reasons for attendance and non-attendance	From quantitative household survey, PRRO 10672 Evaluation (North only)

Annex 3: Logic Model of Cote d'Ivoire School Feeding Programme⁴⁰



⁴⁰ Indicators developed and used by the current evaluation.
 Light grey highlighting concerns objectives and indicators from the WFP SF Policy 2009 that were explicit in the Project Documents for SF.
 Dark grey highlighting concerns objectives that were also explicit objectives in the Project Documents for SF in Cote d'Ivoire from 1999 to 2009.



* Project specific indicators not currently appearing in the Strategic Results Framework

Annex 4: List of Schools Sampled in the Survey and Names of Key Informants

South				CNO			
Without Canteens		With Canteens		Without Canteens		With Canteens	
N							
Agnissankoi 1	21	Blé 1	21	Badon	21	Ahougnanssou	21
Akabréboua	21	Booké	21	Bakassa	21	Assékro	21
Akakro	21	Dagbaboua	21	Banangoro	21	Bassa TSF 3 C	18
Assomin Bad A	21	Diégonéfla résidential	21	Dianhou	21	Bouna Résidentiel	21
Babré 2A	21	Gnouso	21	Dionan-Yakro	21	Djelisso	21
Bouégbessou	21	Grand-Yapo 2	21	Fanhala	21	Foumbolo 1	21
Broudjakro	21	Kami	21	Foumbolo 2	21	Gbangbéguiné	21
Grand Morié 5	21	Kéréoréguhé	22	Kokaha	21	Kpato	21
Kéitadougou	21	Koffi-Agrokro	21	Libreville 8	21	Mahandougou	21
N'Guinou 2	21	Makobéri	21	Mahounou	21	Minyouré Prozi	21
Nianda	21	M'Baouciessou 2	21	NDakro	21	Nafadougou	23
Nianiabéhi	21	Mbohoun 1	21	Primou	21	Pegnankaha	21
Sciérie Jacob 4	21	Safa manois	21	Sokoro	21	Poungbè	21
Sicogi 9D	21	Sicogi 11C	21	Trafla Natis 2	21	Sahaguikro	21
Tabou 1	21			Zodoufouman	21	Sikolo	21
Zakoua	21						
Total	315		314		336		295

List of key informants interviewed Jan/Feb 2011

Key Informant Interviews			
Persons Interviewed in the South		Persons Interviewed in the CNO	
Aboulaye Cherif	Ahiba Ambonon	Aka Lobe	Aka Lobe
Aka Brou Justin	Andre Yohou	Bakary Soro	Akoue Kouadio Nesto
Angui Germain	Assaba Pierre	Bamba Moussa Soualio	Coulibaly Kaonan
Atsain Gilbert	Baba Sylla	Coulibaly Sagaforo	Coulibaly Sie
Boue Louade	Bedi Toti Echlisia	Dah Dihi Andre	Da Oua Yolomiete
Coulibaly Sie Nambo	Boli Bi Boli Augus	Dao Hamadou	Diomande Mamadou
Dadie Tchoum David	Brou N'guessan	Diakite Adama	Fofana Lancine
Diomande Karamoko	Coulibaly Kourouss	Diarrasouba Aboul	Gneguirou Drissa
Djaha Yao Rene	Dadie Komenan	Diomande Siaka	Kabre Adama
Eba Aka	Dago Koukougnon	Dje Konan Menard	Keita N'gami
Fofana Moussa	Diomande Aboulaye	Fofana Lancine	Kipre Guena
Gnahoua Gado Emmanu	Diomande Lacina	Keita Daouada	Koffi Gnamien Jacqu
Gnamlin Pereco	Goh Bi Tokala Theo	Koffi Gnamien Jacqu	Kouadio Kouadio
Koffi Konan	Koffi Amoua Gregoi	Koffi Kouassi Rene	Kouame Koffi Pascal
Kouame N'guessan	Kouakou N'guessan	Kouadio Kouame Nogue	Kouame Kouadio Edou
Kouassi Konan	Kouakou Yao	Kouassi Kouassi Vale	Leila Konan

Edmon			
Kouassi Teya	Kouassi Bamarey	N'guessan Konan Maur	Loue Djesso
Koue Bi Guy Adrien	Kouassi Brou Nesto	Niapoh Mathias	Ouattara Baffetigui
Lago Denis	Meite Togba	Ouattara Madjara	Oulai Tiemoko
M'pouet N'guessan M	Nea Ire	Sangare Karamoko	Pas De Focus I
Meite Masse	Yeo Tagbo	Seu Denis	Sangare Kassoum
Moussa Konate	Yoboue Konan	Togba Charles	Soro Bakary
N'guessan Kouakou A	Zeze Pacome	Tuo Nambegue	Tagro Seri Michel
Pas De Focus	Ago Kouassi	Voir Dr Baro	Tano Attoukora
Pas De Focus I	Coulibaly N'fabara	Ahida Ledjou	Togba Charles
Soro Ziemogo	Fofana Moussa	Bamba Loua	Tuo Nambengue
Tanon Francois	Gbalou Zahoro Paul	Bamba Zoumana	Voir Dr Baro
Yahou Daniel	Gbehi Trazie	Banny Yao	Amani Koffi Andre
Yeo Gninafolo	Kablan Kouakou	Coulibaly Charles	Bikienga Ousmane
Bagoua Goba Ign	Kale H. Rene	Diarrasouba Laye	Coulibaly Aboudram
Douah Bi Seibou	Kohou Bi Tra Martin	Digbeu Edgar	Dago Nassar
Gbongue Valle	Kouadio Kra	Fofana Madou	Diomamnde Togba
Kippre Tape	Kouakou Jean Baptiste	Gbongue Tiemoko	Doua Pierre
Koffi Amoua	Kouassi Yao Sylva	Honore Kabore	Ehouman Kouadio
Kone Adama	Kuyo Ronodolf	Kierabrou Hien	Hien Yolomiete
Kouame Kouame	Mahan Roland	Kouakou Yao	Irie Bi Dje
Kouassi Kobou D	Meite Mamadou	Kouame Roger	Kabore Honore
Meite Ibrahim	Soumahoro Lacina	Kouassi Konan Theodo	Keita Daouda
N'guessan Babo	Yeo Nabega	Kouassi Kouadio Pros	Kone Ibrahim
N'zi Ahou	Yobouet Kouassi Norert	Noel Yao	Kouadio Kouakou An
Tai Gnepo Paul	Zakra Emmanuel	Ouattara Madjouma	Lago Nahounou
Togba Jean	Zriga Dedi Barthelemy	Sawadogo Barthelemy	N'dri Kouakou
Yao Kouadio	Bagoua Goba Ign	Soro Tegnigue	Niapoh Mathias
Yao Yao	Douah Bi Seibou	Tape Anderson	Silue Kpoufouegnon
Yeo Ninhinzou	Gbongue Valle	Yeboue Amoi	Soro Tegnigue
Akongba	Kippre Tape	Youngnan Bi Zou	Soro Zanifaga
Douffi Affoue	Koffi Amoua	Andegra Yao Kra Si	Taki Yao
Kadje Jeremie	Kone Adama	Boga Martial	Tinde Fatoumata
Kla Nea	Kouame Kouame	Bole Brou Eric	Abadi Koffi Medai
Kouadio Brou Ja	Kouassi Kobou D	Deb Narcisse	Brou Emmanuelle
Kouadio N'guess	Meite Ibrahim	Diomande Naman	Digbeu Bahi Emile
Leka Kouame Jos	N'guessan Babo	Kacou Jeremie	Dio Gaston
Meite Siaka	N'zi Ahou	Keita Yamourou	Diomande Tiemoko
Sadia Bakayoko	Tai Gnepo Paul	Koffi Bohoussou	Guiounou Mathurin
Silue Pagadiovo	Togba Jean	Konan Yao Nestor	Konan Kouassi
Yahoulo	Yao Kouadio	Koua Oi Koua	Konan Kouassi Eugene

Yao Kouakou	Yao Yao	Kouakou Kouassi	Kouame Konan
Yssouf Camara	Yeo Ninhinzou	Kouame Kouame	Rambe Salam
Zilo Bi Trah Ma	Amani N4guessan	Kouassi Fofana	Ramde Poskou
Zougbo Adrienne	Konan Kouadio S	Ouattara Nassogona	Sawadogo Moumouni
Abona Andre	Kouadio Oule Da	Rabe Pierre	Soro Mefolo
Kouame N'goran	Koui Hie Lauren	Sadia Albert	Soro Sanguieri
Yeo Kinadja	Salimata Aidara	Soro Sangneri	Tiemoko Amani
Yoh Therese	Sekongo Tiebati	Zouzou K. Bernard	Toure Kobourou
Ossro Laurant	Tape Igba Thier	Aka Ignace Parf	Yao Houra
Sekongo Sioube	Zogbolou Dakour	Alla Konan Jean	Bakary Bokongo
Agbedje Prixas	Zohi Gre	Gnapo Privat	Digbeu Edgar
Gnambo Koulate	Diomande Jean	Kambire Sonkite	Diomande Naman
Koffi Yao Pasca	Keble Kloi	Kamenan Oi Kame	Djagbre Djahoul
Lahon Marie	Kouame Konan	Kone Yodamignon	Ebouo Kouame
Yeo Deyeregue	Koumenan Kouame	Latif Rachelle	Fofana Beyaton
Bado Salomon	Mian Meka Huber	Maniga Guegon	Konan Appolinai
Sonde Gagne	Kouassi Aya	Nikiema Benoit	Konan Kouassi D
Zede Yvonne	Sekongo Bakary	Ouattara Mawa	Kouassi Yao
Abou Coulibaly	Yao Kouadio Emi	Taki Kouame	Salam Rambe
Aboulaye Kone	Ye Marcelin	Yao Kouadio Cha	Siaba Edmond
Alle Abe	Balou Foua Euge	Yeo Ferela	Silue Fouwalgab
Gaemi Dangbe Theophile	Boti Bi Dje Lam	Aki M'bra	Yeo Ferela
Koffi K. Paul	Djaha N'zoko	Akomian Seraphi	Youngnan Bi Zou
Kone Moussa	Gonkoue Seha Em	Balou Logbo	Ago Pierre
Kouakou Konan Pascal	Goue Gaspard	Bamba Ibrahima	Diomande Goman
Kouakou Sekoun Edouard	Menegbe Kassoum	Bognon Gnagra C	Eble Edouard
Kouame Kouadio Dominique	N'guessan Kouak	Irie Bi Dje	Gourou Bouazo M
Kouassi Boka Alexi	Ouattara Fatoum	Kouakou Affoue	Kone Nadjele
Kouassi Diby Anto	Zadi Marthe	Kra Arsene Vale	Kouala Amidou
Persons Interviewed in the South		Persons Interviewed in the CNO	
M'poli Ble A.Marie	Akpele Atte	Ouattara Sounga	Kouame Koffi
Memel Esmel	Amin Yapo	Tuo Tioguignon	Ledjou Sory
Ouattara Andon	Dangbe Gohi Elo	Bamba Adama	Simpore Pierre
Pas De Focus Ii	Lath Ange Edwig	Kouadio Kouassi	Tiebi Doubi
Sangare Bakary	N'goran Amena A	Kouakou Koua Ma	Tuo Tioguignon
Silue Tinhingnigui	Abe Abe Hypolit	Kouakou Lydie	Yacouba
Taki Koffi Nestor	Basse Bi Point	N'guessan N'gue	Yacouba Kone
Toure Gnonle	N'goran Koffi M	Ouattara Bassib	Ouattara Yacoub
Wandji Guy Celestin	Silue Golourgo	Padre Gnaga	Ouattara Sounga
Yao Jean Leopauld	Brou Leonce	Tuo Dognimin	Gnegbe Bruno
Yao Kan Simplicie	Dobe Dago Marti	Ayepa Kouadio Germain	Kouadio Kouame
Zoro Bi Kouame	Kouakou N'da Ya	Dieme Diomand	Moussa Ouattara

Agnimel Memel M	Kouassi Ba	N'goran Carin	Rabe Pierre
Beugre	Koudou Dalou Ma	Ouattara Badabila	Saraka Kouakou
Boue Bi Zan Tho	Soro Nahouo	Zede Dalai Germain	Sawadogo Amadou
Dani Anderson	Tahou Bertrand	Badolo Adaman	Tuo Dognimin
Dibi Konan Kan	Issouf Konate	Dago Bani	Vakoum Kourouma
Gbery Agnes Cla	Kodjane Kouakou	Diomande Gbato	Yao Goze Camoll
Issouf Konate	Kodjane Kouakou	Dramane Coulbil	Yaya Fofana
Aka Brou Justin	Guei Odette	Fofana Yacouba	Bakary Kone
Biagou Ake Aime	Kanga N'guessan	Kambire Sonkite	Boga Emmanuel
Boka Akia	Kouassi N'dri F	Konan Ayebe	Djahouli Pega
Boue Louade	N'goran Koffi	Martial Sery De	Koadio Konan Ro
Coulibaly Sirabana	Tai Gnepo	Diomande Tiemoko	Ouattara Daouda
Dadie Tchoum David	Traore Issoumai	Kone Sirabana	Tama Gboro
Diomande Aboulaye	Zadi Marthe	Kore Sorolou	Toure Lancine
Diomande Mamadou	Zogbolou Dakour	Kouassi Benoit	Yao Amoin Josep
Doua Bi Seboue Alexi	Zoro Bi Kouame	Kouassi Noel	Soro Drissa
Edi Offo Ferdinand	Brou Koffi	Aka Ignace Parfait	Yeboue Amoi
Gnahoua Gado Emmanue	Keble Kloi	Diomande D. Franc	Koffi Yao Vince
Gnamlin Pereco	Meite Mema	Diomande Mamadou	Konan Eugene
Kanga Dja	N'guessan Marie	Gbalouan Teophile	Konate Inza
Koffi Yao	Nohon Sita	Kacou Jeremie	Kone
Kouakou Konan Pascal	Yao Kouadio Emi	Komara	Kouadio Kouame
Kouassi Konan Edmond	Yeo Zahatche	Konan Kouakou	Oyou N'da Roger
Kouassi Yao Benjamin	Zakra Emmanuel	Kone Yadamignon	Sanogo Douanan
Meite Masse	Djaha N'zoko	Kouadio Kouame	Silue Gognaniga
N'dja Yapo Jonas	Flie Bernadet	Kouassi Kouassi Valentin	Assande Hamien
Nouaman Kessi	Gnambo Koulal	Maninga Abou	Daha N'guessan
Pas De Focus Iii	Kouame Adjoua R	Moussa Fofana	Dieme Diomande
Soro Nahoua	Meite Mamadou	N'guessan Kouadio Frederic	Kouakou Jean Ma
Yahou Daniel	Saraka Gnamie	Ouattara Fononan	Peponron Marcel
Zouzou N'guessan	Bleu Matoma	Pas De Focus Ii	Sonzai Marcel A
Aboudram Djomande	Koffi Affoue	Sanon Alassane	Tape Anderson
Bamba Doussoufou	Meite Siaka	Voir Marie Pr Le	Yao Michel
Coulibaly Sagaforo	Akoua Yereboro	Yao Kouadio Francois	Bougnou Gnagra
Dadie Komenan	Asseman Damty	Yeo Fetegue	Kenema Aboubaka
Gaemi Dangbe Theophi	Beda Yapi Roger	Zoumana Coulibly	Kouadio Victor
Goli Dago Flavien	Boli Bi Boli Augus	Abouh Valery	Brou Bertin
Koffi Koffi	Deoho Charles	Andegra Yao Kra	Diomande Goman
Konan Ago	Diomande Fatouma	Ayepa Kouadio G	Kipre Kouame Mi
Kouachi Djeke	Djaha Yao Nestor	Bamba Siafa	Kouadio Kouassi
Kouame Kouadio	Douffi Affoue	Gondo Koue	Silue Fangassou

Domin			
Kouassi Boka Alexi	Kale Rene		
Koulade Hubert	Kouakou Coffi Fred		
Mahan Roland	Kouassi Konan		
Meite Karamoko	Mamadou Bamba		
N'cho N'gbesso Luc	Menegbe Kassoum		
N'guessan Adjimi	N'dri Kouame		
Nea Ire	Soro Katianning		
Soro Nagbana	Tra Bi Se Alain		
Taki Koffi	Trogbo Kouame Jean		
Yahoua Yereboro	Aman Juliette		
Zohi Gre	Basse Bi Point		
ossro Laurant	Gouha Kouassi		
Diby Konan Kan			

Annex 5A: Sampling Design, Methodology and Household Questionnaire

Study design and sample size calculation

The evaluation team, in conjunction with WFP and with the endorsement of *Direction Nationale des Cantines Scolaires* (DNCS), identified two geographic zones for sampling, the Centre North West (CNO) and the South. The creation of these two zones was one of the results of the 2002-2008 conflict and significant socio-economic, political and agro-ecological variation exists between the regions. In addition, the evaluation team also sought to compare differences between households with children who are attending schools with a canteen versus households with children who attend schools without a canteen. This yields four comparison groups (strata).

CNO	1. With canteen
	2. Without canteen
South	3. With canteen
	4. Without canteen

The formula used to determine the minimum required sample size is designed to measure the differences between comparison groups using a two-stage random sample with replacement. The following equation was used to determine the minimum sample size for each strata:

Where:

n = minimum required sample size

d = design effect [2.0]

= z -value for normal distribution with 95 percent confidence interval (2-tailed) [1.96]

= for large populations $\approx p(1-p)$ where p is the estimated level of an indicator measured as a proportion at the time of the survey [assuming 0.5 attendance rate in some schools⁴¹]

e = margin of error [0.04]

Using this formula yields a minimum required sample size of 300 households per strata. To compensate for non-response, an additional five percent was sampled per strata, yielding a total survey sample size of 1,260 households.

Sample selection

Sampling frames comprised of all WFP sponsored schools were prepared for each comparison group (with canteen, without canteen, CNO and South), yielding four independent sampling frames. Within each stratum, all schools had an equal probability of being selected. A two-stage sampling procedure was followed, with the first stage being selection of schools and the second stage being selection of households within the catchment areas of selected schools. For logistic purposes 21 households were selected per school. The sampling design initially intended to select 30 communities with schools that participated in the SFP (15 in CNO and 15 in the South), and 30 communities with schools in the same Inspectorate of Primary Education (IEP) that did not participate in the SFP. However, following selection based on the original lists provided by DNCS and WFP, it was determined

⁴¹ attains its maximal value when $p=0.5$

that 16 of the communities in the South did not participate in the canteens and 14 of the communities in the South participated in the canteens. The sample was therefore corrected to reflect the situation found on the ground.

Step 1: Selection of schools

The sampling frames for each comparison group were arranged by school district to ensure adequate coverage. From this list, a sample of school districts was systematically randomly selected using probability-proportional-to-size (PPS). From each school district one programme (canteen) school and one non-treatment (non-canteen) school were randomly selected.

Comparison group	Total # of schools	# of schools selected	# households selected per catchment area	# of households sampled
Schools with canteens in CNO	3,267	15	21	315
Schools without canteens in CNO	4,065	15	21	315
Schools with canteens in the South	2,126	15 ⁴²	21	315
Schools without canteens in the South	589	15	21	315
			Total	1,260

Step 2: Selection of households

Once the schools were selected, the survey team defined catchment areas for the school, that is, the surrounding community(ies) that send their children to that school. A list of all households that have at least one primary school-aged child was then prepared for each school's catchment area. From these lists, 21 households were randomly selected for each school.

Data analysis

Data was entered and cleaned by the National Institute of Statistics, Cote d'Ivoire and sent to the survey team for analysis in the US. Data was analyzed using SPSS. Sample weights (described below) were applied for analysis between comparison groups.

Sample weighting factor

A weighting factor was applied during data analysis due to the fact that equal numbers of schools (15) were selected from each strata, regardless of the relative proportion of canteen to non-canteen schools or CNO to South schools. Each comparison group received a normalized weight based on the relative proportions of comparison groups to correct for the different probabilities schools had of being selected.

Calculation of Food Consumption Scores from Primary Data⁴³

The Food Consumption Score, widely used by the World Food Program as a measure of diet diversity and quality, is derived by weighing various food groups based on their protein value and assigning a score for each food group consumed by the household during the recall period. Points are assigned as follows:

⁴² Following the original data collection, it was determined that 16 of the communities in the South did not participate in the canteens and 14 of the communities in the South participated in the canteens, so the samples were adjusted accordingly.

⁴³ WFP VAM Unit (2008) Food Consumption Analysis: Calculation and use of the food consumption score in food security analysis. WFP: Rome

Food Consumption Score weights

<i>Cereals and tubers</i>	2 points
<i>Pulses:</i>	3 points
<i>Vegetables:</i>	1 point
<i>Fruit:</i>	1 point
<i>Meats and fish</i>	4 points
<i>Milk, yoghurt and other dairy:</i>	4 points
<i>Sugar/honey:</i>	0.5 points
<i>Oils/butter:</i>	0.5 points

Households are asked to recall the foods they consumed in the previous 24 hour period. The frequency of consumption (0-7) is then multiplied by the assigned weight (see table above) for that food group and summed across the eight food groups. Thus the maximum food score possible is 112, if every food group was consumed every day over the last seven days.

The score is compared to following established thresholds that indicate the status of the household's food consumption⁴⁴.

- Poor food consumption: 0 to 21.
- Borderline food consumption: 21.5 to 35.
- Acceptable food consumption: > 35.

Calculation of Dietary Diversity Scores from Primary Data⁴⁵

Dietary diversity is an important indicator of household food security and provides insight into the variety and quality of diet, simultaneously providing information on both access and availability of food. In a 'food secure' context, an appropriate variety of food will be available for purchase and households' will have the means to access adequate food for their needs. The households' diet should reflect these factors, that is, a more varied household diet suggests high food availability and purchasing ability. The dietary diversity score, defined as the number of nutritionally important food groups, out of twelve, from which food was consumed on the previous day (the groups are: cereals; roots and tubers; pulses/ legumes; vegetables; fruits; dairy products; meats and poultry; fish and seafood; eggs; oils /fats; sugar/honey; and miscellaneous such as coffee, tea, soda).⁴⁶

Calculation of Asset Index from Primary Data⁴⁷

Assets were weighted according to their relative value and then multiplied by the number of each particular asset owned. The table below shows the assets include in each category (livestock, productive, transport, and household) and their corresponding weights used to calculate the index.

⁴⁴ These thresholds are adjusted in contexts where consumption of sugar and/or oil is common.

⁴⁵ WFP VAM Unit (2008) Food Consumption Analysis: Calculation and use of the food consumption score in food security analysis. WFP: Rome

⁴⁶ Swindale, Anne and Paula Bilinsky. 2006. Household dietary diversity score (HDDS) for measurement of household food access: Indicator guide, version 2. Food and Nutritional Technical Assistance (FANTA), United States Agency for International Development.

⁴⁷ WFP VAM Unit (2008) Food Consumption Analysis: Calculation and use of the food consumption score in food security analysis. WFP: Rome

Table 1: Asset weights

Asset Category	Asset Type	Weight
Livestock	<i>Bovins</i>	200
	<i>Ovins</i>	50
	<i>Caprins</i>	25
	<i>Equidés</i>	50
	<i>Volaille</i>	2
	<i>Porc</i>	30
Productive	<i>Presse à Manioc/Huile</i>	20
	<i>Charrue</i>	40
	<i>Tracteur</i>	1500
	<i>Pulvérisateur</i>	25
	<i>Brouette</i>	23
	<i>Machette</i>	3
	<i>Daba</i>	1.5
Transportation	<i>Vélos</i>	30
	<i>Motos/Mobylette</i>	250
	<i>Voitures</i>	5000
	<i>Pirogue</i>	450
	<i>Bateau de pêche</i>	4800
Household	<i>Tables/chaises</i>	12
	<i>Lits</i>	18
	<i>Marmites</i>	7
	<i>Robinets</i>	3
	<i>Télévision</i>	40
	<i>Radios</i>	12
	<i>Lecteur VCD/DVD</i>	15
	<i>Antenne parabolique</i>	15
	<i>Téléphones cellulaires</i>	15
	<i>Téléphone fixe</i>	10
	<i>Foyer amélioré</i>	3
	<i>Lampes torches</i>	1.5
	<i>Ventilateurs</i>	20
	<i>Climatiseur</i>	170
	<i>Réfrigérateur / congélateur</i>	200
	<i>Groupe Electrogène</i>	55
	<i>Lampe a Pétrole</i>	3.5
	<i>Combustible a Gaz</i>	4.5
<i>Bancs</i>	10	

Establishing Vulnerability Indices Using Principal Components Analysis

TANGO used two multivariate analysis techniques— Principal Component Analysis (PCA) and Cluster Analysis—to create socioeconomic profiles, thereby reducing the complexity of the dataset for exploratory purposes. PCA helps to identify unique factors that summarize

several dimensions of the vulnerability and food security status of households. Cluster analysis groups all cases into a number of groups.

The process began with the selection of ten indicators, which together could explain vulnerability and food insecurity. The ten indicators are:

- a) Dependency ratio
- b) Mean number of meals consumed each day by household
- c) Dietary diversity scores (number of food groups consumed in the last 24 hours) of adults
- d) Dietary diversity scores (number of food groups consumed in the last 24 hours) of children
- e) Per capita monthly household income
- f) Total monthly educational household expenditures
- g) Value of livestock assets
- h) Value of productive assets
- i) Value of household assets
- j) Value of transportation assets

PCA was used to identify and describe the underlying relationships amongst the ten variables by creating new indicators (called ‘factors’ or ‘principal components’) that capture the essence of the associations between variables. These components can explain the most variation in the sample. The analysis resulted in one principal component that explained 35 percent of the variation using the ten variables selected for the analysis. Components with little explanatory power were removed (2-11-Table 2).

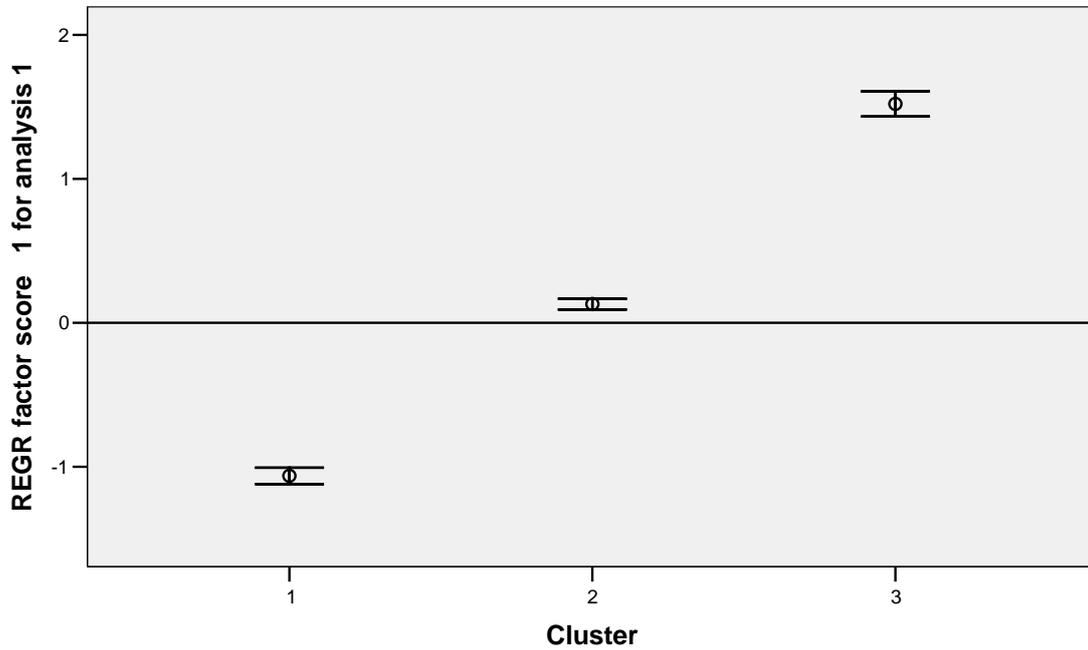
Table 2: Total Variance Explained

Component	Initial Eigenvalues			Extraction Sums of Squared Loadings		
	Total	% of Variance	Cumulative %	Total	% of Variance	Cumulative %
1	3.843	34.935	34.935	3.843	34.935	34.935
2	1.392	12.656	47.591	1.392	12.656	47.591
3	1.279	11.630	59.221	1.279	11.630	59.221
4	.936	8.512	67.733			
5	.867	7.881	75.613			
6	.826	7.513	83.126			
7	.745	6.777	89.904			
8	.668	6.072	95.975			
9	.342	3.110	99.085			
10	.094	.859	99.944			
11	.006	.056	100.000			

Extraction Method: Principal Component Analysis.

The next stage incorporated the use of Cluster Analysis—an exploratory data analysis tool which aims at sorting different objects (in this case households) into groups in a way that the degree of association between two households is maximal if they belong to the same group and minimal otherwise. The principal component (#1 in Table 2) was plotted using Cluster Analysis to identify and cluster households into distinct groups. The analysis resulted in three clusters of households with the characteristics displayed below.

Simultaneous 95% Confidence Intervals for Means



Reference Line is the Overall Mean = .00000

The figure above shows that similarity between the clusters is very low. Additionally, the relatively small standard deviations of means for group 1 (0.47), 2 (0.38) and 3 (0.55) suggest that the variation within the clusters is minimal (below **Error! Reference source not found.**). These three clusters are compact.

Centroids

		REGR factor score 1 for analysis 1	
		Mean	Std Deviation
Cluster	1	-1.0633816	.47450806
	2	.1296090	.38283613
	3	1.5207261	.54908364
	Combined	.0000000	1.00000000

The standard deviation for Group 3, which is characterized by a higher mean factor, is slightly larger than the other two groups (0.54). This group is the least vulnerable socioeconomic group, characterized in particular by a wider range of income and asset.

A.10	Code Ilot	_ _ _ _	
A.11	Nom du Chef de ménage	_____	Signature du chef d'équipe :
A.12	Nom de la personne interviewée	_____	
A.13	Lien de parenté avec le chef de ménage	_____ _ _	
A.14	Distance du ménage a l'Ecole primaire en km	_____/ _ _	
A.15	Nom et Code de la Langue de l'entretien	_____/ _ _	
A.16	Nom et code Langue maternelle du chef de ménage	_____/ _ _	A. 23 Date de Saisie des données
A.17	Coordonnée X	_ _ _ _ _ _ _ _	_ _ / _ _ / 2010 <i>jour mois</i>
A.18	Coordonnée Y	_ _ _ _ _ _ _ _	A.24 _____ _ _ <i>Nom et code de l'agent de saisie</i>
			Signature agent de saisie : _____

Module B- Données Démographiques : (Liste complète de l'ensemble des membres résidents du ménage)

Id_per	B1.Prénom	B2.Relation <i>Voir manuel pour les codes</i>	B.3 Sexe <i>Masculin 1 Féminin 2</i>	B4.Age <i>(en année révolu)</i>	B5.Religion <i>Musulman 1 Catholique 2 Méthodiste 3 Évangélique 4 Autre chrétien 5 Autre religion 6 Animiste 7 Sans religion 8</i>	B6.Statut Matrimonial <i>Marié (e) 1 Divorcé (e) 2 Séparé (e) 3 Veuf/Veuve 4 Jamais marié(e) 5 N/A9</i>	B7.Education (niveau le plus élevé atteint) <i>Voir manuel pour les codes</i>	B.8 Occupation Principale <i>Voir manuel pour les codes</i>
01		_____					_____	
02		_____					_____	
03		_____					_____	
04		_____					_____	
05		_____					_____	
06		_____					_____	
07		_____					_____	
08		_____					_____	
09		_____					_____	
10		_____					_____	
11		_____					_____	
12		_____					_____	
13		_____					_____	
14		_____					_____	

Module B- Données Démographiques : (Liste complète de l'ensemble des membres résidents du ménage)

Id_per	B1.Prénom	B2.Relation <i>Voir manuel pour les codes</i>	B.3 Sexe <i>Masculin 1 Féminin 2</i>	B4.Age <i>(en année révolu)</i>	B5.Religion <i>Musulman 1 Catholique 2 Méthodiste 3 Évangélique 4 Autre chrétien 5 Autre religion 6 Animiste 7 Sans religion 8</i>	B6.Statut Matrimonial <i>Marié (e) 1 Divorcé (e) 2 Séparé (e) 3 Veuf/Veuve 4 Jamais marié(e) 5 N/A9</i>	B7Education (niveau le plus élevé atteint) <i>Voir manuel pour les codes</i>	B.8 Occupation Principale <i>Voir manuel pour les codes</i>
15		____ _ _					_____ _ _	
16		____ _ _					_____ _ _	
17		____ _ _					_____ _ _	
18		____ _ _					_____ _ _	
19		____ _ _					_____ _ _	
20		____ _ _					_____ _ _	
21		____ _ _					_____ _ _	
22		____ _ _					_____ _ _	
23		____ _ _					_____ _ _	

Module D-Données concernant les membres du ménage qui ont déménagé au cours des dernières 10 années :

D1. Avez vous des membres de ce ménage qui ont grandi ici et qui vivent ailleurs?	Oui = 1
	Non = 2

Si “non” allez au Module E.

Inscrivez les noms des membres qui ont grandi dans ce ménage et qui vivent maintenant ailleurs.

Id_per	D2. Prénom	D3. Age	D4. Sexe <i>Masculin...1 Féminin...2</i>	D5. Niveau d'Education <i>Voir manuel</i>	D6. Est-ce que [Prénom] a fréquenté les cantines scolaires quand il était à l'école? <i>Oui.....1 Non.....2 aller à D8 Pas de cantine 3 Ne sait pas ...9</i>	D7. Pendant combien d'années [Prénom] a fréquenté les cantines scolaires? <i>Oui.....1 Non.....2 aller à D8 Pas de cantine 3 Ne sait pas ...9</i>	D8. Ou est-ce que [Prénom] habite maintenant? <i>Abidjan.....1 Autre Zone urbaine2 Zone rurale.....3 Hors du Pays.....4</i>	D9. Quelle est l'occupation principale de [Prénom] <i>Voir manuel</i>	Contribution de [Prénom]		
									D10. Appréciation de la contribution au bien-être du ménage <i>Nulle ... 1 Modeste ...2 Grande ...3</i>	D11. Est-ce [Prénom] a investi dans la communauté <i>Oui =1 Non =2 Si D11 = 2 ->Module E</i>	D12. Si oui quel type d'investissement ? <i>Logement =1 Commerce = 2 Pat foncier urbain=4 Pat foncier rural=8 Agriculture=16 Elevage=32 Pêche/Pisciculture =64 Transport =128 Dons (nature/espèce) = 256 Autres à préciser = 512</i>
01											
02											
03											
04											
05											
06											
07											
08											

Module E: Revenus et Dépenses liées à l'Éducation

Ea. Activités Génératrices de Revenus au cours des 12 derniers mois

Ea1. Activité		Ea2. Quels sont les membres du ménage impliqués dans cette activité ? <i>Chef de ménage seulement ... 1</i> <i>Femmes seulement2</i> <i>Enfants seulement3</i> <i>Tous les membres du ménage ...4</i> <i>Autres membres du ménage 5</i>	Revenus		
Code	Libellé		Ea3. Pendant combien de mois, cette activité a été pratiquée au cours des 12 derniers mois ?	Ea4. Quel est le revenu moyen mensuel généré (en F CFA)	Ea5. Revenu Moyen Annuel (en F CFA)

Eb. Autres sources de revenus au cours des 12 derniers mois

Q. Au cours des 12 derniers mois, est-ce que votre famille a bénéficié d'une assistance sous les formes suivantes?

Code	Description	Oui/Non Oui ... 1 Non ... 2	Montant	Fréquence		Estimation du Revenu Annuel en CFA
				Nombre	Unité (ex par jour/semaine /mois/an)	
Eb1	Réception d'argent?					
Eb2	Assistance financière Gouvernementale ou ONG?					
Eb3	Participation a des groupements de Crédit					
Eb4	Autres sources à préciser					

Ec. Dépenses du Ménages pour l'Éducation

Q. Combien d'argent dépensez-vous pour les rubriques suivantes (Année scolaire 2009-2010).

	Rubriques	Estimation annuelle des dépenses		Rubriques	Estimation annuelle des dépenses
Ec1	Frais inscription		Ec4	Uniformes	
Ec2	Fourniture scolaire (livres, cahiers, etc..)		Ec5	Autres dépenses scolaires a préciser : _____	
Ec3	Coûts des repas (repas de midi pour enfants à l'école)			_____	

Module F: Biens du Ménage

Biens de Production			Biens de Consommation		
Code	Nature du bien	Quantité possédée par le ménage	Code	Nature du bien	Quantité possédée par le ménage
F1	Terres Agricoles en ha		F21	Radios	
F2	Terres non-agricoles en m2		F22	Lecteur VCD/DVD	
F3	Bovins		F23	Antenne parabolique	
F4	Ovins		F24	Téléphones cellulaires	
F5	Caprins		F25	Téléphone fixe	
F6	Equidés		F26	Vélos	
F7	Volaille		F27	Motos/Mobylette	
F8	Porc		F28	Voitures	
F9	Etang piscicole		F29	Pirogue	
F10	Charrue		F30	Bateau de pêche	
F11	Tracteur		F31	Foyer amélioré	
F12	Pulvérisateur		F32	Presse à Manioc/Huile	
F13	Brouette		F33	Lampes torches	
F14	Machette		F34	Ventilateurs	
F15	Daba		F35	Climatiseur	
F16	Tables/chaises		F36	Réfrigérateur/congélateur	
F17	Lits		F37	Groupe Electrogène	
F18	Marmites		F38	Lampe a Pétrole	
F19	Robinets		F39	Combustible a Gaz	
F20	Télévision		F40	Bancs	

Module G: Consommation Alimentaire [Répondant: Mère ou autre femme adulte au sein du Ménage]

Q. Types d'aliments consommés par les membres du ménage au cours des dernières 24 heures.

Groupe d'aliments	Aliments	Adultes (18 ans & Plus)	Enfants (- 18 ans)
		G1. Est-ce qu'un adulte du ménage a consommé au moins l'un des aliments suivants dans les dernières 24 heures? Si musulman : a la veille du Ramadan <i>1= Oui 2= Non</i>	G3. Est-ce qu'un enfant du ménage a consommé au moins l'un des aliments suivants dans les dernières 24 heures? Si musulman : a la veille du Ramadan <i>1= Oui 2= Non</i>
Céréales et tubercules	Mais, Riz, Sorgho, Mil, pain		
	Igname, Tarot, Plantain, Manioc, Pommes de terre, patates douces		
Légumes secs	Haricots, Pois, arachides en coques, noix de cajou		
Légumes	Légumes, condiments, légumes-feuilles		
Fruits	Fruits		
Viande et Poisson	Bœuf, chèvres, volaille, porc, œufs et poisson		
Lait	Lait, Yaourt, et autres produits laitiers		
Sucre	Sucre et produits sucrés		
Huile	Huile, Matières grasses et beurre		

G5. Combien de repas avez vous consommés hier au cours de la journée passée (du lever au coucher) / si Musulman, a la veille du Ramadan ? _____/

G6. Quand votre enfant mange a la cantine scolaire :

_____/ 1= Vous préparez ou acheter la même quantité que lorsqu'il est la

_____/ 2 = Vous préparez ou acheter moins de nourriture que lorsqu'il est la

_____/ 3= Vous ne manger pas a midi

_____/ 4= Vous ne préparer pas

Module H: Niveaux d'implication des parents a la gestion des activités de l'école et autres questions d'opinions

Questions	Réponses	Choix de Réponse
H1. Une personne de votre ménage est-elle membre du comite de Gestion de l'Ecole?	Oui = 1 Non = 2	
H2. Une personne de votre ménage est-elle impliquée dans la gestion du programme de la cantine scolaire?	Oui = 1 Non = 2	
H3. Combien de fois un membre adulte de ce ménage a visite l'école au cours de l'année scolaire passée?	Nombre de fois	
H4. Au cours de l'année passée, est -il arrivé a certains de vos enfants de dépenser les 25F de contribution à la cantine avant d'arriver a l'école?	Jamais = 1 Rarement = 2 Fréquemment = 3 Ne sait pas = 4 N/A = 99	
H5. Est-ce que le bénéfice de la cantine scolaire pour votre enfant vaut les 25 F ?	Oui = 1 Non = 2 N/A = 99	
H6. Si oui ou non, Pourquoi ?		
H7. Est-ce que quelques membres de votre ménage ont bénéficié de services de santé a l'école ? Déparasitage Vaccination Supplément Nutritionnel	Oui =1 ; Non = 2 Oui =1 ; Non = 2 Oui =1 ; Non = 2	

MODULE I. Appréciation du programme des Cantines Scolaires

I1. Est-ce que votre enfant a bénéficié d'un repas à la cantine chaque jour au cours du dernier mois de sa scolarisation?	Oui =1 Non =2 Ne sait pas =3 N/A = 99	
I2. Préparez-vous le repas à la maison quand votre enfant mange à l'école?	Oui =1 (si oui, passez a la question I4) Non =2 N/A = 99 (si N/A, passez a la question I4)	
I3. Si non, quand vous ne préparez pas à la maison, comment le temps gagné est alors utilisé?	Travaux domestiques = 1 Repos/Loisirs = 2 Activités génératrices de revenu = 4 Agriculture/Elevage = 8 Soins des enfants = 16 N/A = 99 Autres à préciser = 3	
I4. Avantages cantines scolaires pour le ménage?	L'enfant est plus attentif et actif =1 L'enfant apprend = 2 L'Enfant est en meilleur sante =4 L'enfant a plus d'opportunités dans la vie = 8 Pas d'avantage = 16 Economie de temps pour les enfants = 32 Economie d'aliments et d'argent pour le ménage = 64 Revenue monétaire =128 Ne sais pas = 256 Autre = 512	
I5. Quand votre enfant mange à l'école, est-ce que vous dépensez moins d'argent pour l'alimentation du ménage?	Même montant d'argent = 1 Moins d'argent = 2 Autre a préciser = 3 N/A = 99	
I6. Vendez-vous quelque chose à l'école pour la cantine?	Rien = 0 Bois = 1 Légumes = 2 Autres produits alimentaires = 4 Force de Travail = 8 Eau = 16 Autre a préciser =32 N/A = 99	

I7 Quelles sont les deux principales recommandations que vous faites pour améliorer le programme des cantines scolaires?

1 : _____

2 : _____

18 Heure de la fin de l'entretien (*Heure : minutes*) |_|_|:|_|_|

Fin du Questionnaire Ménage

MERCI

Annex 6: Core Standard Indicators for Côte D'Ivoire

Core Standard Indicators for country officeTE D'IVOIRE				
	Indicator	Data	Benchmark/ MDG status	Source
General	Population (total)	(2000) 17,281,479 (2008) 20,591,302		World Bank. Quick Query MDG
	Rate of natural increase (%)	(1990-95) 2.9 (2005-10) 2.4		UNDP HDR 2009
	Urban Population (% of total)	(1990) 39.7 (2010) 50.1		UNDP HDR 2009
	Human Development Index (value and rank)	(2000) 156/173 value: 0.428 (2007) 163/182 value: 0.484		UNDP HDR 2002 UNDP HDR 2009
	Gender-Development related index (value and rank)	(2000) 132/173 value: 0.411 (2007) 137/182 value: 0.468		UNDP HDR 2002 UNDP HDR 2009
Economic	Gini Index (value)	(1995) 36.7 (2002) 48.4	100=most unequal Median 39.0 89/134 countries	UNDP HDR 2002 World Bank - Data & Statistics
	GNI per capita (US\$)	(2000) 620 (2008) 980		World Bank. WDI
	Annual GDP growth rate	(2000) - 4 (2008) 2		World Bank. WDI
	Agriculture as % of GDP	(1998) 24.1 (2008) 25.0		World Bank. Country at a glance
	Net Food trade (food exp-food imp) as % of GDP	(2000-02) 13.8 (2004-06) 11.3		FAO Country Profile
	Percentage of population living below the national poverty line	(2000) 36.8 (2006) N.A.		UNDP HDR 2002 UNDP HDR 2009
Poverty	Percentage of population living below US\$2 a day	(2001) 49.4 (2007) 46.8		UNDP HDR 2003 UNDP HDR 2009
	Income/food deficit status (LIFDC: Yes or No)	Yes		FAO Country Profiles
Food Security	Global Hunger Index 2009 (value and rank)	(1988-92) 16.0 (2002-07) 14.5 rank: 37/84	Serious Serious	IFPRI. GHI 2009
	Prevalence of undernourishment in total population %	(2000-02) 15 (2004-06) 14		FAO Country Profile
Nutrition	Weight-for-height (Wasting), prevalence for < 5 (%)	(2001) 8 (2007) 7	Medium Medium	UNICEF SOWC 2003 SOWC 2009
	Height-for-age (Stunting), prevalence for < 5 (%)	(2001) 25 (2007) 34	Medium High	UNICEF SOWC 2003 SOWC 2009
	Weight-for-age (Underweight), prevalence for < 5 (%)	(2001) 21 (2007) 20	High High	UNICEF SOWC 2003, SOWC 2009
	Prevalence of anaemia (%) in < 5	year not specified 69.0 (Hb <110g/L)	Severe (≥ 40.0)	WHO "Prevalence of anaemia '93-'05"
Health	< 5 mortality rate (per 1000 live births)	(1990) 150 (2008) 114		UNICEF SOWC 2009 Special Edition
	Maternal Mortality rate (per 100,000 live births)	(2001) 600 (2008) 540		UNICEF SOWC 2003 UNICEF SOWC 2009 Special Edi.
	Population not using improved water source (%)	(2000) 23 (2006) 19		UNDP HDR 2002 UNDP HDR 2009
	Life expectancy at birth	(1995-2000) 47.7 (2007) 56.8		UNDP HDR 2002 UNDP HDR 2009
	People living with HIV/AIDS (%) - Adults	(2001) 6.0 (2007) 3.9		UNAIDS Global AIDS Epidemic Report 2008
	Public expenditures on health (% of government expenditures)	(2006) 4.1		UNDP HDR 2009
Education	Literacy Rate Youth (15-24 years) (%)	(2000) Male: 71 Female: 52		World Bank Quick Query MDG
	Public expenditures on education (% of government expenditures)	(1997) 24.9 (2000-07) 21.5		UNDP HDR 2002 UNDP HDR 2009

Annex 7: 2001-2009 Directed Multilateral Contributions to Côte D'Ivoire

Project	Donor	2001	2002	2003	2004	2005	2006	2007	2008	2009	Grand Total
33582	Austria		254,750								254,750
	USA		267,143								267,143
	Private Donors			2,500							2,500
	Multilateral	1,136,912	1,276,670		86,400		641				2,500,623
100613	France						57,252				57,252
	UN CERF Common Funds and Agencies							500,000	582,454		1,082,454
102440	Denmark			8,511							8,511
	Germany		991,080								991,080
	Italy		198,216								198,216
	Japan		600,000								600,000
	Luxembourg		104,384								104,384
	Norway			488,325							488,325
	Switzerland		735,571	47,967							783,538
	Multilateral			982,129							982,129
102441	Canada				321,059						321,059
	European Commission				2,406,739						2,406,739
	Japan				1,834,863						1,834,863
	Private Donors				35,922						35,922
	Multilateral				124,400						124,400
103720	Austria					7,362					7,362
	Canada					1,715,343	1,315,790				3,031,133
	European Commission					2,412,545	2,442,211	666,666			5,521,422

	France					2,513,462	1,604,446				4,117,908
	Japan					3,711,659		1,818,181			5,529,840
	Luxembourg						3,345				3,345
	Switzerland					26,073					26,073
	USA					7,687,870	4,609,746	313,082			12,610,698
	Private Donors					63,001		160,489			223,490
	Multilateral					3,974,350					3,974,350
106720	African Dev Bank								500,000		500,000
	Czech Republic									29,220	29,220
	European Commission						70,351				70,351
	Greece								73,747		73,747
	Japan								3,000,000	3,000,000	6,000,000
	Netherlands								624,000		624,000
	Republic of Korea								200,000	400,000	600,000
	Switzerland								458,715	430,663	889,378
	UN CERF Common Funds and Agencies							500,272	4,727,860	400,000	5,628,132
	USA									6,247,900	6,247,900
	Private Donors								1,095,000		1,095,000
	Multilateral							4,613,847	10,870,862	1,177,281	16,661,990
107200	UN CERF Common Funds and Agencies								21,050		21,050
	USA								190,260		190,260
	Multilateral									1,158	1,158
107590	Private Donors									164,073	164,073
	Multilateral									541,919	541,919
Grand Total		1,136,912	4,427,814	1,529,432	4,809,384	22,111,665	10,103,782	8,572,537	22,343,948	12,392,215	87,427,688

Annex 8: A Review of Select Household Characteristics from Household Surveys in Côte D'Ivoire

Household Demographics:

No significant difference in household demographics, across treatment and non-treatment households within each zone, with the exception of the following: Significantly more hh heads in the South have completed secondary education than hh heads in the CNO ($p < .001$), at 6.6 percent compared to 15.2 percent. There is no difference across treatment and non-treatment households. However, when reviewing households by gender of household head, both male headed households and female headed households in the CNO are much more likely to have no education whatsoever than their male counterparts in the South, regardless of whether they were from treatment or non-treatment areas:

Table 1: Education level of household head, by zone and treatment/non-treatment

	Sud			CNO			Total
	Sans Cantines	Avec Cantines	Sud Total	Sans Cantines	Avec Cantines	CNO Total	
	%						
Secondary incomplete	82.3	87.7	84.8	94.2	92.6	93.4	87.0
Secondary complete	17.7	12.3	15.2***	5.8	7.4	6.6***	13.0
N	334	293	627	313	312	625	1252

***Mean value across zones is different at the $< .001$ significance level.

Lack of formal education at any level, is significantly higher for females heads of household than male heads of household. In the south, the difference is almost double (from 28.4 percent of male heads being illiterate vs. 54.1 percent of women). Both male and female heads of household in the South have higher literacy rates than their counterparts in the North. More disturbingly, however, is the fact that females in the south have lower illiteracy rates than males in the north. In addition, thApproximately 90 percent of all households in both the CNO and the South tend to live less than 1 kilometer from the school. Only in the CNO were there any households where children lived more than 5 kilometres away, and these households were in non-treatment areas:

Table 2: Education level of household head, by Zone and sex of household head

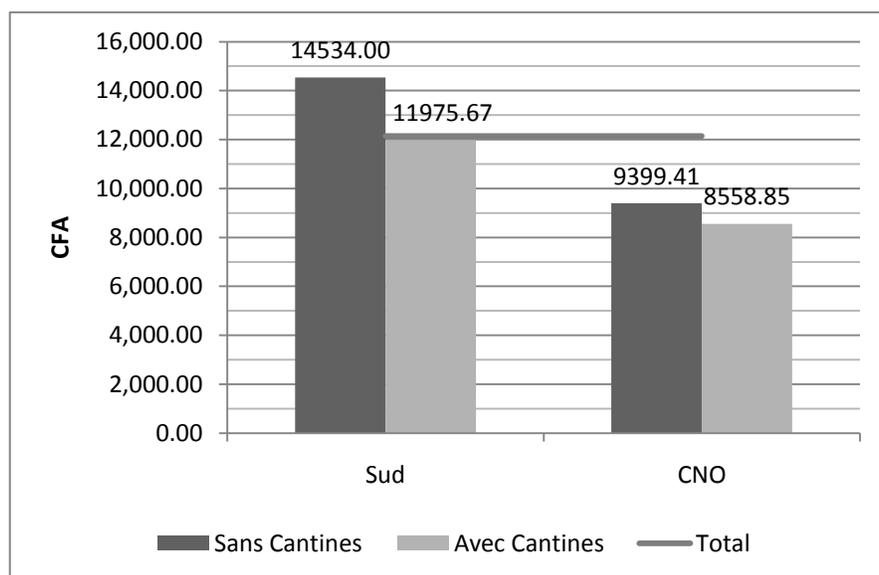
	Sud		CNO		Total
	Male	Female	Male	Female	
	%				
Secondary incomplete	83.5	94.6	93.1	96.8	87.0
Secondary complete	16.5***	5.4	6.9***	3.2	13.0
N	553	74	562	63	1252

***Mean value across zones is different at the $< .001$ significance level.

Household Revenue:

Mean per capita income is significantly higher in the South as a whole than in the CNO. Interestingly, mean per capita income of households in treatment areas are lower than households in non-treatment areas, suggesting that targeting of schools in the South may be

well conducted. However, in the CNO, there is no significant difference across treatment and non-treatment groups:



Female headed households in the South are likely to have a lower per capita income than their male headed counterparts. This is not the case in the CNO:

Table 3: Mean monthly per capita income, by Zone and sex of household head

	Sud		CNO		Total
	Male	Female	Male	Female	
	%				
%Mean monthly per capita income (CFA)	13791.44*	9924.52*	9221.61	6807.38	12138.94
Std. Dev.	15321.25	11822.40	13896.82	9241.26	14621.24
N	557	74	566	63	1260

*Mean value between Male and Female HH Head is different at the < .05 significance level.

Sources of revenue vary significantly across community. Households in the South are significantly more likely to have cash crops as a source of revenue in the last 12 months compared to households in the North. This also applies to petty trade. On the other hand, households in the CNO are more likely to have food crops as major sources of revenue compared to Households in the South:

Table 4: Income sources, by zone and treatment/non-treatment group

	Sud				CNO				Total
	Sans Cantines	Avec Cantines	Sud Total		Sans Cantines	Avec Cantines	CNO Total		
	%								
Production/vente de produits agricoles de rente	41.4	40.0	40.7	***	29.1	31.9	30.5	***	38.2
Production/vente de cultures vivrières	25.3 ^a	40.0 ^a	32.2	***	53.0	51.1	52.1	***	37.1
Fonctionnaire (y compris pension de retraite)	21.1 ^c	13.9 ^c	17.7	***	6.1 ^c	11.8 ^c	8.9	***	15.9
Petit commerce	17.3	13.9	15.7	*	9.9	12.8	11.3	*	14.8
Petits métiers (maçon, charpentier, cordonniers)	7.7	8.8	8.2		8.3	11.2	9.7		8.8
Autre	6.0	8.1	7.0		6.4	7.7	7.0		7.1
Commerce (boutiques)	5.4	2.4	4.0		3.8	4.2	4.0		4.0
Transporteur	2.7	1.0	1.9		3.8	1.0	2.4		1.8
Rentier	3.0	1.0	2.1		2.2	0.3	1.3		1.7
Production/Vente de Boisson local	1.5	2.7	2.1		0.3	0.6	0.5		1.6
Travail journalier avec paiement en espèces	2.4	1.0	1.7		1.0	1.0	1.0		1.6
Production/Vente de produits maraîchers	1.8	1.7	1.7		0.3	0.3	0.3		1.4
Elevage/vente de produits d'élevage	1.5	0.3	1.0		3.5	1.3	2.4		1.2
Production/Vente d'attiéké/ Pâte de manioc	1.5	1.4	1.4		0.0	0.6	0.3		1.2
N	336	295	631		313	312	626		1252

***Mean value across zones is different at the <.001 significance level.

*Mean value across zones is different at the <.05 significance level.

^a Mean value between treatment and non-treatment group is different at the <.001 significance level.

^c Mean value between treatment and non-treatment group is different at the <.05 significance level.

Male headed households in the South are significantly more likely to cultivate cash crops as a major source of revenue than their counterparts in the North. They are also more likely to have a salary or pension as a source of income than their counterparts in the North. On the other hand, male headed households in the North are more likely to rely on food crops as a major source of revenue:

	Sud		CNO		Total
	Male	Female	Male	Female	
%					
Production/vente de produits agricoles de rente	44.0 *** ^a	16.2 ***	32.6 *** ^a	11.3 ***	38.2
Production/vente de cultures vivrières	31.8 ^a	35.1	52.7 ^a	46.8	37.1
Fonctionnaire (y compris pension de retraite)	19.0 * ^a	8.1 *	9.2 ^a	6.5	15.9
Petit commerce	13.3 ***	33.8 ***	9.6 ***	27.4 ***	14.8
Petits métiers (maçon, charpentier, cordonniers)	8.4	6.8	9.8	9.7	8.8
Autre	7.0	6.8	6.7	9.7	7.1
Commerce (boutiques)	3.1 ***	10.8 ***	4.1	3.2	4.0
Transporteur	2.2	0.0	2.7	0.0	1.8
Rentier	1.8	4.1	1.2	1.6	1.7
Production/Vente de Boisson local	1.3	8.1	0.2	3.2	1.6
Travail journalier avec paiement en espèces	1.6	2.7	0.4	6.5	1.6
Production/Vente de produits maraîchers	1.4	4.1	0.4	0.0	1.4
Elevage/vente de produits d'élevage	1.1	0.0	2.5	1.6	1.2
Production/Vente d'attiéké/ Pâte de manioc	1.3	2.7	0.4	0.0	1.2
N	334	293	313	312	1252

***Mean value is different between sex of hh head at the .001 significance level within zone.

*Mean value is different between sex of hh head at the < .05 significance level within zone.

^a Mean value is different across zones for hh head of same sex at the .001 significance level.

All households relied to greater or lesser degrees on salaries or pensions as a source of revenue. In the South, households in non-treatment communities are more likely to have these as income sources than their counterparts in non-treatment households. The opposite is true in the North, where treatment communities are more likely to have access to their source of income than their non-treatment counterparts. Finally petty commerce is a source of income across all groups, although households in the CNO are less likely to engage in petty commerce than their counterparts in the South overall.

Female headed households in the South are more likely to rely on petty trade than their male counterparts. Male headed households, on the other hand, are more likely to produce cash groups as a major income source. This difference is also seen in the CNO

Revenue from boutiques (fixed shops) is another revenue source which tends to be relied upon as a source of income by female headed households than male headed households in the South. There is no significant difference for this category in the CNO.

In terms of vulnerability level, the middle and least vulnerable households are significantly more likely to have higher income levels per capita than the most vulnerable households across the country:

Table 6: Income and educational expenditures, by vulnerability category

	Most vulnerable	Middle	Least Vulnerable	Total
	Mean (standard deviation)			
Monthly income per capita	7201.33 (8886.03)	13069.59*** (14489.99)	17641.64*** (19276.63)	12127.06 (14615.95)
Total per capita educational expenses	15014.49 (13217.10)	19025.95*** (17281.75)	24169.70*** (22558.79)	18765.77 (17600.56)
N	387	627	238	1252

*** Mean value is different between vulnerability groups at the <.001 significance level.

Remittances are generally received by all households in the sample country wide. No data was collected on the value of those remittances, so the relative importance of this as a coping strategy is unknown.

Table 7: Percentage of households receiving remittances

	Sud			CNO			Total
	Sans Cantines	Avec Cantines	Sud Total	Sans Cantines	Avec Cantines	CNO Total	
	%						
<i>HH receives remittance</i>	24.4	22.0	23.3	22.5	26.4	24.5	23.9
N	336	295	631	315	314	629	1260

Assets⁴⁸

Households in the CNO have, an average weighted asset index that is greater than households in the South. In general, households in the CNO are more likely to have productive assets, whereas households in the South are more likely to have a weighted household asset index that is greater than the index across all households in the North:

⁴⁸ See Table 24 of this Annex for how asset weights were determined. Relative values of assets were collected in Cote d'Ivoire in order to ensure that they adequately represented values in that country.

Table 8: Weighted asset indices, by zone and treatment/non-treatment

	Sud			CNO			Total
	Sans Cantines	Avec Cantines	Sud Total	Sans Cantines	Avec Cantines	CNO Total	
	Mean (std. dev.)						
Livestock	120.17	149.65	133.98	351.68	349.88	350.78	191.84
	(438.61)	(381.18)	(412.65)	(749.55)	(808.49)	(778.96)	(552.03)
Productive	23.33	31.13	26.98	38.49	52.65	45.57**	32.95
	(28.97)	(39.70)	(34.60)	(105.34)	(177.52)	(146.02)	(90.88)
Household	305.22	300.49	303.01	221.05	224.73	222.89***	281.76
	(231.44)	(200.51)	(217.35)	(176.39)	(188.48)	(182.40)	(212.64)
Transport	222.51	229.08	225.59	272.36	257.99	265.18	235.06
	(932.82)	(832.45)	(886.55)	(703.53)	(616.87)	(661.13)	(828.02)
Total	671.22	710.36	689.55**	883.57	885.25	884.41**	741.61
	(1139.52)	(1037.90)	(1092.43)	(1114.98)	(1155.40)	(1134.47)	(1111.60)
N	335	295	630	314	314	628	1258

***Mean value is different between treatment and non-treatment at the .001 significance level within zone.

**Mean value is different between treatment and non-treatment at the .01 significance level within the zone.

When the asset index is compiled by vulnerable category and by zone a different picture emerges. Households in the most vulnerable category in both zones are likely to have significantly lower asset indices than other households in the sample. However, most vulnerable households are more vulnerable in terms of assets than the most vulnerable category in the North:

Table 9: Weighted asset indices, by Zone and vulnerability category

	Sud	CNO	Total
	Mean (standard deviation)		
Most vulnerable	374.53 ^a	646.07	497.16
	(464.15)	(782.74)	(600.66)
Middle	722.91***	839.09*	769.70
	(1117.17)	(1054.94)	(1058.63)
Least vulnerable	1108.88***	1476.55***	1311.18
	(1516.36)	(1621.44)	(1627.00)
Total	692.08	887.57	789.52
	(1094.38)	(1137.52)	1119.92
N	627	623	1250

^a Mean value is different across zones at the < .001 significance level.

***Mean value is different from the lowest vulnerability category at the .001 significance level.

**Mean value is different from the lowest vulnerability category at the .01 significance level.

Expenditures per Child on Education

There are significant differences in education expenditures across treatment and non-treatment schools within a zone and across the two zones. Households in treatment areas are less likely to spend as much per child as households in the non-treatment areas, although the likelihood is much greater in the South than in the North. Across zones, households in the south are likely to spend more on household expenditures:

Table 10: Annual education expenditures per child, by zone and treatment/non-treatme

	Sud			CNO			Total
	Sans Cantines	Avec Cantines	Sud Total	Sans Cantines	Avec Cantines	CNO Total	
	Mean (std. dev.)						
Tuition	3049*	2445*	2767	2736	2308	2522	2678
	(3733)	(3406)	(3594)	(3656)	(2746)	(3238)	(3445)
Materials	4727***	3340***	4078 ^c	5658***	3838***	4748 ^c	4141
	(4813)	(4209)	(4590)	(4850)	(4336)	(4686)	(4577)
Meals	6201***	4293***	5309 ^a	3881	4102	3991 ^a	5000
	(5507)	(4455)	(5128)	(5057)	(4447)	(4760)	(5033)
Uniforms	1477	1291	1390 ^b	928	1212*	1070 ^b	1328
	(2188)	(1747)	(1994)	(1615)	(1915)	(1775)	(1967)
Other	2431	2070	2262 ^c	2021	1759	1890 ^c	2147
	(3389)	(2671)	(3077)	(2978)	(2428)	(2718)	(2963)
Total	23081***	15642***	19603^b	17902*	15382*	16642^b	18729
	(20427)	(14982)	(18451)	(14960)	(13925)	(14495)	(17563)
N	336	295	631	314	314	628	1259

***Mean value is different between treatment and non-treatment group within zones at the .001 significance level.

*Mean value is different between treatment and non-treatment group within zones at the .05 significance level.

^a Mean value is different across zones at the .001 significance level.

^b Mean value is different across zones at the .01 significance level.

^c Mean value is different across zones at the .05 significance level.

Expenditures on meals is particularly interesting: Households in non-treatment areas in the South spend more on meals than any other group. Across zones, households in the CNO spend less on meals than in the South. There is no significant difference in per child costs for treatment households than the non-treatment households in the CNO.

When viewed through a vulnerability lens, it is apparent that the most vulnerable households are likely to spend up to 2/3rd of the amount less per child than less vulnerable households (see Table 6 above).

Educational Attendance

There are significant differences in school attendance across the two zones, but these differences are not seen between treatment and non-treatment groups within a single zone. Children aged 6-12 and children aged 13-18 (who may have received SFin primary grades) in all households in the South were more likely to attend school at some point than in the CNO. Differences were also seen at the secondary level, suggesting that children in the CNO, whether in non-treatment or treatment areas, face challenges in attending school that are beyond what can be addressed through a school meal:

Table 11: Percentage of children who ever attended school

	Sud			CNO			Total
	Sans Cantines	Avec Cantines	Sud Total	Sans Cantines	Avec Cantines	CNO Total	
	%						
Primary aged children(6-12 years)who were ever enrolled in school	88.4	91.0	89.7 ***	77.3	77.0	77.1 ***	86.2
Secondary aged children(13-18 years) who were ever enrolled in school	92.1	92.5	92.3 ***	67.4	69.0	68.1 ***	86.6
N = school aged children	1044	955	1999	1000	953	1953	3956

***Mean value is different across zones at the .001 significance level.

Enrolment rates for children ages 6-12 for the school year 2009/10 were extremely high, although they were statistically lower in CNO compared to the South (see Table 30 of this Annex) . Reasons for enrolment were similar across the sample, with the primary reasons being: (a) willingness of the student; (b) future prospects; (c) parents' requirement and (d) training/education/instruction.

There is some variation in the relative percentage of households in the responses across treatment and non-treatment areas. In non-treatment communities in the CNO, parents are more likely to state that the willingness of the child, and the obligation of the parents are more important than in the treatment communities. In treatment households in the CNO, there seems to be a greater perception that school is to help children to better assist their parents.

Finally, a very small number of non-treatment households in the CNO appear to be motivated by the potential for their school to be enrolled in the programme, and will enroll their children in schools to increase the likelihood that a SFPme will be started. The percentage of 6-12 year olds not enrolled in school this year is extremely low across the country, and attests to the commitment of households' to their children's education. However, as indicated above, school non-enrolment is higher in the CNO than in the South, with the major reasons given being (a) school drop-out; (b) lack of interest; and (c) failure to move ahead one class.

The percentage of 6-12 year olds that have never been enrolled in school is significantly lower in the South than in the CNO, approximately 10 percent compared to 23 percent. Significant differences do not exist between treatment and non-treatment groups within each zone. In the South, the most common reason given for non-enrolment, across both treatment and non-treatment groups, is that the children are too young. Approximately 12 percent of children in households in the South cited the inability to pay the school costs. In addition, households in treatment areas in the South were more likely to have never been enrolled because they were required to work in the family business:

Table 12: Percent of 6-12 year olds currently not enrolled in school and reasons why, by zone and treatment/non-treatment⁴⁹

	Sud			CNO			Total
	Sans Cantines	Avec Cantines	Sud Total	Sans Cantines	Avec Cantines	CNO Total	
Percent of 6-12 year olds ever enrolled in school that are currently not enrolled in school	1.4	1.2	1.3	3.2	6.2*	4.7***	2.3
N	643	589	1232	557	533	1090	2322
Reasons for not being enrolled							
ABANDON	11.1	14.3	12.5	16.7	42.4	33.3	27.8
ECHEC Scountry officeLAIRE	33.3	28.6	31.3	11.1	15.2	13.7	21.7
PAS INTERESSE par les etudes	11.1	14.3	12.5	16.7	24.2	21.6	18.7
AUTRES	33.3	14.3	25.0	27.8	6.1	13.7	15.9
MALADIE/HANDICAP	0.0	28.6	12.5	0.0	9.1	5.9	9.6
NE PEUT PAS PAYER les frais de scolarite	0.0	14.3	6.3	5.6	9.1	7.8	7.5
APPRENDRE UN METIER	11.1	0.0	6.3	0.0	0.0	0.0	2.7
CRISE SOCIO-POLITIQUE	0.0	0.0	0.0	27.8	0.0	9.8	2.1
TRAVAILLER DANS L'entreprise	0.0	0.0	0.0	0.0	3.0	2.0	1.5
FAMILLE NE PERMET pas la scolarisation	0.0	0.0	0.0	5.6	0.0	2.0	0.4
N	9	7	16	18	33	51	67

In the CNO, on the other hand, the most common reasons for lack of enrolment were that they were unable to pay the costs of the school; or the child was too young to go to school. Within the CNO, the percentage of children who have never been enrolled in school because of the lack of funds, or because of the need to work at home is significantly higher than for children from households in non-treatment areas. Households with children aged 6-12 in non-treatment area in the CNO were more likely to cite age or the need to work in a family enterprise as the reason for not being in school than households in the treatment area. In the CNO, households were more likely to cite their inability to pay the school fee or the need for the child to stay at home to do household chores than their counterparts in the South. There was no significant difference across treatment and non-treatment groups within each zone.

The percentage of children aged 13-18 years who have never been enrolled in school varies widely by zone. In the CNO, 32 percent of children in this age cohort had never been enrolled in school, compared to slightly less than 8 percent of children in this age cohort in the South. Children aged 13-18 in the CNO, both in treatment and non-treatment areas were more likely to have given the inability to pay the school costs as the reason for never having enrolled than the reasons given in the South:

⁴⁹ Chi-square tests were not conducted on all individual responses due to the small number of responses.

Table 13: Percent of 13-18 year olds not currently enrolled in school and reasons why, by zone and treatment/non-treatment

	Sud			CNO			Total
	Sans Cantines	Avec Cantines	Sud Total	Sans Cantines	Avec Cantines	CNO Total	
	%						
Percent of 13-18 year olds ever enrolled in school that are not currently enrolled in school	15.1	18.9	17.0***	22.3	31.7	26.9***	19.3
N	292	285	577	188	180	368	945
Reasons for not being enrolled							
ABANDON	27.3	24.1	25.5	26.2	14.0	19.2	22.8
ECHEC Scountry officeLAIRE	22.7	22.2	22.4	16.7	14.0	15.2	20.1
NE PEUT PAS PAYER les frais de scolarite	13.6	18.5	16.3	16.7	28.1	23.2	19.1
PAS INTERESSE par les etudes	20.5	7.4	13.3	11.9	15.8	14.1	14.0
MALADIE/HANDICAP	6.8	16.7	12.2***	0.0	1.8	1.0***	9.0
TROP AGE	6.8	11.1	9.2**	0.0	1.8	1.0**	6.9
CRISE SOCIO-POLITIQUE	0.0	0.0	0.0***	14.3	12.3	13.1***	3.7
TRAVAILLER DANS L'entreprise	0.0	1.9	1.0	0.0	12.3	7.1	3.7
GROSSESSE	2.3	5.6	4.1	2.4	1.8	2.0	3.4
APPRENDRE UN METIER	4.5	0.0	2.0	4.8	5.3	5.1	3.0
FAMILLE NE PERMET pas la scolarisation	2.3	0.0	1.0	2.4	3.5	3.0	1.7
EDUCATION country officeNSIDEREE comme inutile	2.3	1.9	2.0	0.0	0.0	0.0	1.5
AIDER DANS LES TACHES MENAGERES A LA MAISON	0.0	1.9	1.0	7.1	0.0	3.0	1.0
Ecountry officeLE TROP ELOIGNEE	0.0	0.0	0.0	0.0	3.5	2.0	0.8
Other	9.1	5.6	7.1	16.7	8.8	12.1	8.1
N	44	54	98	42	57	99	197

***Mean value is different across zones at the .001 significance level.

**Mean value is different across zones at the .01 significance level.

The percentage of 13-18 year olds who are not currently enrolled in school varies even more widely by zone. In the CNO almost 27 percent of 13-18 year olds who were ever in school are not currently enrolled in school, whereas only 17 percent of 13-18 year olds in the South who were ever at school are not enrolled at the time of the survey. Reasons for non-enrolment vary more widely in this age group. In the South, non-enrolment in the South was due to (a) stopped attending classes; (b) failure to pass to the next grade; (c) inability to pay the education costs; (d) lack of interest in the material; (e) illness or handicap; and (f) too old to continue. For children in this age-group in CNO, the reasons are different: very few children in this age group in the CNO have dropped out due to illness or handicap, or due to age. Instead, the need to work or the socio-political crisis are more commonly mentioned in the North, leading credence to the general vulnerability of households overall in the CNO due to the protracted crisis and lack of a formal state government operating in the CNO for a six year period.

Attainment by Age

Educational attainment by age means that the child is following the “normal” educational path, enrolling in the appropriate lass for their age. Overall, children in CNO appear less likely than their counterparts in the South to follow a normal path.

What is of particular interest is the educational attainment by age, which provides some insights into the impact of the protracted crisis upon educational attainment overall:

Table 14: Educational attainment by age, by Zone and treatment/non-treatment

	Sud				CNO				Total
	Sans Cantines	Avec Cantines	Sud Total		Sans Cantines	Avec Cantines	CNO Total		
	%								
Age in years									
6	34.0	39.4	36.3		27.7	37.6	32.5		36.0
7	66.1	69.4	67.5		69.6	57.9	64.0		65.7
8	69.0	65.4	67.3	***	49.3	55.5	52.3	***	63.3
9	51.1	50.0	50.5		44.2	37.6	41.1		47.7
10	47.6	46.1	46.9	***	31.9	31.0	31.4	***	42.2
11	51.0	52.6	51.8	***	33.3	25.8	29.2	***	47.0
12	34.5	39.7	37.0	***	21.7	18.1	20.0	***	32.0
13	15.6	9.9	12.5	*	4.1	7.1	5.2	*	11.4
14	13.8	13.8	13.8		14.6	6.5	10.3		12.7
15	28.9	17.6	22.9	**	6.7	10.9	8.7	**	19.0
16	24.1	18.6	21.6		16.3	11.1	13.6		19.5
17	10.3	3.8	7.7		3.3	5.4	4.5		6.8
18	16.2	5.1	10.5	**	0.0	0.0	0.0	**	8.1
N	1044	955	1999		1000	953	1953		3952

***Mean value is different across zones at the .001 significance level.

**Mean value is different across zones at the .01 significance level.

*Mean value is different across zones at the .05 significance level.

Two points are highlighted with respect to this table:

1. Educational attainment of children in the 6 and 7 year age group across all communities (treatment and non-treatment, South vs. CNO) is not statistically significant with children aged 7 showing the highest number of children in the right age specific group. Children in both of these cohorts would have started school in the 2008/09 school year, when teachers had returned to their posts and government services had been normalized.
2. For the majority of other age groups, however, normal educational attainment has been achieved more often in the South than in the CNO.

In order to understand the uneven educational attainment after age 7 across the groups, it is important to point out that schools have been disrupted for a number of reasons from

September, 2002, to September, 2008, when government services in the CNO returned, more or less, to prior to 2002. Children in the CNO between the ages of 8 and 18, who had ever attended school, were much less likely to have attained age-appropriate schooling than their counterparts in the South.

When the educational achievement is viewed through a gender lens, there appears to be differences in certain age groups. However, without more indepth information from focus groups of students, there is no plausible explanation for the differences that can be validated by secondary data.

Table 15: Educational attainment by age, by Zone and sex of child

	Sud		CNO		Total
	Male	Female	Male	Female	
	%				
6	29.9*	44.6*	31.2	33.7	36.0
7	66.3	68.7	69.4	57.0	65.7
8	71.1	62.7	52.6	52.0	63.3
9	46.9	54.5	45.7	34.7	47.7
10	46.0	48.1	33.3	28.4	42.2
11	49.1	55.1	33.3	25.4	47.0
12	38.9	34.7	22.5	16.4	32.0
13	15.5	9.5	9.0*	0.0*	11.4
14	14.3	13.3	16.0*	2.7*	12.7
15	25.0	20.5	5.7	13.3	19.0
16	23.5	19.6	13.5	13.9	19.5
17	12.1	3.1	3.9	6.3	6.8
18	15.4	5.4	0.0	0.0	8.1
N	1068	931	1102	851	3952

*Mean value is different at the .05 significance level.

This data suggests that SFalone is not necessarily enough of an encouragement for children to stay in school during protracted crisis. Temporary school closure due to strikes, or classroom closures when teachers are absent due to lack of banking facilities, or when teachers travel to visit their family which has remained in larger, more secure centers offering government services.

Another important point must be noted. When households in treatment areas were asked whether children using the canteen had received meals daily for the last month of school, approximately double the households (16 percent vs. 8 percent) answered that the question was “not applicable”, suggesting that (a) no food remained to keep the canteen running; or (b) the children from the household had already been removed from school, or the household did not have the cash, at the beginning of the lean season, to pay for the daily charge of FCFA in the last month of school :

Table 16: Percent of households with a child that received meals daily for the last month of school, by Zone

	Sud	CNO	Total
	%		
Yes	28.8	29.3	29.0
No	56.3	51.6	54.4
Ne sait pas	7.5*	3.2*	5.8
Pas applicable	7.5**	15.9**	10.8
N	295	314	609

**Mean value is different across zones at the .01 significance level.

*Mean value is different across zones at the .05 significance.

There was no significant difference by vulnerability group, which suggests that the problem lay with the lack of food in the canteen:

Table 17: Percent of households with a child that received meals daily for the last month of school, by vulnerability category

	Most vulnerable	Middle	Least Vulnerable	Total
Yes	25.1	30.2	32.0	28.9
No	56.9	54.4	49.6	54.3
N/A	9.5	5.4	3.1	5.9
Weighted N	211	338	124	673

Food Consumption and Dietary Diversity

Across treatment and non-treatment households in both the North and the South, there is no significant difference in either the adult or child food consumption score, or in the adult or child dietary diversity score. Adults and children in all groups average 7.7 to 8.2 of the 12 food groups assessed in the food recall question to households. In addition, dietary diversity is similar across adults and children in all sampling groups and across zones, averaging between 4.4 and 4.7:

Table 18: Food consumption score and dietary diversity, by Zone and treatment/non-treatment

	Sud			CNO			Total
	Sans Cantines	Avec Cantines	Sud Total	Sans Cantines	Avec Cantines	CNO Total	
	Mean (std. dev.)						
Adult food consumption score	8.1 (2.396)	7.9 (2.428)	8.0 (2.410)	7.8 (2.872)	8.2 (3.121)	8.0 (3.006)	8.0 (2.604)
Child food consumption score	8.0 (2.395)	7.8 (2.431)	7.9 (2.412)	7.7 (2.929)	8.2 (3.103)	8.0 (3.023)	8.0 (2.605)
Adult dietary diversity score	4.7 (1.463)	4.6 (1.523)	4.7 (1.491)	4.4 (1.460)	4.5 (1.535)	4.5 (1.499)	4.6 (1.499)
Child dietary diversity score	4.7 (1.516)	4.6 (1.494)	4.6 (1.506)	4.4 (1.499)	4.5 (1.544)	4.4 (1.523)	4.6 (1.515)
N	336	295	631	315	314	629	1260

*Mean value is different between treatment and non-treatment group at the < .05 significance level within zone.

Number of meals eaten per day shows interesting divergences. In the CNO, households in the non-treatment group have a slightly higher mean number of meals per day, which may reflect the shift towards own food production, in response to the protracted crisis. Households in the CNO are significantly more likely to eat more meals on average per day compared to households in the South (see Table 18 of this Annex). This may reflect the shift that occurred in the last 10 years in the CNO from cash crop production to food crop production.

On the other hand, a different picture emerges when assessed in terms of household vulnerability. Both adults and children in middle and least vulnerable households are significantly more likely to eat more food, and more diverse food, than households in the most vulnerable category. In addition, households in the top two vulnerability categories (middle and least) are significantly more likely to eat more meals per day than the most vulnerable households:

Table 20: Food consumption score, dietary diversity and number of meals, by vulnerability category

	Most vulnerable	Middle	Least Vulnerable	Total
	Mean (standard deviation)			
Adult food consumption score	5.6 (1.5)	8.1*** (1.4)	11.6*** (2.0)	8.0 (2.6)
Child food consumption score	5.6 (1.6)	8.1*** (1.4)	11.6*** (1.9)	8.0 (2.6)
Adult dietary diversity score	3.1 (0.7)	4.8*** (0.8)	6.8*** (0.9)	4.6 (1.5)
Child dietary diversity score	3.0 (0.7)	4.7*** (0.8)	6.8*** (0.9)	4.6 (1.5)
Number of meals per day	2.2 (0.7)	2.5*** (0.6)	2.7*** (0.5)	2.5 (0.6)
Weighted N	387	627	238	1252

***Mean value is different from the most vulnerable group at the .001 significance level.

In order to determine whether food security indicators vary across zones, food consumption and dietary diversity scores, as well as mean number of meals were analyzed by vulnerability and by zone. In all cases, most vulnerable households, in both the CNO and the South, are significantly more likely to have lower scores than their counterparts from the other vulnerability categories. Again, when comparing across zones, all indicators, with the exception of “number of meals per day” are higher in the South when measured against counterparts from the same vulnerability category in the CNO. Households in the CNO are more likely to eat on average more meals per day, with the exception of least vulnerable households, where the average number of meals is the same:

Table 20: Food security indicators, by zone and vulnerability category

	Sud				CNO				Total
	Most vulnerable	Middle	Least Vulnerable	Sud Total	Most vulnerable	Middle	Least Vulnerable	CNO Total	
	Mean (std. dev.)								
Adult food consumption score	5.8 ^a	7.9*** ^a	11.4*** ^b	7.9	5.0 ^a	8.5*** ^a	12.1*** ^b	8.0	8.0
	(1.4)	(1.4)	(1.9)	(2.4)	(1.8)	(1.5)	(1.8)	(3.0)	(2.6)
Child food consumption score	5.9 ^a	7.9*** ^a	11.4*** ^b	8.0	5.1 ^a	8.6*** ^a	12.2*** ^b	8.0	8.0
	(1.4)	(1.4)	(2.0)	(2.4)	(1.8)	(1.5)	(1.8)	(3.0)	(2.6)
Adult dietary diversity score	3.2 ^b	4.8***	6.9*** ^b	4.7	2.9 ^b	4.8***	6.5*** ^b	4.5	4.6
	(0.7)	(0.8)	(1.0)	(1.5)	(0.8)	(0.7)	(0.9)	(1.5)	(1.5)
Child dietary diversity score	3.1 ^c	4.7***	6.9*** ^c	4.6	2.9 ^c	4.8***	6.5*** ^c	4.4	4.6
	(0.7)	(0.8)	(1.0)	(1.5)	(0.8)	(0.7)	(0.9)	(1.5)	(1.5)
Number of meals per day	2.1 ^a	2.5*** ^b	2.7***	2.4	2.4 ^a	2.6*** ^b	2.7***	2.6	2.5
	(0.6)	(0.6)	(0.5)	(0.6)	(0.7)	(0.5)	(0.5)	(0.6)	(0.6)
N	184	327	116	627	220	289	114	623	1250

***Mean value is different from the most vulnerable group at the .001 significance level.

When households from the treatment areas were asked about the quantity of food prepared or purchased, fewer households in the North prepared or purchased the same amount of food as when children did not go to the canteen. More importantly however, is the finding that 22 percent of treatment households in the CNO do not send their children to school, compared to 15 percent in the South. In both zones, approximately 19 percent of treatment households did not eat at noon or did prepare meals when the child received meals at school, which may have freed up time for women to use elsewhere:

Table 21: Household food consumption when child receives meals at school, by Zone and treatment/non-treatment

	Sud	CNO	Total
	Avec Cantines	Avec Cantines	
	%		
Vous préparez ou acheter la même quantité que lorsqu'il est	42.0**	30.9**	37.7
Vous préparez ou acheter moins de nourriture que lorsqu'il e	23.4	29.9	26.0
Vous ne manger pas a midi	4.4	4.5	4.4
Vous ne préparer pas	15.3	13.1	14.4
Non applicable(child does not attend school)	14.9*	21.7*	17.6
N	295	314	609

**Mean value is different between treatment and non-treatment group at the .01 significance level.

*Mean value is different between treatment and non-treatment group at the .05 significance level.

Valuation of School Meals

The percentage of households with a child that received meals daily for the last month of school does not vary significantly by zone. Approximately 29 percent of households said that school meals were served in the last month of the 09/10 school year, while between 52 percent and 56 percent of households said that this did not happen. What is more worrying is that approximately 16 percent, vs. 8 percent of households in treatment areas in the CNO and the South, respectively, responding that this question is not applicable. This suggests that children in that household did NOT go to school in the last month of school, a very critical period for children to be able to pass into the next level of schooling:

Table22: Percent of households that prepare meals while child is at school, by Zone

	Sud	CNO	Total
	%		
Yes	57.3	52.5	55.4
No	32.2	29.9	31.3
Ne sait pas	10.5*	17.5*	13.3
N	295	314	609

*Mean value is different across zones at the .05 significance.

For households in the treatment areas, there was no statistical difference in the perceived benefits of the SFPe. The two most commonly cited benefits of the SFP were savings in food or money for the household, and economy of time for children to be able to remain at school and study or socialize:

Table 23: Perceived benefits of the School Feeding Programme, by Zone

	Sud	CNO	Total
	%		
Economie d'aliments et d'argent pour le ménage	21.0	27.4	23.5
Economie de temps pour les enfants	12.9	13.1	13.0
Pas d'avantage	4.7	2.9	4.0
L'enfant apprend	1.0	2.2	1.5
L'enfant a plus d'opportunités dans la vie	0.7	0.6	0.7
Revenue monétaire	0.7	0.6	0.7
L'Enfant est en meilleure santé	0.3	1.0	0.6
L'enfant est plus attentif et actif	0.3	0.3	0.3
N	295	314	609

Approximately 55 percent of households in treatment areas in CNO and 47 percent of households in the South were likely to spend less money on food when a child is receiving school meals. Approximately 36 percent of households in the treatment areas in the South and 26 percent of households in the CNO spent the same amount of money. In both cases, the differences are significant at 99.95 percent. In both treatment zones, however, there were households with children who went to school but did not participate in the canteen (between 16 percent and 18 percent):

Table 24: Amount of money spent on food when infant receives meals at school, by Zone

	Sud	CNO	Total
	%		
Moins d'argent	46.4*	55.1*	49.8
Même montant d'argent	35.9*	26.1*	32.1
Non applicable	15.6	18.2	16.6
Autre à préciser	2.0	0.6	1.5
N	295	314	609

* Percentage is different across zones at the .05 significance level.

More than 50 percent of households in treatment areas believe that the school canteen is worth the FCFA 25 that is required to be paid by children to access the canteen, and there is no significant difference across the two zones. However, households in the South are more likely to perceive that the fee is more than the value of the food provided by the canteen.

Health Services

Households in the CNO with children in the treatment schools are much more likely to have benefited from healthcare at school than their counterparts in non-treatment schools in the CNO. Of those households who had received healthcare at the school the greater proportion has been in the form of deworming. However, of those households that benefited from healthcare at the school, households in non-treatment communities were more likely to have benefited from deworming than their treatment counterparts in the CNO. In the South, households in non-treatment areas are more likely to have received vaccination services than their counterparts in treatment areas:

Table 25: Percent of households that benefited from healthcare at school, by Zone and treatment/non-treatment

	Sud			CNO			Total
	Sans Cantines	Avec Cantines	Sud Total	Sans Cantines	Avec Cantines	CNO Total	
	%						
Percent of households that benefited from health services	64.0	70.5	67.0	57.5***	75.8***	66.6	68.2
N	336	295	631	315	314	629	1260
Health services received							
Deworming	90.2	85.1	87.7	93.4*	87.4*	90.0	88.0
Vaccination	93.0**	83.2**	88.2	84.5	85.3	85.0	87.5
Nutritional supplements	30.2	25.5	27.9	34.3	26.9	30.1	28.0
N	215	208	423	181	238	419	860

*** Mean value is different between treatment and non-treatment group at the .001 significance level.

** Mean value is different between treatment and non-treatment group at the .01 significance level.

* Mean value is different between treatment and non-treatment group at the .05 significance level.

Participation in School Management

There is no significant difference between households in treatment and non-treatment areas in a single zone, nor across the two zones. On average, approximately 15 percent of the 1260 households participated in the school management committee (country officeGES). The average number of visits by parents to the school was slightly higher in schools with canteens than schools without canteens in both zones, although the difference is not statistically significant:

Table 26: Parental involvement in school management, by Zone and treatment/non-treatment

	Sud			CNO			Total
	Sans Cantines	Avec Cantines	Sud Total	Sans Cantines	Avec Cantines	CNO Total	
	%						
% of households with a member on the school management committee (country officeGES)	14.6	12.5	13.6	17.1	13.4	15.3	13.8
% of households with a member involved in food-subcommittee for SFP	0.9***	5.4***	3.0	1.6***	8.3***	4.9	4.0
Mean number of visits made to the school in the last year	7.89	10.15	8.94	8.08	8.48	8.28	8.76
N	336	295	631	315	314	629	1260

*** Mean value is different between treatment and non-treatment group at the .001 significance level.

The large majority of households in treatment areas in the South and in CNO (95 percent and 90 percent respectively) contributed nothing to the SFP in the last year. The difference is 95.0 percent. Contributions include wood, vegetables, and labor. In the CNO, other food items are contributed by a small number of households. Between 3 percent and 6 percent of households in treatment areas considered that the question was not applicable to them, suggesting that these were households whose children did not attend the school at all, or attended the school but didn't use the canteen:

Table 27: Contributions to the School Feeding Programme, by Zone

	Sud	CNO		Total
	%			
Rien	95.3*	90.4*		93.4
Bois	0.3	0.3		0.3
Legumes	0.7	0.6		0.7
Other food items	0.0	1.3		0.5
Labour	0.3	0.6		0.5
Autre a preciser	0.0	0.6		0.3
Non applicable	3.4	6.1		4.4
N	295	314		609

*Percentage is different across zones at the .05 significance level.

Annex 9: Team Biographies

Marie Cadrin, Overall Team Leader

Marie Cadrin, a Canadian national, holds a M.A. and B.Sc. in Economics. She has over 20 years of experience in international development, 10 years of which have been spent in senior level positions overseas. She has extensive experience using livelihood and food security frameworks to inform social safety net and development programming, and to guide project and programme designs and evaluations. She has a wide range of experience, from leading multidisciplinary teams in proposal preparation and inception reports, to leading teams to undertake qualitative and quantitative evaluations. Her combination of experience at the senior management level of a non-governmental organization (NGO), and as a senior consultant worldwide, enables her to quickly understand the needs of her client and lead multi-disciplinary and multi-cultural teams to meet these needs effectively. Marie has experience in Bangladesh, Georgia, Ethiopia, Mozambique, Mali, Chad, Niger, Cote d'Ivoire, Nepal, Cameroon, Burundi, Ghana, Jamaica, Sierra Leone and Egypt. She is a native English speaker with working knowledge of French and basic knowledge of Portuguese and Spanish; she is proficient in Microsoft Office.

Mamadou Baro, Quantitative Team Leader

Mamadou Baro, an American National, Ph. D. IN Anthropology, over the last 20 years has worked extensively in Participatory Development, Development Assistance Programs Evaluation, Household Livelihood Security, Applied Anthropology, HIV/AIDS, Land Tenure, Gender and International Development. His geographic interests are Africa and the Caribbean. He is currently a Professor and Research Anthropologist in the Department of Anthropology and in the Bureau of Applied Research in Anthropology at the University of Arizona. He has worked as an independent consultant for IFAD, as well as for other international organizations such as World Vision, FAO, and GTZ. Dr. Baro has numerous publications and has been awarded various grants and contracts for projects that have included but are not limited to the Creation of a GIS for six cities in arid environments: In Morocco, Senegal, Mali, Niger, Tanzania and Botswana. Dr. Baro is conversant in Microsoft Office and SPSS, and he is proficient in EpiInfo and GIS. He is fluent in English, French and Pulaar, and proficient in Wolof. Dr. Baro is proficient in Microsoft Office, EpiInfo, and SPSS.

Tim Finan, Senior Advisor

Tim Finan received a M.A. in Cultural Anthropology and a PhD in Cultural Anthropology and Agricultural Economics. A US national, Dr. Finan is a very qualified specialist in quantitative and qualitative research including survey research and participatory methods. He has more than 30 years of experience in food and livelihood security analysis, poverty assessment, climate-society interactions, global change, project and programme analysis, community-based natural resource management, and policy analysis.

Dr. Finan is currently Director of the Bureau of Applied Research in Anthropology (BARA) at the University of Arizona, and Research Professor at the Department of Anthropology. He has conducted extensive research and written numerous publications in the areas of Lusophone and Francophone Africa, Brazil, Latin America, Portugal, Saudi Arabia, Bangladesh. Tim has also performed several consultancies for organizations such as WFP and CARE. His last services for TANGO International include food security and nutrition assessment in Sudan and case studies and surveys in Bangladesh.

Dr. Finan is fluent in English and Portuguese, and has good knowledge of French, Spanish, and Cape Verdean Creole. Dr. Finan is proficient in Microsoft Office programmes, SPSS, and GIS applications.

Kouakou Adjéi Koffi, Educational Specialist

Kouakou Adjéi Koffi Is an International Consultant and a professor at the «Ecole Normale Supérieure» of Cote d'Ivoire. He received a Ph.D in Education at the University of Montreal in 1987 and conducted many studies for UNICEF, UNFPA, the World Bank and various

NGO's in Cote d'Ivoire. He helped design the the long-term strategic plan for the youth in Cemeroun. He teaches two major courses on educational issues in Cote d'Ivoire at the «Ecole Normale Superieure» of Cocody. Between 2001 and 2006, he was the director of the Youth at the ministry of Youth and Civic services in Cote d'Ivoire.

Annex 10: Bibliography

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Acronyms

ANADER	<i>Agence Nationale de Développement Rurale</i>
CNO	Centre North West
DEV	Development Project
DNCS	<i>Direction Nationale des Cantines Scolaires</i> National Directorate of School Canteens
EMOP	emergency operation
EQAS	Evaluation Quality Assurance System
FAO	Food and Agriculture Organization of the United Nations
IDP	Internally Displaced Person
IEP	Inspectorate of Primary Education
IRIN	Integrated Regional Information Network
NGO	Non-governmental Organization
OCHA	United Nations Office for the Coordination of Humanitarian Affairs
OE	Office of Evaluation
PIP/CS	<i>Programme Intégré de Pérenisation des Cantines Scolaires</i> Integrated Sustainability Programme for School Canteens
PRRO	Protracted Relief and Recovery Operations
SF	School Feeding
SFP	School Feeding Programme
SPRs	Standard Project Report
ToR	Terms of Reference
UN	United Nations
WFP	World Food Programme
UN	United Nations
UNDP	United Nations Development Programme
UNESCO	United Nations Educational, Scientific and Cultural Organization
UNHCR	United Nations High Commissioner for Refugees



World Food Programme

Office of Evaluation
www.wfp.org/evaluation