

# **Impact Evaluation of UNICEF's Let Us Learn Cash Transfer Supplement Social Protection Component in Madagascar**

## **Endline Report**

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Paula Dias, Yasmina Haddad, Kevin Kamto, Adria Molotsky, Mitchell Morey, Hannah Ring, Victoria Rothbard, David Seidenfeld

**OCTOBER 2021**

This Impact Evaluation was commissioned by the UNICEF Madagascar Country Office.

**Evaluation Implementation Period:**

Aug 2016 – Oct 2021



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## Acronyms

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AIR	American Institutes for Research
COVID-19	Coronavirus
CRAN	Cours de Remise à Niveau
DAC	Development Assistance Committee
DID	Difference-in-differences
ERG	Evaluation Reference Group
FGD	Focus Group Discussion
FID	Development Intervention Fund
ICC	Intracluster correlation
IRB	Institutional Review Board
KII	Key Informant Interview
LCMS	Living Conditions Monitoring Survey
LUL	Let Us Learn
MIS	Management Information System
MPPSPF	Ministry for Population, Social Protection, and Women's Empowerment
SNPS	National Social Protection Strategy
OECD	Organisation for Economic Co-operation and Development
OHRP	Office of Human Research Protection
PPE	Per Pupil Expenditure
RCT	Randomised Controlled Trial
TOR	Terms of Reference
TMDH	Monetary Transfer for Human Development
UNEG	United Nation's Evaluation Group
UNICEF	United Nations Children's Fund
UNESCO	United Nations Educational, Scientific and Cultural Organization

## Executive summary

Madagascar is one of the poorest countries in Africa, with 75 per cent of the Malagasy people living below the international poverty line of \$1.90 in 2019 (World Bank, n.d.). Furthermore, 67.6 per cent of Malagasy children are reportedly multidimensionally poor, meaning that they suffer material deprivation in at least two different dimensions of well-being (Silva-Leander, 2020). Overall, the country is ranked 164 out of 189 countries and territories on the Human Development index, with a value of 0.528 (UNDP, 2020). The extreme poverty is further aggravated by natural and environmental disasters, such as cyclones and drought. For example, Southern Madagascar is facing its fourth consecutive year of droughts, the effects of which are expected to quadruple child malnutrition in the region (UNICEF & WFP, 2021). In 2020, the COVID-19 (coronavirus) pandemic affected Madagascar's upward economic growth experienced over the previous three years, potentially reversing recent declines in poverty rates (World Bank, n.d.).

Generally speaking, children in Madagascar lack opportunities to receive adequate support in health and education. Only 76 per cent of children are enrolled in primary education, with 23.7 per cent repeating Grade 1 (World Bank, 2018). With almost 80 per cent of the country residing in rural areas, 21 per cent of primary school-aged children in rural areas are out of school, compared to 6 per cent of children in urban areas (World Bank, 2018). In addition, compared to 9 per cent in other low-income countries, Madagascar's per pupil expenditure (PPE) in primary education as a percentage of GDP per capita is 7 per cent (World Bank, 2018)—thus highlighting the need for further investment in the country's education sector.

The existing literature on education in Madagascar suggests that large, structural problems limit the effectiveness of schooling. Education costs are the primary driver of school dropout in countries like Madagascar (Huisman & Smits 2015; Glick & Sahn 2006). Poor households in particular are more likely to withdraw their children from school as it becomes costlier. Further, households in Madagascar appear to have a poor understanding of the returns on education. Nguyen (2008) found that people in Madagascar do not know how much children benefit from education. However, when presented with this information, individuals begin to enrol their children in school. Evidence also indicates that school management suppresses school enrolment in Madagascar (Lassibile, Tan, Jesse, & Van Nguyen, 2010). When individual schools reformed their management structure to improve pedagogical practices, student enrolment, attendance, and grade repetition all improved.

### Evaluation approach

**External Evaluation Timeline:** August 2016—March 2021 (In total, three data collection rounds; baseline, midline, and endline).

**Data collection sites:** Districts Mahanoro, Toamasina II, Vohipeno, Betioky Atsimo, Faratsihio and Ambohimahasoa.

**Objectives:** Assess the relevance, efficiency, effectiveness, impact, coherence, and sustainability of LUL.

**Methods:** Primary quantitative data collection through surveys and desk review, and primary qualitative data collection in the form of key informant interviews with stakeholders and focus group discussions with parents and children of LUL beneficiary and nonbeneficiary households.

## **Overview of intervention being evaluated**

In recent years, the government of Madagascar has been gradually developing a social protection system to better respond to the needs of its population. In 2014, the Malagasy government ranked last in the UNDP Social Protection Index for Africa, spending only 0.7 percent of its GDP on social protection (UNICEF, 2021). In order to encourage increased investment in social protection, the government elaborated a National Social Protection Policy in 2015 that focused on four axes, the first of which is “Increasing the incomes of the poorest.” Under Axis 1, the national social safety net programme is composed of two main components: “(i) a conditional cash transfer programme known as TMDH/LUL (Monetary Transfer for Human Development / Let Us Learn) conditional cash transfer related to primary and secondary school attendance, and (ii) a cash transfer programme on productive safety net (PSN)” (Celada, 2017). It is important to note, though, that only 5% of the poorest households and 3% of the poorest children are benefitting from these programmes, a far cry from the goals of 15% by 2023 and 50% by 2030 (UNICEF, 2021). Operating with an estimated budget of 4.4 million USD, the TMDH and LUL conditional cash transfer programmes provides social assistance in the form of monetary cash transfers to the poorest households in order to reduce the financial barriers limiting access to school.<sup>1</sup> The programmes were launched by the Ministry for Population, Social Protection, and Women’s Empowerment (MPPSPF), in collaboration with the Development Intervention Fund (FID) as implementing partner, World Bank as a funder for TMDH, and the support of the United Nations Children’s Fund (UNICEF) Madagascar as a technical assistance partner and funder for the LUL conditional cash transfer programme. The LUL cash transfer supplement provides a second cash transfer to TMDH beneficiary households (also known as rights holders) with older children in order to promote transition to and continued enrolment in secondary school. The transition from primary school (7ème) to lower secondary school (6ème) at roughly 10 years of age is a point at which many students in Madagascar leave school. UNICEF identified three goals for LUL: 1) a substantial number of girls and boys registered in school and the dropout rate is reduced; 2) a large proportion of children have access to basic education, especially the most excluded children; 3) social protection dialogues are in place as well as measures to incorporate social protection into relevant programme areas.

The LUL supplement transfer is part of a greater LUL programme that also distributes learning materials and is supporting a remedial education program entitled Cours de Remise à Niveau (CRAN). This evaluation, however, only focuses on the supplemental cash transfer component of the program. The TMDH and LUL transfers began in October 2016 and continued throughout the 2016–2017, 2017–2018, 2018–2019, 2019–2020, and 2020–2021 school years. The LUL cash transfer supplement ended in August 2021. The programme’s exit strategy includes the distribution of self-sufficiency agricultural kits to beneficiaries, as well as training sessions on improved agricultural techniques for youth. This evaluation of the LUL cash transfer supplement has been commissioned by UNICEF. A separate evaluation of TMDH will be commissioned by the World Bank.

## **Evaluation purpose and intended users**

This summative evaluation serves two primary purposes. First, the primary users of this evaluation include UNICEF Madagascar, FID, and the MPPSPF, who can use the report to improve the LUL cash transfer programme and inform the development of other cash transfer

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<sup>1</sup> In 2016, the expected budget for the LUL programme was 1,591,590 USD (UNICEF, 2016).

programmes in Madagascar. The secondary users of this evaluation include partners, policymakers, donors, UNICEF ESARO and Headquarters. It is expected that the evaluation can inform these users about the impact the national programme has had on reducing the vulnerability of poor people in Madagascar. It is our hope that the results and lessons learned from the evaluation will be used to inform the development of the national social protection system in Madagascar. From this perspective, the intended users of this evaluation include MPPSPF, the Ministry of National Education, FID, the UNICEF Madagascar Country Office, and the World Bank, also known as the duty bearers for the evaluation.

## **Evaluation objectives**

As stated in the TOR, the general objective of the consultancy is to conduct impact and process evaluations of the LUL component of the TMDH programme. The primary objective of the evaluation is to assess the relevance, effectiveness, efficiency, impacts, coherence, and sustainability of the LUL programme.

## **Evaluation methodology**

This LUL evaluation draws on a mixed-methods design, combining a longitudinal quantitative randomised controlled trial (RCT) with a qualitative process evaluation using interviews and a desk review. As much as possible, we use the quantitative and qualitative methods to complement each other so that we can triangulate all findings.

### ***Impact evaluation***

The impact evaluation of UNICEF's LUL supplement to the TMDH transfer is a 4.5-year, multi-armed RCT design. The AIR team estimated the effect of the LUL supplement on key outcomes, including school enrolment, child labour, and household support for education. We compared households randomly assigned to receive no transfer (control), receive the TMDH transfer but not the LUL supplement (TMDH only), or receive the TMDH and LUL supplemental transfers (LUL). We provide rigorous impact estimates by exploiting an RCT design in which the treatment arm was randomly assigned at the commune level using a two-step process. During the first step, 38 of the 52 communes were randomly assigned to receive the TMDH transfer, while the remaining 14 communes would receive no transfer. During the second step, 26 of the 38 communes were randomly assigned to receive the LUL supplement in addition to the TMDH transfer.

The study included three rounds of data collection: the baseline round was conducted in August and September 2016, a one-year follow-up was conducted in mid-2018, and the endline took place in early 2021. At baseline, 4,484 households participated in the survey. At midline, the sample increased to a total of 6,006 households. Between the baseline and midline rounds, 3,650 household joined the study to increase its statistical power, while 2,356 households were holdovers from baseline. The additional midline households were randomly selected from a roster of eligible households. At endline, we surveyed 2,588 total households (1,455 from midline plus 1,133 new randomly selected households). Of these households, 1,602 were LUL recipients (a 66.85 per cent increase from midline); 462 were LUL-eligible, TMDH-only households; and 524 were LUL-eligible households from control communes (not receiving either LUL or TMDH).

### ***Process evaluation***

The process evaluation design included one round of primary qualitative data collection at the central, district, and commune/village levels and a brief document review. To investigate

research questions related to programme relevance, efficiency, coherence, and sustainability, AIR conducted 22 KIIs with selected UNICEF, FID, World Bank and MPPSPF staff overseeing the LUL component, as well as other collaborators/implementers. AIR also conducted at total of 24 FGDs with beneficiary children and parents as well as non-beneficiary children and parents to address research questions related to programme relevance, efficiency, and impact. Through the document review, AIR examined relevant LUL programme design documents and reports, UNICEF programmatic and strategic documents, and national social protection strategy and policy documents. We triangulated findings from the process evaluation and impact evaluation to deepen the research team's understanding of programme impacts and identify implementation issues that could potentially affect impacts.

### ***Limitations***

We identified six primary limitations to the study. Firstly, the LUL transfer targets, among others, children who have already dropped out of school and we are less likely to detect impacts for that group. It is possible that households may have reacted to their treatment status before the baseline survey. We could not secure the transfer of a full history of administrative transfer records, so it was not possible for us to characterize the typical payment delay. Our research design included only one round of qualitative data collection, which gives us a snapshot of implementation at a given time but does not allow us to fully understand how implementation has changed or evolved over time. Qualitatively, it was challenging to disentangle the perceived impacts of LUL from TMDH. Finally, due to travel restrictions during the COVID pandemic, the AIR team was not able to travel to Madagascar to train the ATW team and conduct high-level key stakeholder interviews in person.

### **Key findings**

Our findings suggest that the LUL cash transfer was relevant to the needs of the target group and aligned with government priorities, though beneficiaries reported that they still had outstanding education costs associated with children's schooling. Self-reported programme take-up increased among eligible households from 62.5 per cent at midline to 71.9 per cent at endline. The LUL programme faced challenges in disbursing payments in a timely manner, though it was effective in delivering the correct sum of money to beneficiary households.

Overall, we find that the LUL cash transfer led to improvements in school enrolment amongst recipients. However, many children in the upper end of LUL's 11–18-year-old eligibility range are still not enrolled in school, and grade progression rates appear to slow for children in higher grades. These findings suggest that grade progression and dropout are still concerns for the programme. In addition, while we find that the LUL transfer had limited impacts on selected outcomes that improved children's education, it does not appear to have affected other outcomes, such as consumption or food security. These limited impacts are unsurprising, given that the LUL programme was designed as a top-off for the existing TMDH transfer that supports households with children. Focus group participants generally agreed that the LUL cash transfer made a difference in their ability to send their children to school, though they noted that they still had additional costs they would incur for their children to attend school.

Qualitative data suggest that LUL was consistent with other national and international programmes, and harmonized programming with other projects such as TMDH, resulting in time and resources savings. However, several stakeholders called for stronger collaboration related to monitoring student attendance. The LUL cash transfer top-up will not continue in

its current form after the last payment in August 2021. UNICEF plans to move towards an unconditional cash transfer scheme with a lower administrative burden. Some informants expressed concern about the heavy reliance on UNICEF as the external funder of the LUL cash transfer, while others noted that the government of Madagascar had started contributing to the TMDH cash transfer and were more optimistic about government ownership of cash transfers as part of the national social protection plan moving forward.

## Key conclusions

In this section, we present a table with key conclusions based on the research findings described above, organized by different evaluation criteria. We also present our evaluative rating of each criteria. A green rating indicates that, as per our evaluation, the program was generally successful in meeting the criterion, a yellow rating indicates that the program was partially successful in meeting the criterion, and a red rating indicates that the program was generally unsuccessful in meeting the criterion.

Evaluation Criteria	Key Conclusions	Evaluative Rating
Relevance	<ul style="list-style-type: none"> <li>Transfers were quite relevant for the setting of secondary school in Madagascar.</li> <li>The amount of the transfer was not relevant in that it was not large enough to cover the entire opportunity cost of children aged 11–18.</li> </ul>	Green
Efficiency	<ul style="list-style-type: none"> <li>Further advertisement of the LUL programme could have increased programme take-up.</li> <li>Payment process was largely effective in ultimately delivering the correct sum of money to beneficiaries.</li> </ul>	Yellow
Effectiveness	<ul style="list-style-type: none"> <li>LUL reduced cost-related barriers to school access.</li> <li>LUL should be paired with interventions that directly target education quality in order to achieve impacts on dropout rates, grade progression and learning outcomes.</li> </ul>	Yellow
Impact	<ul style="list-style-type: none"> <li>The transfer served as an incentive for households to enrol children in school and offset lost wages from child labour.</li> <li>The size of the transfer was likely too small for households to cover other education expenditures or to change aspects of their consumption behaviour.</li> </ul>	Yellow
Coherence	<ul style="list-style-type: none"> <li>The LUL cash transfer benefitted from synergies with TMDH.</li> <li>There may be additional opportunities for partnerships with other national and international programmes.</li> </ul>	Yellow
Sustainability	<ul style="list-style-type: none"> <li>The LUL transfer will not continue in its current form after the final payments are made to beneficiaries in August.</li> </ul>	Red

## Lessons learned

Several lessons learned emerged from the evaluation findings that can inform future cash transfer programming—especially cash transfers focusing on education. In particular, the results of this programme evaluation highlight the following lessons:

1. Programme goals should be carefully identified, and the transfer structured to attain those goals.
2. Conditionality reporting for cash transfer programmes should be simplified as much as possible to minimize the administrative work required of school staff and to ensure that attendance data are reported accurately and with the required frequency.

3. Implementing agencies of cash transfer programmes should ensure that beneficiary lists are frequently updated and there is adequate coordination between the beneficiary lists when carrying out more than one interrelated programme (such as TMDH-LUL).
4. It is important for studies of supplemental cash transfer programmes to continue to include a mixed-methods design that allows for rigorous examination of the supplemental cash transfer while still capturing more holistic perceptions about the entire joint programme.

## **Key recommendations**

The evaluation team developed recommendations for the LUL programme based on the research findings and conclusions of this study. Based on a workshop conducted with duty bearers, the team validated and prioritized recommendations. We have organized the recommendations below starting with those that are of the highest priority and most feasible.

- 1. In future cash transfer schemes, UNICEF, FID, and MPPSF should ensure there is a clearly defined and well-functioning complaints mechanism that all beneficiaries are aware of.** The key personnel who are tasked with transmitting beneficiary complaints to FID and relaying follow-up information to beneficiaries must be clearly identified. Further, FID should consider developing a mechanism for tracking complaints and communicating complaint status to beneficiaries.
- 2. When payments are delayed, FID should ensure beneficiaries are promptly informed of when they will receive the next payment.** LUL payments were regularly delayed due to COVID-19 and insecurity issues. It is essential to promptly and clearly communicate payment delays to retain beneficiary trust and facilitate their planning.
- 3. UNICEF should work to ensure greater synergies between cash transfers and ongoing interventions targeting education quality.** LUL overlapped with initiatives aiming to improve access to education but lacked a focus on education quality. Ensuring linkages between cash transfers and programmes to improve education quality, could provide a more comprehensive approach to overcoming the existing barriers to education that students face.
- 4. UNICEF, FID, and MPPSPF should consider a universal cash transfer scheme with a smaller administrative burden to ensure payments are delivered on time consistently.** The administrative burden of reporting conditionality has already been identified by UNICEF as a challenge to sustainability, and the organization's plan to move towards an unconditional, universal child benefit would avoid this issue. However, while the LUL programme continues, FID should consider simplifying the process of reporting conditionality as much as possible, and clearly communicate the process to stakeholders.
- 5. UNICEF should consider a larger transfer amount, combined with “soft conditioning mechanisms,” to maximize impact and ensure the enrolment and attendance gains continue as the programme transitions towards a universal cash transfer.** A larger transfer per child could lead to bigger impacts and would address the concern about 10,000 AR being too small to induce change. Incorporating “soft conditioning” mechanisms, such as messaging about the importance of attendance, could help sustain enrolment and attendance gains observed through the LUL cash transfer supplement. This messaging could be targeted at children in key transition grades who are particularly vulnerable to drop out.

**6. UNICEF should continue to advocate for government support of cash transfers and consider developing a contribution schedule with increasing annual targets for government contributions to the universal cash transfer.** As UNICEF moves towards a universal cash transfer, continuing advocacy could foster government buy-in of cash transfers, and a contribution schedule could encourage increasing levels of government support of cash transfers going forward.

## 1. Introduction

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In late 2016, the United Nations Children’s Fund (UNICEF), in partnership with the Ministry of Population, Social Protection and Promotion of Women (MPPSPF) and in coordination with the Development Intervention Fund (FID), undertook an adolescent-focused cash transfer to support children’s education as they transition from primary school to secondary school. The Let Us Learn (LUL) transfer programme (in Malagasy, Nda Hianatra) is a supplemental transfer that supports older siblings of children benefiting from the Monetary Transfer for Human Development (TMDH). UNICEF designed the LUL programme in response to the increasing school dropout rates beginning at roughly age 11.

UNICEF Madagascar contracted the American Institutes for Research (AIR) to design and implement an impact evaluation of the programme in 2016. The evaluation of the LUL cash transfer supplement is a mixed-methods study comprised of a 4.5-year randomised controlled trial (RCT) with both longitudinal and cross-sectional elements and a qualitative process evaluation. The purpose of the evaluation is to learn if and how the programme impacts the lives of beneficiary households, particularly for children, for an array of outcomes including school enrolment, consumption, child labour, and parents’ expectations (a complete list of outcomes is included in this report). On a broader level, the evaluation aims to learn lessons about implementation that will inform the future of the programme, as well as inform policy makers and donors about the impacts of the programme.

For the baseline (2016) and midline (2018) rounds, AIR was responsible for LUL impact study design, analysis of data, report writing, and collaborating with UNICEF to disseminate results. ideas42, a global research firm, was hired by UNICEF to oversee data collection activities at baseline and midline. Ideas42 was responsible for programme design and sampling structure—they identified programme communes, randomly assigned treatment arms, established data collection sample sizes, and oversaw data collection activities. In turn, ideas42 hired CAETIC Développement, a locally based research and data collection organisation, to oversee and coordinate quantitative data collection.

The midline evaluation found low take-up rates of the LUL programme (63 per cent of eligible households), which compromised the transfer’s ability to improve schooling for all households and the evaluation’s ability to detect programme impacts (AIR, 2019). Based on these results, UNICEF decided to redefine the focus and scope of the evaluation. At endline, UNICEF included additional research questions focused on identifying implementation constraints through qualitative methods. UNICEF also included additional research questions on relevance to better align the evaluation to UNICEF and UNEG evaluation norms. Further, UNICEF requested that AIR take over responsibility for overseeing data collection activities at endline (previously under ideas42).

This endline evaluation is summative in nature and includes the endline round of survey data collection and an in-depth qualitative approach focused on the implementation of the programme. The primary goal of this endline report is to assess the relevance, effectiveness, efficiency, impacts, coherence, and sustainability of the LUL programme.

## 2. Background

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The LUL transfer programme is part of an international initiative in five countries aiming to increase equity in education programming. In Madagascar, the LUL programme focused on providing cash transfers to encourage the transition from primary to secondary school as well as to improve the education environment through school construction and teacher trainings.

### 2.1. Existing evidence

Cash transfer programmes are a common method of social protection used to increase access to schooling, healthcare, and productive assets. Such transfers can be provided with or without conditionalities attached (i.e., behavioural requirements that need to be met in order to receive the cash). There is extensive literature on the effects of cash transfer programmes on education and broader wellbeing outcomes in developing countries, with each providing reviews of the literature on impacts on education (Baird, Ferreira, Özler, & Woolcock, 2014; Fiszbein & Schady, 2009; Saavedra & Garcia, 2012). The systematic reviews and meta-analyses referenced herein find that cash transfer programmes yield an average 6 per cent improvement in school enrolment and a 3 per cent improvement in student attendance, with transfers conditional on schooling attendance boasting even larger impacts. Effect sizes on schooling outcomes have been found to depend in part on the size of the transfer and access to schools.

Since launching its Social Framework in 2012, UNICEF has become one of the leading funders of cash transfer programming around the world with over 100 country offices supporting cash transfer programming by 2015 (UNICEF, 2017). UNICEF supports social transfers as a means of social protection, especially for children, due to their predictable nature and ability to protect households from the impacts of shocks and to support the accumulation of human capital, productive and financial assets. Further, UNICEF has found cash transfers to be one of the preferred methods of delivering social protection in many countries as they are often cross-cutting programmes which support a variety of sectors (UNICEF, 2017).

Many cash transfer studies demonstrate that improving a household's food consumption, as well as its access to basic needs such as healthcare, decreases the demand for children to contribute to income generation and household chores (de Hoop & Rosati, 2014; Kilburn et al., 2017). Additionally, several studies demonstrate the connection between decreased child labour and increased school outcomes. Reduced child labour is one goal of the programme; however, it also serves as a possible pathway to improving educational outcomes, as demonstrated in several studies (Dammert, 2010; Handa et al., 2017; Khanam, & Ross, 2011; Kookana et al., 2016; Nonoyama-Tarumi).

A large literature demonstrates the effects of cash transfers on child health, especially when the cash programme targets children (De Groot, Handa, Ragno, & Spadafora, 2017; Hirvonen, Bossuyt, & Pigois, 2017; Huang et al., 2017). Similar to food consumption, improved child health represents an important step along the causal pathway to increased school enrolment and attendance (Alderman, Behrman, Lavy, & Menon, 2001; Bobonis, Miguel, & Puri-Sharma, 2006; Glewwe, Jacoby, & King, 2001; Miguel & Kremer, 2004; Saps et al., 2018; Trinies, Chang, Garn, & Freeman, 2016).

## **2.2. Overview of intervention**

As one of the poorest countries in Africa, 75 per cent of Malagasy people live below the international poverty line of \$1.90 in 2019 (World Bank, n.d.). Furthermore, 67.6 per cent of Malagasy children are reportedly multidimensionally poor, meaning that they suffer material deprivation in at least two different dimensions of well-being (Silva-Leander, 2020). Overall, the country is ranked 164 out of 189 countries and territories on the Human Development index, with a value of 0.528 (UNDP, 2020). Extreme poverty is further aggravated by natural and environmental disasters, such as cyclones and drought. For example, Southern Madagascar is facing its fourth consecutive year of droughts, the effects of which are expected to quadruple child malnutrition in the region (UNICEF & WFP, 2021). In 2020, the COVID-19 (coronavirus) pandemic has affected Madagascar's upward economic growth experienced over the last three years, potentially reverting recent declines in poverty rates. As such, the World Bank Board of Directors approved in September 2020 a US\$75 million development plan to mitigate the impact of the COVID-19 pandemic on vulnerable households (World Bank, n.d.).

Generally speaking, children in Madagascar lack opportunities to receive adequate support in health and education. Only 76 per cent of children are enrolled in primary education, with 23.7 per cent repeating Grade 1 (World Bank, 2018). Disparities in school enrolment remain strikingly high between the poorest and the richest children. With almost 80 per cent of the country residing in rural areas, 21 per cent of primary school aged-children are out of school compared to 6 per cent of children in urban areas (World Bank, 2018). In addition, compared to 9 per cent in other low-income countries, Madagascar's per pupil expenditure (PPE) in primary education as a percentage of GDP per capita is 7 per cent (World Bank, 2018). Thus, stressing the need for further investment in the education sector.

The existing literature on education in Madagascar suggests that large, structural problems limit the effectiveness of schooling. The literature lacks evidence on education-focused cash transfers in Madagascar. However, we can find more robust evidence on education more broadly. Households in Madagascar seem not to understand the value of school achievement. Glick and Sahn (2006) found that households are very sensitive to the cost of schooling. Poor households in particular are more likely to withdraw their children from school as it becomes costlier. Households also appear to have a poor understanding of the returns on education. Nguyen (2008) found that people in Madagascar do not know how much children benefit from education. However, when presented with this information, individuals begin to enrol their children in school. This effect is particularly strong when individuals lack a role model of someone who successfully completed school. Evidence also indicates that school management suppresses school enrolment in Madagascar (Lassibille, Tan, Jesse, & Van Nguyen, 2010). When individual schools reformed their management structure to improve pedagogical practices, student enrolment, attendance, and grade repetition all improved.

In recent years, the government of Madagascar has been gradually developing a social protection system to better respond to the needs of its population. In 2014, the Malagasy government ranked last in the UNDP Social Protection Index for Africa, spending only 0.7 percent of its GDP on social protection (UNICEF, 2021). In order to encourage increased investment in social protection, the government elaborated a National Social Protection Policy in 2015 which focused on 4 axes:

- Axis 1: Increasing the incomes of the poorest
- Axis 2: Improving access to basic social services
- Axis 3: Protection and promotion of specific groups at risk
- Axis 4: Progressive consolidation of the contributory scheme

Under Axis 1, the national social safety net programme is comprised of two main components: “(i) a conditional cash transfer programme known as TMDH/LUL (Monetary Transfer for Human Development / Let Us Learn) related to primary and secondary school attendance, and (ii) a cash transfer programme on productive safety net (PSN)” (Celada, 2017). It is important to note, though, that only 5% of the poorest households and 3% of the poorest children are benefitting from these programmes, a far cry from the goals of 15% by 2023 and 50% by 2030 (UNICEF, 2021). Reasons for exclusion include the region they live in, that characteristics of their households, and the ability of their caregivers to meet the conditionality associated with the cash transfers (UNICEF, 2021).

Operating with an estimated budget of 4.4 million USD, the TMDH and the LUL conditional cash transfer programmes provide social assistance in the form of monetary cash transfers to the poorest households with severe deprivation in order to reduce the financial barriers limiting access to school.<sup>2</sup> The programmes were launched by the MPPSPF, in collaboration with the FID as implementing partner, World Bank as a funder for TMDH, and UNICEF Madagascar’s support as a technical assistance partner and funder for the LUL conditional cash transfer programme. UNICEF’s contribution to this project reflects the organisation’s commitment to promote access to quality and fair education as an indispensable human right alongside other fundamental rights such as nutrition, health, and access to water and sanitation. This programme is aligned with sustainable development goal 4, “to ensure inclusive and equitable quality education and promote lifelong learning opportunities to all.”

The TMDH provides a conditional cash transfer to households with young children not yet in school and a transfer to households with primary school-aged children conditional on school attendance. The TMDH programme targets areas with low school enrolment rates, high malnutrition, and common food insecurity. The TMDH programme is available to eligible households regardless of their child’s gender. While boys and girls often have equivalent barriers to school enrolment (e.g., school fees, uniform fees, materials), girls and boys often face

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### Key stakeholders and roles

**UNICEF:** Commissioned and coordinated evaluation. Technical partner of the government and funder of the LUL programme. Established and coordinated the Evaluation Reference Group. Shared relevant reports and programme documents with Evaluation Team. Facilitated contacts for interviews and staff participated in KIIs.

**MPPSPF:** Responsible for coordination and supervision of the TMDH and LUL programmes. Participated in Evaluation Reference Group and KIIs.

**FID:** Responsible for implementation of the TMDH and LUL programmes. Participated in Evaluation Reference Group. Shared data with Evaluation Team and staff participated in KIIs.

**World Bank:** Funder of TMDH. Participated in Evaluation Reference Group and KIIs.

<sup>2</sup> In 2016, the expected budget for the LUL programme was 1,591,590 USD (UNICEF, 2016).

high malnutrition, and common food insecurity. The TMDH programme is available to eligible households regardless of their child's gender. While boys and girls often have equivalent barriers to school enrolment (e.g., school fees, uniform fees, materials), girls and boys often face different barriers related to school attendance (e.g., parental preference, safety, labour, caretaking responsibilities, etc.). Out of 53 candidate communes, 39 communes (within six districts across four provinces) were randomly chosen for TMDH eligibility during an event including representatives of each locality. Thirty-nine thousand beneficiaries live in the districts of Mahanoro and Toamasina II in the east, the district of Vohipeno in the southeast, the district of Betioky Atsimo in the south, and the districts of Faratsihio and Ambohimahasoa in the central plateau. Each district was selected based on levels of low school enrolment, malnutrition, and food insecurity.

Within each TMDH commune, all villages receive the TMDH transfer. Each village in a transfer commune formed a social protection committee to identify all households that met the four TMDH pre-eligibility criteria: (a) be a village resident, (b) have a child 10 years of age or younger, (c) be amongst the most in need according to the committee, and (d) be validated as such by the community. Each pre-eligible household completed a proxy means test to determine the household's vulnerability level. Households deemed vulnerable by the proxy means test could register for the TMDH.

All beneficiaries receive the TMDH on a monthly basis. It provides a monthly transfer of 15,000 Ariary (approximately 3.30 USD) to poor households with children up to age 10. The TMDH transfer further provides a 5,000 Ariary (\$1.65) per child enrolled in/attending primary school regardless of gender. Households maintain eligibility if they have a child under 6 years old or if they have a 6- to 10-year-old child who attends primary school 80 per cent of the time. The TMDH programme does not differentiate based on the child's gender; these transfers should focus on the goals of supporting children's introduction to primary school and promoting improved nutrition amongst younger children.

The LUL conditional cash transfer was designed to provide a second cash transfer to TMDH beneficiary households with older children in order to promote transition to and continued enrolment in secondary school. Indeed, while 65.9 per cent of children in Madagascar completed primary school in 2018, UNESCO reports that only 27.5 per cent enrolled in secondary school in 2019 (UNESCO, n.d.). The transition from primary school (7ème) to lower secondary school (6ème) at roughly 10 years of age is a point at which many students leave school. UNICEF identified three goals for LUL:

- 1) A substantial number of girls and boys registered in school and the dropout rate is reduced
- 2) A large proportion of children have access to basic education, especially the most excluded children
- 3) Social protection dialogues are in place as well as measures to incorporate social protection into relevant programme areas

The LUL supplement transfer is part of a greater LUL programme that also distributes learning materials and is supporting a remedial education program entitled Cours de Remise à Niveau (CRAN). This evaluation, however, only focuses on the supplemental cash transfer component of the program. UNICEF uses the LUL supplement transfer to extend the support of TMDH to benefit older siblings of lower secondary school age. From the 39 TMDH communes, 20 were randomly assigned to receive the LUL supplement during a separate

drawing involving local representatives. To qualify, potential beneficiaries must meet TMDH criteria and (a) have a child in the final year of primary school or (b) have a child of 11 to 17 years of age who has neither completed lower secondary school nor dropped out of school in the past year. Thus, all LUL recipients have at least two children—one younger (TMDH beneficiary child) and one older (LUL beneficiary child). The eligibility criteria and conditions of the LUL and TMDH transfers are summarised in Table 1.

The LUL and TMDH transfers began in October 2016 and continued throughout the 2016–2017, 2017–2018, 2018–2019, 2019–2020, and 2020–2021 school years and the LUL transfer will end in its current form in August 2021. As of February 2021, 7,945 households received the LUL programme (FID, n.d.). Some areas have more LUL eligible children than others; the largest district is Faratsiho, with 4,575 LUL-recipient children, while the smallest is Toamasina II, with 1,271 children eligible for the LUL supplement. Roughly half of LUL supplement recipients have a single LUL-eligible child and half have multiple LUL-eligible children. Throughout our analysis, we focus on households that have one or more eligible children. This conditions requires that the household has a child who is between 11 and 18 years of age and has completed enough years of school that they could enrol in secondary school. The present is a summative evaluation of the programme’s implementation. This evaluation of the LUL cash transfer supplement has been commissioned by UNICEF. A separate evaluation of TMDH will be commissioned by the World Bank.

The LUL supplement is a child-targeted transfer based on the child’s age and status in school regardless of gender. First, households with a child in the final year of primary school receive a 10,000 Ariary (approximately 3.30 USD) bonus at the beginning and again at the end of the school year. Second, any household with a child attending lower secondary school receives monthly transfers of 10,000 Ariary. Distribution of the money occurs in alternating months at the same time the TMDH transfers occur. LUL transfers are conditioned on the child attending school at least 80 per cent of the time. Thus, it is possible for a household to leave the programme if the qualifying child drops out, finishes school, or dies.

It is important to note that, despite the closure of schools due to COVID-19 pandemic, the social protection programme continued to provide financial support to the poorest households. However, cash transfers were no longer conditional on school attendance during the period of COVID-19 and school closures.

**Table 1: Summary of TMDH and LUL Transfers**

Transfer Type	Amount	Age Requirement	Frequency	Conditions
TMDH base transfer	15,000 Ariary/household	0–10	Monthly	None for children 0–5; school attendance for children 6–10
TMDH primary school incentive	5,000 Ariary/child	6–10	Monthly	Child attends primary school Payment capped at 2 children/household.
LUL 7ème bonus	10,000 Ariary/child	0–17	Twice: beginning/end of school year	Child enrolled in 7ème.

LUL secondary school incentive	10,000 Ariary/child	11–17	Monthly	First transfer unconditional; Subsequent transfers require school attendance; payment capped at 2 children/household
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### 2.3. Theory of change

The LUL supplement transfer provides cash to households with older children to support lower secondary school enrolment. All beneficiaries qualify for the LUL transfer because they have both young and adolescent children. Also, the TMDH proxy means test determined they were amongst the most vulnerable. For households at such low levels of consumption, the marginal propensity to consume will be almost 100 per cent; that is, they will spend all of any additional income rather than save it. Thus, we expect the immediate impact of the programme will be to raise spending levels on school fees and associated school costs. With any remaining money, beneficiaries would be able to increase spending on food, clothing, and shelter, some of which will influence children's health, nutrition, and material wellbeing. Once immediate basic needs are met, and possibly after a period of time, the sustained influx of cash beyond the cost of school may then trigger further responses within the household economy; for example, by providing room for investment and other productive activity, the use of school services for nontargeted siblings, the use of health or other social services, and the ability to free up children from work in the time not spent in school.

The AIR research team collaborated with UNICEF to elaborate a conceptual framework that shows how the LUL supplement can affect household activity, the causal pathways involved, and the potential moderating factors (*see Figure 2*). This conceptual framework was validated by the ERG during the first iteration of the inception phase (2016). The diagram is read from left to right. The immediate impact of the transfer is to subsidise the cost of school fees so enrolment is less costly or even free. If the value of the transfer exceeds the total cost of education, including foregone wages earned by the child, then the household will have extra money available to meet members' basic needs or even invest in productive assets.

Sociological and economic theories of human behaviour suggest that the impact of the cash may work through several mechanisms, including the quality of schools parents select for their children, households' proximity to those schools, and the amount paid for school fees. Similarly, the impact of the cash transfer may be weaker or stronger depending on local conditions in the community. These moderators include the child's gender or disability status, return on educational investment, parents' time preferences and education level, and shocks. We believe being a girl or disabled may make a child particularly vulnerable to exclusion from the transfer's benefits. Moderating effects are shown with dotted lines that intersect with the solid lines to indicate that they can influence the strength of the direct effect.<sup>3</sup>

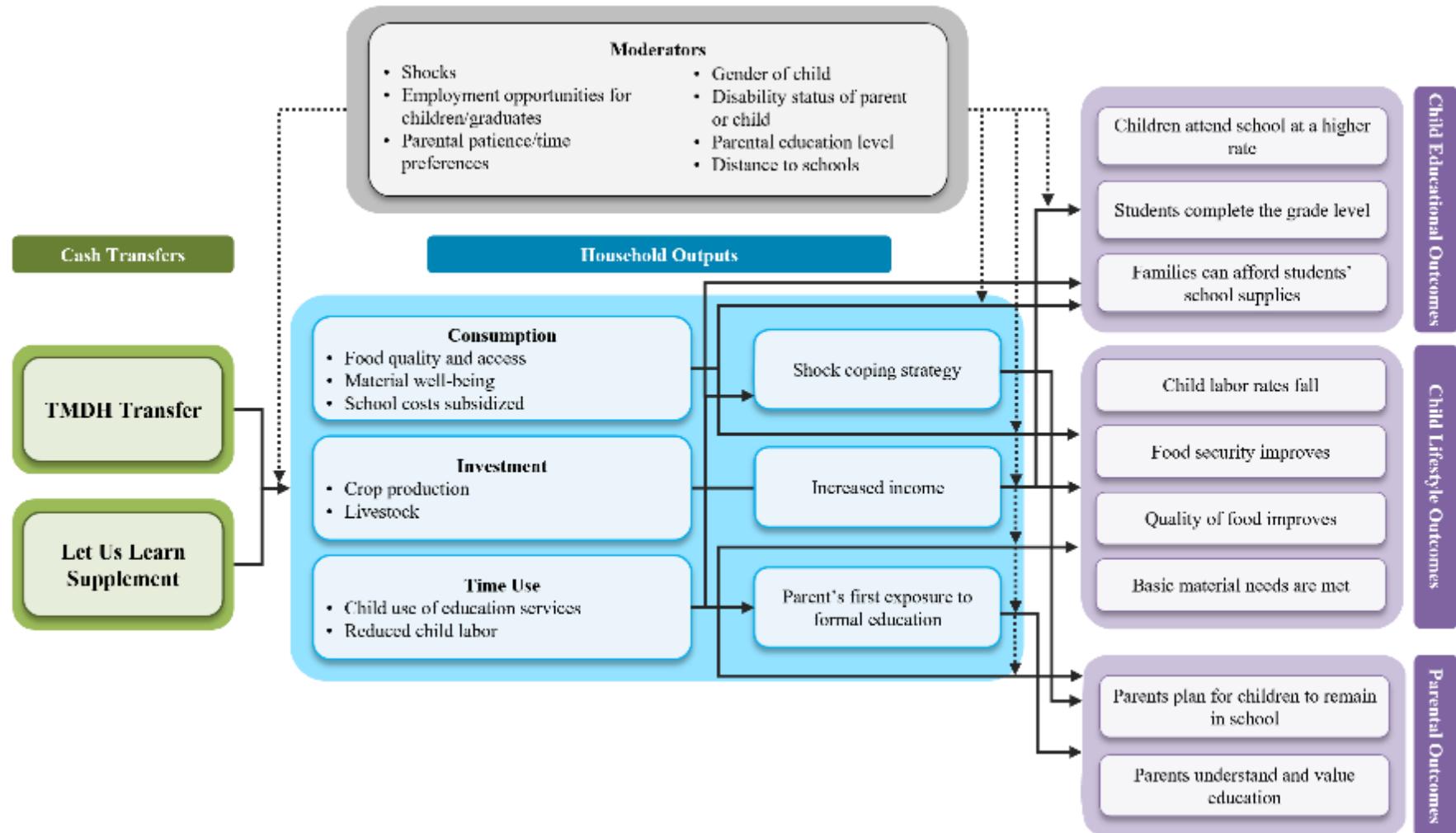
The next step in the causal chain is the effect on children, which we separate into effects on a child's educational outcomes, a child's lifestyle outcomes, and parental outcomes, because the transfer can affect different dimensions of a child's life. It is important to recognise that any potential impact of the programme on children must work through the household by its effect on spending or time allocation decisions (including school attendance and use of other services). The link between the household and children can also be moderated by

<sup>3</sup> A mediator is a factor that can be influenced by the programme and so lies directly within the causal chain. A moderator, in contrast, is not influenced by the programme. Thus, service availability is a moderator, whereas women's bargaining power may be either a moderator or a mediator depending on whether it is itself changed by the programme. Maternal literacy is a moderator and not a programme outcome, unless the programme inspires caregivers to learn to read and write.

environmental factors, such as distance to schools, as indicated in the diagram, and household-level characteristics themselves, such as the parents' willingness to forego a child's current earnings. Indeed, from a theoretical perspective, some factors cited as mediators may actually be moderators, such as women's empowerment. We can test for moderation versus mediation through established statistical techniques (Baron & Kenny, 1986), and this information will be important to help us understand the actual impact of the programme on behaviour.

Figure 1 identifies some of the key indicators along the causal chain that we analyse in the evaluation of the LUL supplement transfer. These measures are consistent with the log frame of the project and are all measured using established items in existing national sample surveys such as the Living Conditions Monitoring Survey (LCMS).

**Figure 1: Theory of Change**



### **3. Evaluation purpose, objectives and scope**

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AIR designed a quantitative impact evaluation study beginning in 2016 in response to UNICEF's request to better understand how the LUL transfer supported children transitioning to secondary school. In 2020, UNICEF requested an expanded scope to include a qualitative process evaluation.

#### **3.1. Evaluation purpose and intended users**

As articulated in the Terms of Reference (TOR) included in Annex A, the summative evaluation serves two primary purposes. First, the evaluation will be used by primary users, including UNICEF Madagascar, FID, MPPSPF, to inform the future of the LUL programme. The secondary users include partners, policy makers, donors, UNICEF ESARO and Headquarters. It is expected that the evaluation can inform users about the impact that the national programme has had on reducing the vulnerability of poor people in Madagascar. In this sense, the results and lessons learned from the evaluation will be used to inform the development of the national social protection system in Madagascar. From this perspective, the intended users of this evaluation include MPPSPF, the Ministry of National Education, FID, the UNICEF Madagascar Country Office, and the World Bank, as known as the duty bearers for the evaluation.

#### **3.2. Evaluation objectives**

As stated in the TOR, the general objective of the consultancy is to conduct impact and process evaluations of the LUL component of the TMDH programme. The primary objective of the evaluation is to assess the relevance, effectiveness, efficiency, impacts, coherence, and sustainability of the LUL programme.

#### **3.3. Scope of the evaluation**

The evaluation aims to assess the TMDH programme and the LUL supplement on the wellbeing of children and their families. We used three main methods for this evaluation: desk review, primary quantitative data collection, and primary qualitative data collection. The quantitative methods were used primarily to answer questions related to the programme's effectiveness and impact while qualitative methods focused on addressing questions related to relevance, coherence, efficiency, and sustainability. Primary quantitative data was collected over three time points: baseline (2016), midline (2018), and endline (2021).

For our quantitative approach, we conducted household surveys and child assessments of eligible households in treatment and control communes in six districts: Ambohimahasoa, Betioky, Faratsihy, Mahanoro, Toamasina II, and Vohipeno. These districts were selected based on the roll out of the TMDH programme and the LUL supplement as well as the geography, demographics, and socioeconomic conditions. We added additional quantitative activities at endline in order to answer the new research questions laid out in the new TOR. Specifically, we added an operational performance section to the household survey to assess the fidelity of implementation of the programme, reliability of the transfers, or problems with payment. The addition of this module enabled us to assess whether households viewed the transfer as sufficiently large to enrol their children in school. We provide descriptive statistics on these indicators to enrich our understanding of how the transfer's implementation did or did not work.

We also conducted a close examination of the MIS administrative payment records for February 2021 to gain a better understanding of those who are not registered for the LUL programme (i.e., take-up). A more thorough analysis of this data allows us to test whether take up differs among populations of interest, such as across regions. Lastly, due to resource limitations, we were unable to use quantitative methods to answer questions related to programme efficiency. Calculating cost-effectiveness requires a special kind of analysis in which the programme is broken down into components and the cost of each component is rigorously estimated. While this type of analysis is possible, it would have required a significant amount of additional effort and is thus outside the scope of this evaluation.

The qualitative data collection occurred along with the quantitative data collection at endline (2021). AIR's initial qualitative design included interviews and focus group discussions (FGDs) at three levels: the central level (Antananarivo), the district level, and the commune/village level. At the central level, AIR conducted key informant interviews (KII) with selected UNICEF, FID, World Bank, and MPPSPF staff. At the district level, we conducted KII with district education officials and district-level UNICEF, FID, and MPPSPF staff. Finally, at the commune level we conducted KII with teachers and FGDs with students and parents who are beneficiaries (also known as rights holders) of the LUL programme. AIR purposefully selected three communes for qualitative data collection in each of the two districts selected for the impact evaluation (total 6 communes).

In response to UNICEF's changes to the TOR, AIR included FGDs with parents and out-of-school children of non-beneficiary, LUL-eligible households in the qualitative sample. This allowed us to understand the reasons for low take-up of the programme, as well as the experiences of families who are eligible for the programme but have not become beneficiaries. AIR conducted one FGD with non-beneficiary parents and one with out-of-school children in each of the six selected communes for qualitative data collection (12 total).

Further, to understand how equity, gender equality, and human rights were incorporated into the LUL programme design, AIR added a brief review of LUL programme documents. We identified relevant programme documents, such as design plans and reports, in consultation with UNICEF. Then, we reviewed these documents for content related to themes such as gender, equity, and human rights. These documents shed light onto how well equity issues were addressed by the programme and allowed us to triangulate information and perceptions obtained through interviews.

## 4. Research design

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AIR developed a mixed methods, longitudinal study design to fully assess the research questions for this programme (see Section 3.2). The impact evaluation delivers the marginal effects of the LUL cash transfer using a randomised control trial and difference in difference model to estimate how the programme changed key outcomes from the 2016 baseline to the 2021 endline. The qualitative process evaluation relied on endline KII and FGDs to better understand how stakeholders implemented the programme and to identify opportunities to improve delivery in the future.

## **4.1. Evaluation questions**

The stated purpose of the LUL social cash transfer programme is to promote adolescents' transition from the end of primary school (7ème CM2) to the beginning of lower secondary school (6ème). The mechanism is the LUL supplementary cash transfer, which provides money to households with secondary school-aged children. First, the transfer will alleviate the financial burden of school enrolment so parents can afford to send their children to school. Therefore, it was important to test education-related outcomes, such as enrolment and grade completion. Second, households may have extra money for other purposes if they are left with more income after paying school costs than they would have had with the child out of school. In this case, the household may increase spending to better meet children's basic needs, such as nutrition or clothing, or reduce the time the child spends working. Furthermore, it was important to understand whether any effects of the LUL transfer last only a short while or if it generates impacts throughout the duration of the transfer. Lastly, households may change their behaviours and attitudes, so we captured parents' expectations and plans for the future.

The AIR team conducted an impact and process evaluation of the LUL transfer to identify key lessons learned and opportunities for improvement. We examined the research questions in the TOR, reviewed the updated Organisation for Economic Co-operation and Development (OECD) Development Assistance Committee (DAC) Criteria (which include a new category: coherence) to aid us in meeting these objectives. The research questions can be categorised into six primary themes: (a) relevance of the programme, (b) efficiency of programme implementation, (c) effectiveness of the programme, (d) impact of the programme, (e) coherence of the programme with national and international strategies and partners, and (f) sustainability of the programme. We discuss the RQs for each theme in more detail next.

**Relevance.** Investigating the relevance of the TMDH-LUL cash transfer requires us to assess the extent to which the programme incorporates the needs of school-aged children in Madagascar, and to analyse whether the programme's objectives and strategies were formulated in a realistic and culturally appropriate way. The RQs under this theme test the theory of change assumptions about programme inputs, such as alignment with the government of Madagascar's and UNICEF Madagascar's country strategies.

**Efficiency.** Analysing the efficiency of programme implementation requires us to assess the conditions for delivering the components of the programme for target beneficiaries. We assessed the timeliness and accuracy of delivering transfer payments, main bottlenecks or barriers to programme implementation, and the extent to which gender equality is considered in the allocation of resources.

**Effectiveness.** Analysing effectiveness requires us to evaluate the extent to which programme inputs and activities lead to outputs, such as increased enrolment for out-of-school children and retention of those in school in the transition to secondary education. The effectiveness of the transfer was measured based on the extent to which it achieves its objective.

**Impact.** Analysing the impact of the LUL programme requires us to examine the extent to which programme inputs translate into improved schooling outcomes including enrolment, attendance, retention, and promotion, and household wellbeing outcomes such as

consumption, food security, and savings. Further, we assessed how these impacts are distributed by gender and regional context.

**Coherence.** Analysing coherence requires us to determine the extent to which the transfer programme is consistent with other national assistance programmes and strategies. We also assessed whether and how the programme coordinates with other interventions and partners to limit duplication of efforts, drawing lessons from our analysis of the programme's relevance and efficiency.

**Sustainability.** Analysing the sustainability of the LUL transfer programme requires us to assess the delivery of inputs and programme activities, as well as the linkage between activities and desired outputs, in order to determine the extent to which programme benefits are likely to be sustained and replicated. We drew on lessons from other components of the study (e.g., relevance, coherence, efficiency, effectiveness, and impact) to assess whether the programme aligns with other social protection and assistance programmes in a way that increases the likelihood that programme benefits will be sustained in the future.

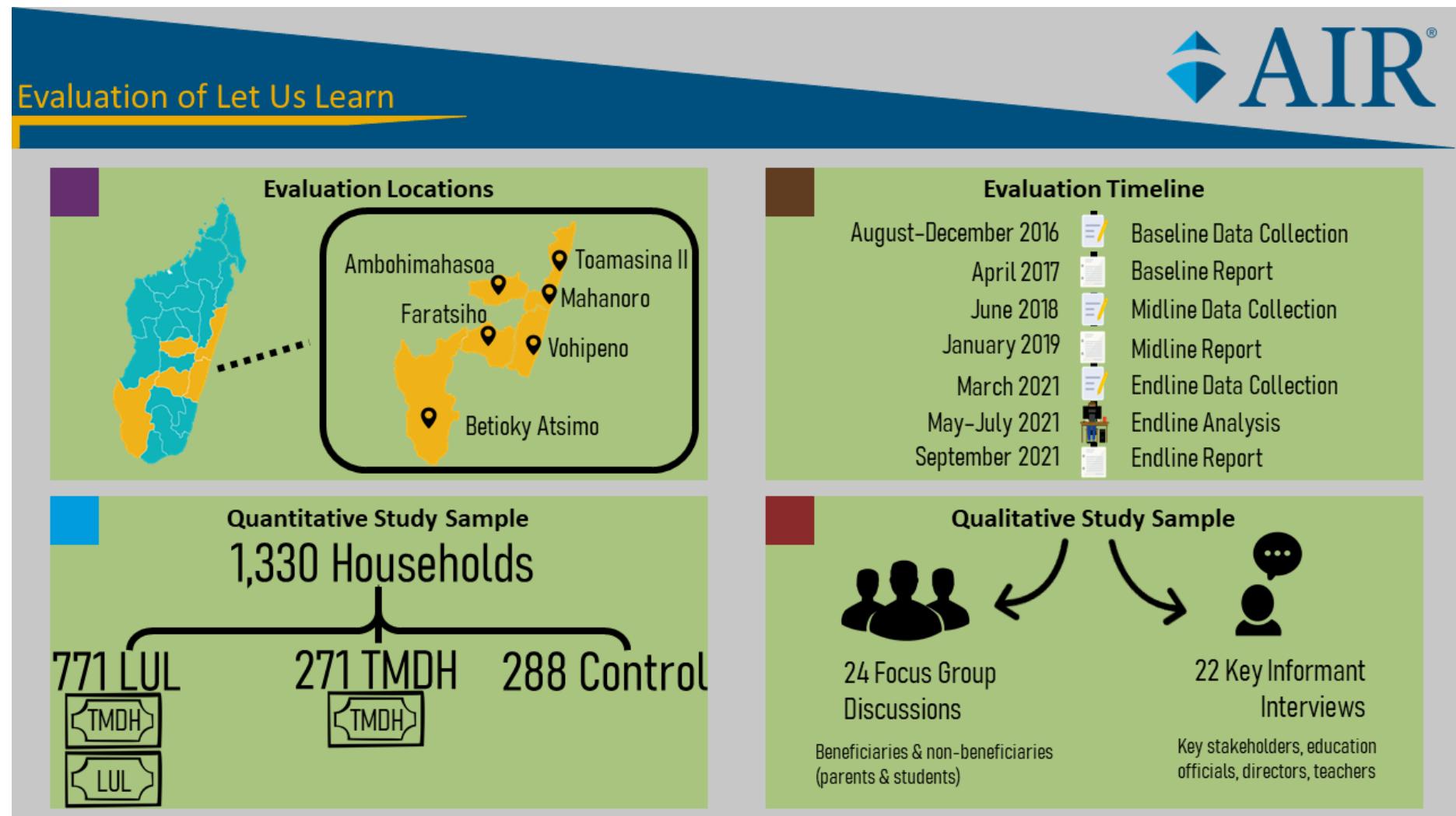
We present the evaluation matrix in Annex D. The evaluation matrix summarizes all research questions, indicators, and data sources. All research questions are from the TOR and were developed by UNICEF. However, UNICEF shared additional questions with a revised TOR during the endline phase (2020). All new questions include an asterisk in the evaluation matrix.

## 4.2. Evaluation design

We developed a mixed-methods approach that included an impact evaluation with a multi-armed RCT design and a qualitative process evaluation focused on the fidelity of programme implementation. The impact evaluation generated impact estimates for the effect of the LUL supplement on key outcomes affecting children. Qualitative information deepened our understanding of programme impacts and also shed light on process or implementation issues that potentially inhibited the programme's impact. While the impact evaluation provides information on the effect of the LUL transfer on beneficiaries, the qualitative process evaluation helps us understand *why* and *how* the LUL component is succeeding, as well as ways it could be improved.

The impact evaluation included three rounds of data collection: baseline (2016), midline (2018), and endline (March-April 2021). The process evaluation included one round of data collection which occurred at the same time as endline. The qualitative sampling and instruments were deeply informed by midline impact evaluation results, which indicated low rates of take-up in the LUL programme. Findings from the endline impact evaluation and the qualitative process evaluation have been triangulated in this report. See Figure 2 below for a summary of the evaluation design.

Figure 2: Summary of Evaluation Design



In this section, we present the research design for both components of the evaluation. We begin by presenting the impact evaluation design, sampling, analysis plan, survey instruments, key indicators, and data collection plan. Then, we describe the process evaluation design, methodology, and sampling, followed by the analysis plan. We then discuss the risks and limitations of our approach, as well as ethical considerations.

### **4.3. Impact evaluation**

We conducted a quantitative analysis to identify how the LUL transfer affected households after accounting for the effects of the TMDH transfer. To do so, we rely on the RCT design of the LUL programme, in which communes randomly were assigned to the control, TMDH-only, and LUL study arms so that we can compare the three groups without concern that there may be systematic underlying differences that would confound our results.

#### **4.3.1. Study design overview**

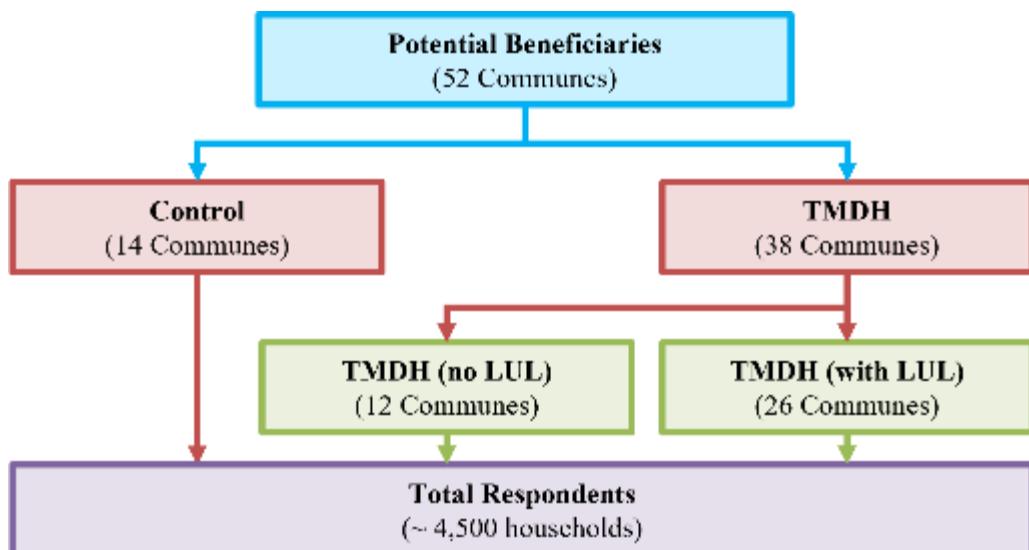
The impact evaluation of UNICEF's Let Us Learn supplement to the TMDH transfer was a 4.5-year, mixed methods, multi-armed, RCT design. The study has generated impact estimates for the effect of the TMDH transfer as well as the TMDH transfer + the LUL supplement on key outcomes affecting children. It compares outcomes for households that receive no transfer (control), households that receive the TMDH transfer but not the LUL supplement (TMDH-only), and households that receive the TMDH and LUL transfers (LUL), hence the necessity of the multi-arm design. The multilevel nature of the experimental design allowed the evaluation team to test the separate impacts of each aspect of the transfer programme with a view towards identifying the most effective treatments to be scaled as part of the future national rollout of an expanded social protection programme.

An RCT is the most powerful research design for drawing conclusions about the impacts of an intervention on specific outcomes. An RCT draws from a pool of comparable subjects and then randomly assigns some to a treatment group that receives the intervention and others to a control group that maintains "business as usual" against which comparisons can be made. An RCT permits us to directly attribute any observed differences between the treatment and control groups to the intervention; otherwise, other unobserved factors, such as motivation, could have influenced members of a group to move into a treatment or control group (Campbell & Stanley, 1963). Randomisation helps to ensure that both observed and unobserved characteristics that may affect the outcomes are similar between the treatment and control conditions of the sample. In a randomised experiment, treatment and control groups are expected to be comparable (with possible chance variation between groups), so the average differences in outcome between the two groups at the end of the study can be attributed to the intervention.

Due to operational constraints, the cash transfer intervention itself was rolled out in two waves. The first payment took place for the initial wave of 25,000 households in October 2015. The first payment for the second wave of 15,000 households was held in the following years. This rollout lent itself nicely to an RCT design whereby eligible households in areas not yet receiving the transfer could ethically serve as control households as they will receive the intervention in the future.

In this report, we provide rigorous impact estimates because the treatment arm was randomly assigned at the commune level using a two-step process (*see Figure 3*). During the first step, 38 of the 52 communes were randomly assigned to receive the TMDH transfer, while the remaining 14 communes would receive no transfer. During the second step, 26 of the 38 communes were randomly assigned to receive the LUL supplement in addition to the TMDH transfer. We can now compare outcomes for all three treatment arms because the random assignment ensures that the communes were similar until the transfer began. Therefore, we can attribute any differences at midline or endline to the transfer since it was assigned randomly.<sup>4</sup>

**Figure 3. Multi-Arm RCT Design**



<sup>4</sup> We understand that the delivery of the programme was compromised by the Covid-19 pandemic as well as other unforeseen obstacles at the end of 2019. Even so, we will conduct the intent-to-treat analysis to assess the impact of the programme on beneficiary households. We can further examine the impact by number of payments received in 2020 or other relevant disaggregations that may help elucidate the impacts with greater fidelity of implementation, depending on the heterogeneity in programme operations.

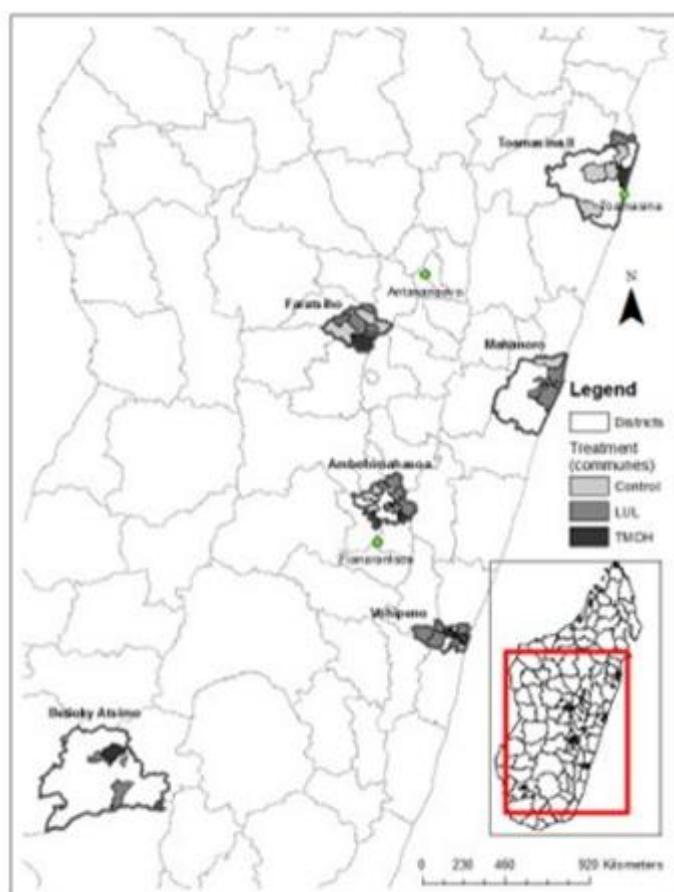
### **4.3.2. Sampling**

The study included three rounds of data collection: the baseline round was conducted in August and September 2016, a one-year follow-up was conducted in mid-2018, and the endline took place in early 2021. Households in both treatment and control areas completed surveys. ideas42 was responsible for the sampling strategy and household selection and both baseline and midline. Baseline survey respondents were randomly selected by ideas42 from a roster of eligible households. All survey respondents qualified for the study by scoring below a threshold set in a proxy means test which occurred one to two months before the baseline survey. At baseline, 4,484 households participated in the survey. Figure 4 shows the location and treatment status of the 52 communes these households come from. Our study focused only on a subset of respondents—those meeting both the TMDH and the LUL inclusion criteria. We excluded households that do not meet LUL eligibility criteria. Of the households surveyed at baseline, about 37 per cent of households were eligible for the LUL supplement, meaning they have an 11- to 17-year-old child. Thus, at baseline we used data only from 49 LUL supplement recipients in LUL communes and 21 LUL-eligible observations in the TMDH-only and in the control communes.

The baseline survey was smaller than subsequent rounds of data collection. This difference was due to ideas42's plan to use baseline data primarily as a mechanism to test the balance between the treatment arms and the logistical challenges of collecting largescale datasets in new areas.

At midline, the sample increased to a total of 6,006 households. Between the baseline and midline rounds, 3,650 household joined the study to increase its statistical power while 2,356 households were holdovers from baseline. The additional midline households were randomly selected from a roster of eligible households. Table 2 shows the location of the 52 communes in the study by district.

**Figure 4. Map of Study Areas by Treatment Status**



**Table 2. Geographic Distribution of Sample Communes at Midline**

District	Number of Control Communes	Number of TMDH-Only Communes	Number of LUL Communes	Total
Faratsihо	3	1	5	9
Ambohimahasoa	3	3	6	12
Vohipeno	2	6	9	17
Mahanoro	1	0	3	4
Toamasina II	4	1	1	6
Betioky	1	1	2	4
<b>Total</b>	<b>14</b>	<b>12</b>	<b>26</b>	<b>52</b>

At endline, AIR assumed control of the sampling strategy based on the samples surveyed in the previous two rounds. Accordingly, we surveyed 2588 total households (1,455 from midline plus 1,133 new randomly selected households). Of these households, 1602 were LUL recipients (a 66.85 per cent increase from midline); 462 were LUL-eligible, TMDH-only households; and 524 were LUL-eligible households from control communes (not receiving either LUL or TMDH). We provide details of the calculations conducted to ascertain this sample was sufficient to detect meaningful effects in the power calculations section below.

### Power analysis

AIR believes it is important to design evaluations so that studies are sufficiently powered to detect meaningful effects of the programme. We therefore present the results of a power analysis to evaluate the effects of the TMDH and TMDH+ LUL using the methodology described below. This study estimates the impacts of the LUL supplement and the TMDH transfer on all recipients, including the effect for the subgroup of girls.

**Effect of LUL supplement:** The expected endline sample size of 1,099 LUL-recipient households, 1,102 LUL-eligible TMDH-only households, and 395 LUL-eligible control households enabled us to detect a marginal LUL effect ( $\beta_2$ ) of at least 0.215 standardised mean difference for all children and 0.227 for the subsample of girls eligible for the LUL supplement. We expected to detect these effects with 80 per cent likelihood and 95 per cent confidence.

**Effect of TMDH transfer:** Using the same data to estimate the effect of TMDH on LUL-recipient children enabled us to detect a TMDH effect ( $\beta_1$ ) as small as 0.210 standardised mean difference for all children and 0.229 amongst the girls in the sample. We again expected to detect these effects with 80 per cent likelihood and 95 per cent confidence. These estimates relied on the same figure of 52 LUL-eligible households per commune.

**Power analysis assumptions:** The minimum detectable effect sizes for both LUL and TMDH analyses were based on the below assumptions about in-sample parameters. The comparison of TMDH-only beneficiaries to LUL-recipient beneficiaries identifies the marginal effect of LUL. The comparison of control households to TMDH-only and LUL-beneficiary households to control households identifies the effect of TMDH.

For both the all-children and girls-only samples, we expected that child-level background and demographic data collected during the survey would explain 25 per cent of the total variation for the longitudinal analysis. We expected they would predict only 10 per cent of the variation for the cross-sectional analysis, since we would no longer use baseline observations. We assumed commune-level data will explain 10 per cent of total variation.

We accounted for the correlation in child outcomes within a commune by calculating the intracluster correlation (ICC). We found there was an ICC of 0.05 for primary school completion (Morey, 2016). This parameter was based on the primary school completion of young adults in central Madagascar, near but not including Faratsihio and Ambohimahasoa.

Existing data suggested that the average woman bears 4.4 children (United Nations, 2019). Some of these children may have completed secondary school, some will not survive until school age, and some will be too young for secondary school, so we assumed there would be 2 children of school-going age per household. There are 98.3 males per 100 females in rural Madagascar (Institut National de la Statistique & Direction des Statistiques des Manges, 2010). We assumed there will be one girl out of the two children, on average, per LUL beneficiary or eligible household.

#### **4.3.3. Analysis plan**

The quantitative analysis is designed to provide the most rigorous estimates of the impact of the LUL supplement. We used a multi-arm, cluster RCT design with difference-in-differences (DID) regressions to test the effect of the TMDH and the TMDH + LUL supplement on educational outcomes and household wellbeing. Our analysis relied on the randomised assignment of communes to different study arms to create a counterfactual. Because there are no underlying community characteristics that determine receipt of the LUL supplement, we can derive impacts from a simple comparison of endline outcomes between treatment and control. However, we use a DID design because that approach will control for any idiosyncratic differences that remained after the randomization process. Furthermore, we use time-invariant household-level characteristics to further improve the precision of our estimates. For a full discussion of the quantitative analysis plan, please see Annex H.

The results of all impact analyses are located in Annex G. For impact results, we present two different estimates plus descriptive statistics of the three study arms. The first column of numbers represent the marginal effect of receiving the LUL supplement. This result is the primary estimate from which we derive our conclusions. It provides us a measure of the change in the outcome that we can attribute to receiving the LUL supplement. The second column of numbers provides the base impact of receiving the TMDH transfer amongst those households that are also eligible for the LUL supplement. Because this study focuses only on a subset of TMDH recipients, this result cannot be interpreted as the overall impact of TMDH. Finally, we present the mean outcome value and sample size for the LUL, TMDH-only, and control groups, respectively. These descriptive statistics provide the overall average of the outcome at endline. While the impact estimates should capture the differences between the groups due to the programme, the impact estimates will not simply equal the differences between the mean values. The reason for this disconnect is that the impact estimates are more sophisticated by using the DID model to control from any differences at baseline and individual characteristics that will improve the precision of the impact estimates.

#### **4.3.4. Survey instrument**

All quantitative analysis relied on household-level survey data and review of administrative data such as the MIS. During each round of data collection, selected households completed a multidimensional survey. The survey covered basic household information, food consumption and expenditure, non-food item consumption and expenditure, other expenditures, agricultural production, income sources, gender and social equity, and food security. Due to the length of this instrument, we present a brief description of each section separately while the full tool is provided in Annex E.

In collaboration with UNICEF and data-collection partners, AIR contributed questions to the survey that would enrich the planned analysis of the LUL supplement. These questions focused on the educational attainment of children, community educational infrastructure, and parents' or guardians' attitudes toward education.

**Household roster:** This section contains demographic and educational information about all members of the household. There is a particular focus on education of all members—adults and youths—because it is relevant to LUL programme objectives.

Gender	Age	Handicap status	Current school enrolment
Past school enrolment	Disciplinary problems	School type	School attendance record
Future school enrolment	Health history	Labour activity	UNGASS material needs status
Access to schools	Educational aspirations	Marriage aspirations	Floor material

**Food consumption and expenditure:** This section provides an overview of the quantities of food the household produces or receives as a gift and the value of foods purchased. These data are collected at the household level.

**Products:**

Grains	Flour	Roots	Beans
Fruits	Vegetables	Meats	Dairy
Prepared products	Other products		

**Non-food consumption and expenditures:** This section provides expenditure values for a variety of non-food items that may occupy a large share of household expenditures. These items are largely consumed by adults or at the household level.

**Expenditures on:**

Tobacco products	Alcoholic drinks	Non-alcoholic drinks	Soap
Cooking fuel	Electricity sources	Telephone credit	

**Other expenditures:** This section provides data on the total amount of spending on a number of services and other items. For individual-level categories, respondents also explain how many household members directly benefited from these expenditures.

**Expenditures on:**

School fees	School materials	Medical costs	Transportation (all household members)
Adult/child clothing	Kitchenware	Furniture	Home repair
Social events			

**Agricultural production:** This section collects information on the agricultural activities of the household. This information includes total amount harvested, total amount consumed, crops dedicated to seed, quantity sold, and the value of sales.

Staple crops	Cash crops	Non-food agriculture	Livestock
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**Other sources of monetary income:** This section focuses on the activities and productive assets that generate income for the household. It collects information on whether households receive income from a source and how much they receive.

**Income from:**

Rented land	Sharecropping	Wage income	
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**Gender and social equity:** This section addresses the issue of gender equality within the household with a particular focus on the roles people played within the household. These questions are directed exclusively to the woman of the household if one is present. The purpose is to learn about women's perspectives on gender-sensitive issues.

Decision-making process	Self-assessed household wealth	Self-assessed community wealth	Expectations for future
Enriching activities with children	Borrowing/debt held	Savings association membership	

**Food security:** This section investigates each household's ability to meet the dietary and nutritional needs of its members. The focus is largely on the quantity of food consumed by a household.

Frequency of hunger	Negative dietary coping strategies	Number of meals proposed	Distribution of food within household
Perception of food consumption			

#### **4.3.5. Key indicators**

We planned to evaluate three domains of children's outcomes: (a) child in-school outcomes, (b) child out-of-school outcomes, and (c) parents' attitudes toward children. Each of these topics measured a separate dimension of the LUL goal to promote children's secondary school registration and to reduce the dropout rate. The goal of this evaluation is to understand the direct impacts of providing the LUL supplement to existing TMDH beneficiaries. As such, the findings discussed in Section 6 compare LUL beneficiaries to those only receiving TMDH rather than the national levels or to Government of Madagascar targets.

We estimated the effect of the LUL and of TMDH for multiple groups of interest. Our primary analysis tested the impact of key indicators on the overall beneficiary population. We also tested the impact for subgroups that are particularly vulnerable, such as girls and the disabled. This focus enabled us to better understand how access to basic education changed

for all children. We used qualitative data at endline to explore which types of children may be vulnerable and will investigate these characteristics quantitatively.

We thoroughly investigated children's secondary school attendance, grade completion, and future enrolment plans. The overall objective of the LUL programme is to facilitate children's transition from primary to secondary school. We used these measures to evaluate whether the LUL supplement effectively increased children's presence in school in very directly measured ways.

We tested the impact of the LUL transfer on the children's use of time and access to basic goods and services. When children's basic needs are met, they are more likely to succeed in school (Martorell et al., 2010). We tested whether the transfer increased the availability of food and household items and whether children were allowed to dedicate their time to school activities even when not in class.

We investigated the programme's effect on parents' expectations for their child's educational attainment and the age at which the child will marry. These questions measured whether parents' intrinsic value of education has changed.

#### ***4.3.6. Quantitative data collection***

There were three rounds of quantitative data collection: baseline (August through September 2016, midline (mid-2018), and endline (early 2021). The baseline data collection was necessary to measure the starting place of the LUL recipients, TMDH-only recipients, and the control group before any cash transfers have been paid. These data provided a detailed description of beneficiaries and enabled the evaluation team to perform the pre-analysis tests described above. It is vital that the baseline data was collected before the treatment group received payments. Some short-term indicators such as school enrolment, consumption, and child labour were likely impacted by the programme soon after receiving payments; thus, we needed to conduct the baseline survey before these impacts occurred to ensure that we properly measure the full impacts of the programme, otherwise benefits from the programme that took effect in the short term would be lost and not attributed to the cash transfers.

The follow-up rounds occurred one and four years post baseline. These periods allowed adequate time for the programme to have a measurable effect. It takes time for a measurable difference to occur between the treatment and control groups for many important indicators, such as health or investment in livestock. The midline study captured the short-term impacts of the first year of the transfer, while mitigating concerns about seasonality since it occurred at the same time of year as the baseline. This endline study captures the longer-term impacts four years after the transfers began.

Baseline data collection began in August 2016, as soon as beneficiaries were selected from the candidate pool using a proxy means test survey. CAETIC Developpement was responsible for logistics and conducting the actual surveys, while ideas42 was contracted to supervise the process and serve as the ultimate authority. Data collection rolled out in a staggered schedule, with baseline collection occurring as soon as proxy means tests were complete; the districts of Betioky Atsimo and Toamasina II were the first, followed by Vohipeno and Mahanoro, and lastly, Ambohimahasoa and Faratsiho.

Midline sample design and data collection were again the responsibility of ideas42 with support from CAETIC Developpement. AIR contributed advice and input to the data-collection planning process, and sent a representative to observe all rounds of data collection.

For endline, AIR assumed sole responsibility for sample design, data collection, and oversight and contracting of CAETIC Developpement. Due to COVID-19 travel restrictions, we provided remote oversight and support to CAETIC staff in Madagascar and attended training via Microsoft Teams.

## **4.4. Process evaluation**

The process evaluation complements findings from the impact evaluation by deepening our understanding of programme impacts and shedding light on implementation issues that could potentially affect impacts. In addition, the process evaluation also identifies ways in which the LUL programme could be improved. In this section, we present the process evaluation design, methodology, sampling, and analysis plan.

### **4.4.1. Study design overview**

The process evaluation design included one round of qualitative data collection at the central, district, and commune/village levels, which occurred in March 2021. AIR collected qualitative data from LUL beneficiaries (children and parents); teachers; non-beneficiary, LUL-eligible households (children and parents); implementing partners; and other relevant key stakeholders.

Qualitative inquiry is particularly strong for investigating processes because of its descriptive and discursive nature. Specifically, qualitative methods are uniquely appropriate for process evaluations because:

1. Depicting process requires detailed descriptions of what happens and how people engage with one another.
2. People's experience of processes typically varies in important ways, so respondents' experiences and perceptions of their experiences need to be captured in their own words.
3. The process is fluid and dynamic, so it cannot be fairly summarised on a single rating scale at one point in time.
4. The process may be the outcome (Patton, 2014).

Furthermore, qualitative data collection is well suited to informing process evaluations because it enables the researchers to explore not only formal activities and anticipated outcomes but informal patterns and unanticipated interactions (Patton, 2014). Qualitative data gives the researcher flexibility to explore unforeseen areas of interest to understand where elements of programme implementation may have affected impacts. The process evaluation illuminates strengths and challenges associated with implementing an intervention, as well as how beneficiaries experience the programme and translate lessons learned into practice.

### **4.4.2. Methodology and sampling**

We collected qualitative data through interviews and focus groups at three levels: the central level (Antananarivo), the district level, and the commune/village level. Data collected at the central and district levels will be limited to KIIs with selected UNICEF, FID, and MPPSPF staff, as well as other implementers and education officials. In consultation with UNICEF,

AIR purposefully selected two out of the six districts of the impact evaluation sample for qualitative data collection based on LUL take up rates and performance in key outcomes from the midline evaluation. Mahanoro was selected as a higher performing district, and Ambohimahasoa was selected as a lower performing district. Within those two districts, AIR purposively selected three communes, for a total of six communes, based on performance on key outcomes from the midline evaluation. A full list of the districts and communes is presented in the table below.

**Table 3. Selected Districts and Communes for Qualitative Data Collection**

Provinces	Regions	Districts	Communes
Fianarantsoa	Matsiatra Ambony	Ambohimahasoa	Camp Robin
			Manandroy
			Ambatosoa
Tamatave	Atsinanana	Mahanoro	Mahanoro
			Ambodiharina
			Betsizaraina

At the commune level, we interviewed key informants (teachers and local education officials), beneficiaries (children and parents), and LUL-eligible non-beneficiaries (children and parents).

AIR worked with ATW International (located in Antananarivo) to collect data for the qualitative portion of this study. AIR co-led the enumerator training, and ATW led enumerator recruitment, piloting, and data collection with AIR's supervision. Given our inability to travel due to COVID-19 travel restrictions, AIR worked to ensure constant communication and supervision of ATW during training and data collection. AIR participated in enumerator training remotely (through Microsoft teams) and oversaw piloting and data collection via email and/or WhatsApp communication.

We used two primary methods for the qualitative data collection: FGDs and KIIs. Table 4 describes our qualitative data collection sampling for this study. All qualitative data collection tools can be found in Annex D.

**Table 4. LUL Study Qualitative Data Collection Sampling**

Level	Location Name	Key Informant Interviews (KII)	Focus Group Discussions (FGDs)	Total
Central level	Antananarivo	<ul style="list-style-type: none"> <li>UNICEF (3)</li> <li>FID (1)</li> <li>MPPSPF (1)</li> <li>World Bank (1)</li> </ul>	N/A	KIIs: 6
Province level	Fianarantsoa	<ul style="list-style-type: none"> <li>FID (2)</li> <li>MPPSPF (1)</li> </ul>	N/A	KIIs: 3
	Tamatave	<ul style="list-style-type: none"> <li>FID (1)</li> </ul>	N/A	KIIs: 1
District level	Ambohimahasoa	<ul style="list-style-type: none"> <li>Chef CISCO (1)</li> </ul>	N/A	KIIs: 3

	Mahanoro	<ul style="list-style-type: none"> <li>• MPPSPF</li> <li>• Chef CISCO</li> </ul>	N/A	
Commune level	Camp Robin	<ul style="list-style-type: none"> <li>• Chef ZAP</li> <li>• Teacher</li> <li>• Director</li> </ul>	<ul style="list-style-type: none"> <li>• Parents of beneficiaries (1 x 6 districts)</li> <li>• Student beneficiaries (1 x 6 districts)</li> <li>• Parents of non-beneficiaries (1 x 6 districts)</li> <li>• Student non-beneficiaries (1 x 6 districts)</li> </ul>	KIIs: 9 FGDs: 24
	Manandroy	<ul style="list-style-type: none"> <li>• Teacher + Director</li> </ul>		
	Ambatosoa	<ul style="list-style-type: none"> <li>• Teacher + Director</li> </ul>		
	Mahanoro	<ul style="list-style-type: none"> <li>• Chef ZAP</li> <li>• Teacher + Director</li> </ul>		
	Ambodiharina	<ul style="list-style-type: none"> <li>• Teacher + Director</li> </ul>		
	Betsizaraina	<ul style="list-style-type: none"> <li>• Chef ZAP</li> <li>• Teacher + Director</li> </ul>		
				<b>Total: 46</b> KIIs: 22 FGDs: 24

### Desk review

AIR conducted a brief document review to address research questions related to **relevance, coherence, efficiency, and sustainability** of the LUL programme. In consultation with UNICEF, we identified and compiled relevant LUL programme design documents and reports, UNICEF programmatic and strategic documents, and national social protection strategy and policy documents. We reviewed these documents for content related to themes such as the LUL programme's relevance to government needs and priorities; alignment to national social protection strategies and policies in Madagascar; integration of gender, human rights, and equity into programme design; coherence and strength of partnerships with national and international stakeholders; and potential for sustainability. We also reviewed programme reports and records to determine the extent to which programme activities were implemented as planned. These documents shed light into the relevance, coherence, efficiency, and sustainability of the programme and enabled us to triangulate household survey and qualitative interview data.

### Key informant interviews

We conducted a total of 22 KIIs at the central, district, and commune levels. A key informant is a person who possesses expert knowledge about the LUL programme or a topic related to the programme. We interviewed key informants to investigate research questions related to programme **relevance, efficiency, coherence, and sustainability**. We conducted KIIs with selected UNICEF, FID, World Bank and MPPSPF staff overseeing the LUL component, as well as other collaborators/implementers, at the national level (six KIIs), the province levels (four KIIs) and district levels (three KIIs). In particular, interviews with UNICEF, MPPSPF, World Bank and FID staff focused on the programme's relevance to target groups, alignment to government priorities and social protection policies in Madagascar, the extent to which the programme was implemented as planned, coherence and leveraging of partnerships with national and international stakeholders, and the extent to which support is likely to continue after the programme ends. In addition, we conducted KIIs with district education officials (two KIIs) and local education officials, teachers and directors from selected communes (ten

KIIs). These interviews focused on the programme's relevance to target groups, the perceived adequacy of the size and regularity of transfers (including the extent to which the size of the transfer reflects the needs of scholarship recipients), and the integration of concerns about equal participation in the programme implementation. Interviews with district education officials and teachers also explored perceived barriers to school enrolment from potentially LUL-eligible households.

### **Focus group discussions**

To address research questions related to programme **relevance, efficiency, and impact**, AIR conducted focus groups with beneficiaries (six FGDs with children and six FGDs with parents) and non-beneficiaries (six FGDs with children and six FGDs with parents), for a total of 24 FGDs. Focus groups are guided discussions with a group of purposively selected individuals that create a context in which participants feel comfortable and empowered to discuss the research topics with their peers and the carefully trained facilitators, and react to each other's opinions and experiences with the programme. Focus groups are typically conducted with groups of six to eight participants. The format enables the team to understand the experiences of a greater number of intended beneficiaries in a short period of time, in a group environment with their peers where we can observe interactions amongst participants. Focus groups are typically ideal for beneficiary-level participants, where the format will reflect a broader range of experiences with programme implementation.

FGDs with parents in beneficiary households explored the perceived relevance of the LUL cash component to target groups, including the perceived adequacy of the size of the transfer and to what extent it reflects beneficiary households' needs. Beneficiary FGDs also provided information on the efficiency of the programme, such as the extent to which programme activities were implemented as planned, the reported frequency and timeliness of payments received by respondents, and their perceptions of the effectiveness and timeliness of the management of payment delivery. Further, beneficiary FGDs investigated perceived impacts of the programme, including unintended impacts. FGDs with beneficiary children investigated their understanding of the programme, their experiences attending school and helping out in the household, and their school aspirations.

FGDs with non-beneficiary, potentially LUL-eligible parents and children explored barriers to school enrolment and programme uptake, including administrative barriers. We ensured the inclusion of diverse perspectives within the focus groups by recruiting similar numbers of male and female beneficiaries, and also including non-beneficiaries as part of our sample.

#### **4.4.3. Qualitative data analysis**

AIR adheres to strict data analysis principles, regardless of the type of data being collected. All data from KIIs, and FGDs was coded and analysed using the NVivo qualitative software programme. We created a preliminary coding outline and structure on the basis of the research questions, interview protocols, and memos of ideas that emerged during data collection. This coding outline served as the tool to organise and subsequently analyse the information gathered in the interviews and focus groups. The outline was a living document that was modified as new themes and findings emerge during data analysis. A list of definitions for the codes accompanied the outline, so that coders categorise data using the same standards. After inputting the raw data into NVivo, coders selected a sample of interviews to double code, to ensure inter-rater reliability. The team subsequently input the data into the thematic structure. The qualitative team used grounded theory (Strauss &

Corbin, 1998) to identify themes, categories, and theories that emerge from the data and that confirm or refute the researchers' initial impressions. That is, rather than basing the analysis on a hypothesis, the researchers created concepts and categories based on the data, refining the concepts as they go along to eventually inform the overall findings. First, the research team did a round of open coding to classify the data according to the coding structure and any additional themes that emerge from the data. Then, the research team did a round of axial coding to characterise the prevalence of responses, examine differences amongst groups, and identify key findings and themes related to the research questions. These key findings and themes identified through axial coding, along with narrative examples and quotes from research participants, formed the basis of qualitative findings for the report. For the document review, the evaluation team identified relevant information from selected documents and exported these data into an Excel spreadsheet structured by themes of interest. Then the evaluation team distilled document review findings to answer specific research questions. We analysed document review findings alongside qualitative data from KIIs and FGDs and, where relevant, household survey data, to ensure that we triangulated and added depth to interview and survey data.

#### **4.5. Methodological limitations**

There are several unavoidable limitations despite the rigorous RCT design. We discuss these limitations because they affect how we interpret the findings. We identified seven primary limitations to the study:

1. The LUL transfer targets, among others, children who have already dropped out of school and we are less likely to detect impacts for that group. Children out of school face additional barriers to reenrolment that make them less likely to reenrol. For example, a child may have forgotten some of the material they learned before dropping out. Or, they may have to purchase new school uniforms, notebooks, or other materials instead of being able to reuse them from their previous year in school. When we estimate the impacts of the programme on eligible children, we cannot distinguish between those out of school and those still enrolled in school, and who do not face these additional barriers.
2. We could not secure the transfer of a full history of administrative transfer records, so it was not possible for us to characterize the typical payment delay. FID provided the AIR team via UNICEF with February TMDH and LUL payment records. These limited data helped us to understand one instance of payment delays but not the broader challenges faced by recipients who may have faced regular, extended delays. While we cannot provide reliable findings on the history of delays, we mitigate this risk by presenting mixed methods results confirming that beneficiaries regularly experienced delays (62 per cent) and triangulating this with beneficiary interviews documenting the challenges these delays posed.
3. Households may have reacted to their treatment status before the baseline survey. The randomisation event that assigned communes to their treatment status occurred before baseline data collection. This event was public, so commune officials knew whether or not their residents would receive the transfer. If this information was relayed to survey respondents, they might have changed their answers based on the knowledge that they would (or would not) receive a transfer. LUL households might have already begun behaving as though they would receive the transfer by baseline. If they did change their behaviour before baseline, then we would not capture the full impact of the transfer. For example, a household might have already increased consumption, knowing that they would soon be eligible for the transfer. Then we would mistakenly think their

consumption at baseline was higher than it would have been without anticipating the transfer. Households in the control or TMDH group might have reacted in the opposite direction. If households changed their responses in anticipation, then we likely would be underestimating the impact of the LUL. However, households in rural areas are disconnected from high-level commune officials, so most households probably knew little of their treatment status.

4. Our research design included only one round of qualitative data collection, which gives us a snapshot of implementation at a given time but does not allow us to fully understand how implementation has changed or evolved over time. This is especially challenging given that qualitative data collection occurred during the COVID pandemic, which has directly affected programme implementation. While we asked key stakeholders about the trajectory of the programme, respondents often cited issues related to the COVID pandemic and other emergencies which were happening at the time of data collection, which were front of mind for them. To mitigate this risk, whenever possible we triangulate between information gathered from interviews with programme documentation to understand how programme implementation evolved over time.
5. Due to travel restrictions during the COVID pandemic, the AIR team was not able to travel to Madagascar to train the ATW team and conduct high-level key stakeholder interviews in person. To mitigate this risk and ensure the quality of data collection, AIR developed a rigorous online training and maintained constant communication with ATW via WhatsApp and email during data collection. In addition, we reviewed interview transcripts on a rolling basis to provide feedback and points of improvement to ATW researchers. Travel restrictions did not pose as much of a challenge to quantitative data collection training, since CAETIC had successfully completed two previous rounds of data collection for the LUL evaluation and was thus well experienced and familiar with the study area and instruments.
6. Qualitatively, it was challenging to disentangle the perceived impacts of LUL from TMDH. Although we asked beneficiaries about the impacts of LUL, responses indicated that people were often talking about both programmes together when describing how LUL had impacted their livelihoods. This means that our findings on perceived impacts of LUL may also include some perceived impacts of TMDH. However, our quantitative approach allows us to successfully disentangle the impacts of LUL from those of TMDH. Therefore, we often present the larger perceived impacts of LUL after discussing the quantitative findings on impact.
7. Most studies are vulnerable to biases that can affect the validity of findings. One of the key biases that this study must address is selection bias, in which case certain types of individuals are more likely to receive the treatment than others. Our study is likely resilient to selection bias due the experimental design. Furthermore, we found relatively few cases of contamination where households in control or TMDH-only communes reported having received the transfer. There are other potential sources of bias, such as social desirability bias where respondents misrepresent outcomes to reflect a response that they suspect is preferred by data collectors or implementers. For example, respondents may be more likely to report their children enrolling in school than was true. However, this trend would have applied to respondents across the three groups and if there were different levels of social desirability bias, it likely would have biased our results to zero which provides even more confidence in our findings.

## **4.6. Ethical considerations**

AIR conducts rigorous ethical reviews through its IRB for all of its own internal research activities and provides this service for a variety of subcontractors and collaborators. AIR's IRB has conducted expedited and full board reviews of research involving human subjects for more than 25 years. AIR is registered with the Office for Human Research Protections (OHRP) as a research institution and conducts research under its own Federalwide Assurance. The AIR IRB follows the standards set forth by the American Evaluation Association's Guiding Principles and the Joint Committee on Standards for Educational Evaluation. Three general principles define these standards: (1) evaluators will conduct evaluations legally and ethically, taking into account the welfare of those involved in the evaluation, as well as the general public; (2) evaluators will conduct evaluations in a competent and efficient fashion that will lead to reliable and accurate results; and (3) evaluators will design evaluations and report the results in a manner that is useful and appropriate to the intended audience. Clear guidelines exist regarding the expectations with which local data collectors must comply (e.g., how to document informed consent, how to store and restrict access to physical files and electronic data files and how to treat identifiable information).

AIR follows the United Nation's Evaluation Group's (UNEG) Code of Conduct, which requires both a conflict- and gender-sensitive approach to research and adherence to the "do no harm" principle, as well as transparency, confidentiality, accuracy, accountability and reliability, among other key principles which are further described below. AIR also adheres to UNICEF's Procedure for Ethical Standards in Research, Evaluation, Data Collection and Analysis. Specifically, with regard to the protection of vulnerable individuals and communities, AIR respects and adheres to the United Nation's Universal Declaration of Human Rights; the UN Convention Relating to the Status of Refugees; the United Nation's Convention on the Rights of the Child; and the United Nation's Convention on the Elimination of All Forms of Discrimination Against Women; as well as other human rights conventions and national legal codes that respect local customs and cultural traditions, religious beliefs and practices, personal interaction, gender roles, disability, age and ethnicity.

We obtained approval from the AIR IRB prior to data collection. Please see Annex E for the approval letters. The following outlines how we (a) obtained consent for qualitative data, (b) maintained confidentiality for all research, (c) managed and reported any adverse events during qualitative collection, (d) implemented our COVID-19 mitigation plan, and (e) respect for beliefs, human rights, gender equity, and the 'do no harm' principle

### **4.6.1. Consent**

Prior to participating in qualitative data collection activities, team leaders introduced the study and obtained informed verbal consent from them. Adults were asked directly for permission to include them in the study and parents or guardians were asked for permission for their children to participate in the study. Youth aged 13 years or older were asked to give their assent. Participants were informed that the information they shared was confidential and would not be shared with anyone, and that their participation was voluntary, and they could end their participation at any time or skip any questions they did not wish to answer. Informed verbal consent/assent was obtained from each participant after the consent form was read to him or her. All informed consent forms can be found in Annex J.

#### **4.6.2. Assurances of confidentiality**

Confidentiality was protected by a number of methods. First, no individual household or member was identified by name in any report or publication about this study. Specific information learned about a household was not shared with others outside the research team. Data-handling procedures were developed to safeguard completed data sets. Each household was assigned a unique identification code, which was used to link household records across modules and survey rounds. We needed an identifier because this design is a partially longitudinal study and the households were contacted at baseline, in the one-year follow-up, and at endline. Data was always saved in secure systems.

AIR received anonymised survey data from data-collection firms. The de-identified files were used for all analyses. AIR had no way of identifying survey participants. Data was analysed collectively so that information from any one household or participant would remain anonymous. We also ensured that study staff members were trained to understand ethical research.

Upon receipt of qualitative data, AIR researchers immediately processed the data to remove any identifiable information from transcripts. De-identified qualitative data was used for all analysis and report writing purposes. Original transcripts are kept by the principal investigator and are accessible only to her.

#### **4.6.3. Identifying, managing, and reporting adverse events**

While it was unlikely there will be adverse events attributable to the study, we knew it was possible youth or adult participants could experience psychological discomfort from an interview. Therefore, we were prepared to report any unanticipated problems involving risks to participants or others, serious or continuing noncompliance, or any other incident that is reportable to IRB per protocol or per IRB to the data-collection supervisor, the principal investigator, and the AIR IRB. The supervisor and principal investigator were instructed to consider available resources and develop a plan to best meet the needs of the respondents.

All participants were supported to make an informed decision regarding their participation. Participants were consistently reminded throughout the study that their participation remained voluntary and that they could choose to decline to answer some or all of the questions, without any negative repercussion.

#### **4.6.4. COVID-19 mitigation plan**

As part of our ongoing research work, AIR has prepared a mitigation strategy related to data collection during the global COVID-19 pandemic to minimise risks for participants, staff, and partners in the field. The strategy enabled us to swiftly adapt research design, data collection instruments, and strategies to respond to the conditions of the COVID-19 pandemic in Madagascar at the time of data collection. While the AIR team was unable to travel to Madagascar for data collection training, we participated via virtual meeting software (Zoom and Microsoft Teams). In addition, we ensured that CAETIC and ATW observed social-distancing measures; and facilitated the provision of preventive measures for staff, such as masks and hand sanitising. Last, we closely collaborated with CAETIC and ATW, our in-country data collection partners for this study. These collaborations allowed for local presence and knowledge, and for continued data collection even though intercontinental travel remained restricted. Being prepared for these situations enabled us to minimise the risk of COVID-19 transmission while we conducted our research activities without delay.

Additionally, this preparation gave us the opportunity to design context-suitable research instruments and to reduce possible biases in responses and response rates in instances in which data could be collected in person.

#### **4.6.5. Respect for beliefs, human rights, gender equity, and the 'do no harm' principle**

To ensure respect for UNEG principles, AIR led trainings with data collectors which were held for approximately a week. Sessions were conducted by AIR with CAETIC (for quantitative training) and ATW (for qualitative training) to ensure standardised, accurate, sensitive, and safe interviewing techniques with the interviewers. The training sessions covered the following topics: (a) background on the purpose of the study and on data collection and design; (b) a participatory review of the questionnaire/protocol and practice interview techniques in class, including role playing; (c) the procedures for and importance of maintaining confidentiality; (d) sensitivity toward study subjects; (e) protecting the privacy of the participants; (f) identification and response to adverse effects; (g) interviewer safety; and (h) human subjects research protection.

## **5. Description of beneficiary households**

In this section, we describe the LUL-eligible beneficiary population in terms of the characteristics that the LUL transfer does not affect. These characteristics include household demographics and adults' education level. We summarize these dimensions separately from the impact evaluation component because they should not change as a result of the programme. However, these outcomes are important moderators for the LUL programme. Throughout this section, we focus on different collections of respondents, depending on the nature of the outcome. Table G.1 summarizes the number of households in the control group, the Transferts Monétaires pour les Droits Humains (TMDH; Monetary Transfer for Human Development) group and the LUL group. The table also breaks the LUL group ( $n=771$ ) down into those who enrolled in the programme ( $n=543$ ) and those who lived in LUL communes and were eligible for the programme but did not enrol to receive the transfer ( $n=228$ ).

### **5.1. Household composition**

LUL-eligible households in our sample are generally large households with multiple young household members. There is a large range of household sizes, with most households consisting of 4–10 members (*see Figure F.1*). The average household size is 7.4 members, which is larger than the national average (4.9 members). To be included in the programme, LUL-eligible households must have one head, one child aged 10 years or younger to qualify for TMDH, and one child aged 11–18 years who can enrol in the final year of primary school or in secondary school to qualify for LUL. Table G.2 shows that households average 1.2 children aged 5–10 years and 2.5 children aged 11–18 years. The population of our study is largely shaped by the programme eligibility. The two main subgroups of our study are the eligible children and their parents. Figure F.2 shows a large mass of individuals under the age of 20 years who make up the children eligible for the transfer and their siblings. We also see a slight bulge among adults in their late 30s to early 50s, corresponding to the parents of these children. Given the sampling strategy of LUL-eligible households, we see relatively few individuals in their late 20s and early 30s because they are too old to enrol in LUL and too young to have LUL-eligible children. We also see few elderly household members, who are

too old to be parents of LUL-eligible children. We found that households in LUL communes are roughly balanced between males and females (49.7 per cent female).

## 5.2. Adult education

Adults in LUL-eligible households have completed relatively little schooling. These adults generally enrolled in school at some point but completed less than a primary education. While 12.8 per cent completed no school whatsoever, 87.2 per cent completed at least one year of school. We found that women were 4.7 percentage points less likely to have enrolled in school for any length of time ( $t = 2.55$ ). Relatively few adults attended school for the five years needed to complete primary education; 59.6 per cent completed four years or fewer of school, and less than one in four adults attended school beyond the five years of primary school. These numbers are lower than the national primary school completion rate, which was 31.57 per cent when last recorded in 2018 (UNESCO, 2018). There were 2,678 adults over 18 years of age in total in our sample, with females comprising 48.9 per cent of the adult sample. Females completed slightly less school than their male counterparts, with 16.3 per cent never completing any school and 64.2 per cent completing less than a primary education. There is a strong relationship between an individual's age and the likelihood of having enrolled in school. Figure F.4 shows that about 96 per cent of young adults (aged 19–29) and 85 per cent of adults aged 30–64 had ever enrolled in school. Only 71 per cent of older adults (aged 65 and above) had ever enrolled in school.

### About the Evaluative ratings

As part of our evaluation, we assigned an evaluative rating to each evaluation criterion:

- A green evaluative rating indicates that the program was generally successful in meeting the criterion.
- A yellow evaluative rating indicates that the program was partially successful in meeting the criterion, according to our analysis.
- A red evaluative rating indicates that the program was generally unsuccessful in meeting the criterion.

## 6. Evaluation findings

In this section, we describe the findings from the LUL impact and process evaluations. We present findings that answer each evaluation question (as presented in the terms of reference) and we have organized the evaluation questions in accordance with the Organisation for Economic Co-operation and Development's Development Assistance Committee criteria. We also present evaluative ratings for each evaluation criterion, as described in the textbox on the right.

### 6.1. Relevance

#### Evaluation Question 1: How relevant is the LUL-cash component for target groups?

According to the qualitative data, financial barriers present the biggest challenge to accessing education, making the LUL cash transfer highly relevant for the intended beneficiaries. Stakeholders explained that the vulnerable households targeted by LUL usually struggled to cover

#### Evaluative Rating: Green

The data show that the programme was relevant to the needs of the beneficiaries, included key gender, equity, and human rights considerations, and aligned with the implementation of the national social protection policy. Even though the programme itself was highly relevant to the needs of the beneficiaries, the transfer amount was not enough to cover all of the education expenses.

school expenses due to poverty. As discussed in more detail under Evaluation Question 5, the programme followed comprehensive targeting criteria to identify the most vulnerable households to benefit from the cash transfer. A district education official described the dire situation faced by parents from vulnerable households: “*When the parents don’t have money, they don’t send their children to school because they don’t even have food.*” In addition, parents often had many children and were unable to send all of those children to school. A beneficiary explained that parents often had to be selective with schooling when they had a large family: “*In our case, we are many siblings, and our parents cannot afford to send us all to school, so my elders had to drop out.*” Other children and parents who benefited from LUL offered similar accounts of pulling older children out of school.

Respondents explained that older children often dropped out of school to work and help their parents earn money. Dropout is common among children ages 6–18 years, with roughly 10–20 per cent of children ages 6–18 who enroll in school later dropping out. Figure F.5 shows the share of children in each district who have dropped out. Of note, many of the children still enrolled in school will drop out in the future, so this number will increase in years to come. Both girls and boys participated in income-generating activities, while girls also tended to get married. Children often participated in agricultural work to provide for their families, and a few respondents mentioned that children worked in the gold mines. Beneficiary children and parents confirmed instances of older children dropping out of school to work. Even when children did not drop out of school to work, a few teachers mentioned that students missed class during the planting and harvest seasons, which interrupted their education.

While less common, a few respondents recognized non-financial barriers to accessing education, including difficulty passing the Certificat d’Études Primaires Élémentaires (CEPE) exam and a lack of parental support for education. Several teachers and parents of beneficiaries told stories of students dropping out of school after failing to pass their CEPE exam. A parent explained that her son’s discouragement caused him to give up on his education: “*He sat for the CEPE exam, but failed. And he said he wanted to stop and go to work. So, he is farming, now.*” A respondent from FID mentioned that parents tended to undervalue education in the countryside and were less willing to send their children to secondary school. Stakeholders noted that a lack of confidence in the school system also contributed to limited parental support for education.

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#### **Evaluation Question 2: How adequate have the size (value) and regularity of the scholarship been to achieve the scholarship programme objectives?**

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The LUL bi-monthly transfer appears to have been too small to induce the kind of widespread change envisioned when the programme was designed. While large enough to attain some level of impact for the core goal of increasing enrolment (see Impact section), the impacts could have been larger and could have extended to a wider range of domains. Figure F.6 shows that the majority of households reported that a hypothetical 10,000 AR per child (whether they had already received the LUL transfer or not) was not enough to enrol their children in school. This view was reported relatively consistently across the three groups in the study, with about 30–40 per cent of households in control, TMDH and LUL communes all reporting that the amount was too small. A hypothetical 10,000 AR per child corresponds to the actual impacts that we present in Section 6.4 because we test for the marginal impact of the LUL transfer. In other words, we do not consider the total value provided to the household by TMDH-LUL since both TMDH and LUL households will receive the basic

*"Five of my children go to school. The sixth one stopped after Grade 7. He said to me, 'father, I will help you because my siblings need support.' So, he stopped school and went working, and the five other children are going to school."*

- Parent

household allowance and the primary school enrolment bonus for younger children. This perception that the transfer was too small to induce change also emerged in the qualitative data (discussed in more detail under Evaluation Question 3). The LUL theory of change posits that changes to enrolment will take place when the constraints imposed by the formal and informal costs of education are eased. If 10,000 AR does not cover these costs, the impact of the LUL transfer will be limited.

### **Evaluation Question 3: Has the allocated funding reflected the level of needs of scholarship recipients and the operating needs?**

Respondents felt that the cash transfer did make a difference in helping families send their children to school, though they agreed that they still had outstanding education costs associated with children's schooling.<sup>5</sup> While many of the households could have paid for school expenses without the LUL transfer, some needed the cash to pay for expenses they could not have otherwise afforded. Interviewees explained that parents covered numerous expenses related to education, spending the largest amounts on buying stationary, food and uniforms; supplementing teachers' salaries; and contributing to school upkeep. Given all of these costs, parents felt that the transfer amount made a small contribution to their spending needs. In addition to the expenses detailed above, some parents noted that they had paid registration fees during the most recent school year, even though most respondents explained that these fees had been waived.

Parents reported that they struggled to pay various operational school costs, including teacher salaries and school maintenance costs. A parent explained that the community was often responsible for paying fees to keep schools running, as well as the salaries of additional teachers who were not paid by the government: *"Besides, they don't have enough teachers in government schools, and the parents are charged with hiring community teachers ... So, the little help that we get, we also have to share it with the community teachers."* Parents described paying between 7,000 and 10,000 Ariary and 100 to 200 cups of rice to cover teacher renumeration. Stakeholders explained that parents also covered gaps in government allocations to maintain school premises. A district education official explained:

*For example, there is no desk, the cash in hand of the mayor is not enough to pay [for] desks for each establishment within the Commune he is in charge of; it must be the parents in the area who are going to think about it, and there must be an amount to be paid. That's why I say that education at 0 ariary doesn't exist; there must be an amount to be paid.*

Several parents confirmed that they were required to make payments for school tables and benches through the parent-teacher association.

*"20,000 Ariary is not enough to cover the children's schooling and stationeries. It is just enough for the school uniform." - Parent*

<sup>5</sup> The LUL cash transfer was not intended to cover all costs associated with education but instead contribute to the expenses parents must incur to send their children to school.

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#### Evaluation Question 4: How relevant is the LUL cash component to meet government needs and priorities?\*

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Respondents believe that the LUL cash transfer programme supports the government of Madagascar's education priorities, specifically in terms of preventing student dropout and retaining students in secondary school amongst the 39,000 households the programme aimed to serve. A district education official discussed the programme's support for secondary education: "*It really helps the poorest households who have children attending the secondary schools.*" The government's education commitments are outlined in policy documents including the National Development Plan and the National Education Sector Plan (PSE) 2018–2022, among others. A respondent from UNICEF noted LUL's alignment with the National Development Plan, which focuses on poverty alleviation by increasing access to social services including education. The PSE aims to improve access to secondary education, with an emphasis on creating a system of scholarships that favours poor and female students (Ministry of National Education, Ministry of Higher Education and Scientific Research, Ministry of Employment and Technical and Vocational Education, 2017, p. 20). Stakeholders also discussed LUL's alignment with the social protection policy, which is discussed in more detail under Evaluation Question 7.

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#### Evaluation Question 5: To what extent have equity, gender equality, and human rights goals and processes been incorporated into the planning of the scholarship programme?

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Respondents agreed that the LUL programme was designed to incorporate principles such as equity, gender equality and human rights. The programme followed comprehensive targeting criteria to identify the most vulnerable households to benefit from the cash transfer. For example, the LUL 2016 Programme Document explains how targeting focused on reaching those most in need: "*Equity is ensured because these transfers are intended for the poorest households in districts with large-scale deprivations ... This initiative, in which the government is the main actor, makes it possible to target the most vulnerable populations*" (UNICEF Madagascar, 2016).

Respondents described the targeting approach, explaining that it incorporated both a review of household assets and community validation to confirm that identified households were truly vulnerable.

Stakeholders explained that gender equality was integrated into the programme by providing the cash transfer to women. The LUL 2016 Programme Document noted that paying the transfer directly to women encouraged empowerment and positive coping mechanisms (UNICEF Madagascar, 2016). A respondent from FID added that programme indicators included a focus on women-headed households. Beyond this, the programme was designed to target girls and boys equally. This is discussed in more detail under Evaluation Question 6.

Stakeholders believe that the LUL programme is guided by human rights goals, such as ensuring a child's right to education. In its Human Rights-Based Approach to Education for All Framework, UNICEF asserts that "*the duty is to encourage [secondary education]*

*"The programme is focusing on human rights because it is addressing human development. Children school rate is an important aspect of human development. Because, in a poor country such as ours ... educated people are human capital, so it is extremely important and beneficial to households."* – FID respondent

*development and make it available and accessible to every child, and free where possible*” (UNICEF/UNESCO, 2007, p. 30). This aligns closely with LUL’s explicit goal of increasing enrolment and attendance in secondary school specifically.

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**Evaluation Question 6:** Has the scholarship been designed to provide for equal participation by all relevant groups (i.e., girls and boys)?

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Respondents believe that the programme is designed to reach different vulnerable groups equally. Specifically, stakeholders reported that the programme targeted both girls and boys, without prioritizing one group over another. The LUL 2016 Programme Document explains the rationale behind this approach: “*It was decided not to favour girls over boys because the net enrolment rates did not show any differences between the sexes*” (UNICEF/UNESCO, 2007, p. 30). A respondent from FID elaborated on this point: “*There was no discrimination against girls, all households were treated equally. LUL is given to two children in a household; whether the household has a girl and a boy or two girls makes no difference.*” Teachers and principals validated LUL’s approach, mentioning that they were not aware of major differences in attendance or enrolment between girls and boys; adolescents of both genders are at risk of dropping out of school due to financial barriers and often leave school to work and support their family. While the programme did not prioritize one group over another, 12,703 girls and 11,508 boys participated in the programme, demonstrating that the LUL cash transfer reached more girls than boys (UNICEF Madagascar, 2021).

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**Evaluation Question 7:** To what extent was the programme aligned to policies and strategies in Madagascar, and how relevant is the programme to implement the social protection policy in Madagascar?\*

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Findings from the desk review and qualitative data suggest that LUL supports the implementation of Madagascar’s national social protection policy. One of the goals of the national social protection policy is to improve access to education. The policy document notes that different mechanisms support the realization of this goal, including conditional cash transfers and social safety nets (Ministry of the Population, of Social Protection, and of the Promotion of the Woman, 2015). As a conditional cash transfer benefiting the most vulnerable households, LUL directly supports access to education in line with the goals of the policy. A respondent from FID explained:

We are all aware that LUL programme is providing scholarship for households, this is significantly contributing to social protection because (...) those households are among the most disadvantaged. As a result, this programme is joining the social protection programme of the government.

Respondents from MPPSPF agreed that LUL advances the objectives of the national social protection policy. Notably, the addition of the LUL cash transfer to TMDH increased the coverage of the programme, providing financial support to access education to more children than before. This is key to the national social protection policy, as it underscores the need for increased access to education, especially for children. LUL’s alignment with other policies in Madagascar is discussed under Evaluation Question 4.

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### Evaluation Question 8: What barriers have potentially LUL-eligible households with out-of-school children faced in enrolling children in school?

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Similar to beneficiaries, non-beneficiaries explained that they struggled to enrol their children in school due to financial barriers. According to discussions with parents and children, most children had been enrolled in school at some point but dropped out due to the inability to cover costs associated with education (including school fees and supplements for teacher salaries). A non-beneficiary parent recounted having to pull her child out of school: “*The first boy who is 14 used to be at school, but due to our problems in life, he couldn’t continue because we can’t afford paying school.*” Another parent explained that her child dropped out of school because of the high fees for teacher salaries: “*But we had to pay our contribution per child in PTA which was meant for the payment of non-civil servant teachers [volunteer teachers]. That was very heavy for us.*” Other non-beneficiaries experienced similar challenges covering education expenses.

## 6.2. Efficiency

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### Evaluation Question 9: Was the programme implemented as planned?

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#### **Implementation fidelity**

The LUL cash transfer supplement programme deviated from its original design in several important ways, most notably in the regularity of payments. While payments were not consistently made on a bi-monthly basis as planned (61 per cent of beneficiaries reported experiencing payment delays), most beneficiaries ultimately received the full amount to which they were entitled. At the time of endline data collection, only 8 per cent of beneficiaries (44 in total) were still waiting on LUL funds. The largest proportion of beneficiaries with outstanding payments lived in Betioky Atsimo (18.6 per cent) followed by Vohipeno (11.6 per cent), Ambohimahasoa (9.9 per cent), Mahanoro (3.8 per cent) and Faratsihio (1.1 per cent). These findings align with data collected from beneficiaries during qualitative focus group discussions. (For detailed evaluation findings related to payment delivery, please see Evaluation Question 9.) We also found that households enrolled in the LUL programme (not just our sample) received a total average transfer of 56,000 AR, of which the LUL supplement made up just over 15,000 AR per household. The total transfer comprises more than just the LUL transfer—the general transfer and the transfers for younger children enrolled in school made up roughly 41,000 AR per household. With a 10,000 AR LUL payment per eligible child, plus the bonus amount available for students in the 7ème and 3ème grades, an average of approximately 15,000 AR per household for LUL is reasonable.

#### **Evaluative Rating: Yellow**

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The data show programme take-up increased over the course of implementation and the majority of households reported eventually receiving the entire transfer. That being said, there were many issues with payment delays, lodging complaints, and the conditionality of the transfer.

Understandably, the COVID-19 pandemic led to other deviations from the LUL cash transfer programme design. For example, the attendance requirement was waived during the pandemic and community for development (C4D) activities were suspended temporarily.

However, a few respondents (in particular, teachers) reported that when the attendance requirement was active, attendance data were not always used to determine payments, compromising the conditionality of the cash transfer. A teacher from Ambodiharina reported, “[Beneficiaries] are always benefiting because [attendance] reports are not received regularly.” It is not clear how widespread this perception is (of attendance reports being delayed or not fully considered by FID), but numerous teachers mentioned that beneficiary lists were not being consistently updated and referenced the challenge of producing attendance reports in the format required by LUL. Regarding updates to beneficiary lists, several teachers and education officials mentioned that households with children who had dropped out of school or died continued to receive the cash transfer.

Lastly, case management services do not appear to have consistently functioned as intended. According to programme technical reports, FID’s operational team is responsible for managing complaints about project activities (UNICEF Madagascar, 2021, Section 5.1) and FID maintains that complaints with required support documentation are resolved in a timely manner to respect the rights of beneficiaries. However, beneficiaries from Betsizaraina and Mahanaro, in particular, reported a lack of follow-up on their registered complaints. One beneficiary from Betsizaraina said, “*We lodged a claim when we had that problem [not receiving the correct amount], but as [our contact from FID] no longer worked for them, we don't know where our claim went.*” According to another beneficiary, four mothers from Betsizaraina reported incorrect payment amounts but were still waiting for resolution at the time of data collection. Other beneficiaries also reported that their phone calls were not answered or returned.

While the technical reports state that the FID operational team is responsible for managing complaints, mother leaders also appear to be collecting grievances from programme beneficiaries and perceive their responsibilities to include transmitting these complaints to FID or the executive committee at the village (CPS). A mother leader from Camp Robin told the research team, “*For example, if there are complaints from the recipients, we receive it first and then transmit it to the FID, or to the CPS which transmit it itself to the FID.*” Beneficiaries from Mahanoro confirmed that mother leaders listened to their grievances but indicated that there had been no resolution to their complaints yet.

*“We did not get the payment, so, we called them, but they did not answer the call. We were told to call the FID manager, but no one took the phone.”* - A focus group participant, Mahanoro.

Finally, while certainly not the fault of the LUL cash transfer programme, it is worth noting that a number of beneficiaries shared their reluctance to file complaints in the first place. One beneficiary from Manandroy explained, “*We'll eventually receive the full amount, anyway. So why complain?*” Other beneficiaries, including this beneficiary from Ambatosoa, noted that they were afraid to complain: “*There won't be people that will dare complain.*” Lastly, some beneficiaries mentioned that it is not their custom in rural areas to question or complain. For example, a parent from Mahanoro did not receive the full payment and was told their child had skipped school. Even though they did not believe this to be the case, they did not press the issue: “*You see, we, in the countryside, we are afraid of something like that, when we are told to do something, we obey.*” Thus, in addition to the case management system not functioning consistently, some LUL transfer beneficiaries were reluctant to lodge complaints.

### ***Programme take-up***

The LUL transfer's take-up rate increased among eligible households from 62.5 per cent at midline to 71.9 per cent at endline, according to respondents' self-reporting. In Figure F.7, we see that the district of Mahanoro had the lowest self-reported take-up rate of 60.2 per cent at endline, while the district of Ambohimahasoa had the highest self-reported take-up rate of 85.1 per cent. With the exception of Faratsiho, district level self-reported take-up rates tend to be higher than the take-up rates reported in the program's administrative data. This is particularly noticeable in Toamasina II where the self-reported take-up rate is almost twice as large as the administrative data. This mismatch may be due to fact that some households that have dropped out of the programme reported that they were still receiving transfers or to inaccuracies in the administrative data itself. As shown in Figure F.8, none of the TMDH-only households and only a few control households received the LUL transfer, which indicates that there was little to no contamination between the LUL, TMDH-only and control groups. The proportion of control households that received the transfer is low at 3.8 per cent and is likely due to households moving from a LUL-eligible district to a non-eligible one.

Most households in LUL communes were aware of cash transfer programmes taking place in their communities. As shown in Figure F.9, 95 per cent of households in LUL communes knew that cash transfer programmes were available in their community, and 90 per cent of households were aware of the LUL programme specifically. Awareness of cash transfers was high in TMDH communes (89 per cent) but fewer households in TMDH communes were familiar with the LUL programme specifically (57 per cent). In contrast, less than half of the households in control communes had heard of cash transfer programmes.

While most LUL recipients understood the programme's enrolment conditions, a large minority of households in eligible communes did not know about the programme. As illustrated in Figure F.11, 96 per cent of LUL households who received the LUL transfer believed that the programme's enrolment criteria were clear. However, a minority of LUL-eligible households were not aware of the programme's existence, which appears to have substantially driven down LUL uptake. Figure F.10 shows that 36 per cent of LUL-eligible households who did not enrol in the programme had never heard of LUL, while 12 per cent knew of the programme but did not know that they were eligible to receive the transfer. Lastly, roughly one in four households reported that they did not enrol in LUL because they did not have a child in the eligible grade levels. For those with children aged 11–18, they may not have known that they would become eligible upon enrolling their child in school.

A majority of households had to travel for over an hour to receive their LUL transfer, but the long travel distance was not perceived as a risk by LUL recipients. As shown in Figure F.14, close to half of LUL households reported travelling for more than an hour to reach their payment location. However, only 5.1 per cent of households reported having problems or needing to take a risk to receive their transfer.

## Evaluation Question 10: Have beneficiaries received complete payments on time?

### Payment Delays

As noted previously, there were delays with the TMDH-LUL payments, and beneficiary households did not consistently receive payments on a bi-monthly basis as intended. Roughly 62 per cent of beneficiary households experienced payment delays (*see Figure F.12*). According to the technical report published in April 2021, there was a delay in releasing the first wave of payments in October 2020. In response to this delay, programme officials distributed a larger cash transfer, equivalent to the funds beneficiaries should have received, in December 2020 (UNICEF Madagascar, 2021, Section 2.3.1). Qualitatively, respondents cited several reasons for payment delays, including sanitary restrictions due to COVID-19, cyclones, insecurity in certain areas, and administrative challenges related to payment reconciliation. Respondents from FID emphasized COVID-related delays, and in one case reported a delay receiving funds from UNICEF. However, a few respondents noted administrative challenges on FID's reconciliation of payments which caused delays in the disbursement of subsequent transfers. For instance, UNICEF respondents noted that payment delays were due to "*administrative problems, management of funds and liquidation*" on the part of FID, while one informant from FID stated, "*UNICEF procedure is very heavy (...) if we have to repatriate the money then ask it back again.*" Importantly, however, beneficiaries reported during focus groups that while they sometimes went as long as four to six months without receiving a payment, most beneficiary households ultimately received their full payment amount. Quantitative survey results corroborate this finding, with only 8 per cent of households still awaiting payment at the time of data collection (*see Figure F.12*).

### Receipt of correct amount

We found that a large majority of households on the LUL registry received the correct amount, as defined by programme records. However, we were only able to detect the extent to which actual payments matched the payments calculated from administrative data. If the administrative data are incorrect, the calculated payment will also be incorrect. For the LUL payment preceding endline survey administration, only 7.7 per cent of LUL beneficiaries (n=7,729) received a correction payment to adjust for previous errors. This rate indicates that beneficiaries generally received the amount that FID administrative data determined they should receive. However, this does not account for errors in the administrative data that result in the planned payment amount being incorrect. For example, the administrative data may incorrectly record a child as being out of school and hence ineligible.

### Snapshot of February Transfers

Timeliness of February 2021 Transfer.

A review of LUL administrative payment records suggests that delays between funds being released for payment and households actually receiving the money were generally less than a month. For the February 2021 LUL payment, 42.9 per cent of households received the transfer the day it was available, and 94.7 per cent of households received the payment within 30 days of it being available. While this duration is relatively short, we lack the data to characterize the difference between when a transfer was planned and when it took place. However, the short duration of time between a payment being released and the beneficiary receiving the money suggests that delays took place earlier in the process, rather than at the final stage where cash is delivered to beneficiaries. This evidence only covers one round of payments, so it may not be representative of the entire history of payment delays.

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### Evaluation Question 11: How timely and effectively has the scholarship delivery process been managed?

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As discussed in detail under evaluation question 9, most households (61 per cent) reported experiencing delays receiving payments. However, nearly all households (92 per cent) reported ultimately receiving the full amount to which they were entitled. So, while we cannot say that the payment process was consistently timely, it was largely effective in (eventually) delivering the correct sum of money to beneficiaries. Further, the fact that the LUL cash transfer is a supplement to TMDH may have incurred in cost and time savings in comparison to a standalone programme.

As for case management, as discussed in detail under evaluation question 8, beneficiaries reported mixed experiences with case management services. Several focus group participants reported that their complaints had not been responded to or resolved as of the time of data collection, so we cannot say that the case management services have operated entirely efficiently or as intended. Survey data also indicate that awareness and use of case management services were low among LUL beneficiaries. Despite recurring payment delays, only 5.1 per cent of LUL households—28 in total—reported experiencing other payment problems or taking risks in order to receive their transfer. Among households that experienced payment problems, only a third knew to contact FID payment personnel, and even fewer (28.6 per cent) contacted FID regarding their payment issues (*see Figure F.13*). Moreover, less than half (42.9 per cent) of households that used case management services saw their problem eventually resolved.

In considering the overall efficiency of the programme, it is worth noting that one quarter of TMDH-LUL transfer beneficiaries reported travelling an hour or more to receive their transfer (*see Figure F.14*). Significant travel time could potentially reduce uptake among households who cannot or will not travel to the pay point. The survey question, as posed to respondents, should only capture the time taken to travel *to* the distribution point. However, some of the longer travel times may have been reported by respondents who provided the total travel time (i.e., a round trip).

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### Evaluation Question 12: Were capabilities built or in place to ensure implementation?\*

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The conditionality of the LUL cash transfer supplement—and the heavy administrative burden associated with maintaining the conditionality—continued to present challenges for programme implementation at the time of endline data collection. A respondent from UNICEF suggested that the programme should be simplified to prevent the types of recurring delays that have plagued the programme thus far:

We have the conditionalities linked to each child, we have conditionalities to follow, we have a database to update every school year which makes it really difficult, and that is, we are always late, we are never regular. So, for me, it's simple, we really have to simplify our job because we are in a country which has very low administrative capacity and we cannot make such a difficult programme.

Other respondents noted the need for more capacity-building related to taking attendance and using attendance information. According to one local education official (chef de zone d'administration pédagogique—ZAP), “*The school directors responsible for the attendance record should get some training.*” Teachers noted the difficulty of taking attendance in the

required format, and one teacher from Betsizaraina expressed a desire to be compensated for the extra effort:

I have been among the teachers to fill in the forms since our school receives the LUL. It's very difficult to fill in the forms, and also for the colleagues because there is one responsible teacher per level to do it and to monitor the children. There is nothing to motivate us, so we ask the partners to think thereof.

There were also some claims that FID was not using the completed attendance forms to determine which households received full payments, as mentioned under Evaluation Question 8.

Finally, mother leaders reported that they were inconsistently trained. Some mother leaders said that training was only provided in villages close to the road, allegedly because of the murder of an FID employee. Other mother leaders said that they missed training sessions because they were not informed of them in advance. In terms of compensation for their duties, many of the mother leaders we spoke to referenced their heavy workload and their belief that they should be paid for serving in that role.

*"There was [an increase in enrolment] because it has increased every year. Upon my arrival here, the number of the pupils is 700 (...) and now it reaches 850." – School principal, Camp Robin*

### 6.3. Effectiveness

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**Evaluation Question 13:** To what extent have the expected objectives of the scholarship programmes been achieved, or are likely to be achieved, in terms of reduced dropout, improved promotion and completion rates, and improved attendance?

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**Evaluation Question 14:** To what extent are the programmes producing differential effects with regards to gender and regional contexts?

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#### **Enrolment**

Overall, school enrolment and attendance rates were high in LUL-eligible districts, and girls had slightly better outcomes than boys. However, we found differences in enrolment between children in various age cohorts, which suggests that LUL may be supporting certain children's academic progress more than others based on their age and grade. Enrolment increased from 76.5 per cent at baseline to 82.3 per cent and 84.6 per cent at midline and endline, respectively. These results are particularly encouraging considering that the net enrolment rate for primary and secondary school in Madagascar was 61.2 per cent when last reported in 2019 (UNESCO Institute for Statistics, 2021). Enrolment at endline was slightly higher among girls than boys, at 85.4 per cent and 83.9 per cent respectively (see *Figure F.15*). Across LUL districts, enrolment was lowest in Faratsihy, at 76.9 per cent, and highest in Toamasina II, at 88 per cent (see *Figure F.16*). The total rate of primary school enrolment in Madagascar in 2012-2013 was 69.4% whereas the government target is 90% (see Annex I).

#### **Evaluative Rating: Yellow**

Quantitative and qualitative data show that school enrollment increased in the LUL districts. However, quantitative data showed that there was a drastic drop-off in school enrollment after the age of 12 and they continued to decline and reached their lowest among 18-year-olds.

While our sample's estimate is well above the national average and close to the government target, it is important to note that our sample is representative not of overall enrolment but instead for just those children eligible for LUL.

This is supported by the qualitative findings on enrolment. Many stakeholders—primarily teachers and education officials—noted that school enrolment rates had increased since the LUL programme started. For example, a school principal from Camp Robin explained that enrolment rates had increased regularly during the LUL programme period. Similarly, a district education official from Ambohimahasoa stated that he had observed enrolment increases due to the LUL programme because the cash transfer was an important incentive for parents: “*There was an increase [in enrolment], because of this programme. It really is a big incentive for parents. And the teachers even told me that this programme should be continued, because at this rate, we may achieve to drastically reduce the dropout rate.*”

However, respondents from some programme areas (notably Camp Robin, Betsizaraina and Ambatosoa) believe that increased enrolment may also be related to the fact that the government waived school registration fees. For instance, the chief ZAP from Camp Robin explained, “*There is a positive change regarding the number of enrolled children attending school. This is due to the free-of-charge enrolment.*” A teacher from Ambatosoa reported a similar situation: “[Enrolments] have increased so much since the launching of the programme, and this time it was even more so with the fact that the registration and the school fees are now free so it increases.”

Generally, respondents stated that there was no difference in enrolment between girls and boys.

### **Attendance**

Like enrolment, child attendance was high overall and slightly higher for girls. At the time of data collection, 93.6 per cent of girls and 92.6 per cent of boys had attended every day of school in the previous month. Attendance rates were consistent across the 11ème to 1ère grades (over 90 per cent) but were lower in the maternelle and terminale grades (88.4 per cent and 81.3 per cent, respectively) (see *Figure F.19*). Across districts, attendance was highest in Mahanoro, at 95.8 per cent, and lowest in Betsiriky Atsimo, at 87.2 per cent (see *Figure F.18*). These attendance rates are high, so it is likely that the programme faced ceiling effects and could only improve attendance by a small amount. It should also be noted that enrolment, attendance and grade progression outcomes were self-reported. These results are therefore subject to recall bias (i.e., forgetting the true value) and social desirability bias (i.e., providing answers the respondent thinks the enumerator wants to hear).

These high reported rates of attendance align with data from qualitative interviews. The majority of stakeholders—including education officials, teachers and directors—reported that attendance rates were high and believe that the LUL cash transfer helped to improve student attendance. The most cited reason for this belief was that parents were motivated to send their children to school because they were afraid to lose the cash transfer support. For example, a teacher from Camp Robin explained:

*[The LUL cash transfer] really helps us, especially us, parents. Sometimes, even when the parents would like to keep the children at home to help, or because they are afraid. Now, they have to send the children to school, otherwise the support stops. We encourage our children, we motivate them. We tell them: “go to school, it will make your life better and easier.” Children have notebooks, we can pay their school fees, although the payment does not fully cover it. In the past, education was not our priority. We had to survive. Now things are different, so we encourage our children to go to school.” – Parent from Manandroy*

differences in school attendance were mixed. A few respondents noted that girls had better attendance records, while others stated that there were no differences in attendance by gender.

### ***Dropout***

We found differences in enrolment and dropout rates between children in various age cohorts, which suggests that LUL may be supporting certain children’s academic progress more than others based on their age and grade. As shown in Figures F.20-F.25, enrolment was highest in the 7- to 13-year-old age range (i.e., children of primary school age and children who were beginning secondary school). However, enrolment rates continuously declined among children aged 12 and older and reached their lowest among 18-year-olds. This decrease was noticeable among both girls and boys (*see Figure F.22*). Additionally, a quarter of children aged 15–18 had dropped out of school, compared with 10.1 per cent among 6- to 10-year-olds and 5.7 per cent among 11- to 14-year-olds (*see Figure F.23*).

There was general agreement among qualitative respondents that the LUL programme had reduced school dropout. Most stakeholders reported that fewer children were abandoning school since the LUL programme began. Similar to perspectives about attendance, the main reason cited for this reduced dropout rate was parents’ motivation to meet LUL attendance criteria in order to continue receiving the cash transfer. For example, a district education official from Ambohimahasoa noted:

Thanks to the LUL programme, more children are going to school. And if this goes on, I think we can achieve the zero dropout. The parents are now aware of the importance of schooling, and they also want to get the financial support. So, they send them, because they get multiple benefits.

Once again, there were mixed opinions on differences in dropout by gender. Several respondents reported that there was no difference between girls and boys in dropout rates, while others mentioned that girls may drop out more because of marriage.

I noticed that [students] came to school ... to continue studying because firstly the problem of the parents to finance their children’s studies has been solved, the second one related to it is the risk of losing the funding if the children don’t go, so the children go, or it’s the parents who tell their children to go to school. Some complain that their children don’t want to go to school; the reason why they complain is the fear of not getting the money if the children don’t come here.

In addition, focus group participants reported that beneficiary children seldom missed school, with illness cited as the most common reason for absence. Furthermore, parents noted that the LUL cash transfer helped them purchase school supplies and pay school fees, which encouraged students to attend school. Perceptions of gender

## **Grade progression**

While roughly 80 per cent of children enrol in primary school by 7 years of age, progression through subsequent grades slows, with a quick drop-off in the share of children who remain on track to complete one grade per year. Figure F.25 shows the percentage of children who enrolled in primary school (11ème) and progressed one grade per year. Roughly three out of four children had fallen behind this pace by the age of 11, when they should be entering secondary school (6ème). This finding suggests that many children face educational challenges prior to being eligible for the LUL transfer.

Grade progression over the previous year among LUL-eligible children was high and consistent across LUL districts. We found that 89.1 per cent of children had progressed to the next grade between the 2019–2020 and 2020–2021 school years. The progress rate was lowest in Vohipeno, at 85.3 per cent, and highest in Toamasina II, at 92.2 per cent (*see Figure F.27*). Differences in grade progression rates by sex were negligible: 89.6 per cent for girls, compared with 88.5 per cent for boys (*see Figure F.26*). However, grade progression rates were particularly low in the 3ème grade (60.9 per cent) and the terminale grade (28.6 per cent) (*see Figure F.28*). In Madagascar, 3ème and terminale are the last grades in lower and upper secondary school, respectively. Students in these grades must take national exams in order to progress to the next phase of their education. These exams—the Brevet d’Études du Premier Cycle de l’Enseignement Secondaire (BEPC) in 3ème and the Baccalaureate in Terminale—create an additional obstacle for students and may explain why grade progression rates are lowest in those grades. Although most students progressed to the next grade over the previous year, losing 10 per cent of students per year still results in a large number who fall behind over the course of several years.

National exams drove down grade progression, likely due to students failing to pass the test. For example, as illustrated in Figure F.28, only 61 per cent of children who enrolled in the 3ème grade during 2019–2020 progressed to the 2nde grade in 2020–2021.

These results are consistent with data from interviews with programme stakeholders, as well as focus groups with parents. Teachers and education officials noted that grade progression has improved since the LUL programme started, largely due to increased attendance, which they believe has improved student performance. Many beneficiary parents also reported that their LUL beneficiary children were able to progress at a satisfactory rate. However, some parents reported that their children had repeated their grade. In alignment with the findings on lower progression rates in the 3ème grade, a few parents noted that their children had failed the BEPC exam and had repeated their grade several times.

## **6.4. Impact**

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**Evaluation Question 15:** To what extent has the LUL top-up affected household consumption, food security, production, savings, and revenues?

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### ***Education expenditures***

We found that LUL households were not any more likely to spend on education than control households after accounting for changes due to the TMDH transfer. Table G.3 shows that across the three types of education

**Evaluative Rating: Yellow**

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Data show that there was an increase in enrollment among LUL beneficiaries and that beneficiary households were using the cash transfers primarily for education expenses. However, beneficiaries reported that the transfer amount was not enough to cover the education expenses, therefore it did not fully address the financial barriers.

spending (tuition, fees and supplies), there were no spending impacts attributable to LUL. Household education expenditures remained relatively constant across household size. Figure F.29 shows that spending per child was roughly US\$8, regardless of household size. This finding is important because the LUL transfer is capped per household, which means that households could have more eligible children in need but would receive the same level of support.

The LUL transfer design aims to cover the costs of schooling, both direct and indirect. Table G.3 shows the impacts of the transfer on some of the direct costs of schooling. In this table and the impact tables that follow, we present the impact estimate for LUL in the far-left column of numbers and the impact of TMDH on LUL beneficiaries immediately to the right. From left to right, we present the means and sample sizes for LUL, TMDH and control households. We did not detect statistically significant impacts for any of the three main categories of direct school costs. Had the direct cost of schooling functioned as the main impediment to children's school enrolment, we would expect to see significant, positive impacts. However, given that a majority of households reported that the transfer was too small (*see Figure F.6*), it could also be the case that the transfer did not cover the direct costs. Furthermore, there are many indirect costs of education that may contribute to children not enrolling in school. Although we did not detect any meaningful impacts on consumption, these tests were at the household level. If we had the data to test child-level consumption, we could find impacts at that localized level.

Qualitative findings suggest that LUL beneficiaries spent the cash transfer primarily on their children's education, although these expenses may include indirect costs such as food, school uniforms and other clothing items, additional school fees beyond school registration (such as payment of teachers' salaries), and rent for those students whose homes were too distant from school to otherwise attend (for example, some respondents from Mahanoro had children who lived away from home to attend school). A few parents reported that they used LUL money to buy livestock such as chickens, in order to eventually sell chicks or eggs to help with their children's education expenses. As a parent from Camp Robin noted, "*For me, when we get the money we buy chicken. And it is with these hens that we help the children.*" Although respondents generally agreed that the LUL cash transfer was not enough to cover education expenses (as discussed in detail in Evaluation Question 3), several respondents stated that they felt relieved to receive the cash transfer, and that it made a difference to their ability to cover school expenses. Another respondent from Camp Robin noted, "*For me, the existence of the LUL grant made me feel relieved about the school fees and school supplies.*" A respondent from Ambatosoa expressed a similar opinion:

As for me, school expenses are heavy. We cannot say that the money they give is sufficient but it depends on the parents. For instance, I receive the 20,000 Ariary from LUL, I will give a part of that to the teacher, and still there are materials to buy to do things well. So, I cannot wait for the next LUL distribution date and have to sell one chicken for example. Once I get the money, I buy a new one and that's how it works. Same for the rice, grow and sell. So I wonder, maybe we can say it is not enough but anyway it helps parents a lot. So we thank the people who brought it here.

### ***Consumption***

Despite detecting some small, positive impacts on three categories of food consumption, the overall impact of the transfer on household consumption was limited. Overall, the transfer did not have any statistically significant impacts on the consumption of either food or non-food

items. When we focused exclusively on expenditures on cereals, flour and prepared food, we did find positive impacts on per-capita expenditures. However, those positive impact estimates largely offset negative impact estimates seen for the TMDH transfer. It is unlikely that TMDH actually reduced food consumption; rather, it is likely that the random assignment of communes to the treatment arm resulted in a TMDH group with unusually low consumption by chance. That would mean that the TMDH group shows consumption lower than the control group and the LUL remains in line with the control group. On net, the LUL group consumption is largely similar to the control group consumption. Furthermore, the impacts only represented a change of about 2 per cent in total consumption.

The LUL transfer was primarily intended to cover the direct costs of education and offset lost wages from child labour, so it is unsurprising that there were limited impacts on broader consumption.

According to data from focus groups, food was one of the primary items on which beneficiary parents reported spending the LUL transfer. Food purchased using LUL cash transfer funds often consisted of snacks to be consumed by children during the school day, but also included food for the household. This aligns with the finding that LUL caused households to spend US\$0.05 more on prepared foods per week.

### **Agriculture**

Overall, we detected no meaningful impacts on households' agricultural outcomes. At baseline, 88.4 per cent of households in LUL communes grew crops. This high percentage means that ceiling effects likely prevented the transfer from increasing the share of households who grew crops, as the 11.6 per cent of households who were not growing crops may have had no land, agriculturally unsuitable land or other limitations preventing them from growing crops. While Table G.5 shows a 12-percentage-point increase in the likelihood that LUL households owned any form of livestock, we determined that this impact was likely spurious given that the LUL mean was lower than the control group. Livestock holding can benefit individuals through two main channels: first, livestock can improve nutrition by providing dairy or meat products for consumption; and second, livestock can serve as a store of wealth. As discussed previously, beneficiaries interviewed in focus groups recounted using LUL cash transfer money to invest in livestock as a way to save for educational expenses in the future.

### **Food security**

We found no evidence that the LUL transfer affected households' food security (*see Table G.6*). This result is unsurprising, given that there were no meaningful impacts on food consumption or agricultural output. While we found no meaningful impacts on food security, we did detect an 11-percentage-point impact on the number of days that LUL households went without food during the week prior to data collection.<sup>6</sup> However, this estimate has two limitations. First, the sample is somewhat small, in that it only focuses on the 303 LUL households who had limited access to food. Second, it was rare that households faced days without any food. For example, TMDH and control households averaged zero days without food. This means that even a single household changing their response could affect our impacts.

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<sup>6</sup> All impact estimates come from ordinary least squares regressions. In cases such as this, where there are many observations at the minimum value, results can become unstable. To test whether this case faces such a problem, we ran the model using a tobit regression and found similar results.

Food security plays an important role on the pathway from a cash transfer to children's education outcomes. A household that is food secure is less likely to undertake negative coping strategies, such as removing children from school. However, our findings do not indicate that the food security pathway had any effect on education outcomes. Nonetheless, beneficiary focus group participants often mentioned that the LUL transfer enabled them to provide their children with snacks for the school day. Parents, teachers and education officials believe that this enhanced access to food and snacks, enabling children to learn and perform better in school.

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**Evaluation Question 16:** To what extent has the LUL top-up resulted in additional impacts on student absenteeism, dropout, attendance, retention, and promotion?

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### ***Schooling, children aged 11–14***

The LUL transfer was effective at improving schooling outcomes among children aged 11–14. Table G.7 shows that there was a 7-percentage-point increase in overall enrolment for this age group. However, this impact was driven entirely by increased enrolment by girls. While there was no impact on boys' enrolment, girls were 13 percentage points more likely to be enrolled in school than they would have been without the LUL transfer. This finding shows that the transfer reached some of the more vulnerable members of the target group. However, the enrolment rate at endline for girls in LUL communes reached 95 per cent. Combined with a 91 per cent enrolment rate for boys, this means that it is unlikely that increasing the transfer size would result in a much larger impact, as enrolment would likely face ceiling effects where the transfer could not induce the remaining children to enrol in school.

Enrolment rates in our LUL sample fluctuated throughout the course of the study, starting at 94.5 per cent at baseline, dropping to 87 per cent at midline and increasing back up to 93 per cent at endline. The dip at midline was mirrored in the control group, where enrolment dropped to 71 per cent at midline. However, enrolment in the control group only recovered to 85 per cent at endline. Some of the enrolment effect may have come from preventing children from leaving school in the first place. The transfer reduced the likelihood that children dropped out of school by 11 percentage points. It is likely that keeping children in school is the easiest way to increase enrolment. Children who have dropped out of school face fixed costs to re-entry, such as lost wages and effort to recover lost learning. Finally, we also found that the LUL transfer increased attendance. LUL children were 6 percentage points more likely to have attended school more than 90 per cent of the time. However, more than 95 per cent of children in the control group and TMDH group already attended school 90 per cent of the time or more, leaving limited room for impacts on attendance.

The LUL transfer appears to have altered students' progression through school. We found that LUL caused children's likelihood of progressing to the next grade to fall by 14 percentage points between 2019–2020 and 2020–2021. One possible explanation is that the LUL transfer prevented marginally qualified students from dropping out of school, which lowered average student capability in LUL communes. As described in Evaluation Question 13, most stakeholders agreed that the LUL programme reduced dropout, with some indicating that more students were persisting in school after taking the BECP exam—a previously common point for dropping out of school. Alternatively, COVID-19 school closures—which were reportedly common (*see Figure F.30*)—may have suppressed progress

in school. However, there is no reason to expect COVID-19 closures to affect LUL children differently from TMDH or control children.

### ***Labour, children aged 11–14***

We found no impacts of the LUL programme on the overall likelihood of employment, but we did see some changes in the composition of child labour. Table G.8 shows a 9-percentage-point reduction in the likelihood that boys performed work for pay. The income provided by the transfer should replace the income provided by working children. We also found an offsetting increase of 23 percentage points in the likelihood that girls reported performing domestic work. Changes to domestic work are not as clear to interpret; they conflict with time a child would otherwise spend in school, but they could also represent children contributing to overall household wellbeing. More importantly for school enrolment, we found that girls spent less time working overall. Table G.8 shows that LUL girls worked about 7.8 fewer hours during the two weeks prior to data collection than a similar TMDH girl. However, it is important to note that the rate of labour is low across all types of labour. The theory of change posits that the cash transfer should supplement household income so that children can stop earning money or providing value through domestic labour and attend school instead. It appears that this step in the theory of change—in which children are freed up to attend school—was successful, at least for girls.

Key informants had mixed opinions about how the LUL cash transfer affected child labour. Some education officials and teachers noted that demand for child labour had decreased since the LUL transfer started, while others stated that child labour practices remained the same. Data from focus groups with parents and beneficiary children, however, suggest that LUL beneficiary children performed a variety of domestic chores at home, with a smaller number working outside the home for pay. Beneficiary children and their parents reported that children generally performed various household tasks (fetching water, collecting firewood, doing dishes, cooking food, washing clothes) and farming activities (crushing rice, collecting cloves, feeding farm animals, working in the fields), despite going to school. A few respondents reported that LUL beneficiary children conducted paid work, such as gold mining and working in farm fields for others.

However, most parents and children noted that this did not interfere with schooling because children conducted these activities at the weekend, after school and during school breaks. For example, one parent from Camp Robin noted, “*You know, the students only work on fields on off days, when they don't have school. Paddy cultivation or cultivation of beans.*” One parent from Betsizaraina noted that her children performed agricultural activities when they were not at school and believed that this did not affect her children’s schooling: “*No. That's not a tough job, so it's not difficult for them.*” A minority of parents stated that their children did not undertake household chores or paid work because they had to study. When asked whether her children did household chores, a parent from Manandroy noted, “*No, they don't. (...) They arrive at home at 05:00 PM, and they still need time for their homework.*”

### ***Health, children aged 11–14***

We found no evidence that the LUL transfer had an impact on 11- to 14-year-old children’s health and wellbeing (*see Table G.9*). We did not detect impacts from the transfer on any of the following outcomes: the likelihood that a child was sick, the likelihood that a sick child went to a clinic, the likelihood that a child had her or his own blanket, or the likelihood that a child owned a pair of shoes. There are two main reasons why the transfer may have failed to

yield impacts for children's health. First, children were already generally very healthy, with only 6 per cent of children reporting that they had been sick during the two months preceding the survey. This left limited opportunity to change outcomes for sick children. Second, the design of the transfer targeted children who were likely to need support for their education and not their health, which means that the targeted population did not necessarily stand to benefit from improved health outcomes.

### ***Schooling, children aged 15–18***

We found similar results for schooling outcomes for older LUL beneficiaries. Table G.10 shows that there was a 9-percentage-point increase in the likelihood that older LUL beneficiaries would enrol in school. While increased enrolment of children aged 11–14 was driven by girls, increased enrolment of children aged 15–18 was driven by boys, who were 13 percentage points more likely to enrol in school. This large increase in enrolment is meaningful, especially for older boys, who have a larger opportunity cost of attending school given that they can likely attain higher wages and may have longer distances to travel to school than their younger counterparts since there are fewer upper secondary schools (Lycée) than lower secondary schools (CEG). Again, this impact may be the result of keeping children enrolled in school, rather than coaxing out-of-school children to return to school. (Table G.10 shows the 14-percentage-point reduction in children aged 15–18 dropping out of school.) As discussed previously, the threshold to induce a child to remain in school is likely lower than the threshold to encourage a child to return to school.

We also found that older LUL beneficiaries were less likely to progress from one grade to the next. Children aged 15–18 were 12 percentage points less likely to have progressed grades during the previous two academic years. This finding mirrors the results for children aged 11–14 and may be driven by a similar dynamic, whereby the LUL transfer kept marginal students in school, who then struggled to progress from one grade to the next. This aligns with the previously discussed qualitative findings, which suggest that LUL reduced school dropout, and that more students are staying in school beyond the BECP exam.

### ***Labour, children aged 15–18***

We found that the LUL transfer was effective in reducing child labour for pay and reducing the total amount of time children spent working. Table G.11 shows a 22-percentage-point reduction in the likelihood that girls worked for pay. This finding supports the theory of change's hypothesis that replacing possible lost income would allow children to remain in school. However, children aged 15–18 working for pay remains rare, with only 4 per cent of girls who work doing so for pay.<sup>7</sup> At the same time, we found an increase of about 17 percentage points in the likelihood that children performed domestic work. This result was robust across genders, with significant results for both girls and boys. As with children aged 11–14, this increase is difficult to interpret. However, we also found that children worked roughly eight fewer hours of total labour during the two weeks prior to data collection. This result was significant for both girls and boys. Similar to children aged 11–14, this finding supports the theory of change's hypothesis that providing a cash transfer would free up children aged 15–18 to attend school, rather than work for their family. As discussed previously, beneficiaries in focus groups reported that children were involved in a variety of domestic chores and agricultural activities despite attending school, but only a

<sup>7</sup> The impact of 22 percentage points accounts for differences in demographics and changes over time. So, this impact does not contradict the 4 per cent rate of work for pay among the control group. This result suggests that had neither group received the LUL transfer, the LUL group would have seen higher rates of work for pay among girls 15–18 years of age.

minority of respondents stated that children performed work for pay. Furthermore, parents largely believe that domestic chores do not interfere with children's education because they do not keep them from attending school.

### ***Health, children aged 15–18***

We found that children aged 15–18 saw no benefits from the LUL transfer in terms of health and broader wellbeing outcomes. Similar to children aged 11–14, children aged 15–18 in all three groups (control, TMDH and LUL) were healthy at baseline (21.2 per cent had been sick during the two weeks prior to data collection) and even healthier at endline (7.8 per cent had been sick during the two weeks prior to data collection). If children generally remain healthy, sickness does not pose a major constraint to enrolling in or attending school. Only a small share of children stand to benefit from the LUL transfer in terms of improving their health.

### ***Schooling, children aged 6–10***

The LUL transfer does not appear to have had an impact on 6- to 10-year-old children's enrolment across the same set of school outcomes as older age groups. Table G.13 shows that there were no statistically significant results suggesting an improvement in younger children's schooling. With roughly 96 per cent of children aged 6–10 enrolled in school at baseline, it is very likely that ceiling effects prevented the LUL transfer from having spill-over effects for younger siblings.

### ***Labour, children aged 6–10***

We found mixed evidence on the effect of the LUL transfer on labour among children aged 6–10. We found that these younger children were 12 percentage points more likely to perform domestic work than they would have been had their older siblings not received the LUL transfer. Increased domestic labour aligns with the trend that we observed in older children. We also found that working younger children were 14 percentage points less likely to perform unpaid labour. The transfer may have had an indirect effect on children's unpaid labour, having alleviated the need to use children to complete work outside the house for which they would not be paid. For example, rather than pulling children from school to help with agricultural activities for which they would not be paid, the household may be able to hire a worker instead. We do not have data to confirm or deny this scenario, and there are many other possible explanations.

### ***Health, children aged 6–10***

We found no impacts on the health of children aged 6–10. In Table G.15, we show that the LUL transfer did not improve health outcomes for children in this age range. As with older children, younger children were rarely sick, leaving limited opportunity for the transfer to improve health outcomes.

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### **Evaluation Question 17: To what extent has the LUL top-up affected women's empowerment?**

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We found that the LUL transfer had meaningful impacts on girls' empowerment and households' expectations of girls' education. Table G.16 shows that children aged 15–18 in LUL communities were 3 percentage points less likely to marry. This finding applies to both girls and boys, as child marriage was rare in our sample (about 2 per cent in LUL communes), which meant that we were unable to break the analysis apart by gender.

However, both girls and boys are likely to face pressure to withdraw from school if married. We also found that among households with at least one daughter, the LUL transfer increased the desired number of years of schooling for girls by 1.14 years. As seen in Figure F.32, the desired number of years of schooling for girls and boys was nearly at parity by endline (15.2 years versus 15.3 years). This constitutes a large increase from baseline, when the desired number of years was 13.29 years for girls and 13.59 years for boys.

We found no evidence that the LUL transfer changed the household decision-making process for women. Table G.17 shows eight different types of decision that a household can make, and that the impacts of the LUL transfer on those types of decision were not significant. This result is unsurprising for two reasons. First, most households reported that women played a role in each type of decision (80 per cent or more). This high rate of reported involvement in decision-making leaves little room for improvement. Second, the LUL transfer was not targeted in a way that would alter gender dynamics in households. While households participated in mother-leader initiatives that addressed gender, those pieces of the programme cut across each of our groups in such a way that we would not expect impacts on gender and decision-making. Indeed, these outcomes do not factor directly into the outcomes in the LUL theory of change.

Beneficiaries had more positive perceptions of LUL's impact on women's empowerment.

Similar to the survey results reported above, several women who participated in focus groups noted that they participated in household decision-making before the LUL programme. For example, one beneficiary from Ambatosoa explained, “[*My husband and I*] decide together and do not fight for it (...) Even before the LUL. On anything we do, we decide together.”

However, some women believed that their participation in decision-making improved due to the training provided by mother leaders and the resources they received from LUL. They credited training on household management and finances, as well as the monetary resources provided by the cash transfer, with helping to increase their decision-making power within the household. For instance, a beneficiary from Camp Robin stated:

*“It was the man [who managed finances] back then. But right after the training we got from the TMDH and the LUL, now the woman manages it (...) It changed into self-confident mother that take responsibilities. When talking about money now, we cannot argue. I myself tell him this is for the students' food, this is for home food, so he cannot take it.” – Beneficiary from Camp Robin*

A few women who participated in focus groups reported that they did not have a say in household decision-making. When asked how her family made spending decisions, a female beneficiary from Manandroy replied, “Men don't trust us with money.”

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**Evaluation Question 18: To what extent has the LUL top-up resulted in unintended impacts (either positive or negative)?**

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The perceived impacts of the LUL transfer were generally positive and spanned a wider range of outcomes than quantitative results would suggest. Households who received the LUL transfer nearly unanimously stated that LUL had improved education for children. This matches the findings described earlier in this memo, which detected increased enrolment and decreased dropout. A larger majority of the households receiving the LUL transfer also stated

that they felt the transfer had improved nutrition outcomes. This does not align with the findings described earlier, which suggest that there were no impacts on food security and limited impacts on food consumption. However, qualitative data suggest that the LUL transfer enhanced parents' ability to provide snacks and other food provisions for children to eat during the school day, which they believe motivated children to study and helped them perform better at school.

Similarly, a slight majority of households stated that the LUL transfer improved health outcomes. Again, the findings discussed earlier suggest that children were healthy enough at baseline to leave limited room for improving health outcomes. Households receiving the LUL transfer also felt the transfer improved clothing and their overall quality of life. While perceptions of quality of life are inherently subjective, the fact that these households believe that their lives improved suggests that the transfer may have had impacts broader than the limited education and child wellbeing outcomes highlighted in the theory of change.

Qualitative respondents cited a few unintended impacts of the LUL programme. On the positive side, respondents noted that the programme enabled students to be less stressed about money and finances. For instance, a teacher stated that students were no longer ashamed of not paying school fees, which helped motivate them to attend school. In another case, a parent from Camp Robin explained that children were now able to focus on education and not finances: "*The real impact seen on kids' behaviours since the transfers is that they do not think about daily life as money is there. (...) If not, kids would think about what would we eat at home? Will we have rice at home?*"

On the negative side, beneficiaries and stakeholders cited instances of non-beneficiaries becoming angry because they did not fully comprehend why they were ineligible for the programme. For example, a school director from Manandroy noted that parents blamed him for not benefiting from the programme. In addition, many respondents stated that non-beneficiaries were jealous of or angry with beneficiaries. In a few cases, beneficiaries recounted that they were expected to contribute more to community works and other resource needs because they were LUL beneficiaries. For example, a parent from Betsizaraina explained, "*When the community needs to do something, [non-beneficiaries] withdraw, saying that it's for those who benefit from the programme, they have the money to do it.*"

Lastly, a few education officials stated that enrolment had increased due to the LUL cash transfer. A few respondents explained that this increased enrolment led to crowded classroom conditions, which may affect students' learning and performance. For example, one district education official (chef de circonscription scolaire [CISCO]) from Ambohimahasoa noted, "*This academic year, for example, thanks to the LUL and the removal of the subscription fee, there was a huge change [in enrolment]. The schools are crowded, and they don't have enough benches, and it's sad to see that some students have to sit on the floor.*"

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**Evaluation Question 19: To what extent has the programme influenced poverty reduction or reduced the vulnerability of poor households in selected districts?**

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We found that the LUL transfer may have had some positive effect on household resilience to shocks. Among LUL-eligible households who experienced at least one shock during the previous year, LUL households were 11 percentage points more likely to have recovered from all of those shocks. Among LUL households, the most common shocks were pests (17.3

per cent) and drought (25.2 per cent). However, the mechanism through which households could have increased their resilience is unclear; we found no impacts on household savings, salary, agricultural assets or agricultural sales. We also detect a 15 percentage point reduction in the likelihood that anyone in the household received a salary. One possible mechanism for this reduction is that the LUL supplement disincentivized work. However, given that respondents consistently viewed the 10,000 Ar transfer as a small amount, this explanation does not clearly hold. To fully understand the labour market effects of the LUL supplement, one would require a full time use module, which was not possible for this study.

## 6.5. Coherence

### Evaluation Question 20: To what extent were partnerships sought and synergies created with other national and international stakeholders?\*

Respondents noted direct and indirect synergies between LUL and other programmes, including TMDH and initiatives designed to improve access to education. Stakeholders from FID explained that there was a direct overlap in certain activities between LUL and TMDH. For example, LUL households benefited from an awareness component under TMDH that was designed to encourage behaviour change. According to respondents, TMDH beneficiaries received information on topics ranging from infant nutrition to financial literacy. Several parents of LUL beneficiaries described a session on infant feeding: *“It is teaching us about multi-coloured food, about how to cook nutritional food.”* Another beneficiary parent noted that she benefited from an information session on finances, specifying, *“It is awareness raising regarding savings account.”* Stakeholders explained that these awareness sessions provided a holistic approach to improving children’s wellbeing beyond the area of education.

Stakeholders also mentioned several ongoing initiatives focused on improving education access that were indirectly related to LUL. For example, FID noted that it partnered with the Ministry of Education to conduct sensitizations on the importance of education, while respondents from UNICEF described inclusive education efforts that included messaging to enrol girls and students with disabilities in school. Respondents also noted that several programmes targeted student dropout. A teacher from Betsizaraina mentioned that Humanity Inclusive was implementing a project within a LUL commune focused on re-enrolling children who had previously dropped out of school. A few stakeholders also discussed catch-up classes implemented by the Ministry of Education and international organizations to help children re-enrol in school. For students attending school, several respondents noted that UNICEF provided school supplies to encourage participation in school.

There is also evidence that the government took steps to avoid duplication between LUL and other assistance programmes. For example, some non-beneficiaries mentioned that they had received in-kind donations (rice, oil, condensed milk) from the government. Non-beneficiaries explained that they were selected to receive this aid because they did not benefit from TMDH or LUL, demonstrating that the government attempted to target households outside of TMDH and LUL through the provision of basic foodstuffs.

### Evaluative Rating: Yellow

Data show that there was good coherence between LUL and TMDH in terms of targeting and outreach. However, respondents called for increased collaboration between stakeholders regarding tracking school attendance, a condition of the transfer.

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### Evaluation Question 21: Were mechanisms put in place to ensure coordinated actions?\*

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While respondents described several mechanisms to support programme coordination, several stakeholders called for stronger collaboration related to monitoring student attendance. UNICEF and FID staff reported that they relied on meetings as well as implementation and monitoring and evaluation (M&E) frameworks to ensure coordination throughout programme implementation. A respondent from FID described these formal channels: “*Regarding the official communication, there are also official memos that is regarding the framing and the implementation, the operational plan. There is an official communication but that doesn't prevent the officer from liaising with various interlocutors, all is well coordinated.*” A respondent from UNICEF also described working with relevant ministry counterparts to support the realization of implementation plans related to LUL.

Several stakeholders also called for stronger coordination in terms of tracking programme conditionality. Starting at the school level, many actors were involved in tracking attendance to ensure students met the conditionality requirement for payment. The attendance list was completed by teachers and signed off by the school director, before being verified by the chief ZAP. The chief ZAP would then share the list with FID to make the payments. As mentioned under Evaluation Question 10, teachers reported difficulty completing the attendance sheets. In addition, a chief ZAP described being unable to verify the accuracy of the attendance sheets: “*Because, when they arrive at the level of the ZAP ... and in general those sheets, I don't know whether the attendance sheets reflect the reality at school or not, but if they are here the school director has accepted them that means, they are the true ones, so I have to accept.*” Challenges in accurately tracking attendance may have resulted in beneficiaries receiving payments regardless of their attendance record, as noted under Evaluation Question 8.

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### Evaluation Question 22: Has the programme approach leveraged resources of other stakeholders and government agencies?\*

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Respondents explained that LUL saved time and resources by harmonizing its programming with TMDH—specifically, by following the same targeting criteria and working with the same implementing agency. A respondent from FID described how the targeting for LUL built on what had already been done for TMDH:

We took the names of LUL beneficiaries from that same group [TMDH], with the condition that they have children in the fifth grade or children going to secondary school. Because, when we carried the [TMDH] surveys out, we have already stored data on the number of children and their educational levels in a software program.

The targeting process under TMDH takes approximately a year to complete and draws on existing data, creating time savings for LUL. An informant added that the World Bank indirectly contributed to the design of LUL due to the programme’s reliance on TMDH’s targeting criteria.

Stakeholders noted that LUL benefited from working with FID due to its familiarity with TMDH and its existing knowledge on implementing conditional cash transfers. Respondents also suggested that working with the same implementing partner saved resources, as some FID staff involved in LUL were already paid by TMDH. An informant explained, “*Only a*

*few people are paid by LUL. For example, the CEO of FID is supervising all the programmes they implement, the CEO is also supervising the LUL. But the CEO of FID is funded at 100 per cent by the programmes of the World Bank.”* Another stakeholder added that many FID staff were involved in the implementation of LUL, even if only some were paid by UNICEF.

## 6.6. Sustainability

### Evaluation Question 23: To what extent are financial resources (from national or donor funds) likely to continue after the programme?\*

Financial resources will not continue after the LUL programme ends. Stakeholders expressed a strong desire for the government to take over funding future cash transfer schemes, but responsibility for financing the LUL programme has rested squarely with UNICEF, and reliance on external funding appears deeply entrenched. One representative from FID remarked, “*we should not always rely on external funding. We should find ways to carry on this assistance on our own.*” However, no respondents interviewed for the evaluation indicated that any concrete steps had been taken to shift financing responsibility to the government. On the contrary, one individual from the Ministry of Population, Social Protection and Promotion of Women commented, “*It is UNICEF’s role to look for any investment for this project.*” Another individual from FID stated, “[*The transfer] would stop if UNICEF doesn’t provide enough funding, it would stop.*” Respondents from UNICEF agreed that while social protection is a priority area for the government, no funds have been earmarked to take on the LUL transfer because this particular programme will end after the August payments are made to beneficiaries. UNICEF reported that they have leveraged the apparent success of the LUL programme to secure additional funds for future cash transfer schemes.

#### Evaluative Rating: Red

The program will not continue in this form after August. The administrative burden of the conditional cash transfer and the dependence on UNICEF were seen as barriers to sustainability.

### Evaluation Question 24: Is national support and involvement, as well as that of other stakeholders, likely to continue after the three-year programme period?\*

UNICEF’s sustainability strategy has emphasized capacity-building to ensure that tools and skills are in place to continue the programme, but UNICEF respondents cautioned that government buy-in will be critical to ensure that cash transfers are prioritized in the national social protection plan. Respondents noted that government priorities change frequently, and that education is likely to receive less attention than natural disasters and humanitarian crises. Furthermore, frequent staff turnover poses an obstacle to sustainability. UNICEF focuses on building technical capacity to deliver the programme (e.g., to identify families, ensure money is transferred properly, interpret programmatic data) but people then transfer or leave and the technical capacity leaves with them.

Several respondents noted strong interest in the external evaluation findings, as well as a belief that the results of the evaluation may influence sustainability and future support for cash transfers. One UNICEF informant stated, “*I think LUL can be integrated into national social protection plan ... [but] I think the endline needs to show positive results. Then I think it can be integrated. Without the evidence base, I don’t think [the government] would be*

*convinced to continue it.*" A different UNICEF informant clarified that UNICEF's goal is to continue to support the government's emphasis on social protection, but through different schemes, such as a universal, unconditional cash transfer for households with children that is less complicated than the current LUL program. Other informants made observations about the lack of evidence of success for the current program, noting the need for data to inform solutions to issues such as eligible households not enrolling in the programme, as noted in the midterm evaluation report.

## 7. Evaluation conclusions

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While LUL was an appropriate intervention to meet the needs of the target group, beneficiaries did not view the transfer as sufficient to induce children to stay in school, or to return to school for those children who had dropped out. Programme take-up levels have increased at endline, but many eligible households still have not enrolled in the programme. Our findings suggest that lack of awareness of the programme may be a barrier to take-up. While we cannot say that the payment process was consistently timely, it was largely effective in ultimately delivering the correct sum of money to beneficiaries. Beneficiaries discussed mixed experiences regarding the resolution of complaints. It was unclear whether the attendance data were correctly used to determine eligibility, and there were reports of outdated TMDH beneficiary lists leading to inclusion and exclusion errors.

LUL led to improvements in school enrolment amongst recipients, but the transfer's benefits do not extend to other academic outcomes. We conclude that LUL has reduced cost-related barriers to school access but that the programme needs to be paired with interventions that directly target education quality in order to achieve impacts on dropout rates, grade progression and learning outcomes. Further, although LUL led to improvements in school enrollment and child labour amongst recipients, these changes did not extend to other indicators of household wellbeing. We deduce that the transfer served as an incentive for households to enroll children in school and offset lost wages from child labour, but that its size was likely too small for households to cover other education expenditures or to change aspects of their consumption behavior.

Finally, the LUL cash transfer benefitted from synergies with TMDH, though there may be additional opportunities for partnerships with other national and international programmes—particularly those focused on education quality and supply-side bottlenecks in the education system. The LUL cash transfer will not continue in its current form after August 2021, as UNICEF is moving towards an unconditional child benefit. While some informants expressed concern about the heavy reliance on UNICEF for financing, others noted that the government had started contributing to the TMDH cash transfer and were more optimistic about government ownership of cash transfers as part of the national social protection plan moving forward. Below we present conclusions organized by the OECD criteria that served as the framework for this evaluation.

### 7.1. Relevance

The LUL transfer provided monetary support to households with children who might otherwise not have been able to attend school. This transfer took place in an environment where parent education levels were low; only 40 per cent of adults in the LUL-eligible household had completed primary school. Despite the fact that enrolment remains high

among younger children, dropout remains incredibly common, with school enrolment dropping by roughly 8 percentage points each year beginning at age 13. It is important to support children's education in such an environment where so few children remain enrolled in school throughout their adolescence. However, this study also finds that households did not view the transfer as sufficient to induce children to remain in school, or to return to school for those children who no longer attended school. Most respondents stated that 10,000 AR would not be enough money to enrol a child in school. Even though the households were receiving more than 10,000 AR in total as their transfer, due to TMDH credits, the amount that a household would receive for enrolling a child or lose for a child dropping out is only the 10,000 AR plus any 6eme or 3eme bonus. So, while transfers were quite relevant for the setting of secondary school in Madagascar, the amount of the transfer was not large enough to cover the entire opportunity cost of children aged 11-18 years.

## 7.2. Efficiency

LUL transfer take-up improved from midline to endline, but there remained additional eligible households that did not enrol in the programme. The overall take-up rate was 67.1 per cent, meaning that nearly 33 per cent of households met the primary eligibility criteria of having a child in the appropriate age range who could enrol in secondary school but did not receive the LUL transfer. We expect that take-up would be less than 100 per cent. For example, if a household had an 18-year-old who dropped out of school at age 11, it is unlikely that any transfer could induce them to re-enrol in school. However, there is a sizable minority (16.7 per cent) of households who have a child aged 11–18 years and who is already enrolled in secondary school but did not receive the transfer. In other words, nearly one in six households in our study met all conditions to receive the LUL transfer but did not do so. We cannot say whether the child met further attendance requirements, so that could explain a part of the disconnect between transfer eligibility and receipt. However, 36 per cent of those not receiving LUL said they did not even know of the programme's existence. Taken together, these findings suggest that further advertisement of the LUL programme could have driven the take-up rate higher. Furthermore, the criteria for LUL should be advertised to those not receiving the cash transfer. Nearly all beneficiaries understood the criteria, so explaining the criteria better might help the 16.7 per cent of eligible non-beneficiaries receive the programme.

Most households (61 per cent) reported experiencing delays in receiving payments. However, nearly all households (92 per cent) reported ultimately receiving the full amount to which they were entitled. So, while we cannot say that the payment process was consistently timely, it was largely effective in ultimately delivering the correct sum of money to beneficiaries. Further, the fact that the LUL cash transfer was a supplement to the TMDH may have incurred in cost and time savings in relation to a standalone programme. There were challenges related to the complaints mechanism - with some beneficiaries reporting that their complaints had not been responded to or resolved. Also, the conditionality of the top-up transfer places a heavy administrative burden on programme implementers that continued to pose challenges at the time of endline data collection. In some cases, it was not clear whether the attendance data were correctly used to determine eligibility, and there were reports of outdated TMDH beneficiary lists leading to inclusion and exclusion errors.

## 7.3. Effectiveness

LUL led to improvements in school enrolment amongst recipients, but the transfer's benefits do not extend to other academic outcomes. We found that a statistically significantly higher

proportion of LUL recipients were enrolled in school compared to the TMDH-only and control groups. Furthermore, enrolment rates amongst LUL recipients at endline were higher than the national average. School attendance rates were also high amongst LUL recipients regardless of sex, district, or grade. This aligns with qualitative findings showing a widespread perception that the LUL transfer has helped increase enrolment. However, high dropout rates amongst 15–18-year-olds and poor grade progression outcomes suggest that aside from the cost of enrolment, children are facing other problems that negatively affect their academic outcomes. Based on these findings, we conclude that LUL has reduced cost-related barriers to school access but that the programme needs to be paired with interventions that directly target education quality in order to achieve impacts on dropout rates, grade progression and learning outcomes.

#### **7.4. Impact**

Although LUL led to improvements in quantitative measures of school enrollment and child labour amongst recipients, these changes did not extend to other indicators of household wellbeing, such as resilience, female empowerment, or food security. Though focus group participants described spending LUL cash transfer money primarily on educational expenses (such as school supplies, uniforms, and school fees) and food (including snacks for children to take to school), we did not detect any positive impacts on household consumption, education expenditure, agricultural activity, and food security. From these findings we deduce that the transfer served as an incentive for households to enroll children in school and offset lost wages from child labour, but that its size was likely too small for households to cover other education expenditures or to change aspects of their consumption behavior. This conclusion is reinforced by the fact that most surveyed households perceived the transfer size as too small to enroll a child in school. While focus group participants reported that the LUL transfer had made a difference in their ability to cover educational expenses, they may be lumping in TMDH and LUL benefits when discussing the impact of the cash transfer on their lives.

LUL improved schooling outcomes amongst eligible households, but these positive impacts were limited to certain age and sex subgroups. We found that the transfer improved school enrollment amongst girls aged 11 to 14 years old and amongst boys aged 15 to 18 years old. This is largely in alignment with the perceptions of programme stakeholders and beneficiaries, who reported that enrollments had increased due to the LUL program. We did not detect any improvements in enrollment amongst 6- to 10-year-olds. It should be noted that these effects only capture the marginal impact of the LUL programme and do not reflect the combined impacts of the LUL and TMDH transfers. We would likely find broader impacts on enrollment by looking at the combined impact of LUL and TMDH. This would, however, necessitate another study, given that our current study design is not intended to detect the combined impact of LUL and TMDH.

We found that LUL reduced participation in paid and unpaid labour but increased participation in domestic work amongst children in eligible households. LUL decreased unpaid labour amongst 6- to 10-year-olds and reduced paid labour amongst 11- to 14-year-old boys and 15- to 18-year-old girls. The transfer also reduced the overall time that children spent working amongst children aged 11 and above. On the other hand, we found that LUL increased domestic work amongst eligible children across all age groups. Qualitative data suggest that children continued to engage in a variety of domestic labour activities while receiving the LUL transfer, though most parents believed this did not affect children's schooling. However, these increases in domestic work likely reflect changes in children's

contribution to overall household wellbeing as they spend less time on paid labour outside the home and more time on household chores. We found no evidence that the LUL transfer changed the household decision-making process for women. Beneficiaries had more positive perceptions of LUL's impact on women's empowerment.

## 7.5. Coherence

The LUL cash transfer benefitted from synergies with TMDH, though there may be additional opportunities for partnerships with other national and international programmes. Stakeholders noted that LUL built upon existing systems and practices under TMDH, which increased programme efficiency. Aside from the cash transfer, LUL beneficiaries also participated in other components under TMDH, such as sensitizations to improve child wellbeing. Most ongoing programs that overlapped with LUL also focused on improving access to education through interventions targeting demand. However, stakeholders and beneficiaries discussed concerns related to quality education, indicating the importance of efforts to also address supply-side bottlenecks in the education system.

## 7.6. Sustainability

The LUL transfer will not continue in its current form after the final payments are made to beneficiaries in August. Respondents interviewed for this evaluation emphasized the importance of the evaluation findings to build the evidence base and, ideally, garner government support for future cash transfer schemes. For its part, UNICEF advocates for a simpler, unconditional cash transfer scheme with a lower administrative burden. The complexity of the LUL cash transfer's conditionality requirement was considered an obstacle to sustainability. Some informants expressed concern about the heavy reliance on UNICEF as the external funder of the LUL cash transfer, but others noted that the government of Madagascar had started contributing to the TMDH cash transfer and were more optimistic about government ownership of cash transfers as part of the national social protection plan moving forward. However, the fact that there are no government funds earmarked for the LUL supplemental cash transfer suggests a lack of government buy-in and investment in education cash transfers, despite the government's commitment to access to education and social protection.

# 8. Lessons learned

Several lessons emerged from the evaluation findings that can inform future cash transfer programming, especially cash transfers focusing on education. In particular, the results of this programme evaluation highlight the following lessons:

**Focusing objectives of cash transfer programming.** It is important for a cash transfer to have clearly defined goals, and that these goals are reasonably attainable for the value of the transfer. The primary avenue through which a cash transfer initiates change is by alleviating the constraints a household faces due to the lack of resources. A transfer's effect on its recipients will be proportional to its monetary value. The primary goal of the LUL transfer was to support children's transition to secondary school, especially as they lost TMDH support. However, the secondary goals (listed in the Terms of Reference) of outcomes such as food security and savings were likely not in line with the size or structure of the transfer.

In future cash transfer programming, the goals should be carefully identified and the transfer structured to attain those goals.

**The administrative burden of reporting conditionality can create challenges.** Education cash transfers such as LUL require efficient and accurate reporting of attendance data in order to maintain conditionality. However, the process of conditionality reporting requires administrative work at different levels, from education officials to school administrators and teachers. This can become an administrative burden that creates frustration among teachers and school administrators. Further, if the conditionality reporting is too burdensome, it can affect the accuracy and frequency of attendance data reported. In future cash transfer programming, conditionality reporting should be simplified as much as possible to minimize the administrative work required of school staff and to ensure that attendance data are reportedly accurately and with the required frequency.

**Cash transfer supplement programs require frequent coordination between administrative systems.** Cash transfer supplement programmes such as TMDH-LUL require special attention to coordination between the administrative systems of both programmes in order to avoid inclusion/exclusion errors. LUL beneficiary lists were tied to TMDH beneficiary lists, which created challenges for including newly eligible LUL beneficiaries and excluding beneficiaries who died or dropped out of school. In future cash transfer supplement programmes, implementing agencies should ensure that beneficiary lists are frequently updated, and that there is adequate coordination between the beneficiary lists of both programmes.

**It can be challenging to investigate a cash transfer supplement programme qualitatively.** Our experiences studying the LUL transfer qualitatively suggest that it is challenging to disentangle perceived impacts of the LUL from those of the TMDH, given that beneficiaries often think about the TMDH-LUL programme together. Fortunately, our quantitative impact evaluation design allows us to examine the LUL programme separately from TMDH. Therefore, it is important for studies of supplemental cash transfer programmes to include a mixed-methods design that allows for rigorous examination of the supplemental cash transfer while still capturing the more holistic perceptions about the entire joint programme.

## 9. Recommendations

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The evaluation team developed recommendations for the LUL programme based on the research findings and conclusions of this study. Based on a workshop conducted with duty bearers, the team validated and prioritized recommendations. Our recommendations are described in detail below.

**1. In future cash transfer schemes, UNICEF, FID, and MPPSF should ensure there is a clearly defined and well-functioning complaints mechanism that all beneficiaries are aware of.** Qualitative data indicated that case management services for the TMDH-LUL do not appear to be consistently functioning as intended. In particular, beneficiaries reported a lack of follow-up on complaints filed with FID. In addition, mother leaders appear to be collecting grievances for the programme, though complaints made through mother leaders also appeared to be unresolved. In future cash transfer schemes, UNICEF, FID, and MPPSF should find ways to ensure that the complaints mechanism is structured

and that the responsibilities for collecting grievances and following up with beneficiaries on complaints are clear. In particular, the key personnel who are tasked with transmitting beneficiary complaints to FID and relaying follow-up information to beneficiaries must be clearly identified. It is important to have multiple channels accessible to beneficiaries to make complaints (for instance, both phone and in-person), that the process of filing complaints does not exclude illiterate beneficiaries, and that staff responsible for complaints are not the same ones who are distributing the cash payments. Further, FID should consider developing a mechanism for tracking complaints and communicating complaint status to beneficiaries. This may include generating numbers to identify complaints and storing information about each complaint in the programme's monitoring systems. Beneficiaries should be able to consult about the status of their complaint, and periodic communications should be made to beneficiaries when complaints are resolved/addressed.

**2. When payments are delayed, FID should ensure beneficiaries are promptly informed of when they will receive the next payment.**

Programme stakeholders cited COVID-19 and safety issues as the primary reasons for payment delays. While most beneficiaries ultimately received the full amount they were due, they did not receive consistent information as to when and why payments were delayed. Though FID representatives noted that mother leaders and CPS are tasked with relaying this information to beneficiaries, data suggests there may be communication breakdowns along the way. Moving forward, to retain beneficiary trust and facilitate their planning, payment delays should be promptly and clearly communicated to beneficiaries.

**3. UNICEF should work to ensure greater synergies between cash transfers and ongoing interventions targeting education quality.**

Qualitative data revealed that non-financial barriers to education were related to poor education quality. For example, some students dropped out of school due to failing qualifying exams and limited parental support for education was influenced by a lack of confidence in the school system. While LUL overlapped with several initiatives aiming to improve access to education, these interventions generally lacked a focus on education quality. Going forward, UNICEF should ensure linkages between the cash transfers and education quality interventions to provide a more comprehensive approach to overcoming the existing barriers to education that students face.

**4. UNICEF, FID, and MPPSPF should consider a universal cash transfer scheme with a smaller administrative burden to ensure payments are delivered on time consistently.**

The conditionality of the top-up transfer places a heavy administrative burden on programme implementers, and this continued to pose challenges at the time of endline data collection. In some cases, it was unclear whether the attendance data were correctly used to determine eligibility, and there were reports of outdated TMDH beneficiary lists leading to inclusion and exclusion errors. The administrative burden of reporting conditionality has already been identified by UNICEF as a challenge to sustainability, and the organization's plan to move towards an unconditional, universal child benefit would avoid this issue. However, while the LUL programme continues, FID should consider simplifying the process of reporting conditionality as much as possible, to alleviate the burden on teachers and school management and ensure that the reported attendance data are accurate. Further, FID should ensure that the process is clearly communicated to stakeholders.

**5. UNICEF should consider a larger transfer amount, combined with “soft conditioning mechanisms,” to maximize impact and ensure that enrolment and attendance gains continue as the programme transitions towards a universal cash transfer.** A larger transfer per child could lead to bigger impacts and would address the concern about 10,000 AR being too small to induce change. Incorporating “soft conditioning” mechanisms, such as messaging about the importance of attendance, could help sustain enrolment and attendance gains observed through the LUL cash transfer supplement. This messaging could be targeted at children in key transition grades (7eme and 3eme) who are particularly vulnerable to drop out.

**6. UNICEF should continue to advocate for government support of cash transfers and consider developing a contribution schedule with increasing annual targets for government contributions to the universal cash transfer.** As UNICEF moves towards a universal cash transfer, continuing advocacy could foster government buy-in of cash transfers, and a contribution schedule could encourage increasing levels of government support of cash transfers going forward.

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## Annex A. Terms of reference (TOR)



### TERMES DE REFERENCE POUR REAJUSTEMENT DE PORTEE DE L'EVALUATION

<b>Titre de la consultance</b>	Evaluation finale d'impact du programme de transfert monétaire conditionnel « Let Us Learn »
<b>Durée du contrat</b>	Extension accordée jusqu'en Juin 2021 - contrat # 43276110
<b>Lieu d'affectation</b>	Antananarivo, Madagascar et à distance
<b>Date de publication</b>	3 septembre 2020
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<b>Section</b>	Politique Sociale et Evaluation (PSE)
<b>Supervision</b>	Spécialiste en Recherche et Evaluation

#### Introduction

Le décrochage scolaire est un problème grave à Madagascar, de nombreux enfants quittant l'école avant d'avoir pu passer d'un niveau à l'autre. Environ 79 % des enfants s'inscrivent à l'école primaire dans tout le pays, alors que le taux de scolarisation tombe à seulement 27 % pour le secondaire (UNESCO, 2015). En outre, le redoublement est fréquent dans les écoles malgaches et est susceptible de provoquer l'abandon scolaire (Wills, Reuter, Gudiel, Hessert et Sewall, 2014).

Le transfert monétaire supplémentaire Let Us Learn (LUL) vient s'ajouter au programme de Transfert Monétaire pour le Développement Humain (TMDH) – qui est un programme national, afin de favoriser la transition des enfants vers l'école secondaire et leur maintien à l'école. Le transfert TMDH est une subvention destinée aux ménages ayant des enfants de 10 ans et moins. Le Ministère de La Population, de la Protection Sociale et de La Promotion de La Femme (MPPSPF) du gouvernement de Madagascar a initié le TMDH dans le cadre d'un effort coordonné pour encourager la scolarisation des enfants, avec un accent particulier sur les enfants vulnérables. Le transfert LUL soutient les enfants de 11 à 18 ans dont les jeunes frères et sœurs reçoivent la TMDH. La Banque mondiale et l'UNICEF siègent à un comité de coordination qui contribue à la mise en œuvre de la TMDH et de la LUL.

L'UNICEF utilise le transfert LUL pour étendre le soutien de la TMDH aux frères et sœurs plus âgés en âge de fréquenter l'école secondaire. Le supplément LUL est un transfert ciblé sur les enfants, basé sur l'âge et le statut de l'enfant à l'école. Pour en bénéficier, les bénéficiaires potentiels doivent répondre aux critères de la TMDH et avoir un autre enfant inscrit à l'école secondaire ou se préparant à y entrer. **Afin de tirer des leçons de la mise en œuvre de ces deux programmes et d'avoir des données probantes des impacts de ces programmes, le MPPSPF, l'UNICEF et la Banque Mondiale se sont associés dans une rigoureuse évaluation d'impact qui a débuté en 2016. Toutefois, au vu des résultats des évaluations mi-parcours et des contraintes de mise en œuvre occasionnant des reports et de retour de fonds, l'UNICEF veut redéfinir le focus et la portée de l'évaluation finale du TMDH-LUL.**

## **Contexte et justific**

L'approche commune adoptée entre l'équipe de la Banque Mondiale et de l'UNICEF a été de construire une évaluation d'impact rigoureuse expérimentale, basée sur une approche Random Control Trial. Après la randomisation des fokontany en Juin 2016 la veille du démarrage du TMDH-LUL, une enquête de référence a été établie en fin 2016/début 2017 au sein de 14 communes control, 26 communes LUL+TMDH et 12 communes TMDH (TMDH non LUL). L'échantillon a été solide avec 4,484 ménages enquêtés qui couvrent 27,437 individus.

En fin 2018, une première évaluation à mi-parcours a été conduite à la fois pour le TMDH et le TMDH-LUL. Spécifiquement pour le TMDH l'évaluation d'impact vise à tester le succès des principaux objectifs du programme LUL. L'objectif du programme de transfert d'argent de LUL est de soutenir la transition des adolescents de l'école primaire à l'école secondaire (de la septième à la sixième année). En fournissant un revenu supplémentaire aux ménages, le programme vise à soutenir la scolarisation et à maintenir les garçons et les filles à l'école au moins jusqu'à l'achèvement du premier cycle du secondaire.

L'évaluation globale (baseline 2016, mi-parcours 2018 et finale 2020) couvre quatre critères : les impacts, l'efficacité, l'efficience et la pertinence. L'évaluation à mi-parcours s'est concentrée sur les impacts et l'efficacité du transfert LUL. Les résultats nous ont révélés des tendances positives qui ont permis de valider les hypothèses de la Théorie du Changement mais a également soulevés des lacunes.

Le premier constat est que le **taux d'adhésion au programme TMDH-LUL était quelque peu faible, avec seulement 63 % des ménages éligibles** au LUL recevant le transfert et que les 37 % restants des ménages éligibles n'ont pas adhéré au transfert malgré les incitations.

Résultats en matière d'éducation : Nous avons constaté que le transfert a amélioré les résultats scolaires des enfants de 11 à 14 ans, mais pas ceux de 5 à 10 ans ou de 15 à 18 ans. Les enfants âgés de 11 à 14 ans et éligibles à la LUL avaient 6 points de pourcentage de plus pour s'inscrire à l'école et passaient environ 14 minutes supplémentaires à étudier par jour. Nous avons également étudié les résultats scolaires des enfants, mais n'avons constaté aucun impact pour les enfants de tous âges. Plus de 90 % des enfants âgés de 11 à 14 ans étaient inscrits à l'école au départ, ce qui crée un effet de plafond avec peu de marge de manœuvre pour améliorer la scolarisation des enfants de cette tranche d'âge à mi-parcours.

Constatations sur le travail : Nous n'avons pas trouvé de preuves que le transfert de la LUL a réduit le travail des enfants éligibles. Nous avons constaté que le transfert a réduit la probabilité que les enfants âgés de 5 à 10 ans travaillent contre rémunération d'environ 8 points de pourcentage, mais seulement 1,4 % environ travaillaient contre rémunération au niveau de base, ce qui ne constitue pas un changement significatif. Nous avons testé plusieurs mesures du travail des enfants, notamment pour savoir si les enfants travaillaient contre rémunération ou s'ils effectuaient des travaux domestiques, ainsi que le temps consacré au travail non rémunéré. Le programme n'a eu d'impact sur aucun de ces indicateurs du travail des enfants.

Résultats des dépenses en matière d'éducation : Nous avons constaté que les ménages LUL ne sont pas plus susceptibles que les ménages TMDH uniquement de dépenser pour les coûts directs de l'éducation. Nous n'avons constaté aucun effet sur les dépenses liées aux frais de scolarité, aux droits de scolarité et aux fournitures scolaires. L'une des principales voies qu'un transfert d'argent devrait emprunter pour améliorer l'éducation des enfants consiste à couvrir les coûts directs de l'école. Une fois qu'un ménage reçoit le revenu supplémentaire, il devrait pouvoir assumer ces coûts directs.

Ce rapport conclut que **l'utilisation du transfert LUL a été trop faible pour que l'on puisse constater un quelconque impact sur les résultats au niveau des enfants et des ménages**. Seuls 63 % des ménages éligibles se sont inscrits au transfert LUL.

### **But, objectifs et portée de**

Le but et utilisation des résultats restent les mêmes, c'est-à-dire que l'évaluation servira à informer l'avenir du programme et à renseigner les décideurs et les donateurs sur l'impact que le programme national a eu sur la réduction de la vulnérabilité des personnes pauvres. Les résultats et les leçons tirées de l'évaluation seront utilisés pour développer davantage le système national de protection sociale à Madagascar.

Les objectifs restent également les mêmes<sup>8</sup> mais les portés doivent subir quelques modifications :

- Rajouts de questions d'évaluations et requêtes additionnels spécifiques au vu des préoccupations issus des résultats de l'évaluation à mi-parcours et des problèmes rencontrés.
- Prise en charge de la collecte des données quantitatives et qualitatives si auparavant celle-ci a été confiée à un autre partenaire ;
- Renforcement du volet qualitatif et nécessité d'une analyse plus approfondie des « pourquoi et des comment ». Le rapport précédent a donné, bien que limité par le taux d'adhésion, des mesures robustes des attributions – valeurs ajoutées du LUL par rapport au TMDH seulement. Ces mesures manquent toutefois d'une compréhension précise des raisons des changements et surtout d'absence de changements ;
- Meilleur alignement des analyses sur les normes et principes spécifiques d'évaluations à l'UNICEF. Le rapport à mi-parcours s'est beaucoup plus apparenté à une recherche d'évaluation d'impact qu'à une évaluation (voir politiques et normes d'évaluation UNEG et ceux spécifiquement pour l'UNICEF).

### **Critères et questions clés pour la revue**

Les questions d'évaluations initiales sont maintenues (voir colonne B), mais des questions d'évaluations additionnelles et requêtes spécifiques (voir colonne C) sont

<sup>8</sup> Voir TDR initial, p3. a. Analyse de la conception actuelle de l'évaluation du TMDH et propositions visant à évaluer l'impact différencié de l'utilisation des sols dans le cadre de la conception existante, b. Assistance technique pour assurer la bonne conduite de la randomization, c. Calcul de la puissance statistique nécessaire dans les enquêtes TMDH actuellement proposées, d. Proposition et coordination des modifications nécessaires (questions, modules) à apporter aux questionnaires de base et de suivi proposés pour évaluer la composante LUL, e. Accompagner la collecte de données lors des enquêtes de base et de suivi, et analyser les données de base et de suivi pour les résultats spécifiques de l'UTC, f. Effectuer l'analyse nécessaire à l'évaluation d'impact, g. Présenter les résultats aux parties prenantes pour les valider.

demandées et doivent trouver des réponses sauf en cas de limitation technique à se convenir avec UNICEF.

<u>Critere</u>	<u>Questions d'évaluation initiales</u>	<u>Rajouts et/ou requêtes additionnels</u>
Pertinence	How relevant is the LUL-cash component for target groups?	<u>How adequate has the size (value) and regularity of the scholarship been to achieve the scholarship programme objectives? Has the allocated funding reflected the level of needs of scholarship recipients and the operating needs?</u>
	How relevant is the LUL-cash component to meet government needs and priorities?	To what extent have equity, gender equality and human rights goals and processes been incorporated into the planning of the scholarship programme? Has the scholarship been designed to provide for equal participation by all relevant groups (i.e., girls and boys)?
	To what extend the programme was aligned to policies and strategies in Madagascar; and how relevant is to implement the social protection policy in Madagascar?	To what extent have equity, <u>gender equality and human rights goals and processes been incorporated into the planning</u> of the scholarship programme? Has the scholarship been designed to provide for equal participation by all relevant groups (i.e., girls and boys)?
		According to the midline report: <u>LUL eligible households were better off</u> in terms of education and other indicators of child wellbeing already at baseline than LUL non eligible households. An HH must have at least one child with completed primary education to be eligible for LUL. With limited resources for social protection, <u>should we focus on supporting the completion of primary education or transition to secondary?</u> Can the final report address more in depth this issue and provide some recommendation based on evidence?
		How effectively have the scholarship programme <b>identified children who are not-in-school for socio-economic reasons</b> and brought them back, and maintained them into the school system? Can we organize qualitative data collection/focus groups with out of school children in potentially LUL eligible households to understand their barriers in enrolling them to school?
Efficience	Where the programme implemented as planned?	Very Important Question : according to midline we have very low take up rate and one of the most important reason could be administrative barriers.I suggest we analyzed this issue by: i) identifying the eligible households not registered (or not receiving money) using the MIS and ii) qualitative data collection/interview with a sample of those eligible households not included in the programme to understand the reason they have not been enrolled (or not on time).

<u>Critère</u>	<u>Questions d'évaluation initiales</u>	<u>Rajouts et/ou requêtes additionnels</u>
Efficacité	Have beneficiaries received complete payments on time?	<p>Very important question: How timely and effectively has the scholarship delivery process been managed?</p> <p>A large number of beneficiaries receive their money with an important delay (months after the beginning of the school year). I need the evaluation to quantify this delay. How many HH have receive money at the beginning of the school year, how many during the 2nd months, etc. Normally the MIS should be able to provide this information, but it might not be the case, prepare a plan B to obtain those data.</p>
	Where capacities built or in place to ensure implementation?	How cost-effective have the scholarship programmes provided to be (incl. size of the award)?
Efficacité	Were the planned objectives and outcomes of the project achieved	To what extent have the <u>expected objectives of the scholarship</u> programmes been achieved or likely to be achieved in terms of reduced drop-out, improved promotion and completion rates, improved attendance and to some extent learning outcomes?
Impact	Has there been any differentiated effects with regards to gender and regional contexts	
Impact	Has the programme had an impact targeted families and children? Are there any differences by gender and regional context?	On evaluative questions in impact criteria, there is a need to deepen the analysis of why by reinforcing the qualitative part of the methodology.
Impact	What has been the differentiated impact of the LUL top-up on household's consumption, food security, production, saving and revenues	Add more detail on education performance indicators (dropout, absenteeism ...) and make an analysis of the link with the amount, timeliness cost and quality of the education service.
Impact	What has been the differentiated impact of the LUL top-up on women's empowerment	Are there any unintended results either positive or negative associated with the implementation of scholarship programmes?
Impact	Has the programme influenced poverty reduction in selected districts and/or reduce vulnerability of poor households	Provide a disaggregation for disabled children? (probably the sample is too small to analyze this specific group)

<u>Critere</u>	<u>Questions d'évaluation initiales</u>	<u>Rajouts et/ou requêtes additionnels</u>
Partenariat	To what extend were partnerships sought of and synergies created with other national and international stakeholders?	
	Where mechanism put in place to ensure coordinated actions?	
	Has the programme approached leveraged resources of other stakeholders and government?	
Durabilité	To what extend financial resources (from national funds or donors) are likely to continue after the programme?	
	Is national support and involvement as well as of other stakeholders likely to continue after the three-year programme period?	

## Livrables

Pour tenir en compte les changements demandés dans la portée, une soumission d'une nouvelle version du rapport de démarrage est demandée. A part le rapport de démarrage, le rapport finale doit avoir traité l'ensemble des questions d'évaluation initialement définies dans les TdR initiales et des additions et requêtes spécifiques nouvelles.

<u>Product (initial)</u>	<u>Scope of change</u>
First inception mission report, including the design and approach, sample size, etc.	Second inception report with same design but updated evaluation matrix, sample size and corresponding tools
Report of the first field visit	NA - finalized
Report of the analysis of baseline	NA - finalized
Report of the field visit and analysis of first round	NA - finalized
	Data collection (quantitative and qualitative)
Report of the field visit and analysis of second round	NA - no change

<u>Product (initial)</u>	<u>Scope of change</u>
Final report on impact evaluation (English and French), validation (in country) and presentation	Integration of agreed new scope and specific requests in final report, validation (in country) and presentation, plus an evaluation brief (4-6 pages)

## **Acceptation des TDR**

### ***Préparé par :***

Ndriakita Solonionjanirina  
Spécialiste Recherche et Evaluation, PSE,  
UNICEF

Signature et Date : \_\_\_\_\_

### ***Revu par :***

Erica Mattellone  
Cheffe Politique Sociale et Evaluation, PSE,  
UNICEF

Signature et Date : \_\_\_\_\_

### ***Revu par :***

Anne Cabrera-Clerget,  
Supply Manager, UNICEF

Signature et Date : \_\_\_\_\_

### ***Approuvé par :***

Michel Saint-Lot  
Représentant UNICEF

Signature et Date : \_\_\_\_\_

## Annexe

<u>Description</u>	<u>Fichiers</u>
TDR initiaux	 0530 - AIR - tdr impact evaluation 3(
Contrat initial – USD 141,081.00	 20171212 - UNICEF 43203986 LUL Amen
Contrat révisé à la suite expiration des RR, représentant les restes des livrables - USD 40,416.51	 20200115 - New UNICEF Madagascar
NFR expliquant la revision du contrat revise	 20190506 - NFR contrat 43203986.pc

## Annex B. Evaluation matrix

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All research questions are from the TOR and were developed by UNICEF. However, UNICEF shared additional questions with the revised TOR during the endline phase (2020). All new questions include an asterisk.

Research Question	Indicator(s)	Data Source(s)
Relevance		
How relevant is the LUL-cash component for target groups?	<ul style="list-style-type: none"> <li>Perceived appropriateness of the LUL cash component</li> </ul>	<ul style="list-style-type: none"> <li>Qualitative <ul style="list-style-type: none"> <li>Focus group discussions (FGDs) with programme beneficiaries</li> <li>Key informant interviews (KII) with UNICEF, MPPSPF, and FID staff working on the LUL component</li> <li>KII with district education officials and teachers</li> </ul> </li> </ul>
How adequate have the size (value) and regularity of the scholarship been to achieve the scholarship programme objectives?	<ul style="list-style-type: none"> <li>Perceived appropriateness of the cash transfer amount</li> <li>Perception of whether the cash transfer enables beneficiary households to meet basic needs</li> <li>Perception of whether the scholarship programme enables beneficiary households to cover education-related expenses</li> <li>Frequency of cash transfer payments</li> <li>Perceived challenges in receiving cash transfer payments</li> </ul>	<ul style="list-style-type: none"> <li>Qualitative <ul style="list-style-type: none"> <li>FGDs with programme beneficiaries</li> <li>KII with teachers and district education officials</li> </ul> </li> <li>Quantitative <ul style="list-style-type: none"> <li>Household survey</li> <li>Beneficiary payment booklet</li> <li>Programme administrative data</li> </ul> </li> </ul>
Has the allocated funding reflected the level of needs of scholarship recipients and the operating needs?	<ul style="list-style-type: none"> <li>Perceived appropriateness of the cash transfer amount</li> <li>Existence of non-financial barriers to secondary school enrolment and attendance</li> </ul>	<ul style="list-style-type: none"> <li>Qualitative <ul style="list-style-type: none"> <li>FGDs with programme beneficiaries</li> <li>KII with teachers and district education officials</li> </ul> </li> </ul>
How relevant is the LUL cash component to meet government needs and priorities?*	<ul style="list-style-type: none"> <li>Alignment of the LUL cash component with the needs of the Government of Madagascar</li> </ul>	<ul style="list-style-type: none"> <li>Desk review <ul style="list-style-type: none"> <li>Review of national social protection strategy and policy documents</li> </ul> </li> <li>Qualitative <ul style="list-style-type: none"> <li>KII with MPPSPF staff working on the LUL component</li> </ul> </li> </ul>

Research Question	Indicator(s)	Data Source(s)
To what extent have equity, gender equality, and human rights goals and processes been incorporated into the planning of the scholarship programme?	<ul style="list-style-type: none"> <li>Extent to which inequalities were considered in programme design</li> <li>Extent to which the participation of women, children, and adolescents is encouraged</li> <li>Extent to which the voices of women's and children's rights are prioritised</li> </ul>	<ul style="list-style-type: none"> <li>Desk review <ul style="list-style-type: none"> <li>Review of programme design documents, UNICEF strategy notes for social protection and education, UNICEF Human Rights-Based approach document</li> </ul> </li> <li>Qualitative <ul style="list-style-type: none"> <li>KIIs with UNICEF, MPPSPF, and FID staff working on the LUL component</li> </ul> </li> </ul>
Has the scholarship been designed to provide for equal participation by all relevant groups (i.e., girls and boys)?	<ul style="list-style-type: none"> <li>Extent to which gender was considered in programme design</li> <li>Existence of gender-specific barriers in programme enrolment or uptake</li> <li>Experiences of participation across groups (i.e., girls and boys)</li> </ul>	<ul style="list-style-type: none"> <li>Desk review <ul style="list-style-type: none"> <li>Review of programme design documents</li> </ul> </li> <li>Qualitative <ul style="list-style-type: none"> <li>KIIs with UNICEF, MPPSPF, and FID staff working on the LUL component</li> <li>KIIs with teachers and district education officials</li> <li>FGDs with programme beneficiaries</li> </ul> </li> </ul>
To what extent was the programme aligned to policies and strategies in Madagascar, and how relevant is the programme to implement the social protection policy in Madagascar?*	<ul style="list-style-type: none"> <li>Alignment of the LUL cash component with existing social protection policies and strategies in Madagascar</li> </ul>	<ul style="list-style-type: none"> <li>Desk review <ul style="list-style-type: none"> <li>Review of national social protection strategy and policy documents</li> </ul> </li> <li>Qualitative <ul style="list-style-type: none"> <li>KIIs with UNICEF, MPPSPF, and FID staff working on the LUL component</li> </ul> </li> </ul>
What barriers have potentially LUL-eligible households with out-of-school children faced in enrolling children in school?	<ul style="list-style-type: none"> <li>Perceived barriers to school enrolment (according to beneficiaries, non-beneficiaries, teachers, and district education officials)</li> </ul>	<ul style="list-style-type: none"> <li>Qualitative <ul style="list-style-type: none"> <li>FGDs with non-beneficiaries</li> </ul> </li> <li>KIIs with teachers and district education officials</li> </ul>
<b>Efficiency</b>		
Was the programme implemented as planned?	<ul style="list-style-type: none"> <li>Extent to which programme activities occurred as planned</li> </ul>	<ul style="list-style-type: none"> <li>Desk review <ul style="list-style-type: none"> <li>Review of programme reports, payment records, monitoring and evaluation framework</li> </ul> </li> <li>Qualitative <ul style="list-style-type: none"> <li>Key informant interviews (KIIs) with UNICEF, MPPSPF, and FID staff working on the LUL component</li> <li>Focus group discussions (FGDs) with beneficiaries</li> </ul> </li> <li>Quantitative</li> <li>Programme audits</li> </ul>

Research Question	Indicator(s)	Data Source(s)
Have beneficiaries received complete payments on time?	<ul style="list-style-type: none"> <li>Proportion of households reporting receiving on-time transfer payments</li> <li>Proportion of households reporting receiving correct transfer payment on time</li> <li>Perceptions of frequency and timeliness of cash transfer delivery (according to beneficiary households)</li> </ul>	<ul style="list-style-type: none"> <li>Quantitative <ul style="list-style-type: none"> <li>Management information system data, payment records</li> <li>Household survey</li> <li>Beneficiary payment booklet</li> </ul> </li> <li>Qualitative <ul style="list-style-type: none"> <li>FGDs with beneficiaries</li> </ul> </li> <li>Programme administrative data</li> </ul>
How timely and effectively has the scholarship delivery process been managed?	<ul style="list-style-type: none"> <li>Perceptions of timeliness and effectiveness of the management of cash transfers</li> <li>Reported experiences of case management services</li> </ul>	<ul style="list-style-type: none"> <li>Desk review <ul style="list-style-type: none"> <li>Review of programme reports</li> </ul> </li> <li>Qualitative <ul style="list-style-type: none"> <li>KIIs with UNICEF, MPPSPF, and FID staff working on the LUL component</li> <li>FGDs with beneficiaries</li> </ul> </li> <li>Programme audits</li> </ul>
Were capabilities built or in place to ensure implementation?*	<ul style="list-style-type: none"> <li>Extent to which programme staff have capacity to implement the programme</li> <li>Perceptions of how capacity for programme implementation changed over time</li> </ul>	<ul style="list-style-type: none"> <li>Qualitative <ul style="list-style-type: none"> <li>KIIs with UNICEF, MPPSPF, FID staff, and other implementers/partners working on the LUL component</li> </ul> </li> </ul>
	•	—
	•	•
<b>Effectiveness</b>		
To what extent have the expected objectives of the scholarship programmes been achieved, or are likely to be achieved, in terms of reduced dropout, improved promotion and completion rates, and improved attendance?	<ul style="list-style-type: none"> <li>Dropout rate</li> <li>Grade progression rate</li> <li>Grade completion rate</li> <li>Attendance rate</li> </ul>	<ul style="list-style-type: none"> <li>Quantitative <ul style="list-style-type: none"> <li>Household survey</li> <li>Management information system (MIS) data</li> </ul> </li> <li>Programme audits</li> </ul>
To what extent are the programmes producing differential effects with regards to gender and regional contexts?	<ul style="list-style-type: none"> <li>Dropout rate by gender, by region</li> <li>Grade progression rate by gender, by region</li> <li>Grade completion rate by gender, by region</li> <li>Attendance rate by gender, by region</li> <li>Perceptions of differential effects by gender</li> </ul>	<ul style="list-style-type: none"> <li>Quantitative <ul style="list-style-type: none"> <li>Household survey</li> </ul> </li> <li>MIS data</li> <li>Qualitative <ul style="list-style-type: none"> <li>KIIs with education officials, teachers</li> <li>FGDs with beneficiaries</li> </ul> </li> </ul>
	•	•
<b>Impact</b>		

Research Question	Indicator(s)	Data Source(s)
To what extent has the LUL top-up affected household consumption, food security, production, savings, and revenues?	<ul style="list-style-type: none"> <li>• Household food consumption</li> <li>• Household durable goods</li> <li>• Household assets</li> <li>• Household food security index</li> <li>• Amount of household savings</li> <li>• Household non-farm income</li> <li>• Household farm income</li> <li>• Household production</li> <li>• Perceptions of household impacts</li> </ul>	<ul style="list-style-type: none"> <li>• Quantitative <ul style="list-style-type: none"> <li>– Household survey</li> </ul> </li> <li>• Qualitative <ul style="list-style-type: none"> <li>– FGDs with beneficiaries</li> </ul> </li> </ul>
To what extent has the LUL top-up resulted in additional impacts on student absenteeism, dropout, attendance, retention, and promotion?	<ul style="list-style-type: none"> <li>• Attendance rate</li> <li>• Dropout rate</li> <li>• Retention rate</li> <li>• Grade progression rate</li> <li>• Enrolment rate</li> <li>• Perceptions of education-related impacts</li> </ul>	<ul style="list-style-type: none"> <li>• Quantitative <ul style="list-style-type: none"> <li>– Household survey</li> </ul> </li> <li>• Management information system data</li> <li>• Qualitative <ul style="list-style-type: none"> <li>– KIIs with teachers &amp; education officials</li> <li>– FGDs with beneficiaries</li> </ul> </li> </ul>
To what extent has the LUL top-up affected women's empowerment?	<ul style="list-style-type: none"> <li>• Women's bargaining power</li> <li>• Access to credit</li> <li>• Incidence of violence in the home</li> <li>• Perceptions of women's empowerment</li> </ul>	<ul style="list-style-type: none"> <li>• Quantitative <ul style="list-style-type: none"> <li>– Household survey</li> </ul> </li> <li>• Qualitative <ul style="list-style-type: none"> <li>– FGDs with beneficiaries</li> </ul> </li> </ul>
To what extent has the LUL top-up resulted in unintended impacts (either positive or negative)?	<ul style="list-style-type: none"> <li>• Incidence of violence in the home</li> <li>• Hours children spent working (paid and unpaid)</li> <li>• Household resilience</li> <li>• Incidence of negative shocks</li> <li>• Incidence of positive shocks</li> <li>• Perceived impacts</li> </ul>	<ul style="list-style-type: none"> <li>• Qualitative <ul style="list-style-type: none"> <li>– FGDs with beneficiary parents and children</li> <li>– KIIs with teachers and district education officials</li> </ul> </li> <li>• Quantitative <ul style="list-style-type: none"> <li>– Household survey</li> </ul> </li> </ul>
To what extent has the programme influenced poverty reduction or reduced the vulnerability of poor households in selected districts?	<ul style="list-style-type: none"> <li>• Household income (value)</li> <li>• Household consumption (value)</li> <li>• Household expenditures (value)</li> <li>• Household asset index</li> <li>• Household resiliency</li> <li>• Perceptions of impacts on vulnerability</li> </ul>	<ul style="list-style-type: none"> <li>• Quantitative <ul style="list-style-type: none"> <li>– Household survey</li> </ul> </li> <li>• Qualitative <ul style="list-style-type: none"> <li>– FGDs with beneficiaries</li> </ul> </li> </ul>
Coherence		

<b>Research Question</b>	<b>Indicator(s)</b>	<b>Data Source(s)</b>
To what extent were partnerships sought and synergies created with other national and international stakeholders?*	<ul style="list-style-type: none"> <li>• Stakeholder perceptions of harmonisation between TMDH-LUL and other programmes</li> <li>• Existence and strength of synergies with other national and international stakeholders</li> </ul>	<ul style="list-style-type: none"> <li>• Desk review <ul style="list-style-type: none"> <li>– Review of programme reports, UNICEF strategy notes in social protection and education, national social protection strategy or policy documents</li> </ul> </li> <li>• Qualitative <ul style="list-style-type: none"> <li>– Key informant interviews with UNICEF, MPPSPF, and FID staff</li> </ul> </li> </ul>
Were mechanisms put in place to ensure coordinated actions?*	<ul style="list-style-type: none"> <li>• Existence and strength of mechanisms in place to coordinate efforts across actors</li> </ul>	
Has the programme approach leveraged resources of other stakeholders and government agencies?*	<ul style="list-style-type: none"> <li>• Extent to which resources have been leveraged by other stakeholder and government agencies</li> </ul>	
<b>Sustainability</b>		
To what extent are financial resources (from national or donor funds) likely to continue after the programme?*	<ul style="list-style-type: none"> <li>• Existence of a multi-year financial plan to continue funding the TMDH programme</li> </ul>	<ul style="list-style-type: none"> <li>• Desk review <ul style="list-style-type: none"> <li>– Review of national social protection strategy and policy documents</li> </ul> </li> <li>• Qualitative <ul style="list-style-type: none"> <li>– Key informant interviews (KIIs) with UNICEF, MPPSPF, and FID staff</li> </ul> </li> </ul>
Is national support and involvement, as well as that of other stakeholders, likely to continue after the three-year programme period?*	<ul style="list-style-type: none"> <li>• Extent to which the TMDH-LUL transfer has been embedded into the national social protection plan</li> <li>• Extent to which there have been structural changes and reinforcement of capacities among stakeholders</li> </ul>	<ul style="list-style-type: none"> <li>• Desk review <ul style="list-style-type: none"> <li>– Review of national social protection strategy and policy documents</li> </ul> </li> <li>• Qualitative <ul style="list-style-type: none"> <li>– KIIs with UNICEF, MPPSPF, and FID staff</li> </ul> </li> </ul>

Note: \* indicates new research questions

## Annex C. Quantitative instruments

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**ENQUETE DE SUIVI POUR L'EVALUATION D'IMPACT DE LA COMPOSANTE  
TRANSFERT MONETAIRE DE DEVELOPPEMENT HUMAIN**

### QUESTIONNAIRE MENAGE

#### 0-INFORMATION GENERALE/IDENTIFICATION

0-1	Région		__ __	0-5	coordonnées	X : _____	Y : _____
0-2	District		__ __ __	0-6	Enquêteur		__ __
0-3	Commune		__ __	0-7	Contrôleur		__ __
0-4	Fokontany		__ __	0-8	Date	__ __ / __ __ / __ __	
0-9	Ménage enquêté			0-10 Numéro du ménage  __ __			
0-12 :Si OUI, a- Si Oui, donner le motif de remplacement 1-Absence ; 2=Non disponible pour l'enquête (refus) ; 3=introuvable  __				b- Donner le numéro du ménage remplacé  __ __			
0-11 :Est-ce un ménage de remplacement ?  __  1=Oui ; 2= Non Si remplacement, Quel est le nombre de saut  __ __							
	Numéro du ménage remplacé			Motif de remplacement 1-Absence 2-Non disponible pour l'enquête 3-Introuvable			
1	__ __			__			
2	__ __			__			
3	__ __			__			
4	__ __			__			
Observation :							

X-Taille du ménage en 2016	__ __
Y-Nombre de nouveau membre du ménage	__ __
(X+Y)Nombre personnes à introduire dans le boucle	__ __

## I-INFORMATIONS SPECIFIQUES SUR LE MENAGE

### I-1 : Composition du ménage

1-Numéro	__ __
2-Nom	.....
Statut de résidence	
1. Présent                  2. Absent                  3. Visiteur	
4. Migrant de longue durée	
SI Migrant de longue durée,	
2a- chef du ménage ?	__
1. Oui ; 2. Non	
3-Quel votre sexe ?	__
1=Masculin ; 2=Féminin	
3a-SI SEXE=Féminin, Quelle est votre responsabilité dans la communauté ?	__
1=AC/ACN 2=CPS 3=ML 4= AS (Agent spécialisé) 5=Aucune	
4-Quel âge avez-vous ? (année révolue)	__ __
5- Si moins de 6 ans : nombre de mois révolus	__ __
(Pour les individus de moins de 17 ans) Avez-vous une copie d'acte de naissance ?	1. Oui                  2. Oui, jugement supplétif
3. Non	
(Pour les individus de 18 ans ou plus) Avez-vous une CIN ?	
1. Oui    2. Non	
Votre Lien avec le chef de ménage :	
1. Chef de ménage 2. Conjoint principal du chef . 3 Conjoint secondaire du chef 4. Enfant du chef et du conjoint principal 5. Enfant du chef et du conjoint secondaire 6. Petits enfants 7. Père ou mère 8. Autres parents 9. Autre personne non apparentée 10. Domestique	
Quel est votre situation matrimoniale ? pour les 15 ans et plus	__
1= Marié monogame 2= Marié polygame 3= Union libre monogame 4= Union libre polygame 5= Célibataire (jamais marié) 6 = Divorcé(e)/Séparé(e)	

7= Veuf/veuve		
À quel âge vous êtes-vous mariés (premier mariage)?		
Avez-vous vécu de manière continue dans ce Fokontany depuis toujours ? 1. Oui      2. Non		
Si Non, depuis combien d'années vivez-vous dans ce Fokontany ? (Si moins de 6 mois, mettre 00)		
Pourquoi êtes-vous venu habiter dans ce Fokontany ? 1. Pour suivre ou rejoindre la famille 2. Pour poursuivre des études 3. Affectation 4. Pour chercher un emploi 5. Survie 6. Insécurité 7. Conditions climatiques 8. Autres		
6-Présentez-vous un handicap ? (physique ou mental)	__	
7-Avez-vous déjà fréquenté l'école ? : 1=Oui ; 2=Non si Non >> QXX	__	
8-Si OUI, Quel est la dernière classe que vous avez achevé avec succès ? 0=Préscolaire 1=11 ème 2=10 ème 3=9 ème 4=8 ème 5=7ème 6=6 ème 7=5 ème	8=4 ème 9=3 ème 10= 2nde 11= 1ère 12=terminale 13=univ 1ère année 14=univ2 ème année 15=univ 3è année 16=univ 5 ème année et plus 98= Ne sais pas	__ __
M16a. Quand avez-vous arrêté l'école ? 1.Avant l'année scolaire 2017-2018    2.Au cours de l'année scolaire 2017-2018 3.A la fin de l'année scolaire 2018-2019 4.Au cours de l'année scolaire 2019-2020		
9-Etes-vous allé à l'école en 2016-2017 ? : 1=Oui ; 2=Non (si Non >> QXX)	__	
10-Si OUI, En quelle classe étiez-vous en 2016-2017? 0=Préscolaire 1=11 ème 2=10 ème 3=9 ème 4=8 ème 5=7ème 6=6 ème 7=5 ème	8=4 ème 9=3 ème 10= 2nde 11= 1ère 12=terminale 13=univ 1ère année 14=univ2 ème année 15=univ 3è année 16=univ 5 ème année et plus	__ __

	98=Ne sais pas	
11-Avez-vous été suspendu ou renvoyé de l'école en 2016-2017 ? 1=Oui ; 2=Non		_
12-Quel type d'école avez-vous fréquenté en 2016-2017 ? 1= Publique 2=Communautaire 3=Religieuse 4=Industrielle 5=Privée 6=Autres (à préciser)		_
13-Quel est votre taux de présence à l'école au cours de l'année 2016-2017 ? 1=90-100% 2=50-89% 3=10-49% 4=0-9%		_
14 Pour quelles raisons n'avez-vous pas été scolarisé en 2016-2017 ? 1=Formation désirée déjà acquise 2=Pas d'argent pour supporter les frais 3=Trop âgé pour continuer l'école 4=Marié/enceinte 5=Malade/handicapé 6=A trouvé du travail 7=Pas intéressé/paresse 8=Empêché par les parents 9=Doit travailler ou aider à la maison 10=Ecole en faible capacité d'accueil 11=Mauvaise qualité de l'éducation 12=Enseignant absent 13=Ecole dangereuse pour les filles 14=Ecole trop éloignée 15=Doit s'occuper des autres 16=Echec à l'examen 17=Rejet/exclu 18=Insécurité 19=Autre (à préciser)....		+ + + +
15-Allez-vous toujours à l'école actuellement (année scolaire 2017-2018) ? 1=Oui ; 2=Non si Non>> Q18		_
16-En quelle classe êtes-vous actuellement (année scolaire 2017-2018) ? 0=Préscolaire 1=11 ème 2=10 ème 3=9 ème 4=8 ème 5=7ème 6=6 ème 7=5 ème	8=4 ème 9=3 ème 10= 2nde 11= 1ère 12=terminale 13=univ 1ère année 14=univ2 ème année 15=univ 3è année 16=univ 5 ème année et plus 98=Ne sais pas	_ _

17-Généralement, combien d'heure consacrez-vous aux études pendant une journée (non compris les heures passées à l'école) ?	Heures :  __ __  Minutes :  __ __
Combien de jours avez-vous fréquenté l'école au cours des 7 derniers jours?	__ __
Combien de jours ou de semaine avez-vous manqué l'école au cours des 4 dernières semaines, à part les vacances scolaires ? 0. Jamais      1. Moins d'une semaine      2. Entre 1 et 2 semaines      3. Entre 2 et 4 semaines	
Bénéficiez-vous d'alimentation/cantine scolaire ? 1. Oui    2. Non	
Combien de jours par semaine déjeunez-vous à la cantine scolaire ?	
Depuis quand déjeunez-vous à la cantine scolaire (année)?	
<b>DEPENSES EN EDUCATION AU COURS DES 12 DERNIERS MOIS</b>	
Combien avez-vous dépensé pour les Droits de scolarité, Cotisations FRAM et Assurance (PASCOMA) ? (1000 Ariary)	
Combien avez-vous dépensé pour les Frais de scolarité ou écolage? (1000 Ariary)	
Combien avez-vous dépensé pour les Uniformes scolaires et les linges de sports ? (1000 Ariary)	
Combien avez-vous dépensé pour les fournitures scolaires et les livres ? (1000 Ariary)	
Combien avez-vous dépensé pour les fournitures scolaires et les livres ? (1000 Ariary)	
Combien avez-vous dépensé pour la nourriture (cantine scolaire, goûté) ? (1000 Ariary)	
Combien avez-vous dépensé pour le transport pour l'école ? (1000 Ariary)	
Combien avez-vous dépensé pour les autres dépenses scolaires? (1000 Ariary)	
Quel est le montant des dépenses scolaires non ventilées? (1000 Ariary)	
XX-Pour quelles raisons n'avez-vous pas été scolarisé en 2016-2017 ?  1=Formation désirée déjà acquise 2=Pas d'argent pour supporter les frais 3=Trop âgé ou trop jeune pour continuer l'école 4=Marié/enceinte 5=Malade/handicapé 6=A trouvé du travail 7=Pas intéressé/paresse 8=Empêché par les parents 9=Doit travailler ou aider à la maison 10=Ecole en faible capacité d'accueil 11=Mauvaise qualité de l'éducation 12=Enseignant absent 13=Ecole dangereuse pour les filles 14=Ecole trop éloignée 15=Doit s'occuper des autres	__ __    __ __

16=Echec à l'examen 17=Rejet/exclu 18=Insécurité 19=Autre (à préciser)...	
Savez-vous lire le malagasy ? 1. Bon      2. Moyen      3. Non	
Savez-vous écrire le malagasy ? 1. Bon      2. Moyen      3. Non	
Pouvez-vous faire un calcul ? 1. Oui      2.	
Non	
<b>ACTIVITES (Tous les individus)</b>	
19-Exercez-vous une activité quelconque ? 1=Oui ; 2=Non ; si Non ➔Q24	__
20-Si OUI : quel type d'activité exercez-vous généralement? 1=Activités ou tâches domestiques ; 2=Activités productives non rémunérées ; 3=activités productives rémunérées	__
20a- Quel est le statut de (NOM) dans cette activité ? 1=Permanent; 2=Temporaire; 3=Saisonnier	__
21-Quelle est la durée totale des activités que vous avez effectuées au cours des 2 dernières semaines (en heure)	__ __ __
22-Durant les deux dernières semaines, Quelles sont les principales activités que vous avez exercée? (1)	__
<b>ACTIVITES ECONOMIQUES (Individus de 5 ans et plus)</b>	
Au cours des 7 derniers jours, avez-vous exercé au moins une activité économique ? 1. Oui      2. Non	
SI NON, avez-vous une occupation habituellement ? 1. Oui >>Q20a      2. Non >> Section suivante	
<b>Si Non</b> , pourquoi n'avez-vous pas travaillé?	
1. Etudiant      2. Période sabatique      3. Trop âgé ou retraité 4. Trop jeune pour travailler      5. Handicapé / incapable de travailler 6. Niveau de vie satisfaisant      7. En attente d'une période de forte activité      8. Qualifications insuffisantes 9. Employeur/emploi antérieur insatisfaisant      10. Déçus des démarches passées infructueuses      11. En attente d'une réponse d'emploi 12. Ne sait pas ou s'adresser      13. Objection d'un parent (y compris le conjoint)      14. Arrêt maladie/convalescence      15. Autres	
Si Oui, dans quel type d'activités exercez-vous ? A. Agriculture      1. Oui      2. Non B. Elevage      1. Oui      2. Non C. Pêche      1. Oui      2. Non D. Industrie extractive      1. Oui      2. Non E. Industrie de transformation      Oui      2. Non	

F. Commerce	1. Oui    2. Non	
G. Transport	1. Oui    2. Non	
H. Autres services	1. Oui    2. Non	
I. Administration	1. Oui    2. Non	
Quels sont vos statuts dans vos emplois ?		
A. Salarié	1. Oui    2. Non	
B. Travailleur indépendant	1. Oui    2. Non	
C. Aide familiale	1. Oui    2. Non	
22a. A combien êtes-vous rémunéré ? ( <i>Valoriser les paiements/avantages en nature</i> )		<b>Montant (Ar) :</b>  __ __ __ __ __ __   <b>Fréquence :</b>  __  1. Jour 2. Semaine 3. Mois 4. Année
Combien d'heures par semaines avez-vous travaillé habituellement ?		
Avez-vous démarré une activité indépendante au cours des 12 derniers mois ?    1. Oui    2. Non		
<del>23-Durant les deux dernières semaines, Quelle est la seconde activité que vous avez exercée? (1)</del>		
<del>23a. êtes-vous rémunéré ?</del>		
<del>1=Oui ; 2=Non</del>		
<b>SANTE</b>		
24a- Avez-vous été malade au cours des deux semaines ?		
1=Oui ; 2=Non		
24- Avez-vous été malade au cours des deux derniers mois ?		
1=Oui ; 2=Non>>Q26		
Si Oui, quel type de maladie ?		
1. Fièvre    2. Diarrhée    3. Maladies respiratoires		
4. Infections cutanées    5. Autres		
25-Si Oui, avez-vous été traité/amenée dans un centre de santé ?		
1=Oui ; 2=Non >>Q25c		
Q25a-Si oui, quel type d'établissement sanitaire ?		
1. Centre public    2. Centre privé		
3. Agent communautaire de santé    4. Dépôt de médicament		
5. Guérisseurs    6. Autres		
Q25b- Si oui, Nombre de visites durant les deux dernières semaines dans ces centres?		
Q25c-1 Combien avez-vous dépensé en médicaments avant d'aller consulter ou qui n'ont pas été prescrits au lieu de consultation ? (1000 Ariary)		
-2 Combien avez-vous payé pour les consultations et médicaments achetés dans ces centres pour toutes les visites dans ces centres? (1000 Ariary)		

Combien avez-vous payé pour les médicaments prescrits dans ces centres mais achetés ailleurs? (1000 Ariary)	
Combien cela vous a-t-il couté (y compris l'accompagnateur)? (1000 Ariary)	
Combien avez-vous payé pour les autres prestations obtenues dans ces centres (analyses, examens, piqûre,...)? (1000 Ariary)	
25d <del>Si non, la maladie était-elle suffisamment grave pour nécessiter un traitement dans un établissement sanitaire?</del> _____ 1=Oui ; 2=Non Si Non, pourquoi ? 1. Manque de moyen financier      2. Centre de santé trop éloigné ou inaccessible      3. Maladie pas grave      4. Autres	__
Pour les individus de 5 à 18 ans inclus	
26-Avez-vous une couverture (partagée ou non) ? 1=Oui ; 2=Non ; 8=ne sait pas	__
27-Avez-vous une paire de chaussure ? 1=Oui ; 2=Non ; 8=Ne sais pas	__
<b>(1) Code activité :</b> 0=n'a exercé aucune activité ; 1=cultiver ou récolter des produits agricoles ; 2=pêcher des poissons ; 3=activités minières ; 4=préparer nourriture, vêtements, travaux d'artisanat à vendre ; 5=vendre des articles, journaux, boissons ou des produits agricoles ; 6=faire la lessive, repasser ou autres activités pour un autre ménage ; 7=réparer des articles pour d'autres ménages ; 8=laver des véhicules ou cirer des chaussures d'autres ménages ; 9=porter des produits au marché ou au magasin de stockage ; 10=construire ou réhabiliter son propre logement ; 11=chercher de l'eau ou du bois de chauffe pour son ménage ou autre ménage ; 12=servir des repas dans des restaurants ; 13=garder des animaux ; 99=autre activité (à préciser)	

## I-2 : Questions globales sur le ménage

- 1- A quelle distance d'ici se trouve l'école primaire (publique ou privé) la plus proche que l'un de vos enfants fréquente ou peut fréquenter ? (en Km) :

|\_\_|\_\_|

- 1a - A quelle distance d'ici se trouve l'école secondaire (CEG, publique ou privé) la plus proche que l'un de vos enfants fréquente ou peut fréquenter ? (en Km) :

|\_\_|\_\_|

- 2- Combien d'écoles, que l'un des enfants du ménage fréquente ou peut fréquenter, y a-t-il dans la Commune ?

|\_\_|

|\_\_|

- 3- Quel niveau d'éducation aimeriez-vous pour vos enfants de sexe féminin ?

|\_\_|\_\_|

1 à 12 : nombre d'année avec 12 bacc non réussi

13=Bacc A/B réussi ; 14=Bacc C/D réussi ; 15=Licence ; 16=Maîtrise ; 17=DEA ; 18=Doctorat et plus

99=Pas d'enfant de sexe féminin

4- Quel niveau d'éducation aimeriez-vous pour vos enfants de sexe Masculin ?

|\_\_|\_\_|

1 à 12 : nombre d'année avec 12 bacc non réussi

13=Bacc A/B réussi ; 14=Bacc C/D réussi ; 15=Licence ; 16=Maîtrise ; 17=DEA ; 18=Doctorat et plus

99=Pas d'enfant de sexe masculin

5- A quel âge souhaiteriez-vous marier vos filles ? (âge en année révolue)

|\_\_|\_\_|

99=pas d'enfant de sexe féminin ; 98=toutes les filles déjà mariées ; 97=restées célibataires

6- A quel âge souhaiteriez-vous marier vos garçons ? (âge en année révolue)

|\_\_|\_\_|

99=pas d'enfant de sexe masculin ; 98=tous les garçons déjà mariés ; 97=restés célibataires

7- ~~Votre ménage a-t-il obtenu une assistance (quel que soit sa nature) du gouvernement, des ONG ou des programmes ?~~

\_\_\_\_\_ |\_\_|

1=Oui ; 2=Non ; 8=ne sait pas

7a- De quels programmes s'agit il ?

\_\_\_\_\_ 1-TMDH

\_\_\_\_\_ 2-Autres

7b- Si TMDH ? Quand avez vous reçu le dernier paiement ? (Nombre de semaines )

\_\_\_\_\_ |\_\_|\_\_|

PAUVRETE SUBJECTIVE ET BIEN-ETRE (PS)	
Répondant : 1. CM    2. Conjoint(e)    3. CM et Conjoint(e)	__
PS1. Etant donné le revenu de votre ménage, vous estimez que :	
1. Vous vivez bien 2. Ça va à peu près  __  3. Ça va mais il faut faire attention 4. Vous vivez difficilement	__
PS2. Quelle est la situation financière actuelle de votre ménage ?	
1. Vous arrivez à mettre beaucoup d'argent de côté 2. Vous arrivez à mettre un peu d'argent de côté 3. Vous arrivez tout juste à l'équilibre  4. Vous êtes obligés de tirer sur vos réserves 5. Vous êtes obligés de vous endetter	__
PS3. Etes-vous satisfaits par rapport aux besoins de votre ménage dans les domaines suivants : satisfait    4.Pas du tout satisfait    5. Non concerné	
A. Alimentaires.....	__
B. Habillement et chaussures.....	__
C. Logement.....	__
D. Santé (soins/médicaments en cas de maladie) .....	__

E. Education des enfants..... F. Accès à l'eau potable ....., G. Electricité et autres infrastructures .....	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
PS4. A combien estimez-vous, pour votre ménage, le montant minimum nécessaire par mois pour vivre décentement ?   _  _ _ _ _0_ _0_ _0_  Ar	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
PS5. Au cours des 12 derniers mois, le montant des revenus de votre ménage est-il : 1. très instable                    2. à peu près stable                    3. stable  <input type="checkbox"/>	<input type="checkbox"/>
PS6. Par rapport à l'année 2018, le niveau de vie au cours de l'année 2019 s'est, en général : 1. Amélioré                        2. Maintenu                        3. Dégradé A. Pour votre ménage <input type="checkbox"/> B. En général (pour les ménages de votre Fokontany) <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>
PS7. Selon vous, pour cette année 2020, le niveau de vie va-t-il: 1. s'améliorer                      2. se maintenir                      3. se dégrader  A. Pour votre ménage <input type="checkbox"/> B. En général (pour les ménages de votre Fokontany) <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>
PS8. Selon vous, dans le Fokontany, votre ménage fait-il partie des : 1. 20% les plus riches 2. 20% riches 3. 20% moyens <input type="checkbox"/> 4. 20% moyennement pauvres 5. 20% les plus pauvres	<input type="checkbox"/> <input type="checkbox"/>
PS12. Comment situez-vous vos voisins : 1. Très riche 2. Riche 3. Moyen 4. En difficulté 5. Pauvre	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
PS13. Comment situez-vous vos amis : 1. Très riche 2. Riche 3. Moyen 4. En difficulté 5. Pauvre	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
PS9. Avez-vous le sentiment d'être marginalisé dans la société ?  A. Vous, personnellement <input type="checkbox"/> B. Votre ménage <input type="checkbox"/> 1.Oui                      2.Non	<input type="checkbox"/> <input type="checkbox"/>

<b>PS10. Un membre de votre ménage fait-il partie d'une association ?</b>							
1. Oui, membre actif    2. _____			Oui, simple membre    3. Non				
A. de quartier.....	<input type="checkbox"/>		<input type="checkbox"/>				
B. religieuse .....	<input type="checkbox"/>		<input type="checkbox"/>				
C. professionnelle.....	<input type="checkbox"/>		<input type="checkbox"/>				
D. politique .....	<input type="checkbox"/>		<input type="checkbox"/>				
E. familiale.....	<input type="checkbox"/>		<input type="checkbox"/>				
F. originaire .....	<input type="checkbox"/>		<input type="checkbox"/>				
G. parents d'élèves/comité de gestion .....	<input type="checkbox"/>		<input type="checkbox"/>				
H. autres : _____ (précisez) .....	<input type="checkbox"/>		<input type="checkbox"/>				
<b>PS11. Si vous prenez tout en considération dans votre vie, vous estimatez-vous heureux ?</b> (échelle de 1 à 7 : de « très heureux » à « pas du tout heureux ») (entourez le chiffre correspondant)			<input type="checkbox"/>				
++ Très Heureux			Pas Heureux --				
1	2	3	4	5	6	7	

### I-3 : Caractéristiques du logement et indicateurs de confort

1- Dans ce ménage, combien de pièces utilisez-vous pour dormir ?

2-Quel type de logement occupez-vous actuellement ?

1. Chambre
2. Maison Individuelle Traditionnelle
3. Villa Moderne
4. Autres

Quel est votre statut d'occupation par rapport à votre logement :

1. Proprietaire ayant un titre
2. Proprietaire sans titre
3. Pris en charge par un tiers
4. Locataire
5. Location prise en charge par l'employeur
6. Autres à préciser \_\_\_\_\_

**Si Locataire (réponse = 4), quel est le montant du loyer mensuels (en Ariary) :**

3-Quel est la principale source d'énergie utilisée par le ménage pour la cuisine ?

1. Electricité (JIRAMA)
2. Gaz Propane Liquéfié ou Gaz Naturel
3. Biogaz
4. Pétrole
5. Charbon, Lignite
6. Charbon De Bois
7. Bois de chauffe
8. Paille/Branchages/Herbes

9. Résidus Agricoles
10. Bouse
11. Pas de Repas Préparé
12. Autre
13. Non Concerne

4-Quel est le principal matériau de construction des murs extérieurs du bâtiment principal ?

|\_\_|

1. Pas De Mur
2. Bambou/Cane/Palme/Tronc
3. Terre
4. Torchis (Rotso-peta)
5. Pierre Avec Boue
6. Tovo-peta tsy milalotra (adobe non recouvert)
7. Contre-Plaquée / Planche
8. Carton
9. Bois de Récupération
10. Ciment
11. Pierre Avec Chaux/Ciment
12. Briques
13. Blocs De Ciment
14. Tovo-peta milalotra (adobe recouvert)
15. Planche En Bois/Shingles
16. Autre : (à préciser)

4-Quel est le principal matériau de construction du Sol :

1. Pierre, brique, ciment, béton, fibro-ciment
2. Bois, planche
3. Terre batue avec ou sans natte
4. Autres à préciser \_\_\_\_\_

5-Quelle est la principale source d'éclairage pour votre logement ? |\_\_|

1. Electricité (JIRAMA)
2. Générateur
3. panneau solaire
4. Pétrole Lampant
5. Bougies
- 6-ADAPS
- 7-Feu de bois
- 8-Graisse/suit
- 9- Plaque solaire
- 10 – Lampe à pile ou batterie
- 11.. Autres (à préciser)

Quelle est la principale source d'eau :

- 1- Eau de robinet privE
- 2- Borne fontaine publique
- 3- Forage/puits proteges
- 4- Puits non proteges
- 5- Source proteges
- 6- Source non protegee
- 7- Eau de pluie
- 8- Camion citerne

6-Quel type de toilette votre ménage utilise-t-il ?

|\_\_|

- 1. Un Système D'égout
- 2. Une Fosse Septique
- 3. Latrines Améliorées Auto-Aérées (Laa)
- 4. Latrines Avec Dalle Lavable
- 5. Latrines Avec Dalle Non Lavable
- 6. Latrines Sans Dalle/Trou Ouvert
- 7. Toilettes A Compostage (Toilette sèches)
- 8. Seau/Tinette
- 9. Toilettes/Latrines Suspendues
- 10. Pas De Toilettes/Dans La Nature
- 11. Autre

7-Le ménage possède-t-il [ARTICLE] ? (indiquer le nombre)

E1. Lit	E2. Table	E3. Chaise	E4. Natte	E5. Lampe à pétrole artisanale
Nombre ?  __ __	Nombre ?  __ __	Nombre ?  __ __	Nombre ?  __ __	Nombre ?  __ __
<b>E6. Radio, Radio cassette</b>	<b>E7. Lecteur CD/DVD</b>	<b>E8. Téléphone portable</b>	<b>E9. Télévision</b>	<b>E10. Bracelets/Vangovango</b>
Nombre ?  __ __	Nombre ?  __ __	Nombre ?  __ __	Nombre ?  __ __	Nombre ?  __ __
<b>E11. Marmites</b>	<b>E12. Seau/Bidon</b>	<b>E13. Sabre/Lefona</b>	<b>E14. Stockage agricole</b>	<b>E15. Terrain</b>
Nombre ?  __ __	Nombre ?  __ __	Nombre ?  __ __	Nombre ?  __ __	Nombre ?  __ __
<b>E16. Charrette à traction animale</b>	<b>E17. Charrue à traction animale</b>	<b>E18. Zébu</b>	<b>E19. Pirogue</b>	<b>E20. Filet de pêche</b>
Nombre ?  __ __	Nombre ?  __ __	Nombre ?  __ __	Nombre ?  __ __	Nombre ?  __ __
<b>E21. Bèche</b>	<b>E22. Ovins/Caprins</b>	<b>E23. Porcins</b>	<b>E24. Volailles</b>	<b>E25. Bicyclette</b>
Nombre ?  __ __	Nombre ?  __ __	Nombre ?  __ __	Nombre ?  __ __	Nombre ?  __ __

## II-CONSOMMATION ALIMENTAIRE ET DEPENSES DU MENAGE AU COURS DES 7 DERNIERS JOURS

### CONSOMMATION ET DEPENSES ALIMENTAIRES DU MENAGE au cours des 7 derniers jours

Répondant : Conjointe. Si non, préciser le lien avec le CM : \_\_\_\_\_

Durée de la période de soudure : |\_\_| mois

CONSOMMATION ET DEPENSES ALIMENTAIRES DU MENAGE au cours des 7 derniers jours	OUI/NON 1. Oui 2. Non	Unité de mesure (1)	Quantité totale (Nb unité)	D'où proviennent ces produits ?			
				Production du ménage	Dons/Transfert /Nature	Acheté, à combien avez-vous payé montant total dépendance	
				Quantité (2)	Quantité (2)	Quantité (2)	Prix unitaire (Ar)

#### 1- des Céréales

Riz	__	__	__	__	__	__	__
Maïs	__	__	__	__	__	__	__
Sorgho	__	__	__	__	__	__	__
Autres	__	__	__	__	__	__	__

#### 2- de la Farine

Blé	__	__	__	__	__	__	__
Maïs	__	__	__	__	__	__	__
Manioc	__	__	__	__	__	__	__
Autres	__	__	__	__	__	__	__

#### 3- des Tubercules

Manioc Frais	__	__	__	__	__	__	__
Manioc sec	__	__	__	__	__	__	__
Patate douce	__	__	__	__	__	__	__
Pomme de terre	__	__	__	__	__	__	__
Taro (saonjo)	__	__	__	__	__	__	__
Autres	__	__	__	__	__	__	__

#### 4- des Légumineuses sèches

Haricot	__	__	__	__	__	__	__
Poids du cap	__	__	__	__	__	__	__
Arachides							
Lentilles ou assimilés	__	__	__	__	__	__	__

#### 5- des Fruits

Agrumes	__	__	__	__	__	__	__
Orange	__	__	__	__	__	__	__
Mangue	__	__	__	__	__	__	__

**CONSOMMATION ET DEPENSES ALIMENTAIRES DU MENAGE au cours des 7 derniers jours**
**Répondant : Conjointe. Si non, préciser le lien avec le CM :**
**Durée de la période de soudure : |\_\_| mois**

<b>CONSOMMATION ET DEPENSES ALIMENTAIRES DU MENAGE au cours des 7 derniers jours</b>	<b>OUI/NON</b> 1. Oui 2. Non	Unité de mesure (1)	Quantité totale (Nb unité)	<b>D'où proviennent ces produits ?</b>			
				Production du ménage	Dons/Transfert /Nature	Acheté, à combien avez-vous payé montant total dépensé	
				Quantité (2)	Quantité (2)	Quantité (2)	Prix unitaire (Ar)
Papaye							
Avocat							
Banane							
Autres							

**6- des Légumes**

Légumes à fruits	__	__	__	__	__	__	__
Tomates							
Légumes à feuille (3)	__	__	__	__	__	__	__
Brèdes (4)	__	__	__	__	__	__	__
Racines/tubercules (5)	__	__	__	__	__	__	__
Oignon							
Autres	__	__	__	__	__	__	__

(3) : choux, choux fleur, laitue,... ; (4) : Anana : Pe-tsai, anamamy, ti-sam,... ; (5) : carotte, navet, betterave, poireau, ...

**7- des Viandes-Poisson-Volailles**

Viande de bœuf	__	__	__	__	__	__	__
Viande de porc	__	__	__	__	__	__	__
Viande de chèvre	__	__	__	__	__	__	__
Viande de mouton	__	__	__	__	__	__	__
Volaille	__	__	__	__	__	__	__
Poisson frais	__	__	__	__	__	__	__
Poisson sec	__	__	__	__	__	__	__
Crustacé (frais/sec)	__	__	__	__	__	__	__
Œuf	__	__	__	__	__	__	__

**8- des Produits laitiers**

Lait	__	__	__	__	__	__	__
Yaourt/lait caillé	__	__	__	__	__	__	__
Beurre/fromage	__	__	__	__	__	__	__
Autres	__	__	__	__	__	__	__

**CONSOMMATION ET DEPENSES ALIMENTAIRES DU MENAGE au cours des 7 derniers jours**
**Répondant : Conjointe. Si non, préciser le lien avec le CM :**
**Durée de la période de soudure : |\_\_| mois**

<b>CONSOMMATION ET DEPENSES ALIMENTAIRES DU MENAGE au cours des 7 derniers jours</b>	<b>OUI/NON</b> 1. Oui 2. Non	Unité de mesure (1)	Quantité totale (Nb unité)	<b>D'où proviennent ces produits ?</b>			
				Production du ménage	Dons/Transfert /Nature	Acheté, à combien avez-vous payé montant total dépensé	
				Quantité (2)	Quantité (2)	Quantité (2)	Prix unitaire (Ar)

**9- des Produits finis tels que**

Pain	__	__	__	__	__	__	__
Beignets	__	__	__	__	__	__	__
Boisson chaude (café/thé/cacao)	__	__	__	__	__	__	__
Boissons non alcoolisées							
Boissons alcoolisées							

**10- d'autres produits alimentaires tels que**

Pâte alimentaire							
Huiles	__	__	__		__	__	__
Autres graisses				__			
Sel	__	__	__		__	__	__
Sucre	__	__	__		__	__	__
Miel				__			
Cafe grain				__			
Condiments, épices				__			
Autres	__	__	__		__	__	__

- (1) Unité : 1. Pièce      2. Sachet/flacon      3. Fehezany      4. Famarana      5. Kopy/Tasse      6. Zinga  
 7. Kapoaka      8. Tas      9. Gramme      10. Kg      11. Litre  
 12. Daba/Bidon/Sceau      13. Soubique      14. Sac/Gony      15. Brouette      16. Charrette  
 17. Forfaitaire      18. Autres
- (2) Quantité : Nombre d'unités

**III-CONSOMMATION NON ALIMENTAIRE ET DEPENSES DU MENAGE AU COURS DES 30 DERNIERS JOURS**

Libellé	OUI/NON 1. Oui 2. Non	Unité de mesure (1)	SI OUI				
			Production du ménage	Dons/nature	Acheté, à combien avez-vous payé l'unité ? montant total dépense		
			Quantité (2)	Quantité (2)	Quantité (2)	Prix unitaire (Ar)	Valeur totale (Ar)
Tabac							
Cigarette							
Boisson non-alcoolique							
Boisson alcoolique							
Eau							
Savon							
Allumettes, briquet							
Bougies, Adaps							
Pétrole							
Électricité (JIRAMA)							
Charbon							
Bois de chauffe							
Gaz/Pile électrique							
Carburant (Essence, Gasoil)							
Lubrifiant							
Crédit de communication (Téléphone)							
Loyer							
Services et produits de soin corporel							

(1) Unité : 1. Pièce    2. Sachet/flacon    3. Fehezany    4. Famarana    5. Kopy/Tasse    6. Zinga  
 7. Kapoaka    8. Tas    9. Gramme    10. Kg    11. Litre  
 12. Daba/Bidon/Sceau    13. Soubique    14. Sac/Gony    15. Brouette    16. Charrette

17. Forfaitaire    18. Autres

(2) Quantité : Nombre d'unités

#### IV-AUTRES DEPENSES DU MENAGE AU COURS DES 12 DERNIERS MOIS

Libellé	1=Oui ; 2=Non		
		Pour combien de	
Avez –vous fait des paiements scolaires en nature (Ecolage/frais d'inscription/cotisation)?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Ecolage et/ou frais d'inscription	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Cotisation parentale (scolarisation)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Fournitures scolaires	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Autres dépenses non ventilés	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Dépenses sanitaires (consultation et médicament)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Dépenses sanitaires (hospitalisation, analyses, examens, autres prestations,...)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Dépenses sanitaires (transport pour rejoindre les centres de santé)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Dépenses sanitaires non ventilées	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Achat d'effets vestimentaires pour adultes	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Achat d'effets vestimentaires pour enfants	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Dépenses de transport autres que santé et éducation (transport en commun)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Achat de moyen de transport	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Achat d'équipements pour la cuisine	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Achat de meubliers/équipements de maison	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Réparation ou amélioration de la maison	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Cérémonie familiale (y compris funérailles)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Obligation sociale (communautaire et/ou religieuse)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Autres dépenses non compris ailleurs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

## V-PRODUCTION AGRICOLE DU MENAGE

### 1- Quels sont les produits vivriers que vous avez récoltés au cours de 12 derniers mois ?

Pour chaque culture pratiquée et récoltée par le ménage au cours des 12 derniers mois, demander les renseignements suivants:

Produit récolté (ménage déroulant avec le code produit)	Code produit	Superficie (are)	Mode d'occupation	Pratique de technologie ameliore	Si OUI, Depuis quelle année ?	Conversion (kg)	Quantité nette récoltée	Quantité autoconsommée	Semences / métayage / Dons/ Pertes après récolte / toute autre utilisation	Quantité vendue	Quantité en stock	Montant des ventes (Ariary)
Riz	__ _						__	__	__	__		
Manioc	__ _						__	__	__	__		
Maïs	__ _						__	__	__	__		
...	__ _						__	__	__	__		

Unité : 1. Pièce 2. Sachet/flacon 3. Kapoaka 4. Tas 5. Gramme 6. Kg 7. Litre 8. Daba/Bidon/Sceau  
 9. Soubique 10. Sac/Gony 11. Brouette 12. Charrette 13. Autres

Code	Produit
01	Riz
02	Manioc
03	Maïs
04	Patate douce
05	Pomme de terre
06	Banane
07	Igname (ovyala/masiba)
08	Fruit à pain (soanambo)

09	Taro (Saonjo)
10	Haricot
11	Pois du cap
12	Lentilles ou assimilée(8)
13	Pois chiche
14	Petit pois sec
15	Arachide
16	Légumes à fruits(7)
17	Tomate
18	Légumes à feuille (3)
19	Brèdes (4)
20	Légume à racines ou tubercules(5)
21	Agrumes(6)
22	Mangue
23	Papaye
24	Avocat
25	pêche
26	Ananas
27	Ampalibe
28	Autre fruit (ex Baie sauvage...)

## 2- Quels sont les produits d'exportation que vous avez récolté au cours de 12 derniers mois ?

Pour chaque culture pratiquée et récoltée par le ménage au cours des 12 derniers mois, demander les renseignements suivants:

Produit récolté (ménage déroulant avec le code produit)	Code produit	Superficie (are)	Mode d'occupation	Pratique de technique améliorée	Si OUI, Depuis quelle année ? (indiquer Année)	Unité	Conversion (kg)	Quantité nette récoltée	Semences / métayage	Quantité vendue	Quantité en stock	Montant des ventes (Ariary)
Café	__ _ __ _		1=Propriétaire 2=Prêt gratuit 3=Ferme 4=Métagage 5=Gage 6=Autre	1 Oui 2 Non		__		__ _ __	__ _ __	__ _ __	__ _ __	
Vanille	__ _ __ _					__		__ _ __	__ _ __	__ _ __	__ _ __	

Caca o	__ _				__		__	__	__	__	__	
.....	__ _				__		__	__	__	__	__	
	__ _				__		__	__	__	__	__	

Code	Produit
01	Café
02	Litchi
03	Oignon
04	Ail (tongolo gasy)
05	Raphia (Rofia)
06	Poivre
07	cannelle
08	Cacao
09	Vanille
10	Piment
11	Gingembre
12	Géranium
13	Girofle

**3- Quels sont les produits des cultures industrielles que vous avez récolté au cours de 12 derniers mois ?**

Pour chaque culture pratiquée et récoltée par le ménage au cours des 12 derniers mois, demander les renseignements suivants:

Produit récolté (menu déroulant avec le code produit)	Code produit	Superficie (are)	Mode d'occupation 1=Propriétaire 2=Prêt gratuit 3=Fermage 4=Métagage 5=Gage 6=Autre	Pratique de technique améliorée 1 Oui 2 Non	Si OUI, Depuis quelle année ? <i>(indiquer Année)</i>	Unité	Conversion (kg)	Quantité nette récoltée	au
Coton	_ _ _ _					_ _		_ _ _ _	
Tabac	_ _ _ _					_ _		_ _ _ _	
Canne à sucre	_ _ _ _					_ _		_ _ _ _	
...	_ _ _ _					_ _		_ _ _ _	
	_ _ _ _					_ _		_ _ _ _	

**Quantité nette récoltée:** quantité récoltée déduite des pertes (production économique)

**Quantité autoconsommée:** Quantité destinée à l'autoconsommation (déjà consommée ou pour la consommation future);

**Quantité vendue:** Quantité réellement vendue jusqu'au moment de l'enquête

**Quantité en stock:** Quantité en stock en attente de commercialisation

**Montant des ventes:** correspondant à la quantité vendue

**Unité:** 1- Pièce; 2- Sachet/flacon; 3- Kapoka; 4- Tas; 5- gr; 6- Kg; 7- Litre; 8- Daba/bidon/seau; 9- Soubique; 10- Sac (gony); 11- Brouette; 12- Charrette; 13- Autre

**4- Avez-vous les animaux d'élevage suivant actuellement ? Si Oui combien en possédez-vous ?**

Espèces	Code espèce	Oui/Non (1/2)	Effectif actuel	Achat au cours des 12 derniers mois	Effectif dons/reproduction au cours des 12 derniers mois	Effectif ve cours de derniers
Zébu mâle	__ __	__	__ __ __	__ __ __		__ __
Zébu femelle	__ __	__	__ __ __	__ __ __		__ __
Vache laitière (race améliorée)	__ __	__	__ __ __	__ __ __		__ __
Porcin	__ __	__	__ __ __	__ __ __		__ __
Ovin/caprin	__ __	__	__ __ __	__ __ __		__ __
Canard/oie	__ __	__	__ __ __	__ __ __		__ __
Dinde	__ __	__	__ __ __	__ __ __		__ __
Poulet	__ __	__	__ __ __	__ __ __		__ __
Apiculture ( <i>effectif en nombre de ruches</i> )						
Pisciculture ( <i>effectif en nombre d'étangs</i> )						

**AG4. Pour votre activité agricole, avez-vous les infrastructures suivantes ?**

Nom	1. Oui	Année de construction
	2. Non	
Etables	__	__ __ __
Bassécours	__	__ __ __
Greniers	__	__ __ __

## VI-AUTRES SOURCES DE REVENUS AGRICOLES MONETAIRES DU MENAGE

1- Le ménage possède-t-il des terres qu'il mette en location (fermage ) au cours des 12 derniers mois ?

1=OUI, 2=NON

|\_\_|

Si OUI, quel est le montant total de la location reçu au cours des 12 derniers mois en ariary :

|\_\_|\_\_|\_\_|\_\_|\_\_|\_\_|

2- Le ménage possède-t-il des terres qu'il mette en métayage au cours des 12 derniers mois ?

1=OUI, 2=NON

|\_\_|

Si OUI, quel est le montant total de la valeur des produits reçus au cours des 12 derniers mois en ariary :

|\_\_|\_\_|\_\_|\_\_|\_\_|

3- ~~Existe-t-il un ou plusieurs membres du ménage qui reçoit des revenus salariaux au cours des 12 derniers mois ?~~

1=OUI, 2=NON

|\_\_|

~~Si OUI, quel est le montant total (en ariary) reçu au cours des 12 derniers mois par type d'activité~~

a- Activité salariale permanente : \_\_\_\_\_

|\_\_|\_\_|\_\_|\_\_|

b- Main d'œuvre temporaire (agricole ou autre) : \_\_\_\_\_

|\_\_|\_\_|\_\_|\_\_|

## ENTREPRISES NON AGRICOLES (EA)

**1- Au cours des 12 derniers mois, un ou plusieurs membres de votre ménage fait-il actuellement les activités suivantes :**

N u m	Types d'activités	EA1. Possession : 1. Oui 2. Non	EA2. Quel est le numéro d'ordre de la (des) personne(s) qui gèrent les revenus de cette entreprise?	EA3. Depuis quand (mois/année) cette entreprise fonctionne-t-elle?	EA4. Indiquer le principal bien et/ou service produit par cette entreprise	EA5. Code Branche (Rempêcher après l'interview)	EA6. Combiné en de personnes travaillent de manière permanente dans cette entreprise ?	EA7. Quelle est la principale source de financement qui vous a aidé à démarrer cette entreprise? (Voir Code en fin du tableau)	EA8. Quel est le montant des chiffres d'affaires perçus au cours des 30 derniers mois ? (en Ariary)	EA9. Quel est le montant des charges dépannées au cours des 30 derniers mois ? (En Ariary)	EA10. Quel est le montant des frais administratifs payés par l'entreprise au cours des 12 derniers mois ? (en Ariary) (Définition en fin du tableau)
	A fait des beignets; griller de la viande de boeuf, de mouton, ou de poulet; fabriquer des jus de fruits (gingembre, ect); fabriquer de la bière de maïs ou de mil, fabriquer du pain ou		—     — —	— — / —   — — —							

	des gâteaux pour revendr e?								
	A-t-il posséd é, à domicil e ou ailleurs, une petite entrepri se de confecti on de vêteme nts (tailleur ), de fabricat ion de sandale s ou autres chaussu res ?		     	 					
	A-t-il posséd é une petite activité s'exerça nt à domicil e ou dans la rue comme la fabricat ion et la vente d'objets d'artisa nat, de tapis, de bijoux, tressag e de nattes, etc.), tressag e de cheveu x, salon de coiffure , etc. ?		     	 					

A-t-il possédé, à domicile ou ailleurs, une entreprise de commerce (boutique, vente de matériaux de construction, de matière ! informatique, de cartes téléphonique, de cigarettes au bord de la route, vente de produits agricoles et d'élevage frais, etc.)?		—	— — / —						
A-t-il possédé un restaurateur, un bar; vente de boissons ?		—	— — / —						
A-t-il possédé tout autre une entreprise non agricole rendant		—	— — / —						

## **2- Pour l'ensemble des emprunts que vous aviez faits :**

2a. Est-ce que vous avez tout remboursé ? 1=OUI ; 2=NON

1

2b. Si NON, combien vous reste-t-il à rembourser ? Ar

— — — — — — — —

- **EA7. Code** : 1. Fonds propre/Epargne du ménage/VSLA      2. Aide d'un Parent/Famille      3. Aide des amis/ autre ménage/voisin      4. Prêt bancaire/IMF      5. Prêts usuriers      6. Prêt/Appui d'une coopérative      7. Prêt/Appui d'une ONG      8. Prêt d'une tontine / VSLA  
9. Autre (à préciser)
  - **EA8. Chiffres d'affaires** = montant obtenus sur la revente de marchandises achetées et revendues en l'état ; Montant obtenus sur les services rendus par l'entreprise
  - **EA9. Charges** = Achat de ces marchandises revendues en l'état, sans transformation ; Achat de matières premières pour les produits vendus ; Autres consommations intermédiaires (téléphone, transport, fournitures, etc.) ; Frais de loyer, eau et électricité ; Salaires ; Autres frais et service
  - **EA10. Frais administratifs** = Patente ; autres impôts et taxes

## VII- QUESTIONS AUX FEMMES

**A-Questions destinées à la femme du Chef de ménage/ Femme Chef de ménage / Mère d'enfants éligible au TMDH**

**1- Au sein de votre ménage, qui prend la décision en ce qui concerne les nourritures à acheter ?**

- 1= Moi |\_\_|  
2= Mon mari  
3= Moi et mon mari décidons ensemble  
4=Autre (à préciser).....

**2- Au sein de votre ménage, qui prend la décision pour l'achat des articles couteux/plus chers ?**

- 1= Moi |\_\_|  
2= Mon mari  
3= Moi et mon mari décidons ensemble  
4=Autre (à préciser).....

**3- Au sein de votre ménage, qui prend la décision en ce qui concerne la scolarisation des enfants ?**

- 1= Moi |\_\_|  
2= Mon mari  
3= Moi et mon mari décidons ensemble  
4=Autre (à préciser).....

**4- Au sein de votre ménage, qui prend la décision quand il s'agit de vous soigner en cas de maladie ?**

- 1= Moi |\_\_|  
2= Mon mari  
3= Moi et mon mari décidons ensemble  
4=Autre (à préciser).....

**5- Au sein de votre ménage, qui prend la décision quand il s'agit de soigner un enfant malade ?**

- 1= Moi |\_\_|  
2= Mon mari  
3= Moi et mon mari décidons ensemble  
4=Autre (à préciser).....

**6- Au sein de votre ménage, qui prend la décision quand il s'agit de dépenses d'investissement ?**

- 1= Moi |\_\_|  
2= Mon mari  
3= Moi et mon mari décidons ensemble  
4=Autre (à préciser).....

**7- Au sein de votre ménage, qui prend la décision quand il s'agit de faire des emprunts ?**

- 1= Moi |  
2= Mon mari |  
3= Moi et mon mari décidons ensemble |  
4=Autre (à préciser).....|

**8- Au sein de votre ménage, qui prend la décision quand il s'agit des activités du ménage ?**

- 1= Moi |  
2= Mon mari |  
3= Moi et mon mari décidons ensemble |  
4=Autre (à préciser).....|

**9- Au cours des 12 derniers mois, avez-vous emprunté de l'argent ? 1=OUI ; 2=NON**

|\_\_|

**SI OUI :**

9a. Auprès de qui aviez-vous emprunté ? (*citer les deux principaux en terme monétaire si plusieurs sources*)

- 1= Parent/Famille |  
2= Amis / autre ménage/voisin |  
3= Banque/IMF |  
5= Usuriers |  
6= Coopérative |  
7= ONG |  
8= Tontine / VSLA |  
9= Autre (à préciser) \_\_\_\_\_|

9b. Quelles ont été les deux principales utilisations du dernier emprunt ?

- 1= Alimentation (deux réponses les plus importantes)  
2= Education  
3= Santé |  
4= Logement |  
5= Eau |  
6= Energie |  
7= Habillement |  
8= Transport |  
9= Activités économiques/investissements |  
10= Autres dépenses |  
11= Epargne |  
12= Remboursement de dettes |

9c. Est- ce que vous avez tout remboursé ? 1=OUI ; 2=NON

|\_\_|

9d. Si NON, combien vous reste-t-il à rembourser ?

Ar

|\_\_\_\_\_|

10- Etes-vous membre d'une association d'épargne VSLA ? 1=OUI ; 2=NON

|\_\_|

10a. SI OUI, depuis quand ? (mois/année)

|\_\_| /

|\_\_\_\_\_|

**11 Comment situez vous votre ménage par rapport à la richesse?**

1=Très riche

2=Riche

3=Moyen

+\_\_+

4=En difficulté

5=Pauvre

**12 Comment situez vous vos voisins ?**

1=Très riche

2=Riche

3=Moyen

+\_\_+

4=En difficulté

5=Pauvre

**13 Comment situez vous vos amis ?**

1=Très riche

2=Riche

3=Moyen

+\_\_+

4=En difficulté

5=Pauvre

**14 Comment voyez vous la situation de votre ménage d'ici une année?**

1=Très riche

2=Riche

3=Moyen

+\_\_+

4=En difficulté

5=Pauvre

3

#### C- Questions relatives aux violences envers la femme :

**M38a. Au cours des 12 derniers mois, est-ce que votre conjoint a fait des remarques désagréables sur votre apparence physique (trop grosse, moche, etc.)?**

1. Jamais      2. Rarement      3. Souvent

|\_\_|

**M38b. Au cours des 12 derniers mois, est-ce que votre conjoint a méprisé votre opinion devant les enfants ou d'autres personnes ?**

1. Jamais      2. Rarement      3. Souvent

|\_\_|

M38c. Au cours des 12 derniers mois, est-ce que votre conjoint vous a empêché d'avoir accès à l'argent du ménage pour les besoins courants du ménage ?	__
1. Jamais      2. Rarement      3. Souvent	
M38d. Au cours des 12 derniers mois, est-ce que votre conjoint vous a insulté ou injurié ?	__
1. Jamais      2. Rarement      3. Souvent	
M38e. Au cours des 12 derniers mois, est-ce que votre conjoint vous a giflé, frappé ou a exercé des brutalités physiques contre vous ?	__
1. Jamais      2. Rarement      3. Souvent	
M38f. Au cours des 12 derniers mois, est-ce que votre conjoint vous a menacé verbalement ou à l'aide d'objets ?	__
1. Jamais      2. Rarement      3. Souvent	
PO5b. Selon vous, les femmes doivent-elles participer aux activités économiques pour contribuer aux revenus du ménage?	1. Oui 2. Non      3. Non concerné
	__

**B- Questions destinées à la femme responsable des deux enfants les plus jeunes (moins de 5 ans) dans le ménage**

Plus jeune (dernier)

Avant dernier enfant

Numéro du plus jeune enfant identifié dans la partie I :

|\_\_|

|\_\_|

Nom .....  
.....

**Au cours de 3 derniers mois, y a-t-il quelqu'un dans votre ménage :**

1- Qui a lu des livres ou regarder des livres avec (Nom de l'enfant)

1=OUI ; 2=NON

|\_\_|

|\_\_|

1a. Si OUI, lequel :

1= la mère,

2= Le père

3= La mère et le père, participation égale

|\_\_|

|\_\_|

4= La mère et le père, beaucoup plus la mère

5= La mère et le père, beaucoup plus le père

6=Autre personne adulte / frère / sœur

1b. Si OUI, depuis quand :

|\_\_|

|\_\_|

1= Depuis quelques mois

2= C'est déjà une habitude

2- Qui a raconté des histoires avec (Nom de l'enfant)

1=OUI ; 2=NON

|\_\_|

2a. Si OUI, le quel :

1= la mère,

2= Le père

3= La mère et le père, participation égale

|\_\_|

|\_\_|

4= La mère et le père, beaucoup plus la mère

|\_\_|

5= La mère et le père, beaucoup plus le père

6=Autre personne adulte / frère / sœur

2b. Si OUI, depuis quand :

|\_\_|

|\_\_|

1= Depuis quelques mois

2= C'est déjà une habitude

3- Qui a chanté des chansons avec ou à (Nom de l'enfant), y compris des berceuses

1=OUI ; 2=NON

|\_\_|

|\_\_|

3a. Si OUI, le quel :

1= la mère,

2= Le père

3= La mère et le père, participation égale

|\_\_|

|\_\_|

4= La mère et le père, beaucoup plus la mère

5= La mère et le père, beaucoup plus le père

6=Autre personne adulte / frère / sœur

3b. Si OUI, depuis quand :

|\_\_|

|\_\_|

1= Depuis quelques mois

2= C'est déjà une habitude

4- Qui a amené (Nom de l'enfant) en promenade hors de la maison

1=OUI ; 2=NON

|\_\_|

|\_\_|

4a. Si OUI, le quel :

1= la mère,

2= Le père

3= La mère et le père, participation égale

|\_\_|

|\_\_|

4= La mère et le père, beaucoup plus la mère

5= La mère et le père, beaucoup plus le père

6=Autre personne adulte / frère / sœur

4b. Si OUI, depuis quand : |\_\_|

|\_\_|

1= Depuis quelques mois

2= C'est déjà une habitude

5- Qui a joué avec (Nom de l'enfant)

1=OUI ; 2=NON |\_\_|

|\_\_|

5a. Si OUI, le quel :

1= la mère,

2= Le père

3= La mère et le père, participation égale |\_\_|

|\_\_|

4= La mère et le père, beaucoup plus la mère

5= La mère et le père, beaucoup plus le père

6=Autre personne adulte / frère / sœur

5b. Si OUI, depuis quand : |\_\_|

|\_\_|

1= Depuis quelques mois

2= C'est déjà une habitude

6- Qui a passé du temps avec (Nom de l'enfant) à l'apprendre à compter, à dessiner, ...

1=OUI ; 2=NON |\_\_|

|\_\_|

6a. Si OUI, le quel :

1= la mère,

2= Le père

3= La mère et le père, participation égale |\_\_|

|\_\_|

4= La mère et le père, beaucoup plus la mère

5= La mère et le père, beaucoup plus le père

6=Autre personne adulte / frère / sœur

6b. Si OUI, depuis quand : |\_\_|

|\_\_|

1= Depuis quelques mois

2= C'est déjà une habitude

#### C- Questions pour le Chef du ménage

15 ~~Au cours des 12 derniers mois, avez-vous emprunté de l'argent ?~~ 1=OUI ; 2=NON \_\_\_\_\_

\_\_\_\_\_ |\_\_|

~~Si OUI, est ce que vous avez tout remboursé ?~~ 1=OUI ; 2=NON

\_\_\_\_\_ | \_\_\_\_\_

~~Si NON, combien vous reste-t-il à rembourser ?~~ Ar

\_\_\_\_\_ | \_\_\_\_\_ | \_\_\_\_\_ | \_\_\_\_\_

~~16 Etes-vous membre d'une association d'épargne ?~~ 1=OUI ; 2=NON

\_\_\_\_\_ | \_\_\_\_\_

## 7- Changement de comportement :

**NOTE :** Pour toutes les questions relatives au changement de comportement, voir ci-après l'approche :

- Demander si la personne/ménage fait l'activité : si OUI, alors nuancer la réponse
- Si Non, alors nuancer la réponse : a-t-il l'intention ?

**CC1.** Au cours de ces 12 derniers mois, est-ce que vous avez pu consacrer plus de temps pour ?

	1=Oui 2=Non 3=Non concerné	Si oui ? Depuis quand avez-vous cette habitude 1-Je commence à m'y faire ou il y a quelques temps 2-Dépuis plusieurs mois 3-Depuis toujours 4-S'est dégradée	Si non ? Avez-vous l'intention de le faire, 1-Oui, mais je n'y arrive pas 2-Non, je n'y ai pas pensé 3-Non, mais je sais que c'est nécessaire
A Suivre l'éducation des enfants			
B-Suivre la santé des enfants			
C-Jouer avec les enfants			
D-S 'entretenir ou discuter avec votre époux			

**CC7.** Avez-vous l'habitude de préparer un repas diversifié (y compris les fruits) au cours des 12 derniers mois ?

1-Oui |  
2-Non |

**CC7a** Si oui ? Depuis quand

1-Dépuis un mois |  
2-Dépuis plusieurs mois |  
3-J'ai l'habitude (plus d'un ans). |

**CC7a-1** Quand aviez-vous participé à une séance de démonstration culinaire pour la dernière fois ? | | | jours

**CC7a-2** Quand aviez-vous préparé un repas diversifié pour la dernière fois ? | | | jours

**CC7a-3** Pourriez-vous nous décrire ce dernier repas diversifié préparé ? (*compter le nombre d'ingrédients qui composent le repas, sans les condiments et épices. N'oublier pas de demander si le ménage a consommé des fruits ce jours là*)

| | | nombre

**CC7b** Si non, Avez-vous déjà l'intention de le faire ?

1-Oui, mais je n'y arrive pas |  
2-Non, je n'y ai pas pensé |  
3-Non, mais je sais que c'est nécessaire |

## VIII- SECURITE ALIMENTAIRE DU MENAGE

**1- Au cours des 12 derniers mois, y a-t-il des moments où votre ménage n'a pas eu suffisamment de nourriture ?**

1=OUI ; 2=NON

|\_\_|

Si OUI, cette situation a duré combien de mois ?

|\_\_|\_\_|

Quelles étaient les 3 principales causes de cette situation ?

|\_\_|\_\_|

|\_\_|\_\_|\_\_|

01. Reserve de nourriture insuffisante (inadéquate) car il n'y avait pas assez de pluie
02. Reserve de nourriture insuffisante à cause de la perte des cultures (maladie, feu de brousse)
03. Inondation/grêle
04. Reserve de nourriture insuffisante car la superficie à cultiver est trop petite
05. Reserve de nourriture insuffisante car il n'y a pas assez de semence
06. Le prix de la nourriture au marché est très enlevé
07. Ne peut pas aller au marché car le prix de transport est très enlevé
08. Pas de nourriture sur le marché
09. Manque de ressources monétaires pour acheter
10. Autres (à préciser) \_\_\_\_\_

**2- Au cours des 7 derniers jours, y a-t-il des moments où votre ménage n'a pas eu suffisamment de nourriture ?**

1=OUI ; 2=NON

|\_\_|

**3- Au cours des 7 derniers jours ;**

- a- combien de jours votre ménage a dû se contenter des nourritures que vous n'appréciez pas? |\_\_|
- b- combien de jours votre ménage n'a pas pu diversifier convenablement votre nourriture ? |\_\_|
- c- combien de jours votre ménage a dû réduire la quantité de nourriture ?  
|\_\_|
- d- combien de jours votre ménage a dû réduire le nombre de repas journalier?  
|\_\_|
- e- Combien de jours les adultes dans votre ménage ont dû réduire leur part de nourriture pour en donner aux enfants ?  
|\_\_|
- f- Combien de jours avez-vous emprunté de nourriture ou compter sur l'aide des amis ou famille ? |\_\_|
- g- Combien de jours votre ménage n'a rien mangé du tout ?  
|\_\_|

**4- Hier, combien de repas (y compris le petit déjeuner) ont été préparés au sein du ménage pour :**

a- Pour tous les membres du ménage ?

|\_\_|

b- Pour les enfants de 6 à 59 mois (moins de 5 ans)

|\_\_|

**5- Est-ce que les membres du ménage suivent plus ou moins le même régime alimentaire ?**

|\_\_|

**6- Comment voyez-vous l'alimentation de votre ménage hier ?**

1. Plus que suffisante

2. Suffisante

3. Moins que suffisante

|\_\_|

4. comme d'habitude

5. Insuffisante

#### IX- VACCINATION, ALLAITEMENT ET NUTRITION (BF) Pour les enfants de *moins de 5 ans (59 mois)*

**BF0.** Reporter ici le prénom et le numéro de colonne des enfants de moins de 5 ans. **S'il y a plus de 2 enfants dans le ménage, prendre les 2 plus jeunes.**

Prénom..... / .....

Premier enfant	Deuxième enfant
_____	_____

Numéro de colonne..... / .....

_____	_____
-------	-------

M19. Avez-vous été vacciné ?	OUI..... 1 NON ..... 2	>> M21
M20a. Quel est le type du dernier vaccin effectué ?	BCG..... 1 DTCOQPOLIO 1 ..... 2 DTCOQPOLIO 2 ..... 3 DTCOQPOLIO 3 ..... 4 ROUGEOLE (ROR, VAR) ..... 5 AUTRES ..... 6	
M20b. En quelle date a été effectué le dernier vaccin ?	__   __   __   __	
M21. Au cours des 12 derniers mois, avez-vous pris  a- Déparasitage b- Vitamine A c- Fer	OUI      NON 1            2 1            2 1            2	
M22. Est-ce que l'enfant a dormi sous une moustiquaire la nuit dernière ?	OUI, MOUSTIQUAIRE IMPREGNEE ..... 1 OUI, MOUSTIQUAIRE NON IMPREGNEE ..... 2 NON (MAIS POSSEDE UNE MOUSTIQUAIRE) 3	

	NON CONCERNE (N'A PAS DE MOUSTIQUAIRE) .....	4
--	--	---

BF1. Est-ce que (nom) a été allaité?	1. Oui    2. Non>>Si Non, Passez à BF4	<input type="checkbox"/>	<input type="checkbox"/>
BF2. Est-ce que (nom) est encore allaité?	1.Oui    2. Non>>Si Non, Passez à BF4	<input type="checkbox"/>	<input type="checkbox"/>
BF3. Combien de fois avez-vous allaité (nom) hier, pendant le jour ?..... - hier, pendant la nuit ?..... (95 si à la demande)	-	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>

BF6 (Nom) a-t-il mangé les aliments suivants durant la journée d'hier ou la nuit ? (1=Oui    2=Non)	
<b>1. Céréales, tubercules ou aliments à base de +</b> riz, maïs, sorgho etc .....	<input type="checkbox"/> <input type="checkbox"/>
patate douce, manioc, pomme de terre, ignames, .. ....	<input type="checkbox"/> <input type="checkbox"/>
<b>2. Légumineuses</b> (haricot, lentilles, voanjobory sns .....)	<input type="checkbox"/> <input type="checkbox"/>
<b>3. Aliment à base de lait</b> Lait, fromage , abobo, yaourt, beurre, thé ou café au lait	<input type="checkbox"/> <input type="checkbox"/>
<b>4. Viandes ou abas, poisons, insectes etc .....</b>	<input type="checkbox"/> <input type="checkbox"/>
<b>5. Oeufs</b>	<input type="checkbox"/> <input type="checkbox"/>
<b>6 Legumes ou fruits de couleur jaune / orangé (riche en vitamine A)</b> Carotte, poivron rouge, patate douce rouge, tomates .....	<input type="checkbox"/> <input type="checkbox"/>
Mangue, papaye, abricot, pêches, goyave rouge ....	<input type="checkbox"/> <input type="checkbox"/>
<b>7. Légumes verts ou autres fruits :</b> Anamamy, ramborebaka, ravitoto, haricot vert .... Raketa maintso, letchis, orange .....	<input type="checkbox"/> <input type="checkbox"/>

<u>Enfants de moins de 2 ans</u>
BF4. Je voudrais maintenant vous demander quels liquides (nom) a reçu hier pendant le jour ou la nuit.
Je cherche à savoir si (nom) a reçu un aliment même s'il était mélange avec d'autres aliments.
Ceci inclut aussi les liquides ou aliments que (nom) a consommé en dehors de la maison.

Hier, pendant le jour ou la nuit, est-ce que (nom) a bu/mangé :		1. Oui	2. Non			
A.	Eau.....	<input type="checkbox"/>				
B.	Autres liquides (lait, jus, bouillie, ...)	<input type="checkbox"/>				
C.	Abobo.....	<input type="checkbox"/>				
D.	Laits/Yaourt/Produits laitiers.....	<input type="checkbox"/>				
E.	Préparation pour bébé (koba aina, farilac, ...)	<input type="checkbox"/>				
F.	Riz.....	<input type="checkbox"/>				
G.	Maïs.....	<input type="checkbox"/>				
H.	Autres aliments à base de grains.....	<input type="checkbox"/>				
I.	Manioc.....	<input type="checkbox"/>				
J.	Bageda .....	<input type="checkbox"/>				
K.	Pommes de terres, des ignames, tout autre aliment fait avec des tubercules.....	<input type="checkbox"/>				
L.	Pain/beignets, pâtes alimentaires.....	<input type="checkbox"/>				
M.	N'importe quels aliments à base de haricots, pois, lentilles ou noix.....	<input type="checkbox"/>				
N.	Courges, carottes, citrouilles qui sont jaune ou orange à l'intérieur.....	<input type="checkbox"/>				
O.	N'importe quels légumes à feuilles vert foncé.....	<input type="checkbox"/>				
P.	Fruits de cactus (Voan-draketa).....	<input type="checkbox"/>				
Q.	Mangues/papayes mures ou autres fruits riches en vitamine A.....	<input type="checkbox"/>				
R.	Autres Fruits.....	<input type="checkbox"/>				
S.	Foie, des rognons, du cœur ou tout autre abat.....	<input type="checkbox"/>				
T.	Volailles.....	<input type="checkbox"/>				
U.	Mouton.....	<input type="checkbox"/>				
V.	Chèvre.....	<input type="checkbox"/>				
W.	Viandes de zébu.....	<input type="checkbox"/>				
X.	Oeufs .....	<input type="checkbox"/>				
Y.	Poissons, fruits de mers.....	<input type="checkbox"/>				
Z.	Sucre, miel, autres sucreries.....	<input type="checkbox"/>				
AA.	d'autres aliments solides ou semi-solides .....	<input type="checkbox"/>				
BF5. Combien de fois (nom) a-t-il mangé des aliments solides, semi solides ou mous hier, pendant le jour ou la nuit? (Si l'enfant n'en mange pas : écrire 0 ; si l'enfant a mangé 7 fois ou plus : écrire 7)				<input type="checkbox"/>	<input type="checkbox"/>	



5. Eau.....	██████████	
6. Energie.....	██████████	
7. Habillement .....	██████████	
8. Transport.....	██████████	
9. Activités économiques/investissements .....	██████████	
10. Autres dépenses.....	██████████	
11. Epargne .....	██████████	
12. Remboursement de dettes.....	██████████	

<p><b>PO3. Si vous avez bénéficié des transferts monétaires autres que Vatsin'ankohonana, (PO1.A= 1 ou 2 ; PO1.C= 1 ou 2), quel est le montant <b>total</b> de transferts monétaires que votre ménage a <b>perçu au cours des 12 derniers mois</b> ?</b></p> <p style="text-align: center;"> _  _  _  _ 0  _ 0  _ 0  _ Ar</p>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
<p><b>PO4. Selon vous, à quelle période de l'année votre ménage a-t-il besoins de plus d'aides (en nature ou monétaire) pour subvenir à vos besoins ?</b></p> <p>1. Oui, beaucoup    2. Oui, un peu    3. Non</p> <p>A. Janvier ..... <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>      B. Février ..... <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>      C. Mars ..... <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>      D. Avril ..... <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>      E. Mai ..... <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>      F. Juin ..... <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>      G. Juillet ..... <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>      H. Août ..... <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>      I. Septembre ..... <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>      J. Octobre ..... <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>      K. Novembre ..... <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>      L. Décembre ..... <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/></p>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
<p><b>PS10. Un membre de votre ménage fait-il partie d'une association ?</b></p> <p>1. Oui, membre actif    2. Oui, simple membre    3. Non</p> <p>A. de quartier ..... <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>      B. religieuse ..... <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>      C. professionnelle ..... <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>      D. politique ..... <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>      E. familiale ..... <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>      F. originaire ..... <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>      G. parents d'élèves/comité de gestion ..... <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>      H. autres : _____ (<i>précisez</i>) <input type="checkbox"/> <input type="checkbox"/></p>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>

## Capacité de résilience du ménage

### A- CAPACITE D'ADAPTATION :

#### Possession de terre :

<b>E1</b>	Est-ce qu'au moins un membre du ménage a cultivé des terres (y compris les cultures pérennes) au cours des 12 derniers mois ?	<input type="checkbox"/> 1 : Oui 2 : Non (Saut vers module G)
<b>E2_1</b>	<b>Avez-vous des terres ? (tanimboly na tanimbar)</b>	1 : Oui 2 : Non (saut vers E8_1)
<b>E2_2</b>	Quelle est la superficie totale des terres que le ménage possède ? (En Ha)	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> Ha
<b>E2_3</b>	Quelle part de cette superficie totale est cultivée ? (en %)	<input type="checkbox"/> <input type="checkbox"/> %

#### Agriculture de conservation (économie des terres) :

E9_Avez-vous déjà reçu des conseils sur l'agriculture de la part des services de vulgarisation?	<input type="checkbox"/> 1 : Oui
2 : Non	

E10 : Est-ce que vous ou un membre de votre ménage avez pratiqué l'une des techniques suivantes dans vos parcelles l'année dernière? 1 : Oui 2 : Non

A: Zero tillage (sans travail du sol)	__	F: Paillage	__	J: Compostage	__
B: Terrasses / Contours crêtes	__	G: diversification des cultures	__	K : Utilisation des variétés de semences adaptées	__
C: Diguettes semi-circulaires et fosses de zaï (nids de poule pour la conservation de l'eau)	__	H: Jardins en trou de serrure	__	L: Irrigation	__
D: Permaculture	__	I: Puits d'infiltration	__	M: Autres (à préciser)	__
E: Culture en forme de lits engloutis	__				

### Service climat

<b>E11</b>	Avez-vous reçu des conseils en matière de vulgarisation ou des informations sur le climat / précipitations pendant la saison agricole 2018/19?	<b>1 : Oui</b> <b>2 : Non (saut F)</b>
<b>E11_b</b>	Quel(s) type (s) d'information avez-vous reçu ? <b>(plusieurs réponses possibles)</b>	A = Prévision sur les précipitations attendues sur la saison (saisonnière perspectives de précipitations) - spécifier si la quantité totale de précipitations nécessaire ou distribution sur la saison B = prévision au début C = Prévision en fin de saison des pluies D = nombre de jours de pluie F = Prévision de température (préciser la moyenne ou les extrêmes) G = Mise à jour mensuelle des prévisions climatiques E = Prévisions météorologiques quotidiennes et hebdomadaires F = Information météo en temps réel (précipitations journalières et température) G = Probabilité de phénomènes météorologiques extrêmes (fortes précipitations ou périodes de sécheresse) H: Aucune information (saut vers Module F)
<b>E11_c</b>	<b>Si E11=1</b> À quelle fréquence avez-vous eu accès aux conseils de vulgarisation de l'une des sources applicables au cours de la saison dernière (2018/19)?	1 : Très fréquemment (une fois toutes les 2 à 8 semaines) 2 : Fréquemment (une fois tous les 2 à 3 mois) 3 : Pas fréquemment (une fois tous les 3 à 6 mois) 4 : Irrégulièrement 5 : Quand j'ai un problème
<b>E11_d</b>	<b>Si E11=1</b> , Avez-vous utilisé ce conseil pour	1 : Oui 2 : Non

	prendre des décisions en matière de RRC, d'agriculture et / ou de moyens de subsistance?	
--	--	--

## Epargne

M0 : Est-ce qu'un membre du ménage fait des épargnes actuellement ? 1 :Oui 2 : Non |\_\_| (si Non : saut vers N1)

M1 : Quel membre du ménage épargne?  <b>Utilisez une ligne par compte d'épargne</b>  1: Chef du ménage 2: Une femme membre du ménage 3 : Un homme membre du ménage	<b>M2 :</b> Où gardez-vous vos épargnes? 1:Banque 2: IMF 3: Caisse d'épargne 4: Amis/famille 5: sur téléphone 6. Cooperatives 7. A la maison h: Autre (à préciser)	<b>M6 :</b> Avez-vous dépensé une partie ou la totalité de ces épargnes l'année dernière ? 1: Oui 2: Non ( <b>Saut vers M7a</b> )	M7 : Quelle a été la principale raison d'avoir dépensé une partie ou la totalité de l'épargne ? <b>Voir liste A</b>	M7a: Y a-t-il d'autres épargnes? Ou autres personnes qui épargnent ou ont un compte épargne ? 1: Oui 2 : Non  (Si oui, « Epargne suivante » Si non, saut vers Module N)
<b>Epargne 1</b>	__	__	__	__
<b>Epargne 2</b>	__	__	__	__
<b>Epargne 3</b>	__	__	__	__

## LISTE A

- 1 = consommation alimentaire 9 = Autres activités génératrices de revenus
- 2 = éducation10 = mariage / funérailles
- 3 = Santé / Frais médicaux11 = Commerce / Entreprise
- 4 = Autres dépenses non alimentaires12 = Travaux sur la maison (réparations, améliorations, etc.)
- 5 = remboursement de la dette13 = urgence / choc non médical
- 6 = achat d'intrants agricoles14 = Autre, spécifiez
- 7 = Autres dépenses agricoles
- 8 = petites entreprises

## B- CHOC :

Maintenant, nous allons parler des problèmes climatiques, sécheresse, inondations, etc., économiques, santé, maladies, décès d'une personne dans la famille et la communauté, sécurité : vols de biens, de bétails, de produits sur pieds, de stocks etc.) et autres risques durant les 12 derniers mois, qui ont eu des impacts sur le bien-être de votre ménage

	P1 : Au cours des 12 derniers mois, est ce que votre ménage a-t-il subi [.....]? 1 : Oui 2 : Non [passer au choc suivant]	P3. Durant la dernière fois où votre ménage a vécu le chocs/difficultés, qui vous a apporté de l'aide ? <b>Voir liste P3</b>	P4. Avez-vous retrouvé votre situation d'avant le choc ? 1 : Oui 2 : Non
1. Attaques des ravageurs, parasites, maladie	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Faillite d'une entreprise/Echec des affaires	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Perte d'emploi / pas de salaire / décès de la personne principale source de revenus	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. Perte des terres	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. Vol d'argent, de biens, de récolte ou de bétail (Dahalo)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. sécheresse	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. Incendie	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8. Maladie / blessure grave	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9. Conflits liés aux ressources / communautaires	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10. Panne de véhicules / dommages	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
11. Inondation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
12. Cyclone	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
13. Autres à préciser	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

LISTE P3	
1. Aucune Aide 2. Famille 3. Voisins 4. Amis 5. Entités religieuses 6. Autorité locale/Etat	7. Personnel de l'éducation 8. Personnel de santé 9. Secteur privé 10. Groupement de femmes 11. ONGs locales/internationale Autres

## Sur le contexte Covid-19

Comportement du ménage Avant et Apres Covid-19 :

Questions	Situation après l'annonce de l'Etat d'urgence (mi-mars 2020)
Niveau de Consommation alimentaire	1. Augmenté 2. Diminué 3. Stable

Fréquentation du marché hebdomadaire	1. Augmenté    2. Diminué    3. Stable
Volume de travail	1. Augmenté    2. Diminué    3. Stable
Possession d'actifs :	1. Augmenté    2. Diminué    3. Stable
1- Terrain	__
2- Type d'animal :	
✓ Bovin	__
✓ Caprin	__
✓ Ovin	__
✓ Volailles	__
3- Type de matériel	__
✓ Angady	__
✓ Charrette/Charrue/Pirogue	__
✓ Marmites/assiettes/Sceau	__
4- Autres biens durables	__
✓ Véhicules : 2 roues, 4 roues	__
✓ Bicyclette	__
✓ Appareils électroménagers	__
✓ Téléphone	__

### Stratégie de survie

Type de stratégie	Le ménage a-t-il adopté au cours des 7 derniers jours 1. Oui 2. Non	Si Oui, pendant combien de jours ?	Evolution Apres le confirmation 1. Augmenté 2. Diminué 3. Stable
Réduire la quantité globale de nourriture de chaque repas	__	__	__
Réduire le nombre de repas	__	__	__
Emprunter de la nourriture	__	__	__
Se rabattre sur les aliments non préférés	__	__	__
Acheter des aliments à crédit	__	__	__
Pratiquer la cueillette des aliments sauvages	__	__	__
Pratiquer la récolte précoce	__	__	__
Envoyer les membres du ménage manger ailleurs	__	__	__
Envoyer les membres mendier	__	__	__
Réduire les repas des adultes	__	__	__
Pratiquer des activités illégales	__	__	__

### Le quotidien des ménages face aux mesures prises contre le Covid-19 :

Num	Questions	Réponse 1. Oui    2. Non
1.	Est-ce que [nom du répondant] connaît l'existence de COVID19 ?	__
2.	Y-a-t-il eu des cas de Covid-19 dans le ménage ?	__
3.	Y-a-t-il eu des cas de dengue dans le ménage ?	__
4.	Le ménage a-t-il reçu des instructions sur l'application des gestes barrières ?	__

5.	<b>5a.</b> Quelles mesures à adopter pour réduire le risque de contracter le coronavirus connaissez-vous ? [question à choix multiples, et ne lisez pas les réponses]	
	<b>5b.</b> Est-ce qu'un ou plusieurs membres du ménage les applique ?	
	<ul style="list-style-type: none"> <li>➤ SE LAVER LES MAINS .....</li> <li>➤ UTILISER DU DESINFECTANT.....</li> <li>➤ AUCUNE POIGNET DE MAIN / SALUTATIONS...</li> <li>➤ UTILISATION DE MASQUES / GANTS .....</li> <li>➤ EVITER LES VOYAGES / DIMINUER LES SORTIES DE LA MAISON EVITER LES RASSEMBLEMENTS .....</li> <li>➤ GARDER SUFFISAMMENT DE DISTANCE LORS D'UN FACE A FACE AUTRE (SPECIFIER) .....</li> <li>➤ NE SAIT PAS.....</li> </ul>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
6.	Est-ce qu'un ou plusieurs membres du ménage a appliqué les restrictions des horaires de sortie ?	<input type="checkbox"/>
7.	Est-ce qu'un ou plusieurs membres du ménage a appliqué les restrictions sur le nombre de personnes en regroupement ?	<input type="checkbox"/>
8.	Auprès de qui suivez-vous les informations quotidiennes sur COVID ? [Question à choix multiples, et ne lisez pas les réponses]	
	<ul style="list-style-type: none"> <li>➤ PANNEAUX D'AFFICHAGE/PROSPECTUS.....</li> <li>➤ RADIO .....</li> <li>➤ TELEVISION .....</li> <li>➤ SMS .....</li> <li>➤ APPEL TELEPHONIQUE.....</li> <li>➤ JOURNAUX PAPIERS.....</li> <li>➤ FACEBOOK/TWITTER/RESEAUX SOCIAUX.....</li> <li>➤ TRAVAILLEURS DE LA SANTE.....</li> <li>➤ PERSONNEL D'UNE ONG.....</li> <li>➤ AUTRE SENSIBILISATION.....</li> <li>➤ AUTORITÉ LOCALE.....</li> <li>➤ VOISINS / FAMILLE.....</li> <li>➤ GUERISSEUR TRADITIONEL/AUTORITE RELIGIEUSE..</li> </ul>	<input type="checkbox"/> <input type="checkbox"/>
9.	Quel a été le niveau de fréquentation du ménage auprès des services sociaux de base suivants, depuis le début de l'Etat d'urgence :	
	<p style="margin-left: 20px;">1. Augmenté 2. Diminué 3. Stable</p> <ul style="list-style-type: none"> <li>➤ CSB</li> <li>➤ Site de nutrition</li> <li>➤ Ecole</li> </ul>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
10.	Le ménage a-t-il perçu un appui particulier en raison de covid19 ?	<input type="checkbox"/>

## Annex D. Qualitative instruments

### D.1 Key informant interview guides

#### D.1.1 National Level Stakeholders (UNICEF, FID, MPPSPF)

##### Background

1. Please introduce yourself and describe your day to day responsibilities.
2. Are you familiar with the LuL cash transfer?
  - a. Please tell me what you know about it.

*[Facilitator: The LuL provides a 10,000 Ariary bonus at the start and end of the school year to households that have a child in the final year of primary school and monthly transfers of 10,000 Ariary for households that have a child of 11–17 years who households that have a child in secondary school.]*

3. What is your role in the program?
  - a. How long have you been involved?

##### Relevance, Efficiency, & Effectiveness

4. Were you involved in the design of the program? If so, can you tell me about the primary considerations during the design of program?
  - a. To what extent were equity, gender equality, and human rights considered in program design? Please describe.
  - b. How were the needs of boys and girls considered in the design?
5. Please describe the trainings that were provided to program staff.
  - a. How often was training provided?
  - b. In your opinion, were staff satisfied with the trainings? Why or why not?
6. How does the LUL program align with:
  - a. The needs and priorities of the government of Madagascar?
  - b. Other policies and strategies in Madagascar related to social protection?
7. How are beneficiaries identified and registered into the LUL program? Please describe the process.
8. The midline evaluation suggests that many potentially LUL-eligible households did not enroll in the program. In your view, what barriers prevent LUL-eligible families from enrolling in the program?
9. Do you believe that the amount of cash transfer to LUL-beneficiary households is sufficient to improve attendance? Why or why not?
10. In your opinion, do you think that the attendance conditionality is important? Why or why not?
11. Is the cash transferred consistently (at the scheduled time, without delay)?
  - a. Have the funds ever been transferred late? Please explain. What would you consider “late”?
    - i. If cash transfers were late, what are the main reasons for this?
12. In your opinion, what are the main reasons that children in LUL beneficiary districts are absent from school? *Probe for: transportation, household chores, child labor, bullying, disinterest in school*

13. What barriers prevent out of school children in beneficiary districts from enrolling in school?

### **Coherence**

14. To what extent has the program leveraged resources from other stakeholders and government agencies for implementation? Please explain.
15. Does TMDH/LuL complement other programs or policies? If yes, which ones, and how so?
16. Does the TMDH/LuL coordinate with other assistance programs? Please explain.
  - a. What mechanisms exist to ensure coordination between other stakeholders and government agencies?

### **Sustainability**

17. Do you think that the LuL program will still exist 3 years from now? Why or why not?
  - a. If so, how could the program be financed in the future?
    - i. Is there a multi-year financial plan to continue funding the TMDH/LUL programme?
18. Do you think that the LuL program can be integrated into the national social protection plan? Why or why not?
19. What do you see as the main obstacles to the sustainability of the LuL program?

### **Perceived Impact**

20. Since the beginning of the cash transfer program, have you noticed any changes in:
  - a. Attendance among students? Please explain.
    - i. Any differences between boys and girls? Older and younger children?
  - b. Retention among students? Please explain.
    - i. Any differences between boys and girls? Older and younger children?
  - c. Grade progression of students? Please explain.
    - i. Any differences between boys and girls? Older and younger children?
  - d. Enrollment of out of school children? Please explain.
    - i. Any differences between boys and girls? Older and younger children?
  - e. Children working outside the home? Please explain.
    - i. Any differences between boys and girls? Older and younger children?
  - f. Women's empowerment? Please explain.
  - g. Food security at the household level? Please explain.
21. Are there any unintended results either positive or negative associated with the LuL cash transfer?

### **Conclusion**

22. What do you see as the primary challenges associated with the LuL cash transfer?
23. What are the successes of the LuL cash transfer?

24. How could the LuL program be improved?

25. Is there anything else you'd like to tell me?

***Thank respondent for his/her time and conclude the interview.***

## D.1.2 District level Stakeholders (UNICEF, FID, MPPSPF)

### Background

1. Please introduce yourself and describe your day to day responsibilities.
2. Are you familiar with the LuL cash transfer?
  - a. Please tell me what you know about it.

*[Facilitator: The LuL provides a 10,000 Ariary bonus at the start and end of the school year to households that have a child in the final year of primary school and monthly transfers of 10,000 Ariary for households that have a child of 11–17 years who households that have a child in secondary school.]*

3. What is your role in the program?
  - a. How long have you been involved?

### Relevance, Efficiency, & Effectiveness

4. Were you involved in the design of the program? If so, can you tell me about the primary considerations during the design of program?
  - a. To what extent were equity, gender equality, and human rights considered in program design? Please describe.
  - b. How were the needs of boys and girls considered in the design?
5. Please describe the trainings that were provided to program staff.
  - a. How often were training provided?
  - b. In your opinion, were staff satisfied with the trainings? Why or why not?
6. How does the LUL program align with:
  - a. The needs of the government of Madagascar?
  - b. Other policies and strategies in Madagascar related to social protection?
7. How are beneficiaries identified and registered into the LUL program? Please describe the process.
8. The midline evaluation suggests that many potentially LUL-eligible households did not enroll in the program. In your view, what barriers prevent LUL-eligible families from enrolling in the program?
9. How would you describe the coordination of the LUL program between the central and district levels?
  - a. Are there any problems with coordination? Please describe.
10. Do you believe that the cash transfer amount paid to LUL beneficiary families is sufficient to improve attendance? Why or why not?
11. In your opinion, do you think that the attendance conditionality is important? Why or why not?
12. Is the cash transferred consistently (at the scheduled time, without delay)?
  - a. Have the funds ever been transferred late? Please explain. What would you consider “late”?
    - i. If cash transfers were late, what are the main reasons for this?
13. In your opinion, what are the main reasons that children in LUL beneficiary districts are absent from school? *Probe for: transportation, household chores, child labor, bullying, disinterest in school, etc.*
14. What barriers prevent out of school children in beneficiary districts from enrolling in school?

## **Coherence**

15. To what extent has the program leveraged resources from other stakeholders and government agencies for implementation? Please explain.
16. Does TMDH/LuL complement other programs or policies? If yes, which ones, and how so?
17. Does the TMDH/LuL coordinate with other assistance programs? Please explain.
  - a. What mechanisms exist to ensure coordination between other stakeholders and government agencies?

## **Sustainability**

18. Do you think that the LuL program will still exist 3 years from now? Why or why not?
  - a. If so, how could the program be financed in the future?
    - i. Is there a multi-year financial plan to continue funding the TMDH/LUL programme?
19. Do you think that the LuL program can be integrated into the national social protection plan? Why or why not?
20. What do you see as the main obstacles to the sustainability of the LuL program?

## **Perceived Impact**

21. Since the beginning of the cash transfer program, have you noticed any changes in:
  - a. Attendance among students? Please explain.
    - i. Any differences between boys and girls? Older and younger children?
  - b. Retention among students? Please explain.
    - i. Any differences between boys and girls? Older and younger children?
  - c. Grade progression of students? Please explain.
    - i. Any differences between boys and girls? Older and younger children?
  - d. Enrollment of out of school children? Please explain.
    - i. Any differences between boys and girls? Older and younger children?
  - e. Children working outside the home? Please explain.
    - i. Any differences between boys and girls? Older and younger children?
  - f. Women's empowerment? Please explain.
  - g. Food security at the household level? Please explain.
22. Are there any unintended results either positive or negative associated with the LuL cash transfer?

## **Conclusion**

23. What do you see as the primary challenges associated with the LuL cash transfer?
24. What are the successes of the LuL cash transfer?
25. How could the LuL program be improved?
26. Is there anything else you'd like to tell me?

*Thank respondent for his/her time and conclude the interview.*

### **D.1.3 District Education Officials**

#### **Background**

27. Please introduce yourself and describe your day to day responsibilities.
28. Are you familiar with the LuL cash transfer?
  - a. Please tell me what you know about it.

*[Facilitator: The LuL provides a 10,000 Ariary bonus at the start and end of the school year to households that have a child in the final year of primary school and monthly transfers of 10,000 Ariary for households that have a child of 11–17 years who households that have a child in secondary school.]*

29. What is your role in the program?
  - a. How long have you been involved?

#### **Implementation**

30. How is attendance recorded at the school level?
  - a. Who is responsible for recording attendance data (e.g. teachers, principal)?
  - b. What type of attendance data is shared (e.g. weekly, monthly, etc.)?
31. Do you play a role in monitoring attendance data? Please explain.
  - a. Are there ever any gaps in data?
    - i. If yes, how is this resolved? Please explain.
32. How is attendance data used to inform the LuL cash transfer program?

#### **Relevance, Efficiency, & Effectiveness**

33. Were you involved in the design of the program? If so, can you tell me about the primary considerations during the design of program?
  - a. Were inequalities considered in program design? If yes, how?
  - b. How were the needs of boys and girls considered in the design?
34. Are you familiar with the trainings that were provided by the program? If so, please describe the trainings that were provided to program staff.
  - a. How often was training provided?
  - b. In your opinion, were staff satisfied with the trainings? Why or why not?
35. How does the LUL program align with:
  - a. The needs of the government?
  - b. Other policies and strategies in Madagascar related to social protection?
36. Do you believe that the cash amount paid to LUL beneficiaries is sufficient to improve attendance? Why or why not?
37. In your opinion, do you think that the attendance conditionality is important? Why or why not?
38. In your opinion, what are the main reasons that children in your district are absent from school? *Probe for: transportation, household chores, child labor, bullying, disinterest in school*
39. What barriers prevent out of school children in your district from enrolling in school?

#### **Perceived Impact**

40. Since the beginning of the cash transfer program, have you noticed any changes in:
- a. Attendance among students? Please explain.
    - i. Any differences between boys and girls? Older and younger children?
  - b. Retention among students? Please explain.
    - i. Any differences between boys and girls? Older and younger children?
  - c. Grade progression of students? Please explain.
    - i. Any differences between boys and girls? Older and younger children?
  - d. Enrollment of out of school children? Please explain.
    - i. Any differences between boys and girls? Older and younger children?
  - e. Children working outside the home? Please explain.
    - i. Any differences between boys and girls? Older and younger children?
41. Are there any unintended results either positive or negative associated with the LuL cash transfer?

## **Conclusion**

42. What do you see as the primary challenges associated with the LuL cash transfer?
43. What are the successes of the LuL cash transfer?
44. How could the LuL program be improved?
45. Is there anything else you'd like to tell me?

*Thank respondent for his/her time and conclude the interview.*

## D.1.4 Teachers

### Background

46. Please state your name, role and how long you have been in this role.
47. How regular is attendance in your class? At this school?
48. Are you familiar with the LuL cash transfer?
  - a. If yes, please explain what you know about the program.

*[Facilitator: The LuL provides a 10,000 Ariary bonus at the start and end of the school year to households that have a child in the final year of primary school and monthly transfers of 10,000 Ariary for households that have a child of 11–17 years who households that have a child in secondary school.]*

### Relevance

49. Do you believe that parents and children are aware of the attendance requirement associated with the program (i.e. households will not receive payments if children fail to attend school 80% of the time)? Why or why not?
50. How do you record attendance?
  - a. How often do you record attendance (daily, weekly, etc.)?
  - b. Do you experience any challenges tracking attendance? Please explain.
51. In your opinion, do you think the attendance requirement in order to receive the cash payment is an important part of the program? Why or why not?
52. Do you believe the cash paid to households is sufficient to improve attendance? Why or why not?
53. When you think about education-related expenses, what is the largest expense for parents? *Probes: food, transportation, school fees, clothes, etc.*
54. What are the primary reasons children miss school? *Probes: transportation, household chores, child labor, bullying, disinterest in school*
  - i. Does attendance vary between girls and boys? Younger and older children? Please explain.
55. What barriers prevent out of school children from enrolling in school?
56. If you think about the children attending this school, what would you say their most urgent needs are related to continuing and completing school?

### Perceptions of Impact

57. Since the beginning of the LuL cash transfer program, have you noticed any changes in:
  - a. Attendance among students? Please explain.
    - i. Any differences between boys and girls? Older and younger children?
  - b. Retention among students? Please explain.
    - i. Any differences between boys and girls? Older and younger children?
  - c. Grade progression of students? Please explain.
    - i. Any differences between boys and girls? Older and younger children?
  - d. Enrollment of out of school children? Please explain.

- i. Any differences between boys and girls? Older and younger children?
  - e. Children working outside the home? Please explain.
    - i. Any differences between boys and girls? Older and younger children?
58. Are there any unintended results either positive or negative associated with the LuL cash transfer?

### **Conclusion**

- 59. What do you see as the primary challenges associated with the LuL cash transfer?
- 60. What are the successes of the LuL cash transfer?
- 61. How could the LuL program be improved?
- 62. Is there anything else you'd like to tell me about the program?

*Thank respondent for his/her time and conclude the interview.*

## D.2 Focus group discussions

### D.2.1 FGD Guide: Parents of LUL Beneficiaries

#### Background

- Let's start by introducing ourselves, one by one. [*(Facilitator), briefly introduce yourself.*] Could you share your name, how many children you have and how old are they?
- Are your school-age children enrolled in school? If not, why not?
- How did you first learn about the LuL cash transfer program?
- What do your children have to do to receive the cash transfer payment?
  - Is it easy or hard for your children to attend school 80% of the time? Please explain.
- Have you benefitted from any other programs/aid in the past six months? *Probes: cash, food, fuel, clothes, education*

*[Facilitator: The LuL provides a 10,000 Ariary bonus at the start and end of the school year to households that have a child in the final year of primary school and monthly transfers of 10,000 Ariary for households that have a child of 11–17 years who households that have a child in secondary school.]*

#### Program Experience

##### Attendance Requirement

1. Do your children attend school regularly? Why or why not?
  - a. Do you know how your child's attendance is recorded at school? Do you think it's reliably tracked? Why or why not?
2. How often are your children absent from school?
3. What is the main reason your children are absent from school? *Probes: transportation, household chores, child labor, bullying, disinterest in school*
  - a. Are the obstacles to attending school different for boys vs. girls? Please explain.
4. Do any of your children currently work outside of the home? Please explain. *Probe for age of child, gender of children working outside the home, type of work, hours worked per week.* Does your child's work ever interfere with school or homework? Please explain.

##### Amount, Receiving the Transfer, and Use

5. Do you remember when you were registered for the LUL program? If so, please describe how you were registered, who registered you, and how long the process took.
  - a. Did you have any challenges during registration?
6. When are your payments supposed to arrive? For example, please tell me the date of the most recent payment you received. *[Facilitator: distinguish between younger and older children transfers]*
  - a. Does this vary among your children?
  - b. Are you satisfied with the frequency of payments? Would you prefer to receive larger sums less frequently or smaller sums more frequently?
7. Is the cash transferred consistently (at the scheduled time, without delay)?

- a. Have the funds ever been transferred to you late? Please explain. What would you consider “late”?
8. Are you aware of the exact amount of assistance you should receive from the LuL cash transfer?
- a. Do you receive the correct amount of cash?
  - b. Is it clear why you receive the amount you receive? For example, is the amount related to the grade your children are in? Please explain.
9. Do you have your own mobile phone or do you share it with other family members?
- a. Do you have any problems using a mobile phone?
10. Have you experienced any challenges related to receiving the money on your mobile device? If so, please describe. *Probe for network issues, converting mobile money to cash, etc.*
11. When you think about education-related expenses each month, what is the largest expense? *Probes: food, transportation, school fees, clothes, etc.*
12. How do you feel about the amount of cash you receive as part of the LUL program?
- a. The amount you receive **at the start and end of the school year**: does the amount seem enough? Too much? Too little?
  - b. The amount you receive **each month**: does the amount seem enough? Too much? Too little?
13. How do you typically use the cash you receive as part of the LuL program?
14. Does the cash from the LuL program help your children attend school regularly? Please explain.
- a. Does cash assistance help you to support your children’s schooling? *Probes: transportation, school materials, school fees, etc.*
  - b. Would something other than cash (a different type of support, either material or in-kind) be more useful to your family to help your child attend school regularly? Please explain.

#### *Case Management*

15. Have any of you ever had problems with or complaints about the cash transfer (for example, not receiving money or receiving the wrong amount)? Please describe.
- a. What was the issue?
  - b. Did you lodge a complaint? If so, where/with whom?
  - c. Was your issue resolved? How so?
    - i. Were you satisfied with the resolution? Why or why not?
    - ii. How long did it take to resolve the issue?
16. If there is a change in your family profile (e.g. your child enters his/her first year of primary school), who would you contact? Please explain.

#### **Perceived Effects: Academic and Lifestyle Changes**

17. Have you noticed changes in your children’s school attendance since you started receiving the LuL transfer? If so, please explain.
18. Did you enroll any of your children in school after learning about the LuL cash transfer? If so, was this child out-of-school for a period of time?
- a. Why was this child out-of-school?
19. Do you value regular attendance more since you started receiving the LuL transfer? Why or why not?
20. How far would you like to see your children continue their education?

- a. Did you have the same expectation before receiving the LuL transfer?
21. Have you noticed any changes in your school-going children since your family started receiving cash as part of the LuL program? Please explain.
- a. Probe: Interest in school and studying?
  - b. Probe: Performance?
22. Have your household responsibilities (e.g. household chores, hired labour, etc.) changed at all since you started receiving the LUL supplement? If so, how?
23. Have your finances changed at all since you started receiving the LUL supplement? If so, how?
- a. Probe: Spending?
    - i. Have you been able to spend more on food items since you began receiving the cash transfer? Please explain.
    - ii. Have you bought your children any additional personal items (e.g. clothing, shoes, soap, etc.) since they began receiving the supplement? If so, did you use cash from the LuL transfer to buy these items?
  - b. Probe: Savings?
  - c. Probe: Investment?
24. Are there any unintended results either positive or negative associated with the LuL cash transfer? *Probe: community tension*

## Conclusion

25. Is there anything else you'd like to tell me about your experience with the LuL program?

*Now we will ask male participants to leave the interview, and female participants to remain for one last question. Thank male respondents for participating.*

26. **[Women only]** We would like to ask about any changes you have noticed in your household since you started receiving the LUL cash transfer.
- a. Have you noticed any changes in who makes decisions about household spending in your family since you started receiving the LUL supplement? If so, how has this changed?
  - b. Have you noticed any other changes in terms of your ability to do the things you want to do, since you started receiving the LUL supplement? *Probe: changes in ability to save and/or invest, access to credit, time allocated to household labor, mobility.*
  - c. Have you noticed any changes in your relationship with the rest of the family since you started receiving the LUL supplement? *Probe: violence in the household.*

***Thank all respondents and conclude the focus group discussion.***

## D.2.2 FGD Guide: Beneficiary Children

### Background

- Let's start by introducing ourselves, one by one. [*(Facilitator, briefly introduce yourself.*] Could you share your name, how old you are and what grade you're in?
  - Do you go to school? If not, why not?
  - Was there a period of time that you didn't go to school? If so, why?
    - When did you start attending school again?

*[Facilitator: Your family receives some money to help you go to school.]*

- Did you know that your family receives money to help you go to school?
  - If so, how did you know?
- You have to do something to receive this money. What do you have to do?
- How do your parents feel about the amount of cash you receive? *Probe: is it enough? Too much? Too little?*
- Do you know what your parents spend this money on? *Probe: spending money for kids, school materials, household materials, etc.?*

### School and Household Experience

1. Do you attend school regularly? Why or why not?
  - a. Have you always attended school regularly or did this change recently?
  - b. Do your siblings attend school regularly? Why or why not?
2. How often are you absent from school?
3. What is the main reason you are absent from school? *Probes: transportation, household chores, child labor, bullying, disinterest in school*
4. Do you or any of your siblings ever do jobs outside of the house to earn money? Please explain. *Probe for age of child, gender of children working outside the home, type of work, hours worked per week.*
  - a. If you work, does this make it hard for you to go to school and do your homework? Please explain.
5. Are you worried that you will have to stop going to school at any point? Why or why not? *Probe: early marriage and child labor*
6. Is there anyone in your family/household who encourages you to go to school every day or helps you to get there? *Probe for who/how*
7. Do you like going to school? Why or why not?
  - a. Have you always felt this way or did it change recently?
8. What is your favorite subject?
9. What is your least favorite subject?
10. Do you think school is easy or hard?
  - a. Have you always felt this way or did it change recently?
11. What household chores are you responsible for at home (e.g. cooking, cleaning, taking care of siblings)?
  - a. Have you always done these chores or did it change recently?

### Aspirations

12. What do you want to be when you grow up? Why?
13. Do you want to finish primary/secondary school? Why or why not? *Probe for what they think could stand in the way of them completing each level of schooling*
  - a. Have you always wanted to finish school or did this change recently?

### **Conclusion**

14. Is there anything else you'd like to tell me?

***Thank all respondents and conclude the focus group discussion.***

### D.2.3 FGD guide: Parents of Nonbeneficiaries

#### Background

- Let's start by introducing ourselves, one by one. [*(Facilitator, briefly introduce yourself.*] Could you share your name, how many children you have and how old are they?
- Are any of your school-age children enrolled in school? If so, which children are in school and which children are out of school? *Probe: list age and gender for each child*
- Have you ever heard of the LuL cash transfer? If so, how did you hear about it?
  - Please tell me what you know about the program.

*[Facilitator: The LuL provides a 10,000 Ariary bonus at the start and end of the school year to households that have a child in the final year of primary school and monthly transfers of 10,000 Ariary for households that have a child of 11–17 years who households that have a child in secondary school. Children must attend school 80% of the time to receive their payment.]*

- Did you ever apply for the LuL cash transfer? If not, why not? *Probe: difficulty reaching application center, lack of time to apply, problems with paperwork, lack of access to mobile phone, etc.*
- Have you benefitted from any other programs/aid in the past six months? *Probes: cash, food, fuel, clothes, education*

#### Potential Barriers to Education for Out of School Children

1. For your children who are out of school, did any of them ever attend school? *Probe: ask about gender and age for each out of school child*
  - a. If so, when did they stop going to school? Why did they stop going to school? *Probes: distance to school, household chores, child labor, bullying, disinterest in school, school fees*
    - i. Did your children like going to school? Why or why not?
  - b. If not, why not? *Probes: distance to school, household chores, child labor, school fees*
2. Do any of your children do jobs outside of the house to earn money? Please explain. *Probe for age of child, gender of children working outside the home, type of work, hours worked per week.*
3. What household chores your children responsible for at home (e.g. cooking, cleaning, taking care of siblings)?
4. Would any of your children who are not going to school like to attend school in the future? Why or why not?
5. Would you like your children to go to school in the future? Why or why not?

#### III. Conclusion

6. Is there anything else you'd like to tell me?

***Thank all respondents and conclude the focus group discussion.***

## D.2.4 Nonbeneficiary Children

### Background

- Let's start by introducing ourselves, one by one. [*(Facilitator, briefly introduce yourself*]. Could you share your name and how old you are?

### School and Household Experience

1. Have you ever attended school?
  - a. If so, when did you stop? Why did you stop attending? *Probes: distance to school, household chores, child labor, bullying, disinterest in school, school fees*
    - i. Did you like going to school? Why or why not?
  - b. If not, why not? *Probes: distance to school, household chores, child labor, school fees*
2. Would you like to attend school? Why or why not?
3. Do any of your siblings attend school?
  - a. If so, what is their gender and age?
4. Do you or any of your siblings ever do jobs outside of the house to earn money? Please explain. *Probe for age of child, gender of children working outside the home, type of work, hours worked per week.*
5. What household chores are you responsible for at home (e.g. cooking, cleaning, taking care of siblings)?
6. Is there anyone in your family/household who encourages you to go to school in the future? *Probe for who/how*

### Conclusion

7. Is there anything else you'd like to tell me?

***Thank all respondents and conclude the focus group discussion.***

## Annex E. Ethical approval letter

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AIR IRB

Approval Notification

To: Victoria Rothbard  
From: IRB Administrator  
Subject: B&P# 86500  
Date: 02/11/2021

The protocol **Madagascar LuL Endline Evaluation** has been approved by Chris Paek under the rules for expedited review on **02/11/2021**.

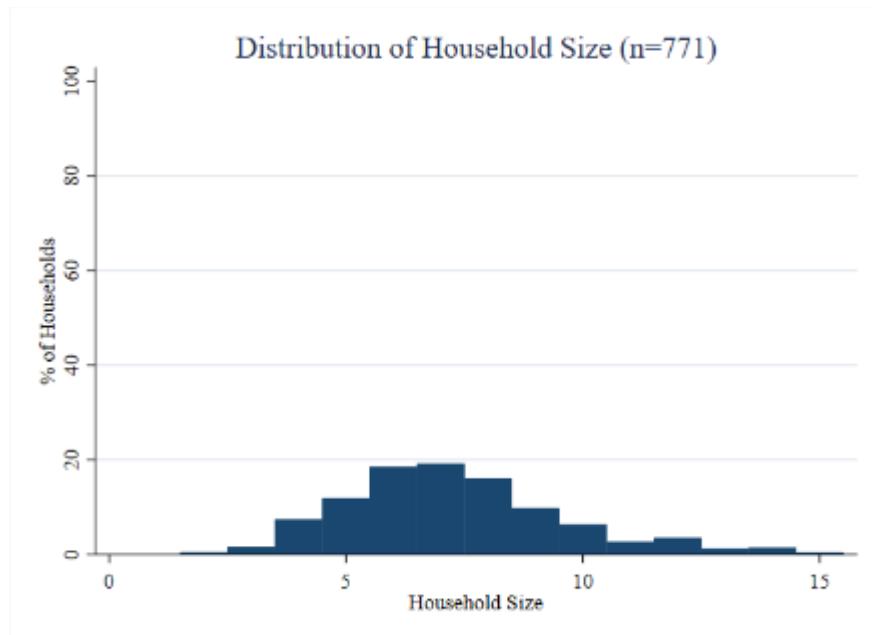
*On the basis of this review, the IRB has determined that the data collection, as described in the materials submitted, is research and involves human research participants. The research is approved because the selection of participants is equitable and the risks to the participants are minimized and are reasonable in relation to the knowledge that may reasonably be expected to result. Mitigative measures have been taken to minimize the risk posed by COVID-19 during the primary data collection phase. Thus, there are no risks greater than those ordinarily encountered in daily life or during routine tests or activities. The procedures for obtaining informed consent are appropriate and the procedures for protecting the privacy of participants and the confidentiality of the collected data are adequate. In addition, the IRB waives any requirement that the data collection provide additional pertinent information after participation to participants. Data collection may proceed.*

Thank you,  
Erin Morrison  
IRB Administrator  
emorrison@air.org

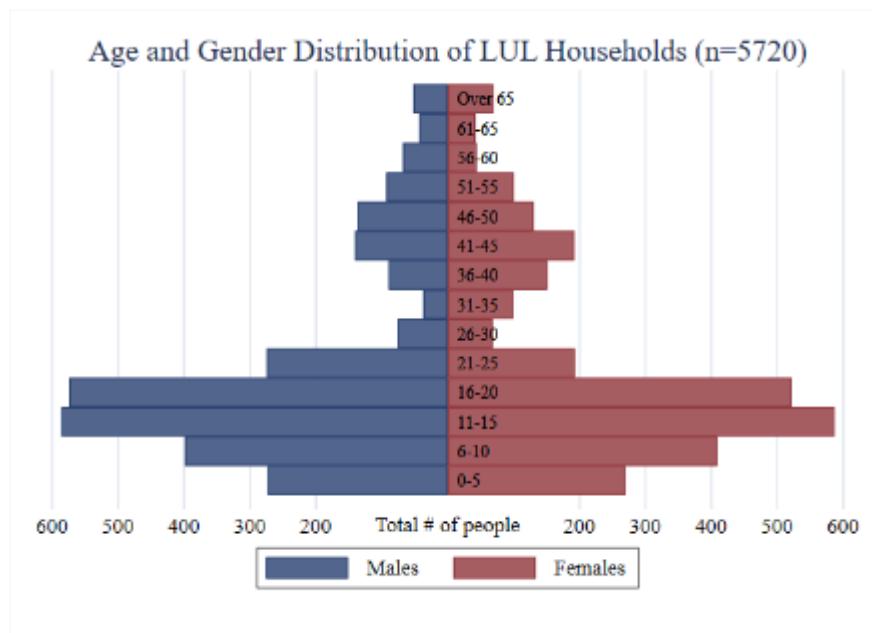
*Please be reminded that all projects must undergo IRB review before initiating any recruitment or data collection/analyses. Material changes to project activities also must undergo review via the Amendments tab.*

## Annex F. Figures

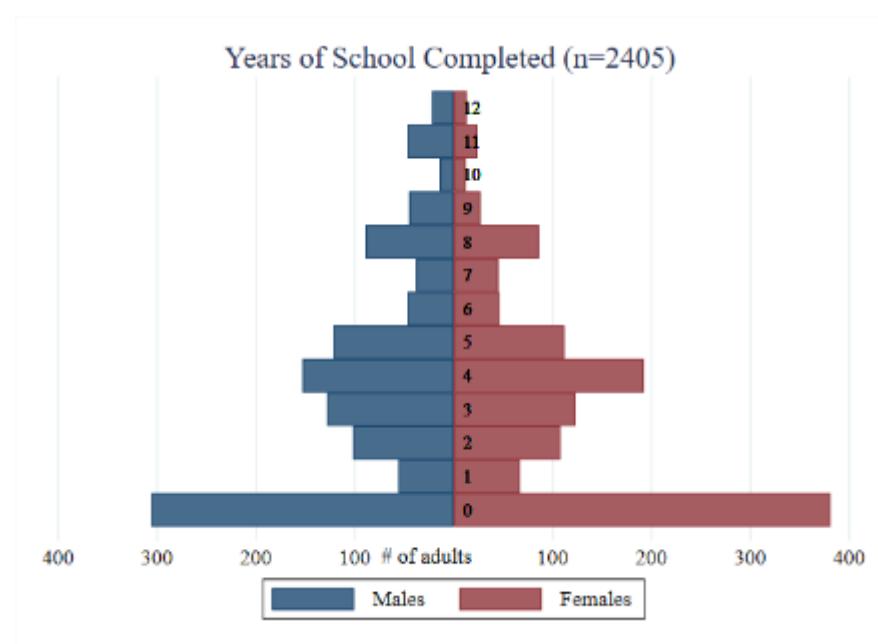
**Figure F.1. Household Size in LUL Communes**



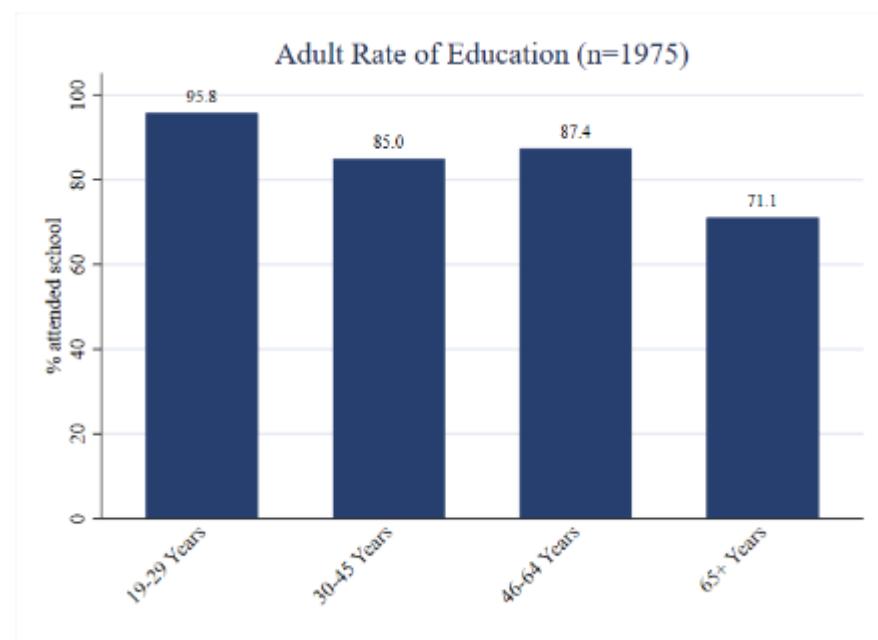
**Figure F.2. LUL-Eligible Household Members, by Age and Gender**



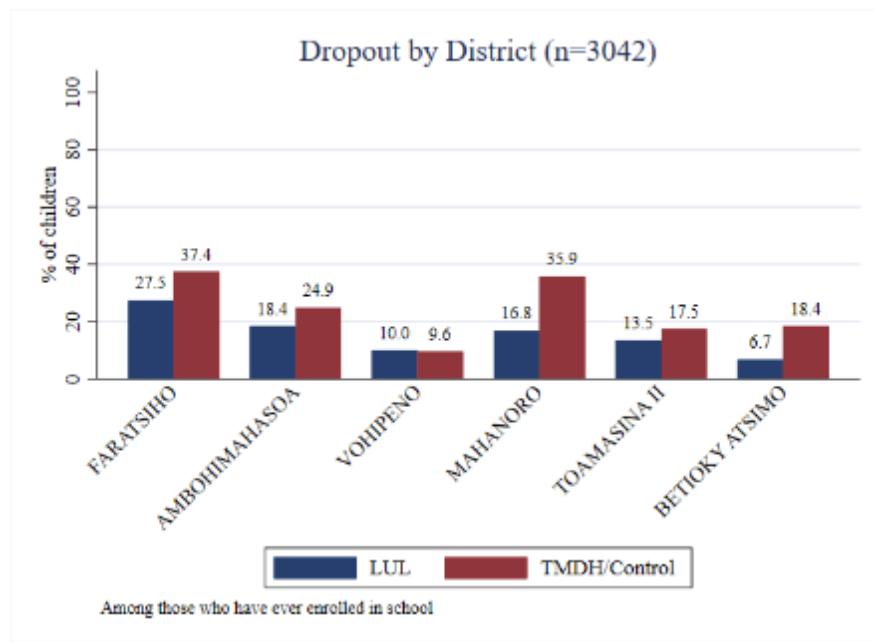
**Figure F.3. Adults' School Attainment, by Gender, in LUL-Eligible Households**



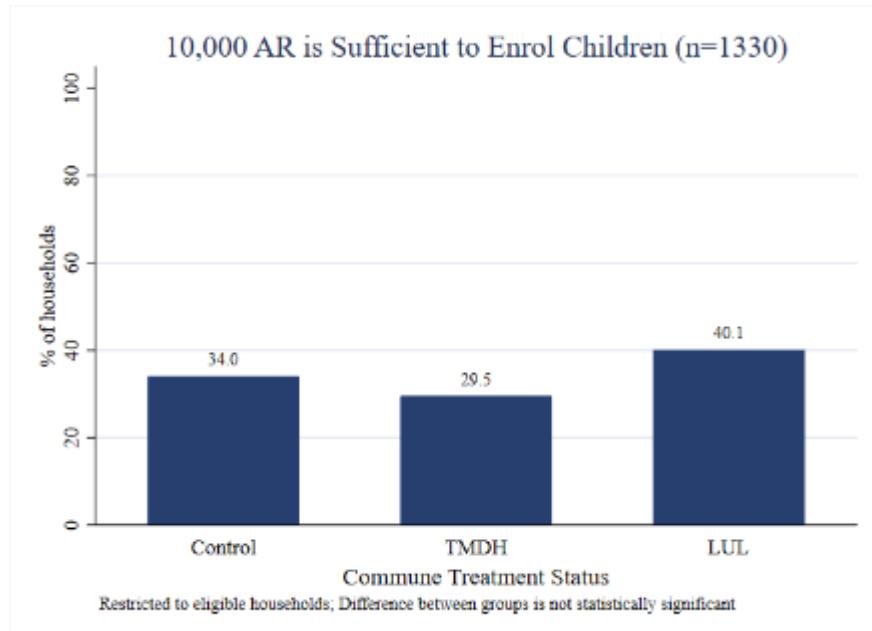
**Figure F.4. Adults' Schooling, by Age, in LUL-Eligible Households**



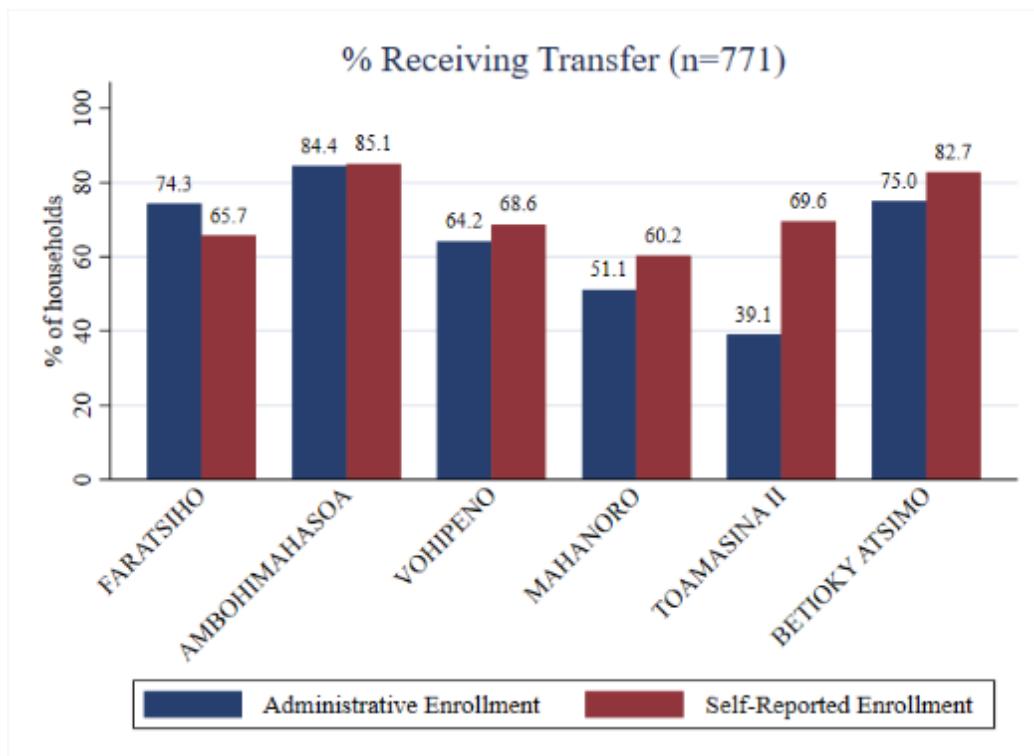
**Figure F.5. Dropout by district and treatment status, in LUL-Eligible Households**



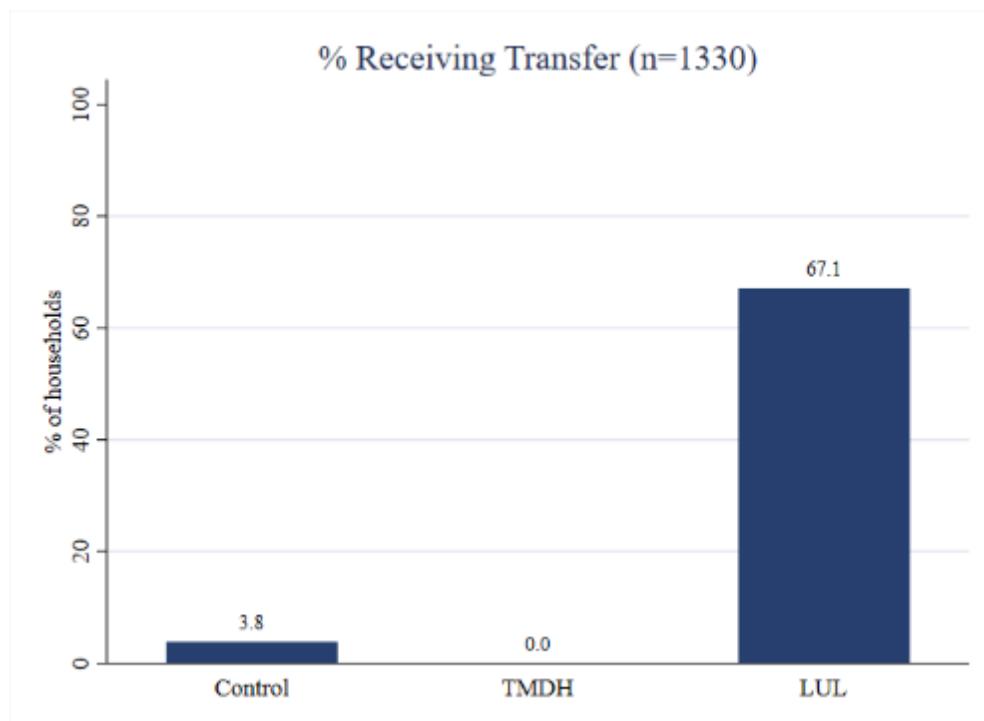
**Figure F.6. Transfer Size for Inducing Enrolment**



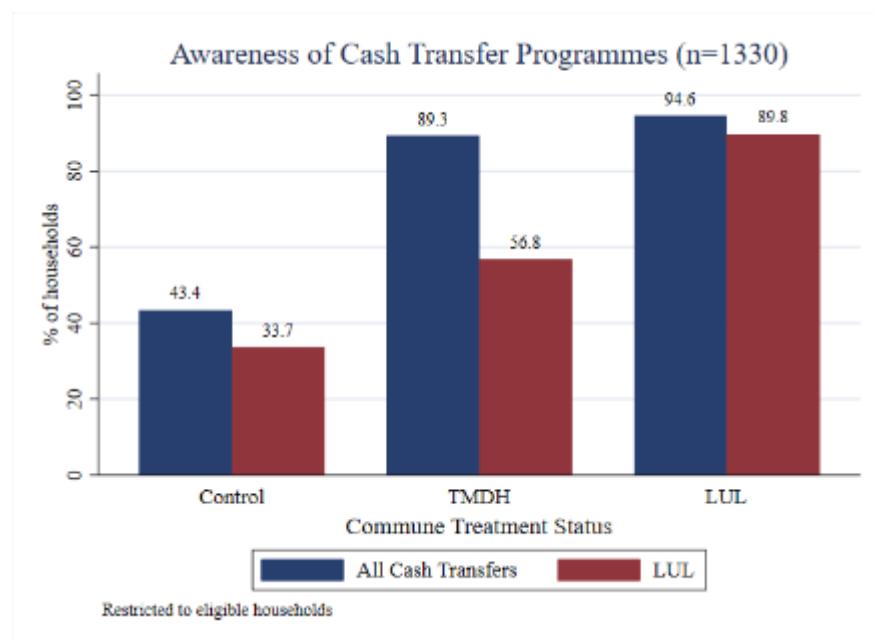
**Figure F.7. Self-Reported and Administrative Take-Up**



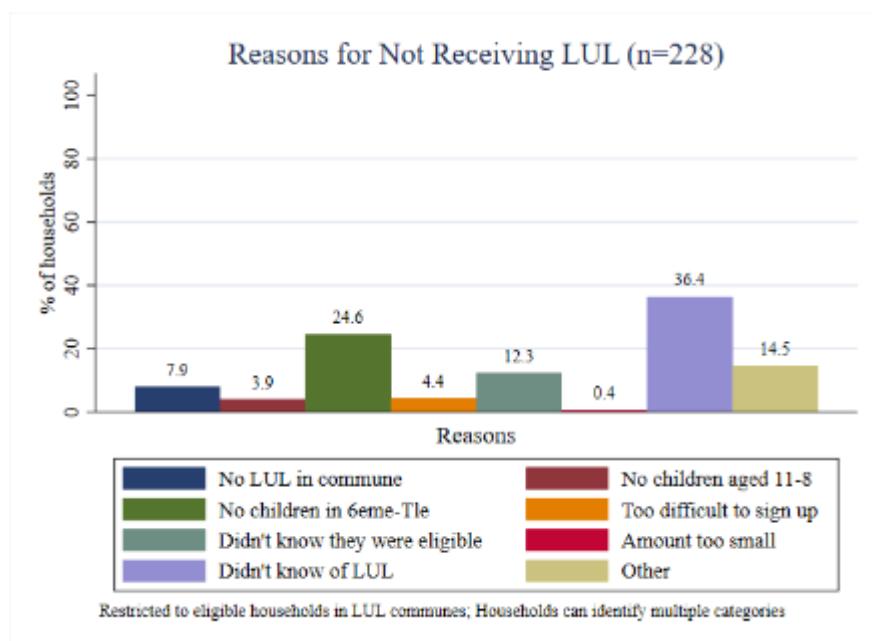
**Figure F.8. Administrative Take-Up by Treatment Arm**



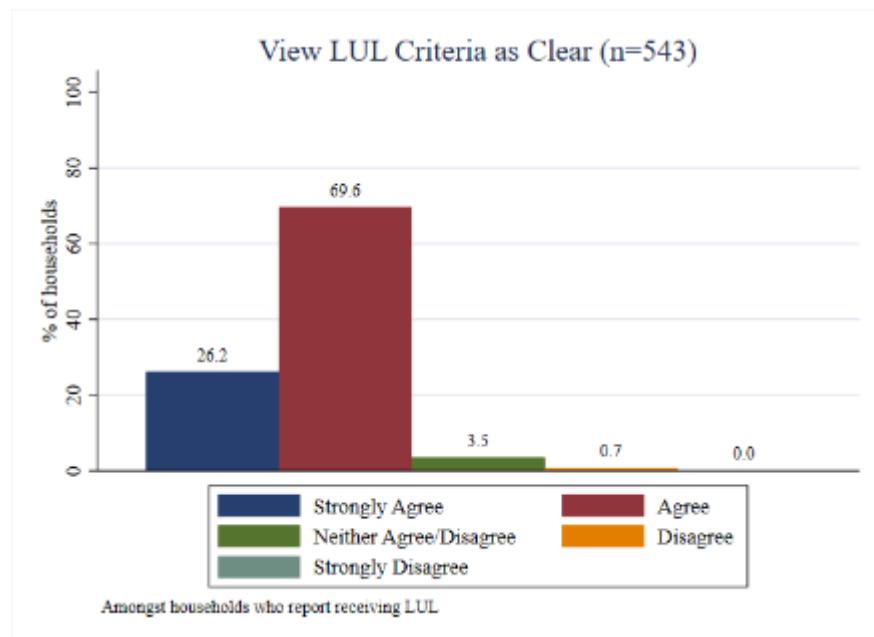
**Figure F.9. Knew of Cash Transfer Programmes in Their Area**



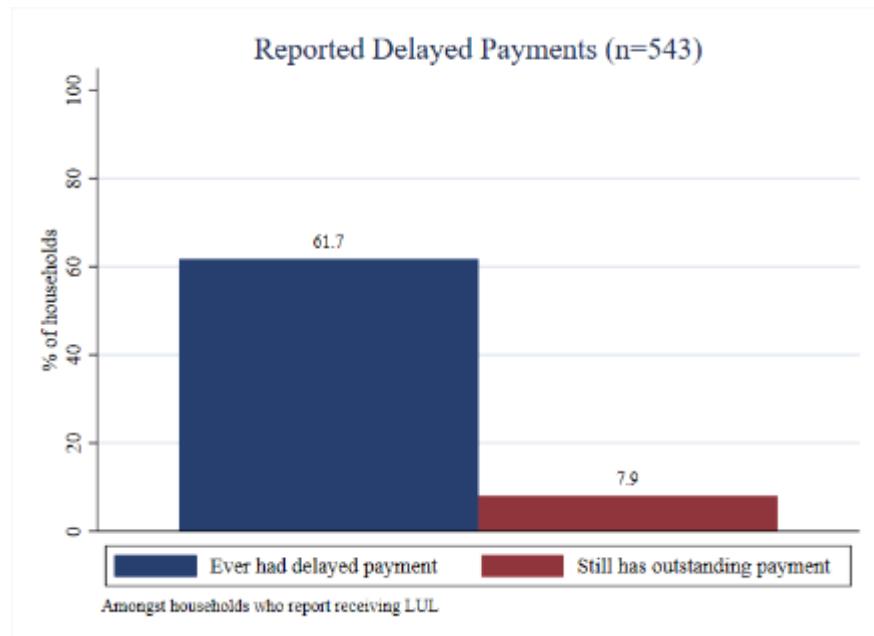
**Figure F.10. Stated Reasons for Not Receiving LUL**



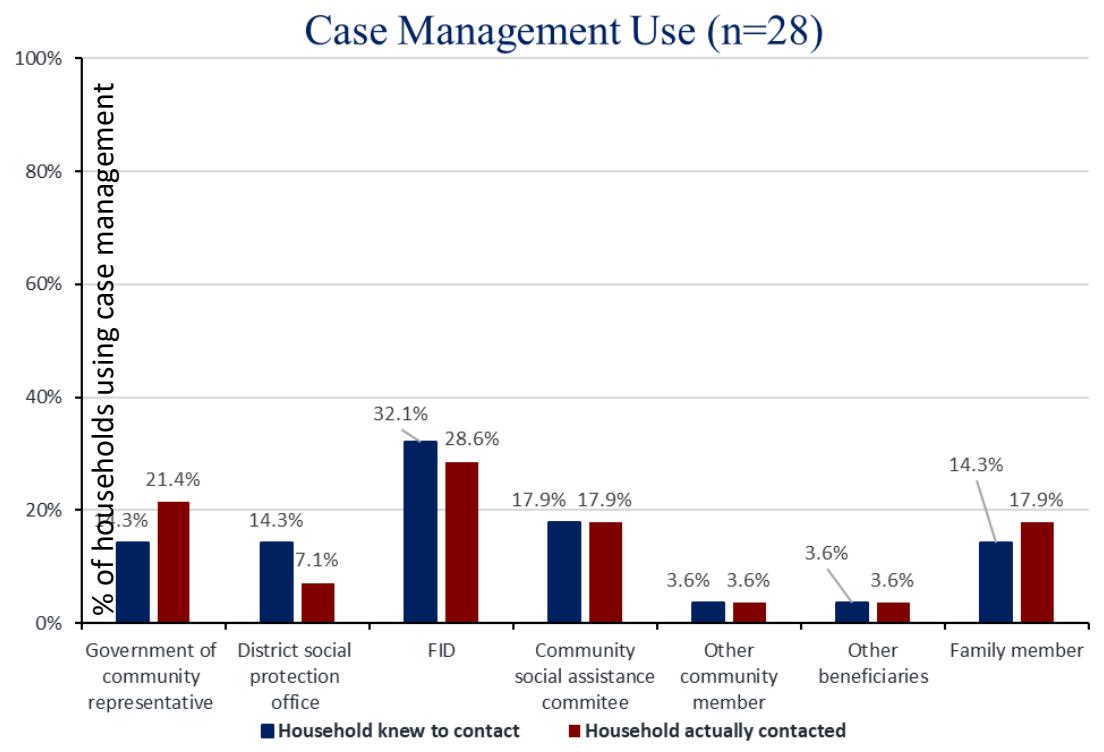
**Figure F.11. Understanding LUL Criteria**



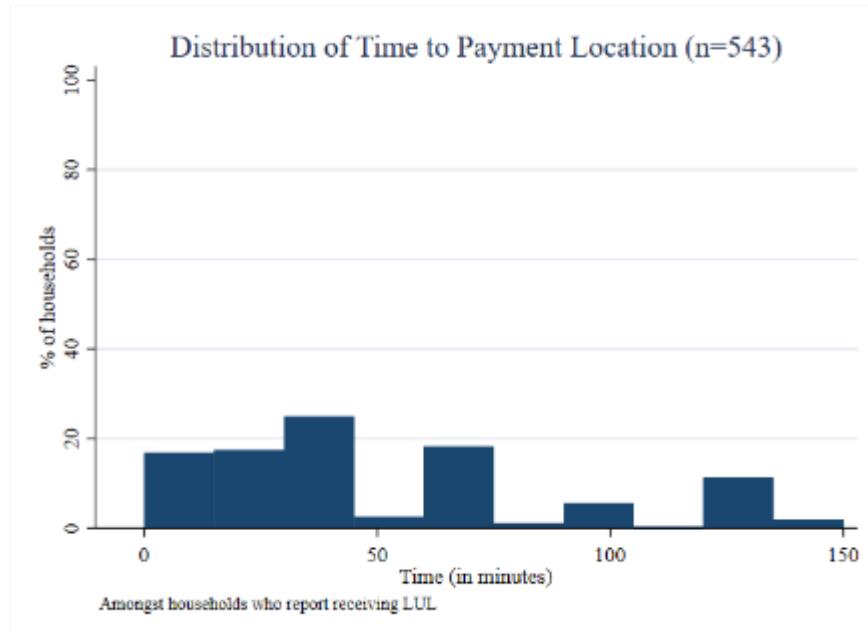
**Figure F.12. Payment Delays**



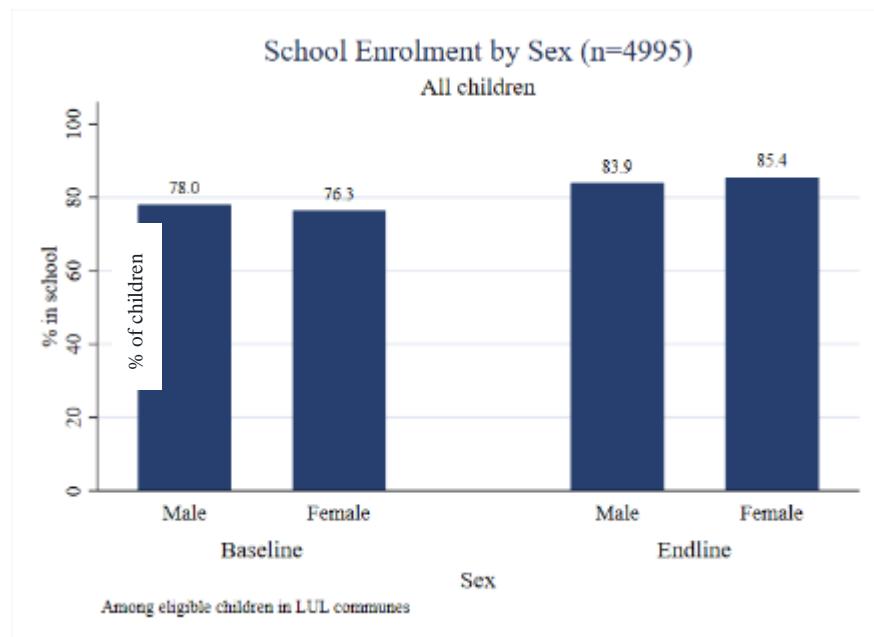
**Figure F.13. Case Management Knowledge and Use**



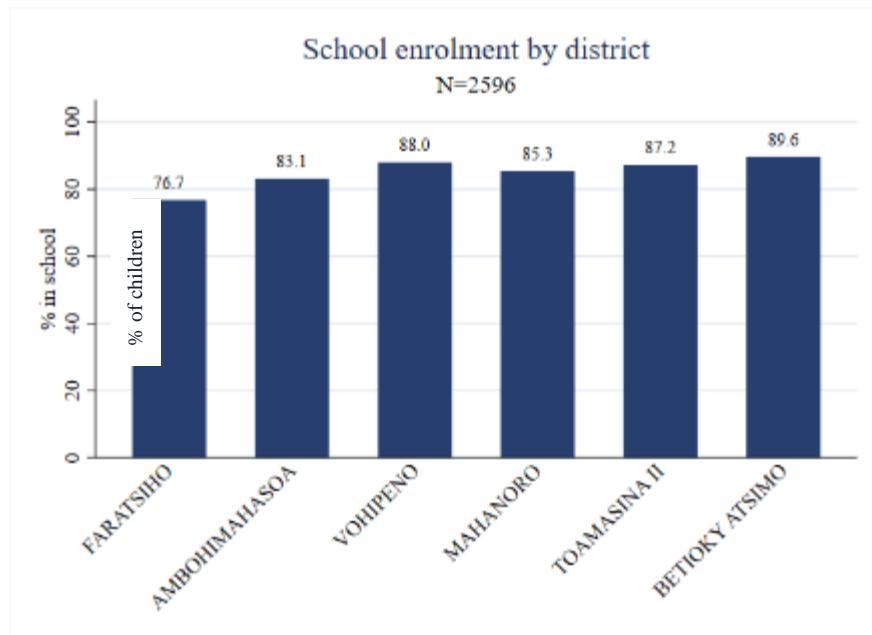
**Figure F.14. Distance to LUL Payment Location**



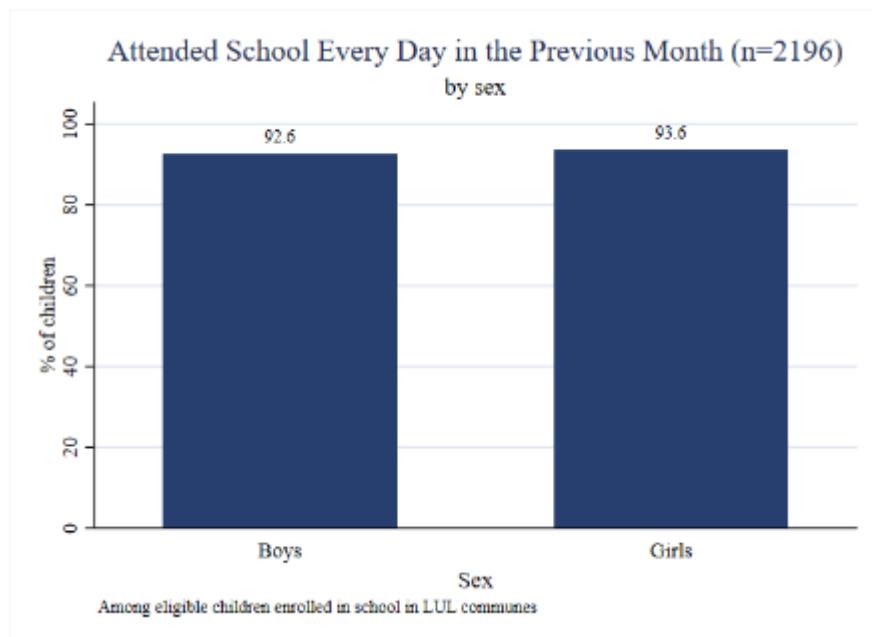
**Figure F.15. School Enrolment by Sex**



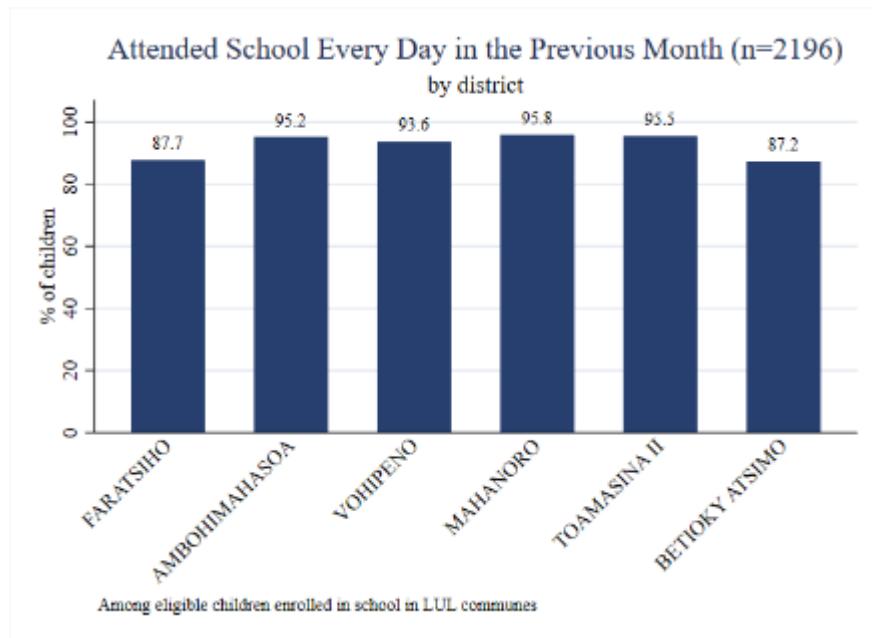
**Figure F.16. School Enrolment by District**



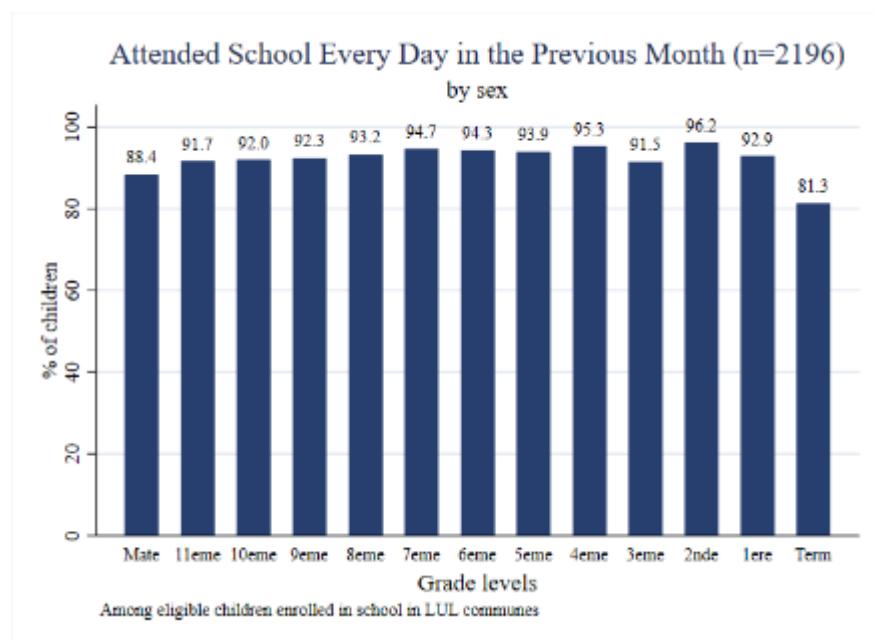
**Figure F.17. School Attendance by Sex**



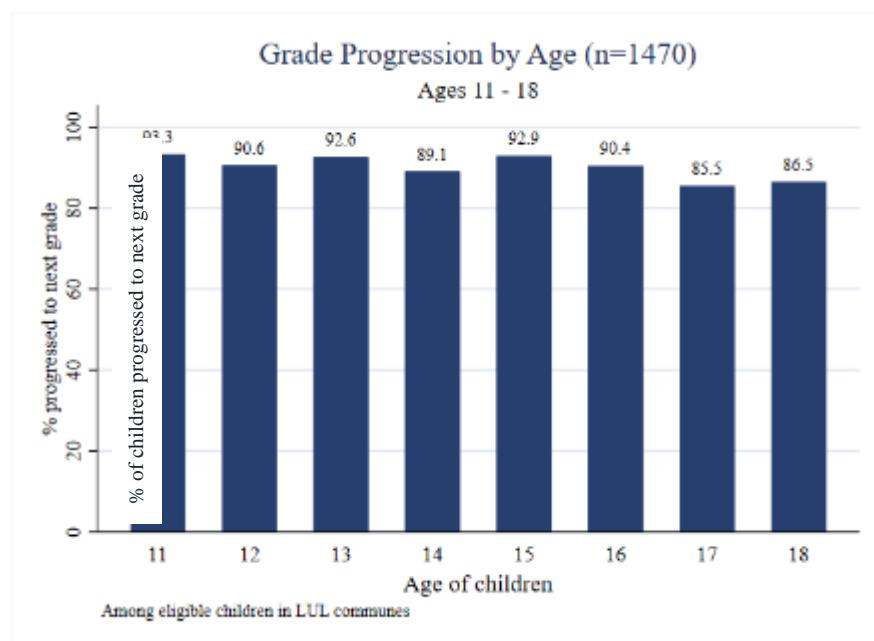
**Figure F.18. School Attendance by District**



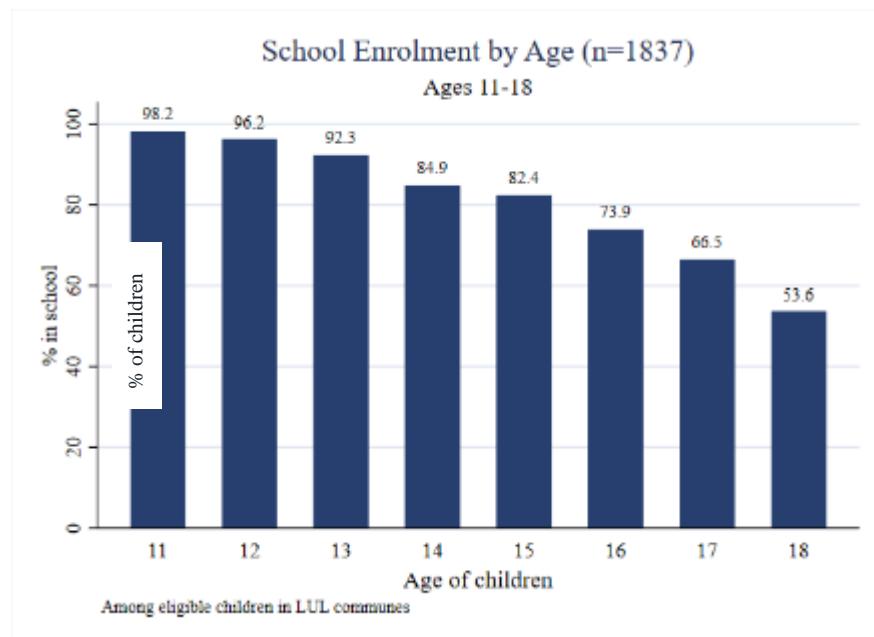
**Figure F.19. School Attendance by Grade**



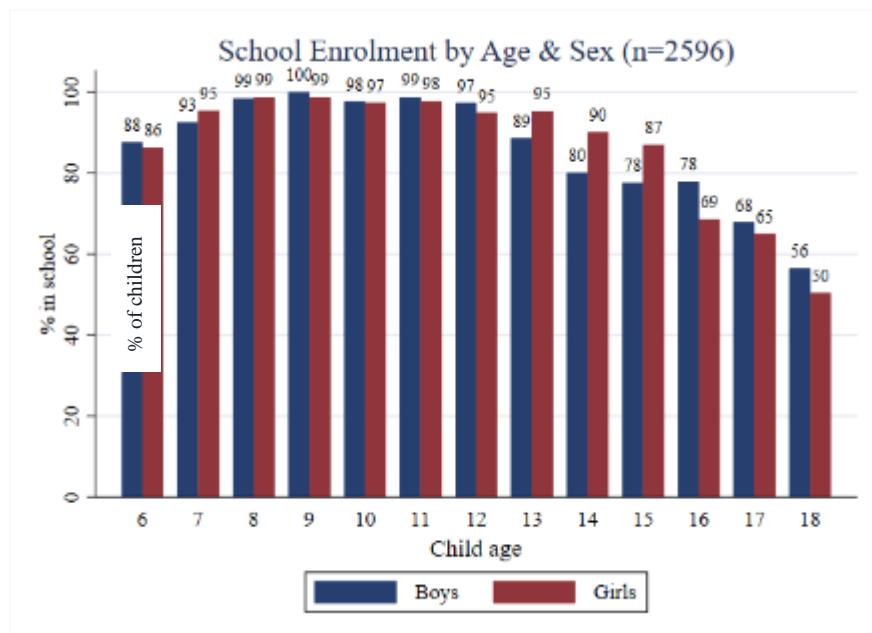
**Figure F.20. School Enrolment by Age, 6 to 10 Years Old**



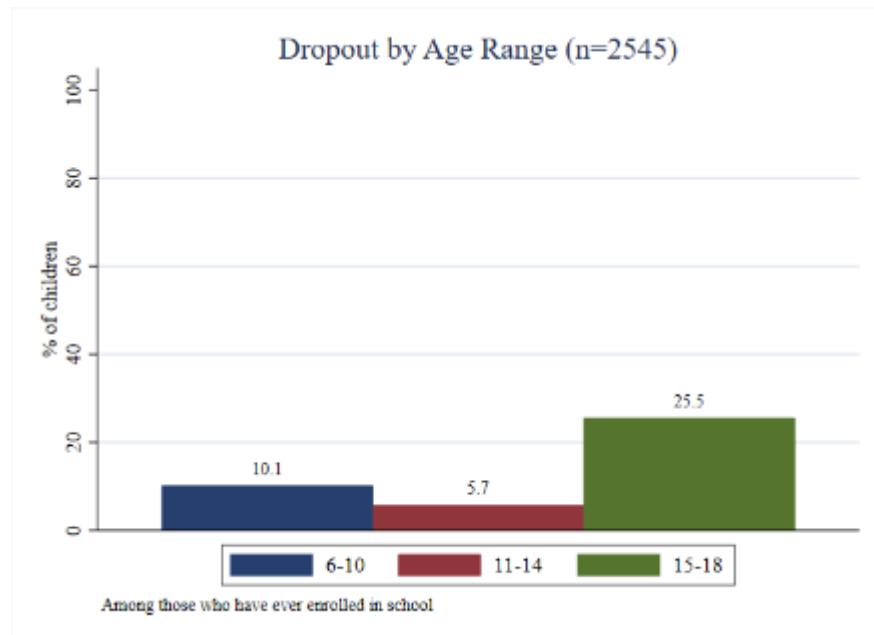
**Figure F.21. School Enrolment by Age, 11 to 18 Years Old**



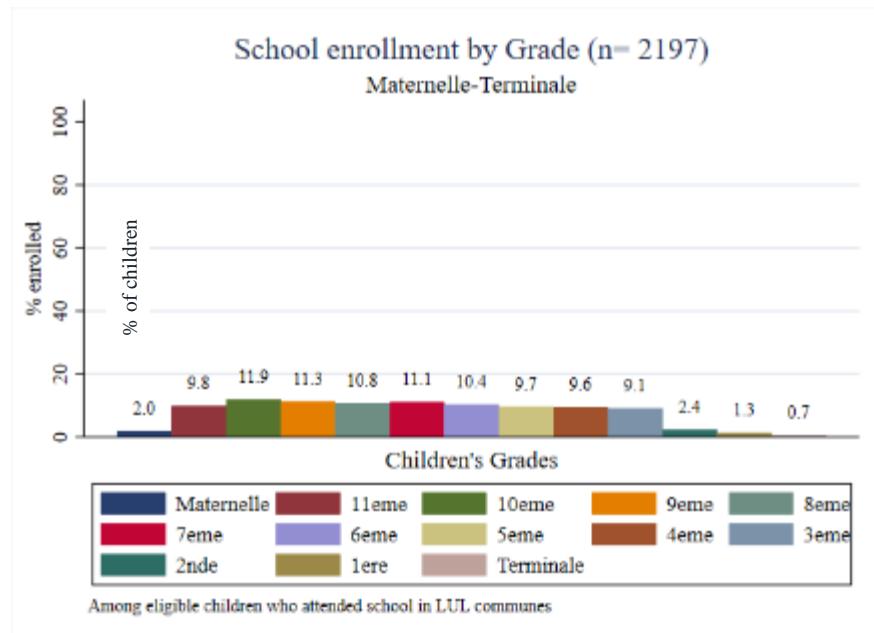
**Figure F.22. School Enrolment by Age & Sex**



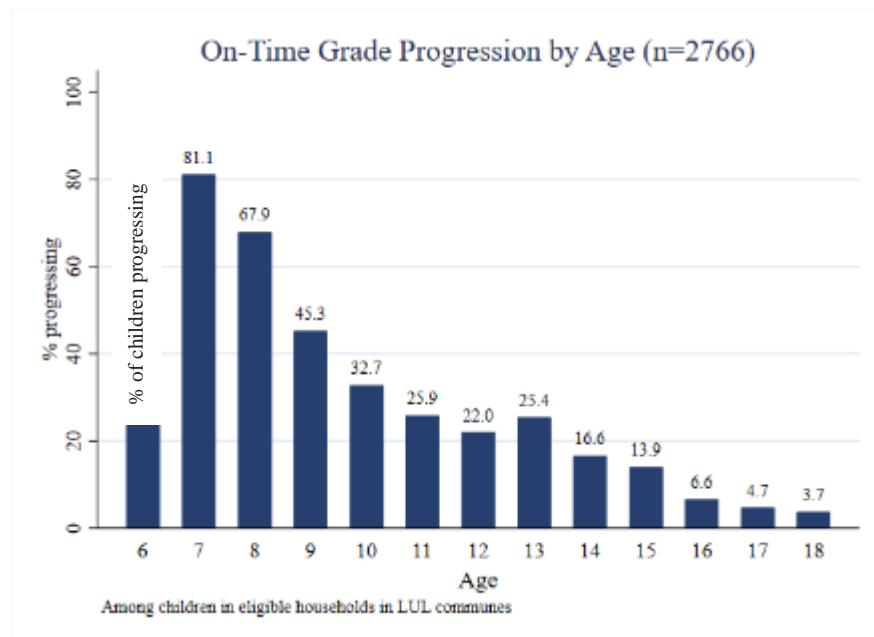
**Figure F.23. Dropout Rates by Age Range**



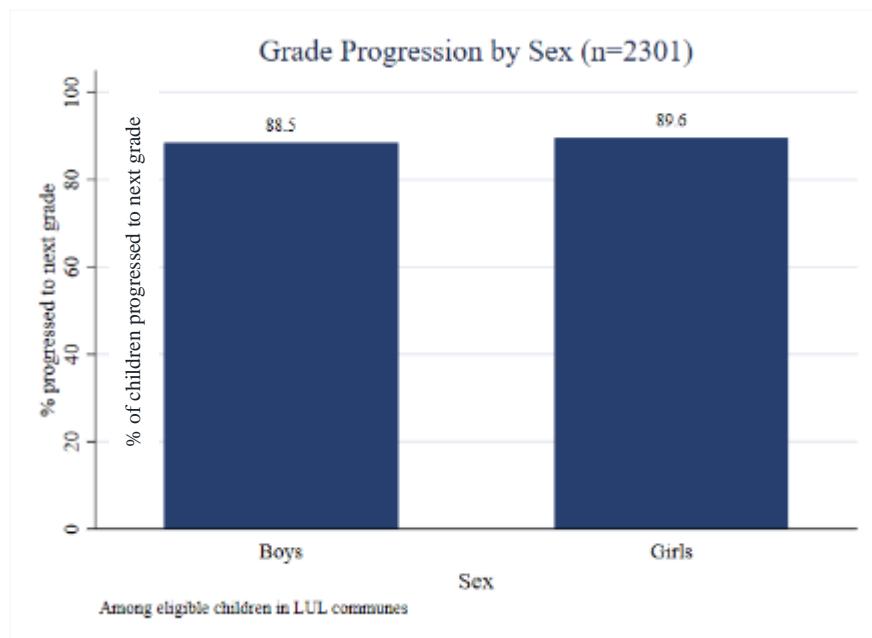
**Figure F.24. Distribution of School Enrolment by Grade**



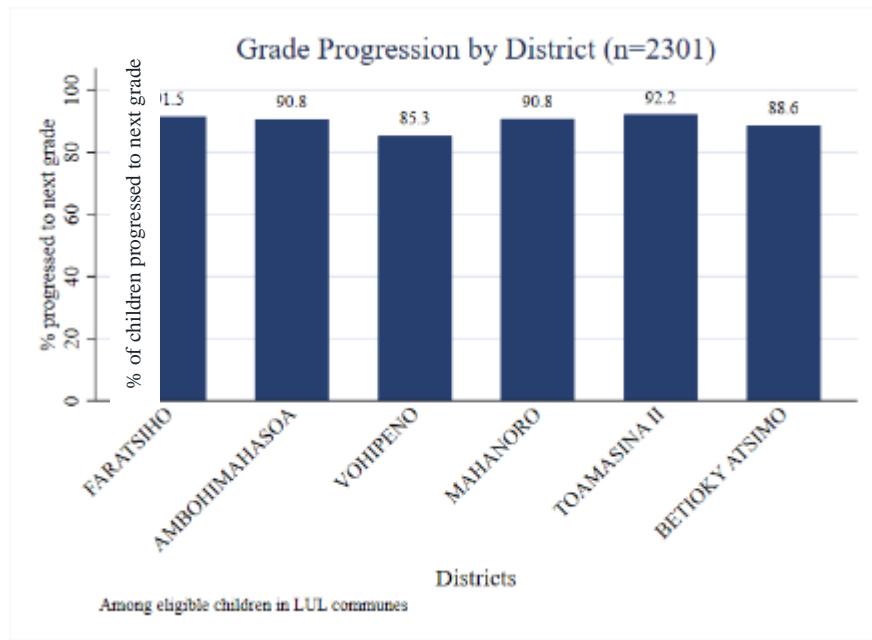
**Figure F.25. Grade Progression by Age**



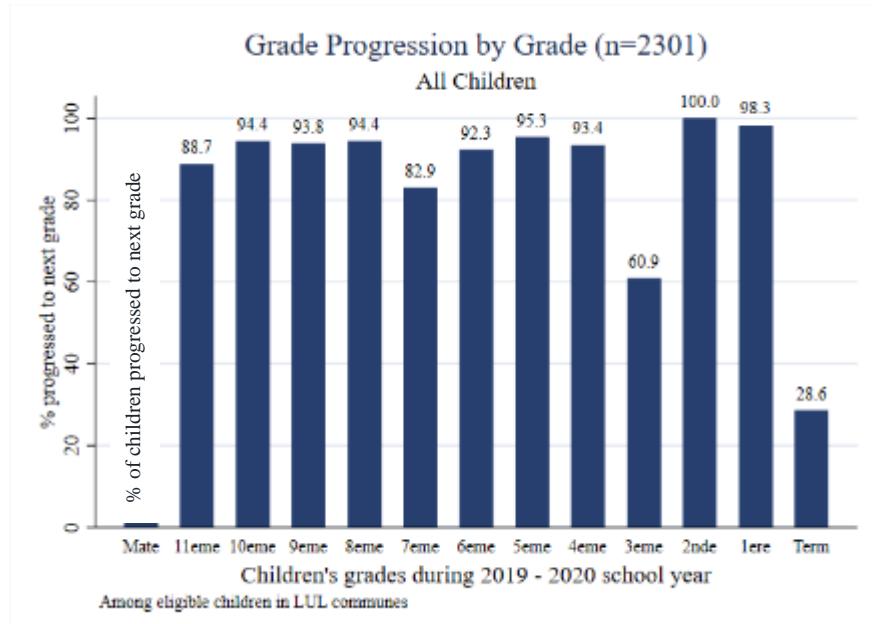
**Figure F.26. Grade Progression by Sex**



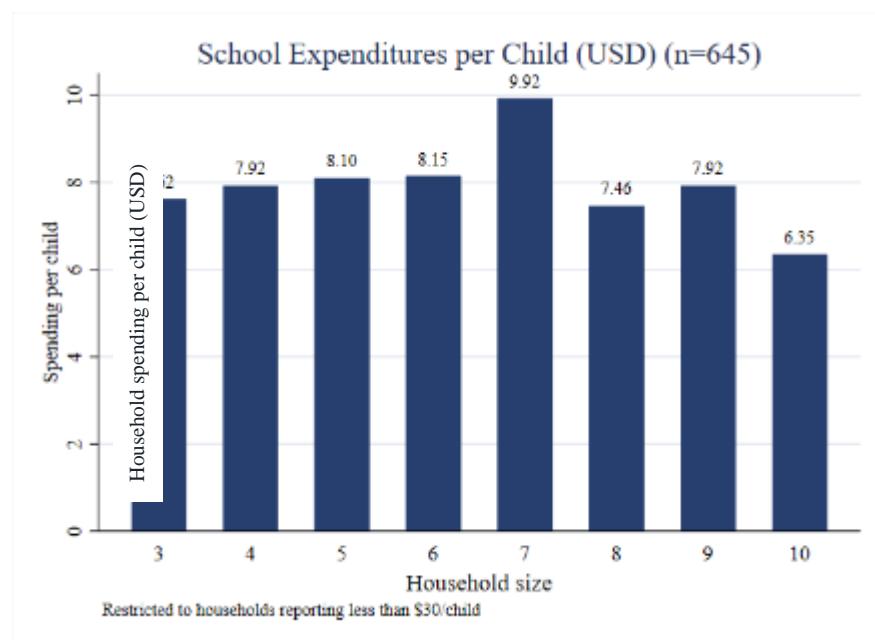
**Figure F.27. Grade Progression by District**



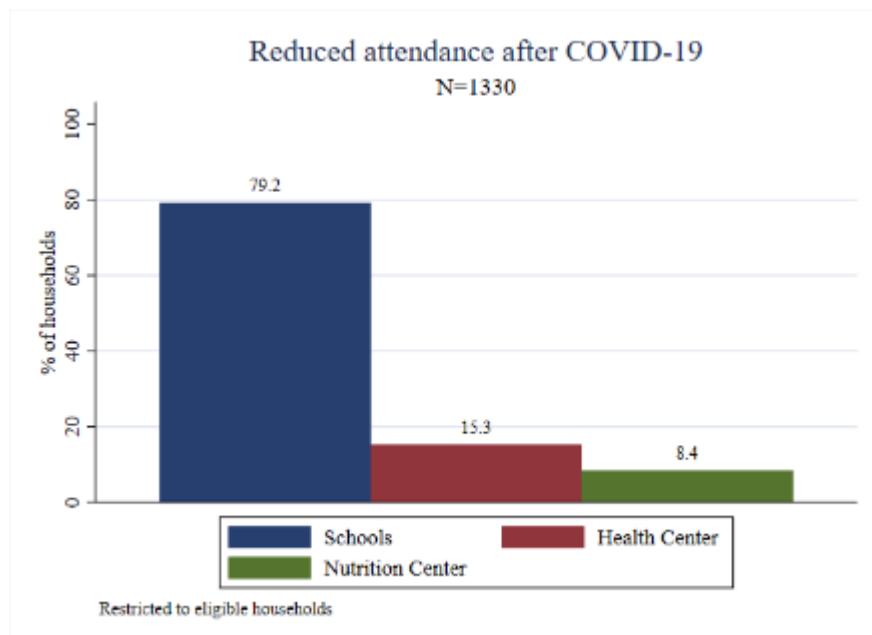
**Figure F.28. Grade Progression by Grade**



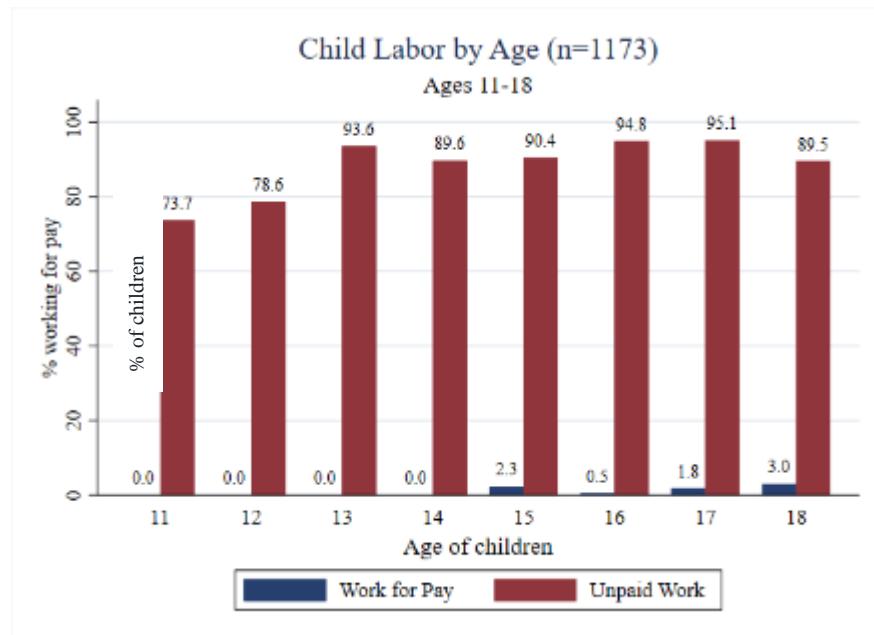
**Figure F.29. Educational Expenditures in LUL Communes, by Household Size**



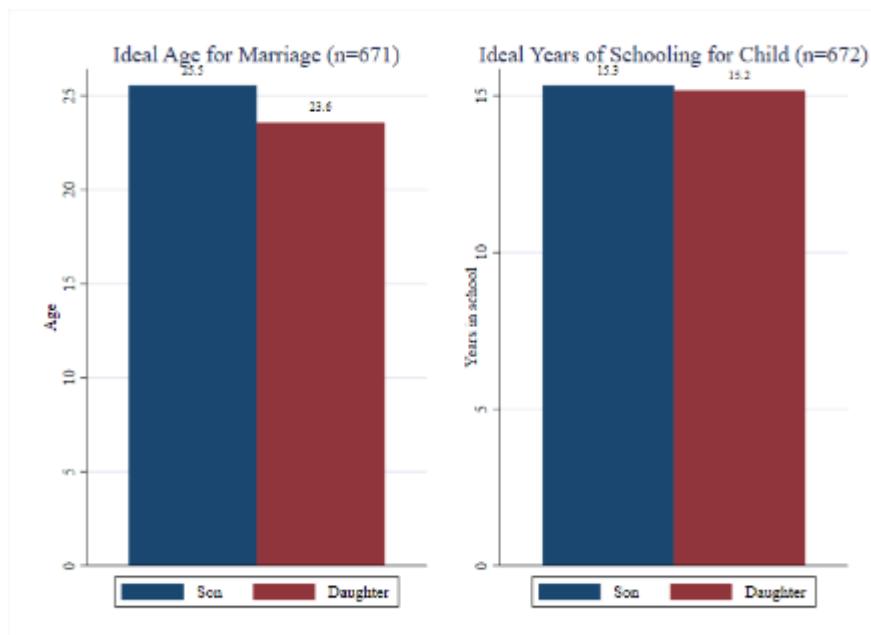
**Figure F.30. COVID-Related Closures**



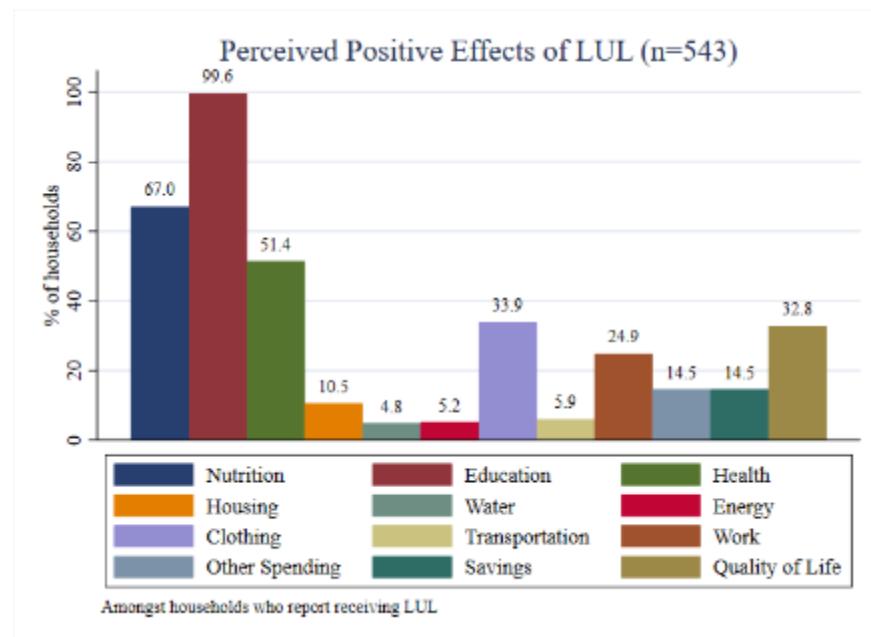
**Figure F.31. Labour Rate for LUL-Eligible Children, by Age**



**Figure F.32. Parent Aspirations for the Future at Endline**



**Figure F.33. Household Food Security Results**



## Annex G. Tables

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**Table G.1. Eligible Household Distribution**

LUL Households		TMDH Households	Control Households	Total Households
Recipient	Non-Recipient			
543	228	271	288	1330

**Table G.2. Household Demographics (LUL-Eligible Households)**

Age (Years)	Female	Male	Per Household	Total
< 5	216	223	0.57	439
5–10	456	456	1.18	912
11–18	999	959	2.54	1958
19–65	1257	1300	3.32	2557
> 65	52	69	0.16	121
<b>Total</b>	<b>2980</b>	<b>3007</b>	<b>7.77</b>	<b>5987</b>

**Table G.3. Household Education Expenditures**

Outcome	LUL Marginal Impact	TMDH Impact	LUL Mean	LUL N	TMDH Mean	TMDH N	Control Mean	Control N
Paid school tuition (last year)	0.02	0.02	0.29	771	0.30	271	0.23	288
Tuition expenditures per 6- to 18-year-old (USD)	0.95	-1.04	4.73	221	6.81	81	3.72	67
Paid school fees (last year)	0.02	0.14	0.58	771	0.68	271	0.58	288
School fee expenditures per child (USD)	-1.77	4.41**	7.90	446	10.34	184	5.70	167
Paid for school supplies (last year)	-0.03	-0.01	0.65	771	0.76	271	0.66	288
School supply expenditures per child (USD)	0.47	-0.22	4.53	771	5.55	271	4.16	288

Notes: USD is U.S. dollars. Standard errors clustered at the commune level. \* p < 0.10, \*\* p < 0.05, \*\*\* p < 0.01.

**Table G.4. Household Consumption Results (per Capita)**

Outcome	LUL Marginal Impact	TMDH Impact	LUL Mean	LUL N	TMDH Mean	TMDH N	Control Mean	Control N
Non-food expenditures PC (USD)	0.00	0.18	2.11	771	2.29	271	2.03	288
Food expenditures PC (USD, last week)	0.01	0.21	2.61	771	2.54	271	2.41	288
Cereals spending PC (last week, USD)	0.14*	-0.07	1.29	765	1.25	270	1.23	287
Flour spending PC (last week, USD)	0.09*	-0.10*	0.11	62	0.09	13	0.11	12
Roots/tubers spending PC (last week, USD)	-0.02	0.07	0.49	649	0.53	229	0.48	247
Beans spending PC (last week, USD)	0.00	0.03	0.14	515	0.13	183	0.14	174
Fruit spending PC (last week, USD)	0.06	-0.04	0.14	582	0.13	215	0.15	209
Vegetable spending PC (last week, USD)	0.25	-0.25	0.10	631	0.12	228	0.08	224
Meat spending PC (last week, USD)	0.03	0.05	0.37	633	0.33	208	0.29	223
Dairy spending PC (last week, USD)	0.00	0.02**	0.10	200	0.11	59	0.08	54
Prepared food spending PC (last week, USD)	0.05**	-0.04*	0.15	469	0.11	166	0.12	183
Other food spending PC (last week, USD)	-0.02	0.03	0.20	767	0.22	268	0.19	288

Notes: PC is per capita. USD is U.S. dollars. Standard errors clustered at the commune level. \* p < 0.10, \*\* p < 0.05, \*\*\* p < 0.01.

**Table G.5. Household Agriculture Results**

Outcome	LUL Marginal Impact	TMDH Impact	LUL Mean	LUL N	TMDH Mean	TMDH N	Control Mean	Control N
Harvested crops (last year)	0.05	-0.02	0.94	771	0.87	271	0.96	288
Sold crops	0.08	0.00	0.72	726	0.67	236	0.72	276
Value of crops sold per capita (USD)	-5.42	-2.98	21.38	522	20.94	157	30.97	200

Outcome	LUL Marginal Impact	TMDH Impact	LUL Mean	LUL N	TMDH Mean	TMDH N	Control Mean	Control N
Own livestock	0.12*	-0.13	0.56	771	0.48	271	0.58	288
# Cows owned	0.37	-0.83*	2.95	266	3.23	84	2.69	95
# Pigs owned	0.39	-0.57*	1.73	262	1.93	69	1.89	104
# Sheep/goats owned	1.43	0.52	6.60	42	2.63	8	6.06	16
Own poultry	0.05	0.00	0.84	771	0.81	271	0.82	288
# Ducks owned	1.68	-2.00	5.09	122	5.76	51	5.74	43
# Turkeys owned	0.16	-1.89	2.63	8	2.29	7	2.67	3
# Chickens owned	1.12	1.82	7.07	643	7.43	212	6.87	232
Sale of agricultural products (USD, past year)	13.97	-34.56**	93.69	488	77.48	138	123.82	177

Notes: USD is U.S. dollars. Standard errors clustered at the commune level. \* p < 0.10, \*\* p < 0.05, \*\*\* p < 0.01.

**Table G.6. Household Food Security Results**

Outcome	LUL Marginal Impact	TMDH Impact	LUL Mean	LUL N	TMDH Mean	TMDH N	Control Mean	Control N
# Days with insufficient food (last seven days)	0.00	-0.08	0.39	771	0.45	271	0.49	288
# Days with a reduced quantity of food (last seven days)	-0.09	-0.26	3.70	303	3.66	122	3.82	142
# Days with no food (last seven days)	0.11**	-0.13**	0.03	303	0.00	122	0.00	142
Food Insecurity—Coping Strategy Index	0.02	-1.89	5.68	771	6.28	271	7.39	288

Standard errors clustered at the commune level. \* p < 0.10, \*\* p < 0.05, \*\*\* p < 0.01.

**Table G.7. School Results for Children Aged 11–14**

Outcome	LUL Marginal Impact	TMDH Impact	LUL Mean	LUL N	TMDH Mean	TMDH N	Control Mean	Control N
Currently enrolled in school	0.07***	0.01	0.93	338	0.90	132	0.85	137
Boy currently enrolled	-0.01	0.02	0.91	148	0.98	55	0.89	64
Girl currently enrolled	0.13***	0.01	0.95	190	0.84	77	0.81	73

Progressed to next grade	-0.14***	0.10**	0.07	338	0.10	132	0.15	137
Time spent studying (min/day)	1.13	14.23	72.96	301	76.69	112	73.60	107
Attendance exceeded 90 per cent	0.06*	-0.06	0.99	319	0.99	120	0.95	125
Dropped out of school	-0.11***	0.10**	0.06	338	0.09	132	0.09	137

Notes: Standard errors clustered at the commune level. \* p < 0.10, \*\* p < 0.05, \*\*\* p < 0.01.

**Table G.8. Labour Results for Children Aged 11–14**

Outcome	LUL Marginal Impact	TMDH Impact	LUL Mean	LUL N	TMDH Mean	TMDH N	Control Mean	Control N
Any labour activity	-0.05	0.09	0.88	338	0.88	132	0.88	137
Boy any labour activity	-0.08	0.11	0.84	148	0.84	55	0.86	64
Girl any labour activity	-0.04	0.09	0.92	190	0.91	77	0.89	73
Work for pay	-0.07*	-0.06	0.00	338	0.02	132	0.01	137
Boy work for pay	-0.09**	-0.08**	0.00	148	0.00	55	0.02	64
Girl work for pay	-0.04	-0.05	0.00	190	0.03	77	0.00	73
Domestic work	0.13**	-0.16**	0.80	298	0.78	116	0.81	120
Boy domestic work	0.00	-0.28**	0.69	124	0.80	46	0.80	55
Girl domestic work	0.23***	-0.07	0.87	174	0.77	70	0.82	65
Unpaid labour	-0.07	0.23***	0.20	298	0.20	116	0.18	120
Time working (hours, two weeks)	-4.77**	1.62	24.10	298	27.89	116	25.14	118
Boy time working (hours, two weeks)	-0.97	-0.14	24.77	124	23.22	46	25.00	54
Girl time working (hours, two weeks)	-7.84***	2.57	23.63	174	30.96	70	25.25	64

Notes: Standard errors clustered at the commune level. \* p < 0.10, \*\* p < 0.05, \*\*\* p < 0.01.

**Table G.9. Health Results for Children Aged 11–14**

Outcome	LUL Marginal Impact	TMDH Impact	LUL Mean	LUL N	TMDH Mean	TMDH N	Control Mean	Control N
Sick (last two months)	0.01	0.06	0.09	338	0.08	132	0.05	137
Boy sick (last two months)	0.02	0.06	0.09	148	0.05	55	0.06	64

Outcome	LUL Marginal Impact	TMDH Impact	LUL Mean	LUL N	TMDH Mean	TMDH N	Control Mean	Control N
Girl sick (last two months)	0.02	0.06	0.08	190	0.10	77	0.04	73
Went to clinic	0.09	0.13	0.93	29	0.82	11	0.71	7
Boy went to clinic	0.37	-0.16	0.93	14	0.67	3	0.50	4
Girl went to clinic	-0.06	-0.03	0.93	15	0.88	8	1.00	3
Has own blanket	0.01	-0.01	0.99	338	0.98	132	1.00	137
Boy has own blanket	0.00	-0.04	0.99	148	0.98	55	1.00	64
Girl has own blanket	0.01	0.01	0.98	190	0.99	77	1.00	73
Has own pair of shoes	-0.08	0.06	0.38	338	0.40	132	0.44	137
Boy has own pair of shoes	-0.04	0.11	0.41	148	0.42	55	0.41	64
Girl has own pair of shoes	-0.10	0.01	0.35	190	0.39	77	0.47	73

Notes: Standard errors clustered at the commune level. \* p < 0.10, \*\* p < 0.05, \*\*\* p < 0.01.

**Table G.10. Schooling Results for Children Aged 15–18**

Outcome	LUL Marginal Impact	TMDH Impact	LUL Mean	LUL N	TMDH Mean	TMDH N	Control Mean	Control N
Currently enrolled in school	0.09***	0.04	0.77	837	0.71	287	0.62	304
Boy currently enrolled	0.13***	-0.03	0.79	428	0.70	145	0.67	135
Girl currently enrolled	0.06	0.10	0.75	409	0.73	142	0.59	169
Progressed to next grade	-0.12***	-0.01	0.23	837	0.29	287	0.38	304
Time spent studying (min/day)	-3.66	9.08	81.28	611	91.61	200	83.03	175
Attendance exceeded 90 per cent	0.04	-0.02	0.98	676	0.98	213	0.98	206
Dropped out of school	-0.14***	-0.01	0.19	837	0.26	287	0.32	304

Notes: Standard errors clustered at the commune level. \* p < 0.10, \*\* p < 0.05, \*\*\* p < 0.01.

**Table G.11. Labour Results for Older Children Aged 15–18**

Outcome	LUL Marginal Impact	TMDH Impact	LUL Mean	LUL N	TMDH Mean	TMDH N	Control Mean	Control N
Any labour activity	-0.01	0.02	0.94	837	0.94	287	0.96	304

Outcome	LUL Marginal Impact	TMDH Impact	LUL Mean	LUL N	TMDH Mean	TMDH N	Control Mean	Control N
Boy any labour activity	0.01	0.01	0.95	428	0.94	145	0.98	135
Girl any labour activity	-0.03	0.03	0.94	409	0.94	142	0.94	169
Work for pay	-0.16***	0.10	0.02	835	0.05	285	0.04	304
Boy work for pay	-0.10	0.13	0.03	427	0.06	144	0.06	135
Girl work for pay	-0.22***	0.08	0.01	408	0.04	141	0.03	169
Domestic work	0.17***	0.00	0.59	790	0.56	269	0.49	291
Boy domestic work	0.16*	-0.12	0.55	407	0.48	136	0.44	132
Girl domestic work	0.21**	0.10	0.64	383	0.65	133	0.54	159
Unpaid labour	-0.01	-0.09**	0.39	790	0.39	269	0.46	291
Time working (hours, two weeks)	-7.99***	-1.16	35.05	778	42.35	261	43.74	289
Boy time working (hours, two weeks)	-10.10***	-0.35	34.49	402	43.77	132	44.34	131
Girl time working (hours, two weeks)	-6.24**	-1.74	35.66	376	40.90	129	43.23	158

Notes: Standard errors clustered at the commune level. \* p <0.10, \*\* p <0.05, \*\*\* p <0.01.

**Table G.12. Schooling Results for Children Aged 15–18**

Outcome	LUL Marginal Impact	TMDH Impact	LUL Mean	LUL N	TMDH Mean	TMDH N	Control Mean	Control N
Sick (last two months)	0.00	-0.02	0.08	834	0.07	285	0.08	303
Boy sick (last two months)	0.01	0.00	0.09	426	0.10	144	0.06	135
Girl sick (last two months)	0.00	-0.04	0.07	408	0.05	141	0.10	168
Went to clinic	-0.07	0.28	0.86	66	0.95	21	0.76	25
Boy went to clinic	-0.07	0.24	0.85	39	1.00	14	0.75	8
Girl went to clinic	-0.04	0.28	0.89	27	0.86	7	0.76	17
Has own blanket	0.03	-0.05**	0.99	834	0.98	285	1.00	303
Boy has own blanket	0.03	-0.04	0.99	426	0.97	144	1.00	135
Girl has own blanket	0.02	-0.06*	1.00	408	0.98	141	1.00	168
Has own pair of shoes	-0.08	-0.05	0.33	834	0.40	285	0.43	303
Boy has own pair of shoes	-0.08	-0.04	0.34	426	0.35	144	0.41	135
Girl has own pair of shoes	-0.08	-0.05	0.32	408	0.45	141	0.44	168

Notes: Standard errors clustered at the commune level. \* p < 0.10, \*\* p < 0.05, \*\*\* p < 0.01.

**Table G.13. Schooling Results for Children Aged 6–10**

Outcome	LUL Marginal Impact	TMDH Impact	LUL Mean	LUL N	TMDH Mean	TMDH N	Contro I Mean	Contro I N
Currently enrolled in school	0.01	0.01	0.96	759	0.97	229	0.91	298
Boy currently enrolled	-0.01	0.04*	0.95	375	0.98	121	0.91	137
Girl currently enrolled	0.03	-0.01	0.96	384	0.96	108	0.92	161
Progressed to next grade	0.02	-0.03	0.10	808	0.07	241	0.12	310
Time spent studying (min/day)	-5.77	1.39	29.19	664	35.05	209	39.35	240
Attendance exceeded 90 per cent	0.01	-0.06	0.97	656	0.98	198	0.98	247
Dropped out of school	0.00	0.02	0.10	730	0.12	224	0.11	276

Notes: Standard errors clustered at the commune level. \* p < 0.10, \*\* p < 0.05, \*\*\* p < 0.01.

**Table G.14. Labour Results for Children Aged 6–10**

Outcome	LUL Marginal Impact	TMDH Impact	LUL Mean	LUL N	TMDH Mean	TMDH N	Control Mean	Control N
Any labour activity	-0.05	0.18***	0.36	1351	0.35	414	0.34	527
Boy any labour activity	-0.01	0.14	0.35	672	0.34	203	0.31	258
Girl any labour activity	-0.09	0.22***	0.37	679	0.35	211	0.37	269
Work for pay	0.01	-0.02	0.00	759	0.00	229	0.01	298
Boy work for pay	0.00	-0.02	0.00	375	0.00	121	0.01	137
Girl work for pay	0.02	-0.01	0.00	384	0.00	108	0.00	161
Domestic work	0.12*	-0.05	0.91	463	0.88	136	0.84	171
Boy domestic work	0.10	0.03	0.86	226	0.83	69	0.74	77
Girl domestic work	0.13	-0.13	0.95	237	0.94	67	0.93	94
Unpaid labour	-0.14**	0.09	0.09	463	0.12	136	0.15	171
Time working (hours, two weeks)	1.40	-1.69	16.05	462	14.52	136	16.75	171

Notes: Standard errors clustered at the commune level. \* p < 0.10, \*\* p < 0.05, \*\*\* p < 0.01.

**Table G.15. Health Results for Children Aged 6–10**

Outcome	LUL Marginal Impact	TMDH Impact	LUL Mean	LUL N	TMDH Mean	TMDH N	Control Mean	Control N
Sick (last two months)	-0.04	0.01	0.09	759	0.14	229	0.08	298
Boy sick (last two months)	-0.06	0.03	0.11	375	0.14	121	0.07	137
Girl sick (last two months)	-0.02	-0.01	0.08	384	0.14	108	0.10	161
Went to clinic	-0.01	0.18**	0.88	269	0.85	119	0.79	92
Boy went to clinic	0.03	0.12	0.87	123	0.86	51	0.80	45
Girl went to clinic	-0.06	0.24*	0.89	146	0.84	68	0.79	47
Has own blanket	0.01	-0.02	0.99	759	0.97	229	0.99	298
Boy has own blanket	0.01	-0.02	0.99	375	0.98	121	0.99	137
Girl has own blanket	0.03	-0.03	0.99	384	0.96	108	0.98	161
Has own pair of shoes	-0.06	0.02	0.24	759	0.31	229	0.30	298
Boy has own pair of shoes	-0.09	0.03	0.23	375	0.34	121	0.30	137
Girl has own pair of shoes	-0.03	0.00	0.24	384	0.28	108	0.30	161

Notes: Standard errors clustered at the commune level. \* p < 0.10, \*\* p < 0.05, \*\*\* p < 0.01.

**Table G.16. Child Goals**

Outcome	LUL Marginal Impact	TMDH Impact	LUL Mean	LUL N	TMDH Mean	TMDH N	Control Mean	Control N
Older teenager (15–18) married	-0.03**	0.05**	0.02	983	0.03	323	0.01	356
Ideal age at marriage for girls	0.25	-0.20	23.60	719	23.42	253	23.29	263
Ideal age at marriage for boys	0.63	-0.96	25.56	723	25.69	254	25.26	272
Girls' education goal (years)	1.14*	0.37	15.17	720	15.08	253	14.19	263
Boys' education goal (years)	0.87	-0.15	15.33	723	15.64	254	14.66	273

Notes: Standard errors clustered at the commune level. \* p < 0.10, \*\* p < 0.05, \*\*\* p < 0.01.

**Table G.17. Female Decision-Making**

Outcome	LUL Marginal Impact	TMDH Impact	LUL Mean	LUL N	TMDH Mean	TMDH N	Control Mean	Control N
Female makes nutrition decisions	0.01	0.02	0.98	712	0.98	248	0.98	266
Female makes large purchase decisions	-0.01	0.00	0.90	712	0.90	248	0.89	266
Female makes education decisions	0.03	-0.01	0.96	712	0.95	248	0.94	266
Female makes medical care decisions for adults	0.06	-0.04	0.79	712	0.75	248	0.81	266
Female makes medical care decisions for children	0.04*	-0.01	0.97	712	0.96	248	0.95	266
Female makes investment decisions	-0.01	-0.01	0.92	712	0.92	248	0.91	266
Female makes loan decisions	0.00	0.00	0.93	712	0.92	248	0.91	266
Female makes household activity decisions	-0.01	0.00	0.93	712	0.94	248	0.93	266

Notes: Standard errors clustered at the commune level. \* p < 0.10, \*\* p < 0.05, \*\*\* p < 0.01.

**Table G.18. Resilience and Income Results**

Outcome	LUL Marginal Impact	TMDH Impact	LUL Mean	LUL N	TMDH Mean	TMDH N	Control Mean	Control N
Household has savings (single difference)	0.03	0.11*	0.32	771	0.34	271	0.19	288
Recovered from all shocks (single difference)	0.11**	0.02	0.56	424	0.40	167	0.50	164
Received salary (last year)	-0.15*	0.13	0.27	734	0.44	249	0.32	268
Salary per capita (USD)	-2.36	4.34	18.60	577	23.97	202	19.13	209

Notes: USD is U.S. dollars. Standard errors clustered at the commune level. \* p < 0.10, \*\* p < 0.05, \*\*\* p < 0.01

## Annex H. Analysis Plan

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### Pre-analysis tests

The primary purposes of the baseline data collection are to measure the starting point for everyone in the sample and to check that the treatment and control conditions are balanced before the start of the intervention. In theory, randomization should create groups with statistically similar group means on outcome and control indicators, but this may not always happen. For this reason, we measured each group at baseline and tested for differences to determine whether the identification process led to a balanced sample.

We found that the LUL, TMDH, and control groups were similar for almost all outcome and control variables. This suggests that the control group is a suitable counterfactual for the treatment group. Most importantly, we found equivalence for the primary outcomes of the study, including child education. We tested more than 120 indicators and found only nine statistically significant differences between the three groups. No one group consistently performed better or worse than the other two, with the difference between groups varying across indicators. Additionally, the sample size is quite large, so we can detect small and relatively meaningless differences as statistically significant. Lastly, this number of differences is acceptable, especially considering that we expected to find a certain number of significant differences due to the number of tests that we ran. Specifically, we expected to find one spurious result for every 20 indicators tested, since we set the alpha level to 0.05 for significance. The number of statistically significant differences we found falls well within the range expected, given the number of indicators.

### Follow-up analysis

We used a multi-arm, cluster RCT design with difference-in-differences (DID) regressions to test the effect of the TMDH and the TMDH + LUL supplement on educational outcomes and household wellbeing. Our analysis relied on the randomised assignment of communes to different study arms to create a counterfactual. First, communes were randomly assigned to receive the TMDH transfer or to be a control commune. Then, communes receiving the TMDH transfer were randomly assigned to also receive the LUL or to only receive the TMDH. So, the control group received no transfer, the TMDH-only and the LUL group received the TMDH transfer, and only the LUL group received the LUL supplemental transfer. These groups were equal, on average, before the transfer, so any differences at midline or endline are due to the transfer.

Our objective in this analysis was to answer two general classes of questions. First, did the TMDH transfer improve outcomes for LUL-eligible older children on its own? Second, did the LUL supplement improve key outcomes for LUL-eligible children relative to those who received only the TMDH transfer? In other words, what, if any, additional benefit does the LUL supplement provide above and beyond that provided by the TMDH alone?

DID analysis took the strong design of an RCT and exploited the multiple rounds of data collection to improve the precision of our estimates to answer these questions. DID analysis compare the change in treatment outcomes to the change in control outcomes. If there were a statistically significant difference in the outcome changes, we can attribute the difference to the transfer. DID analysis also control for any chance variation between the groups prior to

the transfer as well as for any common time trends. If there was no chance variation and no common time trends, then this DID model would function the same as a single-difference model.

We used cluster robust cross-sectional DID regression techniques to estimate the impact of the TMDH and TMDH + LUL supplement. We estimate the following equation:

$$\begin{aligned} Outcome_{hct} = & \phi + \alpha_1 \cdot Post_t + \alpha_2 \cdot TMDH_h + \alpha_3 \cdot LUL_{hc} \cdot TMDH_h + \beta_1 \cdot Post_t \cdot TMDH_h \\ & + \beta_2 \cdot Post_t \cdot LUL_{ch} \cdot TMDH_h + \gamma_1 \cdot C_{hc} + \gamma_2 \cdot H_h + \varepsilon_{hct} \end{aligned}$$

where the explanatory variables are defined as:

- $Outcome_{hct}$  measures the outcome of interest for child  $c$  in household  $h$  at time  $t$
- $LUL_{hc}$  is an indicator variable equal to 1 if child  $c$  in household  $h$  is LUL-supplement eligible and 0 otherwise
- $TMDH_h$  is an indicator variable equal to 1 for all households  $h$  in TMDH-only or LUL communes, and 0 for households in control communes
- $Post_t$  is an indicator equal to 1 for observations at follow-up and zero for baseline observations
- $C_{hc}$  is a set of child-level variables for child  $c$  in household  $h$
- $H_h$  is a set of household-level variables for child  $c$  in household  $h$
- $\varepsilon_{hct}$  is unexplained model error for child  $c$  in household  $h$ .

The primary parameters of interest are  $\beta_1$  and  $\beta_2$ . The parameter  $\beta_1$  measures the change in the outcome that can be attributed to the TMDH transfer. The parameter  $\beta_2$  provides the additional effect the LUL supplement has on key outcomes given that LUL households already experience the effect of TMDH through the  $\beta_1$  term. If LUL recipients had outcomes that were better or worse than TMDH-only households,  $\beta_2$  will be statistically significantly different than zero. The total impact of the combined transfers on LUL beneficiaries is simply  $\beta_1 + \beta_2$ .

The parameters  $\alpha_1$ ,  $\alpha_2$ , and  $\alpha_3$  control for any chance variation across treatment arms or over time. The coefficient  $\alpha_1$  controls for common time trends, so observations at baseline are comparable to observations at follow-up or endline. Next,  $\alpha_2$  controls for any time-invariant differences at baseline between the TMDH-only arm and the other arms. Lastly,  $\alpha_3$  controls for any time-invariant differences at baseline between the LUL recipient arm and the other arms.

The parameters  $\gamma_1$  and  $\gamma_2$  improve the precision of the impact estimate by control for child-level and household-level factors. However, they are unnecessary from a technical perspective because the variables  $LUL_{ch}$  and  $TMDH_h$  should be uncorrelated with other variables.

We used cluster robust standard errors at the commune level to account for correlation amongst observations specific to the commune. This approach ensured that we detect an effect of the transfer only when it truly had an effect.



## Annex I. Benchmarks

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## ANNEXE 1: CADRE LOGIQUE DU PROGRAMME

Composantes et Effets du Programmes (2015-2019)	Indicateurs (référencé et ciblés)		
	Indicateur(s)	Reference	Cibles
<b>Composante du Programme 1 - Santé</b>			
Liens avec Plan National de Développement : Axe 4 : Capital humain adéquat au processus de développement 4.1. Santé aux normes de qualité et accessible à tous. 4.1.1 Améliorer l'accès de la population aux soins de qualité			
Liens avec UNDAF : Résultat 3.2 : D'ici 2019, les femmes en âge de procréer, les adolescents et les enfants inférieurs à 59 mois surtout les nouveaux nés dans les régions cibles utilisent les services de santé intégrés de qualité à travers un système de santé renforcé à tous les niveaux			
Liens avec Plan Stratégique UNICEF : Produit 1 Santé, Produit 2 VIH/SIDA.			
Liens avec Priorités Programmatiques Régionales ESARO : Priority 1. Enabling children to survive and thrive priority areas; Neonatal Mortality, MNCH, and eliminating vertical HIV aids transmission. Expanded Programme of immunization			
Partenaires principaux : Ministère de la Santé Publique; Ministère de la Communication et des Relations avec les Institutions ; CMS ; FNUAP ; Union européenne (UE) ; Agence des Etats-Unis pour le développement international (USAID) ; Coopération française ; Alliance du Vaccin GAVI ; Fonds mondial de lutte contre le sida, la tuberculose et le paludisme ; Fondation Bill et Melinda Gates ; Populations Services International (PSI) ; Banque mondiale ; Banque africaine de développement ; Maternal and Child Integrated Program (MCIP) ; Agence de coopération internationale du Japon (JICA)			
<b>Résultat 1</b> D'ici 2019, les enfants de moins de 5 ans, surtout les nouveau-nés utilisent les services de santé intégrés avec une couverture élevée dans six régions d'intervention	% de nourrissons survivants, dans tous les districts, vaccinés contre la rougeole	63% (OMS/UNICEF est. 2013)	80%
	% d'enfants de 0-59 mois avec une pneumonie et recevant des antibiotiques	32,7% (enquête OMD 2012-2013)	60%
	% d'enfants de 0-59 mois qui dorment sous moustiquaires imprégnées d'insecticide durable	88,5% (enquête OMD 2012-2013)	90%
	% d'enfants de 0-59 mois atteints de diarrhée recevant du sel de réhydratation orale à faible teneur osmolarité et du zinc	SRO: 14,8% Zinc: 3% (enquête OMD 2012-2013)	SRO: 50%, Zinc: 30% (moyenne de 6 régions)
	% des mères et des nouveau-nés recevant des soins postnataux dans les 2 jours après l'accouchement	52,4% (enquête OMD 2012-2013)	70%
<b>Produit 1.1</b> Politique et Système de santé. La capacité du gouvernement à développer/mettre à jour/réviser les politiques, es stratégies et des	Existence d'un PDSS-2015-2019- finalisé, budgétisé et mis en œuvre	0 (Revue sectorielle)	1
		0 (Revue sectorielle)	7

<p>normes pour la programmation de santé améliore et le système de santé renforcé à travers un meilleur financement, une répartition équitable des ressources humaines, une planification ascendante, une efficace chaîne d'approvisionnement en intrants de santé et un bon cadre de suivi-évaluation pour action</p>	<p>Nombre des documents cadres politiques et stratégiques de renforcement du système de santé mis à jour:          1) Guide FANCMEFE (Financement pour l'Approvisionnement Non-stop en Médicaments Essentiels/Fonds d'Équité), (2) Programme d'Action pour l'intégration des intrants de Santé (PAIS), (3) Normes des Infrastructures sanitaires, (4) Plan Stratégique de Renforcement du Système d'Information Sanitaire (PSRIS), (5) Guide de mise en œuvre de la PNSC (Politique Nationale de Santé Communautaire), (6) La politique de santé de l'enfant et le plan stratégique PCIMEc (Pise en Charge Intégrée des Maladies des Enfants au niveau communautaire) et de suivis de l'Enfant révisés et mis à jour, incluant la soins des nouveau-nés au niveau des centres de santé et au niveau communautaire, (7) Feuille de route pour l'accélération de la réduction de la mortalité maternelle et néonatale 2005-2015 révisée et mise à jour (7) Manuel de gestion à tous les niveaux</p> <p>Nombre des documents cadres politiques et stratégiques de renforcement du système de santé développés :          (1) Politique Nationale de Santé (PNS), (2) Politique Nationale des Ressources Humaines (PNRH), (3) Plan National de Développement des Ressources Humaines de la Santé (PNDRH), (4) Politique Nationale Pharmaceutique (PNP), (5) Politique Nationale de Contractualisation (PNC),</p> <p>Nombre des SDSP et DRSP avec un plan d'action ascendante, intégré et budgétisé.</p> <p>Existence d'un Manuel de planification et de programmation budgétaire et appliquée à tous les niveaux du système de santé : CSB, District, région et central</p> <p>Nombre des SDSP et DRSP où le monitoring pour action (L3 Monitoring) avec les réunions périodiques de revue est mis à l'échelle et appliquée à tous les districts et les régions d'intervention</p>	<p>0 (Revue sectorielle)</p> <p>SDSP : 50 DRSP : 10 (Rapport de Ministère de la Santé)</p> <p>0</p> <p>Référence à déterminer durant 2015</p>	<p>5</p> <p>SDSP : 50 DRSP : 10</p> <p>1</p> <p>100% dans les districts et régions cibles</p>
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<b>Produit 1.2:</b> <b>Santé maternelle-néonatale et infantile.</b> Les mères et les nouveau nés dans les régions cibles sont bénéficiaires des interventions clés au cours des heures et des jours les plus à risque. La prévention du paludisme est maintenue et les enfants ont obtenu au niveau institutionnel et communautaire des préventions et des traitements pour les trois principales maladies tueuses (le paludisme, la pneumonie et la diarrhée).	Existence d'un protocole national de traitement à base communautaire de la pneumonie, révisé (Anoxicilline remplace Cetrimoxazole) et validé	0	1
	% de femmes enceintes qui ont effectué au moins 4 CPN	51% (Rapport de Ministère de la Santé)	70%
	% de femmes enceintes testées positives au HIV recevant la trithérapie ARV	80% (Rapport de Ministère de la Santé)	90%
	% de Régions qui utilisent systématiquement leur Score card de performance en santé Maternelle-Néonatale et infantile	Référence à déterminer durant 2015	60%
	% de naissances assistées par un personnel qualifié	47% (Rapport de Ministère de la Santé)	70%
	% d'accouchements effectués dans les formations sanitaires	38% (Rapport de Ministère de la Santé)	70%
	Proportion de formations sanitaires équipées d'équipement adéquat pour la réanimation du nouveau-né	Référence à déterminer durant 2015	60%
<b>Produit 1.3 :</b> <b>Vaccination.</b> Au moins 80% des enfants dans tous les districts des 6 régions cibles sont couverts avec le DTC3 et une couverture nationale de 90% avec un accent sur les zones les plus difficiles à atteindre et les communautés marginalisées.	Proportion de sites communautaires PCIMEc fonctionnels	Référence à déterminer durant 2015	90%
	% d'enfants survivants recevant DPT3	74% Estimation UNICEF/OMS/JRF 2013	National: 80% / District: 80%
	% de régions ayant introduit le vaccin IPV	0% (Rapport de Ministère de la Santé)	100%
	% de centres de santé équipés de réfrigérateur à énergie solaire dans les régions prioritaires	5% Ministère de la Santé (Inventaire service de la vaccination)	40%
	% des vaccins traditionnels (BCG, Rougeole et VAT) payés avec les ressources locales	50% (Ministère de la santé – Transfert 2014)	75%
		0 (Données surveillance SVI)	0

	% de district rapportant une épidémie de rougeole dans les deux derniers trimestres Nombre de région ayant enregistré au moins une rupture de stock en vaccine ayant duré plus d'un mois	03 (Ministère de la Santé)	0
<b>Produit 1.4 :</b> <b>Urgences et résilience.</b> Renforcement des capacités nationales et des prestations de services de prévention de la surmortalité chez les filles, les garçons et les femmes dans les situations humanitaires	Nombre des régions sélectionnées et le niveau national disposant d'un stock d'urgence pré-positionné % de la population affectée atteinte par des messages sur les pratiques de santé en période d'urgence	1 (Rapport SURECa – Ministère de la Santé) N/A	10 100%
<b>Composant du Programme 2 - Eau, Assainissement et Hygiène (WASH)</b>			
Liens avec Plan National de Développement : Axe 4 ; Programme 4.5 - Eau, hygiène et assainissement: garants de la santé publique ; Objectif 4.5.1 : Assurer l'accès à l'eau potable, l'hygiène et aux infrastructures d'assainissement (EHA)			
Liens avec UNDAF : Effet 3. Composant 3.3.3. Renforcement de l'accès à l'eau potable, à l'assainissement adéquat et à l'adoption des bonnes pratiques d'hygiène			
Liens avec Plan Stratégique UNICEF : Produit 3 : Water, Sanitation and Hygiene			
Liens avec Priorités Programmatiques Régionales ESARO : Priority 2 : Nutrition ; Focus Area : WASH			
Partenaires principaux : Ministère de l'Eau, de l'Hygiène et de l'Assainissement ; Ministère de la Santé Publique ; Ministère de l'Education Nationale ; Ministère des Finances et du Budget ; Ministère de l'Intérieur et de la Décentralisation ; Ministère de la Communication et des Relations avec les Institutions ; Directions régionales ; BAD ; EU ; JICA ; USAID ; Société civile			
<b>Résultat 2:</b> D'ici fin 2018, les ménages et les communautés ont accès équitable à l'eau potable, à l'assainissement et à un environnement sain et l'adoption des bonnes pratiques d'hygiène est améliorée par les communautés dans les régions cibles.	Pourcentage de la population rurale qui utilise une source d'eau potable améliorée Pourcentage de la population rurale qui utilise de l'eau de surface Pourcentage de la population rurale qui pratique la défécation à l'air libre Pourcentage de la population rurale qui utilise une installation sanitaire améliorée	35% (JMP 2014) 38% (JMP 2014) 45% (ENSO 2013) 11% (ENSO 2013)	50% 20% <1% 50%
<b>Produit 2.1:</b> <b>Politique et renforcement des capacités.</b> D'ici fin 2019, le gouvernement montre plus d'engagement politique et une meilleure capacité à égayer, planifier, budgétiser, coordonner,	Existence d'un BPOR (Budget Programme a Objectif Régional) pour chaque région Politique et code de l'eau et/ou de l'assainissement mis à jour et validés ; stratégies de Gestion Intégrée des Ressources en Eau et stratégie de WASH à l'école, intégrant l'équité et le genre, à développer	BPOR existants pour 5 régions, à mettre à jour Politique et code de l'eau existant	BPOR existants et à jour pour les 22 régions Tous documents en place et à jour

mettre en œuvre, suivre et évaluer les interventions WASH mises à l'échelle au niveau national et infranational.	<p>Plan d'action biennuel Sanitation and Water for All (SWA) élaboré et mis en œuvre.</p> <p>Etudes et recherches sectorielles</p> <p>Document et plan d'action pour l'approche sectorielle SWAp</p> <p>Le système de gestion de l'information du secteur (SESAM) disposant de données complètes, disponibles, fiables et régulièrement mises à jour.</p> <p>Stratégie de pérennisation Eau, Hygiène et Assainissement élaborée et mise en œuvre</p>	<p>Plan d'action en place</p> <p>0</p> <p>N'existe pas</p> <p>Existant mais fonctionnel en partie seulement</p> <p>Non existante</p>	<p>Plans d'actions biennuels mis en œuvre et menés à bien</p> <p>6 nouvelles études / rapports de recherche disponibles</p> <p>SWAp validé</p> <p>Existant et à 100% opérationnel dans les 22 régions</p> <p>Stratégie en place</p>
<b>Produit 2.2:</b> <b>WASH dans les centres de santé, centres de nutrition et dans les écoles. Les institutions communautaires ont augmenté l'utilisation d'eau potable, de latrines, ainsi que le lavage de mains avec du savon par les enfants et les familles, à travers la promotion des bonnes pratiques d'hygiène et le développement des infrastructures Wash.</b>	<p>% de centres de santé, centres de nutrition et écoles certifiés promouvant le changement de comportement et la création de demande (une étoile)</p> <p>% d'enfants dans les écoles primaires certifiées qui se lavent les mains, utilisent les latrines et boivent de l'eau potable sous la supervision des enseignants (une étoile)</p> <p>Écoles primaires additionnelles disposant d'installations WASH répondant aux normes nationales</p> <p>Centres de santé ou de nutrition additionnelles disposant d'installations WASH répondant aux normes nationales</p>	<p>0</p> <p>0</p> <p>0</p> <p>0</p>	<p>50% des institutions dans les régions cibles sont certifiées (rapports de certification)</p> <p>100% des élèves dans écoles certifiées (rapports de vérification)</p> <p>250 (rapports de certification)</p> <p>100 (rapports de certification)</p>
<b>Produit 2.3:</b> <b>Accès durable à l'eau potable. La demande des communautés pour un accès durable à des sources d'eau potable est augmentée et est satisfaite</b>	Nombre additionnel de personnes utilisant des infrastructures durables d'eau potable .	0	500,000 (rapports DirEau)
<b>Produit 2.4</b> <b>Assainissement et hygiène. Toutes les communautés éradiquent la défécation à l'air libre et l'utilisation des installations sanitaires améliorées en</b>	<p>Nombre de personnes additionnel mettant fin à la défécation à l'air libre dans les régions cibles.</p> <p>Nombre cumulatif de personnes maintenant le comportement ZDAL</p>	<p>0</p> <p>375,000</p> <p>0</p>	<p>3,000,000</p> <p>3,375,000</p> <p>500,000</p>

combinaison avec des pratiques d'hygiène appropriées est généralisée.	Augmentation du nombre cumulatif de personnes utilisant une installation d'assainissement améliorée	0	3,000,000
	Augmentation du nombre cumulatif de personnes qui disposent d'installations de lavage des mains avec de l'eau et du savon/cendres	0	1,500,000
	Augmentation du nombre cumulatif de personnes traitant l'eau avant de la boire		
<b>Produit 2.5</b> <b>WASH en urgences.</b> Les populations affectées par des urgences ont accès à l'eau, à des installations sanitaires améliorées et aux pratiques d'hygiène (lavage des mains avec du savon et traitement de l'eau à domicile)	% de la population en situation de crise humanitaire qui ont accès et utilisent de l'eau potable, des installations sanitaires adéquates et des dispositifs de lavage des mains	N/A	100%
	% de la population en situation de crise humanitaire recevant les informations critiques sur pratiques de WASH.	N/A	100%
	% des interventions d'urgence en matière de WASH conformes aux CCCs et autres normes en situation d'urgence	N/A	100%
<b>Composant du Programme 3 - Nutrition</b>			
Liens avec Plan National de Développement : Axe 4 ; Objectif 4.1.3 (lutte contre la malnutrition) et 4.6.1 (renforcement de la protection sociale)			
Liens avec UNDAF : Effet 3 ; Résultat 3.3. Les femmes et les enfants de moins de 5 ans dans les zones du grand Sud, Sud Est et Hautes Terres ont un statut nutritionnel durablement amélioré.			
Liens avec Plan Stratégique UNICEF : Produit 4 : Nutrition			
Liens avec Priorités Programmatiques Régionales ESARO : Priority 2 : Reduce Stunting - Focus Areas : Infant and Young Child Feeding, Management of Acute Severe Malnutrition			
Partenaires principaux : Ministère de la Santé Publique ; Ministère de la Communication et des Relations avec les Institutions ; SALAMA (Centrale d'achats de médicaments essentiels et de matériels médicaux) ; Office national de la nutrition (ONN) ; Population Services International (PSI) ; Offices régionaux de la nutrition ; Membres du Cluster Nutrition			
<b>Résultat 3:</b> Dès fin 2019, les interventions de nutrition de l'enfant se traduisent par de meilleurs résultats en matière de nutrition dans les régions cibles.	Proportion des enfants de 0 à 6 mois exclusivement allaités	43 % (enquête OMD 2012-2013)	60%
	Pourcentage d'enfants souffrant de malnutrition chronique	filles: 44,5 % / garçons: 50,2 % (enquête OMD 2012-2013)	filles: 34 % / garçons: 40 %
	Pourcentage d'enfants âgés de 6 à 23 mois recevant le régime alimentaire minimum acceptable	13 % (Comprehensive Food Security and Vulnerability Analysis 2010)	30%
	% des enfants avec malnutrition aigüe sévère, guéris après prise en charge et guéris au niveau des Formations Sanitaires publiques	81% (Données de suivi du programme 2014)	80%

	Proportion des enfants nouveau-nés avec un faible poids (moins de 2500g)	11% (enquête OMD 2012-2013)	5%
<b>Produit 3.1:</b> <b>Politique, coordination et financement.</b> Les autorités nationales et régionales plaident pour la nutrition et planifient, budgétisent et coordonnent la mise à échelle des interventions de nutrition	% d'augmentation des allocations budgétaires pour la nutrition  Nombre de mise à jour du cadre commun de résultats du plan national de nutrition  Existence d'un plan national de nutrition à caractère multi-sectoriel mis à jour avec une composante sur l'éveil de la petite enfance et qui est budgétisée	A déterminer durant 2015 (revue de dépense publique) 0 0	5% 4 1
<b>Produit 3.2:</b> <b>Amélioration de la nutrition et des soins pratiques.</b> Un appui renforcé aux enfants aux familles et aux communautés à travers l'offre de soins nutritionnelles de qualité et l'adoption de pratiques favorables à la nutrition	Proportion des enfants malnutris aigüe sévère qui ont accès au traitement  Proportion des enfants de 6 à 59 mois ayant reçu deux doses de vitamine A  Proportion des enfants de 12 à 59 mois déparasite au moins deux fois  Proportion de communautés (village) dans les régions ciblées de focalisation avec ces sites fonctionnels de nutrition communautaire et d'éveil de la petite enfance	12% (Données de suivi du programme (2014)) 98% (Données de suivi du programme (2014)) 98% (Données de suivi du programme (2014)) 28% (Données de suivi du programme (2014))	25% 98% 98% 80%
<b>Produit 3.3:</b> <b>Capacité pour les interventions en matière de nutrition.</b> La capacité nationale et régionale est accrue en vue de fournir un accès élargi à des interventions nutritionnelles	Existence d'un plan d'approvisionnement d'intrants de nutrition, qui est intégré à celui de la santé  Nombre de curriculum de formations des prestataires de santé et des enseignants révisé et incluant la nutrition  Nombre de régions de focalisation disposant de plans régionaux multi sectoriel de nutrition incluant la composante éveil de la petite enfance  Proportion de structures de santé dans les 6 régions de focalisation qui sont outillées (personnel formé et équipé) pour la promotion de alimentation du nourrisson et de Jeune enfant (ANJE) et de la nutrition de la femme et l'éveil de la petite enfance	0 (Ministère de la Santé) 0 (Ministère de la Santé / Ministère de l'Enseignement Supérieur) 0 25% (Données de suivi du programme (2014))	1 3 6 100%
<b>Produit 3.4:</b> <b>Résilience et réponse aux urgences.</b> Les capacités existent au niveau national et régional pour répondre efficacement et à temps	Proportion de crises nutritionnelles / confirmées ayant reçu une réponse selon le CCC	100% (Données de suivi du programme (2014))	100% 50%

aux crises nutritionnelles et pour maintenir un minimum de service de nutrition en cas de catastrophe naturelle	Proportion de crise nutritionnelle ayant reçu une réponse dans les deux semaines suivant la confirmation	0 (Données de suivi du programme (2014))	
<b>Composant du Programme 4 - Education</b>			
Liens avec Plan National de Développement : Axe 4, Programme 4.2 : education universelle et aux normes de l'excellence ; Objectif 4.2.1. Se doter d'un système éducatif performant, conforme aux normes internationales			
Liens avec UNDAF : Effet 3 ; Résultat 3.1 : Les enfants et les jeunes issus des milieux les plus vulnérables ou défavorisés bénéficient d'une offre éducative adaptée, inclusive et de qualité.			
Liens avec Plan Stratégique UNICEF : Produit 5 : Education			
Liens avec Priorités Programmatiques Régionales ESARO : Priority 3 : Quality Education and Learning ; Focus Areas : Early Learning , Education Quality, Out-of-School Learning			
Partenaires principaux : Ministère de l'Éducation Nationale ; Ministère de la Communication et des Relations avec les Institutions ; Handicap International			
<b>Résultat 4:</b>			
D'ici fin 2016, un nombre plus important de garçons et de filles sont inscrits à l'école (cycles pré primaire et primaire) et le taux d'abandon ainsi que le nombre d'enfants déscolarisés sont en baisse.	Taux Net de Scolarisation au primaire  Taux d'abandon entre le CP1 et le CP2 au niveau national et dans les régions cibles  Taux de survie en primaire  Score moyen des enfants de 6e classe aux épreuves de malgache / mathématiques / français de l'évaluation du Programme d'analyse des systèmes éducatifs (PASEC)	69,4% (filles: 70,8% / garçons 68,1%) (Enquête OMD 2012/13)  21,7% national 30% 7 régions cibles (données du MEN 2012/2013 et 2013/2014)  35,3 % national (filles: 36,6 % / garçons : 34,1 %) 23,4% 7 régions cibles (données du ministère de l'Éducation entre 2009/2010 et 2013/2014)  malgache : 43,5/100 ; mathématiques : 40/100 ; français : 28,6/100 (PASEC 2012)	90% (UNDAF goal) pour filles et garçons  12,8 % national 17,7 % dans les 7 régions cibles (10% de baisse par an selon objectif du PIE)  50 % (filles: 50 %, garçons: 50%) au niveau national et dans les régions cibles  malgache : 60/100 ; mathématiques : 60/100 ; français : 50/100
Produit 4.1: <b>Accès and rétention.</b> D'ici 2016, une plus grande proportion d'enfants accéderont à un cycle d'éducation primaire et de base, à travers le développement des capacités d'accueil et des dispositifs facilitant l'accès et la rétention scolaire des plus vulnérables, notamment les enfants	Nombre estimatif d'élèves du préscolaire et du primaire bénéficiant de nouvelles infrastructures financées par UNICEF (incluant BIT) dans les régions cibles  Proportion d'élèves du primaire public en situation de handicap dans les 7 régions cibles	0  0,17% (filles: 0,14% / garçons: 0,20%) Données du MEN (SIGE / FPE) 2013/2014)	17.500 (3.500 élevés par an)  1,6% (filles: 1,17% / garçons: 1,75%)  130.000 (cumulé)

<p><b>exclus, les filles et les enfants en situation de handicap.</b></p>	<p>Nombre d'élèves du primaire public en situation de handicap dans les régions cibles</p> <p>Nombre d'enfants exclus en âge d'être scolarisés au primaire ayant suivi des cours de remise à niveau et effectivement réinsérés dans le système primaire dans les régions cibles</p> <p>Moyenne des dépenses scolaires exigées auprès des parents par élève du primaire public dans les régions cibles (cotisations FRAM, droits de scolarité, écolage, assurance)</p> <p>Parité filles/garçons au CEG (public/privé) dans les régions cibles</p>	<p>2,388 (filles: 805 / garçons: 1,423) (Rapports MEN/DRENs 2013/2014)</p> <p>0 (Données du MEN (SIGE / FPE 2013/2014))</p> <p>MGA 10,627 (ENSO/MD 2012)</p> <p>0.91 (Données MEN, 2013/2014)</p>	<p>(filles: 85,500(cumule) / garçons: 65,500(cumule))</p> <p>44,015 (cumule)</p> <p>MGA 0</p> <p>1</p>
<p><b>Produit 4.2:</b> <b>Qualité:</b> D'ici 2019, la qualité des enseignements et apprenissages sera accrue notamment à travers la refonte des programmes scolaires, le renforcement de la formation, de la motivation et de l'encadrement pédagogique des enseignants, le développement de supports d'enseignement et d'apprentissage, et les initiatives de promotion de la santé scolaire</p>	<p>Proportion de redoublants au niveau primaire public aux niveaux national et des régions cibles</p> <p>% d'enseignants du primaire et du préscolaire (FRAMs et fonctionnaires du public) qui ont reçu au moins une formation en renforcement des compétences pédagogiques et didactiques de base ou un recyclage dans les régions cibles</p> <p>Proportion des écoles primaires publiques dotées d'au moins un nouveau manuel ou livre de lecture pour deux enfants en Malagasy dans les régions cibles</p> <p>Proportion d'établissements publics qui bénéficient d'une visite médicale annuelle</p> <p>Taux de transition du primaire vers le collège (garçons et filles - public et privé) dans les régions cibles</p> <p>% d'enfants des écoles primaires certifiées « One star » qui lavent leurs mains, utilisent des latrines et boivent de l'eau potable (supervisées par les enseignants)</p>	<p>23.4% national (filles : 22.1% / garçons : 24.6%) 23.3% pour les 7 régions cibles (filles : 22.5% / garçons : 24.2%) (Annuaires Statistiques 2013/14)</p> <p>0% pour les 7 régions au niveau primaire 58.6% au niveau préscolaire (Rapports MEN/DRENs et FPE, DEPA, 2013-14)</p> <p>proche de 0</p> <p>proche de 0%</p> <p>60.5% (MEN Annuaire Statistique 2012-2013)</p> <p>0</p>	<p>16.5% national (filles : 15% / garçons : 17.6%), 16.6% pour les 6 régions cibles (filles : 15.7%; garçons : 17.4%)</p> <p>100% dans les 7 régions primaire et préscolaire</p> <p>100%</p> <p>75%</p> <p>60%</p> <p>100%</p>
<p><b>Produit 4.3:</b> <b>Renforcement Institutionnel</b> D'ici 2019, les capacités et systèmes de planification, de</p>	<p>Progression dans la conduite de l'analyse sectorielle, de la redynamisation du dialogue sectoriel, et la formulation/validation d'un nouveau plan sectoriel de l'éducation élargi à l'ensemble du secteur.</p>	<p>0 (PIE 2014)</p>	<p>1+2+3+4+5</p>

<p>gestion, et de formation au sein du Ministère, du niveau central aux différents niveaux déconcentrés, seront renforcés en vue d'améliorer la gouvernance et d'asseoir la notion de redevabilité au sein du système éducatif et d'optimiser les résultats au bénéfice des écoles et des enfants.</p>	<p>0 : Plan Intérimaire de l'Education (PIE) - 2015      1 : Analyse sectorielle (RESENI) finalisée et validée - 2015      2 : Modalités pour la redynamisation du dialogue sectoriel revues et validées - 2015      3 : Nouveau Plan sectoriel formulé et validé - 2016      4 : Politique de développement de la petite enfance validée et articulée avec le plan sectoriel - 2016      5 : Tenue d'une Revue Sectorielle conjointe annuelle</p> <p>Progression dans la performance des systèmes de planification et de gestion administrative et financière au niveau du MEN et des STD des 6 régions cibles.      0 : Aucun progrès (PTA)      1 : Missions, attributions, rôles et responsabilités des différentes entités du MEN/STD clarifiées et fiches de poste standard validées et disponibles - 2015/2016      2 : PTAs consolidées sur la base du nouveau Plan Sectoriel - 2017      3 : Les données statistiques du MEN (annuaires statistiques et annuaires commentés/repères statistiques) sont disponibles et mises à jour annuellement      4 : Revue annuelle du taux d'exécution budgétaire et de la réalisation des activités du PTA au niveau des DRENs      5 : Contrôle administratif et financier (central et BCAP) fonctionnel au niveau des DRENs et CISCOs - 2017</p> <p>% des écoles ayant mis en place un PEC dans les régions cibles</p>	0 (PIE 2014)	1+2+3+4+5
<p><b>Produit 4.4</b>  <b>DRR/Urgence</b> : La résilience des écoles et la sécurité des enfants scolarisés sont renforcées grâce à une meilleure préparation de la réponse et de l'intervention, y compris la reprise rapide post-urgence des activités scolaires</p>	<p>Proportion d'enfants du primaire des régions touchées par des catastrophes naturelles qui sont retournés à l'école 2 semaines maximum après la catastrophe</p> <p>Nombre d'écoles qui servent encore d'abris aux populations 1 semaine après la catastrophe</p> <p>% de la population affectée atteinte par des messages sur la scolarisation pendant les périodes d'urgences</p>	85% (DRENs et MEN (Service de Réduction des Risques et Catastrophes à la DEP))	95% N/A 100%

<b>Composant 5 Protection de l'enfant</b>			
<b>Liens avec Plan National de Développement : Axe 1 : Gouvernance, Etat de Droit, Sécurité, Décentralisation, Démocratie, Solidarité nationale 1.2.1.4 Renforcer la lutte contre le trafic et la maltraitance de tout genre</b>			
<b>Axe 2 Capital humain adéquat au processus de développement 4.8.1.1 Lutter contre l'exclusion et la vulnérabilité sociale</b>			
<b>Liens avec UNDAP : Effet 2 : Les institutions publiques, la société civile et les médias, au niveau central et décentralisé, exercent efficacement leurs rôles et sont recevables pour une gouvernance apaisée, protectrice des droits humains</b>			
<b>Liens avec Plan Stratégique UNICEF : Produit 6 Protection de l'Enfant</b>			
<b>Liens avec Priorités Programmatiques Régionales ESARO : Priority 4 Results for Adolescents ; Focus Area Reduction in violence against children and adolescents</b>			
<b>Partenaires principaux : Ministère de la Population, de la Protection Sociale et de la Promotion de la Femme; Ministère de la Justice ; Ministère de l'Intérieur et de la Décentralisation, Ministère de la Sécurité Publique ; Ministère de la Fonction Publique, du Travail et des Lois Sociales, Ministère du Tourisme, des Transports et de la Météorologie, Secrétaire d'Etat auprès du Ministère de la Défense Nationale chargé de la Gendarmerie, Office National du Tourisme, Police, Gendarmerie ; Juridictions ; Universités ; Hôpitaux ; Autorités régionales et de district ; Chefs traditionnels ; Associations de jeunes ; Associations de femmes ; ONG, OCB, organisations confessionnelles</b>			
<b>Résultat 5:</b> La réponse et la prévention de l'exploitation et de la violence faite aux enfants sont améliorées dans les régions cibles.	% de filles âgées de 15 à 19 ans qui ont été victimes de violence sexuelle	14,1 % (enquête OMD 2012-2013)	10 %
	% de femmes âgées de 20 à 24 ans qui étaient mariées ou en couple avant l'âge de 18 ans	41,2 % (enquête OMD 2012-2013)	38 %
	% d'enfants de moins de cinq ans dont la naissance a été enregistrée	83 % (enquête OMD 2012-2013)	90 %
<b>Produit 5.1: Renforcement du système de Protection</b> Dici à la fin 2018 le système de protection de l'enfant est renforcé par l'adoption d'un cadre politique et légal, d'un système de justice pour enfant et l'amélioration des mécanismes de protection	<b>Politique nationale de protection de l'enfant</b>		
	Cartographie et rapport d'analyse du système de protection au niveau national disponibles	0	1
	<b>Politique nationale de protection de l'enfant disponible</b>	0	1
	<b>Services de prise en charge (CP services and network)</b>		
	Nombre de districts ayant défini un paquet de service de prise en charge multisectionnel pour les victimes de violence y compris de violence sexuelle, exploitation.	3 (CUA/Atsimo Andrefana/Boeny 2014)	18 (3/régions & 6 CUA)
	% de régions cibles disposant d'un service de prise en charge intégré	20%	100%
	<b>Système d'information et de suivi sur la situation de la Protection de l'Enfant</b>		
	Nombre de districts avec un mécanisme de collecte de données sur les victimes de violence, exploitation.	5	18 (3/régions & 6 CUA)
	Nombre de districts disposant de données sur les victimes de violence, exploitation.	5	18 (3/régions & 6 CUA)

	<b>Cadre et système de justice pour les enfants</b> % d'enfants en détention préventive % de cas de violence et exploitation envers les enfants, déférés au tribunal qui aboutissent à une décision judiciaire <b>Enregistrement des naissances des enfants/Système d'Etat Civil et Statistiques Vitales (CRVS)</b> Rapport d'évaluation du système national d'enregistrement des faits d'état civil et statistiques vitales (CRVS) disponible Programme National budgétisé pour la mise en place du CRVS	81% Référence à déterminer en 2015 0 0	10% 75% 1 1
<b>Produit 5.2: Réduction de la violence à l'encontre des enfants.</b>  D'ici la fin de 2019, la prévalence de la violence à l'encontre des enfants est réduite à travers des mécanismes de prévention et de protection intégrés et coordonnés (Médical, psycho-social, et Legal) dans les régions d'intervention	Rapport d'étude sur la violence faite aux enfants disponible Nombre de régions avec une Stratégie de prévention et de réponse aux violences contre les enfants disponibles Nombre d'engagements collectifs de la communauté contre la violence et l'exploitation faite aux enfants adoptés Nombre de cas signalés à la police y compris via la ligne verte Nombre d'enfants victimes de violence identifiés qui ont bénéficié d'au moins un service de prise en charge	0 0 20 (2014) 872 (2014) 10543 (2014)	1 4 & CUA 100 7500 20000
<b>Produit 5.3: Lutte contre l'exploitation faite aux enfants</b>  D'ici la fin de 2019, les enfants victimes ou à risques d'exploitation bénéficient d'une prise en charge correspondant à leurs besoins à travers des mécanismes de prévention et de protection intégrés et coordonnés (Médical, psycho-social, et Legal) dans les régions d'intervention	Nombre de régions ayant adopté un plan régional de lutte contre l'exploitation % d'enfants et d'adultes interrogés en mesure d'identifier les problématiques de protection de l'enfant et qui savent ou référer les victimes d'exploitation % des acteurs touristiques et miniers ayant signé et mis en place des mécanismes de suivi des codes de conduite % d'acteurs du secteur touristiques et miniers ayant mis en place une activité en faveur de la protection de l'enfant Nombre de cas signalés à la police y compris via la ligne verte	0 Référence à déterminer en 2015 Référence à déterminer en 2015 Référence à déterminer en 2015 872 (2014) 10543 (2014)	4 & CUA A déterminer en fonction des résultats de la Base Line 50% 10% 2500 5000

	Nombre d'enfants victimes d'exploitation identifiés qui ont bénéficié d'au moins un service de prise en charge		
<b>Produit 5.4 Lutte contre le mariage des enfants</b>  D'ici la fin de 2019, les familles et les communautés des régions cibles adoptent des comportements qui repoussent le mariage des enfants	<p>Nombre et % de relais communautaires/ éducateurs pairs ayant la capacité renforcée par rapport à la promotion des PFE sur la protection des enfants et des jeunes (2 Pratiques Familiales Essentielles)</p> <p>Stratégie nationale de lutte contre le mariage précoce disponible</p> <p>Nombre de régions cibles ayant élaborées un plan régional de lutte contre le mariage précoce sur base de la stratégie nationale</p> <p>% d'enfants et d'adultes interrogés qui connaissent les avantages d'un mariage une fois l'âge de la majorité atteint</p>	<p>410 (210 AM &amp; 200 JPE) 2013/14</p> <p>0</p> <p>0</p> <p>Référence à déterminer en 2015</p>	<p>840 (630 AM &amp; 210 JPE)</p> <p>1</p> <p>4 &amp; CUA</p> <p>A déterminer en fonction des résultats de la Base Line</p>
<b>Produit 5.5 Urgence</b>  Les services de protection de l'enfance sont disponibles à la population vulnérable dans les situations d'urgence.	<p>Nombre de plans de contingence régionaux intégrant la préparation et la réponse aux urgences.</p> <p>Nombre des prestataires de services et membres RPE formés sur la protection des enfants durant les urgences</p> <p>% d'enfants non accompagnés ou séparés enregistrés et qui reçoivent les services adéquats</p> <p>Nombre d'enfants bénéficiant d'un accompagnement psychosocial dans les situations d'urgence</p> <p>% de la population affectée atteinte par des messages sur la protection de l'enfant pendant une période d'urgence</p>	<p>2 (Atsimo Andrefana, Atsinanana)</p> <p>0</p> <p>NA</p> <p>1600 (2013)</p> <p>NA</p>	<p>5</p> <p>1000</p> <p>100%</p> <p>15000</p> <p>100%</p>

<b>Composant 6</b> <b>Politique social and protection sociale</b>			
Liens avec Plan National de Développement : Axe 1.1 Administration publique et territoriale efficiente et efficace - 1.1.1 Réhabiliter l'administration et instaurer l'autorité de l'Etat 3.4 secteur privé moteur de la croissance 3.4.1 développer le secteur privé et les secteurs relais 4.8 Protection sociale, Expression des droits humains et de l'Equité sociale			
Liens avec UNDAF : Effet 1 ; Effet 3. Résultat 1.1 : Appuyer les processus de formulation et l'efficacité des politiques publiques			
Liens avec Plan Stratégique UNICEF : Produit 7 : Inclusion Sociale			
Liens avec Priorités Programmatiques Régionales ESARO : Priority 5 : Social Protection ; Focus Area : Social Protection Systems Strengthening			
Partenaires principaux : Ministères nationaux et décentralisés, dont : Ministère des Finances et du Budget ; Ministère de l'Economie et de la Planification ; Ministère de l'Intérieur et de la Décentralisation ; INSTAT ; Banque mondiale ; Société civile ; Secteur privé			
<b>Résultat 6:</b> Meilleur engagement, responsabilité et capacité du pays à légitimer, planifier et budgétiser des politiques sociales inclusives, et intégrer progressivement des mesures de protection sociale dans les secteurs de programmes pertinents.	Aucun indicateur de résultat pour le résultat intersectoriel (les indicateurs seront au niveau des résultats)		
<b>Produit 6.1:</b> <b>Créations d'informations probantes</b> La situation socio-économique et son impact sur la situation des mères et des enfants, ainsi que les recommandations des évaluations de programme, sont analysées pour mieux influer sur les politiques et budgets sociaux et renforcent la programmation fondée sur les preuves	<p>Nombre d'enquêtes et d'études conduites et finalisées</p> <p>Nombre d'évaluations de programme effectuées, finalisées</p> <p>Nombre de TDR et rapports, d'études, évaluations, enquête pour lesquelles la section a assuré un suivi qualité</p> <p>Disponibilité d'un IMEP cohérent et mis à jour tous les trimestres</p> <p>Disponibilité des réponses du management</p> <p>Disponibilité d'une présentation consolidée des innovations du bureau (annuel)</p>	<p>0</p> <p>0</p> <p>0</p> <p>0</p> <p>0</p> <p>0</p>	<p>10</p> <p>12</p> <p>75</p> <p>20</p> <p>12</p> <p>5</p>
<b>Produit 6.2:</b> <b>Appui aux politiques sociales.</b> Un dialogue politique et des partenariats avec les parlementaires nationaux (gouvernement et société civile) sont mis en place pour contribuer à un engagement une responsabilité et une capacité accrue du pays à élaborer, planifier et budgétiser des politiques sociales inclusives.	<p>Nombre d'activités d'analyse, de plaidoyer et de renforcement des capacités sur les politiques sociales inclusives, en particulier les finances publiques et la gouvernance / décentralisation réalisées</p> <p>Disponibilité d'une courte analyse du budget des secteurs sociaux (annuel)</p> <p>Nombre de parlementaires, responsables des CTD, de la société civile qui ont participé à des activités de plaidoyer et de renforcement de capacités au sujet de politiques sociales inclusives.</p>	<p>0</p> <p>0</p> <p>0</p>	<p>15</p> <p>5</p> <p>150</p>

<b>Produit 6.3:</b> <b>Protection sociale.</b> Un dialogue et des partenariats avec le gouvernement et les donateurs sont mis en place pour élaborer un cadre national de protection sociale et intégrer progressivement des mesures de protection sociale dans les secteurs de programme pertinents.	Nombre d'activités de plaidoyer et de renforcement des capacités pour la mise en place d'une stratégie de protection sociale et sa mise en œuvre  Nombre d'analyses contribuant au processus de développement et de mise en œuvre d'une stratégie nationale de protection sociale  Disponibilité d'une politique nationale de protection sociale  Nombre de ménages bénéficiant d'un programme pilote de protection sociale	0 0 0 0	15 10 1 10,000
<b>Produit 6.4</b> <b>Partenariat public-privé</b>  Un plaidoyer envers les secteurs public et privé est effectué pour promouvoir et soutenir le respect des droits des enfants dans les activités économiques et commerciales à travers <b>les principes directeurs des droits de l'enfant et des entreprises</b> et l'établissement de partenariats pour appuyer les programmes.	Nombre de nouveaux partenariats directs avec les entreprises  Nombre d'entreprises ou de groupements ayant adopté des pratiques/politiques qui soutiennent les droits de enfants/ CRBP depuis 2015  Nombre de parties prenantes (du gouvernement, des institutions étatiques et non étatiques, de la société civile) qui ont reçu une formation sur les processus CRBP/CSR depuis 2015  Nombre d'analyses et de plaidoyer pour la mise en place de politiques, réglementations ou autres initiatives des parties prenantes (gouvernement, secteur privé, etc) qui favorisent le respect des droits de l'enfant depuis 2015	0 0 0 0	15 20 50 10
<b>Composante 7 Intersectorielle</b>			
Partenaires principaux : Université d'Antananarivo ; Ministère des Finances et du Budget ; Ministère de l'Economie et de la Planification ; INSTAT ; Directions de Développement Régional			
<b>Résultat 7:</b> Les droits des enfants et des femmes sont pleinement intégrés et prioritaires dans la programmation sectorielle, la réponse aux urgences et la communication externe.	Aucun indicateur de résultats pour le résultat intersectoriel (les indicateurs seront au niveau des résultats)		
<b>Produit 7.1:</b> <b>Médias et relations extérieures</b> les activités de communication et médiatiques font la promotion efficace des droits des enfants.	% des journaux (presse écrite) qui publient au moins un article par mois axé sur les droits des enfants (focus principal de l'article)  Nombre de reportages par mois axés sur les droits des enfants qui axé sur le droits des enfants diffusés sur TV Madagascar (state broadcaster)	A déterminer A déterminer	100% 4 (un par semaine)

	<p>Nombre de reportages par mois axés sur les droits des enfants qui axé sur le droits des enfants diffusés sur Radio Madagascar (state broadcaster)</p> <p>% de jeunes qui suivent Unicef sur les réseaux sociaux qui contribuent aux contenu (commentaires) et/ou partagent les articles/messages Unicef.</p> <p>% de personnes basées à l'étranger qui suivent Unicef sur les réseaux sociaux qui contribuent aux contenu (commentaires) et/ou partagent les articles/messages Unicef.</p>	<p>A déterminer</p> <p>A déterminer</p> <p>A déterminer</p>	<p>4 (un par semaine)</p> <p>50% plus que la baseline</p> <p>50% plus que la baseline</p>
<b>Produit 7.2:</b> <b>Planification, coordination, suivi et évaluation des interventions C4D : A la fin 2019, le gouvernement au niveau central et décentralisé au niveau des régions d'intervention a la capacité de planification basée sur les évidences, la coordination, le suivi et l'évaluation des interventions C4D pour la promotion des minimum 12 pratiques essentielles familiales (PFE)</b>	<p>Qualité et étendue des données gérées sur les PFE</p> <p>Minimal : pas assez pour piloter programme C4D ou juger les performances ; Modéré : Assez pour planifier des actions et suivre des résultats à court terme ; Optimal : permettant la planification à long-terme et l'évaluation des impacts)</p> <p>Baseline : Minimal (pas de cartographie, CAP)</p> <p>Nombre et % des responsables clés au niveau des Ministères, des Directions Régionales/au niveau des Districts ayant la capacité renforcée sur les stratégies C4D pour la promotion des PFE</p> <p># de stratégies C4D mises en œuvre</p>	<p>Minimal</p> <p>Nationale : 45, 51% (2014) Régionale : 54, 28%</p> <p>1</p>	<p>Optimal</p> <p>Nationale : 94, 95% Régionale : 287, 95%</p> <p>12</p>
<b>Produit 7.3:</b> <b>Mobilisation communautaire pour la promotion des PFE: A la fin 2019, les systèmes et réseaux communautaires sont efficaces pour la communication et la participation à la promotion des pratiques familiales essentielles en faveur de la réalisation des droits de l'enfant</b>	<p>Nombre et % de réseaux communautaires (religieuses et traditionnelles) les plus influents (selon les données d'étude déterminants socio-culturelle pour l'adoption des PFE) ayant la capacité renforcée sur les principes C4D par rapport à la promotion des PFE</p> <p>Nombre et % des stations radio qui favorisent la participation et l'expression des enfants et des adolescents sur les PFE</p> <p>Nombre et % communes qui ont menées des dialogues communautaires pour la promotion d'au moins 6 PFE dans les régions cibles</p> <p>Nombre et % des radios communautaires qui diffusent des émissions pour la promotion de 6 PFE au minimum</p> <p>Nombre et % de relais communautaires ayant la capacité renforcée par rapport à la promotion des PFE intégrées sur la santé, hygiène et nutrition (8 PFEs)</p>	<p>référence à déterminer durant 2015</p> <p>20%</p> <p>112 communes (2014) ; 40 %</p> <p>référence à déterminer durant 2015</p> <p>787, 14.5%</p>	<p>90%, dans les régions cibles</p> <p>100% dans les régions cibles</p> <p>224 communes, 80%; 200, 80% dans les régions cibles</p> <p>4327, 80% (2 AC par Fokontany dans les régions cibles)</p>

	Nombre et % de relais communautaires/ éducateurs pairs ayant la capacité renforcée par rapport à la promotion des PFE sur la protection des enfants et des jeunes (2 PFEs)  Nombre et % de relais communautaires/ éducateurs pairs qui ayant la capacité renforcée par rapport à la promotion des PFE sur la scolarisation (2 PFEs)	960, 23%	840 (100%)  3360, 80% dans les régions cibles
<b>Produit 7.4</b> <b>C4D Urgences : A la fin 2019, le gouvernement a la capacité de préparer et mettre en œuvre des plans de communication pour la prévention, l'intervention et la récupération d'urgence pour répondre aux besoins d'information et de communication des parents et des enfants affectés d'urgence;</b>	% des radios communautaires dans les zones affectées qui diffusent émissions selon un plan de communication et dans le délayée d'urgence ;  % des relais communautaires dans les zones affectées qui communiquent avec la population selon un plan de communication et dans le délays d'urgence ;  % des communes affectées qui ont menées des dialogues communautaires pour la assurer la participation et feedback de la population vis-à-vis les acteurs humanitaires, selon un plan de communication et dans le délays d'urgence	référence à déterminer durant 2015  référence à déterminer en 2015  référence à déterminer en 2015	90%  90%  90%
<b>Produit 7.5</b> <b>Planification et Suivi du Programme Pays: Le pilotage du Programme Pays par l'Unicef et ses partenaires s'effectue selon une planification effective et adaptive sur les bases de données fiables, concutuelles et régulièrement disponibles permettant une appréciation juste des performances, goulots d'étranglements et résultats des interventions.</b>	Nombre de revues annuelles du cadre ce résultat du CO consolidé assurant cohérence avec les documents cadres (CPD/CPAP) et contenant des indicateurs et résultats SMART  % des sections programme disposant d'un PTA à jour et validé par les autorités nationales compétentes  % des recommandations de la revue à mi-parcours (Mid-Term Review) qui sont prises en compte dans la mise à jour des documents de planification du programme pays  Nombre de mises à jour annuelles de la stratégie de mobilisation de ressources  % de PTA avec suivi semi-annuel de jalons (milestones) au niveau produit (output) ou activité  % d'indicateurs de produit (output) mis à jour annuellement dans le module RAM 2.0 et présentes lors de la revue annuelle de programme  % d'indicateurs d'effets (Outcome) mis à jour lors de la revue à mi-parcours (Mid-Term Review)  % de mise à jour du Plan National de Développement auquel Unicef aura contribué	0  100%  N/A  0  0% (2014)  Baseline à établir en 2015  N/A  N/A	5 (1 par an)  100%  100%  4 (un par an à partir de 2016)  100%  90%  75%  100%
<b>Produit 7.6</b> <b>Appui à la programmation décentralisée et basée sur l'équité: Le renforcement des capacités des Structures Techniques Déconcentrées (STD)</b>	Nombre d'analyses annuelles de résultats et dépenses au niveau régional  Nombre cumulatif d'exercices de vérification de qualité des données (data quality audits) effectués avec participation des partenaires	0  0	5 (une par années)  25 (5 par année)

<p>et d'autres partenaires infranationaux à mettre en œuvre le programme pays est appuyée par un meilleur accès à l'information, des outils de suivi harmonisés, une gestion améliorée de données programmatiques et un monitoring performant de la dimension équité.</p>	Pourcentage de Directions Régionales contribuant au programme pays dont les PTA sont basé sur une planification ascendante	A déterminer en 2015	100%
	% de partenaires de mise en œuvre dont les capacités de gestion de partenariat ont été établies et mises à jour au moins une fois annuellement	0%	100%
	% de partenaires de mise en œuvre avec un plan de renforcement de capacité établi et mis à jour au moins une fois annuellement	A déterminer en 2015	100%
	Nombre de mises à jour annuelles du Plan HACT	3 (2014)	4
	% de réalisation des interventions prévues dans le plan HACT	50%	90%
<p><b>Produit 7.7</b>  <b>Urgence et réduction des risques de catastrophe : Les capacités de préparation et de réponses aux urgences du CO, ses partenaires de mise en œuvre, ainsi que les structures nationales et décentralisées sont améliorées et contribuent à la réduction de la vulnérabilité aux chocs et stress associés des communautés (résilience) ainsi que le suivi de la mise en œuvre du CCC</b></p>	% de Key Actions EWSEA à jour dans le système	95% (2014)	100%
	% du des points focaux urgences et staff de terrain formé en DRR et réponse aux urgences	Baseline à établir en 2015	100%
	Nombre cumulatif d'exercices de simulation dans les zones à risque cyclonique et inondation réalisés en coordination par le BNGRC	au moins un par an (2013-2014)	5
	% de régions de convergence Unicef discosant d'un plan de contingence mis à jour annuellement	50% (2/4)	100% (4/4)
	Nombre cumulatif de nouveaux partenariats introduisant de nouvelles technologies ou approches en réduction de risques liés aux catastrophes, amélioration de la résilience et/ou réponse aux urgences conclus	0	5

## **Annex J. Informed consent forms**

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### **Consent form for KII with National Level (UNICEF, FID, MPPSPF)**

#### **Introduction**

Hello my name is....., and I am a researcher with the American Institutes for Research (AIR), a research organization based in the United States, to conduct research for the Let Us Learn (LuL) cash transfer program. The LuL program aims to alleviate the burden on vulnerable households with children and promote children's transition to and continued enrolment in secondary school. During this study, we will assess the relevance, efficiency, effectiveness, coherence, sustainability, and impact of the program. This study is a mixed-methods evaluation of the LUL programme. AIR has conducted baseline and midline rounds of the impact evaluation portion, but this is the first and only round of the qualitative process evaluation.

#### **Participation**

We would like to conduct an interview with you. We will ask you questions about your involvement in the LuL program and your opinions on and experiences with the project. The interview will take up to 1 hour. We will be taking notes and if you are comfortable, we would like to record this interview. We will use the audio recording to fill in any gaps in our notes and then immediately delete the recording.

#### **Risk**

There are no physical risks associated with this study. If any of the questions we ask are sensitive or make you uncomfortable, you do not have to answer them. The research is not evaluating you.

#### **Benefits**

You will not receive any personal benefits (monetary or other gift) by participating in this study. However, the information you provide us will help researchers understand the challenges and successes of the LuL program. The information you share with us will help AIR researchers suggest how to improve the program moving forward.

#### **Confidentiality**

You can speak openly and honestly in your responses. We will not include your name in any reports but we will include your title in the list of respondents. All information will be stored securely on AIR computers and will be deleted after all reports are approved by UNICEF at the end of the project.

#### **Voluntary Participation**

Your participation in these data collection activities is completely voluntary. You may choose not to answer any questions or stop the interview at any time. If you do not want to participate in the study, your decision will have no negative impact on your involvement in the program.

#### **More Information**

If you have any questions about this study you may contact Miranto ANDRIANJAVONY [miranto@atw.mg](mailto:miranto@atw.mg), Tel. + 261 34 22 212 52. If you have concerns or questions about your

rights as a participant, contact AIR's Institutional Review Board at IRB@air.org, toll free at 1-800-634-0797, or by postal mail: AIR c/o IRB, 1000 Thomas Jefferson Street NW, Washington, DC 20007.

### **Informed Consent**

If you have understood the information above and voluntarily agree to participate, please provide verbal consent by saying "I consent" aloud. Do you give permission to record this session?

## **Consent form for KII with District Level (UNICEF, FID, MPPSPF)**

### **Introduction**

Hello my name is....., and I am a researcher with the American Institutes for Research (AIR), a research organization based in the United States, to conduct research for the Let Us Learn (LuL) cash transfer program. The LuL program aims to alleviate the burden on vulnerable households with children and promote children's transition to and continued enrolment in secondary school. During this study, we will assess the relevance, efficiency, effectiveness, and impact of the program.

### **Participation**

We would like to conduct an interview with you. We will ask you questions about your involvement in the LuL program and your opinions on and experiences with the project. The interview will take up to 1 hour. We will be taking notes and if you are comfortable, we would like to record this interview. We will use the audio recording to fill in any gaps in our notes and then immediately delete the recording.

### **Risk**

There are no physical risks associated with this study. If any of the questions we ask are sensitive or make you uncomfortable, you do not have to answer them. The research is not evaluating you.

### **Benefits**

You will not receive any personal benefits (monetary or other gift) by participating in this study. However, the information you provide us will help researchers understand the challenges and successes of the LuL program. The information you share with us will help AIR researchers suggest how to improve the program moving forward.

### **Confidentiality**

You can speak openly and honestly in your responses. We will not include your name in any reports but we will include your title in the list of respondents. All information will be stored securely on AIR computers and will be deleted after all reports are approved by UNICEF at the end of the project.

### **Voluntary Participation**

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## **More Information**

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## **Informed Consent**

If you have understood the information above and voluntarily agree to participate, please provide verbal consent by saying "I consent" aloud.

# **Consent form for KII with District Education Officials**

## **Introduction**

Hello my name is....., and I am a researcher with the American Institutes for Research (AIR), a research organization based in the United States, to conduct research for the Let Us Learn (LuL) cash transfer program. The LuL program aims to alleviate the burden on vulnerable households with children and promote children's transition to and continued enrolment in secondary school. During this study, we will assess the relevance, efficiency, effectiveness, and impact of the program.

## **Participation**

We would like to conduct an interview with you. We will ask you questions about your involvement in the LuL program and your opinions on and experiences with the project. The interview will take up to 1 hour. We will be taking notes and if you are comfortable, we would like to record this interview. We will use the audio recording to fill in any gaps in our notes and then immediately delete the recording.

## **Risk**

There are no physical risks associated with this study. If any of the questions we ask are sensitive or make you uncomfortable, you do not have to answer them. The research is not evaluating you.

## **Benefits**

You will not receive any personal benefits (monetary or other gift) by participating in this study. However, the information you provide us will help researchers understand the challenges and successes of the LuL program. The information you share with us will help AIR researchers suggest how to improve the program moving forward.

## **Confidentiality**

You can speak openly and honestly in your responses. We will not include your name in any reports but we will include your title in the list of respondents. All information will be stored securely on AIR computers and will be deleted after all reports are approved by UNICEF at the end of the project.

## **Voluntary Participation**

Your participation in these data collection activities is completely voluntary. You may choose not to answer any questions or stop the interview at any time. If you do not want to

participate in the study, your decision will have no negative impact on your involvement in the program.

### **More Information**

If you have any questions about this study you may contact Miranto ANDRIANJAVONY [miranto@atw.mg](mailto:miranto@atw.mg), Tel. + 261 34 22 212 52. If you have concerns or questions about your rights as a participant, contact AIR's Institutional Review Board at IRB@air.org, toll free at 1-800-634-0797, or by postal mail: AIR c/o IRB, 1000 Thomas Jefferson Street NW, Washington, DC 20007.

### **Informed Consent**

If you have understood the information above and voluntarily agree to participate, please provide verbal consent by saying "I consent" aloud.

## **Consent form for KII with Teachers**

### **Introduction**

Hello my name is....., and I am a researcher with the American Institutes for Research (AIR), a research organization based in the United States, to conduct research for the Let Us Learn (LuL) cash transfer program. The LuL program aims to alleviate the burden on vulnerable households with children and promote children's transition to and continued enrolment in secondary school. During this study, we will assess the relevance, efficiency, effectiveness, and impact of the program.

### **Participation**

We would like to conduct an interview with you. We will ask you questions about your involvement in the LuL program and your opinions on and experiences with the project. The interview will take up to 1 hour. We will be taking notes and if you are comfortable, we would like to record this interview. We will use the audio recording to fill in any gaps in our notes and then immediately delete the recording.

### **Risk**

There are no physical risks associated with this study. If any of the questions we ask are sensitive or make you uncomfortable, you do not have to answer them. The research is not evaluating you.

### **Benefits**

You will not receive any personal benefits (monetary or other gift) by participating in this study. However, the information you provide us will help researchers understand the challenges and successes of the LuL program. The information you share with us will help AIR researchers suggest how to improve the program moving forward.

### **Confidentiality**

You can speak openly and honestly in your responses. We will not include your name in any reports but we will include your title in the list of respondents. All information will be stored securely on AIR computers and will be deleted after all reports are approved by UNICEF at the end of the project.

## **Voluntary Participation**

Your participation in these data collection activities is completely voluntary. You may choose not to answer any questions or stop the interview at any time. If you do not want to participate in the study, your decision will have no negative impact on your involvement in the program.

## **More Information**

If you have any questions about this study you may contact Miranto ANDRIANJAVONY [miranto@atw.mg](mailto:miranto@atw.mg), Tel. + 261 34 22 212 52. If you have concerns or questions about your rights as a participant, contact AIR's Institutional Review Board at IRB@air.org, toll free at 1-800-634-0797, or by postal mail: AIR c/o IRB, 1000 Thomas Jefferson Street NW, Washington, DC 20007.

## **Informed Consent**

If you have understood the information above and voluntarily agree to participate, please provide verbal consent by saying "I consent" aloud.

## **Consent form for FGD with parents of beneficiaries**

### **Introduction**

Your child benefits from the Let Us Learn (LuL) supplementary cash transfer. The LuL cash transfer aims to alleviate the burden on vulnerable households with children and promote children's transition to and continued enrolment in secondary school.

I work for the American Institutes for Research, a research organization based in the United States. I want to learn more about how well the program is working and if there are any ways to improve it.

### **Participation**

I am asking if you want to participate in a focus group discussion. A focus group is a group interview with about 3-4 parents with children who benefit from the LuL cash transfer. I will ask you some questions about your experience with and opinions of the program. This activity will take up to 2 hours. I will be taking notes and if you are comfortable, I would like to record this focus group. If you agree, I will use the audio recording to complete my notes and then delete the recording.

### **Risk**

There is no danger in doing a focus group with me. It has no impact on your access to the cash transfer. If you don't want to participate or you do not want to answer a question, that's okay. You can say you don't want to answer a question or you want to stop.

### **Benefits**

I do not have anything to give you when we finish the focus group. It will help us understand how the LuL cash transfer is working.

### **Confidentiality**

Everything you share with us will not be told to anyone else. We will not talk about it with

your school, nor with any other third party. We will share it with the research team, but they will only see the information without your name on it. We will not include your name in any reports or include any information in reports that could be traced back to you. We will not share your name or the fact that you participated in this discussion with any implementing partners. If you are participating in a focus group, it is important to respect other people's privacy and not tell anyone else what we talked about today. All information will be stored safely on computers and thrown away (permanently deleted) when we finish our work.

### **Voluntary Participation**

You can say no to being a part of this study. It is up to you. And if you say 'yes' now, you can change your mind later.

### **More Information**

If you have any questions about this study you may contact Miranto ANDRIANJAVONY  
miranto@atw.mg, Tel. + 261 34 22 212 52

If you have concerns or questions about your rights as a participant, contact AIR's Institutional Review Board at IRB@air.org, toll free at 1-800-634-0797, or by postal mail: AIR c/o IRB, 1000 Thomas Jefferson Street NW, Washington, DC 20007.

### **Informed Consent**

Do you understand what I have told you or have any questions?

Would you like to participate? If yes, please provide verbal consent by saying "I consent" aloud.

## **Consent and assent forms for FGD with beneficiary children**

### **Parental Opt-In Form**

Dear Parent/Caregiver/Guardian:

Children benefitting from the Let Us Learn programme are participating in a study. The study will focus on the impacts of the programme for education.

*This letter serves to ask for your permission to conduct a focus group discussion with your child. The information in the focus group discussion includes:*

- Background information
- Experiences and perceptions of school and Let Us Learn programme

The information will be used only for research and will be kept private so the risk of participation is very small. Speaking to your child will help us understand how improve the Let Us Learn programme in the future. Your child's participation is voluntary and they are free to stop the interview at any time.

**If you do not want us to speak to your child, you do not need to do anything.** There will be no penalty to you or your child, and there will be no effect on your relationship with the school.

If you agree to let us speak to your child for this study, please sign the “opt in” form.

**Opt-In Form:** You only need to return this form if you want information about your child to be included in this study.

Name of Student

First \_\_\_\_\_ Middle \_\_\_\_\_ Last \_\_\_\_\_

Student Grade Level:

Signature of

Parent or Guardian \_\_\_\_\_

Date of Signature \_\_\_\_\_

Name of

Parent or Guardian \_\_\_\_\_

Please print name of signing parent or guardian here \_\_\_\_\_

If you would like more information about this study, you may contact Miranto ANDRIANJAVONY [miranto@atw.mg](mailto:miranto@atw.mg), Tel. + 261 34 22 212 52. For questions regarding your rights as a research participant, please contact the Institutional Review Board at [IRBChair@air.org](mailto:IRBChair@air.org) or at 1–800–634–0797.

We hope that you will allow your child to participate in this important study.

## Assent FGDs – Children

### Introduction

Your family receives money each month to support your education through the Let Us Learn (LuL) program. I work for the American Institutes for Research, an organization based in the United States. I would like to ask you to help me by being in a study. But before I do, I want to explain what will happen if you decide to participate.

### Participation

I will ask you to participate in a discussion about school. The discussion will take about two hours. I will ask you a series of questions and there are no right or wrong answers. By being in this study, you will help me learn more about your experiences at school and knowledge of the LuL program.

I will be taking notes and if you are comfortable, I would like to record our discussion.

### Risk

You do not have to be a part of this study if you do not want to be. What you decide won't affect your education in anyway. I won't be upset and no one else will be upset if you don't want to be a part of the study. If you decide to participate, you can stop at any time. If there's any question that you don't want to answer, you don't have to answer it. If there is anything

you don't understand let me know so I can explain it to you.

### **Benefits**

I do not have anything to give you when we finish our discussion. It will help us understand how the LuL program is working.

### **Confidentiality**

No one will not know what you have said. When I tell other people about my study, I will not use your name, and no one will be able to tell who I am talking about.

### **Voluntary Participation**

Your parents said it is ok for you to be a part of my study. But if you do not want to be in the study, you do not have to be. If you want to be in the study now and change your mind later, that is okay.

You can say no to being a part of this study. It is up to you. And if you say 'yes' now, you can change your mind later.

### **More Information**

If you have any questions about this study please ask your parent to reach out to the research team. We have provided your parent with the contact information: Miranto ANDRIANJAVONY [miranto@atw.mg](mailto:miranto@atw.mg), Tel. + 261 34 22 212 52.

### **Informed Consent**

Do you understand what I have told you or have any questions?

Would you like to participate? If yes, please provide verbal consent by saying "I consent" aloud.

## **Consent form for FGD with parents of nonbeneficiaries**

### **Introduction**

We are studying the Let Us Learn (LuL) supplementary cash transfer. The LuL cash transfer aims to alleviate the burden on vulnerable households with children and promote children's transition to and continued enrolment in secondary school. While we know that you do not benefit from the program, we are interested in hearing what you think about the program.

I work for the American Institutes for Research, a research organization based in the United States. I want to learn more about how well the program is working and if there are any ways to improve it.

### **Participation**

I am asking if you want to participate in a focus group discussion. A focus group is a group interview with about 6-8 parents with children who are eligible to benefit from the LuL cash transfer but currently do not. I will ask you some questions about your knowledge and opinions of the program. This activity will take up to 1 hour. I will be taking notes and if you are comfortable, I would like to record this focus group. If you agree, I will use the audio recording to complete my notes and then delete the recording.

## **Risk**

There is no danger in doing a focus group with me. It has no impact on your future access to the cash transfer. If you don't want to participate or you do not want to answer a question, that's okay. You can say you don't want to answer a question or you want to stop.

## **Benefits**

I do not have anything to give you when we finish the focus group. It will help us understand how the LuL cash transfer is viewed by people outside of the program.

## **Confidentiality**

Everything you share with us will not be told to anyone else. We will not talk about it with your school, nor with any other third party. We will share it with the research team, but they will only see the information without your name on it. We will not include your name in any reports or include any information in reports that could be traced back to you. We will not share your name or the fact that you participated in this discussion with any implementing partners. If you are participating in a focus group, it is important to respect other people's privacy and not tell anyone else what we talked about today. All information will be stored safely on computers and thrown away (permanently deleted) when we finish our work.

## **Voluntary Participation**

You can say no to being a part of this study. It is up to you. And if you say 'yes' now, you can change your mind later.

## **More Information**

If you have any questions about this study you may contact UNICEF Madagascar or [INCLUDE NAME] at Tel: [INCLUDE TELEPHONE NUMBER].

## **Informed Consent**

Do you understand what I have told you or have any questions?

Would you like to participate? *[Please initial or make an 'X' in the space below.]*

## **Consent and assent forms for FGD with nonbeneficiary children**

### **Parental Opt-In Form**

Dear Parent/Caregiver/Guardian:

Some children within your community are benefitting from the Let Us Learn programme, which aims to improve children's education. We also want to speak to people who are not benefitting from the programme to learn more about your children's perceptions of school. *This letter serves to ask for your permission to conduct a focus group discussion with your child. The information in the focus group discussion includes:*

- Background information
- Experiences and perceptions of school

The information will be used only for research and will be kept private so the risk of participation is very small. Speaking to your child will help us understand how to improve the Let Us Learn programme in the future. Your child's participation is voluntary and they are free to stop the interview at any time.

**If you do not want us to speak to your child, you do not need to do anything.** There will be no penalty to you or your child, and there will be no effect on your relationship with the school.

**If you agree to let us speak to your child for this study, please sign the “opt in” form.**

***Opt-In Form:* You only need to return this form if you want information about your child to be included in this study.**

Name of Student \_\_\_\_\_  
First \_\_\_\_\_ Middle \_\_\_\_\_ Last \_\_\_\_\_

Signature of Parent or Guardian \_\_\_\_\_ Date of Signature \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Name of Parent or Guardian \_\_\_\_\_  
Please print name of signing parent or guardian here \_\_\_\_\_

If you would like more information about this study, you may contact Miranto ANDRIANJAVONY [miranto@atw.mg](mailto:miranto@atw.mg), Tel. + 261 34 22 212 52. For questions regarding your rights as a research participant, please contact the Institutional Review Board at [IRBChair@air.org](mailto:IRBChair@air.org) or at 1-800-634-0797.

We hope that you will allow your child to participate in this important study.

## **Assent FGDs – Children**

### **Introduction**

I work for the American Institutes for Research, an organization based in the United States. I would like to ask you to help me by being in a study. But before I do, I want to explain what will happen if you decide to participate.

### **Participation**

I will ask you to participate in a discussion about your opinions about school. The discussion will take about two hours. I will ask you a series of questions and there are no right or wrong answers. By being in this study, you will help me learn more about your feelings about school.

I will be taking notes and if you are comfortable, I would like to record our discussion.

### **Risk**

You do not have to be a part of this study if you do not want to be. What you decide won't affect your education in anyway. I won't be upset and no one else will be upset if you don't want to be a part of the study. If you decide to participate, you can stop at any time. If there's any question that you don't want to answer, you don't have to answer it. If there is anything you don't understand let me know so I can explain it to you.

### **Benefits**

I do not have anything to give you when we finish our discussion. It will help us understand how the LuL program is working.

### **Confidentiality**

No one will not know what you have said. When I tell other people about my study, I will not use your name, and no one will be able to tell who I am talking about.

### **Voluntary Participation**

Your parents said it is ok for you to be a part of my study. But if you do not want to be in the study, you do not have to be. If you want to be in the study now and change your mind later, that is okay.

You can say no to being a part of this study. It is up to you. And if you say 'yes' now, you can change your mind later.

### **More Information**

If you have any questions about this study you may contact UNICEF Madagascar or [include contact name] at Tel: [include contact telephone number].

### **Informed Consent**

Do you understand what I have told you or have any questions?

Would you like to participate? *[Please initial or make an 'X' in the space below.]*

## Annex K. Additional Information on Interviews and Interviewees

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**Table K.1. List of KIIs conducted by ATW & AIR**

	Location	Organization	Number of interviews	Number of interviewees	
National level	Antananarivo	UNICEF	3*	4	
		FID	1	4	
		MPPSPF	1	2	
		World Bank	1	2	
	<b>Total National level</b>		<b>6</b>		
District level	Ambohimahasoa	Chef CISCO	1	1	
		FID	1	1	
		MPPSPF	1	1	
	Mahanoro	Chef CISCO	1	1	
		FID	1	1	
		MPPSPF	1	1	
	<b>Total district level</b>		<b>6</b>		
Commune level	Camp Robin	Teacher	1	1	
		Director	1	1	
		Chef ZAP	1	1	
	Manandroy	Teacher	1	2	
		Director			
	Ambatosoa	Teacher	1	2	
		Director			
	Mahanoro	Teacher	1	2	
		Director			
		Chef ZAP	1	1	
	Ambodiharina	Teacher	1	2	
		Director			
	Betsizaraina	Teacher	1	2	
		Director			
		Chef ZAP	1	1	
<b>Total commune level</b>			<b>10</b>		
<b>Total KIIs</b>			<b>22</b>		

\* Two of the UNICEF interviews were conducted by AIR researchers virtually.

## About the American Institutes for Research

Established in 1946, with headquarters in Arlington, Virginia, the American Institutes for Research® (AIR®) is a nonpartisan, not-for-profit organization that conducts behavioral and social science research and delivers technical assistance to solve some of the most urgent challenges in the U.S. and around the world. We advance evidence in the areas of education, health, the workforce, human services, and international development to create a better, more equitable world. The AIR family of organizations now includes IMPAQ, Maher & Maher, and Kimetrica. For more information, visit [AIR.ORG](http://AIR.ORG).



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