

Evaluation of Local Purchasing and School Canteen Pilot Project  
in Petite Riviere de Nippes

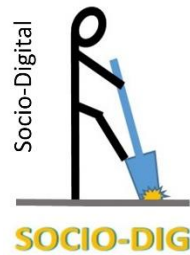
Report 1 of 3

01/23/2017

Submitted

by

Research Group



## Acronyms

MARNDR	Ministry of Agriculture, Natural Resources and Rural Development
MAST	Ministry of Social Affairs and Labour
MENFP	Ministry of Education and Professional Training/National School
BND	<i>Bureau de Nutrition et Développement</i>
ROPANIP	<i>Réseau des Producteurs/Productrices Agricoles des Nippes</i>
CASEC	Municipal Section Administrative Council – <i>Conseil d'Administration de la Section</i>
CNSA	National Commission for Food Security – <i>Commission Nationale pour la Sécurité Alimentaire</i>
GoB	Government of Brazil
GoH	Government of Haiti
NGO	Non-Governmental Organisation
OPA	Farmer Cooperative – <i>Organisation Professionnelle Agricole</i>
PNCS	National School Meals Programme – <i>Programme National des Cantines Scolaires</i>
USD	United States Dollars
WFP	United Nations World Food Programme

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## Introduction

This document is the first of three reports pertaining to a longitudinal evaluation of a local procurement school feeding pilot project in the Department of Nippes for the years 2015-2017. The project is born of the following Government of Haiti (GoH) priorities:

- 1) The provision of quality food services in schools through the inclusion of the private and voluntary sectors and the prioritization of a snack (breakfast) served before class opens each morning and, if funding allows, hot meal served after hours of study.
- 2) Support for the local economy and the production of local food through quasi-exclusive food purchases from local producers.
- 3) The development of the national capacities necessary for the proper management of school feeding programs, specifically requiring institutional reform and standardization of the National School Canteen Program (PNCS), coordination and management of contracts, and decentralization of program implementation through commitment of entities at the departmental and community levels, i.e. the PNCS will no longer intervene as a direct operator of school feeding.

MENFP 2016 <sup>i</sup>

In brief, the program aims to, a) promote good nutrition among primary school children and b) promote national food sovereignty through improved local production.

The project is supported financially by the Government of Brazil (GoB) and implemented with WFP expertise. The project is supported logistically by the Haitian organization BND (Bureau de Nutrition et Developpement), which oversees quality and delivery of the food to the schools, and ROPANIP (Reseau des Organisations des Producteurs/Productrices Agricoles de Nippes)<sup>1</sup>. The research is intended to examine the Local Purchasing and School Canteen Pilot Project with respect to the following issues,

- the system for purchasing and controlling quality of local agricultural products
- integration of local purchasing into the procedures of Haitian public entities
- distribution to schools
- the school canteens and distribution to student-beneficiaries
- nutritional substance of the meals, regional and local differences, preferences and availability
- whether the project design and execution contribute to the increasing of farmer revenues and production
- whether the project design and execution reinforce of the organizational structures of agricultural producer organizations
- durability of the model

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<sup>1</sup> The project is part of the GoH goal of creating a national school feeding program by year 2030, one that makes “the largest possible use of local agricultural produce.”

- potential for scaling up for a national program of providing school meals in communes across the country

## Research and Questionnaires

Socio-Dig research teams have visited and interviewed in person,

- 29 association leaders, including the 24 participating in the project in the Miragoane, Anse a Veau, Petite Riviere, and Paillant area; of which all were re-contacted by telephone in follow-up surveys
- 14 school directors in Petite Riviere, 13 of whom are involved in the WFP school feeding program; all were also re-contacted by telephone and interviewed extensively regarding feeding program
- 100 parents; 74 of whom we re-contacted by telephone and interviewed in depth regarding the feeding program and child participation and satisfaction as well as parent's own practices in feeding children.

This report includes summary findings from the association and school director surveys. We also present the logic for the association scoring strategy, something that has been programmed into a questionnaire but the results of which will be given in the Phase 2 of the evaluation. Similarly, we present the parental survey lists, a map of the location of schools and respondents, discussion of the questions, and analysis of the responses.

## Survey Questionnaires

For both the associations and the schools, we asked general questions about their operations and we applied a standardized questionnaire to each. For the associations, we asked information on number of members and gender; infrastructure, land and equipment owned; we asked about members' most important crops, and activities such as sale of fertilizers, pesticides, storage and sale of members' crops, and credit (questionnaires will be provided in final report). The latest version of that questionnaire has the scoring system for the associations programmed into it (see Appendix).

For the schools, we asked basic questions on number of students, type of school (catholic, protestant, community or State); we asked the different grade levels offered; and we asked a host of questions about school feeding programs, history of feeding programs per school, problems with feeding, and disposition of school directors to give up control of the food for the canteen. We also gathered detailed contact numbers for associations and schools so that any additional questions can, if necessary, be answered via telephone.

For the parental questionnaire, we used the World Bank's current Haiti school feeding questionnaire as a basis, but with some slight modifications. (All questionnaires are provided in the Appendix).

### **Focus Groups**

Of the four focus groups conducted, one included representatives from the five schools that are currently included in the new pilot program where the schools purchase their own food. This focus group was meant as a baseline for the new independent purchases pilot program. Translation and analysis will be made at a later point during the study, when it can be compared to the school experience with the new pilot program.

Another focus group was conducted with five women who have children in program schools, who also sell produce, and two of whom sell snack food at schools. This focus group was also meant as a baseline for analysis to be made at a later point during the study.

Two focus groups were conducted with association members, one in Salagnac, a highland area of Paillant where much of the fresh vegetables for the program are purchased; and another with association leaders in Petite Riviere where the OPAs have been only marginally involved in the program. Both focus groups are fully transcribed and translated into English. Both are provided in the annex. Analysis and comparison of these focus groups will come in Phase 2 and 3 when additional data to be collected and the passage of time will make comparisons and drawing conclusions more practical.

### **Schedule and Delays**

The research is a 3-stage evaluation: a baseline, midline and final evaluation all staggered at approximately 6-month intervals. Originally the first phase was scheduled for May thru July, 2016, but due to budgetary issues was pushed to September and October. During this period a survey and focus group team of 4 made three trips to Paillant and Petite Riviere, spending a total of three weeks conducting interviews and gathering data. However, on October 4<sup>th</sup> one of the most powerful hurricanes to ever make landfall in Haiti struck the Southern peninsula. The pilot program activity region did not take a direct hit but nevertheless suffered extensive damage from wind and flooding. In the mountains, trees were felled and garden crops shredded. The river surged, bringing an avalanche-type flood through the town of Petit Riviere and literally wiping out some parts of the village while depositing several feet of mud in others. Hurricane Matthew had a massive impact on agricultural and livelihood strategies. It disrupted the school feeding program and procurement, leading to the suspension of purchases of fresh vegetables. It has also impacted the capacity to evaluate the schools. For example, in one case, a school building in Petite Riviere was destroyed. When the consultant and one focus group leader visited the provisional school three weeks later, only 20 of 130 students were in attendance. The school was not feeding.

The first phase is complete with the present document. Due to alterations in the program, the second phase will take place in March-April, and the final phase in June-July.

## Part I: Associations

### Introduction

A main objective of the local procurement school feeding program is to promote local agriculture. The efficiency of the associations bears directly on their capacity to contribute to this objective. Therefore, a major barometer of the effectiveness of that assistance to farmers should be improved organizational capacity and strength of the farmer associations that WFP works with over the course of the program. To evaluate capacity and strength, we drew on insight from WFP's Central American program with farmer associations (see WFP 2016) to create a questionnaire that scores the competency and resources of those involved in the Haiti program. The questionnaire was subsequently modified to create a scoring instrument.

Based on this first review, most of the farmer associations visited in Nippes and that sell to ROPANIP have little to no infrastructure or equipment. They provide few services to members. Their record keeping is minimal. They have little knowledge of their own members, very little capital, and a clear orientation toward receiving assistance rather than giving it.



An example of an organization that is not weak:  
OPR (Oganizasyon Peyizan Rimyas). 50 of its 80 active members are women.



## Membership

- Size of membership for the 29 associations range from 21 to a perfect 1,000. Only 14 could show a list (the one with the perfect 1,000 is not one of them).
- The average number of members is 137, the average who are active are 77, the average who are female is 50, and the average number of active female members are 26 (see Table A1, right).
- In seven of the 29 associations women make up more than ½ of active membership.
- In two associations, all members are female.
- Fully 22 of the 29 respondents representing the associations were male, suggesting a significantly stronger presence of men vs women in the overall association leadership (see Table A2).
- The majority of associations are concentrated in specific locations, most notably the towns of Petite Riviere, Anse-a-Veau, and Paillant. The suggestion is a centralization of control over the associations that is urban and town vs. rural oriented (See Table A3).

Variable	Average
Members	137
Members who are active	77
Women members	50
Women active	26

Position	Female	Male	Total
President	2	14	16
V. President	2	3	5
Secretary	1	2	3
Treasurer	2	0	2
Other	0	3	3
Total	7	22	29

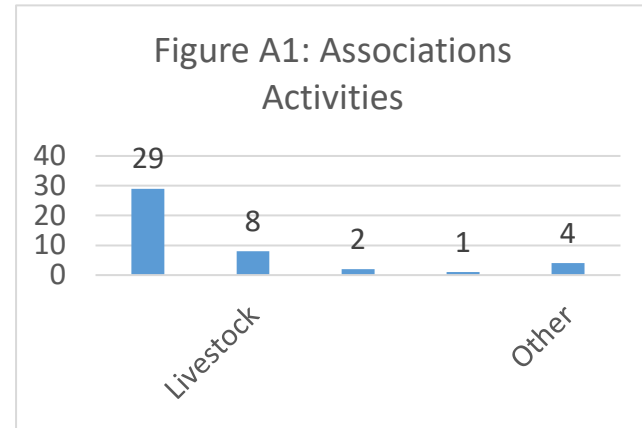


ROPANIP delivering food to Ecole Nationale de Cholette

Commune	1eme	2eme	3eme	4eme	Total
Anse-a-Veau	0	0	4	0	4
Miragoane	2	0	0	3	5
Paillant	6	0	2	0	8
P-Riv-de-Nippes	4	1	7	0	12
Total	11	1	13	3	29

### Activities: Inputs and Credit

- All associations are involved in agriculture, eight are also involved with livestock, two with marketing, and one in processing (see Figure A1, right).
- With the exception of training—which 19 organizations report giving to members at some point of over the past 12 months—most associations do little to help their members with production. Referring to Table A4 below, only two sold fertilizers to members the past year, while six gave it away, suggesting that it was a gift from an NGO or the State. Only one sold pesticide to its members; none gave any away. Only six sold seeds to members, while 10 gave them, once again suggesting that the assistance came from an aid organization or the State. Only two sold tools to members last season while 15 gave them to members, once again suggesting they were aid.



Variable	No	Yes
Sold members Fertilizer last season	27	2
Gave members Fertilizer last season	23	6
Sold members Pesticide last season	28	1
Gave members Pesticide last season	29	0
Sold Seeds to members last season	23	6
Gave Seeds to members last season	19	10
Has ever produced Seeds for members	17	11
Sold Tools to members last season	27	2
Gave Tools to members last season	15	14
Gives members Credit	15	14
Technical Assistance (5 missing)	5	19

- The bulk of technical training, 18 of 24 organizations reporting citing doing so; eight reported building drainage canals, seven helping with planting, weeding, harvest, or fencing; three reported building retainer walls (see Table A4.1, bottom left).

- Regarding seeds, we called 17 of the 19 OPA leaders who had sold or given seeds in the past year, fully 16 claimed to have produced the seeds themselves and gotten no seeds from outside organizations (see Table A4.2, below). However, there is a contradiction here. We know that WFP gave 800 *mamites*<sup>2</sup> of bean seeds to five OPAs (OPR, AUPC, GPSD, APDR) and 2,222 *mamites* of rice seed to five other OPAs (GPSA, FIPA, AJPO, APDS, IMAD), all of which reported getting no seeds from any organization. Only GROCIDDEN—not listed—reported receiving seeds.

Type of Assistance	Number of Organizations
Training	18
Drainage canals	8
Prepare, plant, weed, harvest or fence	7
Living retainer walls	3
Castration	2

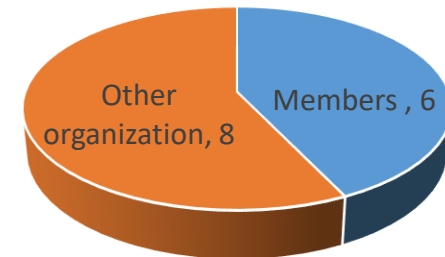
Response	Gave or Sold Seeds in Past 12 Months	At least part of Seeds was produced by OPA
No	7	1
Yes	17	16
<b>Total</b>	<b>24</b>	<b>17</b>

<sup>2</sup> For beans and most cereals, cacao and coffee, 1 *gwo mamit* ~ 4.5 – 5 kilograms

## Credit

- After giving technical assistance with gardens and giving tools, the most common activity that associations reported doing over the past 12 months is loaning members' money: 14 organizations reported giving loans (Figure A2, right). But even here there are some complications: eight of the 14 organizations that give credit reported getting the money from another organization; five of these cited ROPANIP or WFP as the source of credit for its members. The other six organizations claimed to use member's funds. Similar to the contradiction regarding seeds, WFP gave credit to 10 of the organizations, i.e. five did not admit it (Table A5, mid right).

Figure A2: Source of Capital to Provide Loan



## Storage

- Seven of the 29 respondents said their association had storage capacity (Figure A3, below).
- Five use barrels for storage and 2 have small silos (Table A7, bottom right)
- Capacity ranges from 300 to 1,000 *mamites*.<sup>3</sup>
- By far the most commonly stored crop is black beans; five of the seven organizations cited them as their most important crop.

Figure A3: Has Storage Capacity

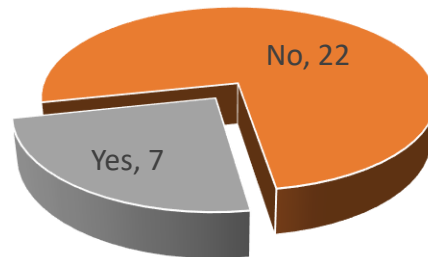


Table A6: Averages for Credit for Associations that Give Credit			
Variable	Average	Minimum	Maximum
Total Credit outstanding (HTG)	81,928	6,000	270,000
Number of borrowers	17	3	45
Amount of loan	4720	-	-

Table A5: Source of Credit	
Members	6
ROPANIP	4
WFP	1
OMPP	1
SEPAP	1
VPN	1

Table A7: Storage Capacity			
Assoc	Type of storage	Storage capacity	What produce
1	Barrels	600 <i>mamit</i>	Black beans
2	Silo	600 <i>mamit</i>	Blacks
3	Silo	1,000	Blacks
4	Barrels	400 <i>mamit</i>	Corn
5	Barrels	500 <i>mamit</i>	Blacks
6	Barrels	300 <i>mamit</i>	Blacks
7	Barrels	400 <i>mamit</i>	Rice

<sup>3</sup> For beans and most cereals, cacao and coffee, 1 *gwo mamit* ~ 4.5 – 5 kilograms

## Marketing Members Crops

Another area where associations could be expected to be active in assisting members is with marketing crops.

- Fully 14 of the of 28 organizations reported selling produce for members (data for sales were missing for one of the associations; see Figure A4, right).
- Once again however, that activity in marketing crops appears almost entirely oriented toward aid organizations, in this case WFP's purchases of crops through ROPANIP (see Figure A5, below).

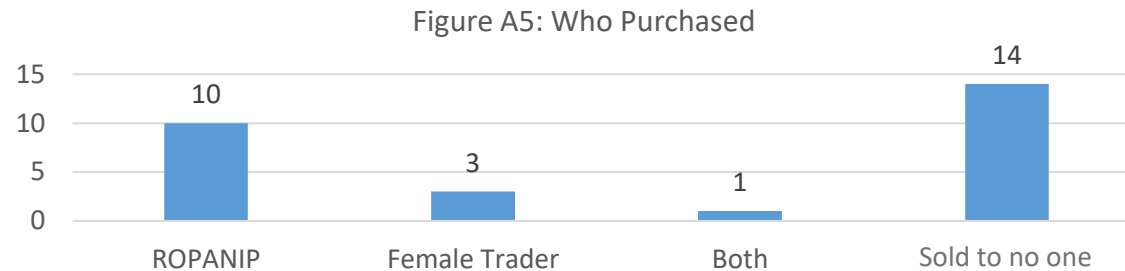
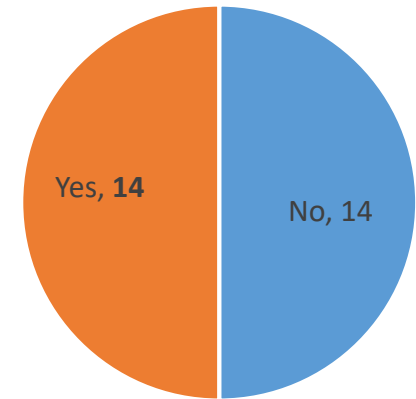


Figure A4: Sold Produce for Members in Past Year (missing = 1)



In an attempt to estimate the total number of OPA members who benefited directly from the sale of crops to ROPANIP, we asked the leadership, 'how many people in your organization contributed produce to be sold to ROPANIP?' Ten of the 24 asked did not know. The average for the 14 who did know was 22 members per organization, that is 16% of the average 137 members per organization and 29% of the average 77 members per organization who are active. If we can generalize this to the 24 organizations participating in the project, then a total of 540 OPA member producers benefitted from sales to the project; 2,748 did not. Ten leaders reported that non-members also participated in providing produce for sale to ROPANIP. Only six of these knew how many non-members participate. Of the six, the average number of participating non-members was six which, if it holds for all ten OPAs, adds another 60 producers who benefit from selling to the project.

### Association Infrastructure

The associations have bought little to none of their own equipment.

- None of the 29 associations own a transport vehicle or a tractor (Table A8).
- Only five own pesticide sprayers (hand sprayers), three own a mill, three own a pump, two own rototillers.
- Not a single association has a telephone, computer or tablet that belongs to the organization. Only four own a calculator.
- Three of the 29 associations report owning a building, seven report owning land. But even in these cases of property, it is almost certain that a single individual, probably the president, actually owns the land.



Assets	Yes	No
Building	3	26
Land	7	22
Vehicles	0	29
Tractors	0	29
Mill	3	26
Rototillers	2	27
Sprayers	5	24
Pump	3	26
Phones	0	29
Computers	0	29
Tablet	0	29
Calculator	4	25
Bank Account	11	17
Other	6	23

OPR again, one of three associations that own a mill

**Administration**

- Of the 29 associations interviewed, fully 26 reported being registered either with the Ministry of Social Affairs (19), the mayor’s office (22) or both (15); seven reported not remembering when they were registered (see Figure A5, and Table A9 and A10).

Figure A5:  
Associations Reporting they are Registered

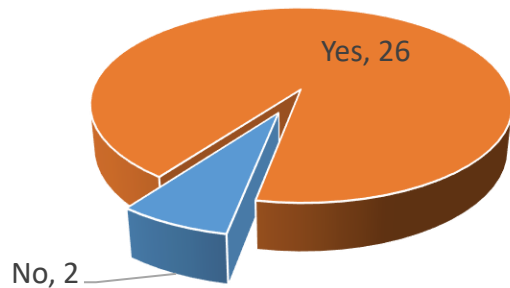


Table A9: Year Registered by	
Not Registered or cannot remember	10
2002 or earlier	4
2003-2010	6
2011-2015	9

Table A10: Claim of Where Registered	
Ministry of Social Affairs	19
Mayor’s office	22
Both	15
Neither	2

Of the 29 associations,

- 23 collect membership dues; six do not (Figure A6, right).
- Of the 23 that collect fees, 18 collect them monthly, five collect them annually.
- The average fee is HTG 17 (about US 25 cents per payee or, whether monthly or annually US \$13 per collection from all 77 active members, i.e. not enough to buy each of them a coca cola when they attend the meeting; see Table 11, below).

Figure A6: Association Collects Membership Fees

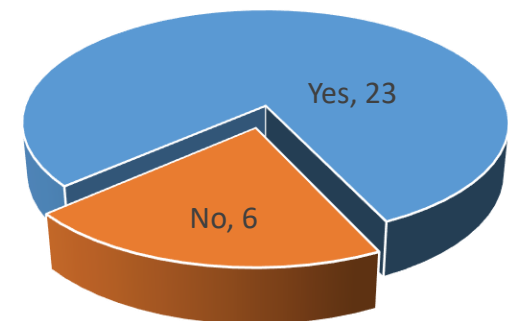
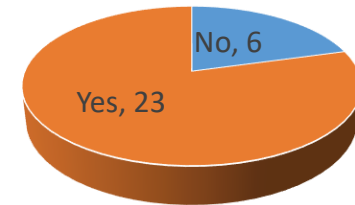


Table A11: Membership Fees					
Membership fee	Annually or bi-annually	Monthly	Average amount	Min (HTG)	Max (HTG)
23	5	18	17	5	50

- The same number of organizations that collect fees have at least some money in the association treasury (see Figure A7); however, these are not the same organizations. Only one of the organizations with no money in the treasury is one that also collects no fees. It is not clear why this is the case. Perhaps, for those who collect no fees, because money comes from other activities; and perhaps, for those who do collect fees, because the money is loaned to members. Whatever the case, the sums of money in question are, even by impoverished Haitian standards, miniscule and call into question the viability of the associations.
- The average amount available in the association treasuries, those that have any money at all, is HTG 7,804 (slightly more than USD \$100). The maximum any association has in the treasury is HTG 50,000 (less than USD \$1,000; see Table A12). Once again, ten of the associations are beneficiaries of money that WFP has given them for member loans.

Figure A7: Has Money in the Organization Treasury



Similarly, the knowledge of membership and actual record keeping suggest that the associations are not diligently managed. Referring to Table A13 below,

Table A12: Money in Association Treasury (HTG)		
Average	Minimum	Maximum
7,804	500	50,000

- Five of the association representatives interviewed did not know how many male vs. female members they have.
- Of the 24 who claim to know, only 14 could show the interviewer a list.
- Of the 14 who showed a list, two of the lists did not differentiate between active vs. inactive members.
- Only one association representative could report how much of the main local crops its member harvested in the past season.
- Only four associations reported knowing how much land its members owned. All four could show a list of member land ownership.

Table A13: Administrative Record Keeping and Knowledge of Membership		
Category	No	Yes
Knows how many male vs. female members	5	24
Can show list of members	15	14
The list shows whether members are active or not	2	12
Knows amount of premier crop members harvested last season	28	1
Claims to know amount of land all members own	25	4
Can show list of land ownership	25	4

## Scoring System

Overall the associations are currently weak. They provide few services to their members; their accounting and administrative activities are absent in most cases; their infrastructural resources are next to nothing; and not a single organization had a tractor or a vehicle. If the program has the intended impact, we can expect OPAs to improve capacity and resources over the life of the project. To evaluate and monitor change in the OPAs resources and capacity, Socio-Dig drew on WFP work in Central America (see Bibliography) to develop a scoring system. The system has four sub-categories: An Administrative Score that rates accounting and book keeping competency; a Service Score that rates the services provided to association members; an Infrastructural Score that rates the significance of assets the association owns; and a Dependency Score, which is negative and rates the extent to which all the preceding scores depend on assistance from humanitarian agencies or the State. A list of the questions upon which the scoring is based is available in the Appendix. The logic for the scoring system is present in Table A14 and below.

Table A14: SCORING LOGIC FOR FARMER ASSOCIATIONS			
ADMINISTRATION SCORING (0 to maximum of 52 points positive; can lose 18)	Scoring	Positive	Negative
Is the association registered and where	Mairie = 5	5	
	MAST = 5	5	
Respondent cannot show paper for registration	No = -5		-5
Registration is up to date (for those who were registered before 2013)	Yes = 5	5	
Association has a bank account	Yes = 5	5	
Association cannot show you a bank book or deposit receipt	No = -5		-5
Association showed a list of members	Yes = 5	5	
List shows how many members are active	No = -2	2	
Association collects membership dues	Yes = 5	5	
Association has and shows list of land owned per member	Yes = 5	5	
Association knows quantity of main crop that all members together harvested the past season	Yes = 5	5	
Association knows the total quantity of produce sold for its members in the past 12 months	Yes = 5	5	
Association knows the number of members that contributed to sales to ROPANIP	Yes = 5	5	
Association knows the quantity of fertilizer sold	No = -1		-1
Association knows the quantity of fertilizer gifted	No = -1		1
Association knows quantity of fertilizer that an NGO or the State gave over the last 12 months	No = -1		-1
Association knows the quantity of pesticide sold	No = -1		-1
Association knows the quantity of pesticide gifted	No = -1		-1
Association knows quantity pesticide State or other organization gave over the last 12 months	No = -1		-1
Association knows the quantity of seeds sold	No = -1		-1



Association knows the quantity of seeds gifted	No = -1		-1
Association knows quantity of seeds State or other organization gave over the last 12 months	No = -1		-1
Association knows the quantity of tools that it sold or gave in the past year	No = -1		-1
TOTAL		52	-18

INFRASTRUCTURE SCORE (0 to unlimited points)	Scoring	Positive
Association owns x number of Building	Number x 5	
Association owns x <i>Santyem</i> of Land (1/100 of a Carreaux = 129 meter <sup>2</sup> )	Number x 5	
Association owns x number of Vehicles	Number x 5	
Association owns x number of Tractors	Number x 5	
Association owns x number of Mills	Number x 3	
Association owns x number of Tillers	Number x 3	
Association owns x number of Sprayers	Number x 2	
Association owns x number of Pumps	Number x 3	
Association owns x number of Silo	Number x 3	
Association owns x number of Barrels	Number x .25	
Association owns x number of Computers	Number x 2	
Association owns x number of Telephones	Number x 1	
Association owns x number of Tablets	Number x 1	

SERVICE SCORE (0 to maximum of 95 points)	Scoring	Positive
Association helped members sell their crops	Yes = 5	5
The Association sold fertilizer over the last 12 months	Yes = 5	5
The Association gifted fertilizer over the last 12 months	Yes = 5	5
The Association sold pesticide over the last 12 months	Yes = 5	5
The Association gifted pesticide over the last 12 months	Yes = 5	5
The Association sold seeds over the last 12 months	Yes = 5	5
The Association gifted seeds over the last 12 months	Yes = 5	5
The Association produced seeds in the previous 12 months	Yes = 5	5
The Association sold tools to members over the last 12 months	Yes = 5	5
The Association gifted tools to members over the last 12 months	Yes = 5	5

In past season/year Association sold produce for members	Yes = 5	5
Association has a program to loan members money	Yes = 5	5
Type of assistance the Association gives	Living retainer walls = 5,	5
	Ravine walls = 5	5
	Drainage canals = 5	5
	Reforestation = 5	5
	Castration = 5	5
	Give improv. livestock = 5	5
	Training = 5	5
TOTAL		90

DEPENDENCY SCORE (0 to -36 points)	Scoring	Negative
Source of capital	Not Members = - 5	-5
All produce sold went to ROPANIPS	Yes = -5	-5
Association collects no membership dues	No = -5	-5
State or an NGO help sponsor the assistance	Yes = -3	-3
All fertilizer given or sold came from an NGO or the State	No = -5	-5
All pesticide given or sold came from an NGO or the State	No = -5	-5
All seeds give or sold came from an NGO or the State	No = -5	-5
At least part of the tools given or sold came from an NGO or the State	Yes = -3	-3
TOTAL		-36

## Part II: Schools

### Introduction

Despite complaints, discussed below, school directors are happy with the canteen program. Only two of the 14 schools (both Catholic) had a canteen before the 2015 program. Representatives for seven out of ten of those say that the canteen has been associated with increased enrollment. School teachers and directors also say that the canteens encourage consistent attendance and promote morale among the students (see Table S1, right).

Response	Count
Less	7
More	3
Same	1
Total	11

### Complaints and Problems

Complaints about ROPANIP and BND deliveries prior to the new purchasing programs were, in order of emphasis by the school directors,

- Food often arrived wet, which meant it weighed significantly more upon arrival than it did the followed day.
- Manioc was frequently of low quality (this was explained as having been stored too long).
- Yams were often inedible rejects (this was explained as something that should have been obvious to any producer or vendor).
- Millet was sometimes spoiled and had bugs.
- Onerous paper work, meaning the paper work required by WFP to account for the school feeding program requires much work.

Problems	Schools
Wood/fuel	12
Lack of Parental Participation	11
Low quality food	8
Insufficient food	5
Late arrival of food	2
Cook	1
Not enough time for canteen	0
Other	2

Although the above problems were emphasized spontaneously in discussions as significant and frequent, when we asked specifically how frequently they occurred the responses were overwhelmingly ‘rarely’. It is not clear if this was an attempt to avoid confrontation or if, in fact, the problems were infrequent. In the survey, we attempted to clarify by asking school directors to report on most common problems with the canteen over the last 12 months and the estimated frequency of the problem. What we found (see Table S2, left) was that problems with deliveries and food quality were cited as less significant than problems with firewood (12 of 14 directors reporting it as a problem), parental participation (11 of 14 directors reporting it as a problem). After firewood and parental participation came low quality food, ranking at third (eight of 14 directors reporting it as a problem). Next came the problem of insufficient quantities of food (11 of 14 directors reporting it as a problem). Two respondents cited insufficient food as most significant problem, two chose it as the second most significant, and one as the third most significant problem (see Table S3).

Nevertheless, the problems with distribution cited above are resolved by the responsibility devolving to the schools themselves (meaning schools being tasked with procuring food for the feeding programs). Moreover, none of the cited problems were reported to occur more than once per week except for one school director reporting that fuel was a problem ‘all the time’ and four reporting that insufficient food was a problem ‘all the time’ (see Table S4).

Complaints about the current program included finding fuel, paying cooks, lack of parental involvement, time needed to purchase and prepare food, and constraints of the menu given to them by WFP. For example, regarding the menu, respondents complained that yams are mandated for an epoch during which the most common and least expensive yam becomes rare. Sweet potatoes, something always available, is not listed for all epochs. Neither—according to respondents—is breadfruit, something that spoils quickly but that is readily available for much of the year, is not on the menu. It is not clear whether there is a misunderstanding with participants or if these constraints exist. The consultant will clarify in the upcoming report and make fuller recommendations regarding other available produce.

Problem	1 <sup>st</sup>	2 <sup>nd</sup>	3 <sup>rd</sup>
Lack of Parental Participation	7	2	3
Cooking fuel/wood	4	7	0
Insufficient food	2	2	1
Cook	0	0	1
Late arrival of food	0	0	1
Low quality food	0	2	1
Other	0	0	5
None	0	0	1
Grand Total	13	13	13

In the survey the problems—of finding fuel, paying cooks, lack of parental involvement, and constraints of the menu—were ranked as most severe. Specifically, the most severe and common problems was lack of participation by parents, followed by cooking fuel. Interestingly, the problem of cooks was ranked by only one respondent and as the third most severe problem (see Table S3).

### Parental Involvement

This is a problem throughout Haiti for as long as school feeding programs have been in place. Observers often attribute the problem to monopoly of the food distributions and feeding by school directors who also benefit materially from the program. The school directors make the opposite case, saying that parents quickly lose interest in participation and/or want to be paid for any significant involvement. We will explore the issue further as the evaluation progresses, but a tentative

Frequency	Fuel	Cook	Low quality food	Insufficient food	Food arriving late
Less than Once per month	2	0	6	0	2
Once per month	6	1	1	0	0
Once per week	3	0	1	1	0
Several times per week	1	0	0	0	0
All the time	0	0	0	4	0

recommendation is that WFP and MENFP should concede that the exigencies of rural poverty in Haiti, i.e. nothing can or should be done; simply accept the reality of the situation and do not work with parents.

## The Business Side of Schools

Schools are businesses. In rural Haiti, they are one of the very few businesses that can be thought of as formal sector. They should be understood as such. In this context, the directors clearly saw the advantage of a canteen to their business of schooling.

- Those interviewed from the two schools that have always had a canteen estimate that without the canteen they would have fewer students.
- The one school that has no canteen estimated that they would have many more students if they had a canteen.
- Seven of the 10 that never had a canteen before WFP, said that they had fewer students before the canteen; one said the numbers had not changed and two reported fewer students.
- The one school that does not have a canteen wants one.

Position	Female	Male	Total
Director	0	8	8
Other	0	1	1
Professor	0	5	5
Total	0	14	14

## Gender

As seen in Table S5, all respondents for the schools were men. In the context of schools being businesses this suggests an economic bias toward men. In subsequent research, we will gather data on sex of school directors and professors. In the final evaluation report we will also compare the data to national data.

## Onerous Side of Canteens

There are onerous tasks and complications when making food at schools. The food is cooked, it takes three to four hours to clean and cook the food, and requires a cook and helper. The costs of firewood often fall to the director as not all parents contribute. If the firewood is damp or wet the food may not get cooked at all. Food must also be handled and stored. All these are points elaborated on at length by Petite Riviere Focus group participants (see Appendix). The obvious inference is that it would be much easier to serve food already prepared. It would be easier for the school, it would be easier for any contracting entity. If the Ministry of Education would open the choices of foods to include a host of already prepared cold foods, such as *akasan* (corn meal with milk and milk), *akamil* (several pureed beans with milk and sugar), bananas, peanut butter and bread, peanuts, boiled eggs, and bread type products made of local breadfruit, manioc, plantain, corn, and millet flour. With these points in mind we asked school directors which they would prefer, prepared food or to cook the food themselves. Eight of them preferred to make the food and six preferred to prepared food (see Table S6).

Preference	School directors
Prepared food	6
We make the food	8

Condition	Yes	No
Would accept a third party control the food	3	5
Would accept a third party make the food	3	5
Would accept a third party store the food	2	6

Five of the eight respondents who preferred that the school make the food also did not want to cede control of food to a third party nor would they accept that a third party make the food on the school premises. Six of the eight would not accept the prospects of a third party storing the food, i.e. another person controlling and accounting for the food. (See Table S7).

Given the onus of food preparation, it is difficult to understand why some school directors would prefer to control the food. One explanation is that they would have less opportunity to themselves partake in consuming or sharing portions of the food with others. Other reasons might be assurance of food quality and assurance that the students do not lose portions of the food to unscrupulous intermediaries. To try to clarify the motivations for their decisions on preparing vs. receiving prepared foods, we called the school directors and asked why they chose one versus the other. Because of problems with telephone service at the time due to the hurricane Matthew, we could only locate six directors. But the responses were informative.

Four of the six school directors contacted had said they would rather make the food. Two of them responded as follows.

**Socio-Dig surveyor:** Why did you say that you would prefer the school prepares the food rather than having a caterer bring the food already prepared?

**School Director Respondent 1:** We prefer to prepare the food ourselves because we see how the food is prepared, the children get excited when they see the pot cooking, they work harder.

**School Director Respondent 2:** We prefer to prepare the food ourselves because we better prepare food.

But the other two school directors interviewed, both of whom had originally said that they would prefer to prepare the food themselves rather than having it catered, suggested they would in fact accept food already prepared and delivered.

**School Director Respondent 3:** We prefer to prepare the food ourselves because we feel like we prepare it better, but if they brought it to us prepared that would be good too.

**School Director Respondent 4:** We prefer to prepare the food ourselves because it's according to the training we got from BND that we prepare the food. They give us the food, they told us how to cook it, but they never asked us if we would like it already prepared. Yes, if they gave it to us already prepared that would be better.

For the other two school directors who we could locate on the phone and who had chosen prepared food, they explained their reasons as follows.

**School Director Respondent 5:** Prepared food would be better for us because it's too difficult to go the market and look for food. And really, there isn't enough money to cook the food, to pay for firewood, to pay the cook, to buy spices.

**School Director Respondent 6:** Prepared food would be better because it's difficult to find firewood.

## Conclusion

Although it is premature in this first of three evaluations to make conclusions regarding the school feeding program, there are some obvious complications. First off there is a conflict of interest in giving the school directors control over the food meant for the students. As seen in the following section, all parents complain to the school director. None are aware of any other person or agency to complain to. If the school director himself is the problem with the canteen, then the parents are complaining to the culprit. But even more poignant, if the school director were not in control of the food—and hence not in a position to pilfer or borrow from the canteen supplies—he would be the person with the greatest interest in assuring that no one else does and that the students at the school receive the intended rations. Thus, making the school director responsible for the food and canteen, eliminates the capacity to harness the most important natural monitor of the canteen system, i.e. the school director himself.

Even more significant is the issue of hot meals. The requirement of cooking meals makes the canteen a major daily undertaking in terms of time, labor, logistics and not least of all, the need for wood. Just cooking a meal of dried beans, rice and sauce is a 3-4-hour labor intensive undertaking. A quote from a somewhat disgruntled focus group participant—‘disgruntled’ because his school had been excluded from the canteen program—nevertheless highlights the complications of feeding the children cooked meals,

....when you hear ‘canteens’ ... All these schools need wood for them to make food. ... To burn a pile of wood every day. Where are they going to find it? Little bit of food you cook in the school. How many, school days in a year? 200. And how many days a school has to find wood to burn. And it’s not just one school, no. It’s all the schools! This is going to cause a degradation of the environment. ... And sometimes it’s raining. The women can’t make food. I’ve visited canteens. I go and look. And yes, you will see that the rain falls and the wood gets wet. You can’t make food. Problem! Maybe when it’s dry they can find wood to use, but there are times when the rains fall and you can’t start a fire. The wood won’t burn. .... They tell the parents to come cook the food. Well, these are people who have a home. ... Monday they have to cook for their family, Tuesday, Wednesday, Thursday, Friday. For her to come to the school and not get paid anything. She doesn’t get a penny!

## Part III: Parents

### Introduction

To gain a perspective from the parents' point of view Socio-Dig surveyors choose 10 schools in the program (identified in the Figure P1 below). Surveyors visited the areas of the schools and opportunistically took contact information and GPS points for 10 parents with children in each school. Socio-Dig surveyors subsequently telephoned parents and interviewed them in depth regarding the school feeding program (a list of questions is available in the Appendix). The objective of doing the survey by telephone was multifold. First, we wanted to be able to subsequently reach out to parents with follow-up questions without having to travel to Petite Riviere to reach the school, most of which are remote. Secondly, we intend to use the parent contacts to conduct spot telephone surveys on topics ranging from the school feeding program to extra-school feeding behaviors and practices in the area to available crop types to economic and ecological issues such as crisis. With this in mind and to avoid bias, the parental contact information was obtained independent of the school administration, specifically by visiting households in the proximity of the school and requesting contact information from those household heads with children in the school. Thirdly, we wanted to be able to develop a rapport with the parents, something only possible through repeated and sustained contact. We anticipate that this rapport will yield increasingly honest and thoughtful feedback from the parents and we intend during the second phase of the evaluation to schedule and conduct focus groups with the parents. And fourth, by conducting this exercise with parents now, during the pilot phase of the program, we can test the dependability for use as a means of monitoring the feeding program. Overall, we expect parents will eagerly comply, and it has the immediate and long-term impact of extending WFPs contact network beyond the school administration (which in the past has often acted as sole contact and gatekeeper). The exercise will also encourage transparency, open a type of dialogue with WFP and parents, and give WFP and MENFP an easily accessible source of information on its program.<sup>ii</sup>

Figure P1: Map of Schools Selected for Parental contact study.





## Sample

Socio-Dig researchers selected 10 schools to be followed throughout the study. Two schools were located in the town of Petite Riviere; eight were in rural areas. Two surveyors traveling on motorcycles visited the vicinity of each school and sought out 10 parent-respondents with children in the school. Socio-Dig telephone surveyors then spent one week attempting to reach the respondents by telephone and apply the questionnaire regarding knowledge of the canteen program, participation, children's satisfaction, parental satisfaction, knowledge of the school's school committee, and home feeding habits since and before the canteen program (a full list of the questions are available in the Appendix).

## Successful Contacts and Gender of Respondents

The telephone surveyors attempted to reach each respondent at least four times; surveyors were ultimately able to contact and interview 74 of the original 100 sample (see Table P2, below). Of these, 49 were women and 25 were men (see Figure P2, right). Exactly half (37) had only one child in the primary school; and half had two to five children in the school (Table P1, right).

Figure P2: Sex of Parents Interviewed

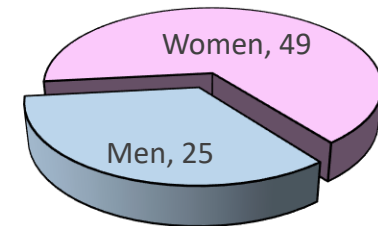


Table P1: Number of Children Parents had in Primary School

Number of children in primary school	Number of parents reporting
One	37
Two	19
Three	12
Four	3
Five	3
Total	74

Table P2: Number of Parents per School Contacted vs. Those Successfully Sampled		
Name of School	Number in sample	Number successfully contacted
College Moderne de Petite Riviere	10	9
Communautaire de Colette	10	8
Macedonia	10	7
National Communautaire de Fond des Lianes	10	8
Nationale de Syllegue	10	10
Nationale de Cholette	10	10
Presbiterale Jean Paul II	10	5
Presbyterale Coeur de Marie	10	8
Presbyterale de Syllegue	10	5
Vision Chretienne de Cholette	10	4
TOTAL	100	74

## Feeding and Satisfaction with Food

Parents reported consistent feeding: the average reported number of school days in the past week and the number of days fed were almost identical. The average for 'usual numbers of days fed per week' was 4.86 (see Figure P3, following page).

Eighteen of the 74 respondents said that their children sometimes complained about the food (Figure P4, below). The primary reason for complaints was the amount of food, 14 of the 18 parents who said their children sometimes complained reported so (Table P3). The next most frequent complaint was about the taste or preparation of the food, seven of the parents reported their children complaining about it. No one complained about bugs or late feeding. Echoing sentiments in focus groups, one child complained about not being fed when not paying. The other child said the food gave her indigestion. Only nine parents said they knew who to complain to if they had a problem with the canteen (Figure P5, below right); all of these specified the school administration. Overall, 51 parents said that they were *very satisfied* with the program, 15 said they were *satisfied*, 5 would not say, and only 3 were *not satisfied* (see Figure P6).

Figure P3: Comparison of Averages for Days in School vs. Days Fed

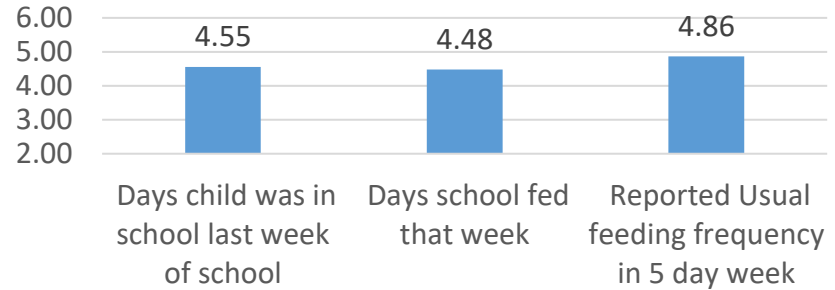


Figure P4: Child/children Complain About the Food

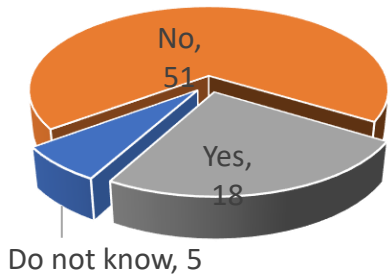


Table P3: Reasons Children Complained about the Canteen Food	
Reasons	Count
Amount	14
Taste	7
Clean	1
Other	2

Figure P5: Parent Knows who to Complain to About Canteen

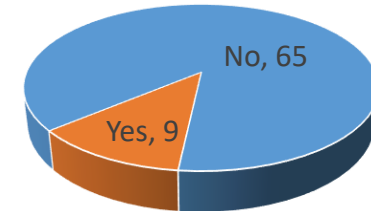


Table P4: Frequency of Child Complaints About Canteen Food				
Frequency of complaints	Taste	Amount	Dirt/pebbles in food	Other
Once per week	1	1	1	1
Several time per week	5	7	0	1
All the time	1	6	1	
Total	7	14	2	2

Figure P6: Rating of satisfaction with canteen

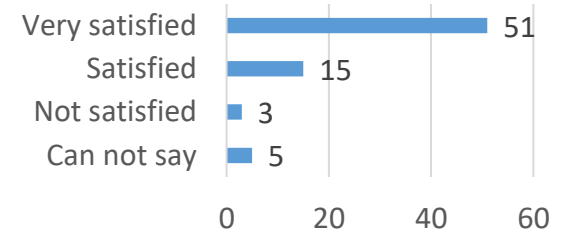
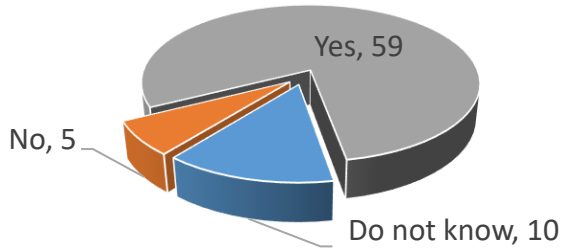


Figure P7: School has school committee



**School Committee**

Of the 74 respondents, 59 reported that the school has a school committee; 5 said it did not; and 10 did not know (see Figure P7, left). Of the 59 who knew that their child’s school had a school committee, eight are on the committee (see Figure P8, below left). Of the 51 who are not on the committee, 10 know people who are (see Figure P9, below). Of those not on the committee, only 13 know what the committee is supposed to do (see Figure P10, bottom, left). And telling us a lot about the attitude and thought process behind the responses, of the 49 people who have children in schools that have a committee and who are not themselves a member of that committee, only 13 reported knowing what the committee is supposed to do (see Figure P11, bottom, right), yet 54 think the committee serves its purpose well.<sup>iii</sup>

Figure P8: Respondent is on committee

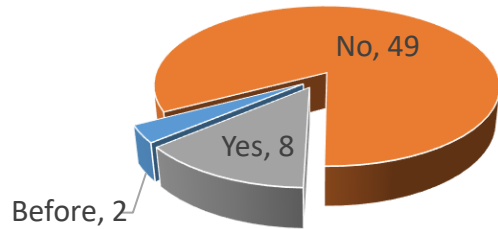


Figure P9: Knows people who are on committee

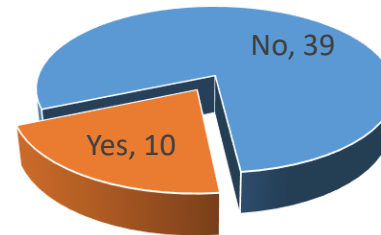


Figure P10: Knows what the committee is supposed to do

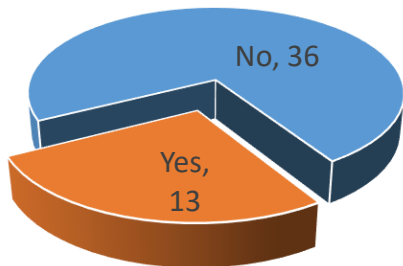
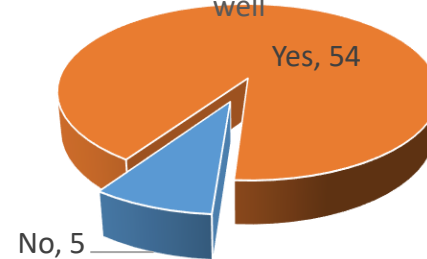


Figure P11: Thinks the committee serves it's purpose well



**Parent Feeding Practices and Support**

To put the feeding in context, we asked parents if they give their children money or food to go to school with and if they fed them before they went to school: 25 said they sent their children to school with money, 35 sometimes sent the children to school with money and 14 did not give the children money (Figure P12, right). Regarding food, only four parents said they sent their children to school with food, seven sometimes, and 63 of the parents did not give their children food to carry with them to school (Figure P13, lower right). Asked whether they currently fed the children before they went to school, 56 said they did, 17 said they sometimes did, and only one said they did not (Figure P14, below). When we asked parents what they did before there was canteen, 72 said they fed them breakfast, 43 said they gave them money and fed breakfast, and 14 said they sent them to school with food, 12 of whom also fed breakfast (Figure P15, blow right). The one respondent seen above who currently does not ever feed their child in the morning said that before the canteen program existed she fed breakfast.

Figure P12: Gives money to go to school with

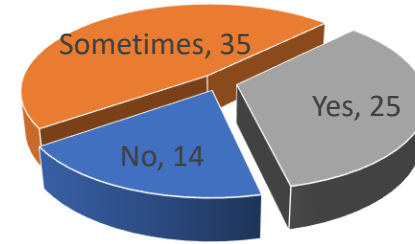


Figure P13: Gives food to go to school with

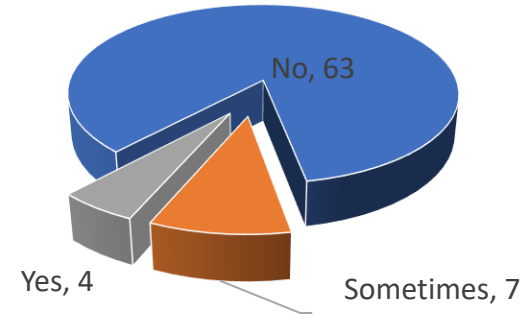


Figure P14: Usually gives children something to eat before they go to school

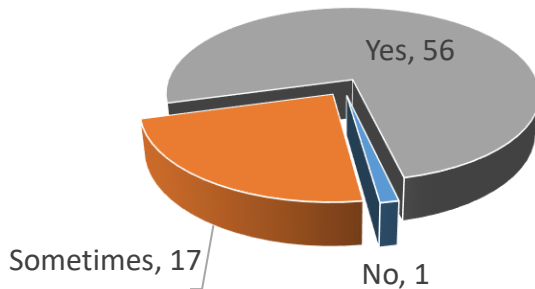
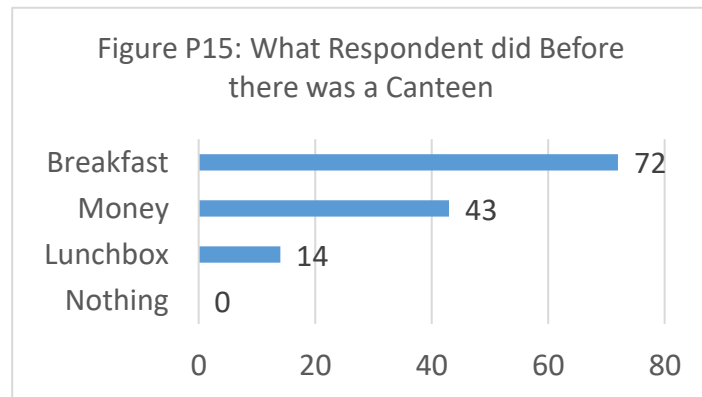


Figure P15: What Respondent did Before there was a Canteen



### Commentary from the Respondents<sup>iv</sup>

We also asked respondents if they would like to comment on the canteen program: 33 said yes. Below are the comments. Most were positive. However, a couple comments echoed complaints from one vocal focus group participant who spoke about how children whose parents did not pay do not eat. The catch-22 here is that we can intuitively conclude that those children most in need of the canteen, those whose parents are so poor they are the most likely not to pay, are also the same children most likely not to be fed before school.

1. What they give to make stew is too little and I would like for WFP to pay the cooks.
2. Give more food.
3. The canteen works very well.
4. The canteen is important. But at the moment we do not have the money to pay because the hurricane ravaged us.
5. The canteen is important for parents. It kills the worms in the children's stomachs.
6. The canteen helps us parents a lot.
7. The canteen is truly a good thing. It should stay.
8. I would like for the canteen to always be there.
9. I would like the canteen to develop. And that they help the parents pay the money they ask for it.
10. I would like for the canteen to always be there.
11. I would like for the canteen to be there until the end.
12. I see that the canteen is working very well.
13. The food is not cooked well.
14. I would ask that the people responsible put more emphasis on local food so that the children eat things that are good for them.
15. I hope it continues because it's a relief to us parents.
16. I would like to express my reappreciation to those responsible, and I hope they come with more food.
17. For two years, I've been making food and I have never gotten thing for it. I would like them to think about giving us something too.
18. I don't like when the school sends the children home because they do not have the money for the canteen.
19. I like the food and it helps us parents.
20. I would like that the cantina is always in the school to help relieve us parents.
21. I would like them to pay the people who work in the canteen.
22. I see that it's a good program.
23. We are happy that the canteen is there. We hope it remains.
24. Us who are one the school committee work so the canteens functions well. They should think about us too.
25. We would like that the canteen is always there.
26. We would like them to give the children juice.
27. We would like it to always function because it helps us a lot.
28. We would like them to continue with the canteen.

29. I'm upset because when the children have not money they don't feed them.
30. I hope the canteen continues because it helps us a lot.
31. This is great program. I hope that it continues to develop.
32. I would like them to continue to give food at the schools because the children come home with a full belly.
33. I would like them to continue to give food at the schools because the children come home with a full belly.

### Miscellaneous

Two additional questions of interest but that do not fit into the categories above are the awareness of the school feeding program as purchasing local to benefit farmers and reasons that parents chose the particular school for their child(dren) to attend. Most parents are unaware of where the food comes from; only 16 of the 74 parents in the sample said they knew. Of those 16, eight correctly cited Paillant, three thought the food was imported, one thought it came from Petite Riviere and four chose “Other” (see Figures P16, below left, and P17 below center). When asked why they chose the particular primary school their child(dren) was attending, the prominent reason was convenience, i.e. it was close to the home, 30 parents reporting so; second was the quality of education with 18 parents reporting; third was price, with 16 parents reporting it; fourth was the other students. Relatively insignificant to most parents was religious affiliation, the fact that it was a State school, and the director’s influence (see Table P5, below right).

Figure P16: Knows where the food comes from

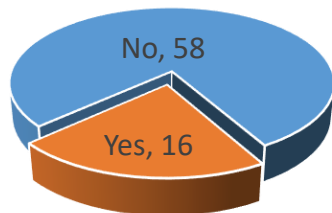


Figure P17: Where Respondent Thinks Canteen Food Comes From

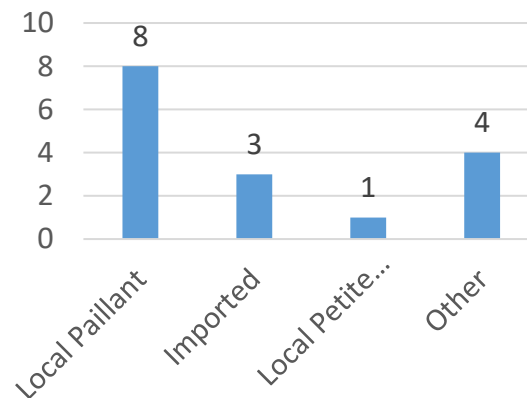


Table P5: Reason Parents Chose the School

Main reason chose the primary school	Number of Respondents
Close to home	30
Quality of Education	18
Price	16
Students	4
Religion	1
State school	1
Director's influence	1
Other	3

## Cultural Issues and Tasks to be Done

Two cultural constraints on the feeding programs are types of food eaten in the morning and measures. In the morning, Haitians customarily prefer—indeed insist—that they should consume a salty food before they consume a sweet food or beverage. The logic is that is that sweet foods eaten on an empty stomach are believed to cause worms. As the belief goes, some sweet foods introduce worms while others cause worms already in the belly to rise into the mouth and nose. This is particularly strong belief regarding children. Hence, if a person has not eaten some sort of salty food first in the morning, they must not eat a sweet food. This belief eliminates a host of highly nutritious and low priced cold foods that are excellent candidates for local procurement canteen foods (such as pureed ‘juices’, porridges, peanut and coconut clusters and ripe bananas). There are ways to negotiate the constraint. For example, children can eat salted crackers or cassava bread before consuming a sweet nutritious drink such as *akamil*. These folk beliefs and their implications will be explored in greater detail in the subsequent full report.

Another significant constraint are measurements. Haitians measure food in volumes. Weight measures are something alien to the local economy. Yet, WFP has demanded that food be measured in kilograms, putting the burden of negotiating and translating units of measures on the school directors. This adds an onerous and confusing chore to the task of supplying and managing the canteen. We are confident that a strategy for bridging the measures can be developed and we will include this in the final evaluation report.

We also tentatively recommend that all school feeding projects be accompanied by data gathering and potential M&E system similar to that developed in the course of the association and parent survey. Bearing in mind that the cell phone, properly understood in the context of rural, is an M&E program’s best friend, this includes,

- List of schools in the area with basic data on type of school (State, community, catholic, evangelical), year founded, year registered, number of students, date first had canteen, gender profile of school administration, contact information for school director and other administrators for follow-up telephone monitoring of program.
- 30 respondent freelist on local breakfast foods fed to children (see Appendix for freelist).
- Menu with wholesale and retail cost, proportions and very importantly a logic that makes clear the local vs weight measures.

## APPENDIX

## Appendix 1: Additional Information on the Associations

Table A5_1: Association Membership					
Category	Average	Median	Minimum	Maximum	
Members	137	46	18	1000	
Members who are active	77	31	10	600	
Female members	50	22	4	320	
Female members active	26	14	2	200	
Male members	87		0	700	
Male members active	50		0	400	

Table A5_2: Three Most cultivate crop of association members	
Crop	Percentage
Black beans	19%
Yam	13%
Corn	12%
Millet	9%
Sweet Potato	8%
Plantain/banana	6%
Rice	6%
Manioc	6%
Breadfruit	2%
White beans	1%
Black-eyed peas	1%
Tomato	1%
Other	6%



Table A5\_3: Association Data on Registration, Membership, and Activities

Name of Association	Commune	Section	Year Founded	Year Registered	Members	Active members	Female members	Active females	Bank Acct	Activities				
										Agricultu	Livestoc	Processi	Marketi	Other
APDR	Anse-a-Veau	3eme	2008	2010	150	70	15	15	√	√				
OCJ	Anse-a-Veau	3eme	No recall	2015	45	35	No recall	No		√				
GPSJ	Anse-a-Veau	3eme	1994	2006	38	28	15	14		√				
AJPO	Anse-a-Veau	3eme	1994	No recall	46	20	16	7		√	√			
GPSD	Miragoane	1eme	2000	2009	18	10	4	3		√	√			
RPN	Miragoane	1eme	1996	1997	700	400	320	120	√	√	√			
Fipa	Miragoane	4eme	2007	None	1000	600	300	200	√	√				
GPSA	Miragoane	4eme	2005	2013	21	20	4	4	√	√				
IMAD	Miragoane	4eme	2005	2008	42	31	21	21		√				
APSS	Paillant	1eme	1999	1992	24	24	7	5		√				√
ABSS	Paillant	1eme	1988	No recall	93	65	30	2	√	√			√	
SOFES	Paillant	1eme	No recall	No recall	25	25	25	25	√	√				√
ABAPR	Paillant	1eme	1996	None	26	20	9	7		√				
AFAP	Paillant	1eme	1996	1996	30	20	30	20	√	√	√			
MAHO	Paillant	1eme	1995	2015	250	95	125	32		√				√
VPN	Paillant	3eme	1998	2002	100	64	22	18		√				
OMPP	Paillant	3eme	1998	2010	65	43	30	15		√				
OJDB	P-Riviere	1eme	pre 1980	2014	30	13	8	4		√				
GCCA	P-Riviere	1eme	pre 1980	2013	35	35	10	10	√	√				
OPR	P-Riviere	1eme	1989	2012	150	80	100	50	√	√	√	√	√	
OJIDEM	P-Riviere	1eme	1998	2003	100	30	No recall	10	√	√	√			
OPC	P-Riviere	2eme	1999	None	18	10	5	3		√				
ODTSS	P-Riviere	3eme	2004	2007	60	40	30	23		√				
JPLB/OJPB	P-Riviere	3eme	2008	None	60	25	20	10		√				
OTEM	P-Riviere	3eme	1995	2015	87	65	25	25		√				√
OGPTSS	P-Riviere	3eme	pre 1980	No recall	No recall	No recall	No recall	No		√				
KFB	P-Riviere	3eme	1999	2014	30	30	30	30		√				
AUPC	P-Riviere	3eme	1994	None	350	100	40	3	√	√	√			
GROCIDDEN	P-Riviere	3eme	2015	None	237	160	No recall	No		√	√			

Table A5_4: Association Contacts								
Org Name	Commune	Sec	Contact 1	Tel	Contact 2	Tel	Contact 3	Tel
APDR	Anse-a-Veau	3eme	Gaspard jorel	38386588	Amos pierre	37336243	Cedernier prince Merilhomme	47642147
OCJ	Anse-a-Veau	3eme	Sergo paul	41107170	Paul lediton	32819956	louissaint	37334966
GPSJ	Anse-a-Veau	3eme	Victor estime	32310387	Estime velome	43320424	Louis dieu soit	33263325
AJPO	Anse-a-Veau	3eme	Simon imerain	48574256	Abdon guy	36217417	Yves Elias	37424189
GPSD	Miragoane	1eme	Louisner jeanty	38075860	Sylveste claudette	38287341	Semius adlet	49184713
RPN	Miragoane	1eme	Doxa lucien innocent	37740259	Marius frantz	42769957	Magalie paillant	44192101
Fipa	Miragoane	4eme	Paul andre riviere	37107200				
GPSA	Miragoane	4eme	Herystal willy	37292453	Dony etienne	38753245		
IMAD	Miragoane	4eme	Jean louis rose marie	46446966	Paul andre riviere	37107200		
APSS	Paillant	1eme	Guitho guerrier	43965830	Macule laurent	42338221	Premil charles	32942287
ABSS	Paillant	1eme	Saint jules clossi	32186449	Maxo noel	38387233	Remy alexis	40018335
SOFES	Paillant	1eme	Odany charles	1	Bernadette cetoute	32357858	Madame ely vilsaint	42336517
ABAPR	Paillant	1eme	Lorand macule	42338221	Victor prenor	32408288	Madam joseph lisoir	32171174
AFAP	Paillant	1eme	Margalie paillant	44192801	Yanik alexis	36434010	Destin nicol	36194225
MAHO	Paillant	1eme	Edmond silon	32195959	Etienne beatrice	32935134	Serge brice	37272010
VPN	Paillant	3eme	Clermond alcuis	47981979	Laviguerre resignak	36991714		
OMPP	Paillant	3eme	Vercius renard	44829812	Renard franst	36712050		
OJDB	P-Riviere	1eme	Roland legene	44688633	Etienne nolas	32952825	Etienne nolas	34567795
GCCA	P-Riviere	1eme	Patrick guyometre	32019342	Medelia edouard	38841272	Nicole juste	36851722
OPR	P-Riviere	1eme	Thomas jean wilner	38050082	Saint juste renel	36021195	Guerline thomas	37840504

OJIDEM	P-Riviere	1eme	Saint hilaire Edith	36028264	Jean beni mistal	36397646	Nicolson lazarre	48172238
OPC	P-Riviere	2eme	Boucher eliton	40666795	Dupon enel	42748461	O	0
ODTSS	P-Riviere	3eme	Joseph jean mehul	40017902	Maxene thomas	33261842	Anese lafrance	43911104
JPLB/OJPB	P-Riviere	3eme	Ivanel tinsel	37592527	Marie france paillant	40666060	Renal edouard	48327446
OTEM	P-Riviere	3eme	Gerard Edouard	43538227	Wileme rejouis	36966876	Miche rejouis	43532729
OGPTSS	P-Riviere	3eme	Jean claude edouard	44780077	Gina leblan	32234127	Saint giraud bernadel	41786757
KFB	P-Riviere	3eme	Louis lina	38213110				
AUPC	P-Riviere	3eme	Bernadin leblan	47329906	Compas samuel	36358682	Dorestan klenes	38811875
GROCIDDE N	P-Riviere	3eme	Joseph micheline	32161830	Similien casner	40020960	Rene Isaac	32338196

## Appendix 2: Basic School Data

Table A1\_1: Basic Information on Schools

Name of School	Type of School	Commune	Section	Year Reg.	Year fnd.	Lowest Grade	Highest Grade	Enroll	Feeds	WFP Local Procurement program	Year began with Canteen
Lalane et Pascale	Evangelical	Petite-R	3eme	2004	2004	K	9th	207	Yes	Yes	2015
Communautaire de Colette	Community	Petite-R	2eme			K	3rd	104	Yes	Yes	2015
College Moderne de Petite Riviere	Private	Petite-R	C-ville	1998	2010	K	6th	85	Yes	Yes	2015
Presbyterale de Syllegue	Catholic	Petite-R	3eme	2004	2006	1st	6th	80	Yes	Yes	2015
Presbyterale Coeur de Marie	Catholic	Petite-R	C-ville	2002	2002	K	6th	380	Yes	Yes	n/a
Nationale de Syllegue	State	Petite-R	3eme			K	6th	344	Yes	Yes	2015
Nationale de Cholette	State	Petite-R	2eme			1st	6th	200	Yes	Yes	2015
Presbiterale Jean Paul II	Catholic	Petite-R	1eme			K	6th	189	Yes	Yes	n/a
Macedonia	Evangelical	Petite-R	1eme	1997	U/k	K	6th	149	Yes	Yes	2015
Vision Chretienne de Cholette	Community	Petite-R	2eme			K	6th	80	Yes	Yes	2015
N. Communautaire de Fond des Lianes	State	Petite-R	1eme			K	6th	120	Yes	Yes	2015
Communautaire Frere Smith	Community	Petite-R	3eme	1996	1996	K	6th	116	Yes	Yes	2015

Table A1_2: School Admin Contact Information					
Non de Lekol	Seksyon	Non 1eme kontak	Tel	Non 2eme kontak	Tel
Lalane et Pascale	3eme	Morice venel	31210082	Jean sheddeley lalane	38867120
Communautaire de Colette	2eme	Compas alfred	33203643	Calixte segerre	43801934
College Moderne de Petite Riviere	Centre ville	Jean robert saint hilaire	37612928	Noivil chantale	37603970
Presbyterale de Syllegue	3eme	Edouard serge	32917831	Ivanel leblan	40018350
Presbyterale Coeur de Marie	Centre ville	Jacky georges	37265918	Rev pere emmanuel volcy	36194318
Nationale de Syllegue	3eme	Thelemaque wiltho	37037651	Saint donel saint aude	40018012
Nationale de Cholette	2eme	Valere anthonin	36067847	Izeve merine	39119621
Chretienne de Petite Riviere	2eme	Fleuran webert	36860705	Olguine delbrun	32236965
Presbiterale Jean Paul II	1eme	Aniel ulyse	37329214	Bebe wilson	48859688
Macedonia	1eme	Jovin wilson	36361760	Bienvenu krenor	40018318
Vision Chretienne de Cholette	2eme	Letoine cherival	36135896	Gentil fritznel	40018383
Nationale Communautaire de Fond des Lianes	1eme	Lauraure enoc	32245097	Laporte jacob	40001815
	1eme	Septama dieuseul	43434120	Benira oxilien	32268334
	3eme	Mathurin smith	32320862	Tincel yvanel	37592527

Table A1\_3: Supplemental Follow-up School Admin Questions

Name of School	Section	Tuition Costs	Goud/Dola	In the survey we asked if you preferring that prepared food was delivered to the school or if you preferred to make the food at the school. You chose _____. We would like to ask you why you chose this.	
Lalane et Pascale	3eme	500g frais scolaire+200g frais exam+50g frais cantine=750g	Goud	We make the food	paske nou we kijan manje a ap fet, timoun nan gen espwa depi li we chodye monte, li travay pi byen san difikilte.
Communautaire de Colette	2eme			We make the food	
College Moderne de Petite Riviere	Centre ville	2000g+25g par semaine pr la cantine	Goud	Prepared food	li pi bon pou nou paske, gen trop difikilte pou al cheche manje yo nan mache, anpils de sa pa gen kob vreman pou reponn ak bezwn kwizin nan , tankou achte bwa, peye kwwizinye, achte epis.
Presbyterale de Syllegue	3eme	250g frais annuel+35gchak kontrol pou egzamen+500g pou kantine sa ki vle		We make the food	paske nou santi nou pi byen preparel, men si yo pote li ban nou lap pi bon.
Presbyterale Coeur de Marie	Centre ville	1500g frais annuel+50 g chak mois pou kantine	Goud	We make the food	nou pi byen preparel,
Nationale de Syllegue	3eme			Prepared food	
Nationale de Cholette	2eme			We make the food	

Chretienne de Petite Riviere	2eme			Prepared food	
Presbiterale Jean Paul II	1eme			We make the food	
Macedonia	1eme	Fondamental 1500g frais annuel + 200g exam + 25 g pa semen pou kantine, prescolaire se 2000g frais annuel + 200g exam + 25 pa semen	Goud	We make the food	se dapre fomasyon BND te ban nou ki fe nou fe manje a, li ban nou mange a, li di kijan manje a ka kwit, men li pat prezante nou si nou vle li tou prepare. Si li ta ban nou li tou prepare li tap pi bon pou nou
Vision Chretienne de Cholette	2eme			We make the food	
Nationale Communautaire de Fond des Lianes	1eme			Prepared food	
	1eme			Prepared food	
	3eme	200g pou exam + 25g pa mwa pou kantine		Prepared food	paske li difisil pou kesyon jwenn bwa.

Appendix 2.1: Photos of School Infrastructure

College Moderne de Petite Riviere

- Type: Private
- Commune Petite-R
- Section: C-Ville
- Grades k-6
- Enrollment 85
- Founded 1998
- Canteen since 2015
- WFP program – Yes



Ecole Chretienne de Petite Riviere

- Type: Evangelical
- Commune Petite-R
- Section: 2eme
- Grades 1-6
- Enrollment 25
- Founded -
- Canteen since n/a
- WFP program – No





Communautaire de Colette

- Type: Community
- Commune Petite-R
- Section: 2eme
- Grades k-3
- Enrollment 104
- Founded -
- Canteen since 2015
- WFP program – Yes



View of School Front



View of kitchen



View of kitchen inside



View of Storage

Ecole Lalane et Pascale

- Type: Evangelical
- Commune Petite-R
- Section: 3eme
- Grades k-9
- Enrollment 207
- Founded 2004
- Canteen since 2015
- WFP program – Yes
- Grades k-9
- Enrollment 207



View of School Front



View of kitchen inside



View of Storage

### Ecole Macedonia

- Type: Evangelical
- Commune Petite-R
- Section: 1eme
- Grades k-6
- Enrollment 149
- Founded - 1997
- Canteen since 2015
- WFP program – Yes



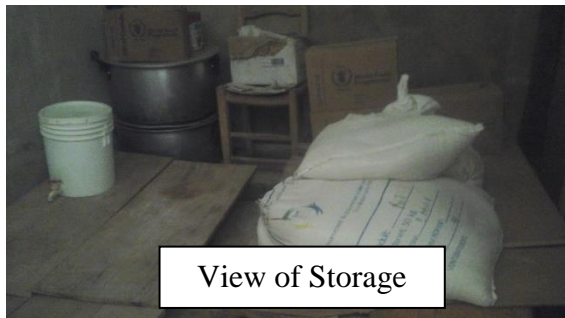
View of School



View of kitchen



View of kitchen inside



View of Storage

### Ecole Nationale de Syllegue

- Type: State
- Commune Petite-R
- Section: 3eme
- Grades k-6
- Enrollment 344
- Founded -
- Canteen since 2015
- WFP program – Yes



View of School



View of kitchen



View of kitchen inside



View of Storage

### Ecole Communautaire de Fond des Lianes

- Type: State
- Commune Petite-R
- Section: 1eme
- Grades k-6
- Enrollment 120
- Founded 1998
- Canteen since 2015
- WFP program – Yes



View of School Front



View of kitchen



View of Storage

### Ecole Communautaire de Colette

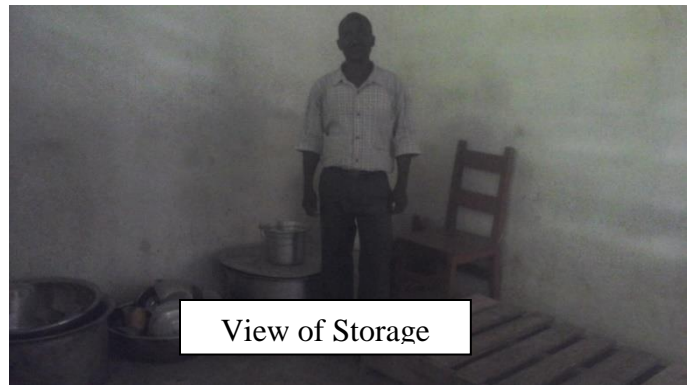
- Type: Community
- Commune Petite-R
- Section: 2eme
- Grades k-3
- Enrollment 104
- Founded -
- Canteen since 2015
- WFP program – Yes



View of School Front



View of kitchen inside



View of Storage

Presbiterale Jean Paul II

- Type: Catholic
- Commune Petite-R
- Section: 1eme
- Grades k-6
- Enrollment 189
- Founded -
- Canteen since founding
- WFP program – Yes



View of School Front



View of kitchen inside



View of Storage



View of kitchen

Ecole Vision Chretienne de Cholette

- Type: Community
- Commune Petite-R
- Section: 2eme
- Grades k-6
- Enrollment 80
- Founded -
- Canteen since 2015
- WFP program – Yes



View of School Front



View of kitchen inside



View of Storage

### Ecole Presbyterale de Syllegue

- Type: Catholic
- Commune Petite-R
- Section: 3eme
- Grades 1-6
- Enrollment 80
- Founded 2004
- Canteen since 2015
- WFP program – Yes



View of School Front



View of kitchen



View of Storage



View of kitchen

### Ecole Vision Chretienne de Cholette

- Type: Community
- Commune Petite-R
- Section: 2eme
- Grades k-6
- Enrollment 80
- Founded -
- Canteen since 2015
- WFP program – Yes



View of School Front



View of kitchen



View of kitchen

Appendix 4: Raw Freelist for Food Types.

Table A4_1: Raw Freelist for Food Types												
Name of food	Where it came from		Cooking method			Taste		Hot vs cold		Time eaten		
	Import	Local	Boiled	Fried	Nothing	Salty	Sweet	Cold	Hot	Maten	Midi	Swa
Mayi moulen ak fey		V	V			V			V	V		
Banane ak fey		V	V			V			V	V		
Diri ak sos pwa		V	V			V			V		V	
Mayi moulen ak sos pwa		V	V			V			V		V	
Ji zoranj		V			V		V	V				
Labouyi banane		V	V				V		V			V
LEO ROSELENE K. WOUK ==TI RIVIERE												
Labouyi manyok		V	V				V		V			V
Labouyi Farine Mac		V	V				V		V			V
Banane Peze		V		V		V			V			V
Ji Papay		V			V		V	V				V
Kachiman		V			V		V	V				V
Fig mi ak ze		V	V			V	V	V		V		
Labapen ak zaboka		V	V			V						
Pistach Ji Lam		V			V	V	V	V		V		
Banane ak viann		V	V			V			V	V		
Patat ak Viann		V	V			V			V	V		
Pitimi ak Viann		V	V			V			V	V		
Mayi moulin ak Viann		V	V			V			V	V		
Lam ak Viann		V	V			V			V	V	V	
Pitimi ak Pwa		V	V			V			V		V	

Mayi moulin ak Pwason		V	V			V			V		V	
Diri ak pwa , pwason ou legim		V	V			V			V		V	
Prince Sendie k. wouk==ti Riviere												
Manyok ak sos pwason		V	V			V			V	V		
Lam ak sos Pwason		V	V			V			V	V		
Patat ak sos Pwason		V	V			V			V	V		
bannann ak sos Pwason		V	V			V			V	V		
Mazonbel ak sos Viann		V	V			V			V	V		
Labouyi farin Mayi		V	V				V		V	V		V
Labouyi farin maniok		V	V				V		V	V		V
Jola Filogene												
Bobori ak Chokola		V			V	V	V		V	V		
Mayi moulin ak fey		V	V			V			V	V		
Mayi moulin ak zaboka		V	V			V			V	V		
Bobori ak Kafe		V			V	V	V		V	V		
Banane ak sos pwason		V	V			V			V		V	
Lam ak sos pwason		V	V			V			V		V	
Patat ak sos Pwason		V	V			V			V		V	
Mazonbel ak sos Pwason		V	V			V			V		V	
Bouyon		V	V			V			V		V	
Pitimi ak legim		V	V			V			V		V	

Louis Andre Rose Bourdeau Ti riviere												
Mayi moulin ak sos		V	V			V			V	V		
Banane ak pwason		V	V			V			V	V		
Yanm ak sos viann		V	V			V			V	V		
Lam ak sos pwason		V	V			V			V	V		
Labouyi ak kasav		V	V				V		V	V		
Pitimi ak sos Pwa		V	V			V			V		V	
Labouyi Farinn mayi		V	V				V		V			V
Labouyi farinn Maniok		V	V				V		V			V
Juste Nicole												
Banane ak sos poul		V	V			V			V	V		
Patat ak sos Poul		V	V			V			V	V		
Yanm ak sos Poul		V	V			V			V	V		
Lam ak sos Poul		V	V			V			V	V		
Labouyi banane		V	V				V		V	V		
Diri peyi ak sos pwa		V	V			V			V		V	
Mayi moulin ak poul		V	V			V			V		V	
Labouyi Farine Mayi		V	V				V		V			V
Louis Daniesse												
Akasan ak kasav		V	V			V	V		V	V		
Bannann ak Pwason		V	V			V			V	V		
Mayi moulin ak fey		V	V			V			V	V		
Pitimi ak sos pwa		V	V			V			V		V	
Mayi ak Legim		V	V			V			V		V	
Diri peyi ak Pwa		V	V			V			V		V	
Ji Lam		V	V				V	V				V
Bannann ak Pwason		V		V		V			V			V
Roland Degeme ( Payan)												
Banane ak Ze		V	V	V		V			V	V		



Patat ak Ze		V	V	V		V			V	V		
Yanm ak Ze		V	V	V		V			V	V		
Mayi moulin ak fey		V	V			V			V		V	
Mayi moulin ak sos pwa		V	V			V			V		V	
Pitimi ak sos pwa legim		V	V			V			V		V	
Diri sos Pwa Legim		V	V			V			V		V	
Bouyon		V	V			v			V			V
Saint Fleur Guesty Zon Salagnac												
Banane ak legim/ Ji		V	V			V	V	V	V	V		
Yanm ak legim/ Ji		V	V			V	V	V	V	V		
Yanm ak legim		V	V			V			V		V	
Banane ak legim		V	V			V			V		V	
Patat ak Legim		V	V			V			V		V	
Bouyon		V	V			V			V		V	
Diri ak Pwa		V	V			V			V		V	
Mayi moulin		V	V			V			V			V
Alicia Terasma (Zon Salagnac)												
Mayi moulin ak Zaboka		V	V			V			V	V		
Patat ak sos Aran		V	V			V			V	V		
Diri ak Pwa		V	V			V			V		V	
Mayi moulin ak pwa		V	V			V			V			V
Benita Paul Zon Teryen (Payan)												
Banane ak legim		V	V			V			V	V		
Yanm ak legim		V	V			V			V	V		
Manyok ak legim		V	V			V			V	V		
Patat ak legim		V	V			V			V	V		
Mayi moulin ak legim		V	V			V			V		V	
Pitimi ak legim		V	V			V			V		V	

Lam ak legim		V	V			V			V		V	
Joumou ak Legim		V	V			V			V		V	
Labouyi Mayi		V	V				V		V			V
Renard Fransnet Zon Teryen												
Diri ak Pwa		V	V			V			V		V	
Café ak let bef/ pen		V	V		V		V		V	V		
Banane ak Ze		V	V			V			V	V		
Yanm ak ze		V	V			V			V	V		
Manyok ak Viann		V	V			V			V	V		
Lam ak viann		V	V			V			V	V		
Mayi moulin		V	V			V			V		V	
Labouyi banane		V	V				V		V			V
Jean Baptiste Lucienne (Zon Tranki Salagnac)												
Patat ak Pwason		V	V			V			V	V		
Yanm ak pwason		V	V			V			V	V		
Mayi moulin ak zaboka		V	V			V			V	V		
Diri sos Pwa ak Legim		V	V			V			V		V	
Labouyi farine mayi		V	V				V		V			V
Laguerre Kendia zon Salagnac												
Banane ak Ze		V	V			V			V	V		
Mayi Moulin ak viann		V	V			V			V	V		
Yanm ak Pwason		V	V			V			V	V		
Patat ak Pwason		V	V			V			V	V		
Manyok ak Pwason		V	V			V			V	V		
Café ak kasav		V	V			V	V		V	V		
Diri ak sos pwa/ pwason		V	V			V			V		V	
Mayi moulin ak sos pwa		V	V			V			V		V	

Pitimi ak Pwason		V	V			V			V		V	
Labouyi Farine mayi		V	V				V		V			V
Patat ak pwason		V	V			V			V			V
Banane ak Pwason		V	V			V			V			V
Margali Paillant (Zon Paillant)												
Banane ak ze		V	V			V			V	V		
Patat ak ze		V	V			V			V	V		
Yanm ak ze		V	V			V			V	V		
Mayi Moulin ak fey		V	V			V			V	V		
Pitimi ak Fey		V	V			V			V	V		
Diri ak sos viann		V	V			V			V		V	
Mayi Moulin ak sos vian		V	V			V			V		V	
Labouyi banane		V	V				V		V			V
Labouyi Farine mayi		V	V				V		V			
Nicole Destin ( zon Paillant)												
Patat ak fey		V	V			V			V	V		
Lam ak fey		V	V			V			V	V		
Manyok ak fey		V	V			V			V	V		
Diri ak karot ak fey		V	V			V			V	V		
Mayi moulin ak pwa		V	V			V			V		V	
Pitimi ak pwa		V	V			V			V		V	
Bouyon		V	V			V			V		V	
Labouyi banane		V	V				V		V			V
Labouyi Farine Mayi		V	V				V		V			V
Madame Fernande Paillant												
Banane ak ze ak zaboka		V	V	V	V	V			V	V		

Patat ak let bef		V	V			V	V		V	V		
Fig Mi ak labapen		V	V		V	V	V	V		V		
Mayi moulen		V	V			V			V	V		
Pitimi ak sos pwa		V	V			V			V		V	
Diri ak pwa ak legim		V	V			V			V		V	
Bouyon		V	V			V			V		V	
Ji LAM		V	V				V	V				V
Ji Manyok		V	V				V	V				V
Louis Lina zon Belvi												
Banane ak pwason		V	V			V			V	V		
Yanm ak pwason		V	V			V			V	V		
Patat ak pwason		V	V			V			V	V		
Mayi moulin ak fey		V	V			V			V	V		
Lam ak fey		V	V			V			V	V		
Malanga ak fey		V	V			V			V	V		
Pitimi ak sos pwa		V	V			V			V		V	
Mayi moulin ak sos pwa		V	V			V			V		V	
Bouyon		V	V			V			V		V	
Labouyi banane ak kasav		V	V				V		V			V
Let Bef ak kasav		V	V				V		V			V
Jean Louis Rose-Marie zon Abraham												
Yanm aK legim		V	V			V			V	V		
Lam ak legim		V	V			V			V	V		
Patat ak legim		V	V			V			V	V		
Diri ak Pwa		V	V			V			V		V	
Mayi moulin ak pwa		V	V			V			V		V	
Labouyi Banane		V	V				V		V			V
Michel Markenta (Zon Abraham												
Bannann ak Ze		V	V			V			V	V		
Mayi moulin ak fey		V	V			V			V	V		

Diri ak Pwa		V	V			V			V		V	
Mayi moulin ak sos pwa		V	V			V			V		V	
Labouyi banane		V	V				V		V			V
Willy Heristal (zon fon dè Nèg)												
Pen ak fig ak ze		V	V		V	V			V	V		
Banane ak fey		V	V			V			V	v		
Patat ak fey		V	V			V			V	V		
Yanm ak fey		V	V			V			V	V		
Diri ak sos Pwa		V	V			V			V		V	
Mayi moulin ak sos viann		V	V			V			V		V	
Let bef ak pen		V	v		V		V					V
Pen ak dlo sikre		V			V		V					V
Sylveste Claudette (Zon Fon dè Nèg)												
Mayi moulin ak fey		V	V			V			V	V		
Banane ak ze		V	V	V		V			V	V		
Labouyi Banane		V	V				V		V	V		
Diri ak Sos Pwa		V	V			V			V		V	
Patat ak sos pwason		V	V			V			V		V	
Pitimi ak sos pwa		V	V			V			V		V	
Labouyi banane		V	V				V		V			V
Let bef ak kasav		V	V				V		V			V
Doxa Lucien Innocent												
Pen ak ze		V		V	V	V			V	V		
Kasav ak ze		V		V	V	V			V	V		
Diri ak sos pwa		V	V			V			V		V	
Pitimi ak sos pwa		V	V			V			V		V	
Labouyi Farine Mayi		V	V				V		V			V
Ji ak kasav		V			V		V	V				V
Wadline Joseph												

Labouyi farine mayi		V	V			V			V	V		
Ji ak kasav		V	V		V	V	V	V		V		
Banane ak viann		V	V			V			V	V		
Lam ak viann		V	V			V			V	V		
Pitimi ak sos pwa		V	V			V			V		V	
Mayi moulin ak legim		V	V			V			V		V	
Labouyi banane		V	V				V		V			V
Ji Karot		V			V		V	V				V
Denise Nazer												
Banane ak sos pwason		V	V			V			V	V		
Labouyi banane		V	V				V		V			V
Banane ak sos pwason		V	V			V			V		V	
Bouyon		V	V			V			V		V	
Banane		V		V		V			V			V
Charlotin Tilla												
Banane ak pwason		V	V			V			V	V		
Lam ak pwason		V	V			V			V	V		
Yanm ak Pwason		V	V			V			V	V		
Patat ak pwason		V	V			V			V	V		
Mayi moulin ak pwason		V	V			V			V		V	
Yanm ak Viann		V	V			V			V		V	
Ji seDiri		V			V		V	V				V
Labouyi banane		V	V				V		V			V
Thelor Benita												
Pen ak kafe		V	V		V	V	V		V	V		
Soup pen ak fey		V	V			V			V	V		
Mayi moulin ak sos pwa		V	V			V			V		V	

Diri ak legim		V	V			V			V		V	
Labouyi banane		V	V				V		V			V
Bernard Josette												
Akasan ak let bef		V	V				V		V	V		
Fig ak ze		V	V		V	V	V	V		V		
Mayi moulin ak pwa		V	V			V			V		V	
Bouyon		V	V			V			V		V	
Let bef		V	V				V		V			V
Labouyi banane		V	V				V		V			V
Vella Marie Mode												
Yanm ak pwason		V	V			V			V	V		
Bannann ak pwason		V	V			V			V	V		
Mayi Moulin ak sos pwa		V	V			V			V		V	
Diri ak viann		V	V			V			V		V	
Labouyi banane		V	V				V		V			V
Labouyi pomme de terre		V	V				V		V			V

## Appendix 5: Questionnaires

## OPA/FARMER COOPERATIVE QUESTIONNAIRE

OPA/FARMER ASSOCIATION QUESTIONNAIRE	
KREYOL	ENGLISH
1. Bonjou/Bonswa Mwen se INTEL. Map fe yon travay avek PAM nan pwogram Kantin Eskole. Nou ta vle poze kek kesyon de asosyasyon an. Eske ou dako	1. "Hello my name is _____. I am conducting a survey for WFP concerning the school feeding program. I would like to ask a few questions about your association. Do you agree to answer the questions?"
2. Ankete: Non pa w	2. Surveyor: what's your name
3. Ankete: Ekri non pa w,	3. Surveyor: Write your name
4. ou rele	4. What is your name
5. Siyati repondan	5. Last name respondent
6. Prenon repondan	6. First name respondent
7. Seks	7. Sex
8. Ki Department oganizasyon baze?	8. Department
9. Komin	9. Commune
10. Seksyon	10. Section
11. Non asosyasyon	11. Name of association
12. Ki sa [NON OPA] plis fe	12. What does [NAME OF OPA] most do,
a. Kiltivasyon	a. Agriculture
b. Elvaj	b. Livestock
c. Transfomasyon	c. Processing
d. Komes	d. Marketing
e. Lot	e. Other
13. Eske gen yon komite de gesyon?	13. Is there an existing committee



OPA/FARMER ASSOCIATION QUESTIONNAIRE	
KREYOL	ENGLISH
<p>14. Ki wol ou gen nan [NON OPA]?</p> <p>a. Presidan b. Tesore c. Sekrete d. Vis prezidan e. Lot</p> <p>15. Konbyen manm nan komite a? 16. Konbyen nan komite se fi? 17. Konbyen nan komite se gason? 18. Nan ki ane [NON OPA] te fonde? 19. Eske [NON OPA] anrejistre nan leta? 20. Ki kote li anrejistre? 21. If Lot, di ki sa li ye, 22. Nan ki ane papye [NON OPA] te primye fet? 23. Ankete, eske li montre ou yon papye pou sa?</p> <p>24. Depi le sa, eske ou te renouvel rejistrasyon? 25. Nan ki ane ou te denye renouvel li? 26. Eske [NON OPA] gen yon kane bank? 27. Ankete, eske li montre ou kane bank la?</p> <p>28. Eske ou konnen kantite manm [NON OPA] genyen? 29. Kantite manm 30. Kantite manm aktif 31. Eske ou konnen konbyen se fi? 32. Konbyen se fi 33. Eske ou konnen konbyen se gason? 34. Konbyen se gason? 35. Eske ou konnen konbyen se fi aktif? 36. Konbyen se fi aktif?</p>	<p>14. What is your position in [NAME OF OPA]?</p> <p>a. President b. Treasurer c. Secretary d. Vice_President e. Other</p> <p>15. How many members of the committee are? 16. How many are women? 17. How many are men? 18. In what year was [NAME OF OPA] founded? 19. Is [NAME OF OPA] registered? 20. Where did you register? 21. If other, specify, 22. In what year was [NAME OF OPA] first registered? 23. Surveyor, can he/she show you a paper proving when it was registered? 24. Since then have you renewed the registration? 25. In what year did you last renew the registration? 26. Does [NAME OF OPA] have a bank account? 27. Surveyor, can he/she show you a bank book or deposit receipt? 28. Do you know how many members [NAME OF OPA] has? 29. Number of members 30. Number of active members 31. Do you know how many are women? 32. How many are women? 33. Do you know how many are men? 34. How many are men? 35. Do you know how many women are active? 36. How many women are active?</p>

OPA/FARMER ASSOCIATION QUESTIONNAIRE	
KREYOL	ENGLISH
37. Eske ou konnen konbyen se gason aktif?	37. Do you know how many men are active?
38. Konbyen se gason aktif?	38. How many men are active?
39. Eske ou gen yon lis de manm?	39. Do you have a list of members?
40. Ankete, eske li montre ou lis la?	40. Surveyor, did he/she show you the list?
41. Ankete, eske lis la montre si yon manm aktif oswa pa aktif?	41. Surveyor, does the list show how many members are active?
42. Eske [NON OPA] gen yo kotizasyon yo peye chak tel le?	42. Does [NAME OF OPA] collect membership dues?
43. Konbyen li ye?	43. Members dues
44. Sa se an,	44. Currency
45. Chak ki le?	45. Frequency they're due
46. If Lot, di ki sa li ye,	46. If other, specify,
47. Eske nou nan administrasyon [NON OPA] konnen kantite de te ke tout manm asanm genyen?	47. Do you know the total quantity of land that members of [NAME OF OPA] own?
48. Kantite de te tout manm gen ansanm (an kawo)	48. Quantity of land for all members
49. Eske ou ka montre m yon lis de tout manm ak kanite te yo genyen?	49. Can you show me a list of members and how much land they own?
50. Ankete: li montre w lis la?	50. Surveyor: Did he/she show you a list?
51. Nan ki kilti manm yo plis travay (fe oswa transfome)?	51. The most important crop that your members plant?
52. 2eme kilti manm yo plis travay?	52. The second most important crop that your members plant?
53. 3eme kilti manm yo plis travay?	53. The third most important crop that your members plant?
54. Eske ou konnen kantite de \${Crop1} ke tout manm yo rekolte denye 12 mwa?	54. Do you know the quantity of \${Crop1} that all members together harvested the part 12 months?
55. Ki kantite de \${Crop1}	55. Quantity?
56. Pa ki mezi	56. Measurement?
57. Ane pase eske [NON OPA] te van danre pou mamb pa nou?	57. This past season/year did [NAME OF OPA] sell produce for your members?
58. Ki danre	58. What produce?
59. If Lot, di ki sa li ye,	59. If other, specify,
60. Eske ou konnen kantite de danre ke [NON OPA] te vann pou mamb yo?	60. Do you know the total quantity of produce that [NAME OF OPA] sold for its members in the past 12 months?

OPA/FARMER ASSOCIATION QUESTIONNAIRE	
KREYOL	ENGLISH
61. ki kantite de \${Crop1} te vann pa asosyasyon an?	61. What quantity of \${Crop2} was sold through [NAME OF OPA]?
62. Pa ki mezi	62. By what measure?
63. Avek kiyès [NON OPA] te van ni?	63. Who did [NAME OF OPA] sell it with?
64. If Lot, di ki sa li ye,	64. If other, specify,
65. Ki jan yo te pran ni?	65. How did [NAME OF OPA] deliver it?
66. If Lot, di ki sa li ye,	66. If other, specify,
67. Eske [NON OPA] van danri avek ROPANIP oswa yon organis ki van avek ROPANIP?	67. Does [NAME OF OPA] supply anything to ROPANIP or an organization that does supply to ROPANIP?
68. Eske ou konnen kantite de danre ke [NON OPA] te vann avek ROPANIP nan denye 12 mwa ki sot pase?	68. Do you know the total quantity of produce that [NAME OF OPA] sold to ROPANIP in the past 12 months?
69. Ki kantite?	69. How much?
70. Pa ki mezi	70. By what measure?
71. Eske ou konn konbyen mamb [NON OPA] te patisipe nan vant avek ROPANIP nan denye 12 mwa ki sot pase?	71. Do you know how many members of [NAME OF OPA] contributed to sales to ROPANIP in the past 12 months?
72. Konbyen mamb te partisipe nan vant yo avek ROPANIP nan denye 12 mwa ki sot pase?	72. How many members contributed to what was sold to ROPANIP in the past 12 months?
73. Eske te gen moun ki pa mamb ki te kontribuye a sak nou van avek ROPANIP?	73. Were there people who contributed to what was sold to ROPANIP in the past 12 months who were not members of [NAME OF OPA]?
74. Konbyen moun yo te ye nan denye 12 mwa ki sot pase (ki kontribuye a sak [NON OPA] van avek ROPANIP min ki pa mamb)	74. How many people in the past 12 months (non-members who contributed to what [NAME OF OPA] sold to ROPANIP in the past 12 months)?
75. Eske [NON OPA] te van angre nan denye 12 mwa ki sot pase?	75. Did [NAME OF OPA] sell fertilizer over the last 12 months?
76. Eske ou konnen kantite de angre ke asosyasyon te vann nan denye 12 mwa ki sot pase?	76. Do you know the quantity of fertilizer sold?
77. Kantite de angre asosyasyon te van nan denye 12 mwa ki sot pase (nan ton)?	77. Quantity of fertilizer sold,
78. pa ki mezi	78. Measure?
79. Eske asosyasyon te fe kado angre nan denye 12 mwa ki sot pase?	79. Did [NAME OF OPA] gift fertilizer over the last 12 months?

OPA/FARMER ASSOCIATION QUESTIONNAIRE	
KREYOL	ENGLISH
80. Eske ou konnen kantite de angre ke asosyasyon te fe kado nan denye 12 mwa ki sot pase?	80. Do you know the quantity of fertilizer gifted?
81. Kantite de angre asosyasyon te fe kado denye 12 mwa ki sot pase (nan ton)?	81. What quantity of fertilizer did [NAME OF OPA] gift over the last 12 months?
82. pa ki mezi	82. Measure?
83. Gen nan angre ki te yon kado de,	83. Was any fertilizer sold or given to [NAME OF OPA] by,
84. If Lot, di ki sa li ye,	84. If other, specify,
85. Eske ou konnen kantite de angre lot oganis te bay asosyasyon nan denye 12 mwa ki sot pase?	85. Do you know the quantity of fertilizer that an NGO or the State gave over the last 12 months?
86. Kantite de angre lot oganis te bay asosyasyon pou bay manm yo (nan ton) nan denye 12 mwa ki sot pase	86. Quantity of fertilizer that the State or other organization gave over the last 12 months?
87. pa ki mezi	87. Measure?
88. Eske asosyasyon te van Pestisid nan denye 12 mwa ki sot pase?	88. Did [NAME OF OPA] sell pesticide over the last 12 months?
89. Eske ou konnen kantite de Pestisid ke asosyasyon te vann nan denye 12 mwa ki sot pase?	89. Do you know the quantity of pesticide sold?
90. Kantite de Pestisid asosyasyon te van nan denye 12 mwa ki sot pase (nan ton)?	90. Quantity of pesticide sold,
91. pa ki mezi	91. Measure?
92. Eske asosyasyon te fe kado Pestisid nan denye 12 mwa ki sot pase?	92. Did [NAME OF OPA] gift pesticide over the last 12 months?
93. Eske ou konnen kantite de Pestisid ke asosyasyon te fe kado nan denye 12 mwa ki sot pase?	93. Do you know the quantity of pestisid gifted?
94. Kantite de Pestisid asosyasyon te fe kado nan denye 12 mwa ki sot pase (nan ton)?	94. What quantity of pesticide did [NAME OF OPA] gift over the last 12 months?
95. pa ki mezi	95. Measure?
96. Gen nan pestisid ki te yon kado de,	96. Was any pesticide sold or given to [NAME OF OPA] by,
97. If Lot, di ki sa li ye,	97. If other, specify,
98. Eske ou konnen kantite de pestisid lot oganis te bay asosyasyon nan denye 12 mwa ki sot pase?	98. Do you know the quantity of pestisid that the State or other organization gave over the last 12 months?
99. Kantite de Pestisid lot oganis te bay asosyasyon denye 12 mwa ki sot pase pou bay manm yo (nan ton)	99. Quantity of pestisid that the State or other organization gave over the last 12 months?

OPA/FARMER ASSOCIATION QUESTIONNAIRE	
KREYOL	ENGLISH
100. pa ki mezi	100. Measure?
101. Eske [NON OPA] te van Semans nan denye 12 mwa ki sot pase?	101. Did [NAME OF OPA] sell seeds over the last 12 months?
102. Eske ou konnen kantite de Semans ke [NON OPA] te vann nan denye 12 mwa ki sot pase?	102. Do you know the quantity of seeds sold?
103. Kantite de Semans [NON OPA] te van denye 12 mwa ki sot pase (nan ton)?	103. Quantity of seeds sold,
104. pa ki mezi	104. Measure?
105. Eske [NON OPA] te fe kado Semans nan denye 12 mwa ki sot pase?	105. Did [NAME OF OPA] gift seeds over the last 12 months?
106. Eske ou konnen kantite de semans ke [NON OPA] te fe kado nan denye 12 mwa ki sot pase?	106. Do you know the quantity of seeds gifted?
107. Kantite de semans [NON OPA] te fe kado nan denye 12 mwa ki sot pase (nan ton)?	107. What quantity of seeds did [NAME OF OPA] gift over the last 12 months?
108. pa ki mezi	108. Measure?
109. Gen nan semans yo ki te yon kado de,	109. Were any seeds sold or given to [NAME OF OPA] by,
110. If Lot, di ki sa li ye,	110. If other, specify,
111. Eske ou konnen kantite de Semans lot oganis te bay [NON OPA] nan denye 12 mwa ki sot pase?	111. Do you know the quantity of seeds that the State or other organization gave [NAME OF OPA] over the last 12 months?
112. Kantite de semans lot oganis te bay [NON OPA] denye 12 mwa ki sot pase pou bay manm yo (nan ton)	112. Quantity of seeds that the State or other organization gave [NAME OF OPA] over the last 12 months?
113. pa ki mezi	113. Measure?
114. Nan sa [NON OPA] te fe vann oswa fe kado eske gen ki [NON OPA] menm fe (pwodwi)?	114. Did [NAME OF OPA] produce any of the seeds?
115. Eske [NON OPA] janme pwodwi semans pou mamb yo?	115. Has [NAME OF OPA] ever produced seeds for its members?
116. Eske [NON OPA] te van zouti avek manm yo denye 12 mwa ki sot pase?	116. Did [NAME OF OPA] sell tools to members over the last 12 months?
117. Eske [NON OPA] te fe manm yo kado zouti nan denye 12 mwa ki sot pase?	117. Did [NAME OF OPA] gift tools to members over the last 12 months?

OPA/FARMER ASSOCIATION QUESTIONNAIRE	
KREYOL	ENGLISH
118. Gen nan zouti yo ki te yon kado de,	118. Were any of the tools sold or given to [NAME OF OPA] by,
119. If Lot, di ki sa li ye,	119. If other, specify,
120. Eske ou konnen kantite de zouti ke [NON OPA] te bay oswa van nan denye 12 mwa?	120. Do you know the quantity of tools that [NAME OF OPA] sold or gave in the past year?
121. Eske nan denye 12 mwa [NON OPA] te bay asistans teknik a mamb yo pou travay nan jaden oswa avek bet yo?	121. In the past 12 months did [NAME OF OPA] give technical assistance to farmers?
122. Ki tip de asistans li konn bay?	122. Ki tip de asistans li konn bay?
123. If Lot, di ki sa li ye,	123. If other, specify,
124. Nan denye 12 mwa konbyen mamb te jwen asistans teknik?	124. In the past 12 months, how many members received technical assistance?
125. Eske gen leta oswa ONG ki te ede bay moun asistans tenik sa yo,	125. Did the state or an NGO help sponsor the assistance,
126. Eske asosyasyon gen yon bagay nan lis sa a?	126. Does [NAME OF OPA] own any of the following
127. If Lot, di ki sa li ye,	127. If other, specify,
128. Konbyen [NON OPA] gen nan chak	128. How many does [NAME OF OPA] own of each?
a. Bildin/kay	a. Building
b. Te (santyem)	b. Land
c. Machin	c. Vehicle
d. Trakte	d. Tractor
e. Moulen	e. Mill
f. Motokilte	f. Tiller
g. Ponmp flite	g. Sprayer
h. Ponmp dlo	h. Pump
i. Silo (kapasite nan mamit)	i. Silo
j. Doum	j. Barrel
k. Kompite	k. Computer(s)
l. Telefon yo	l. Telephone(s)
m. Tablet	m. Tablet(s)
n. Kalkilatri	n. Calculator(s)
o. If Lot, di ki sa li ye,	o. If other, specify,

OPA/FARMER ASSOCIATION QUESTIONNAIRE	
KREYOL	ENGLISH
129. Pou ki danre	129. What crops does [NAME OF OPA] usually store?
130. Ki kapsite nou genyen?	130. What is the total capacity of storage?
131. Eske nou kon bay manm kredi?	131. Does [NAME OF OPA] have a program to loan members money?
132. Konbyen lajan nou gen deyo antotal?	132. Annual members dues
133. Avek konbyen moun?	133. With how many people?
134. Kiyès ki te bay nou kob la?	134. Source of capital
135. Eske nou gen kob nan kes la?	135. Total Capital
136. Konbyen lajan nou gen nan kes la?	136. Total amount of money in the treasury

### SCHOOL QUESTIONNAIRE

SCHOOL QUESTIONNAIRE	
KREYOL	ENGLISH
1. Bonjou/Bonswa Mwen se INTEL. Map fe yon travay avek PAM nan pwogram Kantin Eskole. Nou ta vle poze kek kesyon de lekòl la. Eske ou dako	1. "Hello my name is _____. I am conducting a survey for WFP concerning the school feeding program. I would like to ask a few questions about your school. Do you agree to answer the questions?"
2. Ankete: Non pa w	2. Surveyor: what's your name
3. Repondan siyati	3. Respondent last name
4. Repondan prenon	4. Respondent first name
5. Seks	5. Sex
6. Non lekòl la	6. Name of school
7. Ki kote lekòl a ye?	7. Department
8. Ki wol ou gen nan lekòl la?	8. Your role in the school?
a. Direkte	a. Director
b. Pwofese	b. Teacher
c. Reskonsab kantin	c. Responsible for canteen
d. Kwizine	d. Cook
e. Lot	e. Other

SCHOOL QUESTIONNAIRE	
KREYOL	ENGLISH
<p>9. Si Lot, ki lot?</p> <p>10. Nan ki ane lekòl funde?</p> <p>11. Ki tip de lekòl li ye?</p> <ol style="list-style-type: none"> <li>a. Leta</li> <li>b. Levanjil</li> <li>c. Katolik</li> <li>d. Moden</li> <li>e. Lot</li> <li>f. Si Lot, ki lot?</li> </ol> <p>12. Nan ki klas lekòl la komanse?</p> <p>13. Nan ki klas lekòl la rive?</p> <p>14. Konbyen ti moun nou genyen?</p> <p>15. Eske ou gen kantin?</p> <p>16. Kiyès ki patwon?</p> <p>17. Eske lekòl sa nan pwogram pa nou?</p> <p>18. Eske ou te toujou te gen yon kantin nan lekòl la?</p> <p>19. Depi ki ane ou te gen kantin nan?</p> <p>20. A ki nivo ou te satisfye avèk pwogram ROPANIP/BND/PAM ane pase?</p> <ol style="list-style-type: none"> <li>a. Tres satisfye</li> <li>b. Satisfye</li> <li>c. Pa satisfye</li> <li>d. Pa satisfye ditou</li> <li>e. Pa ka di</li> </ol> <p>21. Anvan ou te gen kantin, eske ou te genyen</p> <ol style="list-style-type: none"> <li>a. Anpil plis ti moun</li> <li>b. Plis ti moun</li> <li>c. Menm kantite ti moun</li> <li>d. Mwens ti moun</li> <li>e. Anpil mwens ti moun</li> <li>f. Pa konnen</li> </ol>	<p>9. If Other, specify,</p> <p>10. In what years was the school founded?</p> <p>11. Why type of school is it?</p> <ol style="list-style-type: none"> <li>a. State</li> <li>b. Evangelical</li> <li>c. Catholic</li> <li>d. Modern</li> <li>e. Other</li> <li>f. If Other, specify,</li> </ol> <p>12. At what class/level does the school courses begin?</p> <p>13. At what class/level does the school courses end?</p> <p>14. How many children does the school have?</p> <p>15. Does it have a canteen?</p> <p>16. What organization supplies the canteen?</p> <p>17. Suveyor: Is this school in our/WFP program?</p> <p>18. Have you always had a canteen in the school?</p> <p>19. Since what year have you had a canteen in the school?</p> <p>20. How would you rate your satisfaction with the canteen program?</p> <ol style="list-style-type: none"> <li>a. Very Satisfied</li> <li>b. Satisfied</li> <li>c. Not satisfied</li> <li>d. Not at all satisfied</li> <li>e. Can not say</li> </ol> <p>21. Before you had the canteen, did you have,</p> <ol style="list-style-type: none"> <li>a. A lot more children</li> <li>b. More children</li> <li>c. Same quantity of children</li> <li>d. Less children</li> <li>e. A lot less children</li> <li>f. Do not know</li> </ol>



## SCHOOL QUESTIONNAIRE

## KREYOL

22. Si ou pat gen kantin, eske ou ou panse ke ou ta genyen
- Anpil plis ti moun
  - Plis ti moun
  - Menm kantite ti moun
  - Mwens ti moun
  - Anpil mwens ti moun
  - Pa konnen
23. Ane pase, eske ou te kon gen pwoblem sa yo avek kantin pa w,
- Bwa pou fe manje nan kantin
  - Kwizine
  - Manje gate
  - Manje pa kont
  - Manje ki rive two ta
  - Pa gen tan pou jere l
  - Paran ki pa kontribye
  - Lot
  - Pa te genyen okenn pwoblem
  - Si Lot, ki lot?
24. Two pi gwo pwoblem ou te genyen avek kantin ane pase
25. Pou chak pwoblem, chak ki le sa kon pase?
- Tout tan
  - Plizye fwa pa semen
  - 1 fwa pa semen
  - Chak 2 semen
  - Chak 3 semen
  - 1 fwa pa mwa
  - Mwens ke 1 fwa pa mwa
  - Janme

## ENGLISH

22. If you did not have the canteen, do you think that you would have,
- A lot more children
  - More children
  - Same quantity of children
  - Less children
  - A lot less children
  - Do not know
23. The past year, did you have any of these problem with the canteen?
- Fuel to cook
  - Getting or keeping cooks
  - Low quality of spoiled food
  - Insufficient food
  - Food arriving late
  - Not enough time to manage the cantine
  - Parents did not contribute
  - Other
  - None
  - If Other, specify,
24. The three biggest problems you had with the canteen in the past year?
25. For each problem, how often does it occur?
- All the time
  - Several times per week
  - 1 time per week
  - Every two weeks
  - Every three weeks
  - Once per month
  - Less than once per month
  - Never

SCHOOL QUESTIONNAIRE	
KREYOL	ENGLISH
<p>26. Ki manje ou (ta) pito bay ti moun yo? (se yon obyen lot, pa ka chwazi toude)</p> <ol style="list-style-type: none"> <li>Manje ke nou fe nan lekòl la</li> <li>Manje tou prepare</li> <li>Pa ka di</li> </ol> <p>27. Eske ou ta dako ke yo mete lot moun ap jere manje a ?</p> <p>28. Eske ou ta dako pou yo ta bay yon lot moun kontra fe manje bay ti moun yo (li ka restoran, oganizasyon, yon machann....)</p> <p>29. Eske ou ta dako ke yo depoze manje nan lot depot ki pa pou lekòl ?</p> <p>30. Eske ou gen kwizin?</p> <p>31. Eske ou gen depo?</p> <p>32. Eske mwen met pran foto de kote ou (ta) fe manje a?</p> <p>33. Pran foto deyo kote yo (ta) fe manje?</p> <p>34. Pran foto andan kote yo (ta) fe manje?</p> <p>35. Eske mwen met pran foto de depo?</p> <p>36. Pran foto de depo?</p> <p>37. Eske mwen met pran foto de lekòl la?</p> <p>38. Pran foto de lekòl deyo avek dirijan (yo)</p>	<p>26. Which would you rather feed,</p> <ol style="list-style-type: none"> <li>Food prepared by the school</li> <li>Food that is catered</li> <li>Can not say</li> </ol> <p>27. Would you agree to let a 3rd party manage the food?</p> <p>28. Would you agree to allow a 3rd par to make the food?</p> <p>29. Would you agree to store the food in another warehouse that does not belong to the school?</p> <p>30. Do you have a kitchen?</p> <p>31. Do you have a storage room?</p> <p>32. May I take a photo of where you make food/the kitchen?</p> <p>33. Surveyor take a photo of outside the building where they make food.</p> <p>34. Surveyor take a photo of inside the building where they make food.</p> <p>35. May I take a photo of where you store the food?</p> <p>36. Surveyor take a photo of inside the building where they store food.</p> <p>37. May I take a photo of the school?</p> <p>38. Surveyor take a photo of inside the school with the respondent standing in front.</p>

## PARENT QUESTIONNAIRE

PARENT QUESTIONNAIRE	
KREYOL	ENGLISH
<p>1. Bonjou/Bonswa Mwen se INTEL. Map rele w nan non PAM ak Ministe Edikasyon Nasyonal ak Fomasyon Pwofesyonel (MENFP). Mwen rele w jodi a paske lekòl pitit ou a nan pwogram Kantin Eskole epi nou ta vle poze kek kesyon sou ki jan ou we pwogram la. Fok ou konpran ke tout sa mwen pral di w se ant nou menm. Nou pap di lot moun, ni direkte lekòl ni pwofese lekòl la avek ki paran nou te pale. Eske ou dako pou reponn kesyon yo.</p> <p>2. Ankete: Non</p> <p>3. Prenon repondan</p> <p>4. Siyati repondan</p> <p>5. Seks</p> <p>6. Non lekòl prime la kote repondan gen ti moun</p> <p>7. Konbyen ti moun ou gen ki nan lekòl prime?</p> <p>8. Non lekòl prime kote ti moun pa w li ye (yo)- (Ankete: si gen ti moun nan plis ke yon lekòl prime, pran sa pi pre lakay la)</p> <p>9. Le ou te deside nan ki lekòl ou pral mete ti moun pa w, kisa ki plis fe ou chwazi lekòl <math>\{Lekol2\}</math>?</p> <p>10. Esplike lot</p> <p>11. Eske lekòl <math>\{Lekol2\}</math> gen kantine?</p> <p>12. Esplike pou ki yo pa gen kantin</p>	<p>1. "Hello my name is _____. I am conducting a survey for WFP and MENFP concerning the school feeding program. I am calling you because you have a child/children in a school that is in the feeding program and we would like to ask you some questions about the program. Do you agree to answer some questions?"</p> <p>2. Surveyor name</p> <p>3. First name of respondent</p> <p>4. Last name of respondent</p> <p>5. Sex</p> <p>6. Name of primary school where respondent has a child/children</p> <p>7. Number of children in primary school?</p> <p>8. Name of primary school (Surveyor: if the respondent has children in more than one primary school, take the school closest to the home)</p> <p>9. When you were trying to decide on a primary school for your children, what was the most important factor in making you choose [DESIGNATED PRIMARY SCHOOL]?</p> <p>10. Explain other</p> <p>11. Does [DESIGNATED PRIMARY SCHOOL] have a canteen?</p> <p>12. Explain why there is not canteen</p>

PARENT QUESTIONNAIRE	
KREYOL	ENGLISH
<p>13. Semen pase, konbyen jou ti moun w/yo ki nan lekòl <math>\{Lekol2\}</math> tal lekòl la?</p> <p>14. Epi semen pase konbyen jou timoun ou an (yo) te jwenn manje nan lekòl <math>\{Lekol2\}</math>?</p> <p>15. Epi anjeneral, si semen nan gen 5 jou, nan konbyen jou ti moun yo konn jwenn manje nan lekòl <math>\{Lekol2\}</math>?</p> <p>16. Eske timoun ou an/yo konn plenyen de manje yo bay nan lekòl la?</p> <p>17. Pou ki sa yo plenyen (Ankete: li lis la)</p> <ol style="list-style-type: none"> <li>Manje a pa gou/pa byen kwit</li> <li>Manje a pa sifi</li> <li>Manje pa pwop/yo gen woch ladan</li> <li>Manje rans</li> <li>Manje kon gen bet ladan</li> <li>Yo bay manje anreta</li> <li>Lot</li> <li>Esplike lot</li> </ol> <p>18. Chak ki le ti moun (yo) konn plenyen de gou/pa byen kwit</p> <ol style="list-style-type: none"> <li>Tout tan</li> <li>Plizye fwa pa semen</li> <li>1 fwa pa semen</li> <li>Chak 2 semen</li> <li>Chak 3 semen</li> <li>1 fwa pa mwa</li> <li>Mwens ke 1 fwa pa mwa</li> <li>Janme</li> </ol> <p>19. Si ou ta vle pote plent de kantin nan, eske ou konnen ki kote pou fe sa?</p>	<p>13. Last week, how many days was your child/children in [DESIGNATED PRIMARY SCHOOL]?</p> <p>14. How many days in the past week did the children get fed in [DESIGNATED PRIMARY SCHOOL].</p> <p>15. And in general, if a week has 5 days, how many days do the children usually get fed at [DESIGNATED PRIMARY SCHOOL]?</p> <p>16. Does your child (children) ever complain about the food?</p> <p>17. Why do they complain (Surveyor: read the list)?</p> <ol style="list-style-type: none"> <li>Taste</li> <li>Amount</li> <li>Clean</li> <li>Low quality or spoiled food</li> <li>Bugs</li> <li>Late feeding</li> <li>Other</li> <li>Explain other</li> </ol> <p>18. How often does your child (children) complain about [COMPLAINT]?</p> <ol style="list-style-type: none"> <li>All the time</li> <li>Several times per week</li> <li>1 time per week</li> <li>Every two weeks</li> <li>Every three weeks</li> <li>Once per month</li> <li>Less than once per month</li> <li>Never</li> </ol> <p>19. If you had a complaint about the cantine, do you know who to go to?</p>

PARENT QUESTIONNAIRE	
KREYOL	ENGLISH
20. Ki kote/ki moun pou pote bay plent la?	20. Who would you take a complaint to?
21. Eske ou konnen ki manje kantin konn bay?	21. Do you know what is on the containe menu?
22. Ki manje kantin konn bay?	22. What is on the cantine menu?
23. Esplike lot	23. Explain other
24. Ou konnen kote manje a soti?	24. Do you know where the food comes from?
25. Kote manje a soti?	25. If Yes, Where does the food come from?
a. Impote	a. Imported
b. Lokal (Nippes, Paillant – Abraham – Fonds de Negres)	b. Local (Nippes, Paillant – Abraham – Fonds de Negres)
c. Lokal (Petit Rivie)	c. Local (Petit Rivie)
d. Lot	d. Other
26. Eske lekol $\{Lekol2\}$ gen yon konsey obyen komite paran?	26. Does the school have a parents committee?
27. Si Wi, eske ou nan konsey oubyen komite paran lekol la ?	27. If Yes, Are you on the committee?
28. Si No, Eske ou kon moun ki nan komite	28. If No, Do you know people who are on the committee?
29. Eske ou konnen ki sa komite sipoze fe ?	29. Do you know what the committee is supposed to do?
30. Ki sa komite a sipoze fe?	30. What is it supposed to do?
31. Esplike lot	31. Explain other
32. Eske ou panse ke komite funksyone byen?	32. Do you think the committee serves it's purpose well?
33. Eske ou oswa epous pa w konn ede lekol la nan zafe kantin nan ?	33. Do you or your spouse ever help with the cantine, such as cook or bringing wood
34. Ki jan ou ta esplike jan ou santi pou kantin eskole lekol la?	34. How would you rate your satisfaction with the school cantine?
a. Tres satisfye	a. Very satisfied
b. Satisfye	b. Satisfied
c. Pa satisfye	c. Not satisfied
d. Pa satisfye ditou	d. Not at all satisfied
e. Pa ka di	e. Can not say

PARENT QUESTIONNAIRE	
KREYOL	ENGLISH
35. Eske ou konn bay ti moun yon bagay pou manje chak jou anvan yo al lekòl la ?	35. Do you usually give the children/child something to eat before they go to school?
36. Semen pase konbyen jou ou pa te ka bay yo manje anvan yo kite kay la ?	36. The week past, how many days did you give them something to eat before school?
37. Eske ou konn bay yo lajan pou achte yon ti bagay nan lekòl la ?	37. Do you give them money to go to school with?
38. Eske ou konn fe bwat pou yo ?	38. Do you give them food to go to school with?
39. Anvan lekòl la te gen kantin, ki sa ou te kon fe pou ti moun ki nan prime anvan yo te ale lekòl?	39. Before there was a canteen, which did you usually do?
40. Eske ou gen komante oubyen yon bagay ou vle di sou fason ke pwogram kantin nan ap fonksyone nan lekòl timoun ou an ?	40. Do you have any commentary you would like to make on the canteen, anything at all you would like to say that you think we should know.
41. Ki komante ou gen pou di,	41. Commentary,

## Appendix 6: Focus Groups

## FOCUS GROUP GUIDE FOR ORGANIZATION MEMBERS

With whom do you most often sell your produce? How do you sell?

Is it you personally who sells direct with the OPA?

When you do not sell with the OPA, where do you sell? With whom? What role does your husband/wife play?

Exactly how does the market chain work?

How many people producer per year? Per harvest? Corn? Millet? Beans?

What is the biggest crop in the area?

Do the OPA really have a use for the farmers?

Do you get a better price with the OPA?

How do you decide the price? Who decides the price? Does the OPA pay more? Less?

When selling local, do you sell with the Madan Sara. Who makes the price...?

Does your OPA ever take the produce to PaP? Why not?

Estimate how many farmers are in your OPA that participate in the program.

How do they invest in agriculture? Borrowing? Most costly aspects of farming investment?

Where do you get seeds? What do you plant when you do not find seeds?

Has the project created new opportunities?

How do you see the school feeding programs....

## Focus group Nan Chantrel/Petit Rivye

November 8<sup>th</sup> 2016

### Interviewers

- Pharrel: 42 years of age, 2 children, survey supervisor.
- Natacha: 28 years of age, no children, focus group leader and surveyor.
- Tim: 53 years of age, anthropologist.

### Participants

- Participant 1: Male 55 years of age, 3 children, coordinator OJDB (Organization of Youth for the Development for Belans), ASEC, carpenter, and farmer
- Participant 2: Male, 45 years of age, 3 children, secretary of AUPC (Association for the US of Plants in Chantrel) veterinarian technician, agricultural technician, and farmer
- Participant 3: Male, 56 years of age, 6 children, coordinator OTEP, preacher, school director/owner, and farmer

\*\*\*

**Hello to everyone. Excuse us for being late (noise from people speaking). The reason we invited you here, as we explained on the telephone, we visited you, and this is still part of the same study of the School Canteens. As the evaluation progresses, we will continue to try to speak with you because you are significant participants in the program, members of farming organizations that furnish food to the school (noise in the background). This is why we've invited you, so that we can better understand how the program is working, which methods can allow the program to improve, so that children can better benefit, while at the same time being in the advantage of you, the producers. OK?**

The group responds: Yes

**My name is Pharrel. We are three researchers. Tim is with us, we have Natacha. Ok, so we are going to chat together here, very simply. And we want to hear any suggestions, advice or ideas that you think will permit the program to operate better. That's the reason we've come, so we can search for ideas together. You with me?**

The group responds: Yes, OK

**Ok, ahhh, one of the first things, do all of you sell with the program?**

Participant 1: Yes

**Let me ask everyone else as well?**



Participant 2: I don't sell with the program, no.

**You don't sell with the program?**

Participant 2: No

**What do you do?**

Participant 2: I grow corn and millet

**And you don't sell with the program?**

Participant 2: No, they have not started yet.

**You mean, with your association?**

Participant 2: We buy millet

**ok**

Participant 2 & 3: They don't yet want to take corn either

(some respondents talk low)

Participant 2: And, ah, myself, around my house it's Yam they call Royal Yam that we grow. Ah, it's a superior Yam that they (the program) buy and they don't want to take Pigeon Peas either, it's black beans they want...

Participant 3: They don't want to take plantains either.

**Ok, they chose you guys to buy from, but they haven't yet bought anything?**

The group: No, they haven't bought anything from us yet.

No2: Seems that they have not, they're not interested. I say that because when we made contracts with them, ahhh, all the training, they said they wanted all of that, millet, corn, yes, plantains, eh, eh, I understood bread fruit, but we see that their more interested in carrots, cabbage, Yellow Yams, eh...

Participant 1: Black beans

Participant 3: Even black beans, the black beans are in, you call them to come and get them they say they have enough (pause). Things are always worse, you understand?

Participant 3: Ahh, now, now everything is a complete mess because of the hurricane that we had. There are no more plantains. Bread fruit and gardens have completely disappeared. The gardens that we had in our area are completely destroyed. The hurricane took them.

**You can't find any produce if you wanted to?**

Participant 3: No.

**You can't find any food because the hurricane?**

Participant 3: That's right. You can't find anything to supply (the schools) right now because nothing is left standing. Everything is completely gone.

**But you have hope for the coming year?**

Participant 2: Yes

Participant 3: Yes, well, what we want, what we would need is for them to see a way they could help us get some seeds so we can get the agricultural up and going again.

**That's the biggest problem you guys have at the moment?**

Group: Yes.

**In the gardens?**

Participant 3: For us to find some, some, some, some beans corn, some vegetables...

**Are seeds always a problem? To find seeds?**

Participant 2: Well, to find seeds around here is always a program. Sometimes the ministry of agriculture helps us find seeds. But last year they didn't get us any. I can tell you even in Chantral it was thanks to a program in cultivation that we get some bean seed to plant. And, and, we planted it. They loaned us seeds, and we planted it. And afterward we returned the same amount. Then they gave to children in the program. They took it and fed the children, and they bought some too. What they loan you, you give them the same amount back. It was good for us. Us in our area. This year I'm counting on it. I think the program can continue the same way because in December we're going to plant beans. I don't know if they help us the same way again.

**That was the state that did that?**

Participant 2: No, the program.

**Our program?**

Participant 2: The school feeding program

**They did that before too?**

Participant 2: Yes, yes, WFP.

**WFP**

**Ah, OK, they used to buy from you before?**

Participant 2: Yes, they bought.

**And when you sold to them, they came to your house and purchased?**

Participant 2: No, they gave the leader in the association the task of buying, they bought it. They stored it for a while, and then they came to get it (for the schools).

**And the person who bought it, was it a man?**

Participant 2: Yes, it was a man.

**And he came to your house to get it or you took it to him?**

Participant 2: We prepared it.

Participant 3: We have a meeting point.

Participant 2: You know, it's not seeds at this moment. You prepare them. You take them off the cob or the stalk... Now you prepare them well, now you put them in a sack so the association can come get them, then they go and deliver them.

**Come get them?**

Participant 2: Yes.

**They come to your house?**

Participant 2: Yes, where they are going to stock them.

**They have a place especially for that?**

Participant 2: Yes, they store them for a while. Then they go and deliver them to the schools.

Participant 3: They have a warehouse.

**So they go put them in the warehouse?**

Participant 3: They take them to the warehouse. As soon as they arrive they measure it, they weigh it, you understand, and....

**Do they pay you a good price?**

Participant 2: Well, they give a good price because they bought it, eeh, eh, after, they put a markup on it above the market price.

Ok, that means it's in your advantage?

Participant 2: It's in everyone's advantage. I can say it's in the advantage of the population. The population that sells? The advantage because they put a little something extra on the market price.

**Are men the ones who sell to the association most often?**

Participant 3: No, there are women too.

Participant 2: Men, no.

Participant 2: & 3: No, there are women too.

Participant 2: Everyone, yes.

Participant 2: & 3: Everyone who is in the association.

Participant 3: Associations are made up of women and men (laughs)

Participant 2: An ananana... They, they, they sell. But since people have a right to 50 mammit of beans he/she comes and sells the association. It buys them from you, from you...

**And you, do you sell direct to the association?**

Participant 2: Yes.

**And when you do not sell to the association, what do you do with your produce?**

Participant 2: After that what doesn't get sold to the association, they sell it in the market, on the local market.

**Do you take it yourself to sell it?**

Participant 2: Yes, people take it and sell it on the local market.

**People?**

Participant 1: Yes.

Participant 2: Yes, people.

**You mean your wife?**

Participant 2: Yes, my wife.

Someone in the Group: You're not girlfriend and boyfriend (laughing)

**But you're the one who takes it to the association.**

Participant 2: He takes it because you could have an amount they'll take, you have a reserved amount (a quota). When you've given them your quota they stop, they won't take any more from you. O...

**ah, ok.**

Participant 2: Now, the rest that remains, you can give that to your wife to go and sell on the market, or for your children to eat.

**And who gets the money for this?**

Participant 2: Well, this money is for both of you, for your wife and you, but more for the wife than the man.

**And, eh, now, ok. You have a fixed amount, a fixed amount of beans they are going to buy.**

Participant 2: Well, I don't know. What they give the association (the right to buy) is a fixed quantity.

**Before?**

Participant 2: Yes

**So the association, if they have 100 members, they give each member an opportunity to sell.**

Participant 2: Yes. An opportunity to sell.

Participant 2: & 3: Yes, yes.

**Every member? Or are there people who are not members but who can buy?**

Participant 2: The amount they buy, all the members don't get an opportunity to sell.

**All the members do not get an opportunity to sell?**

Participant 2: Un huh, because the quantity was very restricted.

Participant 2: How do we decide who can sell? I believe it was around 400 mammit.

**400 mammit? That's not a lot, no?**

Participant 2: Well, no, I could have given them 200 mammit myself.

**You could give that much?**

Participant 2: Yes, I could give them 200.

**And it's only 400**

**But no, what Tim was asking is when you get an order how do you organize yourselves to maximize the number of people in the association who benefit from it? Because even if you could give 400, and if, if, you took all the money...**

Participant 2: But no, listen...

**You give 400 mammit**

Participant 2: Here is how they benefit, eh, Kodestin lends you seeds for us to plant. We borrow them, the association loans us the plants. All those people who got seeds, you take a little from each, and you buy a little from each of them.

**An ok, an ok. Those people get priority?**

Participant 2: They get priority. Now, when you're finished.

**But if the quantity is more, they would pass to...**

Participant 2: As soon as the quantity reaches the amount you borrowed, you're done. You are obliged not to take any more because the money is finished, you can't sell more. The rest goes to the market. Me, I said I could give 200 mamit. But when I get to a level, if they took 50 mamit from me, they stop, the rest I sell on the market.

**Pharrel ok**

**And what do you most plant?**

Participant 2: Well, for us in our area, we most plant beans. It's beans that we do in December and January.

**Beans ... And at other times?**

Participant 2: We cultivate plantains.

**You have plantains?**

Participant 2: Eh, we produce vegetables too, but not a great deal. We mostly produce beans.

**And, like you said, they like vegetables?**

Someone in the group: there, an an an

**And if they would buy other things, like sweet potatoes? Yams?**

Participant 2: Eh, yes, Pastor told you that, you know, there's plain and there's mountain. The mountain areas produce more vegetables, it's cooler, it's an area that's cool and that produces vegetables, sweet potatoes, the way you saw Pastor was telling you there. All these things are more applicable, they produce them in the mountains up there. Preacher produces a lot of those things, carrots, cabbage, spinach, etcetera. He produces vegetables, sweet potatoes, yams, that's what yields up there.

**ok**

(A vehicle starts... and is making a lot of noise as it takes off)

**Ok, but now, what that means to me is that the project is limited right up until now.**

Participant 2: Well, we don't know.

**Because if you were ...**

Participant 2: Because...

**If you could produce, you could give 200 mamit and they only take 400 and you have how many members.**

Participant 3: Well, well, but, but, but, it's not only that. There is close to sixty... oo like ROPANIP has close to...

Participant 2: 64 associations.

Participant 3: 64 member associations. 64

**ROPANIP?**

Participant 3: ROPANIP. It has 64 associations but when this...

**It has 64 associations?**

Participant 2: 64 member member

Participant 3: 64 member associations

Participant 2: An association, ok, an an an ....

Participant 3: There are 64 that group under ROPANIP

**It has that many?**

**Yes, that's what I was saying earlier, those organizations are what comprise ROPANIP.**

Participant 3: Yes, those 64 organizations, it's them that make up ROPANIP. Hum hum. At the same time ROPANIP takes responsibility.

**They make ROPANIP or ROPANIP makes them?**

Participant 2: No, well, we make ROPANIP. ROPANIP doesn't make us. We're adults.

(laughter from the group)

**You already existed, you already existed? (laughter)**

Participant 3: We existed, quite the contrary, it is us who got together and made ROPANIP. Without us, no ROPANIP.

**You guys created it or WFP created it?**

Participant 3: hen...

**Or BND**

Participant 3: No, no, WFP, they made, made, made, made a contract with ROPANIP. ROPANIP itself made a contract with the associations.

**But who created ROPANIP?**

Participant 3: ROPANIP?

**Who created it, the State, or BND?**

Participant 3: No, it's not, well, it's not the state, it's... it's not the state, no, it's not the state. It's what groups all the associations...

Participant 2: Community-based organizations.

Participant 3: The OPAs that come to the meetings we give each a role, youuuu understand. Now that eh, it's us who make elections, it's us who choose, it's us who do everything.

Participant 2: We have no one from the State that comes to visit us.

**Before the program, the program has been going on for how long? Two years?**

Participant 2: & 3: I'm going to have 1 year in the program.

**Before the program, was ROPANIP there?**

Participant 2: & 3: Yes.

**How many years has ROPANIP been functioning?**

Participant 3: ROPANIP is going to have, ROPANIP is going to have, almost 10 years.

**What were they before?**

Participant 3: What they were before? They did, they, they had something in, in, in Jeremy that was called Grami, Grami was a big organization that, I don't know, it was Grami that made ROPANIP. But ROPANIP came from KODERNIP. KODERNIP was made by Grami. Now they, KODERNIP, was buying produce from everyone and they made a warehouse, supply little agricultural supply stores everywhere. So they could sell seeds with the farmer. Now it's with them that Grami came to sign the thing, inside of it was ROPANIP. It's not Grami. It's not KODERNIP, it's not Grami, it became ROPANIP. Now ROPANIP came to be even bigger.

(there's noise, people are talking amongst themselves.

Participant 2: And what it does is it helps us.

Participant 3: And at that time, they, they they they did a lot things, they subsidized us, they gave us seeds, they gave tools, they helped us with the tools, they gave training.

**Before the program?**

Participant 2: They gave training, you understand, they bought from us too, they used to buy produce from us.

**This was before WFP?**

Participant 2: & 3: Yes, before WFP.

Participant 3: They purchased.

**And you don't know where they found the money for that.**

Participant 3: No this isn't, we don't know who gave them money.



**They must have had some sponsor.**

Participant 2: Yes.

Participant 3: We have not finished (laughs), we don't know everything completely, but it was them that planted with us, sold us seeds. For example if bean, if beans, ah, ah, they did not give it to us free. But if beans sold for 50 dollars, eh, 50 dollars Haitian, then now they would sell it for 25 dollars. They pay 25, you pay 25. They sold lower. If it was selling for 20, they gave it for 10. They used to give goats too.

Participant 2: They would give away goats, pigs. They gave us chickens too.

Participant 3: They used to give away pigs. Chickens, they used to give us chickens, you understand?

**Well, it was advantageous?**

Participant 2: Yeah, it was to our advantage.

Participant 3: Now, WFP, they, they come, because WFP has come to work, ah, it needs, it needs seeds and ROPANIP is already here, which has the OPAs, which make contracts with ROPANIP, eh, ROPANIP itself, it trains us, supports us in selling with them.

Participant 2: ROPANIP itself makes the contracts with the associations.

**You know, when you look at this, for example as a foreigner when I look at ROPANIP, I look at your associations that we've collected data on, and you tell us, 'here is what the association has, here is what they do' we almost don't see anything at all. Your associations have almost nothing. You don't have tractors, you don't have rototillers, you don't have money to loan. And there are many that don't do anything at all. They don't give away seeds, they don't give away tools, there are those...**

Participant 2: We make demands for those things, but we never get anything.

Participant 3: We never get anything, we never get anything.

**Ok, but here is my critique, it's not me who says this, but many people look at this, like in my country, my uncle is a farmer. And there was a cooperative where he lived. The farmers found everything at the cooperative. If they wanted to borrow a tractor, they found it at the cooperative. If they needed fertilizer, they found it at the cooperative. If they needed to borrow money they found it at the cooperative. Anything they needed. You got a problem in the dead of night, they'd call the cooperative and you'd have 100 people show up in your yard. It was a marvel. I used to be amazed. I came from the city. When I was on vacation in the country I was amazed to see the way people worked together. If they had a problem they made a 'konbit' right way. If they had problems harvesting, or bad weather... But, ok, you guys ever help each other?**

Group: Yes.

**OK. But when I look at what you, you don't have anything.**

Participant 2: No, we don't have anything.

Participant 3: But we don't have anything.

**And it's not because rural Haitians are poor. Ok, there are many with nothing. But there are those who do have something. There are those who have more than the association. I suspect you three people in this focus group have more than the association. And like I was saying as a critique people make, they could say, "why are we working with this association, they don't do anything to help themselves. It's us, it's like they only exist to distribute what people come and give them...." You don't have a response for that?**

Group la: (Laughter)

**aaa it's a criticism, but you gotta defend yourself. If you like ROPANIP, then you should have an explanation. Why should foreigners continue to support the associations. There are people who might say too that ROPANIP is paying you more for your produce, but that means that the school children get less food.**

Group: Yes, yes

**They say the program is supposed to help the farmers, but first in importance are the children.**

Participant 3: Yes. But, eh, WFP doesn't buy. They're good, eh, WFP doesn't....

Participant 2: Eee when I say this, if beans sell for 60 dollars in the market, it's 60 dollars they buy for.

Participant 3: And 60 dollars they buy it too.

**60 dollars?**

Participant 2: Yes, they buy it.

Participant 2: If they sell 300 gourdes in the market, they buy it for 300 gourdes.

Participant 3: It's at the market price they buy it.

Participant 2: But when we say they have a little more on the price, that little profit is for the people purchase it.

**Ok**

Participant 2: They put a little bit on it. A little bit more on it, so that he can get a little revenue, if it's me whose gotta go all over the place and buy the stuff.

**But you guys they give market price to?**

Participant 2: Yes, they give us market price.

Participant 3: It's at the market price they send you to buy.

Participant 2: They put a little thing extra for the people who are responsible for buying, who buy it.

**That's another issue.**

**Yes, that's another issue.**

**Because people who buy it, they up the price.**

Participant 2: An an

**Because they need money.**

Participant 3: It's at market price they bought mine. WFP goes and checks all the prices.

**ROPANIP needs money. They can't work for free. BND needs money, they can't work for free. You understand what I'm saying. Because they work with the association they are obliged to put more money out. Even if it's not the associations that take it, even if it's ROPANIP, even if it's BND. And that makes the food more expensive.**

Participant 3: Hum

**And in another sense, you, do you have children in school? A school with a Cantine?**

Participant 3: Well

Participant 2: I don't have children

Participant 3: I don't have children in a school that has a cantine.

**Nephew? Niece?**

Participant 3: No

Participant 3: Me, yes, I have children, I have children, I have children, whoa, I got children. And I have a school.

**You have a school?**

Participant 3: I have a school. But my school, ah, doesn't, doesn't doesn't, it's only me in in in all, eh, there are 11 schools, in, in, in

**In the program?**

Participant 3: The commune is divided into 2 parts. Each inspector has 2 and 4 sections. Each has 2 sections. One has the town plus the 1<sup>st</sup> and 2<sup>nd</sup> section. The other has the 3<sup>rd</sup> and 4<sup>th</sup> sections. But it's my school that WFP, they did not take.

Participant 2: They don't get anything.

### **Why not?**

Participant 3: The reason, when I was in all the meetings with them, they said it was because a vehicle can't get to my door. But when I came to look at the situation I see that it's just not true, because I see a lot of schools that carry the food on foot or on pack animal to reach the school.

### **You could go get the food yourself?**

Participant 3: I could myself go and get the food. I have pack animals. My kin have pack animals. And children, there are children... They are children in a country that's become a 'viktim.' And, and, and for you to see that close to me they give, and WFP visited me. The first person WFP visited was me. Yes, they came from Port-au-Prince, when they came from Port-au-Prince they came to visit me, yes!

### **That isn't a problem that...**

Participant 3: Yes it' a problem. Well, well, I have 150 children in my school.

Participant 2: Yes, no matter what.

Participant 3: 150 children and that, and all the other schools they get food and only mine is left out.

### **Do the parents complain?**

Participant 3: Yes, they complain. But, because it there that the school is (it is close to their homes), they resign themselves. But other schools have food. They give them everything and us they don't give. It's a discrimination is what it is. This isn't to say that they haven't gotten to us, no. If they had a couple places they had not reached yet, that I could understand. But in my commune, I'm the only one who they did not take.

### **I would tell you this. I say if they didn't give a school food and they gave other schools they would be hurting the school.**

Participant 3: That's it, that's it (laugh). Hey Hey, they are destroying my school. When you don't give and there are schools that, that have, that have a cantine inside already, they are reinforcing that school.

Participant 1: Milyores Boucher has a school too. I see that it's a school that any vehicle can get to, anything can enter. I see they don't give Milyores, despite the fact that she works in ROPANIP. I don't know how it is they don't give to that school, but many...

Participant 1: Abraham's school.

Milyores school there..

Participant 1: Yes, Milyores school, I understand it's a school that's right by the street. I Don't know the reason they don't give to them.

**Ok, but**

**No, Milyores told me that he had a problem with the requirements during the period.**

Participant 1: An ok

Participant 2: That could be the problem, yes,

**Because there is a minimum number of students that a school must have to get food.**

Participant 1: The children were in need.

**Give them the food.**

**But he didn't have the minimum number of children.**

Participant 1: An ok.

**Here's another problem they have with the program. They have a fixed amount of money. Now, that's a reason that we asked the question if they lower the cost of food for the school, the cost of the canteen, they could give more children food, the program could be bigger.**

Participant 1: Yes.

**And one thing we always ask people, they want to give them food that they cook in the school. That means charcoal, or wood. That means spices. You need a cook. All that is a burden. One thing we could propose is if they would give another food. They could give a food like ChanmChanm (dried coconut and corn), Akamil (a porridge made up of beans and corn, rice and/or wheat), Akasan (milk and corn flour).**

**Tablet**

**Tablet, cassava bread, peanut butter**

Participant 3: Yes, well, when, when, when WFP had not yet arrived, that's the problem, it was a school that was already in existence, you understand me. What kept me from being destroyed is that I existed before many school that, that are there now.

Participant 1: Your school is around here?

Participant 2: & 3: No, it's in the mountain.

Participant 2: Near Tomasique

Participant 3: It's because I existed, I'm well organized. I worked hard, that's why my school exists. Because if a school does not give food, you, you you don't have SIGRO. You don't have EPT. Your school can't survive. So, I don't know how (sighs)... because WFP visited me. They came to my very school when I had, well, when I had more than, close to 200 and how many students that year. I had 100, 100, 100, 100, 150, you understand anywhere near 165 enrolled students who are in need, they can't come to school also....

**It's just like what you guys say about WFP speaking with you, they plan with you, but they do not take the produce from you.**

Participant 3: Yes

**But do you ever take the produce yourselves and go to Port-au-Prince to sell it.**

Participant 3: Yes, we did, we did as we always do, as we are accustomed to do...

Participant 2: We sell on the local market.

Participant 3: We were accustomed to selling on the local market.

Participant 2: There are Madan Sara and Merchants too.

**They come to buy in the market?**

Participant 1: Yes, there are merchants that come to the garden and that come to buy in the market. They carry the produce on public transport to Port-au-Prince.

**You, as an association, you don't ever load up your produce and take it to sell in Port-au-Prince? You don't ever do that?**

Participant 2: No

Participant 1: No, we do not do that.

Participant 3: No (in a very low tone)

**It's the Sara who comes and gets the produce.**

Group: Yes.

Participant 3: It's, it's, it's (Pause, load noise of a truck) In the school, in the schools, you know, ... there are times that the food... I hear that some parents complain that the food isn't so good for the children. There are some foods the children are not accustomed to (laughs low)... They should use foods that are closer to the children, that come from the area the children live, food that the children are accustomed to. There are some foods the children are not accustomed to. When a child eats food he is not accustomed to, he doesn't eat it, or it doesn't sit right with him. Or it rise on him, it gives him pimple/sores. Or he just doesn't want to eat it, you understand. Well, WFP, if a school in the area, if the area has corn, if it has millet, if it has plantain, yam, the children are accustomed to

that food. Understand for example that yam, eh, Yellow Yam, there are some places where it's bitter. When a child tastes that yam and he's not accustomed to eating bitter yam, he won't eat it.

Participant 1: There are some place too that manioc, children don't eat it.

Participant 3: Yes, manioc makes children dizzy, they don't eat it. But yams from his area, White Yam, Royal, Royal Yam he likes it. But Yellow Yam, you understand, when it's not ripe, when they harvest it and it's not quite ripe or they harvest it in the rainy season, it's bitter, it's got a bad taste. It's bitter to the child who is not, who doesn't eat it, or it doesn't sit well with him, it makes him retch. He should be bigger. If a school in this area, well, if there is an association in the area, they should make a contract with them for them to give, give schools in the area local food. Buy food from them to give to the school.

Participant 1: WFP, it's local food they give children.

Participant 3: So yes, if it's local food, well then give them local produce, local has produce. When you look at what they say is local and you see the food is coming from somewhere else, and still the same, and still another problem. The school has a food to give children, they're accustomed to this kind of plantain, they are accustomed to this type of yam, they're accustomed to this type of millet, they're accustomed to this type of corn.

Participant 2: Even pigeon peas, children are accustomed to fresh pigeon peas.

Participant 3: They're accustomed to fresh pigeon peas, and the area has them ....

### **You're talking like they look for food from somewhere else in Haiti?**

In another area?

Participant 3: In another area.

### **That's far away.**

Participant 3: Where they buy food, you see the food coming to the school

### **You don't agree?**

Participant 3: Well, no, I don't agree. But it could be done a little (laugh)

### **It would be better to buy right here?**

Participant 3: It would be better to buy in the area.

Participant 2: To decentralize it.

Participant 3: Where, where, the food is...

**Yes.**

Participant 3: If I'm there, if I'm there, well, if I'm there for example, I'm there, the children are eating sugar cane, and we have our own sugar cane, but they bring a different sugar cane to give the children

**It doesn't make sense for you to go look for it in another place?**

Participant 3: Well, well when you look to see these children that need sugar cane, for another cane to come and be off loaded to feed the children, and all the while we have sugar cane right here.

**And it costs money to bring it.**

Participant 3: And it cost a bunch for it to come all the while sugar cane would be fresher without, without having to go through all the abuse of transport, and the kids would be surer to get it.

**For example, we talked about Yellow Yam, White Yam, who should decide which Yam to feed the children. Is it ROPANIP, or WFP, or BND, who decides?**

Participant 3: They say Yam, but when they say Yam, the majority of Yams are excluded. Where they have a lot Yams isn't included.

Participant 2: Yes, they say Yam like Royal Yam are not included.

Participant 3: They say that Yam isn't included.

**Who says that exactly? ROPANIP?**

Participant 3: In the training, in in, like, well, well it's WFP who tells ROPANIP. It's not ROPANIP. WFP tells ROPANIP such and such it doesn't want included. Because in the training they say, 'here's what we need' and 'here's what we don't need.'

**But because you guys are ROPANIP. You said that you are ROPANIP, it's you who know what the children can eat, it's you who are the fathers of the children, you who are the mothers. I think with ROPANIP that you have enough resources for you to say, 'children of Ti Rivie, this is what they eat, there is no with this Yam.' I think you could make out better with ROPANIP, tell them, "here is the problem with the Yam, in this area we produce this Yam. Around here, people eat this Yam since they are little children, they're accustomed to it, they know it, and so they have a problem to eat Yams from other areas.' Did you guys ever try saying all that?**

Participant 3: Well.

**As leaders in the associations that are inside of ROPANIP?**

Participant 3: We discuss these things, we discussed this already, when we go to meeting, when there is something, but, in the center for example, where they have a center, when you get to Salanyak, there they have a Center where they go with all the food. All CBOs meet there. I don't know here where the center is.



Participant 1: Ketan.

Participant 3: There is a center in Ketan where associations meet and stock food.

Participant 2: Where they stock food

Participant 3: Well, I went to discuss this with them the other day in Salanyak because I saw they were unloading plantains. Well, they told me that they don't take plantains, and yet I see that they are taking plantains and weighing them. And where did they take those plantains. Salanyak doesn't have plantains. They bought them in an area that has plantains. My area has plantains, and I told them, 'how is it that you said you don't take plantains, and now you are taking them. Well I see that things are a bit...

Participant 1: Things are lopsided.

Participant 3: You can't really understand how they are, you know. If it is something that, even when they, when they were giving training. WFP, Deriso, Miragoane, everywhere, they did not take anything out, even breadfruit was included.

Participant 1: That's right, they said that breadfruit could be used as a juice. They put in pigeon peas, they put in millet. But after you see they don't buy millet, they don't buy corn, they don't buy breadfruit. They don't buy pigeon peas, and there there many areas where that's the beans they grow.

Participant 1: Especially where I live. That's the crop I plant most.

Participant 3: You understand?

Participant 2: To sum it up, they only buy beans. They only buy black beans in the areas where they plant black beans?

Participant 1: Yes, they buy rice too. They buy Kawok rice.

Participant 3: They buy Kawok and Dimizan rice. They buy Kawok and Dimizan rice, you understand, wow.

**If I understand children, children of Ti Rivie do not really eat what ....**

They put in the program...

**Farmers in Ti Rivie are, are producing**

Participant 3: Well,

Participant 1: Yes, because yes ...

Participant 3: Yes, but they do not ...

Participant 1: The only thing was Kawok rice.

**That means that it is rice that is from Ti Rivie?**

Participant 3: Yes, only rice. For sure. After that we have another...

**Where does the other produce from, do you know?**

Participant 3: Other produce? They come from the mountains...

Participant 1: They come from high up in Setsan.

Participant 3: They come from, they come from Salanyak, Paillant ...

**Paillant?**

Participant 3: That's where they come from, you understand, eh, that's where they come from. It's that produce that they sell most. It's those people who most have access to sell. Eh, they sell cabbage, carrot, chayote, eggplant, they sell vegetables .... (laughs)

Participant 1: Spinach

Participant 3: You understand they sell all of that. They sell Yam

Participant 1: Yes

Participant 3: Eh, e e, but Ti Rivye what's it produce: millet, corn, pigeon peas...

Participant 1: Manioc

Participant 3: Manioc, Royal Yam, White Yam, eh, eh, eh, but that produce doesn't sell.

**They don't buy it.?**

Participant 3: They don't buy it.

**Is there another advantage, because the way you talk about the program, it doesn't buy much from you guys. But is there another advantage they give you? For example, it creates another advantage, or is it just insignificant?**

Participant 3: The advantage that WFP said would, they said that they would help us with agriculture, they were going to, they were going to help CBOs to better produce, to produce more. But we don't see that. We don't get any help from WFP.

**You don't get anything?**

Participant 2: Yes, we don't get anything.

Participant 3: We don't get anything.

**No tools, no seeds?**

Participant 2: No, no, we don't get any...

Participant 3: We didn't get any seeds. We didn't get anything to borrow. Nothing.

Participant 1: And we should get a tractor too.

Participant 3: I don't know they won't give it.

Participant 2: And we have a lot of water to irrigate. We have a lot of plain that we could irrigate.

**You have water?**

Participant 2: Yes, we have a lot of water.

**Do you find help in other places?**

Participant 3: Well, what I say, I didn't say they don't give, no. I don't know.

**Do you know about other organizations, whether it's parents... You aren't informed?**

Participant 2: I don't know if they give anything.

Participant 3: (laughs)...Yes, I wouldn't say that they don't give, no, but I don't know that they...

**Name, like, I know that you are an association.**

Participant 3: I didn't say they don't give, no, yes, yes...

**You should look for information too, so you can know If you're getting left out of something. They said they would give, you should investigate and find out if someone else is getting help.**

**If you don't get anything.**

**So you can know if they're giving help somewhere else.**

Participant 3: Yes, good point.

**If you found out that they are giving somewhere else, then in the meetings you could ask about it and say that it's you guys who make up ROPANIP.**

Participant 3: Yes, it's us who make up ROPANIP

**Does ROPANIP have a role to play in deciding which association can sell food?**

Participant 2: Yes, ROPANIP chooses. Yes, it's ROPANIP that choose. I think it's them that make the decision which association gets to sell food.

**They select the associations that sell it?**

Participant 2: Yes, they select them.

Participant 3: Well, it, it, it isn't only, no, that is to say, it gives training for all the associations that it makes contracts with, all the associations that sell.

Participant 2: Well, that depends on the produce they take.

Participant 3: That depends now. Now that depends. What has come to pass might not be the fault of ROPANIP. WFP is the one who says what they need.

Participant 1: Yes, yes

Participant 3: It could be that it's not ROPANIP. WFP. WFP, if WFP says, 'here, this is what you take, here is what you won't take, ROPANIP can't say anything to WFP. WFP, it's them who decide, because they have the monopoly on the money used to buy. If WFP says it doesn't need such and such, ROPANIP can't say anything. The association that has what WFP asks for, it's them who will sell, who will make money.

Participant 2: That's it.

Participant 3: Those who don't have it, eh, eh...

Participant 1: They're obliged to stay right where they're at.

Participant 3: If WFP says it's sugar cane I need, me, I have coconut, they won't take coconut. I don't get to sell to ROPANIP.

Participant 1: (laughs). That's why I'm not in with the program.

Participant 3: (laughter)

Participant 1: Because what they buy I don't have.

Participant 3: Well then, now it's a weakness that comes, that comes and dumps a problem, It comes and dumps a problem on you....There are some CBOs that should look for another partner, another person because things are going in a certain way. In the first contract they underline very specifically that WFP would buy from us.

Participant 2: They came with a list of produce that they were going to need.

Participant 3: Yes, very specifically they said it to all of us.

### **They don't buy?**

Participant 3: Such and such an area what you produce, such and such an area what you produce, all contrary to the quantity of millet they said...

Participant 2: They conducted an investigation/survey

Participant 3: They asked, 'will we find it?', they came and said, well, if we don't find it, they would help us to plant millet, that they would loan us money so that we could plant corn, more millet. Help us, you understand, to plant more vegetables. But we don't see this. They have it in the mountains. There are places we don't see this. We didn't say it doesn't exist. We don't see it.

Participant 2: It doesn't happen.

Participant 3: We did not say that it doesn't exist. But there are some places it does not arrive. You understand. We don't receive seeds. We don't get any help. Let's, we, well, we find advice. But we don't find real assistance. We find advice from WFP, yes, (laughter).

**They never landed where you are. (laughter)**

**It didn't arrive (laughter)**

Participant 3: It didn't get to us (laughter), you understand

**We always see this. In the big organizations. They have money and they come and open a program and they spend a lot of money on administration, on vehicles and in the end almost nothing happens in the countryside.**

Participant 3: Yes, yes, it's always like that, yes.

**Now, if they were to change the system and they spend more of the money in the countryside. For example, now it isn't them who purchases. They only give money. Is there a group of other organizations that is not ROPANIP, but like a group of women, or a person who has a business that make food for the school?**

Participant 3: Yes, this, this came to create a problem too. For example, when you hear 'cantines', there are some place it's wood that they burn to make food. And the way we are deforesting. There are people obliged to cut branches off living trees and then wait for them to dry on the ground so that they can use them to cook food or charcoal. I see this as a problem. All these schools need wood for them to make food. That's a problem that, that is going to create other problems with the environment. I would think that WFP would have another strategy to ameliorate that system of making food. For example, when a big plume of smoke spreads out in the school yard, it covers the entire place, it covers the school completely. This pile of wood burning. Can't WFP come up with another system to ameliorate that so that the food could be cooked better. There are some places that don't have trees to burn anymore, no. To burn a pile of wood every day. Where are they going to find it? Little bit of food you cook in the school. How many, school days in a year? 200. And how many days a school has to find wood to burn. And it's not just one school, no. It's all the schools! This is going to cause a degradation of the environment. WFP needs another strategy that would permit the food.... There are many solar stoves. There are solar stoves. There are, there are things that can ameliorate this. Understand. And sometimes it's raining. The women can't make food. I've visited cantines. I go and look. And yes, you will see that the rain falls and the wood gets wet. You can't make food. Problem! Maybe when it's dry they can find wood to use, but there are times when the rains fall and you can't start a fire the wood won't burn. WFP should put another strategy in place. Understand. The women have a big problem too to cook the food. They tell the parents to come cook the food. Well, these are people who have a home... Monday they have to cook for their family, Tuesday, Wednesday,

Thursday, Friday. For her to come to the school and not get paid anything. She doesn't get a penny!

Participant 1: That's a problem. There are women who have trades to attend to.

Participant 3: For her to leave the marketing she's doing to survive, leave all that and spend the data making food for all those children. And the director sitting on his butt in the school. The woman herself, if she comes to make food at the school and she's got 5 other children sitting at the house, all 5 of them not in school. And she can't even come back home with a little bit of the food to give the children at home. That's too hard. Hum. I told them this already. I already told them that's too hard, you understand, (laughs). But they haven't resolved this.

**Ok, so what strategy do you propose?**

Participant 3: Well, well it's either that these people at the school can cook the food or they need to give the women a little something, even if it's not a lot.

Participant 2: They have to get a little something.

Participant 3: They should get a little something, so they can wash their cloths that get dirty. And the rest of their family, husband, children, those they left out. The person, she passes Monday, Tuesday, Wednesday, Thursday Friday, she's cooking food for the school, and she has a bunch of children suffering back home. She can't come back with a bucket of food to give them at the house. It's her who, as the woman, who must manage so that the household eats cooked food. Well, she can't bring anything back from the school because...

Participant 1: Is there a rule that was passed like that?

Participant 3: Yes, there is a rule that they do not give you the right to leave with anything. Nothing. And and,

**Really?**

Participant 1: Well, WFP's project is a project that's stingy. (laughs)

**So, ok, if a person makes food, I she has children at the house, she can't leave the school with any food?**

Participant 3: No, and if the children don't pay, look, each child has, has 1 [Haitian] dollar to bring every day. But here's another problem. Every day for the child to bring 5 gourdes. Ok, there are some places that it's 1 gourde. There are some places where it's 50 dollars exact they pay per child for everything. Well, if a parent, if a parent has 4 children in school, the person is dirt poor, and when a child is eating, if she has 2 children, she gives 1 dollar, she doesn't have it for the other child, one eats and can't give the other one a crumb.

Participant 1: The child can't give the other one anything?

Participant 3: No.

Participant 1: They won't feed her if she doesn't bring any money.

**No. They won't give the child who doesn't pay.**

Participant 1: Or if the food is in my hand I can't ...

Participant 3: Sheeeee can't eat any of it!

**Hummm**

Participant 3: The other won't eat. Children who can't pay must go outside when the others are eating.

**[sucks teeth in disapproval]**

Participant 1: She can't eat with her brother?

Participant 3: She isn't going to eat.

Participant 2: That's hard.

Participant 3: Children who eat are in a room where they eat. Children who can't pay that day, they're outside. Even if it's your little sister you can't give her crumb. Even if it's your little brother, you can't give him a crumb.

**Hum**

Participant 1: Oh, I don't understand this.

Participant 3: I've seen it [in French]. You understand. Ah, me, myself, what can I do? If I have a canteen and it's in this state of inhumanity, I don't need it because I can't do that. Because I can't see the same father of two children, someone who is miserably poor, who has 3 or 4 children in school, he can't find 4 dollars or 20 gourdes to send to school with them, he sends 10, or he sends 30, for me to see some of the children eat and others not eat? No, I don't need that.

Participant 1: That's not a good rule.

Participant 3: Neither would I need it either.

**Is it the school administration that does that or WFP who tells them to do it like that?**

Participant 3: Well, that's the way the thing works.

**No, we should understand if it's the school administration that makes such a decision? I don't believe that WFP would. Because WFP, WFP...**

Participant 3: WFP isn't on the ground.

**It sends food for all the children ...**

**No, because WFP doesn't know. WFP doesn't say tell the schools that children should give 5 gourdes, or that you should give 10 gourdes? It's the school administration that plans that, right?**

Participant 1: Ok

Participant 2: I would think so because it seems like the type of decision that the school administration could make.

**Ah, yes, I would think so. WFP gives food for 300 children at a school, for the children to eat... I don't think that WFP is going to tell the director that those who don't pay don't eat. No, that's the school that can do that.**

Participant 3: But, but, listen, WFP, WFP, since you begin at 1 you have to keep going all the way to 10. And if you don't that's going to cause a problem. It's a responsibility that WFP took on, they should know. You don't feed raw food. It's in the school that it's cooked. WFP should deal with all that, know that people are cooking food, how they cook it, understand. And those who cook it, they should come and find them, because everywhere people are cooking food, wow, the cook is taking on the heat of the fire, all that heat, that massive cooking pot, the person, they, they should get something, they should get something.

**Eh, if they would just buy the food from someone else who specializes in that. For example, instead of giving the food to be cooked at the school, what if they just bought 200 ripe bananas, some cassava bread and peanut butter and brought it in for the kids to eat.**

Participant 3: Well, that wouldn't be enough all the time.

**But one day they could give cassava, they next day they could give something else. chanmcham, akamil, akasan,**

Participant 2: Yes, yes

Participant 3: Yes, one day you could do that, for sure that could be done, that could be done, that could be done, because one doesn't have to stuff themselves all the time..... They should learn that too.

**No, it's not like the children live in the school. Parents give a little food when they leave the house. And when they go home they find food.**

Participant 3: Yes

Participant 2: Sometimes children leave their house in the morning and they don't get anything before they go. It depends on the capacity of the parent.

**You know, people are always saying that and for me, OK, personally it's not my decision, but if there is a child who doesn't get fed at home, that's a serious case.**



**That's another issue. That's a problem. And it shouldn't be the responsibility of the school to save the child. That's a case that needs another strategy.**

Participant 3: Yes.

Participant 2: Yes, I think that there is another means but what I was saying to you is that there are children whose parents send them to school at 5 am and they don't have time to get anything. They don't have time to give them anything to eat.

**Yeah, that's true.**

Participant 2: But it's not all of them.

**I see your point, but what I'm saying is that you cannot base the entire program on those children. The point I want to make with WFP is that you base the program on the best logic that can feed the most children, at the best price, and the least complexity because the more complex the program the easier it's going to crash.**

Participant 2: It costs more.

**As you said, sometimes they give food. But other times, things get wet, and there are a series of other problems.**

Participant 3: Yes, yes, there are times when the food can't be cooked.

**It's expensive, yes. They pay three times the cost of the food itself. That means that if they give each child 15 gourdes of food, they pay 45 gourdes for each child. But it's only 15 gourdes worth of food.**

**15 gourdes of real food. Now, the idea is that we consider the cost. We consider the expenses. Where the food comes from, that's a cost. Other people who are responsible for buying the food, that's a cost. Now if we take all that and put it together, isn't there another way we could use the same 100 gourdes so that the children could get more food.**

**You know, when you add the wood, and you add the spices...**

Participant 3: All that cost money [laughs]

**You're now at 60 gourdes**

Group 1a: [laughter]

They're all costs.

**And the cook. We're talking about 60 gourdes for every child every day.**

When you go and add the contribution from the parents, that's another addition to the program.

Participant 2: I see what WFP would like to do, yes. They should have a 'ma'. People same as those who have restaurants. But its local food you're recommending to give children. You would give a plate that would cost less money than all those expenses. You could make a contract with the person. You would say, darling, I have 50 children, I want you to give every child food for 10 dollars for me. 50 gourdes per person. The woman, she manages to give each child food for 50 gourdes. Now, she knows that she has a contract with you.... If it's every month that you give her so much money, and she makes food for the children, but you tell her, 'here, this is the food you give the children.' That would be even better still.

Participant 3: But, but, a little while ago a, eh, we were speaking, for example, when WFP came to help us with local production, each production has its area and its season. There are crops that can't be grown in some areas. If they were really going to help us, for example, if it's peanuts that we grow, peanuts are nutritious.

Participant 1: Yes.

Participant 3: But there you are, if they bought peanuts and made peanut butter there would be times that the children could just eat peanut butter and bread.

Participant 1: A buttered bread, yes.

Participant 3: Eh, that, that, that, well, it's something that children like and sustains them.

Participant 2: They could also give them a cup of juice with bread.

Participant 3: A little cup of juice with bread buttered with peanut butter. Easley that wouldn't cost a bunch of people cooking food.

Participant 2: Today you could have cassava one day with a cup of juice because he ate something at home no matter what. You give him something to keep his mind awake while he's at school

Participant 3: Yes, a child needs something to take and put in his mouth.

Participant 1: A child can also take a banana, he can eat a banana

Participant 3: He can eat a banana, eh, he can eat grilled peanuts (the two are a common morning food). Understand.

### **Peanut-sugar clusters**

Participant 3: That's right, peanut brittle and the child can wash it down with water and he's good to go. It's not a meal. But we have a lot of peanuts to sell. WFP must buy the peanuts from us, understand, to give to the children. Because it's not a big sale. Just to keep the children nourished. You eat a little and it helps you too, understand, it helps you.

Participant 2: What the school director says there is true. Chanmchanm is what? Chanmchanm is corn meal

Participant 3: Peanuts ....

Participant 2: With peanuts, a mixture of corn with peanuts. All those products we sell. Now you make a mixture of channchanm and the children can take a couple of spoonful and wash it down with water.

Participant 3: Yes, yes, he can drink water and he's satisfied, understand.

Participant 2: He drinks, he's satisfied, he's happy and he can study. And like you said, it's not only cooked food, meal of rice, plantains; that's not the only food that can satisfy children. You can give him something simple. He eats it and he's satisfied.

Participant 3: You see the food at the school canteen? It's a great thing when a child eats a little food. But it creates a lot of problems. I always see that. And why? Sometimes the time they give to eat isn't enough time for the children to finish eating. The food is hot (laughter from the group) ... The food isn't ready on time. He doesn't have time to finish eating.

### **And they ring the bell.**

Participant 3: And they ring the bell (laughs)

Participant 3: The child, his hands are dirty, he's got to wash his mouth. All that takes time from learning (says it in French). If every day that happens, that's a big problem because the food is not prepared. They don't have enough cooks and helpers. Because, especially, wood is burning and it's not good wood or it's wet. The wood can't cook the food in time. Heyyyy! (group laughs).

Participant 2: And secondly, the help is voluntary,

Participant 3: The volunteer thing is really something extraordinary.

Participant 2: You can't say that at such and such a time things are going to be ready.

Participant 3: But it needs to be done on time. Understand.

Participant 1: And in hurrying to cook the food you can give the children food that makes them ill.

Participant 3: The children so hungry they swallow the food whole, understand.

Participant 1: It's not well prepared, and if the child eats it...

### **They can't swallow it whole**

#### **hum hum, not without having a problem.**

Participant 3: No, food is something that has to be served up in the right way (it has place, time, and method to eat). Me, I know that when my children were little, they were in two schools that had a canteen. They said that foreigners sponsored the canteens. Well, my children were not interested in eating. The director called me to make me come

whip them because they wouldn't eat. Why wouldn't they eat? First of all, they were goofing off. The food wasn't ready on time, and the food isn't served in a way that they're accustomed to eating. Understand, there were places it was "ble" (cracked wheat) that they cooked. Ble alone and smelling like smoke. Man o man, understand, the kids are not accustomed to that. People just dump a big ole pot of ble, throw some fire under it. Man, there wasn't even anywhere for them to eat. The children never ate like that at home (laughs)

Participant 1: It's not easy, no. (laughs)

Participant 3: The school director who made me come, he said, 'oh, I'm teaching the children to be disrespectful. I've got to correct them.' But I said, 'director, ah, do you see that food (laughs)... All the children aren't coming from the same background (needs). For a child to leave his house where they have more food than he can eat. They eat eggs, they eat bananas, they eat cassava, they eat whatever. They eat like they're in the US. They leave food on the table. You understand. They're not going to eat that (ble). It tastes like smoke. A bunch of smoke got into it. No one needs to beat the children. Leave them alone. You're wasting my time here making me come to school because the kids won't eat. I understand you're the director of the school, the food should be a good thing, and I'll keep paying the money you ask me. But give the food to other kids who want to eat it. Mine can't eat it. And they won't eat it, no.' Wow, all these things (the problems with canteens) created a problem for the educational system. They've got to make the system better. WFP should change the food sometimes. Teach the kids to eat something that's lighter. They should make the whole thing easier. And the cooks and volunteers should understand why they're burning their hands, you understand. They should do the canteens with (laughs)... you know Haitians, as soon as you pay them something, as soon as they have a little money in their hands....

Participant 1: They'll take greater care.

Participant 3: There is a great deal of money that is being spent at the upper echelons. Make some of the money arrive where people are actually working, where they are really working. My school has no cantine. But I went to visit the women who were cooking food in another school. My friend, I saw those women. They really stepped in shit. They're scrounging coconut tree wood, coconut bark and putting it on the fire.... You understand. Wow. I need a cantine in my school too (laughs). Despite everything we're saying I need one too because it's a means of ...

**I already told you, I agree, and I'll and I will tell you this, I was with the directors and I said something similar. I said if you have someone with a school and you don't give them a cantine, but all the other schools have one, you're breaking that school.**

Participant 3: Yes, you're destroying it.

**And they said, yes, that's right. And that someone had complained.**

Participant 3: Yes, they are destroying the school, exactly.

**They said, there is a school that complained about is... Seems that you already called them? Did you complain?**

Participant 3: Yes

**They told me that. And they understand the logic.**

**Yes, and what's more, you are a CBO that's a partner, that works within the program.**

Participant 3: That works in the program. Well, me, I have a school, you understand, and when WFP came out here, the first person in the county they came to visit was me. They came from Port-au-Prince in a big vehicle. They were real nice the whole time they were with me. They came to see the school, everything. And when they came back, I don't know what happened, it's me they took out of the program.

(The entire group laughs).

Participant 2: A little while ago you (Pharrel) said something that could be the reason. There is minimum number of children that must be in the school for them to take you.

Participant 3: No. Oh! No. If I have 200 children, WFP shouldn't give me food for 200 children?

**No, there are schools on the list that have 25 students.**

Participant 3: Oh, oh

**We would like to ask...**

Participant 3: Right now I have 165 children in my school ...

**It should not be like this because another thing they could do, the little schools could put themselves together....**

Participant 3: They bring food very close to where I am, yes. Very close they're giving people food. They bring them food and mine remains like it is.

Participant 2: All your students see it

Participant 1: You have the same problem as Milyores

Participant 3: And, and I am in the association. WFP, I'm the one who's working all over the place. Eh, I'm all over the place for the WFP program. Everything, all of Salagnac. Suns going down, I am there, I'm in a WFP meeting. And it's me WFP didn't take! (laughs).

**Ok, well, what do you get out it? You said they don't buy from you.**

Participant 3: They don't buy from me.

**Your school isn't in the program.**

Participant 3: My school isn't in the program.

**So, what do you get out of it all?**

Participant 3: I don't get anything. They don't help me.

**Then why do you continue?**

Participant 3: Me, I'm always, oh! Every single WFP, well, well, I'm a trainer. My team is a training team.

Participant 2: He doesn't get anything, but other people close to him are getting something. He feels that he can't abandon them....

Participant 3: Oh, you understand, yes, we can't abandon it...

Participant 2: The program, even if he himself doesn't get anything, others get something out of it because they're in the county and he can't just abandon them. He can't commit that kind of negligence. He hangs in there, perseveres.

Participant 3: You can ask them for me. Everywhere they train I'm there with my team. Any place. I go to Dezen. Paillant. Miragoane, Salagnac, Perrier.

**They pay you, they give you money for that?**

Participant 3: No, never, WFP, never.

**They give you something for expenses?**

Participant 3: WFP never gave me anything for expenses. Me!

**They don't give you anything for expenses?**

Participant 3: No, WFP has not yet given me 5 gourdes, no. Money for my moto. Understand. I usually take my moto, leave my house in Seligue, circulate all over the countryside. To get the moto taxi to wait for me, I pay 150 HT dollars. All the way until the meeting is done, I've paid, I've given the guy 1,000 gourdes because he spends most the day and I can't go back alone. (laughs)

**And SIGO, the State program that is supposed to pay the schools**

Participant 3: Well, they still...

**They give you something?**

Participant 3: SIGO doesn't do anything. SIGO, well, people who are in the program, they don't do anything for them. They don't pay them.

**They don't do anything?**

**Your school isn't in the SIGO program?**

Participant 3: I'm not in SIGO, no.

**They used to give?**

Participant 3: They filled out everything I gave them, they never did ...

**You aren't in EPT too?**

Participant 3: I am not in the EPT. I would have been in the EPT, but they made, the guy made... One day when I wasn't there the director came from Miragoane, they sent a letter for me. And the inspector Ti Rivye had just been replaced. And the guy who was there said that my school no longer existed..... I do not have EPT. I don't have anything. I'm getting by like this. If I got something.... It's hard.... I'm teaching school since 1976.

**What?**

Participant 3: 76, yes, I'm teaching. I got kids that I took who are now big doctors, nurses, lawyers. Those children would never have known how to read, no. I don't need to know them. If I see a children that can't go to school, I go to his house and take him (to my school).

**How do they pay the year?**

Participant 3: This year I charged 500 gourdes for the whole year.

**For 1 year?**

Participant 3: This year is 50 Haitian dollars. But the teachers gave me so much pressure.

**But how do you manage to pay the professors with that?**

Participant 3: Well, brother, we don't have any money, they don't pay... When I say they have to pay 100 dollars (Haitian dollars), they don't pay, they don't give it.

**Yes, we know that if you had 150 it's just a little bit...**

Participant 3: They, they won't pay it.

**Some of them can pay it.**

Participant 3: Well, first of all, it's the children in the school, the children I took. I taught them to read. I've sent them to other schools. They come back to me, they come help me. And guys who are not interested in money and who work right. You understand. I have a boy who finished Teachers College. And after he finished he came back and taught with us, in the midst of the poor. You have a boy who finished his studies, finished Teacher's College and he comes back to the countryside to teach.

**He must be a guy who has gardens, a farmer?**

Participant 3: No, a young man now who farms? Me, an old man like me farms. No, these young men, long finger nails, cool guys (laughs). Finished University and came to teach. He manages. People in the community agree (help him with food) because they don't want the community to stay like it is. Understand. Because if the community was completely backwards, in the dark. But thanks to God that made me take this community out of the darkness, understand, that's my plan.... I sacrificed myself, I didn't leave. I didn't do anything. Just stayed right here until the present so that I can take care of the children, to make them become something, understand. But the State never helped me at all.

[Taking names and contact information]

Participant 1: As I said to you, we have a lot of water and we have dry land. We don't have assistance that would help us irrigate the land so that it could yield all the time, and every year. Like corn in March, the water would allow us to harvest in August too. And if you understand millet, we can plant in August and harvest in February. Do you understand? That way, if we could get the land, improve it, irrigate it, we'd harvest more often. And it would be good. Especially now that the country is completely wiped out (reference to the hurricane). Without even being able to find credit for women in the associations. And even for us men, it would be good too, because we need to find something to create a movement to help the population.

Participant 3: What's more, WFP should take more care give food that's appropriate for children, because the parents have become more needy after the hurricane. Every little chicken they had, every little goat. à

Participant 1: I got cows that died.

Participant 3: All died. There is nothing. Not a pig, nothing. Everyone is empty.... WFP should make a little more effort to get to where the people are in need.

**I don't know what's going to happen. Everyone knows that you took a big big big hit out here. But I don't know what's going to happen. In the US, now we are going to have a different president. And this one isn't sympathetic at all. We have Europe still. I just don't know. And a lot of the aid for WFP comes from the US, from USAID. But this program is supported by Brazil....**

Participant 3: And WFP, me, WFP isolated me. I can work with WFP. .. But they don't do anything for me. They should help my school... How is it that they take 10 of the 11 schools and they left just one out. When I ask myself that question....

**But they know. I told you that....**

Participant 3: Yes, yes (laughs). But apart from that, you don't have any other ideas in your head to show us what we should do?

**What you've said here, you've talked a lot and said a lot of important things that we needed to hear because we don't like to use our own words. But you've**



confirmed what we suspected. Now what I need is your words so that I can take them and give them to the people in WFP, and the Ministry too. You have said many things that can make the program function better. For me the idea would be to cut the hot meals or make them somewhere else, have a specialist prepare them and take them to the school. A teacher or a school director who isn't a cook. He doesn't manage a restaurant. His job is to educate. Now you give the director the responsibility to oversee food, to check and see if it's good, to complain if it isn't. Now the director will have a great deal of interest. He knows it's for his school children, now he'll look out better, and if the woman or person who is making food, if they don't do it right, now you can go and give someone else the contract (to make food).

Participant 2: Yes, you cut the contract. You give it to someone else.

Participant 3: Yes

**The thing about wood, all that you said well. It just doesn't make sense. You look for wood... It doesn't make sense at all.**

(group laughter)

### **Smoke**

Participant 3: It doesn't make sense (laughs), understand.

**And you have eggs, you have peanuts, you have channchanm.**

**You have coconut clusters.**

Participant 2: Bananas

### **Cassava**

Participant 2: Cassava

Participant 3: A lot of things.

**Banana with egg and peanuts, there is nothing better for you.**

Participant 1: Yes, yes, yes

Participant 3: Banana with egg and peanuts is the best thing for you, I understand. My children, when they go to school it's peanut butter...

Participant 2: You have cassava and peanut butter.

**A banana.**

Participant 2: A cup of juice.

**Well, juice....**

### **Orange, Passion Fruit, Lime**

Participant 3: My wife never gets up and makes food in the morning.

**Tim, We, we were are at school today and the director said that for juice such as lime, orange, grapefruit, he said that he doesn't need to pay if he could just get some sugar because the parents would bring these things for free.**

**[pause]**

**The program needs to become local, really local. You guys have already said as much.**

Group Yes

**Buy local.**

Participant 3: Yes, that would be good for the children.

**We were surprised in our first meeting that the program has been described as local. We were in Paillant where they buy the food. But when we asked about where the school cantines were they said, Petite Rivie.**

Participant 3: The food that comes it's still something not truly local, you understand, it's always imported.

**Yes, it's always imported. And there's something else, when it's local it's from your own people.**

Participant 3: Yes

**People in your neighborhood, children in the school know you.**

Participant 3: They know you, they know you.

**They know you and you know the people who are providing the food.**

No 1,3: Yes, yes

**Now, if they fool you (with produce that is no good), or fool the children, people can put pressure on them.**

Participants 1 & 3: Yes, yes, yes

**But if it's producers in Paillant, you can't do anything if they send a bad Yam?**

Participant 3: You can't do anything, no, understand.

**You can't do anything, you can't go over to Paillant and start cursing people (laughs).... You can't....**

Participant 3: Eh, eh, curse people you don't even know where they come from.

**You don't even know where they're from (laughs). They've tricked you.... They've pulled one over on you and for them, children here? What's important to them is their own children.**

Participant 1: Yes

Participant 3: There are beans you don't know the how they're grown. There are beans that you put in hot water, there are beans you have to put in cold water. It just depends on the soil their grown in. But you don't know if you should use cold water or hot water. The beans never cook.

Participant 1: They're never cooked. They'll just sit there looking at you.

Participant 3: They never begin to transform into something you can eat. And it was local food, the people would know how to cook it.

**You know beans like that?**

Participant 3: He knows beans from the area. Those beans you put in hot water. People who are from the area will tell you right away, 'here's how you cook these beans. Make the water boil, put the beans in and you'll see when they're cooked.' But if you put them directly in cold water, they can spend the entire day on the fire, since the morning, and they'll never be cooked. There are soils like that. O boy, when you get something like that, what do you do, the food is never cooked.

**Yes, well, we will take all this information, put it in a report and it's possible we will call you again in March or April. We'll come back and do the same thing again.**

Participant 1: Yes.

Participant 3: OK, agreed, we're happy that you came.

Participant 2: We're available anytime you guys call. As long as God lets us live, we're here to give you information.

**Ok. Thanks.**

Participant 2: ok

**Ok, we say thank you.**

Participant 2: Thank you..

Participant 1: Thank you too.

Participant 3: Ok

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**Focus Group 9/11/2016**  
**Salagnac**

**Interviewers**

- Natacha: 28 years of age, no children, focus group leader and surveyor.
- Tim: 53 years of age, anthropologist.

**Participants**

- Jacky: Farmer, 0 children.
- Kalaf: Pastor 5, Farmer, 5 children
- Edi: Farmer, 1 child
- Lejye: Farmer, 2 children (3 died)
- Dezomis: Farmer, 2 children

**Introduction: The answers you will give will be given in a report. We will not put your name on the report. That means you are free to speak your mind. What is the name of this community?**

Public: This community is called Salagnac.

**The report will go like this: I was in the community of Salagnac and here is what the people in the community said about the subject. I might say something like this: They think this is good and that is bad. Do you understand?**

Public: Yes!

**Is this community the first communal section of Miragoâne or the section communal section?**

Public: It is the sixth communal section of the commune of Miragoâne.

**My name is Tim.**

Public: Tim? Ok.

**This here is Natacha.**

Unidentified male participant: Is the name Tim in English?

**Yes, it is English. You also have the name Tim in Creole. For example: Tim, Tim? Bwa sech!**<sup>4</sup>

Unidentified male participant: What! Do you know how to tell **riddles**<sup>5</sup> during the nighttime?

Public: 😊😊😊😊😊😊😊😊

Unidentified male participant: I have a cousin whose name is Natacha. She left the country recently.

**She left for the states?**

Unidentified male participant: Yes.

**I want to open this so you can see how it is done.**

Children are playing in the background.

**How many times have sold your product to ROPANIP? What kind of product did you sell to them?**

Jacky: Hummmm. I sold yam. We called that type of yam, yam riyal. It is a white colored yam.

**ROPANIP always buys from you?**

Public: Yes, all the time.

**Do you mean every week?**

Public: Yes.

**Do you sell the yams per sack?**

Public: It doesn't have to be per sack all the time. You sell them what you have available. For instance, it can be a pile of yams, a sack of yam, a half sack, of a one third of a sack. You sell them what you have at the time they need.

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<sup>4</sup> Kreyol introduction to storytelling or fables.

<sup>5</sup> Fables

**If ROPANIP does buy your yams where do you sell them? Do you sell them at the local market?**

Lejye: No, they are always buying from us.

**What if they don't buy from you? What will you do with the product?**

Public: We will sell it at the local market.

**Ok. In general who is selling the products to ROPANIP? Are your wives doing the selling?**

Public: The wife sells and the husband also sells. Everyone sells.

Jackly: We sell because we need the money to buy fertilizer. We don't receive aid for production. Do you understand?

**OK.**

Lejye: You know how women are. Sometimes they won't give us all the money from the sales. So in order to be able to buy fertilizer we ourselves will sell the products. We have to buy fertilizer to increase the production in order for us to have money to function.

**Ok.**

Lejye: After selling the products ourselves we then give money to our women. The wives also have a portion of the production to sell. If the portion they have is too small we would add more to it. Do you understand?

**Yes.**

Lejye: We help the women that way.

**What about selling at the local markets? Do the men also sell at the local market?**

Public: Yes! Everyone sells at the local market.

**Do you sell at the local market?**

Male participants: Yes!

Jacky: Sometimes my wife will be selling on one side of the market and I am selling on the opposite side.

Lejye: We are selling different products.

Public: 😊😊😊😊

**You do not sell the same product?**

Public: No!

**What products are men most likely to sell?**

Public: We sell all type of products.

Kalaf: We sell beans, sweet potatoes, cabbage, yucca, yam, breadfruit, pumpkin, carrot, banana, and spices. We sell all type of products.

Jacky: We do that in order to protect our women. She can be on one side of the market and you can be on the opposite side.

Lejye: I don't need to know how much money she makes on her portion and she doesn't need to know how much I make with my portion.

Lejye: It is not a lot of money but as a man you need to know how to manage money.

**Where I lived when I first came to Haiti women are the only person in the household responsible for selling products. That means the men work in the production and women sell the goods at the local market.**

Public: Yes.

**Do you do that sometimes?**

Jacky: Yes, the reason is for instance you go to the local market with two sacks of yams, two sacks of sweet potatoes, and two sacks of carrots. You don't know what kind of people you will meet at local market. She might be selling on this corner and someone might try to steal the money and the products from her. In order to avoid something like that from happening I have to accompany her to the local market. In that case I might sell the yams and she will sell the remaining products. We do it like that to avoid something bad from happening. Do you understand?

**Do you sell your product to ROPANIP at the same price you would sell at the local market?**

Public: Yes, the same price.

**You sell to both at the same price?**

Kalaf: The price for the product is well known to all.

**Do you think you would have made more money if you sell at the local market?**

Public: No. The price ROPANIP pays is the same price as the local market.

Lejye: I rather sell my product to ROPANIP because it is an association. I would rather sell to them even at a lower price because the association will help the community.

**Does ROPANIP really help the community?**

Public: Not yet. They have not helped us yet.

**How were they supposed to help you?**

Lejye: Well, I don't have any idea on that matter.

Kalaf: We are doing everything on our own. No one helps me with my work. I buy my own seeds for planting cabbage.

**Do they every give out seeds or tools for farming?**

Public: Nothing, they have not given seeds or tools for farming. Even if they were giving out farming tools we would not get them.

Lejye: Gran manjè<sup>6</sup> would have brought them and then sell them to us at a very high price.

Public: They would take them and then sell them to us.

Lejye: We buy the farming tools very expensive from them.

Jacky: It might happen that the state actually sends farming tools for us but it will be divided with many different parties. There are the senator, the deputy, the mayor, and the CASEC. It will have to be divided between them all. We poor farmers will not get it. It should have been us who receive the aid because we are the ones who really need it but unfortunately we will not receive it.

**Do you buy fertilizers from ROPANIP?**

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<sup>6</sup> Name for greedy people



Public: No. I don't think so. We are not aware of ROPANIP selling fertilizers. The announcement has not been made yet. Maybe they don't want us to know about it.

**Has ROPANIP have been functioning for a long time in the community? How many years?**

Lejye: Well, maybe around one year and a half. Has it been around for two years yet?

Public: It has been around for more that. It has been around for a long time.

Lejye: I myself have not known about it for two years yet.

Public: ROPANIP has grown and it is well known in the community. Now they are buying from the community but in the past they were not.

**Ok. What were they doing in the past for the community? Where they involved in the community?**

Public: No! They didn't do anything for the community. What! Us? No! 😊😊😊.

Lejye: Whatever you sell them they will weigh it to see how much it is. It could be oranges, grapefruit or bananas. They will buy from us. Do you understand?

Public: If you are not part of the association they will not buy from you. No, they will not buy form you.

Lejye: If you are not a member you need a member to sell for you.

Public: They won't acknowledge you as client. Someone with a membership would need to sell your product for you to them. They do all the deals between themselves.

**Are you a member?**

Jacky: No, I am not a member.

**Do you have a friend who is a member?**

Jacky: Yes, I have a friend who is a member.

**Does that friend sell for you?**

Jacky: Yes, when I need to sell he sells for me.

**Does that friend make money from you for selling for you?**

Jacky: No, he does not make money from me because the products are sold at the same price as the local market. I know at what price it will be sold. 😊😊😊

Public: You needed only to know the price at the local market.

**Is he just doing you a favor?**

Jackly: Sometimes he might make some extra money from your merchandise. Here is how it would happen. Each group has a leader. For example, if I have beans to sell I would go to the leader of my group and he will buy the beans from me. Let's say he paid me ten gourdes for my beans then he will sell those beans directly to ROPANIP for maybe twelve gourdes. That is how he might make some extra money. Do you understand?

Public: This deal is between him.

**Groups and associations are the same thing?**

Public: Yes, it's the same thing.

**Can a group have at least 100 members?**

Public: Yes.

**Is ROPANIP buying from all groups?**

Public: Yes.

**Where I was living in the Northwest, groups were called children.**

Public: Where in the Northwest?

**Jean Rabel**

Public: Oh, Jean Rabel?

**Yes.**

**A group over there consisted of four or five people. After you have large groups but they had a different name.**

Public: Jean Rabel is a place where there is a lot of hunger. Humm!

**Let's imagine that you have a sack of cabbage. Do you take it directly to the group or they buy it from you at the local market?**

Public: No, they ask us for it.

**Is there a place that if you need to sell your products that you can take it?**

Kalaf: They would need to ask for product needed first and then we will take it to them. People who are in groups buy from those who are not in groups. Group members will then sell to the group leader who will sell to ROPANIP. Do you understand?

**Yes.**

Kalaf: That means us who are not members sell to members.

**The members will sell ROPANIP?**

Public: Yes!

Kalaf: We cannot sell to ROPANIP because we are not members of a group. If they make extra money from us we don't need to know because we are not members.

**As long as you sell your products at the market price that is enough for you?**

Public: Yes.

**I have another question to ask. How do you plant cabbage?**

Public: We plant the seeds.

Lejye: We first plow the land then plant the seeds. After planting we cover the ground and in three days we would uncover it.

**Where do you buy those seeds?**

Public: At the local markets.

**Are the seeds expensive?**

Public: We buy them in bags.

**But are they expensive?**

Public: Yes, very expensive.

**Will it grow if it doesn't rain?**

Public: If there is no rain we would water them ourselves. We sometimes buy it in Abricot when it's not available locally in Port au Prince.

Jacky: Sometimes we need the seeds but there no place to find it, not even in the local markets.

**When you don't have products to sell to ROPANIP, where do they get food to feed the school children?**

Lejye: Well, they have rice, beans, wheat, corn, and flower. They serve them different food.

**When you have products to sell do you go to ROPANIP and offer your product or do they call you when they need the products?**

Public: No. They call us.

**ROPANIP calls you and asks if you have the products that they need?**

Lejye: They come to ask when they need the products. For example, if they need militon they would come to us and ask for it. We would bring them what we have available to sell.

**In general, when you take your products to the local market who mostly buys them from you? Are the buyers women who came from different places?**

Public: Most of the buyers are Madame Sarah. They came from many different places to buy our products.

**Are the Madame Sarahs purchasing the products in bulk?**

Public: Yes, in bulk. They sell in Port au Prince and Lagonave. They buy the products and sell them all over the country.

**When you need to buy seeds for planting where do you get money to buy them? The reason I am asking is because you said the seeds are very expensive? How do you get money to purchase the seeds you need?**

Jacky: We use our own money.

**Are you using the money you make from selling your products to buy the seeds?**

Jacky: Sometimes when facing hardship we go the bank to get loans. We would go to Unibank to get a loan.

**Is there a place where you can borrow the seeds you need?**

Public: No, there is not such place. You cannot borrow seeds. You have to buy them. You cannot borrow them.

Jacky: You take a loan to buy the seeds.

Lejye: You take the loan from Unibank to buy the seeds you need.

**How much is the interest from Unibank?**

Lejye: Well, that depends on how much you take.

**Ok. What is the biggest amount you can take?**

Lejye: You can borrow as much as you want.

Kalaf: You take an amount that you can repay back. If you take a loan for 5,000 gourdes the interest is 1,000 gourdes.

**If you take a loan of 5,000 gourdes you will pay 1,000 gourdes as an interest?**

Public: Yes, yes.

**How many months is the loan for?**

Public: It is for 5 months.

**After the five months, how much money will give back to the bank?**

Public: You give back 6,000 gourdes.

**Do you harvest every season?**

Public: We harvest every 3 months.

Kalaf: Right now we are working all the time. There is no harvest right now.

**You work all the time?**

Kalaf: Yes, all the time.

**Do you sometimes have dry seasons?**

Public: Yes. Of course! We have to deal with it too.

Jacky: We face dry season most often in December.

**How do you water your farms during the dry seasons?**

Lejye: We buy the water. There are many water reservoirs; we buy water to water the plants.

Kalaf: Now we are buying the water but if a water reservoir can be donated to us we would really like that.

Jacky: Sometimes we have great loss because we lack the funds to buy fertilizers for the plants. In many cases we can lose a whole crop because we don't have money after planting to buy fertilizers.

Lejye: We do not have money.

Jacky: That is why sometimes we lose a whole crop.

Lejye: Sometimes we have a farm of cabbage and a Madame Sarah from Port au Prince comes and buys the whole production in cash. You won't have to sell it in different sections because she buys the whole production. You can sell the whole production for 2,000, 15,000, 20,000 dollar<sup>7</sup>. But in order for you to make all that money you need to be able to handle all the needs of production.

Jacky: You have to be able to care for the crop to make money off of it.

Lejye: You need to be able to care for the cabbage.

Jacky: Yes!

Lejye: You can make a lot of money from the yellow yam too.

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<sup>7</sup> Haitian dollar

**What causes worms to attack the cabbage? Is there a season when that happens most?**

Lejye: Yes, there is season when it happens most.

Jacky: No, the reason it happens is because from the beginning you did not prepare the planting correctly.

Kalaf: Firstly, you need to spray the cabbage.

Lejye: You need a pump to put the pesticide in. You carry the pump on your back and walk around the farm and spray the plants.

Kalaf: If you do that worms will not attack the cabbage.

**You have to spray then?**

Lejye: Yes, the farm becomes very beautiful after you spray it. if you spray it, there will not even be a single blemish on the cabbage leaves.

**Do you also have to spray carrots?**

Public: No! Only cabbage needs to be sprayed.

**Do you also produce potatoes here?**

Public: What! Yes! Of course!

Lejye: The only production we don't have here is rice.

Jacky: We don't have rice and sugar.

Lejye: We don't produce rice, sugar, flower, and millet.

Edi: Besides these we produce everything else.

Jacky: Also about fertilizer, sometimes we cannot find fertilizer. The reason is because they buy it at low price in Fond des Nègres and save it until there is no more locally to make more money from it. Now if they buy for 300 dollar they want to make another 300 dollar profit.

Edi: That is why our farms are suffering.

Lejye: They buy the fertilizer for \$300HTG; we pay them \$600HTG for it.

Kalaf: That is how it is.

**Doesn't the fertilizer sometimes have a negative effect on the land?**

Edi: No, there is no negative effect on the land.

Jacky: In fact, it makes the land produce more.

Lejye: It fertilizes the land. It will give you three harvests in one year.

**The land produces more food?**

Public: Yes.

Lejye: After the first harvest you need to have animals walk and eat on the harvested land. After that you can start your next planting process.

Public: 😊😊😊

**Is there another question? We are satisfied with the information you provided to us. We already told what we are here for and what we will do with the information you provided to us. I don't know if you have any question that you would like to ask our team.**

Lejye: The question I have for you is how you can help us. How will you help us personally?

Kalaf: Do you have a vision to help us in the future?

**What we will do is take what you tell us to PAM. You know the program they have is buying local food to give to different schools.**

Public: Yes.

**The program is called "Home-grown' School Meals". The program is giving local farmers a push in production.**

(chicken squawking in the background)



**At the same time the program is giving the school children nutritious meals. As you said for production to increase they would need to help you in the process. As for us what we can do... Yes, would you like to say something?**

Public: ☺☺☺

**We cannot promise you anything except taking what you said in our discussion to PAM. Are you getting any help from PAM?**

Public: No,no,no

**Well, we will tell them that.**

Kalaf: Even if you tell them that, they will not do anything. Even if we ask them, they will not help us.

Lejye: It is a very stingy NGO.

Kalaf: They will not believe you when you tell them that.

Jacky: They don't see us as people they want to help.

**Really? What can they do to help you?**

(Chicken is still making squawking noise).

**I would like you to know there are certain things I cannot do. I am always complaining about NGOs and organizations who were supposed to help farmers but they are not helping them. The reason I complain about it is because many of my friends give money to these NGOs to help farmers.**

Jacky: No, they are not helping farmers.

Lejye: I see what you mean.

**What you have to know is that the process to help people is complicated. It doesn't seem to be complicated but it is complicated.**

Lejye: You think what they are doing is complicated?

**Yes. These people are from the cities.**

Jacky: Hummmm.

**They don't understand the system of the countryside. They don't know how to get the aid to the people. Sometimes they give the aid to someone to give out that person takes it for himself.**

Lejye: They understand because there is always a lackey with them to tell them what to do.

**Like you mentioned, they can give the aid to someone and that person takes it all for himself.**

Public: Yes, yes.

**They take it and then sell to the people.**

Public: Yes

**Can you give a suggestion on how to avoid something like that from happening? What can they do?**

Lejye: We cannot do anything in that case. We cannot ask for justice because it is a private company? Do you understand?

**Yeah**

Jacky: All are the same...

Lejye: What we can do is work to give our own participation. As for me I think we should sell the products at the local market. Let's say for example some poor woman with three or four children whose father had died purchases product from me to sell at another market. I will give her a better deal so she can maybe make an extra 25 gourdes interest to live on.

(Coughing)

Lejye: Do you understand what I am saying? If a company is not functioning well I rather sell my product at the local market.

Jacky: Yes, I agree with you.

Lejye: But if a company is giving me social aid I will attach myself with that company. (sound of a motorcycle driving by)

**You will attach yourself to this company?**

Kalaf: Yes, I will attach myself to the company.

Lejye: As for this company (WFP), we cannot attach ourselves to it.

Kalaf: They are taking advantage of us.

Lejye: Yes!

Jacky: What I think the solution is, for example if you are the director of WFP what you can do is come with the materials you would like to give. Call all the farmers in a meeting and give materials to them. If every time you want to give aid to the farmers instead of giving it to them directly you give to a director of an organization to distribute, the farmers will never receive it. We are ruined if they keep using this method.

Lejye: They will never give it to us.

**Are you saying that WFP should have a direct relationship with you? Are you saying that WFP should buy your product directly from you?**

Jacky: Yes, what I am saying is that they might send the aid as a gift to us but people who are in charge of distribution will keep it for themselves. They will have us buy it from them.

Lejye: They will sell the aid in their boutique<sup>8</sup>. We will have to buy the aid from them.

Kalaf: They will take the aid for themselves.

**Are you saying for example if seeds are sent as a donation that the leaders will not give them to the farmers but instead sell to them?**

Public: Yes!

**How can we avoid something like that from happening?**

Jacky: Now we are also selling them our products. It should not be like that.

**Ok. The same people who took the aid are also buying your products from you? These people are selling your product to ROPANIP?**

Jacky: Yes, that's how it is.

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<sup>8</sup> Small convenience store

Lejye: It's a headache.☺☺☺

Jacky: If it continues like that they will never be a future for us.

Lejye: Do you understand?

Jacky: We should sit down together and talk about it.

Lejye: We want a company who has great ideas. Who will sit down and talk to us like you are doing.

Kalaf: We will attach ourselves with a company like that.

Lejye: We will work together.

Kalaf: 1, 2, 3, 4, we all will work together with it.

Lejye: We would be happy if we have you as our leader. You could be our judge, mayor, senator, or even our president. The young lady will also be part of the group.

Jacky: Yes, that would be a pleasure.

Lejye: Now it is up to you to see if you can help us in that way. If you can't, I am sorry for us.

Edi: Yes.

Lejye: We have land to work but we cannot work the land.

### **Why can't you?**

Kalaf: We don't have a plan.

Lejye: We don't have money.

Public: We don't have seeds.

### **You don't have seeds to plant?**

Jacky: We don't want to take loans from the bank.

### **Can the land produce?**

Lejye: Yes.

Public: The land is good for production.

Kalaf: It can produce.

Lejye: What is effective about those lands are the pine trees. The pine needles pull the clouds on the land. It always rains on the plateau. The lands are always producing. But we need fertilizers for the plants. After 15 to 20 days you have to put fertilizer on the plants again. Then you scrape (*sic*) off the fertilizer. A well cared production like that will always make money.

Jacky: You will not lose you money.

Lejye: Even if you take a loan of \$10,000 HT you will be able to repay the loan.

Edi: Even you take great care of production if you don't use fertilizer it will not make money.

Lejye: If the production does not get fertilize it will not produce much.

Kalaf: You need to scrape off the fertilizer at least 3 times.

Jacky: A bag of fertilizer costs around \$300HTG.

Kalaf: \$300HTG.

Jacky: You might have sent the fertilizer as a gift to us.

Kalaf: They would have us buy it from them.

Jacky: The fertilizer could have been sold for \$200HT but they save it for later time and have you pay \$300HT or \$400.

Kalaf: That is how they do it.

Jacky: Now the poor people are suffering because they don't have money to pay for it.

Edi: If the farms don't get fertilizer we will lose the harvest.

Jacky: I can't sell them on credit.

Edi: It's not fair.

Lejye: Now the lands are ruined. How did that happen? In the past we used to work the land without fertilizer. After a visit at the center from an agronomist whose name was

Alex, he told us farmers to use fertilizer in farming in order to produce more.

(coughing).

Lejye: Truly we do produce more when we use fertilizer. But now if you plant and don't use fertilizer the land will not produce.

Jacky: It will not produce.

Lejye: It will not produce.

Jacky: It's like you didn't plant at all.

Lejye: If you don't use fertilizer you shouldn't plant at all. 😊😊 Do you understand? Sometimes we face hardship and would like to plant but we cannot.

Jacky: You cannot.

(Several participants are complaining about the hardship they are facing.)

Lejye: The loan is about 25% (coughing) or 20%. A hurricane came and suddenly you lose everything. You try to avoid taking a loan.

Public: You see?

Lejye: You would suddenly see a government car with tinted windows coming to get you.

Public: 😊😊😊😊

Lejye: They don't care if the hurricane or the sun destroyed the whole production.

Jacky: When you are getting the loan from the bank, they told you that they don't care about hurricanes or droughts.

Public: 😊😊😊😊

Lejye: They don't care about any problem you might face.

Public: 😊😊😊😊

Lejye: No matter what happen you have to pay them back.

Jacky: If when you were taking the loan you had showed them your small house as a guarantee, you shouldn't have any hope of the house because they will take it as payment if you can't pay them back.

Public: 😊😊😊😊

### **They will take your home as payment?**

Lejye: Your home belongs to them now!

(Coughing)

Jacky: That is why not everyone can get a loan. If you don't own land, animals, or a house the bank will not give you a loan. The bank needs to see you have something you can sell to pay them back.

Public: 😊😊😊😊

### **You will not get a loan from them again?**

Jacky: Are these people who want to help the poor?

Lejye: That is not how sharing is done.

Edi: HEYYY! 😊😊😊

Jacky: I believe that in a country that is organized people share with each other. For example, if someone planted cabbage and doesn't have the money to buy fertilizer, someone could help that farmer get the fertilizer he needed for his farm.

Lejye: No, there should be an agreement with the people selling fertilizers.

Jacky: Exactly!

Lejye: At first he should sell you the fertilizer you need for planting....

Jacky: After the harvest you know you have to meet with that person...

Lejye: Yes, meet with him.

Jacky: You will meet with him to pay what you owe him for the fertilizer.

Kalaf: Yes.

Lejye: You will have to pay something extra for that.

Jacky: You will not get help from them. You will lose your harvest for sure.

Edi: They don't see us as people to help.

Lejye: Even if you live at the bottom of the ocean they will take your land if you cannot pay back the loan.

Jacky: Yes.

Public: 😊😊😊

Lejye: Now do you see the type of problem we have in the country? That's why we don't look up to these companies. We had to keep our heads down like zombies.

Jacky: The country could have been developed but there is no support for us.  
(Rooster crowing)

Jacky: The majority received aid that is why they are functioning. But not us.

Lejye: The company (WFP), what is its nationality? I don't know its nationality.  
(Rooster crowing)

Lejye: What is the name of the company you said you are representing? **WFP**

Lejye: WFP, yes. It's an American company?

**No, United Nations.**

Lejye: United Nations? Doesn't that mean American?

**No, it's not American. USAID is American.**

Lejye: Oooh, ok.

**CARE is also American.**

Lejye: Each company and country has an acronym.



**Mmmhummm.**

Lejye: There is no society. Ok.

**WFP mostly gives food aid. It will be giving a lot of food in Jeremy for example.**

Edi: Hummm, Jeremy.

Lejye: As for us we never receive any aid. We are functioning with the small amount we have.

Edi: We never receive aid around here.

Kalaf: Look how the hurricane destroyed all the farms here!

Reno: Even that church over there was destroyed by the hurricane.

Edi: Yes.

(Rooster crowing)

Reno: That big church over was destroyed by the hurricane and we will never get help to rebuilt it.

Edi: Do you see the metal sheets and the woods over there, all that was brought by the wind from the church.

Kalaf All the metal sheets...

Lejye: They were brought there by the wind from the hurricane.

**The church was on top of that?**

Public: Yes.

Edi: It destroyed it.

Lejye: The blocks...

Edi: The wind completely destroyed it.

**Are you a pastor?**

Reno: Yes.

Lejye: You see that over there is what the wind left for us.

Public: 😊😊😊

Lejye: The wind took all the metal sheets.

**It took all of them?**

Lejye: Do you see where the church building was over there?

**Umhumm**

Lejye: It took the whole building and put it way over there.

Edi: Way over there is a meadow. There are no houses there.

Lejye: People took the remaining metal sheets and woods to build kitchens and houses.

Public: They did whatever they wanted with what remained.

Lejye: We will never get those metal sheets back.

Edi : We lost chickens, pigs, and cows.

Jacky: Yes.

Edi: Oh my gosh, we are disabled in this country!

**No one came to help people in this community?**

Jacky: No one came.

Lejye: We have not received any aid yet.

Edi: We have not got the chance yet.

Jacky: If they are coming we haven't seen them yet.

**Jeremy is getting most of the aid.**

Kalaf: Everyone is headed to Jeremy.

**They are going to Les Cayes too. Jeremy was in the middle of the hurricane. It was hit the hardest..**

Edi: It seems to be worst in Jeremy.

**I have friend in Jeremy who said there are no trees left. Natacha can you please take names and contacts of the participants. You said this community is called Salagnac?**

Public : Yes.

**6<sup>th</sup> communal section of...**

Lejye: Paillant

Jacky: Commune of Paillant

**I want to take your name. What is your name?**

Jacky: My name is....

**Jacky?**

Jacky: Yes.

....

**Are you a farmer?**

Jacky: Yes.

**And the pastor....?**

Kalaf Pastor

**Reno?**

.....

**Do you have children? How many children do you have?**

Kalaf: I have 5.

**All of them are alive?**

A bag is being zipped.

Kalaf Enhen

**Do you have a phone number to be contacted?**

Kalaf : My phone was stolen. They stole my phone.

Public: 😊😊😊

Lejye: Phone is a like a toy nowadays.

Public: 😊😊😊

Lejye: The thugs took my phone while I was sitting here and they laughed at me after they took it.

**What is your name?**

Edi: My name is Kalaf

**Is Kalaf your father?**

Kalaf: No.

Lejye: Cousins

Kalaf: Family

Lejye: Each child a brother and a sister.

**Edi?**

Edi: Yes.

Jacky: Pastor you could have given the number of someone in your house.

Reno: I will give it.

**Do you children?**

Edi: Me? Yes.

**How many do you have?**

Edi: Only 1

**Do you have a phone number?**

Edi: I don't own a phone but I can give you a number to contact me.

(motorcycle passing)**And you sir...**

Lejye: Lejye Sazieu

**Sazieu Lejye**

Lejye: Mmmm

**How many children do you have?**

Lejye: I am left with 2, 3 died.

**Do you have a phone number?**

Lejye: Please, I want to give you 2 numbers.

**Ok**

Lejye: Yes (coughing) A Digicel and a Natcom (coughing)

**And you...**

Dezomis: Dezomis....

**Dezom**

Dezomis: Dezomis...

**Are you a farmer?**

Dezomis: I am a farmer, yes.

(A car is driving by)

**How many children do you have?**

Dezomis: 2, yes. Livelihood is hard.

**Do you have a phone number?**

....

**OK. Are any of children in a school where they receive free lunch?**

Dezomis and Lejye : No.

**No one has children that receive a free lunch form school?**

Dezomis and Lejye : No!

**The community doesn't have a school with the free lunch program?**

Lejye: Yes, there is. Here is how it works. If you don't give the child the 5 gourdes to pay for the lunch they will not give it to him. He will not eat on that day.

**Is WFP providing the food for these schools?**

Jacky : I don't know if it is WFP

Lejye: I don't know if it is the government.

\*\*\*\*

Endnotes

<sup>i</sup> The list of priorities are taken from the, Ministère De L'éducation Nationale Et De La Formation Professionnelle (MENFP) Programme National De Canteen Scolaire (PNCS). Politique et strategie nationales d'alimentation scolaire (PSNAS)

La prestation de services alimentaires de qualité dans les écoles par l'inclusion du secteur privé et associatif et la priorisation du snack (petit déjeuner) servi avant l'ouverture des classes et, si les financements le permettent, du repas chaud servi après les heures d'étude.

Le soutien à l'économie locale et la production d'aliments locaux en exigeant que ces derniers entrent de façon quasi-exclusive dans le panier des aliments fournis dans les écoles.

Le développement des capacités nationales nécessaires à la bonne gestion des actions d'alimentation scolaire, nécessitant spécifiquement une réforme institutionnelle du Programme National de Canteen Scolaire (PNCS) autour de son rôle normatif, de coordination et de gestion de contrats et l'engagement des Collectivités territoriales et des communautés dans des modalités de mise en œuvre décentralisées. Le PNCS n'interviendra plus en tant qu'opérateur direct de l'alimentation scolaire.

<sup>ii</sup> From a statistical survey point of view there are other advantages to maintaining a data base of ten parents per school. Many can be expected to lose phone numbers, thus with ten respondents per site telephone surveyors should always be able to locate at least one respondent per school-site (for representativeness, we recommend only 1 per site interviewed for regional surveys). Subsequent surveys will be able to locate at least one respondent per site to develop representative samples of the areas. Regard the use of the parents as respondents for other surveys not directly related to the survey—i.e. to gather data for economic, ecological and crisis issues--respondents living in proximity to one another can be expected to share customs, expectations and feeding practices, thus one respondent per site will be representative of that zone.

<sup>iii</sup>

Table ##: Respondent Cited Duties of Parent Committee	
What the committee is supposed to do	Count
Be Informed Activities regarding the Canteen	4
Work with Director in Managing the Canteen	11
Supervise use of the Food Delivered to Canteen	11
Help in all Activities of the School	7

- 
1. What they give to make stew is too little and I would like for WFP to pay the cooks.
  2. Give more food.
  3. The canteen works very well.
  4. The catine is important. But at the moment we do not have the money to pay because the hurrince ravaged us.
  5. The canteen is important for parents. It kills the worms in the children's stomachs.
  6. The canteen helps us parents a lot.
  7. The canteen is truly a good thing. It should stay.
  8. I would like for the canteen to always be there.
  9. I would like the canteen to develop. And that they help the parents pay the money they ask for it.
  10. I would like for the canteen to always be there.
  11. I would like for the canteen to be there until the end.
  12. I see that the canteen is working very well.
  13. The food is not cooked well.
  14. I would ask that the people responsible put more emphasis on local food so that the children eat things that are goo for them.
  15. I hope it continues because it's a relief to us parents.
  16. I would like to express my arrpreciation to those responsible, and I hope they come with more food.
  17. For two years I've been making food and I have never gotten thing for it. I would like them to think about giving us something too.
  18. I don't like when the school sends the children home because they do not have the money for the canteen.
  19. I like the food and it helps us parents.
  20. I would like that the cantin is always in the school to help relieve us parents.
  21. I would like them to pay the people who work in the canteen.
  22. I see that it's a good program.
1. Bagay yo konn bay pou fe bouyon yo tro piti, m ta remen poum pam ta peye kwizinye yo
  2. Bay manje ya pi plis, pou program kantin toujou la
  3. Kantinn nan ap mache tre byen
  4. Kantinn nan empotan men nan moman sa yo nou pagen mwayen pounn peye akoz de siklonn kite ravaje nou
  5. Kantinn nan empotan pou Paran yo li tou ye ve nan vant timoun yo
  6. Kantinn nan itil Paran yo ampil
  7. Kantinn nan vreman bon fok li toutjou rete
  8. M ta Remsen pou kantinn nan toujou la
  9. M ta renmen kantinn nan progresse,epi ede paran yo peye fre yo mande a
  10. M ta renmen pou Kantinn nan toujou la
  11. M ta renmen yo kembe Kantinn nan jiska lafen
  12. M we kantinn nan ap byen mache
  13. Manje yo pa byen
  14. Map mande pou responsab yo plis panche sou prodwi lokal yo pou timoun yo ka manje bon bagay
  15. Mw ta swete kontinye pase soulage paran yo
  16. Mwen feliste responsab pam yo, e mwen ta swete ke yo vini avek plis manje toujou
  17. Mwen gen 2 zan map fe manje mwen pa janm jwenn anyen, m ta renmen yo panse pou yo banou yon bagay tou
  18. Mwen pa renmen le yap Voye timoun tounen pou TÃ"t lajan Kantinn nan
  19. Mwen renmen manje a e li proteje paran
  20. Mwen ta renmen kantinn nan toujou nan lekol la pou soulaje Paran yo
  21. Mwen ta renmen yo peye moun kap travay nan Kantinn yo
  22. Mwen we se yon BÃ"l program



- 
23. We are happy that the canteen is there. We hope it remains.
24. Us who are one the parents committee work so the canteens functions well. They should think about us too.
25. We would like that the canteen is always there.
26. We would like them to give the children juice.
27. We would like it to always function because it helps us a lot.
28. We would like them to continu with the canteen.
29. I'm upset because when the children have not money they don't feed them.
30. I hope the canteen continues because it helps us a lot.
31. This is great program. I hope tha it continues to develop.
32. I would like them to continue to give food at the schools because the children come home with a full bely.
33. I would like them to continue to give food at the schools because the children come home with a full bely.
23. Nou kontan kantine nan b pu yo bay bay pi bonÃ© nou ta swete kantinn nan tj la
24. Nou menm andan komite Paran kap travay pou Kantinn nan byen mache a fok yo panse ave nou
25. Nou ta renmen Kantinn nan toujou la
26. Nou ta renmen yo bay timoun yo Ji
27. Nou ta poul toujou fonktyone li edew anpil
28. Ou ta renmen pou yo rebay kantin nan
29. Oui se paske depi ti moun yo pa kob yo pa bayo mange ok
30. Pou kantine nan kontinye paske li ede nou anpil
31. Se yon BÃ©l programm, mwen ta renmen l Avanse pou pi devan
32. Wi mw ta renmen yo kontinye bay mange ya lekol la paske ti moun yo sot lekol vant plenn
33. Wi mw ta renmen yo kontinye bay mange ya lekol la paske ti moun yo sot lekol vant plenn