

Decentralized Evaluation

Midterm Evaluation of McGovern-Dole Funded School Feeding Project in Guinea-Bissau (January 2016 - June 2018)

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Evaluation Manager: Elber Nosolini

Prepared by

Miguel Malta, Team Leader

Cristina Murphy, International Consultant

Raul Mendes, National Consultant (Fieldwork)

Rui Barbosa, National Consultant (Fieldwork)

Juan Sebastian Rodriguez, Research Assistant

Carolina Murgueitio, Quality Assurance



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Table of Contents

Acknowledgments.....	i
Disclaimer	i
Executive Summary	1
Context	1
Methodology.....	2
Key Findings	2
Impact.....	3
Sustainability.....	4
Overall conclusions	4
Recommendations	5
1. Introduction	1
1.1. Overview of the Evaluation Subject.....	1
1.2. Context.....	4
1.3. Evaluation Methodology and Limitations.....	6
2. Evaluation Findings	9
Relevance	9
2.1. Is the project’s strategy relevant to the needs of the beneficiaries?	9
2.2. Is the project aligned with the national government’s education and school feeding policies and strategies?.....	14
2.3. Does the project complement other donor-funded, government initiatives?....	14
Effectiveness and Efficiency	15
2.4. What is the progress of project implementation – is the project on track to carry out all activities as planned?	15
2.5. To what degree have or have not the interventions resulted or not resulted in the expected results and outcomes? In particular, to what extent did providing THR result in increased attendance and enrollment of girl students?	20
2.6. Is hunger reduced?	21
2.7. How can the theory of change be altered to increase efficiency and effectiveness? Did assistance reach the right beneficiaries in the right quantity and quality at the right time?	22
Impact.....	22
2.8. To what degree has the project made progress toward the results at the project-level framework?	23

2.9. Have there been any unintended outcomes, either positive or negative?	31
2.10. What internal and external factors affected the project’s achievements of intended results?Sub-question 2.10.1 Was the project implemented according to the plan? If not, how did this affect the implementation of the project and in what manner?	33
Sustainability.....	34
2.11. Are the school meal programmes sustainable, including a strategy for sustainability; sound policy; stable funding; quality programme design; institutional arrangements; local production and sourcing; partnership and coordination; community participation and ownership?.....	34
2.12. What substantive progress has the government made toward developing a nationally owned school feeding programme?.....	40
2.13. How are local communities involved and contributing to school feeding?	42
2.14. What needs remain in order to achieve a full handover and nationally-owned school feeding programme?	43
3. Conclusions and Recommendations	46
Relevance	46
Effectiveness and Efficiency	46
Impact.....	47
Sustainability.....	48
Overall Assessment and Conclusions	49
3.1. Recommendations.....	51
Annex 1 - Map of the schools’ locations assisted by McGovern-Dole-Funded School Feeding Project/WFP which were visited by the Evaluation Team in Guinea-Bissau....	55
Annex 2 – Mc Govern-Dole- Funded School Feeding Project in Guinea-Bissau Factsheet	56
Annex 3 - Reconstruction of the Logframe of the Mc Govern-Dole- Funded School Feeding Project.....	57
Annex 4 - Evaluation Matrix	60
Annex 5 - Interviewed Stakeholders	70
Annex 6 - Data Collection Tools.....	73
Annex 7 - Impact	86
Annex 8 – Sustainability	107
Annex 9 - Nutrition.....	120
Annex 10 - Terms of Reference	125

Annex 11 - Documents Reviewed.....	151
Annex 12 – Documents gathered.....	160
Annex 13 - Bibliography	172
Annex 14 - Acronym.....	173
Annex 15. Map of the Intervention	177
Annex 16. School Feeding Midterm Survey, 2018	178
Annex 16.1 - Results of School Feeding Midterm Survey, 2018.	187
Annex 17. Questionário Escolar	265

List of Tables

Table 1.1 - MGD-WFP SFP in Guinea-Bissau Factsheet	2
Table 1.2 - Food Distributed.....	3
Table 1.3 - Children Benefited by Food Distribution	3
Table 2.1 - Performance indicators: number of school-aged children (male, female, total) receiving daily school meals	15
Table 2.2 - Performance indicators: number of girls (Grades 4-6) that receive all three annual take-home ration distributions based on the attendance of 80 percent or better and number of take-home rations provided	16
Table 2.3 - Performance indicators: number of kitchens constructed/rehabilitated, number of fuel-efficient stoves provided and rehabilitated and number of schools with improved storage equipment and food preparation tools	17
Table 2.4 - Performance indicators: number of SMC members and cooks trained in food preparation and storage and number of teachers, directors, and inspectors (male, female and total) trained in food management and storage.....	18
Table 2.5 - Enrolment change compared to the previous school year. Mean enrolment for all applicable school levels and change between 2017 and 2018, according to the school year and gender. School Feeding Midterm Survey, Guinea-Bissau, 2018	24
Table 2.6 - Percentage of students who ate a meal before and after schools, results of School Feeding Baseline and Midterm surveys Guinea-Bissau (2016 and 2018).....	26
Table 2.7 - Nutritional content of one school meal *only considering food items acquired by the project	28
Table 2.8 - Improvements in school structures of the McGovern-Dole-Funded School Feeding Project assisted schools, from 2016 to 2018 (percentage).	41

List of Figures

Figure 2.1 - Attendance of school children grade 4, School Feeding Midterm Survey (2018).....	25
Figure 2.2 - Profile of households and dietary diversity according to results in Food Consumption Score in WFP and schools unassisted by the WFP (School Feeding Midterm Survey, 2018	28

Executive Summary

1. This report presents the results of the Mid-term Evaluation of the McGovern-Dole Funded School Feeding Project in Guinea-Bissau (March 2016 - July 2019). This evaluation was commissioned by the World Food Programme (WFP) Guinea-Bissau Country Office (CO) and covers the period from August 2017 (preparation phase) to July 2019 (final evaluation report). The present report corresponds to the Midterm Evaluation. As stated in the Terms of Reference (ToR), a baseline study conducted before the start of the project provided a situational analysis and allowed WFP to establish indicator baseline information. It also verified the targets established in the Project Agreement. This evaluation aims at allowing the WFP to monitor the progress of the indicators established based on the results of the Baseline Study. WFP and its project partners will use the Midterm Evaluation results to adjust course where needed for the remainder of the project's term. Therefore, this evaluation is intended to improve the programme performance and to produce lessons for its current and future implementation. The Midterm Evaluation uses five evaluation criteria; relevance, effectiveness, efficiency, impact, and sustainability.
2. The project is the result of an agreement that established the allocation of USD 20 million distributed in three installments. These donations were aimed at supporting the activities established in Guinea Bissau's Country Programme, which are carried out by the WFP.
3. WFP used this contribution to implement the following activities: provide school meals; provide take-home rations; train school management committees, parent associations, headmasters, and inspectors; build or rehabilitate school kitchens and storerooms; provide storage, food preparation equipment, tools and eating utensils; distribute deworming medication(s); and support the school feeding monitoring and evaluation system.
4. The Midterm Evaluation has two complementary and reinforcing goals, which are accountability, and learning. It was carried out by using a sample of 30 schools from all eight targeted geographic regions of Guinea-Bissau (see Annex 1 for locations), secondary data from project reports and a midterm, school feeding survey.
5. The Midterm Evaluation: (1) reviews the project's relevance, effectiveness, efficiency, impact, and sustainability; (2) collects performance indicator data; (3) assesses whether or not the project is on track to meet results and targets; (4) reviews the result framework and the theory of change; and (5) identifies any necessary mid-course corrections. The evaluation relies on the Baseline Study for baseline data and situational analysis necessary to evaluate the project at interim.
6. The primary users of this evaluation are the WFP Guinea-Bissau CO and its partners in decision-making, namely the Ministry of Education of Guinéa-Bissau, the WFP Regional Bureau (RB), and the Office of Evaluation (OEV) Headquarters.

Context

7. Guinea-Bissau is a coastal, West African country, which has a population of 1.7 million people, 50% of whom were under 18 years old in 2014. The country occupies 36,000 km², which includes many islands¹.
8. The illiteracy rate was 54.4% in 2016². Twenty-seven and a half percent of children over five years of age have high levels of stunting³. In general, malnutrition levels are high. Twenty-nine percent of boys and twenty-six percent of girls suffer from this condition⁴.

¹ Source: Country Programme Guinea-Bissau 200846 (2016–2020). (2016). World Food Programme

² Source: UNDP, 2018

³ Source: Unicef Annual Report 2016. (2016). Unicef (pag19)

⁴ Source: GUINEA-BISSAU INTERIM COUNTRY STRATEGIC PLAN 2018-2019

Although child mortality rates have been slowly decreasing, malnutrition still contributes to 45% of deaths of children under five years of age⁵.

9. Guinea-Bissau has extraordinary growth potential due to its abundant agricultural, forestry, and fishery resources, in addition to its strategic location.

Methodology

10. For data collection methods and tools, a mixed-methods approach was implemented. Primary data was collected from stakeholders using inquiry techniques such as questionnaires, interviews, and on-site observation. The quantitative approach used a non-experimental method. The data was collected by using questionnaires of midterm school feeding surveys in 60 schools in six regions of Guinea-Bissau. Thirty schools subject to the WFP project intervention and a control group of 30 other schools were given the questionnaire. To assess progress and results, the midterm school feeding survey was created with the same baseline questionnaire as the school feeding survey. Additionally, WFP reports were also used for triangulation with other sources of data.
11. The qualitative approach was based on semi-structured interviews and group interviews during the fieldwork evaluation. These interviews were held in 30 project supported schools located in eight regions of Guinea-Bissau. In Bissau, the team interviewed the WFP team involved in project management, officers of the Ministry of Education, Ministry of Agriculture, other government institutions, national and international non-governmental organizations (NGOs), and representatives of United Nations agencies such as the UNDP, World Bank (WB), UNICEF, and the World Health Organization (WHO). Additionally, the team gathered secondary data from databases, reports, surveys, web resources, and other existing documented sources. The results of the midterm school feeding survey were also collected⁶.
12. Some limitations were encountered during fieldwork, such as unreliable road access and diverse language use. Nevertheless, measures were taken to mitigate these barriers as much as possible.

Key Findings

Relevance

13. The McGovern-Dole funded school feeding project's strategy is relevant to the needs of the beneficiaries, both boys and girls. School meals and Take-Home Rations (THR) promote school attendance and help children avoid dropping out of school. THRs decreased the burden of feeding families and contributed to higher school attendance for girls, especially during the cashew campaign.
14. There is also a general perception among schools and the Ministry of Education (MoE) staff that the number of students in schools supported by WFP is increasing. During a minimum of nine months of the year, a large part of the students' nutritional needs are provided for by school meals and THRs. However, a greater diversification of meals is suggested.
15. School meals and THRs help families to feed their children, which particularly benefit girls and reduce short-term hunger. The project promoted compromise between the community and schools. Ownership and participation by men and women of local communities, including parents of school children, were promoted by the project.

⁵ Source: Unicef Annual Report 2016. (2016). Unicef

⁶ Annex 15 presents the mid-term school feeding survey and its results

16. The project is aligned with educational policies and strategies of the government of Guinea-Bissau.

Effectiveness and Efficiency

17. The project has been successful in implementing the school meal programme in schools, and in reaching its intended targets, per plan. Boys and girls equally share the benefits of the School Feeding (SF) project. However, the project framework includes multiple outcomes without activities planned. It is not clear how and in what frequency the project is expected to contribute to its target. Participants of the project have high levels of satisfaction.
18. As evidenced by the evaluation, the project is well underway. In March 2018, the target for the number of school-age children receiving daily school meals (during 2017-2018) was met and exceeded the expected outcomes. The target for females who were supposed to receive all three annual THRs between fourth and six grade was achieved and surpassed in 2017 (16,323). The target was 16,320 with an attendance of 80% or higher. Targets defined for the number of kitchens and stoves constructed or renovated were met in 2018. However, kindergartens located outside the school perimeter but in the vicinity of these schools did not meet the targets
19. The target for the number of schools with improved storage equipment and an increase in food preparation tools was achieved in 2017, but not met in 2018. The targets defined for 2017 and 2018 for the number of School Management Committees (SMCs), cooks and teachers trained were not achieved. In 2017, the targets for the distribution of deworming medication were partially met with 63.6% of the intended distribution occurring.
20. The migration of students to WFP assisted schools may have negatively impacted the distribution of school meals and take-home rations. Some schools reported a reduction of the portion size, which was adjusted due to the increased number of students.
21. The community participated in school management committees by donating firewood and time to cook. The project developed sensitization campaigns and training aimed at empowering the local community in decision-making in SF and how to oversee its activities.
22. Results of both training in food preparation and storage practices were undermined by a high turnover of participants in school committees. There were delays caused by school members having difficulties in performing their roles in implementing and reporting activities as well as poor information being given on school feedings. There were also problems in the quality of information being disseminated about SF.
23. School kitchens in Guinea-Bissau are very rudimentary and, in some cases, unsafe. They are susceptible to fires. Energy saving stoves need to be reassessed because they do not substantially improve the working conditions of the school cooks, nor do they positively contribute to their health.
24. The migration of students to WFP assisted schools, due to a perception of injustice and exclusion, might have negatively impacted the management of SF activities. The increased number of new students is not always reflected in the WFP food delivery plan given to the school.

Impact

25. Stakeholders who were interviewed, acknowledged the positive results of the project on education and on the enhanced well-being of the community. The community

participates in the project and greatly appreciates its results. They reported that it contributed to better lives for students and the local community. As stated before, there was a slight increase between baseline and midterm with no statistical significance, therefore this evaluation at the midterm stage could not prove an impact was made on attendance and enrollment rates of students as a result of SF. On the other hand it is worth to mention that both enrollment and attendance indicators were already high at baseline, thus very difficult to increase in the short term. Regardless, qualitative data indicated increased attendance of students in WFP assisted schools, and on their levels of participation in classes.

26. The project potentially contributed to better beneficiary nutrition and health levels. School meals and THRs represent a financial benefit for households in low socio-economic brackets. Many students go to class hungry, and many students do not have a meal at home when returning from classes.
27. Results of the midterm survey did not show an improvement in the quality of diet in households who had students receiving assistance from the WFP. Qualitative data suggests an increased awareness of the health benefits of diet diversification among students, cooks, teachers, and parents. Additionally, school meals and THRs are important financial contributions to the poorest families.
28. Two positive, unintended effects found as a result of the project's activities were an increase in the awareness of girls from local communities to enroll in schools, and the greater availability of school inspectors to non WFP assisted schools.

Sustainability

29. An intended result of the project was an improved policy and regulatory framework, even though no activity was planned to achieve this outcome. An initial step for a nationally owned SF programme in Guinea-Bissau would be the approval of the School Canteen Law. The draft of the bill was updated in 2018 with the support of the WFP. However, it was waiting to be reviewed by the Council of Ministers and receive further Parliament approval.
30. Although most foodstuff used in school meals is imported, the project along with a local NGO, is supporting a SF pilot programme to test local procurement measures for school canteens. This pilot programme prioritizes female farmers and is committed to developing their knowledge of nutrition, literacy, and business skills.
31. The project relies on a partnership with NGOs for activities such as improving school structures for SF, monitoring activities, and sensitizing and training the local community and school staff. In general, the partnership with NGOs adds value to project implementation.
32. A successful transition to the nationally owned SF programme of Guinea-Bissau will require increasing inter-sectoral coordination and strengthening the capacity of locally procured foods.

Overall conclusions

33. In the midterm of its development, most of the targets defined for the McGovern-Dole funded school feeding project for 2017 and 2018 are met or almost met. Some have even exceeded desired targets.
34. The project's strategy is relevant to the needs of the beneficiaries. School meals and THRs promote attendance and help students to avoid dropping out. THRs decrease the burden of feeding families and contribute to the attendance of female students. The

delivery of school meals and take-home rations positively impacts the nutrition of students.

35. School meals are well accepted by the students and, together with the THRs, help to decrease the burden of feeding families. However, the diversification of products and the inclusion of locally produced fresh vegetables in meals is requested by the beneficiaries.
36. Around half of the schools in Guinea-Bissau are being supported by the McGovern-Dole-Funded SF project. An observed, unintended effect of the project is the migration of students to assisted schools.
37. As a result of the project, school kitchens, stoves, and storage rooms were built or restored, increasing the existing capacity of the local government to implement a national School Feeding Programme (SFP) further.
38. Despite the pilot project managed by MoE in Biombo, there were not proper conditions for a nationally owned SFP prior to the approval of the National School Feeding Law, nor was there a provision for this specific purpose in the annual national budgets.

Recommendations

39. Based on the evaluations and conclusions, there are ten plausible recommendations:
 - 1 Diversify school meals and promote nutrition by purchasing local food from local farmers, establishing school gardens, constructing school fences with edible plants, and developing agroforestry nurseries that can supply home gardens. 1st priority
 - 2 Improve kitchen infrastructure and working standards of school cooks by assessing the overall conditions of school kitchens, designing one or more models of kitchen to be used, improving the model of the stoves, and introducing uniforms and compensation for school cooks. 1st priority
 - 3 Expand school meals to kindergartens and assist kindergartners located in the same community. 1st priority 3rd priority
 - 4 Provide healthcare workers trained in nutrition to assist schools. Introduce healthcare workers trained in nutrition at the local level. Provide nutrition advice on school menus. Assist teachers in nutritional education activities. Train and/or advise school cooks on food safety. 3rd priority
 - 5 Rethink the system for delivering monthly monitoring reports. Develop a pilot monitoring project using the internet or an SMS based system and organize training for those involved. 1st priority
 - 6 Map the work of organizations working within the education system in Guinea-Bissau for better coordination by proposing the creation of a thematic group in school canteens within the Local Education Group (LEG). Use simple internet participatory tools to map. 3rd priority
 - 7 Expand the involvement of civil society organizations (CSOs) in the project to other regions. Monitor activities and transportation of food for the islands. 2nd priority
 - 8 Clearly state the role of the project in promoting the quality of teaching and follow up with the results. Include information about this issue in regular project reports. 1st priority
 - 9 Create a multi-staffed school feeding unit by increasing the number of staff to be trained. 3rd priority
 - 10 Closely monitor the number of students enrolled in assisted schools and use updated figures to plan the food distribution. Use updated figures for better planning of food distribution. 1st priority

1. Introduction

40. The midterm evaluation of the McGovern-Dole (MGD) International Food for Education and Child Nutrition Programme project (FFE-657-2015/019-00), implemented by the WFP in Guinea-Bissau, aims to help the WFP and its partners to assess progress in implementation and to ensure the project is on track to meet its goals. It also aims to assess the relevance of the interventions, to provide an early sign of the effectiveness of the interventions, to assess sustainability efforts to date, to discuss and recommend mid-course corrections, to document lessons learned and to review the results, framework, and assumptions.
41. The timing of the evaluation coincides with the implementation of the WFP Guinea-Bissau Transitional Interim Country Strategic Plan (TI-CSP) which took place between January 2018 and June 2019, and the design of the Country Strategic Plan (CSP). Results of the assessment can contribute to better future implementation and design.
42. WFP and the government of Guinea-Bissau will use conclusions and suggestions made by the evaluation team (ET) as inputs to develop a SFP and Monitoring and Evaluation system (M&E) enhanced by supporting laws, budgets, and increased capacity. Finally, the evaluation has two complementary and reinforcing goals. They are the following:
- **Accountability** - The evaluation must account for the activities carried out by the WFP and the outputs and outcomes reached in accordance with the initial framework which was agreed upon between the United States Department of Agriculture (USDA) and the WFP.
 - **Learning** - The ET have been commissioned to analyze the internal and external (contextual) factors that have positively or negatively influenced the execution of the proposed activities and how these factors contribute to reaching the expected outcomes. The present midterm evaluation aims to draw lessons and identify good practices that may be extended in what follows the implementation and other operations. The lessons presented are based on evidence that supports them and allows them to make realistic and strategic decisions.
 - **Coverage** - The evaluation covers all of the activities established in the agreement between the USDA and the WFP in eight regions of Guinea-Bissau which were implemented between 2016 and 2018. This was done by conducting statistically significant samples in each location.
43. The evaluation is of direct interest to the internal and external programme stakeholders. It should be used by the WFP CO in Guinea-Bissau and its local implementation partners to correct, improve, or maintain implementation actions and strategies in the present object of the evaluation or future operations.
44. The results can be used by the government of Guinea-Bissau to design and implement assertive country-wide interventions related to SF. The USDA is expected to use the present evaluation. The USDA may extract lessons for other funded programmes and supervise the use of its resources.

1.1. Overview of the Evaluation Subject

45. Agreement FFE-657-205/019-00, was signed in December 2015 between the Foreign Agriculture Service (FAS), the USDA, and the WFP under the McGovern-Dole International Food for Education and Child Nutrition Programme. This agreement established the allocation of USD 20 million, which was distributed over three periods, shown in Table

1.1. These donations were aimed at supporting the activities established in Guinea Bissau's Country Programme (CP, carried out by WFP. Although aligned with the CP's logic framework, the agreement established its own set of activities, outputs, and strategic objectives. In collaboration with the WFP, implementation activities should benefit children and schools in eight regions of the country and must contribute to capacity building at the local, regional, and national levels.

46. Information presented in Table 1.1 seeks to provide a general overview of McGovern-Dole-funded project in Guinea-Bissau (2016-2018) including necessary inputs, the scope of the implementation, activities, and milestones presented during this period.

Table 1.1 - MGD-WFP SFP in Guinea-Bissau Factsheet

Type of Intervention:	Operation
Dates	Approval date: December 2015 Start date: March 2016 End date: July 2019
Amendments	Requested by the WFP on 17 August 2017: Coverage extended from 638 to 758 schools. Updated targets for school assisted indicators and the number of kitchens and storerooms to be constructed
Duration of the Intervention	three years and four months
Beneficiary Numbers	Planned: FY 2016 145,000 students; FY 2017 160,000 students; FY 2018 173,000 students Planned: 638 schools
Donors	MGD-USDA: USD 20 million (FY 2016 USD 6,217,100, FY 2017 USD 6,891,400 and FY 2018 USD 6,891,500)
Main Activities	School meals, THRs, improving school feeding structures (kitchen and storage) training, M&E system, supporting pilot SF
Amount Transferred	Planned: In-kind food: 1,956 MTs of beans, 9,894 MTs of rice and 737 MTs of vegetable oil
USD Requirements	Initial: USD 20 million (USD 6,217,100, USD 6,891,400 and USD 6,891,500)
Past Evaluations	MGD-WFP SFP baseline survey Recommendations <ul style="list-style-type: none"> · Standardize the role of CGEs and the community · Improve the types and quality of data collected through the national education system · Consider commissioning a more detailed investigation into the factors which predict student attendance in Guinea-Bissau · Encourage to explore the feasibility and implications of implementing a cost-sharing system

Source: own elaboration, WFP

47. As mentioned above, there is a clear distinction between the MGD SF project logic framework and the WFP's CP for GB. The total assessment of the former falls within the scope of the present evaluation. The two sets of activities, outputs, and goals are related,

given the status of the WFP as the implementation partner of USDA's expected activities. The analysis of the MGD SF project logic framework and its relationship with the CP (20046) and T-ICSP is presented below.

48. MGD SF has established two strategic objectives (SO). SO1 is the improved literacy of school-aged children, and SO2 is the increased use of health and dietary practices.
49. The MGD SO1 and SO2 are integrated within the second component of WFP CP (2016-2020), which tries to improve access to education and to support the government in implementing a sustainable school meal programme. The MGD SO1 and SO2 are included in Strategic Outcome 1 of the T-ICSP, which is that school-aged children in Guinea-Bissau have adequate access to safe and nutritious food year-round. This contributes to the achievement of the WFP Strategic Result 1; everyone has access to food⁷.
50. Activities of the programme can be seen in Annex 3. As observed in the Guinea-Bissau MGD project framework, the planned activities aim at two of the three intended outcomes⁸ under SO1, improved literacy of school-age children; however the programme addresses most of SO2, i.e increased use of health and dietary practices.
51. Expected outputs and activities are planned for activities that are within the WFP mandate, which exclude improving the quality of teaching.
52. t schools. Actual beneficiary numbers and the amount of food transferred is compared against planned indicators in Tables 1.2 and 1.3.

**Table 1.2 - Food Distributed
(Tons)**

Foodstuff	Total	Planned 2016	Actual 2016	Planned 2017	Actual 2017
Beans	1,957	652.33	111	652.33	493
Rice	9,894	3,298	935	3,298.00	3,504
Vegetable Oil	732	244	100	244.00	268

Source: own elaboration, MDG logical framework, SPR 2017 and 2016

Table 1.3 - Children Benefited by Food Distribution

Foodstuff	Planned 2016	Actual 2016	Planned 2017	Actual 2017
Total	145,372	184,557	160,000	173,593
Girls	69,800	92,278	78,400	86,797
Boys	75,572	92,279	81,600	86,796
THR for Girls	16,623	18,087	16,623	16,623

Source: own elaboration, MDG logical framework, SPR 2017 and 2016

53. The WFP is committed to ensuring gender equality and women's empowerment (GEEW) because it promotes increased female enrolment in WFP assisted schools, the participation of women in food management committees, the training for cooks in the use of local food and diet diversification, their empowerment in literacy and income

⁷ Sustainable Development Goal (SDG) Target 2

⁸ MGD Project Result Framework (SO1: Literacy) has as strategic objective Improved Literacy of School Age Children. Three outcomes are related to this objective: 1.Improved Quality of Literacy Instruction; 2.Improved Attentiveness; 3.Improved Students Attendance. The activities of the MGD SFP aim the outcomes 2 and 3 while there none action of the project to improve quality of instruction.

generation, and the organization of local food purchases through women's associations for provisions in schools. Ensuring the participation of women, men, boys, and girls from different groups was a concern in the evaluation process.

54. **Partners.** Civil society organizations such as NGOs, religious organizations, and networks are all partners of WFP for the direct implementation of some activities. The NGOs have been working on the creation of food management committees, the construction and maintenance of improved cooking stoves, construction of kitchens, monthly report collections, and the sensitization of communities for participation in school activities. This is particularly true in the school canteen. The Ministry of National Education, Culture and Youth and Sports (MNECJD) is the main partner in the SFP. They are involved in implementation as well as monitoring and evaluation. Resource requirements and the funding situation are related to the Ministry of Health and the Ministry of Agriculture and Rural Development (MADR).
55. The WFP Guinea-Bissau Protracted Relief And Recovery Operation (PRRO) 200526 (2013-2016) supported households and communities struggling to recover from recent, multiple, and complex shocks. It also supports integrating the objectives of Programme 200846 to replace the PRRO that ended on March 31. CP 200846 (2016-2020) aims to promote nutrition programme for improving nutrition, food security, and capacities in the government. Other relevant projects include the UN Joint Programme named, 'Promotion of a multi-level approach to child malnutrition'. It was implemented between 2009 and 2013 along with the Food and Agriculture Organization (FAO) country operation.

1.2. Context

56. Guinea-Bissau is a coastal, West African country with a population of 1.7 million people, 50% of whom were under 18 years old in 2014. The country occupies 36,000 km² which includes many islands⁹.
57. There are seven distinct ethnic groups in Guinea-Bissau. Illiteracy rates were high in 2016, at 54.4%¹⁰.
58. The country has an extraordinary growth potential due to abundant agricultural, forestry, and fishery resources. Its strategic location also contributes to its growth potential. Despite a favorable, average Gross Domestic Product (GDP) growth of 5% during the 2015-2017 period, the country still faces serious poverty¹¹.
59. Guinea-Bissau was ranked the 12th poorest country in the world in 2016 with a per capita GDP of USD 694¹². This low income kept 70% percent of the population below the poverty line of USD 1.9 per day (2011)¹³. Furthermore, 32% of Guinea-Bissau's population was considered extremely poor in 2010¹⁴, which was the year of the latest official report.
60. Low levels of income are also intrinsically linked with low levels of human capital development. For example, 40% of adults have only completed two years of primary education, and illiteracy among women in 2012 was estimated at 58%¹⁵. Supplementary feeding programmes like the present one could have a direct, positive impact on human capital development, such as reduced illiteracy rates.

⁹ Source: Country Programme Guinea-Bissau 200846 (2016–2020). (2016). World Food Programme

¹⁰ Source UNDP, 2018

¹¹ Source: International Monetary found

¹² Source: International Monetary found

¹³ Source: World Bank

¹⁴ Source: World Bank

¹⁵ Source: African Development Bank Group. Country Gender Profile: Guinea-Bissau (2015)

61. Guinea-Bissau has high maternal and neonatal mortality rates, even when compared with neighboring West African nations. There are few, if any, newborn public health policies. Low rates of skilled birth attendance, high rates of early pregnancy along with malnutrition among pregnant women and socio-cultural factors all contribute to this problem. Although child mortality rates had been slowly decreasing from 116 per 1,000 live births in 2010 to 89 per 1,000 live births in 2016¹⁶, malnutrition still contributes to 45% of deaths of children under five years of age¹⁷.
62. Children over five years of age have high levels of stunting at a rate of 27.5%¹⁸. Malnutrition rates are 29% for boys and 26% for girls¹⁹.
63. In addition, women are disadvantaged in relation to men, with lower access to employment and social services. Women also suffer from restrictions to land access and bank loans. Women also have limited decision-making power within their families²⁰.
64. Legally, all forms of discrimination based on sex are prohibited according to articles 24 and 25 of Guinea-Bissau's constitution. Nonetheless, customary laws and social practices negatively impact the quality of life for girls and women. This generates disparities between genders. In many rural societies across the country, women do not choose the men they marry despite the legal age of marriage for women in Guinea Bissau being 14. Many girls are forced to marry before this age. According to social institutions and the Gender Index, 7% of girls are married before 15.
65. Although several bills were drawn to prevent domestic violence, the general acceptance of violence as a method of settling disputes between couples, added to a male dominated social structure, prevents offenders from being imprisoned. Rape against women is rarely reported, and there are no laws punishing sexual harassment. On the other hand, genital mutilation is deeply rooted in the Guinea-Bissau culture. Allegedly, half of the girls between six and fourteen years old are circumcised²¹.
66. Furthermore, there are high rates of human immunodeficiency virus (HIV) among women in the country, four times higher than the rate for men²².
67. Initial enrolment rates in primary schools do not vary across gender, but dropout rates are significantly higher for girls, especially in high school. Early pregnancy and marriage are the main factors contributing to dropout rates; however, inadequate sanitary facilities may also deter girls from going to school. The result is a difference between men and women's illiteracy rates of 26 percentage points²³.
68. Low human capital among the female population is one of the reasons why the proportion of households headed by women suffer from more food insecurity than those headed by men²⁴.
69. Consequently, the WFP supplementary feeding programme has a clear gender component. The programme aims to increase the retention rates of girls in grades five to six. This is because the probability of dropping out increases during these grades compared to previous grades. The programme focuses its efforts on the oldest primary school age group.

¹⁶ Source: UNICEF Annual Report 2016. (2016). Unicef (pag 18)

¹⁷ Source: UNICEF Annual Report 2016. (2016). Unicef

¹⁸ Source: UNICEF Annual Report 2016. (2016). Unicef

¹⁹ Source: GUINEA-BISSAU INTERIM COUNTRY STRATEGIC PLAN 2018-2019

²⁰ Source: WFP Guinea-Bissau Interim Country Strategic Plan 2018-2019 (January 2019.)

²¹ Source: World Bank

²² Source: World Bank

²³ Source: WFP Guinea-Bissau Interim Country Strategic Plan 2018-2019 (January 2019.)

²⁴ Source: Country Programme Guinea-Bissau 200846 (2016-2020). (2016). World Food Programme

70. The SFP and WFP committed to providing THRs to 16,600 girls in all of the targeted regions. These rations were provided to girls that attended at least 80% of the classes in a given month. The disbursement of THRs tried to reduce the education gap between girls and boys and create awareness sessions to educate mothers on other topics to improve the well-being of girls.
71. Political instability has been a constant, key factor that has negatively affected the development of Guinea-Bissau. After a period of transition, Jose Mario Vaz was elected president in a democratic process. Given the great challenges that the country faced, the newly elected president, along with a series of organizations, including the European Union, presented the long-term development plan “Terra Ranka.” This plan set up goals for environmental, economic, infrastructure, and educational development.
72. Given the high levels of poverty and food insecurity that Guinea-Bissau has at present, a series of agencies have made their presence known and have established long term programmes in the country. The FAO has supported the government by implementing key agricultural policies and has supported SFP through the Home-Grown School Programme (HGSP). The WB has also supported the WFP by jointly providing technical assistance in the implementation of SFP. Brazil and Portugal, through various state agencies, are other key actors supporting improvements of food security in Guinea-Bissau.

1.3. Evaluation Methodology and Limitations

73. The fourteen evaluation questions and their respective sub-questions in the midterm evaluation of the McGovern-Dole funded SFP can be found in Annex 6. The midterm evaluation uses five evaluation criteria; relevance, effectiveness, efficiency, impact, and sustainability²⁵. The first three criteria are critical, and the last two are subsidiary.
74. For data collection methods and tools, a mixed-methods approach was implemented. Primary data was collected from stakeholders using questionnaire and interview inquiry techniques. Primary information was also collected using on-site observation. Additionally, the team collected secondary data from databases, reports, surveys, web resources, and other existing documented sources. More specifically, the team used document analysis, questionnaires, semi-structured interviews, group interviews, focus groups, and observation. Document analysis (DA) was used in the inception phase to understand the general context of the project. Reports were analyzed, other than those written and web materials. DA was also used in the consultation of qualitative data using the Monitoring and Evaluation System data. It was also used to analyze texts transcribed from interviews and to analyze focus groups during the period of fieldwork. This was done by beneficiaries, the WFP, other UN agencies, and other external stakeholders.
75. Two different approaches, quantitative and qualitative, were used. The quantitative approach used questionnaires to survey 60 schools randomly selected, 30 of which were with the WFP project intervention. The other 30 were a control group. In order to match the baseline, this was done in six regions of Guinea-Bissau: Bafata, Biombo, Cacheu, Gabu, Oio, and Quinara²⁶. The evaluation sample was based on a probability-

²⁵ Relevance: The extent to which the objectives of programme are consistent with beneficiaries' requirements or needs, Effectiveness: The extent to which the development intervention's objectives were achieved; Efficiency: A measure of how economically resources/inputs (funds, expertise, time, etc.) are converted into results; Impact: Measures changes in human development and people's well-being that are brought about by the programme, directly or indirectly, intended or unintended; Sustainability: The likely continuation of net benefits from a development intervention beyond the phase of external funding support.

²⁶ The primary goal of the school feeding baseline survey was to provide a situational analysis before the programme begins and to provide important context necessary for the midterm and final evaluations. The baseline survey was conducted in the six regions where WFP was supporting the Government of Guinea-Bissau with school feeding operations in June 2016; the survey was conducted by the Ministry of

proportional-to-size technique to determine the required number of schools per region to be surveyed and/or visited. This same sample approach was used before in the Guinea-Bissau School Feeding Baseline Survey of 2016 . Thus, the sample size distribution in regions was proportional to the number of schools in each region. In the selection of schools, priority was given to those that were in baseline. When it was necessary to carry out a selection of schools (when there were more than those corresponding to the baseline evaluation in each region) a probabilistic selection was made, assigning a probability with the negative coordinated selection method. In each school, enumerators randomly sampled 10 students from 4th grade Enrolment roster²⁷ (School Feeding Baseline Survey. Guinea Bissau 2016). In the mid-term survey 5 boys and 5 girls from 4 grade were integrated in the sample²⁸.

76. The quantitative tool was applied to the school directors, as well as five male students, five female students, all from fourth grade, and their respective households. The *Rede de Soberania e Segurança Alimentar e Nutricional da Guiné-Bissau* (REDSSAN-GB) was hired to develop this process. The questionnaire used in the baseline survey was applied to be able to compare the results.
77. The qualitative approach used semi-structured interviews and group interviews. See the list of topics in Annex 6. The interviews were led by a group of international and national consultants using a different sample of 30 MGD and WFP supported schools in all eight regions of programme implementation Guinea-Bissau, which include the same six of the quantitative approach, adding Tombali and Bolama (the islands)²⁹. Conducting the qualitative work in different schools allowed the team to explore the recent program implementation in the islands. When available, mixed gender groups of students and teachers, groups of girls from 4th to 6th grade, directors, cooks, and the School Management Committees were interviewed³⁰. In some cases, community and parent association representatives were also interviewed.
78. The project's scope was at the regional level. Inspectors and governors were interviewed by the team of consultants at the regional level. In Bissau, the consultants also interviewed the WFP team involved in the project's management, the United Nations Development Programme (UNDP), WB, United Nations International Children's Emergency Fund (UNICEF), WHO, and national and international NGOs.
79. Triangulation was used to find answers to evaluation questions by using the two different approaches. The team used focus groups when groups of different stakeholders were involved in the same activity or initiative. This tool facilitated the

Education's Office of Information, Planning and Evaluation of the Education System (DGIPASE) and the National Directorate of Social Affairs and School Feeding (DGASCE), with assistance from the UN World Food Programme (WFP), in June 2016

²⁷ The Enrolment roster was collected by enumerators from grades fourth to sixth

²⁸ Students selection was done using a systematic algorithm. With the listing of students in each course, two numbers were calculated, the jump or interval and starting number. The jump is the ratio for the number students in the course and the selections number of the student, which is ten (10). The starting number is a number between 1,0 and the jump number. The first student selected was the one whose order number matched the starting number. For the selections of the second student, it was necessary to add the jump number and the start number, the student selected were the one whose order number matches the starting number. The order of the following students to select is found by adding the jump to the previous number.

²⁹ The islands (Bolama) and Tombali were not covered by the quantitative approach since they were not part of baseline and on the other hand, the programme had recently expanded to those regions and therefore impact could be underestimated. Qualitative approach did cover the two additional regions in order to explore the recent programme implementation.

³⁰ Note that an actor can integrate two or more of these groups, e.g.: a cook can be a representative of the community and a mother/grandmother integrating the SMC in representation of the parents association.

understanding of the specific role of each person in the project. The list of topics and respective stakeholders for the focus groups can be consulted in Annex 6.

80. In contrast, observation was used during visits to schools, kitchens, warehouses, and other locations. Photos, sound recordings and video footage were taken for further analysis and for use in presentations and reports. The team always asked permission to take photos and to record video and sound for the interviews. These recordings were only used in internal activities and shared only with the team members and WFP personnel.
81. Data collection activities took place from 17 of June to 16 of July, 2018. The first two weeks were used to visit the 30 schools and interview the beneficiaries (Annex 6). The team started the first week in the south which consists of the Tombali, Quinara and Boloma regions. Access can become complicated when the rainy season arrives. The second week was used to visit the Cacheu, Biombo, Oio, Bafata, and Gabu regions. The rainy season started while the team was in Oio. The third and fourth weeks were used for interviews of regional governors, NGOs, the Ministry of Education, WFP, and other UN agencies as was defined in the inception report.
82. Qualitative data was organized in an excel file which allowed for a transversal reading. The analysis of the quantitative survey is explained in Annex 15.
83. Gender analysis was done throughout the evaluation criteria analysis. SFP gender equality and protection and the factors that effected Gender Equality Emancipation of Women (GEEW) results were evaluated by cross-checking primary and secondary information. All the available data, disaggregated by gender, was used. GEEW results were mostly evaluated through the information gathered in the interviews. Interviews were conducted during the fieldwork with parents, SMC members, and focus groups, including girls and boys. Specific questions addressing GEEW were included in the evaluation tools. Gender issues were also openly discussed during fieldwork interviews. Interviewees were free to express their opinions. Furthermore, the ET assured all voices were heard and that the results were used in the analysis and triangulation.
84. The norms of the WFP Decentralized Evaluation Quality Assurance System (DEQAS) were applied to this evaluation. Norms verified that all conclusions are clearly evidence-based and that they logically follow the analysis that was made of the evaluators' findings. Recommendations were derived, logically, from the main conclusions of the evaluation so as to be useful to the users of this evaluation. Following the DEQAS, Econometría Consultores was responsible for internal quality control. Quality was ensured with the usual mechanisms used by Econometría Consultores, the experience gained in the framework of the operation evaluation Long Term Agreements (LTA) and the current decentralized model. The results of this evaluation will also be critically reviewed by an external quality support service.
85. **Limitations** - Guinea-Bissau is a multicultural country with more than 30 ethnic groups. During the interaction, the team chose Portuguese, Creole, Fula and English, the languages preferred by the stakeholder. The integration of experienced national consultants helped to mitigate this issue of interpretation. To further mitigate this limitation, all interviews were recorded. The translation from Creole to Portuguese was a time-consuming activity. As previously stated, access to schools in the Boloma region was very complicated due to time constraints. Fieldwork occurred at the beginning of the rainy season, and access to one school in Quinara was complicated by the weather. This forced the team to evaluate another school in the vicinity. In two schools, interviews had to be interrupted due to the noise of rain on the roof. Two schools in Cacheu and Gabu

were impossible to reach within the existing timeframe. Alternative schools were selected. The most isolated schools supported by the project in the sample were discarded. This may constitute a favorable bias.

86. The midterm evaluation used a non-experimental approach. According to the WFP Technical Note on Evaluation Methodology (2016), this approach does not compare groups. It requires an understanding of the baseline scenario and builds arguments by a plausible association between the intervention and observed changes. It typically uses mixed-methods. It requires a certain level of baseline and monitoring data, and the presence of documentation that explains the logic behind the design of the intervention being evaluated. The evaluation efforts were organized around normative questions. These questions assess performance against specific criteria.
87. The scope of the midterm evaluation contains all the activities covered by the McGovern-Dole-Funded School Feeding Project in Guinea-Bissau (2016-2018). They were defined in the agreement between USDA and WFP and transcribed within Annex 3. The evaluation was carried out using a probability-proportional-to-size technique (number of schools per region) in both quantitative and qualitative approaches. The size of the sample used in the qualitative approach was determined in 30 schools targeted by the intervention (WFP Local office). The 30 schools targeted by the project were randomly selected in eight geographic regions. Only the autonomous sector of Bissau was excluded. These 30 schools were randomly selected from the sample used for the baseline survey in 2016 (Table 5.1). However, two new regions, Bolama and Tombali, were added to the original six used in this survey. Therefore, some adjustments were needed to maintain proportionality. Only four schools in the sample are “new schools.”
88. A map with schools visited is presented in Annex 1. The midterm Survey was applied to a group of 60 randomly selected schools selected from the sample used for the baseline survey in 2016. There were 30 within the WFP project intervention and a control group of 30 other schools.
89. The evaluation was conducted with integrity and respect for the beliefs, manners, and customs of the social and cultural environment in Guinea-Bissau. The team respected the rights of institutions and individuals. Information was given in confidence, and consent for the use of information was asked for.

2. Evaluation Findings

Relevance

2.1. Is the project’s strategy relevant to the needs of the beneficiaries?

Sub-question 2.1.1: To what extent did the project respond to the needs of the students, specifically girls from 4th to 6th grade?

90. The education system in Guinea-Bissau faces multiple challenges, where the extreme poverty of some families and their chronic food insecurity are additional issues³¹. The MGD SF project activities contributed to the improvement of school structures that are required for delivering meals to students.

³¹ According to findings of the mid-term survey (2018) 29% of students of WFP assisted schools and 40% of students of non-assisted schools go to classes without eating a meal at their homes (Table 7.6, Annex 7)

91. In fact, quantitative data of the school feeding midterm survey (2018)³² showed that 89.7% of WFP/MGD assisted schools have a designated area for food storage³³, while 80% of schools use energy efficient stoves for cooking meals.
92. However, the results of fieldwork showed that school kitchens still require structural improvements to ensure safety while cooking and to ensure the safe preparation of meals. Additionally, students complained about the hygienic conditions of the kitchens and cooks. Nevertheless, it is difficult for cooks to maintain reasonable levels of hygiene with poor kitchen conditions.
93. The project promotes the success of education for school-aged children by delivering daily school meals to all enrolled students, and THRs to girls in 4th to 6th grade. Expected outcomes of school feeding activities are higher levels of student nutrition, promoting student well-being and attentiveness, and consequently improving their education³⁴.
94. As expected, the daily distribution of school meals is appreciated by both boys and girls, with respect to both the quality and quantity of the food. Students also acknowledge its contribution to their learning. Although school meals support student nutrition, its perceived contributions vary among ages and genders³⁵. A greater variety of school meals was requested by the students³⁶.
95. The food distributed to students also financially benefits poorer families³⁷. According to the midterm survey,³⁸ around 60% of girls from assisted schools reported receiving THRs at some point.
96. The financial contribution of SF is especially significant for poorer families (Table 7.10, Annex 7). Quantitative data shows that 65.5% of families from the poorest wealth quintile, and 50.0% of families from the second poorest quintile, acknowledged receiving a THR at some point.
97. One indicator demonstrating how the project has impacted the needs of students and their families is the existing migration of students from schools not supported by WFP to schools supported by WFP. In many cases, this requires them to travel long distances³⁹ to attend classes. This was the perception of inspectors, school teachers, and cooks. However, quantitative data from the midterm survey does not confirm this migration. According to Patton⁴⁰, "It is common that quantitative methods and qualitative methods that are used complementary do not easily come together to provide a single, well-integrated picture of the situation."

³² In June-July 2018 a school feeding midterm survey was developed by Econometria, to be used as complementary information on this evaluation. This survey has collected data from a sample of 30 schools assisted by WFP SF, and 30 schools no-assisted, using the same forms for data collection that were used in the SF baseline survey (2016). The data was used to produce tables which were included as part of annexes on this evaluation report. The data of the midterm survey was used for impact analysis, among other.

³³ According to data of the mid-term survey, 100% of assisted schools properly store food on palettes.

³⁴ More information on expected results and targets are presented in Table 7.1, Annex 7

³⁵ Additional information of school meals and students nutrition is presented in Annex 9

³⁶ Findings of fieldwork shows that students demand more diversification in meals, and the introduction of the following products: canned sardines (discontinued by WFP, donated in the past by the Government of Japan), porridge, milk, sugar, corned beef, other types of beans, local vegetables and the use of flavorings ("gosto").

³⁷ Findings of fieldwork interviews shows the positive perception of the local community on the contributions of the project.

³⁸ As shown on Table 7.10 (Annex 7) in average 7.6% of male students reported to have received take-home rations. Additionally, since 20% of data for female students was missing the average of girls who benefited from the activity might be above 60%.

³⁹ Headmasters of schools that were visited during fieldwork informed that the number of students has increased, as result of school feeding. According to the interviewees some students migrated from nearby schools without school feeding and now travel long distances (up to 15 km in one case) to attend to classes. Although, average travel times of students of assisted schools were higher for students of schools without school feeding (Table 7.11, Annex 7)

⁴⁰ Patton, Michael Quinn, HSR: Health Services Research 34:5 Part II (December 1999), Source: <https://www.ncbi.nlm.nih.gov/pmc/articles/PMC1089059/pdf/hsresearch00022-0112.pdf>, access in January 16, 2019

Sub-question 2.1.2: To what extent did the project respond to the needs of teachers, cooks, inspectors, and School Management Committees (SMC)?

98. According to the teachers interviewed⁴¹, some benefits of school meals provided by the project are that it helps students to pay more attention in class, increases their capacity to learn, and contributes to their progress in school. School meals also contribute to student development and health⁴². In the 2016-2017 school year, and the first semester of the 2017-2018 school year, retention rates for girls were above 90%, and drop-out rates were below 6% in schools assisted by the MGD SF project. Compared to baseline, WFP contributed to increase the school retention rate among adolescent girls by 0.9 percent in a context where the retention rate among girls is very low compared to boys. This was a result of WFP-supported school meals and take-home ration for girls above Grade 4.⁴³ This result contributed to the quality of education and facilitated the aims of teachers.⁴⁴
99. Additionally, 69% of students successfully completed their respective grade. This rate is higher than the national completeness indicator of 66% in 2015⁴⁵. Disaggregated data shows 70% of boys and 68% of girls were able to complete the grade. An increase in successful grade completion is expected as a result of the SF. School meals are expected to promote attendance in classes, and higher well-being of students by reducing their short-term hunger. The distribution of the THRs to girls from 4th to 6th grade promotes higher attendance rates to classes and decreases dropout rates. Teachers and community members acknowledged as well the positive impact of school feeding on student attendance to classes. From the comparison between baseline and midline data, there is no statistical difference⁴⁶, however, there are significant differences between treated and control schools in the midterm phase. not corroborate this (Tables 7.4, 7.8 and 7.9, Annex 7)⁴⁷.
100. Qualitative data collected by this evaluation suggests that the school meal is the main meal of the day for many students⁴⁸. Additionally, quantitative data shows that about 23.7% of all students from assisted schools, and 30.9 % of students from non-assisted schools arrive at school while fasting (Table 2.5). Teachers and school committee members acknowledge that school meals decrease school dropout rates, especially with respect to girls. During the cashew campaign, meals allowed students to remain in school. In 2017, the retention rate in assisted schools was 95.9%, 96.0% for girls and 95.8% for boys, respectively⁴⁹.
101. Qualitative data shows that school meals are attracting more students to school, particularly girls. Teachers and headmasters reported an increase in the number of students as a result of the project. Additionally, quantitative data collected from the midterm survey shows enrollment rates of girls in grade six are slightly increased in assisted schools (Table 7.7, Annex 7). However, the impact of SF was not conclusive when comparing qualitative and quantitative data. Increased enrolment may also put

⁴¹ Qualitative data collected by interviews during fieldwork of mid-term evaluation

⁴² Qualitative information collected during fieldwork.

⁴³ Source: WFP Standard Project Report, 2017

⁴⁴ An increase in children successfully completing a grade is expected, as a result of the school feeding.

⁴⁵ UNICEF Anuario Estadístico 2014-2015

⁴⁶ The comparison was made with the result tables (using the confidence interval) since the data base from baseline is not available.

⁴⁷ Student" attendance of female students of schools with school feeding was particularly higher in October 2017. However quantitative data didn't" confirm increased attendance rate as result of school feeding in the midterm survey from November 2017 to January 2018. (Tables 7.4, 7.8 and 7.9 Annex 7).

⁴⁸ According to qualitative data students attending school in the morning period, the school meal it the first meal of the day. Students attending this period are those who live farther away from the school, this way they avoid the heat of the afternoon. Source: Fieldwork interviews

⁴⁹ Source: WFP- SPR 2017.

additional pressure on the WFP SF system. It could place a higher demand on adjustments in the school with regards to infrastructure, equipment, teachers, other personnel, meals, etc.

102. The findings of the fieldwork indicate that cooks who work in schools are mostly women volunteers and are either mothers or grandmothers of students. Cooks have been trained by NGOs to diversify school meals while using locally sourced products⁵⁰. However, there is little opportunity to put the training into practice, except where local food is produced for cooks in pilot schools. All cooks agree that a variety of school meals are important. The number of cooks per school within the sample taken varies between one and ten.
103. In most schools, two meals are delivered per day. The meals are delivered during the morning and afternoon shifts. In 25% of the schools visited, cooks are paid with contributions made by the students. These contributions range from CFA 200-600 a month⁵¹. These cooks receive monthly wages between CFA 5,000-30,000, depending on the school. Unpaid cooks have demanded compensation.
104. Qualitative findings suggest that poor work attendance, tardiness, and in some cases, disruption of the SF system, could be associated with the lack of compensation for their work as cooks. Their volunteer activities were reported to have been scrutinized during the nut harvest more so as well as when other social activities required their absence, e.g., funerals. A rotating volunteer schedule for cooks has been identified as a potential best practice. This is something which can be tested in other schools; however, this system undermines the training of the cooks. An adaptation is needed. Additionally, concerns over the health of cooks and the implications on food safety were raised during the fieldwork. None of the cooks interviewed had health checkups and most of them reported not having enough disposable income to be screened.
105. The project provided kitchen utensils to assisted schools such as pans, spoons, and plates. Despite the aforementioned, cooks reported the need for additional items such as water containers, serving spoons, and uniforms⁵². One concern is the structural conditions of some school kitchens⁵³. The kitchens are very poorly constructed. In some cases, they are built with flammable materials, and some kitchens are placed dangerously close to stoves and fire. The smoke produced by cooking stays in the kitchen. Stove construction and maintenance were provided by the project in partnership with a local NGO⁵⁴. Fieldwork findings showed that after one year or so of use, some of these stoves show signs of degradation or are abandoned. The model of stove used by the programme allows communities to conserve fuel and reduce the environmental impact of deforestation, but it does not provide dignified working conditions for these women. Due to the placement of the stoves below standing height, cooks must work bent over, thereby exposing themselves, and their unborn child when pregnant to the heat and smoke expelled by the stove (Figure 8.1, Annex 8)⁵⁵.

⁵⁰ "The non-food items (cooking utensils: plates, spoons, cups, basins, buckets and cooking pots) were distributed to all 758 schools. Kitchen construction materials (zincs, cement, nails) were distributed for construction of 150 kitchens at schools. The construction will occur from April to May 2017". Source WFP - Narrative progress Report (Oct 2016 to Mar 2017).

⁵¹ Monthly students' contribution for school cooks range from 0.35 USD to 1.05 USD, currency exchange rate of September 30th 2018.

⁵² Findings of fieldwork, qualitative data.

⁵³ Inadequate structure and working condition on some school kitchen was observed by the evaluation team during the fieldwork, as seen in the Figure 8.1, Annex. In some schools cooks complained that the stove is too hot ("they even burn the hair of their legs").

⁵⁴ "The NGOs have been working on the creation of Food Management Committees, constructions and maintenance of improved cooking stoves, construction of kitchens". Source: Source WFP - Narrative progress Report (Oct 2016 to Mar 2017).

⁵⁵ This video show the model of stove proposed <https://www.youtube.com/watch?v=4gFYwEZogjQ>

106. SMCs include teachers, parents, voluntary cooks, and other members of the community participating in the SF activities. SMC members interviewed in this evaluation perceive school meals as a very important activity because it helps to decrease the burden on families to feed their children. They also acknowledge that SF helps to decrease the dropout rate of girls⁵⁶. SMC members also stated that school meals are an opportunity to bring the community closer to the school because it requires the participation of members of the community and of the parent associations in SF management⁵⁷.

107. During fieldwork interviews, some requests and recommendations were made by SMC members such as 1. the continuation of the school feeding programme 2. An increase in the quantity of food delivered 3. Greater variety of food on the school menu by using locally purchased food 4. Construction of a dining room to serve school meals 5. Creation of school gardens 6. Support with water wells 7. Uniforms for cooks 8. Additional training for SMC members 9. Motorcycles or bicycles for transportation⁵⁸.

Box 2.1 - Key findings and conclusions for question 2.1

- The project's strategy is relevant to the beneficiaries' needs. The daily distribution of school meals reached the intended number of students, and the quality and quantity of food are appreciated by both boys and girls. About 25% of students arrive at school fasting, and school meals are very important to fight short-term hunger.
- Students also acknowledge the contribution of school feeding on their education. School meals and take-home rations promote attendance and help to avoid students dropping out of school.
- School meals support the nutritional needs of students. Its contribution varies among ages and gender, whereby younger students and girls of all ages have greater nutritional coverage. Additionally, greater diversification of school meals was requested by the students, cooks, and the SMC.
- Teachers acknowledged the benefits of school meals in helping students to pay more attention to classes, increasing their capacity to learn, contributing to their progress, and contributing to the development and health of students.
- Take-home rations decrease the burden of families needing to feed themselves and potentially contributes to higher attendance of girls, especially during the cashew campaign.
- Qualitative data suggests that students of non-WFP schools are migrating to WFP assisted schools and the number of students is increasing, although it was not confirmed by quantitative data.
- Most cooks volunteer, and their participation in school could be a burden when competing with economic or social activities. A rotation of school cooks could be used to reduce the burden, but it requires more training.
- Kitchens are very basic and, in some cases, unsafe for cooks. The stoves need to be replaced because they negatively impact the working conditions and health of the cooks.
- SMC members find school meals are an opportunity to bring the community and the school closer together. It requires the participation of members of the community and of the parents. By demanding the involvement of local communities in the management

56 Qualitative data from fieldwork interviews. Triangulation of qualitative and quantitative data in this matter was previously presented on paragraph (19) and footnote 21

57 All information provided in this paragraph refers to qualitative data collected in the fieldwork. The data was collected in a representative sample of 30 supported schools located in 8 regions where the programme is implemented.

58 Results of fieldwork were recommendation on: Increase in the food portion was requested by the SMC members: 36% asked for increase in the quantity, greater diversification on school menu was recommended by 20%, three of SMC interviewed requested the construction of a dining room, three SMC requested the creation of school gardens; two demanded

of school feeding systems, the project promoted the rapprochement of communities and schools.

2.2. Is the project aligned with the national government's education and school feeding policies and strategies?

Sub-question 2.2.1: To what extent is the intervention aligned with the educational policies and the strategies of the government?

108. This intervention is aligned with the education policies and strategies of the government of Guinea-Bissau. The country has experienced times of political instability, which prevented the approval of the National Law on School Canteens. This instability has also made it difficult to include SF in the main strategies and to budget for successive governments in the past years. However, as a strategy to achieve universal schooling, the establishment of canteens are predicted to be put in schools that do not yet have them in the Sectoral Education Plan (2017-20125). Also, the government of Guinea-Bissau funded a local purchase initiative in the schools of 20 communities in the Cacheu and Oio regions. This initiative is managed by the WFP.

109. Although the MGD SF Project does not use local procurement to supply school meals, the development of the pilot project to locally purchase food for school canteens is one of its intended results. Insufficient documentation of the results of the pilot experiences were found during this evaluation. The WFP could support the understanding of the results of local purchases and their improvements by conducting regular assessments and documenting the results of the pilot programmes.

110. The processes of defining and approving the National Law of school canteens and the creation of the implementation plan for this law were discussed and scheduled in 2015 during the workshop for assessing National Capacities in School Feeding (SABER). This was organized by the General Directorate for School feeding (Direcção-Geral das Cantinas Escolares), the WB, and the Partnership for Child Development, and the WFP. General elections in 2019 could potentially result in the advancement of SF in main strategies and the annual budget.

Box 2.2 - Key Findings and conclusions for question 2.2

- This intervention is aligned with education policies and strategies of the government of Guinea-Bissau.
- The political instability that prevented the approval of the National Law on School Canteens made it difficult to include school feeding in the main strategies and budget of future governments.
- Additional efforts by the WFP to assess and document results of the pilot programme for local purchases for school feeding would support good practices and allow the sharing of lessons learned.

2.3. Does the project complement other donor-funded, government initiatives?

Sub-question 2.3.1: To what extent are other donor-funded, initiatives complementary?

111. During the analysis period, the WFP/McGovern-Dole SFP was the main initiative concerned with school feeding. However, there are other complementary initiatives such as the Guinea Bissau government-funded local food purchase initiative in the Cacheu and Oio regions. This initiative is managed by WFP with the support of NGOs and a telecommunications company. The government of Japan has been contributing with

canned sardines. However, the supply was briefly discontinued during the 2017-2018 school year. The government of Japan will contribute USD 1 million in the future for local food purchases, which will allow the WFP to expand to other regions with more canned sardines.

112. WFP/McGovern-Dole also supports the school feeding programme with Child Friendly Schools, a UNICEF initiative helping to move “schools and education systems progressively towards quality standards, addressing all elements that influence the wellbeing and rights of the child as a learner and the main beneficiary of teaching, while improving other school functions in the process.” The Ministry of Education is trying to complement this programme with support from the International Public Policy Association (IPPA), an American NGO experienced in supporting SF systems in Guinea-Bissau.

Box 2.3 - Key findings and conclusions for question 2.3

- WFP/McGovern-Dole School feeding project is the main initiative concerned with school feeding.
- Guinea-Bissau government funded a local purchase initiative in schools managed by WFP, complementing WFP meals with fresh food in Cacheu and Oio.

Effectiveness and Efficiency

2.4. What is the progress of project implementation – is the project on track to carry out all activities as planned?

Sub-question 2.4.1. To what extent were school meals provided to primary school children, including take-home-rations for girls from 4th to 6th grade

113. In March 2017, the target defined for the number of school-age children receiving daily school meals for 2017 and 2018 was met and exceeded (see table 2.1). The same occurred for male, school-aged children receiving daily school meals in 2017 and 2018, as well as for female school-aged students in 2017. In March 2018, 98% of the targeted school-aged female children received daily school meals⁵⁹.

Table 2.1 - Performance indicators: number of school-aged children (male, female, total) receiving daily school meals

Indicator	The target for FY 2016	The target for FY 2017	The Target for FY 2018	Activity Outputs (01/09/16 - 30/03/17)	Activity Outputs (01/10/2017 - 31/03/2018)
Number of school-aged male children receiving daily school meals (breakfast, snack, lunch)	75,572	81,600	90,165	91,978	91,978
Number of school-aged female children receiving daily school meals (breakfast, snack, lunch)	69,800	78,400	83,230	81,615	81,616

⁵⁹ WFP (2017). Performance Indicators (Results): 01/09/16 - 30/03/17, McGovern-Dole Project Guinea-Bissau and WFP (2018). Performance Indicators (Results): 01/10/2017 - 31/03/2018, McGovern-Dole Project Guinea-Bissau

Number of school-aged children receiving daily school meals (breakfast, lunch, snack)	145,372	160,000	173,395	173,593	173,594
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Source: WFP (2017 and 2018)

114. The 2017 target for female students in grades four to six that received the three THRs was met and exceeded. In order for this to happen there needed to be an attendance rate of 80% or higher. (Table 2.2). In March 2018, 98% of the target for 2018 was met (Table 2.2). The project delivered three THRs each school year. This was done in December, March, and June. Sixty-five percent of the target THRs were delivered, but in 2018 there was still one THR to be distributed that was not covered by the data in March of that year.

Table 2.2 - Performance indicators: number of girls (Grades 4-6) that receive all three annual take-home ration distributions based on the attendance of 80 percent or better and number of take-home rations provided

Indicator	The target for FY 2016	The target for FY 2017	The Target for FY 2018	Activity Outputs (01/09/16 - 30/03/17)	Activity Outputs (01/10/2017 - 31/03/2018)
Number of girls in grades 4-6 that received all three annual take-home ration distributions based on the attendance of 80 percent or better.	15,414	16,320	16,623	16,323	16,323
Number of take-home rations provided	2,543,310	2,692,800	2,742,795	1,795,530	1,795,530

Source: WFP (2017 and 2018)

115. Frequent teacher strikes are a problem in schools which are not supported by the community. In 2017 alone, there were multiple strikes across the whole year, including three between September and November alone. Likewise, in 2018, multiple teachers strikes occurred, also jeopardizing the continuity of education. Generally, strikes last between 15 - 30 days. Due to strikes, schools were opened and meals provided for 107 days, 65% of the 165 planned days. An agreement was reached by the government to raise salaries from under EUR 30 to EUR 75 but the government reneged and did not participate in good faith with the teachers negotiations. To compound the problem, anti-protests from students seeking to ensure the continuity of education began during the beginning of 2019 as well. To illustrate the severity of the gap in pay demands, the United Nations Educational, Scientific and Cultural Organization (UNESCO) stated that in 2016, 63% of the total education expenditure in the country was provided for by parents who wanted to see their children continue in their studies. It is important to note that this problem has been plaguing the country for over four decades and that the past several years have seen entire month(s) of study lost to these strikes and counter protests.

Sub-question 2.4.2. To what extent did primary school children in targeted schools receive timely, sufficient, and nutritionally adequate food transfers (Output 1.1)

116. During the morning period of most schools, students state that there are delays in delivering the meals. This occurs when the cooks arrive late. The school meal is the main

meal of the day for most students. The nutritional contribution of school meals ranges from 22.5% to 46% of the calories needed for male students and 25.5% to 50.2% of the calories needed for female students, all between the ages of 3 to 13. This covers about 37.1% to 66.3% of the protein required for students of both genders between the ages of 4 to 13⁶⁰.

117. More concerning nutritional information about school meals and take-home rations can be found in section 2.

118. Fieldwork showed that schools had difficulties in following the established WFP rations of food per student. There are frequent adjustments to the amounts, on some occasions by WFP themselves. The main reasons for these adjustments are low levels of existing stock, shortages of products due to an excessive number of students, shortages of products due to late delivery, the nearing of product expiration dates, and meals being served for children in kindergartens located outside the perimeter but in the vicinity of supported schools. For the latter reason, they are not considered within the scope of the WFP/MDG project.

119. Kindergartens located inside the perimeter of the school also benefited from school meals. However, if these kindergartens are located on the other side of the road, they are not assisted by the project.

Sub-question 2.4.3. To what extent were kitchens and storerooms built or rehabilitated? And to what extent were storage and food preparation equipment, tools, and eating utensils provided?

120. The targets for 2017 and 2018 for the number of kitchens constructed or refurbished were not met (Table 2.3)⁶¹ (Table 2.3). According to the WFP, the targets for the number of fuel-efficient stoves provided and renovated were met in 2017 and 2018. However, a report issued by the NGO Palmeirinha claimed the target for building 100 stoves was partially reached⁶². The target for the number of schools with improved storage equipment and food preparation tools was met and exceeded in 2017 but not met in 2018.

Table 2.3 - Performance indicators: number of kitchens constructed/rehabilitated, number of fuel-efficient stoves provided and rehabilitated and number of schools with improved storage equipment and food preparation tools

Indicator	The target for FY 2016	The target for FY 2017	The Target for FY 2018	Activity Outputs (01/09/16 - 30/03/17)	Activity Outputs (01/10/2017 - 31/03/2018)
Number of kitchens constructed / rehabilitated	150	150	100	0	150
Number of fuel-efficient stoves provided and rehabilitated	150	150	100	150	150
Number of schools with improved storage	638	750	950	758	

⁶⁰ A discussion in nutrition contributions of MGD SF project is further presented by this evaluation report (under findings on impact)

⁶¹ In the data supplied by WFO CO, the targets are organized by civil year and the outputs by school year.

⁶² The target wasn't fully reached since only 84 of the planned 100 stoves were built. Source: Report issued by the NGO Palmeirinha (Projecto de construção de 100 fogões melhorados nas cantinas Relatório Final 2018).

equipment and food preparation tools					0
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Source: WFP (2017 and 2018)

Sub-question 2.4.4. To what extent was training provided to school management committees (SMC), teachers, and inspectors in the management of school meals and complementary activities?

121. The targets defined for 2017 and 2018 for the number of SMC members and cooks trained in food preparation and storage as well as the number of teachers, directors, and inspectors trained in food management and storage were not met; all together 33% for 2017 and 49% for 2018. The targets defined for 2017 and 2018 for the number of teachers, directors, and inspectors trained in food management and storage were not met (for each year, Male- 41% and 33%, Female-99% and 87%, Male + Female- 68% and 60%).

Table 2.4 - Performance indicators: number of SMC members and cooks trained in food preparation and storage and number of teachers, directors, and inspectors (male, female and total) trained in food management and storage

Indicator	The Target for FY 2016	The Target for FY 2017	The Target for FY 2018	Activity Outputs (01/09/16 - 30/03/17)	Activity Outputs (01/10/2017 - 31/03/2018)
Number of School Management Committee members and cooks trained in food preparation and storage	4,466	5,250	6,650	1,710	1,526
Number of male teachers, directors, and inspectors trained in food management and storage	350	375	425	141	0
Number of female teachers, directors, and inspectors trained in food management and storage	352	375	425	370	0
Number of teachers, directors, and inspectors trained in food management and storage	702	750	850	511	0

Source: WFP (2017 and 2018)

Sub-question 2.4.5. To what extent were deworming medications and training distributed?

122. This activity was developed by the WFP in partnership with the Ministry of Health and the WHO. The role of the WFP/MGD project in further disbursement of deworming medication is to transport the tablets for 173,395 students (final target). In the 2016-2017 school year, 92,523 students received the deworming medication⁶³ in three regions,

⁶³ In December 2017 training to teachers on how to administer deworming medication was still ongoing. Source: WFP Follow Up on Status of McGovern-Dole Guinea-Bissau Project Activities, 26 December 2017.

Bafata, Gabu, and Oio. This covered 63.6% of the 2016 target. The number of school-aged children receiving daily school meals because of USDA assistance in 2016 was 19% higher than the target. About half of the school children benefiting from the school meals received deworming medication during this period. For the 2017-2018 school year, there was no deworming medication distribution according to reports issued by the WFP. However, the WFP has stated that there was a scheduled distribution of deworming tablets to schools at the beginning of the 2018-2019 school year (October). In December 2017, the training of teachers on how to administer deworming medication was still ongoing⁶⁴. By March 2017, 63.6 % of the final target was met since none of the deworming pills had been distributed. This accounted for 92,593 students. A new cycle of distribution previewed by the government of Guinea-Bissau with support of WHO was planned for October 2018.

Sub-question 2.4.6. To what extent was capacity building delivered at local, regional, and national levels? Were technical and analytical assistance provided to the government in policy formulation, legal framework, and management of a national school meal programme?

123. The WFP Centre of Excellence from Brazil and the Brazilian Cooperation Agency (ABC) held two workshops in Bissau, one in October 2016 and another in March 2017. This was in response to the Ministry of Education’s request for technical support for the creation of a national sustainable school feeding programme. It was expected that at the end of June 2017, a memorandum would be signed between WFP/FAO and Brazil for the provision of that support. This was prioritized by participants of the two workshops to be implemented for capacity building by the Ministries of Education and Agriculture. They were the main partners involved in the creation of a sustainable national school feeding programme.⁶⁵

Box 2.4 - Key findings and conclusions for question 2.4

- The target defined for the years 2017 and 2018 for the number of school-aged children receiving daily school meals was met and exceeded.
- The target for 2017 defined for female students (Grades 4-6) in the process of receiving all three annual THR distribution based on the attendance of 80 percent or better was met and exceeded.
- The targets defined by the project for the number of kitchens and stoves constructed or rehabilitated were not met in 2018. For the number of schools with improved storage equipment and food preparation tools, the target was met in 2017 and yet to be met in 2018.
- The targets defined for 2017 and 2018 for the number of SMC, cooks, and teachers trained were not met.
- The target defined for the deworming medication distribution was met in 63.6% in the 2016-2017 school year.
- WFP Centre of Excellence from Brazil and ABC undertook two workshops in Bissau.

⁶⁴ WFP Follow Up on Status of McGovern-Dole Guinea-Bissau Project Activities, 26 December 2017.

⁶⁵ Performance indicators WFP file 2017 and 2018

2.5. To what degree have or have not the interventions resulted or not resulted in the expected results and outcomes? In particular, to what extent did providing THR result in increased attendance and enrollment of girl students?

"The take-home ration is an incentive for students that continues to be carried out at our school. This is positive because of increased attendance, more focus in classes, and it prevents students from dropping out" (Female students' opinion collected on fieldwork interviews).

124. THRs are delivered to school girls between 4th and 6th grade who meet the minimum attendance criteria⁶⁶. Each student should receive 4kg of rice a month⁶⁷, or 208g a day. However, fieldwork interviews in schools indicated that in practice, the amount of rice distributed via take-away rations delivered to each female student varied between schools. Even within the same school there were different levels of distribution⁶⁸.

125. According to data collected from headmasters during fieldwork, the quantity of rice distributed to each beneficiary varied between one and six kilograms a month⁶⁹. There is also a general perception among school directors, teachers, inspectors, and focal points from MoE⁷⁰ that the number of students in schools supported by the WFP has increased, and that these students are coming from non-supported schools⁷¹. Qualitative data collected during the evaluation suggests that the delivery of THRs creates higher enrolment rates for girls. Local families are perceived to encourage their daughters to enroll in school and attend classes.

126. WFP reports⁷² show that targets of THRs for beneficiaries in first and second grade were reached. According to qualitative data⁷³, the distribution of school meals and THRs has reached the expected outcome for promoting student attendance and reducing dropout rates of school girls. Additionally, according to SMC, THRs raised the attendance rates of girls during cashew harvest⁷⁴. Quantitative data⁷⁵ indicates that targets for attendance were reached during the extension of this project. However, quantitative data from the midterm survey did not prove that THRs had a positive impact on attendance. Additionally, available quantitative data does not confirm that the number of girls enrolled has increased as a result of the activity.

Sub-question 2.5.1 To what extent do school-age children in Guinea-Bissau have adequate access to safe and nutritious food all year round?

127. The nutritional contribution of school meals ranged from 22.5% to 46.0% of the calories needed for male students and 25.5% to 50.2% needed for female students between ages 3 to 13 and covers about 37.1% to 66.3% of protein required for students of both genders between ages 4 to 13⁷⁶. During at least nine months of the year, a great part of students'

⁶⁶ Take-home rations should be distributed to school girls from 4th to 6th grade who attend to at least 80% of the classes.

⁶⁷ Planned distribution, according to WFP staff interviewed during evaluation fieldwork

⁶⁸ In one school visited each school girls received 10 Kg of rice on the first school semester, and 2 Kg of rice on the last semester, (school year 2017-2018). Some headmasters justified the variation on amount distributed by the need to adjust the distribution to the existing supplies.

⁶⁹ Estimative based in information collected in the schools visited during evaluation fieldwork.

⁷⁰ Qualitative data from fieldwork interviews

⁷¹ Qualitative data collected on fieldwork

⁷² Additional information in Annex 7, Tables 7.2 and 7.3

⁷³ Data collected on fieldwork through interviews with teachers, students and members of SMC.

⁷⁴ Cashew nut production is an important economic activity in Guinea-Bissau. Additionally, according to qualitative information collected in fieldwork the attendance to classes may reduce during the harvest (April to June) when some children join other family members to work on the fields.

⁷⁵ Sources: WFP SPRs (2016 and 2017), Table 7.8 and 7.9 (Annex 7)

⁷⁶ Additional information on contribution of MGD SF project in nutrition is further discussed in this evaluation report, under findings in impact, and Annex 8 (Nutrition)

nutritional needs is provided for by school meals and THRs, when teacher strikes are excluded. During holidays, students do not receive food from school. More about the nutritional contribution of school meals and THRs can be found in section 2.8.

Box 2.5 - Key findings and conclusions for question 2.5

- During at least nine months of the year, a great part of student nutritional needs is provided for by school meals and THRs when teacher strikes are excluded.
- There is a general perception among school directors, teachers, inspectors, and regional focal points from MoE that the number of students in schools supported by the WFP increased; however, this wasn't valid quantitative data.
- Although there is a strong perception by school members of the positive result of school feeding on girl's enrollment and attendance, this evaluation couldn't prove it.

2.6. Is hunger reduced?

Sub-question 2.6.1 To what extent is hunger reduced within local communities?

128. The project targeted very vulnerable school children from food insecure communities. Thus, the SF programme constitutes an important form of nutritional and financial support to many vulnerable and food insecure, or food deprived families. According to the results of interviews with the SMC, school meals are very important since they decrease the burden of families having to feed themselves⁷⁷.

129. Results of the baseline and midterm surveys showed an increase in the number of students who ate school meals delivered by the MGD SF project, from 80.1% to 92.5%, from 2016 to 2018 respectively (Annex 7). Additionally, school meals reduce short-term hunger and contribute to the nutrition of the children enrolled in the schools. An analysis of the contribution to reducing the hunger of school children is further presented in sub-question 2.8.1.

130. Reducing hunger and increasing dietary diversity of school-age children and families requires interventions in factors beyond WFP control. The eating habits in households do not only depend on what they know about nutrition but on if they can afford a diet that includes all types of nutrition required. Therefore, it is not only a matter of how well the teachers teach nutrition, or how much the students learn about nutrition, but of the family's capacity to buy and consume all the foods that are important for healthy eating. Thus, this project can contribute by promoting nutritional education and reducing short-term hunger at schools.

131. Even though the MGD SF project is an important contributor to reducing hunger, further benefits to the community may occur by having more locally purchased food supplied to school canteens. The SF programme establishes a regular market for locally produced food. Generating income to poor families of smallholder farmers is an effective strategy to reduce hunger because income strongly determines access to food.

132. According to the baseline survey and the 2018 survey, no significant change was observed in the diet of families of students from MGD SF assisted schools. In 2016, 8.4% of families were classified as poor or borderline poor (WFP Food Consumption Score). In 2018, this represented 8.2% of families. The change in food consumption scores seems to be strongly related to poverty. This is shown by an increase in the number of families with inadequate diets in the poorest quintile, from 12.6% to 18.3% in 2016 and 2018, respectively (Annex 7, Table A7.6).

⁷⁷ Interviews with stakeholders during mid-term evaluation fieldwork

Box 2.6 - Key findings and conclusions for question 2.6

- School meals are very important since they help to decrease the burden of families having to feed themselves.
- School meals and take-home rations contribute to reducing hunger in food insecure communities and reducing short-term hunger and because of their contribution to the nutrition of students.
- The diversity of diet in families seems to be strongly related to poverty, though the school feeding programme has great potential to further contribute to reducing hunger and rural poverty by purchasing food locally produced by smallholder farmers.

2.7. How can the theory of change be altered to increase efficiency and effectiveness? Did assistance reach the right beneficiaries in the right quantity and quality at the right time?

Sub-question 2.7.1 To what extent did local beneficiaries participate in the process of project design?

133. Local community representatives and parent associations are involved in the organization of the system through the SMC, but they do not participate in the process of project design. Some students participate in the organization of meals, helping to distribute the food; however, they do not participate in the process of project design.

Sub-question 2.7.2 Is the food perceived as sufficient in terms of quantity and quality? Is the food reaching the right beneficiaries?

134. Food is perceived as sufficient in terms of quantity and quality by students. However, students are demanding greater diversification of meals through the introduction of the following products: canned sardines which were discontinued by WFP and donated in the past by the government of Japan, porridge, milk, sugar, corned beef, other types of beans, local vegetables and the use of flavourings called 'gosto'.

Box 2.7 - Key findings and conclusions for question 2.7

- Local community representatives, parent associations, and students do not participate in the process of project design.
- Food is perceived as enough in terms of quantity and quality by students. However, students are demanding greater diversification of meals through the introduction of new products.

Impact

135. Results on the impact of the project were assessed with the use of quantitative data collected by the midterm survey (June 2018). Similar questionnaires and methodologies that were used on the baseline survey (2016) were used to collect data with the purpose of evaluating the results of two groups of schools. One group was WFP assisted and the other was not. Findings on impact evidence resulted in WFP schools compared to schools that were not assisted. Additionally, to assess temporal progress, the results of the baseline survey were also used for impact analyses. Quantitative data provided by WFP reports and qualitative data from fieldwork were used for triangulation. A set of tables presenting quantitative data used for impact analysis is presented in Annex 7.

136. The MGD SF project has two SOs. SO1 improved literacy of school-aged children and SO2 increased the use of health and dietary practices. Outcomes and outputs for each

SO and planned activities have specific targets for each year of implementation (Annex 7, Table A.7.1). MGD SO1 and SO2 are aligned to the WFP CO Strategic Outcome 1. School-age children in Guinea-Bissau have adequate access to safe and nutritious food year-round (T-ICSP). It also contributes to the achievement of the WFP Strategic Result 1: “everyone having access to food”⁷⁸. The MGD SF project’s framework, which presents the strategic objectives, intended outcomes, planned activities, indicators monitored, and yearly targets is presented in Annex 7.

2.8. To what degree has the project made progress toward the results at the project-level framework?

137. Figures for delivering school meals to students and delivering THRs to girls surpassed both established targets during the first two years of implementation. Details of their progress and associated outcomes are presented under the following sub-question.

2.8.1 Sub-question: What was the progress of the project on improving the quality of education and literacy of school children (boys and girls)?

"School feeding programs can help to get children into school and help to keep them there, through enhancing enrollment and reducing absenteeism; and once the children are in school, the programs can contribute to their learning, through avoiding hunger and enhancing cognitive abilities' (Rethinking School Feeding, World Bank-2009)

138. Children living in extreme poverty often arrive at school hungry. If they remain hungry at school, their level of attentiveness could decrease, compromising their learning process and attendance at school. Chronic hunger increases the chance of a student dropping out while poor nutrition impairs their learning. Inversely, there is evidence in the scientific literature on the positive impact of school feeding improving children’s learning capacity^{79,80}, as well as on the negative consequences of chronic hunger on child development⁸¹.

139. According to the MGD project that was implemented in Guinea-Bissau, the SO1 should be reached through the implementation of the SF programme that benefits school children from 758 schools located in all eight regions of the country. The main assumption was that the WFP-MGD SF project could promote better literacy rates among school-age children through the delivery of school meals and THRs for female students. Although the project framework includes Improved Quality of Literacy Instruction, there is no planned activity to achieve it (Annex 7). Therefore, the progress of the project's outcomes on improvements in the quality of teaching as a result of USDA assistance cannot be expected nor evaluated.

140. The WFP reports⁸² that in the 2016-2017 school year, and the first semester of the 2017-2018 school year, retention rates were over 90% and drop-out rates were below 6% in schools assisted by the MGD SF project. Additionally, the rate of completion for a given grade was 69% (70% for boys, and 68% for girls). However, as shown in table 2.5, the SF

⁷⁸ Sustainable Development Goal (SDG) Target 2.1.

⁷⁹ A study conducted in USA that used cluster sample design to select a nationally representative sample of 21,260 kindergarten children attending 1592 elementary schools in 1998 –1999 has found strong evidence that food insecurity is linked to specific developmental consequences for children, both nutritional and non-nutritional. Source: Jyot D.F, Frongillo, E.A & Jones, S.J. Food Insecurity Affects School Children's Academic Performance, Weight Gain, and Social Skills. The Journal of Nutrition, Volume 135, Issue 12, 1 December 2005, Pages 2831–2839. In <https://academic.oup.com/jn/article/135/12/2831/4669915>, access November 1st 2018.

⁸⁰ Additional studies in this matter are presented by Bundy et al. Rethink School Feeding. Social Safety Nets, Child Development and Education Sector. The World Bank (2009)http://siteresources.worldbank.org/EDUCATION/Resources/278200-1099079877269/547664-1099080042112/DID_School_Feeding.pdf Access in November 1s

⁸¹ Source: Best, C et al. The Nutritional Status of school-aged children: Why should we care? Food and Nutrition Bulletin, vol.31, no 3 (2010), The United Nations University;

⁸² Source: WFP Standard Project Report, 2017. t 2018.

midterm survey did not find significant changes in the enrolment rates as a result of school feeding. Although it was slightly higher in grade 6, the quantitative analysis did not prove there was a positive impact via school feeding on the enrolment of boys and girls in assisted schools (Table 2.5). However, qualitative data suggests the opposite, that children from non-assisted schools were reportedly migrating to schools assisted by WFP.

Table 2.5 - Enrolment change compared to the previous school year. Mean enrolment for all applicable school levels and change between 2017 and 2018, according to the school year and gender. School Feeding Midterm Survey, Guinea-Bissau, 2018

Grade	Total (schools surveyed)				WFP Assisted Schools				Non-assisted Schools			
	Baseline 2014-2015		Mid-term 2017-2018		Baseline 2014-2015		Mid-term 2017-2018		Baseline 2014-2015		Mid-term 2017-2018	
	boys	girls	boys	girls	boys	girls	boys	girls	boys	girls	boys	girls
1st	1.09	1.08	0.980	1.009	1.10	1.12	0.988	1.000	1.08	1.02	0.988	1.032
2nd	1.16	1.32	1.009	1.027	0.09	1.63	1.001	0.986	1.25	0.96	1.001	1.056
3rd	1.46	1.71	1.000	1.022	1.60	2.22	1.000	1.000	1.25	1.03	1.000	1.050
4th	1.16	1.02	1.001	1.009	1.45	1.02	1.002	0.997	0.81	1.02	1.002	1.013
5th	0.89	1.09	1.000	1.000	0.86	1.09	1.000	1.000	0.97	1.10	1.000	1.000
6th	1.01	1.27	0.982	0.989	0.96	1.39	0.974	1.007	1.16	1.04	0.973	1.000

Source: School Feeding Midterm Survey, 2018

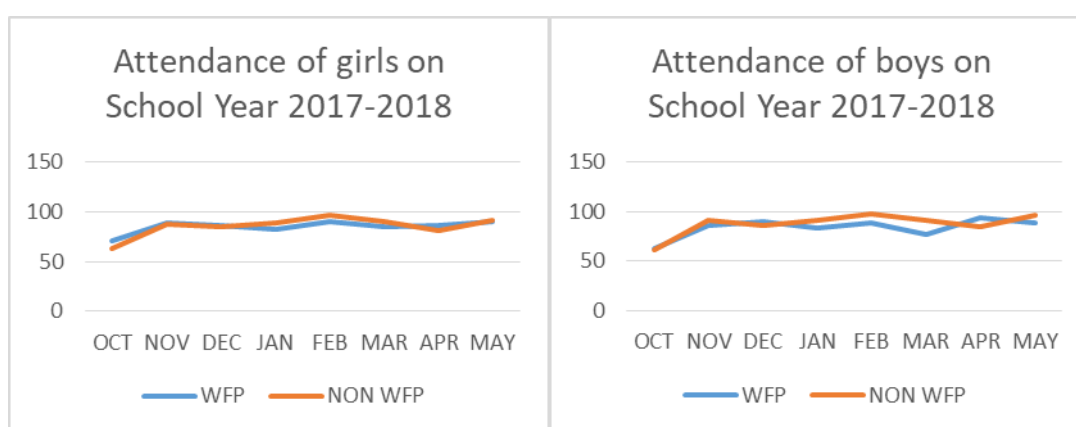
141. Progress expected to the result 1.2, improved attentiveness, is based on the assumption daily school meals are regularly provided for to the students, therefore nutritional needs, especially for carbohydrates and proteins. Therefore, their well-being and attentiveness during classes are improved. According to the WFP, in the 2016-2017 school year, 173,593 school-aged children benefited from daily school meals because of USDA assistance, which accounted for 119.4% of the target for the FY. In the 2017-2018 school year, 173,594 school-aged children benefited from daily school meals, which accounted for 108.4% of the target for the FY. The SF programme covered a larger number of students than was planned. It was slightly higher for male student's at 121.7% of the target for FY 2016-2017 and 127.2% of the target for FY 2017-2018. For female students, the figures were 116.9% of the target for FY 2016-2017 and 104.1% of the target for FY 2017-2018⁸³.

⁸³ Additional information is presented in Annex 7 (Tables 7.2 and 7.3)

142. Increased student attendance is expected due to the delivery of school meals to all students and THR to female students (Result 1.3. Improved Student Attendance). In the 2016-2017 school year, 163,177 students regularly attended at least 80% of classes in USDA supported classrooms. This was 140.3% of the target. There were 87,379 male students, 144.5% of the target and 75,902 female students, 135.9% of the target.

143. Improved student attendance is also expected as a result of delivering school meals and THR (Outcome 1.3). Specific indicators and targets were established to assess the level of success of this result. A minimum of 80% attendance in classes was established as a target (Annex 7, Table A7.1). Results of both baseline and midterm school feeding surveys have shown that student attendance to classes in assisted schools has exceeded its targets⁸⁴, and attendance has slightly increased between 2016 and 2018 for both boys and girls, from 83.2% to 84.1% and from 83.3% to 85.4%, respectively (Annex 7, Tables A 7.4).

Figure 2.1 - Attendance of school children grade 4, School Feeding Midterm Survey (2018)



Source: Own elaboration based on results of midterm SF survey (Annex 15)

"We didn't have chance to attend to classes during our childhood; the girls should seize the opportunity of education that the Project is offering them" (voiced a female member of the school management committee).

144. Quantitative data on school feeding surveys⁸⁵ and WFP reports⁸⁶ were compared to qualitative data collected⁸⁷. According to the qualitative data, school feeding has positively impacted student attentiveness and attendance, the results of lessons taught, dropout rates of students, and enrolment and specifically the attendance rates of female students in school. However, these impacts reflect perceptions of interviewees, and could not be proven by quantitative data.

145. Additionally, it was reported that as a result of this project, families encouraged their daughters to enroll and regularly attend classes. As was reported by interviewees, the increased participation of female students may encourage other girls from their communities to enroll in school and attend classes. Although there is increased class attendance in WFP assisted schools, it is clear that further assessments and analyses are needed to explain the results of both surveys in unassisted schools, (Annex 7).

⁸⁴ Except for the first month of the school year, when probably the lower attendance reflects a late enrollment of some students, the attendance found on WFP assisted schools (School Feeding Midterm Survey) was above 80%. Source: Tables 7.7 and 7.8, Annex 7.

⁸⁵ School Feeding Baseline Survey (2016); and Midterm School Feeding Survey - 2018 - in Annex 15.

⁸⁶ WFP SPR 2016 and 2017, Project semiannual narratives (2016-2017) and Project Performance indicators (2017-2018)

⁸⁷ interviews with teachers, members of school management committees, and students

146. The general perception of multiple stakeholders is that there is a positive impact of school feeding on attendance. Despite this, the existing quantitative data could not prove this (Figure 2.8.1 & Tables 7.8 and 7.8 Annex 7).

Sub-question 2.8.2: What was the progress of the project on promoting the health and nutrition of school children (boys and girls) and the health and nutrition of local communities?

147. Promoting health and nutrition involves complex factors beyond school feeding, which makes assessing the impact of this intervention on health and nutritional promotion a tough task. This evaluation is used to establish links among observed activities and their potential impact on the nutrition and health of students and local communities.

148. The daily delivery of school meals represents an important contribution to student nutrition and health. Malnutrition of children, especially those under five years of age, is a great health concern. In developing countries, malnutrition is associated with high mortality rates where there is a clear correlation between poor nutrition and deaths by infectious disease. There is a known relationship between nutrition and school performance⁸⁸.

149. According to the Minister of Education of Guinea-Bissau, the main threat faced by schools in the country is food insecurity⁸⁹. Results of the SF Baseline Survey Guinea-Bissau (2016) and Mid-Term School Feeding Survey Guinea-Bissau 2018 show that a large number of students go to their classes hungry, and not every student will have a meal when returning home from school. Compared to data from the 2016 survey, a larger number of students at unassisted schools brought a meal from their homes to school in 2018, from 8.3% in 2016 to 25.2% in 2018. The same trend was observed in the percentage of students who bought food at school, from 4.6% in 2016 to 27.9% in 2018. Additionally, 7.3% of students in these schools went to their homes for lunch in 2018, shown in Annex 7 (Table A7.5).

Table 2.6 - Percentage of students who ate a meal before and after schools, results of School Feeding Baseline and Midterm surveys Guinea-Bissau (2016 and 2018)

Percentage of students who ate a meal before and after attending school				
	Ate a meal before going to school		Ate meal after going to school	
Year	2016	2018	2016	2018
WFP school	71	76.3	86	86.6
Non-WFP school	59.7	69.1	82.8	93.6
Gender				
Male	63	80.3	84.3	90.7
Female	65.4	76.3	83.4	87.6

Source: SF Baseline and Midterm surveys (2016 and 2018)

150. The second strategic objective of MGD addresses health and nutrition⁹⁰. The midterm survey found evidence suggesting that students of WFP assisted schools have a healthier school environment when there are improved toilets. Data of both the baseline and

⁸⁸ "It is well documented that suffering from under - or over nutrition during the school years can inhibit a child's physical and mental development" (Best, C. et al, 2010). Authors of the study concluded that "malnutrition clearly is an issue in school-aged children all across developing countries and countries in transition".

⁸⁹ Source: Plano Estratégico da Educação, 2017, Guinea-Bissau

⁹⁰ MGD SO2. Increased Use of Health and Dietary Practices

midterm surveys show improvements in hygiene and sanitation in WFP assisted schools (Annex 15, Table 15.4). Students also defer to better hand washing practices (Annex 15, Table 15.2). Additionally, the percentage of WFP assisted schools with improved water sources has increased from 70% in 2016 to 100% in 2018 (Annex 15, Table 15.4). However, the effect of the MGD SF Project is not clear. It might be a result of the criteria used for selecting schools for the SFP⁹¹, or a result of other interventions run in the schools. Regardless, the lack of hygiene in kitchens remains a problem that needs to be addressed.

151. Increased knowledge of nutrition to promote healthier eating behaviors is an expected result without a planned activity (Annex 7 table A7.1). Although there are no nutritional education or health education activities planned, qualitative data suggest that the training for SMCs and cooks promoted awareness of the benefits of diet diversification for students, cooks, and members of school committees.

"We would like to learn more about how to cook recipes that include leaves of cassava, moringa, sweet potato and beans"(Cook of a school visited). "Eating moringa and cassava leaves are good for our health. We would like to have vegetables on our school menu" (recommendation for improving the project from students of an MGD SF project assisted school).

The quality of household diets⁹² was evaluated in both the school feeding baseline and mid-term surveys, using the Food Consumption Score⁹³ as a reference (Annex 7, Table A7.6). Results of the midterm survey did not show an improvement in the quality of diet in households of WFP assisted schools (Figure 2.8.2). This is partly because, 13.4% of students reported replacing their evening meal at home with the afternoon school meal.⁹⁴ Due to a lack of WFP monitoring data, for this group of students it is not possible to accurately evaluate the nutritional impact of the school meal as it depends on the availability of food at household level. However considering the chronic food insecurity in Guinea Bissau⁹⁵ the 580 Kcal provided by the school meal represents a gain in terms of nutrition for all beneficiaries of school meals, and most likely will be either neutral or positive in terms of nutrition. It is clear though that a financial benefit to households was found (Annex 15). Furthermore, a greater statistically significant proportion of children from non-beneficiary schools consumed a meal after going to school.

⁹¹ A strategy to potentialize the results of programmes that target students' initiatives as WASH programme (UNICEF) and school feeding programme (WFP) are implemented in the same schools.

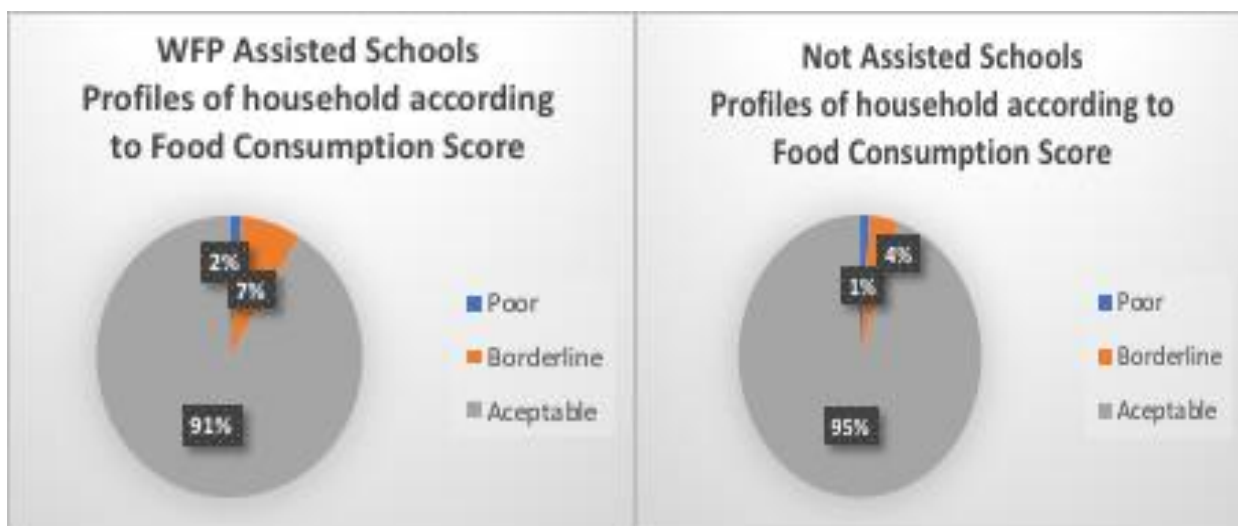
⁹² It was measured by the frequency of consume of food from the various food groups (Annex 9, Table A9.6)

⁹³ WFP has adopted this data collection tool-measuring dietary diversity and food frequency - because several different indicators built on this sort of data have proven to be strong proxies for food intake and food security. Source: WFP Food Consumption Score. https://documents.wfp.org/stellent/groups/public/documents/manual_guide_proced/wfp197216.pdf. Access in September 17 2018

⁹⁴ As presented in Table 2.6 about 86.6% of students of WFP assisted schools have a meal after attending to classes. In schools that don't have school meals. In non-assisted schools 93.6% eat a meal after schools. It suggests that part of students don't eat at a meal at their home after eating at schools, were the school meal represent a potential financial benefit for their families.

⁹⁵ In a study that addressed malnourishment and availability of calories in Africa Guinea-Bissau ranked in the lowest level, where the average of available calories a day was 1,883 (source <http://www.sow.vu.nl/pdf/wp06.03.pdf>), which isn't sufficient to reach the nutritional recommendation for most of school aged children (Annex 9).

Figure 2.2 - Profile of households and dietary diversity according to results in Food Consumption Score in WFP and schools unassisted by the WFP (School Feeding Midterm Survey, 2018)



Source: Own elaboration

152. Another expected result of the project under evaluation is increased access to preventive health interventions⁹⁶ (Outcome 2.5). In the 2016-2017 school year, 92,523 students received deworming medication⁹⁷, which met 63.6% of the target. According to reports issued by WFP, deworming medications were not distributed, for the 2017-2018 school year. The WFP stated that there was a planned distribution of deworming tablets to schools at the beginning of the 2018-2019 school year in October.

153. **School meals.** The program’s direct effect on children’s nutrition is related to the daily delivery of school meals for students at assisted schools. The food basket purchased by the MGD grant provides 580 Kcal, 12.6g of protein, and 2.3mg of iron, among other nutrients. In the 2016-2017 school year, the food basket was comprised of 120g of rice, 20g of pulses, 10g of fortified vegetable oil, 20g of canned fish, and 3g of salt. The addition of canned fish to the school meal is a result of the contribution by the Japanese government⁹⁸ to the WFP SFP in Guinea-Bissau, which was discontinued in 2018 (Annex 9, Table A9.2).

“The school meal is the first and most important meal for students who attend the morning shift. It is also the most relevant meal for many students.”(Teacher interviewed in fieldwork).

Table 2.7 - Nutritional content⁹⁹ of one school meal *only considering food items acquired by the project

Food type	Portion Size (g)	Energy (Kcal)	Protein (g)	Iron (mg)
Vegetable oil	10	90	0	0
Beans	20	66	4	1.6
Rice	120	424	8.6	0.7
Salt	3g	0	0	0
Total	150	580	12.6	2.3

Source: WFP SPR (2017 and 2018) and own calculation.

⁹⁶This activity is developed by the WFP in partnership with the Ministry of Health and the World Health Organization (WHO). Complete information on project outcomes is presented in Annex 7, Table A7.1

⁹⁷In December 2017 training to teachers on how to administer deworming medication was still ongoing. Source: WFP Follow Up on Status of McGovern-Dole Guinea-Bissau Project Activities, 26 December 2017.

⁹⁸The in-kind contribution of canned fish from the Government of Japan has complemented school meals since 2016, benefiting over 173,000 school children in 2017. Source: WFP/ Semi-annual Report for April to September 2017 Guinea-Bissau

⁹⁹Estimation on the nutritional contents of school meals has used as reference the Tabela Brasileira de Composição de Alimentos (TACO), 2011 revised edition. Source: http://www.cfn.org.br/wp-content/uploads/2017/03/taco_4_edicao_ampliada_e_revisada.pdf. Access in September 17 2018.

154. The food basket supplied by the MGD grant, containing 580 Kcal, and 12.6g of protein covers 22.8% to 46.0% of the calories recommended for boys between 3 to 13 years of age, respectively. Due to different nutritional requirements between genders, the contribution in calories is slightly higher for girls, ages 2 to 13, where 580 Kcal covers 25.5% to 50.2% of calories recommended. Although the contribution of school meals in calories is communicated, this meal is even more relevant as a source of protein. The combination of rice and beans in the food basket supplies 12.6g of proteins that covers 37.1% to 66.3% of the daily recommended protein for both girls and boys from 4 to 13 years of age.
155. By providing nutrients on a regular basis, the delivery of both school meals and THRs likely impacts the nutrition of school children in a positive manner. School meals have a positive impact in reducing short term hunger, particularly for students from the poorest families. As presented in Annex 15 (Table 45), the number of school days, out of the standard five, when the pupils eat a meal before classes ranges from three and a half days for the poorest quintiles to just over four and a half for the richest quintiles. (poorest quintiles) to 4.6 (richest quintiles) days in five school days. However, it is unclear how much the daily school meal contributes to the 13.4% of students who do not eat a meal prior to classes, in terms of both daily caloric and protein intake. The school meals are well liked by the students. About 92.5% of students from WFP assisted schools ate school meals on the day prior to the survey¹⁰⁰ (Annex 7 Table, A7.5). The addition of 20g of sardines¹⁰¹ to the school meals increased the amount of high-quality protein in the food basket. Before this, the daily meal supplied 637 Kcal, 15.8 g of protein and, 3.0 mg of iron. It was found that this school meal covers about 20% of the daily recommended intake for iron for children between the ages of 7 and 12. It is important to note that the sardines are included in the MGD supported school meals when they are available. They are donated from the government of Japan, and in June of 2018, none of the schools visited had sardines in stock¹⁰².
156. The daily contribution in calories and protein are considerable nutritional support for the school children from poor households. Therefore, school meals are an important element of support to children from families struggling to fulfill their daily nutritional needs. The number of school children that benefited from school meals reached 119% of the target during the 2016-2017 school year, which means that 173,593 school children received nutritional support from the MGD project (Table A7.2, Annex 7). Headmasters interviewed during the fieldwork stated that some schools have an increased number of students that weren't included in the WFP food distribution plan. This could then justify reported changes in the portion size distributed for each student that, in some cases, has been smaller than expected, reducing its impact on nutrition.
157. THRs supply 745 Kcal, 15g of protein, and 1mg of iron, along with other nutrients. During the 2016-2017 school year, 16,232 or about 105% of the targeted school girls benefitted from THRs, and in the 2017-2018 school year, the target was reached but did not exceed the target (Annex 7, Tables A7.2 and A7.3). The rice delivered to households throughout this project also contributed to the nutrition of school girls and their family members. It is difficult to assess its impact. Data from fieldwork¹⁰³ showed that the

¹⁰⁰ Source: School Feeding Midterm Survey (year 2018)

¹⁰¹ Sardines aren't purchased with MGD grant but are a donation of Japan Government to the WFP School Feeding Programme in Guinea-Bissau. While its presence in school meals food basket were discontinued at the moment of this evaluation there were plans to its return in the future school year.

¹⁰² Source: Data collected by evaluation team in the fieldwork

¹⁰³ Information collected in interviews with teachers and headmasters and female students during the fieldwork of this evaluation.

amount of rice distributed in take-away rations strongly varied among schools, and even within the same school.

Sub-question 2.8.3.: What was the progress of the project in strengthening the capacity of the government of Guinea-Bissau on developing and implementing a nationally owned and sustainable school feeding?

158. There has not been a SABER assessment since 2015, meaning this section will be limited to report findings on activities that contribute to capacity development in school feeding. Capacity development in school feeding is a long-term process which requires a systematic approach in both education and food security systems. Due to the multisectorial nature of school feeding programmes, various sectors of government and civil society should be involved in developing the capacity for a sustainable SFP. Additionally, during this transition from the WFP SF to a nationally owned system, the government should work in partnership with development agencies in the country.
159. The project includes Improved Policy and Regulatory Framework as outcome 2.7.2. However, no specific activity was assigned to this outcome in the project framework. Another outcome related to the capacity of the government is Increased Government Support (Outcome 2.7.3). A specific activity is associated with this outcome (A.10 Support Government to Develop School Feeding Pilot Project)¹⁰⁴. The WFP monitors the progress on increasing the capacity of the government of Guinea-Bissau on school feeding through their School Feeding National Capacity Index (NCI). According to WFP SPRs (2017 and 2017), the established target of above 1.4 NCI was reached for the years covered by this mid-term evaluation.
160. Strengthening the capacity of implementing school feeding and improving monitoring and evaluation systems are expected outcomes under the general results (Increased Capacity of Government Institutions). The 2016-2017 and 2017-2018 school years show that training for government staff planned for both school years were developed, although they did not reach most of the targets (Table 2.4)¹⁰⁵.
161. Other planned activities included the training of teachers, directors, and inspectors in food management and storage practices. School inspectors and most of the teachers and headmasters are government employees who participate in the school feeding programme. Targets for training for 2016-2017 reached 72%, 40% for males, and 105% for females out of a total of 702 people¹⁰⁶. No training was reported during the 2017-2018 school year.
162. Qualitative data from fieldwork has found that headmasters and teachers have difficulties in performing their role in managing the school feeding programme. Many of the participants interviewed during the fieldwork stated that they did not participate in training, and they asked for additional training.
163. According to the WFP report¹⁰⁷, recurrent errors are found in data collected on daily consumption sheets and monthly records. These errors were attributed to the insufficient capability and knowledge of some teachers. This was worsened by the persistent turnover of school headmasters. Recurrent delays of monthly reports, prepared and sent by school headmasters to the Ministry of Education, negatively

¹⁰⁴ At least 14 schools should participate in a pilot initiative of home-grown school feeding on the second year of MGD implementation.

¹⁰⁵ Though most of planned trainings did not reach its target except for a training on monitoring and evaluation systems reported on the school year 2017-2018 (Annex 7, Tables A7.1, A7.2, A7.3).

¹⁰⁶ According to WFP project narrative report, headmasters of 241 schools newly integrated schools were trained on SF management (2016-2017) and a refresher training included 270 headmasters of other schools. Complete results on (Annex 7, Tables A7.2 and A7.3).

¹⁰⁷ Source: WFP Guinea-Bissau, Semi-annual Report for April to September 2017

impacted the performance of monitoring the school feeding programme. This information was validated by stakeholder interviews during fieldwork.

Box 2.8 - Key findings and conclusions for question 2.8

- School meal deliveries have potential better nutrition for school children. The nutritional contribution was slightly better for both female and younger children.¹⁰⁸ The nutritional input given by school meals ranged from 22.5% to 46.0% calories needed for male students and 25.5% to 50.2% of calories needed for female students, ages three to 13 It covered about 37.1% to 66.3% of protein required for students of both genders, ages 4 to 13 . Fieldwork showed that it was difficult for schools to maintain the planned food portion during the distribution of school meals.
- The delivery of take-home rations for school girls has exceeded its targets for the two first years of the project. Although the amount of rice distributed in take-away rations delivered to each female student has varied among schools.
- Students of WFP assisted schools attended to at least 80% of classes¹⁰⁹, although evidence of the positive effect of the school feeding programme on attendance wasn't clear. Qualitative data of fieldwork suggested that school feeding contributed to 1: improved student's attentiveness and attendance 2. Better results of students on learning the lessons taught 3. Reduced dropout of students 4. Increased enrollment and attendance of female students at the school. The 2018 midterm survey found an average attendance in WFP assisted schools of 84.1% and 85%, for male and female students respectively. Student attendance to classes slightly increased between the 2016 and 2018 SF surveys for both boys, from 83.2% to 84.1%, and girls from 83.3% to 85.4%, in WFP assisted schools. A positive impact of the Project on attendance and enrollment could not be proven by quantitative data analysis.
- Improvements in school sanitation and hygiene from 2016 to 2018 were found in WFP assisted schools, although additional assessments are required to prove the impact of the project on this matter.
- The project was partially successful in strengthening the capacity of school feeding. Training of school management committees, teachers, headmasters, school cooks, and government officers were partially developed. Several difficulties in performing their roles in managing the school feeding and recurrent errors on reporting its results were found. These issues have negatively impacted its implementation and monitoring.

2.9. Have there been any unintended outcomes, either positive or negative?

Sub-question 2.9.1 what were the intended and unintended long-term effects on institutional capacities?

164. A possible unintended effect of the project on institutional capacities was the migration of students from schools without school feeding programmes to schools assisted by the WFP SF programme. Interviews with headmasters indicated that the excess of students resulted in too many students per teacher. It has also caused a reduction in the size of meals for each student¹¹⁰. Additionally, it seems that the number of students in schools that do not benefit from the school feeding programme located in the surrounding area

¹⁰⁸ In 2016-2017 school year 173,593 school children, and 173,594 in 2017-2018 benefited of school meals.

¹⁰⁹ In 2016-2017 school year 163,177 students regularly attended at least 80% of classes in USDA supported classrooms/schools; and in 2017-2018 school year 160,323 student.

¹¹⁰ Source: qualitative data of fieldwork.

of the assisted schools has been greatly reduced. However, this cannot be supported by quantitative data.

165. The migration of students to WFP assisted schools could cause distress in planning and managing educational resources. In fact, qualitative fieldwork data found that some students moved to schools far from their homes to receive school meals. They walked long distances to attend classes. As a response, the community requested the creation of a school transportation programme.

Sub-question 2.9.2 Were there unintended, positive or negative effects for recipients and non-recipients of assistance, specifically for women and girls?

166. A positive, unintended outcome for girls was the sensitization of girls from local communities to enroll in schools as a result of the project's activities. Qualitative data collected during fieldwork has indicated that the delivery of school meals, and especially of THRs by schools, has resulted in increasing the enrolment of girls to the schools¹¹¹. It seems that local families encourage their daughters to enroll in school and attend classes because of the project.

167. On the other hand, the migration of students from schools unassisted by the WFP school feeding programme to assisted schools resulted in a number of students attending classes in schools that disperse meals. As reported in the fieldwork interviews, the children leave their homes very early without eating a meal and walk long distances to school. Some schools reported increasing the portion of food to students who live far away from the schools to compensate for the long-distance walk. Although the intention is good, this initiative might reduce the portion size of the school meal for other students if there are many students making the long trek to WFP assisted schools.

168. Another unintended impact found by conducting fieldwork interviews¹¹² was the greater availability of school inspectors in schools not assisted by the project. WFP provides a fuel subsidy to ensure the regular monitoring of school inspectors at the assisted schools, which allows them to also visit other nearby schools.

Box 2.9 - Key findings and conclusions for question 2.9

- Qualitative data suggested migration of students from schools that do not distribute school meals to schools assisted by the Project might be an unintended effect of the project on institutional capacities of the education system of Guinea-Bissau. The excessive number of students overload the capacity of the school and cause difficulties in maintaining the planned portion size for the school meal and take-home ration. However, it could not be proven by quantitative data.
- Qualitative data of fieldwork found a large number of students who live far away from the school are enrolled in WFP assisted schools and walk long distances to attend to classes. As a response to this new scenario, some community members interviewed requested the creation of a students' transportation programme to support those students.
- Qualitative data suggested an unintended effect of projects activities that is positive for the lives of girls, and their future was women. An increased in sensitization of girls from local communities to enroll in schools was mentioned by many interviewees. Another

¹¹¹ Source: Field work interviews at schools

¹¹² Source: Field work with WFP staff.

unintended positive effect of the Project found was the greater availability of school inspectors on non-assisted schools¹¹³.

2.10. What internal and external factors affected the project's achievements of intended results? Sub-question 2.10.1 Was the project implemented according to the plan? If not, how did this affect the implementation of the project and in what manner?

169. An internal factor observed in the programme concerns the actual framework. Some intended results aren't accompanied by planned activities, as previously discussed (Annex 7, Table A7.1). For example, improving the quality of teaching (Outcome 1.1. Improved Quality of Literacy Instruction), promoting awareness on the benefits of education (Outcome 1.3.5 Increased Community Understanding of Benefits of Education) and learning about health and diet (Outcomes 2.1 Improved Knowledge of Health and Hygiene Practices and 2.3 Increased Knowledge of Nutrition) should be expected as a direct result of the project activities.
170. On the other hand, the project has been relatively successful in running the school meal programme in schools and reaching the recipients according to the plan. As expected, recipients of this programme are students, community members, and school staff, who are very satisfied with the school feeding activities and acknowledge its contribution to the education and well-being of the local children. They recommend its continuation¹¹⁴.
171. The project was implemented according to the plan; however, as presented in Annex 7, Tables A7.1 and A7.2, the implementation of training as part of capacity building activities, was delayed during the first year. Some school members¹¹⁵ reported difficulties in running the school feeding programme and have stated that they have not been sufficiently trained. School headmasters found it difficult to properly report activities at school, which negatively impacted the monitoring activities¹¹⁶. The systematic delays and insufficient quality of monitoring reports led to the adjustment of the process in 2018 with WFP assuming increased responsibility¹¹⁷. Additionally, the high turnover of headmasters and teachers increased the need for training to refresh their knowledge or initially train them.
172. The recurring teacher strikes, and the reported migration of students to assisted schools negatively impacted planning and the implementation of the school feeding activities. As stated before, due to strikes, schools were opened and meals provided for 107 days, 65% of the 165 planned days. The increased number of students was not planned for or considered during the WFP food delivery planning, thereby causing unexpected adjustments such as a reduction in the portion size of the school meals and THRs.
173. The recurring delays and poor quality of some monitoring reports issued by schools caused delays and problems in the reports sent by the Ministry of Education to the WFP. As a response, in 2018, the WFP increased their responsibility for monitoring the project

¹¹³ The Project contributes for the transportation of school inspectors to monitor WFP assisted schools. As result the same inspectors involved in monitoring the school feeding activities have better conditions to visit nearby schools that aren't assisted by the SF Project.

¹¹⁴ Although some difficulties in implementing the project at school level were reported during the fieldwork interviews there was also a high level of satisfaction of all stakeholders interviewed. All interviewees acknowledged the important contributions of the programme to the education and wellbeing of the local community and recommended the continuation of the school feeding activities.

¹¹⁵ Multiple stakeholders interviewed during the fieldwork of this evaluation, including headmasters, teachers, and school management committee members, reported difficulties on performing the expected activities on school feeding and/or lack of training on the matter

¹¹⁶ Source: WFP SPR (2017)

¹¹⁷ Source: Findings of the fieldwork interviews

by directly collecting and processing the school feeding reports sent by schools¹¹⁸. It is not clear how to solve the issue of properly monitoring the project and increasing the participation of the Ministry of Education in monitoring and evaluating for the future hand-over of the school feeding activities (Outcome 1.4.1 Increased Capacity of Government Institutions).

Box 2.10 - Key findings and conclusions for question 2.10

- The Project framework includes multiple outcomes without planned activities; thereby, it is not clear how and in what intensity the project under evaluation is expected to contribute to them.
- The project has been relatively successful in running the school meals programme in schools and reaching the recipients according to the plan. There is a high level of satisfaction by the users of this project. Positive results for education and wellbeing of the local community is acknowledged by all stakeholders interviewed.
- Unexpected migration of students to some WFP assisted schools was reported on fieldwork. An additional number of students may negatively impact the management of school feeding activities if it is not reflected in the WFP food delivery plan to the school, although this finding requires further investigation.
- Difficulties of members of schools in performing their roles in implementing the programme caused delays or problems in the quality of information on school feeding activities. There is still a great need for refresher training for developing capacity at the school level.

Sustainability

2.11. Are the school meal programmes sustainable, including a strategy for sustainability; sound policy; stable funding; quality programme design; institutional arrangements; local production and sourcing; partnership and coordination; community participation and ownership?

“Knowing that sustainable, home-grown school feeding is a long-term objective in Guinea-Bissau, we need to start creating a stable link between schools, local food production, and local markets as soon as possible (WFP GB, 2016)”¹¹⁹.

174. A sustainable school feeding programme requires multiple elements such as a strategy for sustainability, a sound policy, regular funding, institutional arrangements, partnerships, coordination, community participation and ownership¹²⁰. The 2015 SABER¹²¹ exercise found that capacity of Guinea-Bissau on school feeding was at the lowest level (latent)¹²² in four of five components addressed and only slightly better (emerging) in the others: 1. Policy Framework (Latent); 2. Financial Capacity (Latent); 3. Institutional Capacity and Coordination (Emerging); Programme Design and Implementation (Latent); and 5. Community Participation and Ownership (Emerging), as presented in Annex 8 (Table 8.2).

¹¹⁸ Source: Interviews with headmasters, and WFP staff responsible for monitoring activities

¹¹⁹ Source: WFP Standard Project Report, Guinea-Bissau 2017.

¹²⁰ Sources: Rethinking School Feeding: Social Safety Nets, Child Development, and the Education Sector. World Bank (2009) <https://elibrary.worldbank.org/doi/abs/10.1596/978-0-8213-7974-5>. Access in 8/12/2018; Terms of Reference, Mid-term and Final Evaluations of McGovern-Dole funded School Feeding project in Guinea-Bissau (2016-2018)

¹²¹ Source: Report of SABER 2015. World Food Programme /Partnership for Child Development /World Bank: Workshop for Assessing National Capacities in School Feeding in Guinea-Bissau (23-24 July 2015)

¹²² The levels of SABER rating are (from lowest to highest) - latent, emerging, established and advanced.

175. The Project Foundational Result expects results to improve the capacity of Guinea-Bissau's government which include: Increased Capacity of Government Institutions (1.4.1/2.7.1), Improved Policy and Regulatory Framework (1.4.2/2.7.2), Increased Government Support (1.4.3/2.7.3) and Increased Engagement of Local Organizations and Community Groups (1.4.4/2.7.4). These results are supported by the WFP Guinea-Bissau Country Interim Strategic Plan (2018-2020), where activities such as providing training and technical assistance to school feeding are planned to reach strategic outcomes in school feeding. The results of the project framework are closely aligned with the five policy goals of SABER school feeding¹²³. They guide the WFP in planning and evaluating actions to improve the capacity of governments to start and properly run their national school feeding programmes.
176. **Background.** In 2015, an action plan to strengthen the national capacity of school feeding in Guinea-Bissau was developed as a result of the SABER exercise. The plan created a schedule for developing each one of the actions (Annex 8, Table 8.2). However, WFP support for the development of a national school feeding programme started earlier. In 2010, the first school feeding of Guinea-Bissau was created, with WFP support. Currently, the country still does not have a school feeding policy, and the existing school feeding law has yet to be approved by the Parliament.
177. The draft of the school feeding law clearly states local procurement as a pillar to their national school meal programme. This matter was addressed in the last SABER exercise (2015)¹²⁴. SABER recommended the evaluation for the ongoing pilot for local food purchases for supplying school meals, documenting its good practices, and scaling it up.¹²⁵
178. On the other hand, the project also includes Increased Government Support (outcome 1.4.3) as an outcome and planned (A.10) Support Government to develop the school feeding pilot project as an activity¹²⁶. The SABER exercise did not clearly recommend actions aimed towards locally procuring food. However, it recommends the adoption of a school menu, diversified among regions of the country, which would consider the local availability of food¹²⁷. In June 2017, the establishment of a tripartite agreement among Brazil, WFP, and FAO was among the actions proposed for the creation of a sustainable school feeding programme in Guinea-Bissau¹²⁸. In the same year, WFP contracted NGOs COAJQQ, AD, and Kafo, to expand the local purchase of school meals for schools in the Oio and Cacheu regions (SPR 2017). In partnership with the Ministry of Agriculture, these NGOs conducted sensitization sessions with local communities, supported the organization of smallholder farmer associations, and created food purchasing committees¹²⁹.

Sub-question 2.11.1: Is there a plan for the nationally owned SFP?

¹²³Source: Annex 8, Table 8.1; Report SABER 2015. World Food Programme /Partnership for Child Development /World Bank: Workshop for Assessing National Capacities in School Feeding in Guinea-Bissau (23-24 July 2015)

During March, April and May (the cashew harvest) most of children skip classes to support their families in the harvest activities. Source: WFP Semiannual Report for April to September 2017.

¹²⁴ Source: WFP Semiannual Report for April to September 2017.

¹²⁵ For more information see Annex 8, Table A8.3

¹²⁶ Source: WFP Semiannual Report for April to September 2017. For more information on role of this MGD vide Annex 7, Table 7.1.

¹²⁷Source: Report of SABER 2015. World Food Programme /Partnership for Child Development /World Bank: Workshop for Assessing National Capacities in School Feeding in Guinea-Bissau (23-24 July 2015)

¹²⁸ Source: WFP Semiannual Report for April to September 2017.

¹²⁹ NGOs contracted by the WFP also support the MGD SF, on the following activities: 1. monitoring report and collection, 2. kitchen construction, 3. creation and management of school committees, 4. construction of improved stoves, 5. creation of school gardens, 6. improvement of school's structures, 7. food distribution, 8. training of headmasters. Source: WFP Semiannual Report for April to September 2017.

179. The findings of this evaluation show the existence of a broad plan for developing the capacity of school feeding, aimed at developing the national school feeding programme. This plan is mostly aligned with planned project activities (Annex 8, Table 8.1) that were implemented with different levels of success (Annex 7, Tables 7.2, and 7.3). The SABER exercise has not been developed since 2015, but internal evaluations addressed multiple aspects of SF. Progress on the various policy goals (SABER SF) is regularly reported by WFP. However, relevant aspects for developing the capacity of SF, such as a policy framework, are not clearly addressed by the project in the evaluation. On the other hand, by mostly adopting international procurement of food to supply schools, the project does not directly support the preparation for local procurement, a pillar of sustainable SF programmes. Additionally, the role of the project geared towards piloting local procurement requires further clarification.
180. In 2015, an action plan for strengthening national capacity for school feeding was developed (SABER 2015). Since then, it has guided the actions and activities of school feeding in Guinea-Bissau (Annex 8, Tables 8.1, and 8.2). The same SABER benchmarks were used to assess progress for the five main aspects of school feeding that were directly or indirectly supported by the project¹³⁰.
181. **Policy framework progress.** Since the development of the SABER action plan, SF school meals have been successfully included in prominent education policy papers, such as the Decennial Education Plan for 2015-2025¹³¹. However, at the time of issuing this evaluation report, the document, School Feeding Law (April 2018) was still waiting for Parliament's approval.
182. **Financial Capacity.** The latest SABER from 2015 renders the financial capacity for school feeding in Guinea-Bissau non-existent. There is no budget line or regular allocation of funds for school feeding without legal support, a school feeding law, or policy to support it.. There has been a new development concerning a pilot project for SF funded and run by the government of Guinea-Bissau, beginning in the 2017-2018 school year. A total of USD 200,000 from the government of Guinea-Bissau was allocated for the expansion of the previous pilot for local food purchases for school meals¹³².
183. **Institutional Arrangements, Design, and Implementation.** Because of the absence of a national policy or law to define school feeding in Guinea-Bissau, school feeding systems in the country strongly rely on WFP and donor policies and support. In partnership with WFP Guinea-Bissau, the General Directorate for School Meals and Social Affairs (DGASE) of the Ministry of Education (MNE) is responsible for planning and implementing the SF programme¹³³. They also coordinate and implement activities to develop the SF capacity in the government of Guinea-Bissau. The activities implemented by this directorate include a pilot project funded by the European Union that locally procures food for supply school meals in the Bafata region. This has been operational since 2014. A greater responsibility of the government of Guinea-Bissau is the expansion

¹³⁰ The timeframe for each action planned ranged from 2015 to 2018. Source: World Food Programme /Partnership for Child Development /World Bank: Workshop for Assessing National Capacities in School Feeding in Guinea-Bissau (23-24 July 2015)/ SABER Action Plan (Annex 8, Table 8.2.B)

¹³¹ A pilot on local purchase for supplying school meals was previously funded and run by WFP. Source: WFP SPR 2017; Semiannual Report Narrative, October 1st 2016 to March 31st 2017.

¹³² This project benefits 40 schools in 40 communities (10,000 school children and 2,000 families) of Cacheu and Oio regions. Farmers involved on selling their products to schools receive technical assistance from the Ministry of Agriculture and local NGOs on food diversification.

¹³³ NGOs contracted by the WFP also support the MGD SF, on the following activities: 1. monitoring report and collection, 2. kitchen construction, 3. creation and management of school committees, 4. construction of improved stoves, 5. creation of school gardens, 6. improvement of school's structures, 7. food distribution, 8. training of headmasters.

of the previous pilot that has been funded and run by the government of Guinea-Bissau since 2017-2018, as previously discussed¹³⁴.

184. **Local procurement of food** to supply school meals is clearly stated in the draft of the School Feeding Law of Guinea-Bissau. Prioritizing local food procurement is mentioned in the third SABER policy goal (institutional capacity and coordination). This includes procurement of foodstuff produced at the national level, and the purchase of food produced close to schools, preferably from smallholder farmers or farmer associations.

“Countries and partners need to work towards achieving a balance between international, national and local food supply to support local economies without compromising the quality and stability of the domestic food supply (SABER Guinea-Bissau, 2015)¹³⁵.”

185. The contribution of the project to developing the pilot initiatives regarding local food procurement within the project is not evident. No specific mention of the role of this project was found in reports that were consulted, and there was conflicting qualitative data collected in interviews with WFP staff.

186. **Monitoring and evaluation.** Recurrent delays by school directors of sending their monthly school feeding reports and the inadequate quality of the reports were also discovered. It was mentioned in an annual report (WFP SPR 2017) and validated by fieldwork interviews during this evaluation. Additionally, the project target for issuing timely SF reports was most likely not reached (Annex 7, Tables 7.2, and 7.3). It means that a strong effort to develop the capacity of schools and other stakeholders to monitor school feeding is still required. However, qualitative data found in this evaluation stated that “training and provision of equipment led the Ministry of Education to a more active role in the programme...positively influenced the quality of school meal reports...” (WFP, SPR 2017). This suggests a positive outcome of the project on strengthening the monitoring of school feeding.

187. Partnerships with local NGOs seemed to be an effective strategy to develop local capacity for the SF programme. In 2016, five local NGOs¹³⁶ were selected to work with the WFP on monitoring school feeding activities in the regions of Cacheu, Tombali and Bolama, remote areas difficult to access. Contracted by the WFP, these NGOs should develop activities such as creating food management committees at schools, building and maintaining stoves, and holding sensitization meetings with communities to participate in the school feeding implementation, to name a few.¹³⁷

188. From August to September 2017, an internal evaluation of school meal activities was conducted by the WFP and their cooperating partners. This evaluation included government institutions and civil society. At the regional level, it included schools, regional education officers of education, health and agriculture, NGO and local authorities. National education and research institutions also participated. Activities implemented by NGOs partners with the WFP were assessed, and a contract extension with five NGOs with good results was implemented based on an evaluation recommendation¹³⁸. As a result of this evaluation, actions to improve the performance of

¹³⁴ Difficulty in timely issuing monitoring reports were observed in the evaluation

¹³⁵ A special recommendation of Saber was to evaluate pilot local school canteen sourcing experiences, document good practices and scale it up

¹³⁶ The NGOs assigned were COAJOQ (Cacheu) NIMBA (Tombali), PROBOLAMA (Bolama), FASPEBI (Bubaque), and Evangelical Church (Uno)

¹³⁷ Through sensitization meetings on school feeding parents were also encouraged to maintain their children regularly attending to classes. These meetings were held at the beginning of academic year. Source: WFP Semiannual Report for April to September 2017.

¹³⁸ Source: WFP Semiannual Report for April to September 2017. Recommendations of the 2017 evaluation at regional level included: 1. Use figures of the previous year (number of students) to plan food requirement for first semester (the actual number of students should be provided by education inspectors and statisticians to the next food delivery); 2. Expand the training for the food management committee to three days, and include two staff of each school: maintain a multi-staffed school feeding unit at regional education offices for better regional coordination and supervision. Source: WFP Semiannual Report for April to September 2017.

reporting school feeding activities aimed at avoiding recurrent errors and delays were also recommended.

189. At the central level, participants of the 2017 evaluation formulated an action plan¹³⁹, which proposed: 1. Monitoring in order to set a deadline for education inspectors to provide statistics to the Ministry of Education (MNE) and for their monthly report, delivered on time to the WFP; 2. Trimestral school feeding meetings with NGOs, parent associations, and local authorities were scheduled. 3. It called for a timely provision of fuel to education inspectors to visit schools under their supervision. 4. Revision of the School Feeding Law, its submission to the Council of Ministers to analysis, and further submission to the Parliament for approval.

190. Some problems found in the 2107 evaluation continued into 2018. This was demonstrated in the midterm evaluation. Delays on issuing monitoring reports, and the pending approval of the school feeding law were found in multiple sources of qualitative data used¹⁴⁰.

Sub-question 2.11.2: How is the school feeding system perceived by local communities (men and women)? What is not working? What could be improved?

“The school feeding programme is positive. Because we eat together at school our hunger is reduced, and friendships among students is stronger. We don’t miss or arrive late for classes, and our school performance is better”. (Students of assisted school)

191. The school feeding activities positively affected the community and greatly benefitted the students, according to the qualitative information collected during fieldwork through interviews with members of school management committees, students, and school cooks. Problems with the quality of the rice distributed¹⁴¹ were mentioned in some schools despite the high satisfaction of the users. Recommendations for improving the school feeding activities were indicated in WFP reports (Annex 8, Table 8.5).

192. Cooks that were interviewed were very satisfied with this programme, and they all acknowledged its importance in the lives of their children. Most cooks work as volunteers, which seems to create irregularities in their attendance at the schools. The hours spent daily in the school kitchen compete with economic activities that could help their families to improve their living conditions. Rotating shifts of volunteers managed by the schools was an observed good practice. However, even if it reduces the burden on each cook, it creates the need for additional training. They also requested a larger variety of food for preparing school meals. Now, there is little room for improving or diversifying the daily school meal with the current food basket.

193. Schools that benefit from the programme have now had their structures improved. Storage rooms and kitchens were built or renovated and equipment for cooking and delivering meals was acquired. Results of the baseline and midterm surveys show an increased number of school kitchens in WFP assisted schools, from 82% in 2016 to 93.3% in 2018¹⁴². This is corroborated by the data from WFP reports.

194. The construction of energy efficient stoves reduce the need for firewood, which is positive for the local community who are responsible for donating wood for cooking. It also protects the environment. Findings from the fieldwork showed important safety

¹³⁹ Source: WFP Semiannual Report for April to September 2017.

¹⁴⁰ More information on sources of data for this evaluation are presented in the Evaluation Matrix, in annex.

¹⁴¹ The pilot project is funded by the Government of Guinea-Bissau

¹⁴² Annex 15, Table 4

problems in some school kitchens and abhorrent and unsafe stove conditions (Figure 8.1, Annex 8).

195. Additionally, it was reported that some schools have difficulty keeping track of the eating implements such as plates and spoons. Replacing some equipment that was damaged is also proving difficult. This situation adds a greater burden to the regular work of the cooks. Water is an essential element for cooking meals, but findings from the fieldwork showed that some schools still struggle with attaining a regular water supply. Lack of quality water is a risk for regular school meals and food safety.

196. Qualitative and quantitative data found communities have had greater participation in school feeding activities. Therefore, the findings suggest that the project promoted community ownership and contributed to a sustainable school feeding programme¹⁴³. The community regularly participates in school feeding activities through school management committees. Regardless, additional efforts to build capacity and increase participation to design the programme are recommended.

Sub-question 2.11.3: Are schools exploring the full potential in terms of the local institutional purchase of food?

WFP CO intends to scale down direct food assistance throughout the life of its CP, while it is committed to supporting the government in scaling up their own management of the school feeding programme based on sustainable local resources (WFP to MGD, 2016)¹⁴⁴.

197. The project relies on international procurement for the supplies of school meals, although it is committed to testing local procurement as a pilot project. Since 2014, the WFP has run a pilot on local purchases to supply schools. This was funded by the European Union. The project purchases locally grown beans, peanuts, cassava, vegetables and potatoes for school meals for 65 schools in 65 communities, benefiting 15,000 schoolchildren of the Bafata region.

“The pilot project in Bafata showed the fragility of the existing capacity of smallholder farmers for the existing performing administrative process of WFP for local purchases. They struggled on each step, such as the formulation of documents, invoices, etc. The existing model required a heavy logistics where all products locally purchased had to come to the central warehouses for evaluation and quality control, for later distribution” (WFP staff interviewed during evaluation fieldwork).

198. In the 2017-2018 school year, this pilot was expanded to 40 schools benefiting 10,000 school children of the Cacheu and Oio regions, in a project funded and ran by the government of Guinea-Bissau. Farmers that were involved received technical assistance from the Ministry of Agriculture and from local NGOs with regard to food diversification. Additionally, female farmers should be able to benefit from learning opportunities in nutrition, literacy skills, gender awareness, and basic business skills¹⁴⁵.

199. Qualitative data from the evaluation fieldwork interviews, with stakeholders at schools and WFP staff, indicated an important issue is the delay of the payments to farmers. This is problematic because it causes mistrust and dissatisfaction among suppliers. However, the results from the pilot concerning local purchases are not an activity this evaluation

¹⁴³ Increased participation of community in school management committees was found in WFP assisted schools (Midterm survey, Annex 15, Table 4).

¹⁴⁴ The pilot is implemented by the Government of Guinea-Bissau

¹⁴⁵ The pilot is testing a modality of home-grown school feeding programme for Guinea-Bissau, which include the major elements of the existing school feeding law (not approved by the parliament yet)

considers. The project support for the pilot of local purchase was under evaluation. Additionally, it is an essential activity for developing the capacity for the future home-grown feeding programme of Guinea-Bissau. Improvements in the WFP evaluations of pilots, and on documenting its results, would certainly contribute to a better understanding of the existing practices in local institutional purchases of food to supply school meals.

Box 2.11 - Key findings and conclusions for question 2.11

- This evaluation's findings show the existence of a broad plan for developing the capacity of school feeding, aimed at developing the national school feeding programme of Guinea-Bissau.
- The project in Guinea-Bissau includes results and activities aimed at strengthening the capacity of the government to the future establishment of their own sustainable school feeding programme in its framework. Planned activities and results are aligned with most recommendations of the last SABER exercise in Guinea-Bissau.
- The policy framework is still fragile in Guinea-Bissau since the country still does not have a school feeding policy or programme. Although the project included as intended result Improved Policy and Regulatory Framework, no activity was planned for this result.
- The project is committed to support the government to Develop School Feeding Pilot Project, which is based on local procurement, although it currently does not include local procurement since most of its foodstuff is acquired overseas. Additionally, the results of the pilot project and the involvement of the project in the local purchase of food for school meals should be further clarified and addressed in the project's final evaluation.
- The project relies on the partnership with NGOs for activities such as improving school structures for school feeding, sensitizing, and training the local community, school staff, and monitoring. Partnerships with NGOs add value to the project implementation as it promotes capacity development in school feeding.
- The community participates in the school feeding activities, acknowledging its positive results and highly appreciating the project. Despite this, improvements in school structure, water sources, cooking equipment, diversification of school menu are still required.
- School cooks are mostly volunteers, which in some cases may disrupt their lives, causing problems with their regular attendance at some schools. If the professionalization of school cooks is not yet possible, an incentive or gratification should be established to compensate them for their work.

2.12. What substantive progress has the government made toward developing a nationally owned school feeding programme?

200. The project capacity development for school feeding aimed mostly at developing knowledge and skills¹⁴⁶ between government, teachers, school inspectors, and community members. The project also contributed to improving school structures and equipping schools for running a school meal programme.

¹⁴⁶ Activities to increase the capacity of the government, such as trainings for government staff on management of a school feeding programme, and improvements of the monitoring and evaluation system for this programme were included to the project, as presented in Annex 7 (Tables A7.1, A7.2 and A7.3).

201. The first training of government staff on the management of a school feeding programme occurred between October 2016 and March 2017¹⁴⁷. Although trainings were mostly developed, difficulties in running the pilot school feeding ¹⁴⁸ and issuing the monitoring reports in a timely manner were found in multiple sources¹⁴⁹ of qualitative data.

202. Additional efforts in strengthening the capacity of government institutions are required. Improvements are needed in the school structures to run a school feeding programme as a result of the project, such as building or renovating kitchens and storerooms, and providing storage, food preparation equipment, tools and eating utensils were observed. Results of the midterm survey showed improvements in school structures. Fuel-efficient stoves and pots, as well as tools for delivering meals such as plates, spoons, etc., were provided to 150 new schools.

Table 2.8 - Improvements in school structures of the McGovern-Dole-Funded School Feeding Project assisted schools, from 2016 to 2018 (percentage).

School feeding structures and practices	Baseline survey - 2016	Midterm survey - 2018
Food is stored in the storage room	71	90
Food stored on a pallet	95	100
Food prepared in the kitchen	84	90
School uses the energy-efficient stove	34	80

Source: Own elaboration, data of baseline and midterm school feeding surveys

203. An important step towards increased government support that was observed in this midterm evaluation was the successful establishment of a pilot school feeding project in 2017. It is fully funded and run by the government of Guinea-Bissau¹⁵⁰. This project was established by a tripartite agreement involving WFP, FAO, and the government of Brazil. Supporting the government to develop school feeding pilot projects is among the project's planned activities, but it is not clear what its role is within this pilot.

204. As a result, the capacity was increased to allow the school system to run a school meal programme. According to qualitative information collected by fieldwork interviews, the new schools were supplied with cooking equipment, but some stoves present problems, and there are not enough eating implements for the increased number of students.

Box 2.12 - The Key findings and conclusions: question 2.12

- Knowledge and skills of government staff, teachers, and the local community is being strengthened through training and technical assistance provided by the WFP and their partners (NGOs). Additional efforts on this matter are yet required.
- School feeding was added to 150 new schools have school meals as a result of the project. New kitchens and storerooms were built, and school management committees created and trained. Additionally, eating tools and cooking equipment were acquired or

¹⁴⁷ These trainings included 8 SF focal points and 14 school inspectors and 32 staff members of the government was trained in Monitoring and Evaluation (M&E) Systems in 2017-2018 school year(Annex 8, Table A8.1)

¹⁴⁸ Source: WFP Follow Up on Status of McGovern-Dole Guinea-Bissau Project Activities, 26 December 2017.

¹⁴⁹ Source: World Food Programme /Partnership for Child Development /World Bank: Workshop for Assessing National Capacities in School Feeding in Guinea-Bissau (23-24 July 2015); interviews with stakeholders of midterm evaluation.

¹⁵⁰ Previously, a Pilot project was funded by the European Union. Since 2014 locally procure food for supply school meals, in Bafata Region.

restored. These schools are now better prepared to implement a nationally owned school feeding programme in the future.

- A school feeding pilot project for school feeding funded and run by the government of Guinea-Bissau was successfully established. This project tests the local purchase of food to supply school meals. According to the draft of the school feeding law, local procurement of food to supply school meals is one of the pillars of the future school programme of Guinea-Bissau.
- Additional efforts to assess results and draw lessons learned of pilots would better support the development of the future national school feeding programme of Guinea-Bissau.

2.13. How are local communities involved and contributing to school feeding?

Sub-question 2.13.1 To what extent should local communities participate in the school feeding systems (men and women)? To what extent should communities contribute to local SFS?

“Building on the Home-Grown School Feeding (HGSF) model, local communities will contribute with locally produced fresh food, firewood, and water for cooking (FFE-657-2015/010-00, Attachment A. Project Implementation).”

205. Community participation and the ownership of the school feeding programme is one of the pillars of the project. The men and women of local communities, including parents of school children, should participate and take ownership of the school feeding programme. The project activities were aimed at empowering the local community in decision-making and overseeing the SF activities. Communities participate in the project through their presence in school management committees. Female members of the local community also supported the SF programme, volunteering as school cooks and by donating firewood for cooking.

206. According to data collected during this evaluation, including fieldwork interviews, SMCs are made up of five members, a president, a teacher (school canteen), two members of the parent associations, one from each gender, and one cook. Cooks are women. This committee is responsible for unloading the food delivered to the school, storing the foodstuff, controlling the movement of inventory from the storage place, controlling the attendance of the students in the classrooms, and sometimes supervising the cooks and attending to the distribution of meals. Regardless, increased participation by the community in school feeding activities was among the main concerns of the 2017 annual school feeding evaluation¹⁵¹.

207. Midterm evaluation fieldwork findings showed that school management committees participate in the school feeding programme. Their members met regularly, at least once a month in most of the schools visited. Qualitative data indicated that committee members have a great responsibility in maintaining proper storage space and controlling how the food delivered to the schools is used.

208. Additionally, quantitative data of the baseline and midterm surveys showed an important increase in community participation at WFP assisted schools. In 2016, 94.0% of schools had committees such as school management (CGE), and 80% had a parent teacher association (PTA). In 2018, 100% of schools had a CGE, and 96.7% had a PTA

¹⁵¹ Continuing a sensitization campaign among communities to promote their more active participation in management of school meals was recommended.

(Annex 15, Table 4). Findings also suggest that community members could contribute to the oversight of SF activities.

“The school management committee has an open communication line with the school inspector, the headmaster, the administrator sector and the police commander, to ensure the safety of the foodstuff” (a member of one school management committee).

209. Creating mechanisms for establishing regular communication between school committees and school inspectors could increase community participation in overseeing the SF programme. They should be supported by NGO activities through community participation, sensitization, and capacity building for properly performing their roles as members of school management committees and as school cooks are ongoing. In 2017, a WFP partner, the NGO Palmeirinha, distributed materials and trained the local community to build 150 school kitchens¹⁵². Project training for food preparation and storage practices was undermined by a high turnover of participants¹⁵³. Interviewees reported difficulty in performing their roles during the fieldwork evaluation.

210. A pilot project of local food purchases for school meals has aided 40 schools and 2,000 families since the beginning of the 2017-2018 school year. This project prioritizes engaging female farmers in the school feeding market and developing their knowledge of nutrition, literacy skills, gender awareness, and basic business skills. The pilot is the first initiative by the government of Guinea-Bissau to develop their own school feeding programme, fully funded and run by the government.

Box 2.13 - Key findings and conclusions on question 2.13

- Ownership and participation by men and women of the local community, including parents of school children, are essential to the implementation of the project in schools. The project develops activities such as sensitization campaigns and training to empower the local community in decision-making and overseeing the SF activities.
- The community participates in school management committees, and by donating firewood for cooking. Women additionally contribute by volunteering as school cooks.
- School management committees who were visited during the fieldwork reported regularly performing their roles. A permanent effort of sensitization, and capacity building activities are required to ensure community participation. Additionally, positive results of training on food preparation and storage practices were undermined by a high turnover of participants.
- A pilot project aimed at local food purchase for school meals implemented and funded by the government of Guinea-Bissau prioritizes female farmers and is committed to developing their knowledge on nutrition, literacy, and business skills in the smallholder farmers benefitted.

2.14. What needs remain in order to achieve a full handover and nationally-owned school feeding programme?

Following SABER undertaken in 2015, WFP and MoE effort have been oriented creation of a National School Feeding Law, national budget line, institutional and conceptual capacity from

¹⁵² Source: WFP - Implementation of USDA McGovern-Dole's International Food for Education and Child Nutrition Programme to children of Guinea-Bissau (25 August 2016).

¹⁵³ Source: WFP Semiannual Report for April to September 2017.

Ministry of Education staff to design and implement a School Feeding Programme with community participation (WFP, 2018¹⁵⁴).

211. A nationally owned and funded school feeding programme is expected to be established in Guinea-Bissau by 2030¹⁵⁵.

Sub-question 2.14.1: Are the legal and political environments favorable to handover the school feeding system to the government? If not, what is missing?

212. The political instability in Guinea-Bissau¹⁵⁶ led to the turnover of the Ministry of Education staff, which is the main government counterpart to the WFP for school feeding. This is a challenge for the programme. In August 2015, the government was dismissed, and the process had to be started again with a new minister. Political instability has also delayed Brazil's technical assistance towards developing a sustainable and nationally owned school feeding programme in Guinea-Bissau¹⁵⁷. Although the negative impact of political instability is evident, a work plan for the activities on the school feeding project is signed with the Ministry of Education every year.

213. In 2010, a draft of *Lei das Cantinas Escolares*, school feeding law, was developed and signed by the President. In 2018, with assistance from the project, a review of the draft bill was developed¹⁵⁸. The law sets the course for a gradual transition to the nationally-owned school meal programme of Guinea-Bissau. They would design, operate, and finance it. However, during this evaluation, the law was still awaiting approval. Therefore, no budget was assigned to school feeding.

214. According to the project implementation (Attachment A) in the project agreement, a policy expert should be placed within the National Directorate of School Feeding (NDSF) of the MoE. This should be done to support the revision of a national law enhancing sustainability of school feeding, review the national school feeding strategy, revamp the inter-ministerial committee, and strengthen the capacity of the NDSF at the central and decentralized levels through training.

215. In 2017, a reviewed bill of the national school feeding law was ready for submission to the Council of Ministers for its validation for further submission to the Parliament for final approval¹⁵⁹. The government supported the transition of school feeding to a national programme. They demonstrated this by budgeting USD 280,000 to school meals¹⁶⁰ in 2018.

216. After its approval, the next steps will be to follow up with the MoE for the establishment of the law on school meals, to add a permanent budget line in the national budget, and to support the strengthening of regional school meal management structures.

¹⁵⁴ According to WFP SPR 2016 (Outcomes, page 18)

¹⁵⁵ Revision of the School Feeding Law, its submission to the Council of Ministers to analysis and further submission to the Parliament for approval, was recommended in an school feeding evaluation exercise in 2017.

¹⁵⁶ A tripartite agreement was expected to be signed among Brazil, WFP, and FAO in June 2017, to Build Ministry of Education and Agriculture capacity to manage their school canteens. It aimed at supporting the creation of a National School Feeding Programme and included a pilot initiative of local food purchase for the school canteens. Source: WFP Semiannual Report Narrative October 1 2016 to March 31 2017.

¹⁵⁷ MGD Foundational Results are presented in Annex 7, Table A 71.

¹⁵⁸ WFP Guinea-Bissau Country Interim Strategic Plan (2018-2020): strategic outcome 1: School aged children in Guinea-Bissau have adequate access to safe and nutritious food all year-round. Activity 2. Provide training to school management committees, teachers, and inspectors on management school meals and complementary activities; Activity 3. Provide technical and analytical assistance to the Government in policy formulation, legal framework and management of a national school meals programme.

¹⁵⁹ The 5 SABER school feeding policy goals are: 1. Policy Framework, 2. Financial Capacity, 3. Institutional Capacity and Coordination, 4. Design and Implementation, and 5. Community Roles

¹⁶⁰ SABER (Systems Approach for Better Education Results) School Feeding This is a government-led process that helps to build effective school feeding policies and systems. Source: WFP <https://documents.wfp.org/stellent/groups/public/documents/research/wfp273495.pdf>. Access in August 13, 2018

Sub-question 2.14.1: Is there the technical capacity at the national and regional levels to implement school feeding programmes? If not, what kind of training is needed?

217. Capacity development for school feeding at the national and regional levels is an ongoing effort. It involves preparing schools to run a school meal programme and to develop knowledge and skills for government staff and the community to implement the activities. Because of the project, new schools were included, which meant that infrastructures such as school kitchens, stoves, and storage rooms were built or restored, increasing the existing capacity of the local government to further implement a national school feeding programme. A monitoring and evaluation system were also established, although existing issues previously discussed still require efforts for proper follow-up of the activities¹⁶¹.

218. Regional level focal points are responsible for overseeing and coordinating the school feeding programme. At the national level, the National Directorate of School Feeding (DGASE) and the Evaluation and Planning Department of the Ministry of Education (DGPASE) are permanent partners of the programme. At the regional level, regional education directors and the education sector inspectors (school inspectors) are directly involved with the school feeding programme.

219. Multiple government staff at the national and regional levels participated in training on school feeding management, monitoring, and evaluation. Some established targets were not reached (Annex 7, Tables A7.2 and A7.3). Weaknesses were observed during the 2017 evaluation such as receiving food planning statistics later than anticipated by the WFP and recurrent errors in the fulfillment of food recording tools.

220. Capacity development at the regional level also includes human resources. Now, the School Meals Focal Point is the only person in charge of school feeding for each region. The 2017 evaluation recommended by a multi-staffed school feeding unit should be maintained at the regional level for better coordination and improved supervision¹⁶². If this recommendation is to be implemented, a greater number of staff should be trained.

221. Additionally, the local purchase of food to supply the school meal programme is an essential aspect of the proposed school feeding law. Therefore, efforts to increase the capacity of the government to locally procure food will require both technical assistance and training.

Box 2.14 - Key findings and conclusions for question 2.14

- The first step for a nationally owned school feeding programme is the approval of the National School Feeding Law. The draft bill, first created in 2010, and updated in 2018 with the support of the project under evaluation was still waiting for review by the Council of Ministers and further parliament approval.
- Political instability and frequent turnover of government officers caused delays in the hand-over plan and also increased the need for further training. Additionally, the project did not reach the planned target for all trainings planned for the first two years.
- Monitoring and evaluation systems must be improved because the WFP receives food planning statistics late and recurrent errors in fulfillment of food recording tools occur. Both were weaknesses observed during the 2017 evaluation.
- Transitioning to the nationally owned school feeding programme of Guinea-Bissau will require increasing inter-sectoral coordination and strengthening capacity to procure food

¹⁶¹ The presence of fresh food in the school menu is highly appreciated although recurrent delays on payments for the local small farmers and associations was pointed as a great difficulty by the stakeholders interviewed in schools where local purchase was tested.

¹⁶² Source: WFP Semiannual Report Narrative October 1 2016 to March 31 2017

locally. The pilot project on local purchase has indicated that further technical assistance in local purchase to supply school meals is still required.

3. Conclusions and Recommendations

Relevance

222. The MGD SFP strategy is relevant to the needs of the beneficiaries, both boys and girls. School meals and THRs promote higher attendance and help students to avoid dropping out. THRs decreased the burden of feeding families and contributed to higher attendance for girls, especially during the cashew campaign.
223. There is also a general perception among school directors, teachers, inspectors, and regional focal points for MoE that the number of students in schools supported by WFP is increasing. At least during nine months of the year, a great part of students' nutritional needs is provided by school meals and THRs. More importantly, this does not reflect a true timeframe to which they receive these meals as teacher strikes, have, on a yearly basis, shrunk the school year by months, with 15 and 30 day strikes occurring frequently throughout the schoolyear. However, students, teachers, cooks, and SMCs demanded more diversification in the meals.
224. School meals and THRs are very significant since they help families to feed their children, particularly girls. It also reduces short-term hunger. By demanding the involvement of the local community in the management of school feeding systems, the project promoted the rapprochement of the community with schools. However, the local community's representatives, parent's associations, and students do not participate in project design.
225. Ownership and participation by men and women of local communities, including parents of school children, were promoted by the project. Community participation is essential to the implementation of the project in schools.

Effectiveness and Efficiency

226. The project is well underway. The last performance indicators from March 2018, showed that the target for the number of school-age children receiving daily school meals from 2017 and 2018 was met and exceeded. The target for female students between grades four and six receiving all three annual THR distributions was met and exceeded in 2017. They had to have an attendance of 80% or higher. In 2018, targets defined for the number of kitchens and stoves constructed or rehabilitate were met¹⁶³.
227. The target for the number of schools with improved storage equipment and food preparation tools was met in 2017, but not met in 2018. The targets defined for 2017 and 2018 for the number of SMCs, cooks, and teachers trained were not met. In 2017, the targets for distributing deworming medication was partially met at 63.6%.
228. The migration of students to WFP assisted schools may have negatively impacted the distribution of school meals and THRs. Some schools reported a reduction in portion size because of the increased number of students.
229. The community participates in SMCs, and donates firewood for cooking. Women make an additional contribution to the school feeding programme by volunteering as school cooks. The project developed sensitization campaigns and training aimed at empowering the local community in the decision-making of SF and overseeing its activities. SMCs of schools visited regularly performed their roles during fieldwork. Regardless, a

¹⁶³ Further clarification on the number of stoves built in 2018 is recommended since contradictory data was found in the report of NGO Palmeirinha.

permanent effort to sensitize and to build the capacity is required to ensure community participation.

230. The results of the training, both with concern to food preparation and storage practices, were undermined by a high turnover of participants on school committees. Members of schools had difficulties in performing their roles in implementing and reporting activities, which caused delays, and problems in the quality of information of school feeding. There is still a great need to refresh training to develop capacities at the school level.
231. School kitchens are very rudimentary and, in some cases, unsafe and vulnerable to fires. Energy saving stoves need to be rethought as they do not substantially improve the working conditions of the school cooks, nor do they positively contribute to their health. Additional efforts to better prepare school structures to run a school meal programme should address the working conditions of school cooks. Improvements in school kitchens, sources of water, cooking equipment, diversification of school menus, and an incentive or gratification package for school cooks are required.
232. Migration of students to WFP assisted schools may have negatively impacted the management of school feeding activities. The increased number of students from this perceived migration is not always reflected in the WFP food delivery plan to the school.

Impact

233. The project has been relatively successful in implementing the school meal programme in schools, and on reaching its recipients according to the plan. Boys and girls have equally benefited from the SF Project. The project framework includes multiple outcomes without activities planned. It is not clear how and in what intensity the project is expected to contribute to the outcomes. Recipients of the project report high levels of satisfaction.
234. The project showed positive results in education, and on the well-being of the local community. These were acknowledged by all stakeholders interviewed. The community participated in the project and highly appreciated its results. They reported that it contributed to better students and bettering the lives of local community members. However, this evaluation could not prove there was an impact on attendance and enrollment of students as a result of school feeding. Regardless, qualitative data indicated increased participation by students in WFP assisted schools, and higher attendance to classes. Positive changes in enrollment and attendance rates weren't found by quantitative analysis.
235. The project potentially contributed to better nutrition for its beneficiaries. School meals and THRs represent a financial benefit for poor households. The delivery of daily school meals reduced the short-term hunger of students, promoted they're well being during classes, and potentially contributed to their health. Both school meals and THRs partially supplied the nutritional needs of students and their households by way of calories, proteins, and other nutrients. This contribution may be significant, considering that food insecurity was identified by the government of Guinea-Bissau as a major challenge faced by the students of Guinea-Bissau.
236. This evaluation found that a large number of students go to the classes hungry, and many students do not have a meal at their homes when returning from classes. Results of the midterm survey did not show improvement in the quality of diet on households of WFP assisted schools. However, qualitative data suggests an increased awareness of the benefits of diet diversification for health among students, cooks, and members of

the school. Additionally, school meal deliveries and THRs represent an important financial contribution to the poorest families.

Sustainability

237. The policy framework is fragile in Guinea-Bissau since the government of Guinea-Bissau still does not have a school feeding policy or programme. An initial step for a nationally owned school feeding programme in Guinea-Bissau is the approval of the School Canteen Law. The draft of the bill first created in 2010 and updated in 2018 with the support of the project under evaluation was still waiting for review by the Council of Ministers and further Parliament approval. However, political instability prevented the approval of this law. The project intentionally included the results of the improved policy and regulatory framework. No activity was planned for this result.
238. The project is aligned with education policies and strategies of the government of Guinea-Bissau. At this moment, the government of Guinea-Bissau does not have a national policy or law¹⁶⁴ that allows for both the inclusion of school feeding in the main government strategy and the creation of a regular budget line for funding school meals. The project is the main initiative for school feeding in Guinea-Bissau
239. The project is committed to supporting the government to develop a school feeding pilot project to test local procurement for supplying school canteens. Now, most foodstuff used on school meals is acquired overseas. A local procurement initiative for schools was implemented by WFP in partnership with an NGO. The home-grown school feeding in Guinea-Bissau was discussed in two workshops in Bissau that involved government officials. The workshops were held in partnership with the WFP Centre of Excellence against Hunger, and the Brazilian Cooperation Agency (ABC). Both initiatives are from Brazil. Pilot initiatives for local purchases for supplying school meal workshops were discussed during these workshops. A pilot project to locally purchase food for school meals was implemented and currently funded by the government of Guinea-Bissau. This pilot project prioritizes female farmers and is committed to developing their knowledge in nutrition, literacy skills, and business skills.
240. The project relies on partnerships with NGOs for activities such as improving school structures for school feeding, monitoring activities, and sensitizing and training the local community and school staff. In general, partnerships with NGOs add value to project implementation. A strategy for sustainability could be to rely on partnerships with NGOs for school feeding as it can be cost-effective and can develop national capacities for SF programmes.
241. An unintended effect of the project is the migration of students from schools that do not distribute school meals to schools assisted by the project. If proved, it would negatively impact institutional capacities in the education system in Guinea-Bissau. The excessive number of students in assisted schools overloads the existing capacities of said schools, disrupting education planning, and making it difficult to maintain the portion size of both school meals and THRs. Further analysis of this matter is required.
242. Additionally, positive, unintended effects found as a result of the project's activities was an increase in sensitization of girls from local communities to enroll in schools and a greater availability of school inspectors in unassisted schools.
243. Political instability and high turnover rates of government officers caused delays in developing the school feeding handover plan and increased the need for further training

¹⁶⁴ Government's regular funding for school meals programme requires the creation of a national school feeding policy, or approval of the existing school feeding law.

among government officers. A successful transition to the nationally owned school feeding programme of Guinea-Bissau will require increasing inter-sectoral coordination and strengthening the capacity to procure food locally. The pilot project to strengthen local purchases indicated some problems which would require additional technical assistance in local purchases to supply school meals.

Overall Assessment and Conclusions

244. The McGovern-Dole-Funded School Feeding Project's strategy is relevant to the needs of the beneficiaries. Delivery of school meals and THRs benefit a large number of students, contributing to their nutrition, mostly by reducing short-term hunger. The distributions of school meals and improved schooling have potential benefits for student health. Additionally, food aid represents a financial benefit for families and is an incentive for sending children to classes, especially girls.
245. Although the project has great potential to contribute to promoting local food production, it has largely not been explored. During this evaluation, the food procured to supply school feeding was mostly imported. The pilot project for local purchases to supply school canteens still faces challenges. It requires a deeper assessment and further intervention. Most of the school menus do not include fresh food, which is locally produced. This creates little variety.
246. The project is well underway, especially in activities and outputs related to the delivery of school meals and THRs. According to the last performance indicators from March 2018, most of the targets defined for 2017 and 2018 were met or almost met. In some cases the targets were surpassed altogether. Developing capacities at various levels in school feeding requires further effort.
247. The purpose of this midterm evaluation was to learn whether the school feeding project is heading towards its set of goals and objectives or not. By doing so it could be acting as a call to change implementation strategies when and where it is necessary. Although the program did not implement any direct activity related to literacy, there was a strong perception that it benefitted the improvement of the quality of education and students' literacy. Further assessments on the results of this project for improving literacy, among others expected outcomes, should be included in the endline evaluation in order to identify if there are any spillover effects .
248. As expected, school meals are well appreciated and are reported as an opportunity for bringing the community and schools closer together. It requires the participation of parents and other community members in school feeding management and promoting community ownership. Although professionalization of the cooks and investing in better kitchen structures are still required.
249. The monitoring system needs to be improved. Delays and recurrent errors in the fulfillment of food recording tools were observed and documented. Expanding partnerships with NGOs and using communication technologies could be beneficial to developing the capacity to monitor school feeding. The training on monitoring for school management committees should be expanded. Due to the turnover of teachers, a group of four to five teachers in each school should be trained. It is also important for the efficiency and sustainability of the system.
250. Around half of the schools of Guinea-Bissau are being supported by the project. This means that there are always schools without this support in close proximity to supported schools. An observed, unintended effect of the project on institutional capacities of the

education system of Guinea-Bissau is the migration of students to the schools supported by the project. A perception of injustice and exclusion is the driver for this migration. As already mentioned, this migration is not confirmed by quantitative data. The excessive number of students migrating overload the existing capacities of the school and cause difficulties in maintaining the planned portion size for the school meals and THRs.

251. Despite the pilot project managed by the Ministry of Education in the Biombo Region, a nationally owned school feeding programme still depends on the approval of the National School Feeding Law. Lacking a strong legal basis for school feeding, there is not a provision for this in the national budget. Creating a specific thematic group related to school canteens in the Education Local Group could contribute to the debate within the government of Guinea-Bissau and with other development partners on the importance of a nationally owned school feeding system in Guinea-Bissau.

3.1. Recommendations

Note:

First priority	2 months
Second priority	4 months
Third priority	6 months

What	H How	Who
<p>1. Diversify school meals, and promote nutrition and health education¹⁶⁵</p>	<p>Local food purchase from local farmers and their associations, prioritizing women farmers' associations;</p> <p>Establish school gardens, based on species and local varieties and adapted to local environmental conditions and eating habits of local communities;</p> <p>Construction of school fences with food and/or medicinal plants (Moringa, purgueira, fruit trees);</p> <p>Implement sustainable and environmentally friendly practices such as composting and construction using local resources;</p> <p>Organize animation with themes on health and nutrition using theatricalization and other methodologies of group dynamics.</p> <p>Develop agroforestry nurseries that can feed home gardens, supporting local purchasing systems¹⁶⁶.</p>	<p>WFP CO in collaboration with FAO, Ministry of Agriculture, and Civil Society Organizations (CSO)</p>

¹⁶⁵ See paragraph 205

¹⁶⁶ Although the productive potential of school gardens is limited, they have a pedagogical objective that it is important not to neglect.

<p>2. Improve kitchen infrastructures and working standards of school cooks¹⁶⁷</p>	<p>Assess overall conditions of school kitchens for identifying needs of repairs and improvements on its structures; Improve infrastructures such as walls, roof built in non-flammable materials, and better conditions of equipment for food preparation (some kitchens) where it is necessary; Design of one or more models of the kitchen to be applied Improve stove model (higher position allows cooks to work standing up, and not bent over the fire, introduction of a tube or chimney on stoves for smoke extraction; Introduce adequate use of uniforms for school cooks; Introduce compensation for school cooks, with the integration of cooks into the education system whenever possible, and valorization and dignification of the work of these women. Test rotating systems as an alternative to fixed cooks.</p>	<p>WFP CO in collaboration with the Ministry of Education and CSO (namely Palmeirinha)</p>
<p>3. Expand school meals to kindergartens¹⁶⁸</p>	<p>Assist kindergartners located but in the same community</p>	<p>WFP CO in collaboration with the Ministry of Education</p>
<p>4. Provide health workers trained in nutrition for assisting schools¹⁶⁹</p>	<p>Introduce health workers trained in nutrition at the local level (district and region level), coordinated by nutritionists of the Ministry of Health Introduce nutrition advice on school menus; on assisting teachers in nutrition education activities, and training and/or advising school cooks on food safety matters and on food preparation¹⁷⁰</p>	<p>WFP CO in collaboration with the Ministry of Education, Ministry of Health (MoH) and WHO</p>

¹⁶⁷ See paragraph 65

¹⁶⁸ See paragraph 78

¹⁶⁹ Nutritionist or health professionals of NGOs could also be involved in this effort at local level

¹⁷⁰ See also paragraph 110

5. Rethink the system for delivering monthly monitoring reports¹⁷¹	Develop a pilot monitoring project using the internet or SMS based system Organize training for those involved for better performance	WFP CO in collaboration with the Ministry of Education and CSO
6. Map the development partners and other organizations, working in partnership with the education system of GB, for better coordination¹⁷²	Propose the creation of a thematic group on School Canteens within the Local Education Group (LEG); Use simple internet participatory tools	WFP CO in collaboration with Local Education Group and UNICEF
7. Expand the involvement of civil society in the Project to other regions¹⁷³	Monitor activities and producing transportation of food in the case of the islands	WFP CO in collaboration with CSO, Ministry of Education
8. Clearly, state the role of the Project on promoting the quality of teaching	Clarify the contribution of the Project on this matter, and on the strategy adopted to evaluate its progress and results. Progresses on this matter should be included in regular project reports; Plan activities of Project in Guinea-Bissau for this outcome or including the justification for not addressing it.	WFP CO in collaboration with the Ministry of Education
9. Create a multi-staffed school feeding units¹⁷⁴	Create multi-staffed school feeding units (gender balanced) at the regional level and involving actors from other areas of specialization for better coordination and improved supervision, as recommended in the 2017 evaluation;	WFP CO in collaboration with MoH, WHO, and Ministry of Education

¹⁷¹ See paragraph 123

¹⁷² See paragraphs 180 and 203

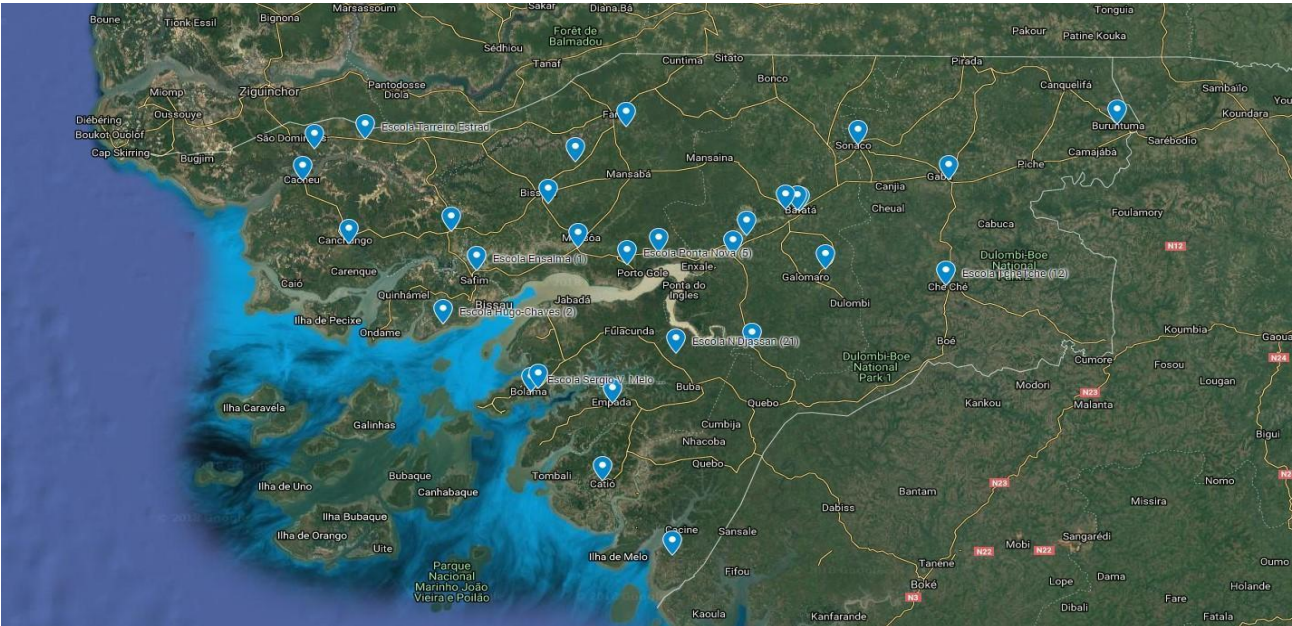
¹⁷³ See paragraph 138

¹⁷⁴ See paragraph 180

	Increase the number of staff to be trained.	
10. Closely follow-up the number of students enrolled at schools, for better plan food distribution.¹⁷⁵	Use updated figures for better planning of food distribution, to avoid changes on portion sizes of school meals and of take-home rations or interruptions in the planned distribution due to lack of food to cook	WFP CO in collaboration with the Ministry of Education (including focal points and inspectors) and CSO involved in monitoring,

¹⁷⁵ See paragraph 125

Annex 1 - Map of the schools' locations assisted by McGovern-Dole-Funded School Feeding Project/WFP which were visited by the Evaluation Team in Guinea-Bissau



Annex 2 – Mc Govern-Dole- Funded School Feeding Project in Guinea-Bissau Factsheet

Table A11 – Mc Govern-Dole Funded School Feeding Project / WFP SFP in Guinea-Bissau Factsheet

Type of Intervention:	Operation
Dates	Approval date: December 2015, Start date: March 2016; End date: July 2019
Amendments	WFP requested in 17 August 2017: Coverage extension from 638 to 758 schools. Updated targets for school assisted indicators and numbers of kitchens and storerooms to be constructed
Duration of the Intervention	3 years and 4 months
Beneficiary Numbers	Planned: 145,000 student FY 2016; 160,000 in FY2017; and 173,000 FY2018
Donors	McGovern-Dole Fund-USDA: \$US20 (\$6,217,100 FY 2016, \$6,891,400 FY 2017 and \$6,891,500 FY 2018)
Main Activities	School meals, THR, improving school feeding structures (kitchen and storage) trainings, M&E system, supporting pilot SF
Amount Transfers	Planned: In-kind food: 1,956 MT of beans, 9,894 MT of Rice and 737 MT of vegetable oil Distributed: (2,021 MT FY 2016, 5,709 MT FY 2017)
USD Requirements	Initial: USD 20m (\$6,217,100, \$6,891,400 and \$6,891,500, respectively)
Evaluations	Mac-Govern-Dole -WFP SFP baseline survey

Source: own elaboration

Annex 3 - Reconstruction of the Logframe of the Mc Govern-Dole- Funded School Feeding Project

Outcome 1: School age children in Guinea-Bissau have adequate access to safe and nutritious food all year-round

Output 1 - Primary school children in targeted schools receive timely, sufficient and nutritionally adequate food transfers to meet their basic food and nutrition requirements

Activity 1 - Provide school meals to primary school children,

Indicator 1 - Number of daily school meals provided to school-age children;

Indicator 2 - Number of school-aged children receiving daily school meals (male)

Indicator 3 - Number of school-aged children receiving daily school meals (women)

Indicator 4 - Number of school-aged children receiving daily school meals (2+3)

Indicator 5 - Number of school students enrolled in schools receiving assistance (women)

Indicator 6 - Number of school students enrolled in schools receiving assistance (male)

Indicator 7 - Number of school students enrolled in schools receiving assistance (5+6)

Indicator 8 - Number of individuals receiving directly from funded intervention

Indicator (new)

Indicator 9 - Number of individuals receiving directly from funded intervention

(continuing)

Indicator 10 - Number of students regularly (80%) attending supported classrooms/school (women)

Indicator 11 - Number of students regularly (80%) attending supported classrooms/school (male)

Indicator 12 - Number of students regularly (80%) attending supported classrooms/school (total)

Activity 2 - Provide take-home-rations for girls from 4th to 6th grade.

Indicator 13 - Number of take home ration provided as a result of the assistance

indicator 14 - Number of students receiving take home rations as a result of the assistance (women)

Indicator 15 - Number of students receiving take home rations as a result of the assistance (total)

Output 2 - School children benefit from improved national ownership and capacity to manage the school meals programme to meet their basic food and nutrition requirements.

Activity 3 - Provide training to school management committees (SMC), parent associations, Headmasters and inspectors on food preparation and storage.

Indicator 16 -Number of SMC members and cooks trained in food preparation and storage (total)

Activity 4 - Provide training to teachers, directors and inspectors in food management and storage

Indicator 17 - Number of teachers, directors and inspectors trained in food management and storage (women)

Indicator 18 - Number of teachers, directors and inspectors trained in food management and storage (male)

Indicator 19 - Number of teachers, directors and inspectors trained in food management and storage (total)

Activity 5 - Building/rehabilitation of kitchens and storerooms

Indicator 20 - Number of kitchens constructed/rehabilitated

Indicator 21 - Number of fuel-efficient stoves provided/rehabilitated

Activity 6 - Provide storage and Food Preparation Equipment, Tools and eating utensils

Indicator 22 - Number of schools with improved storage equipment, Food Preparation Equipment, Tools and eating utensils as a result of the assistance

Activity 7 - Distribute deworming medication and training

Indicator 23 - Number of students receiving deworming medication

Outcome 3: National institutions have enhanced capacity to efficiently plan and implement programmes in the areas of food security and nutrition and disaster mitigation

Output 3 - Food-insecure people in targeted areas benefit from improved institutionalization of monitoring capacity in Government ministries of Agriculture and Finance to increase and protect their access to food

Activity 8 - Capacity building at local, regional and National level

Indicator 24- Number of government staff trained at national level on management of schools feeding programme

Indicator 25- Number of government staff trained at regional level on management of schools feeding programme

Indicator 26- Number of Government staff trained on M&E system

Indicator 27- Number of school feeding government pilot project conducted

Indicator 28- Number of schools covered by the government pilot project

Indicator 29- Number of timely schools feeding reports produced

Activity 9 - Support monitoring and evaluation systems

Indicator 30 - Monitoring and evaluation system established and functional

Annex 4 - Evaluation Matrix

1 Relevance					
Sub-question	Measure / Indicator of progress	Main source of data / information	Methods of data collection	Methods of Analysis	Quality of Information
Question 1.1. Is the project's strategy relevant to the beneficiaries' needs?					
To what extent did the project respond to the needs of the students (boys and girls), especially girls from 4 th to 6 th grade?	Degree of correspondence of the programme with the needs as expressed by students, especially by girls.	Primary data collected from students and specifically girls from the 4 th to 6 th grade (in the sample of schools of the 8 regions) and their parents Secondary data: programme monitoring database, survey, programme reports	Group interview (mixed groups of boys and girls). Girls (4 th to 6 th grade) semi direct interviews Group interview with parents of students Database and document analysis	Content analysis of interviews Systematization of information with excel, cross-checking between information from interviews and data primary data collected in the interviews	Expected shyness of the children may interfere with the collection process Illiterate interviewees may not speak Portuguese, requiring interpreter during interviews
To what extent did the project respond to the needs of	Degree of correspondence of the programme with needs	Primary data collected from the SMC, teachers, cooks.	Focus groups Document analyses	Content analysis of interviews Systematization of	Labour discontentment and tense work relations

teachers, cooks, inspectors and School Management Committees (SMC)?	as expressed by teachers, cooks, inspectors and SMC.	Also collected during In-site visiting Secondary data: programme monitoring database	In-depth observation , Photo collection	information with excel, cross-checking between information from interviews, observation and 2nd data collected in the documents	may dominate the interviews.
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Question 1.2. Is the project aligned with national government's education and school feeding policies and strategies?

To what extent is the intervention aligned education policies and strategies of the government ?	Degree of correspond ence of the programme with the governmen t education policies and the national school feeding law.	Primary data collected from Ministry of Education officials Secondary data collect from Government Education policy documents, the national school feeding law.	Interview with Ministry of Education officials Governmen t Documents analysis Interviews	Content analysis of interviews Systematiza tion of information using excel, cross-checking between information from interviews and secondary data collected in	Public services in reorganization due to recent appointment of government
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				the documents	
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Question 1.3. Does the project complement other donor-funded and government initiatives?

To what extent are other donor-funded initiatives complementary?	Degree of complementarity of the programme with other donor-funded initiatives. Degree of complementarity of the programme with government initiatives.	Primary data collected from other stakeholders/ donors Primary data collected during In-site visiting Secondary data existing in project literature and web resources	Focus group with other stakeholders/ donors Documents and web resources analysis In depth observation , photo collection Interview with Ministry of Education officials Government Documents analysis	Content analysis of interviews and of existing documents/ web resources. Systematization of information using excel, cross-checking between information from interviews and secondary data collected in the documents	Reliable information exists Public services in reorganization due to recent appointment of government
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2. Effectiveness and Efficiency

Question 2.1. What is the progress of project implementation – is the project on track to carry out all and activities as planned?

Sub-question	Measure / Indicator of progress	Main source of data / information	Methods of data collection	Methods of Analysis	Quality of Information
<p>To what extent school meals were provided to primary school children, including take-home-rations for girls from 4th to 6th grade (Activity 1+2)</p>	<p>Number of children receiving meals; Number of days when school meals were delivered to the students, in relation to the number of school days. Number of girls from 4th to 6th grade receiving THR</p>	<p>WFP monitoring database WFP Guinea-Bissau Interim country strategic Plan (ICSP) WFP Reports</p>	<p>Database analysis Documental analysis</p>	<p>Systematization of information using Excel, cross-checking between information from database and information collected in the documents</p>	<p>Reliable information exists</p>
<p>To what extent did primary school children in targeted schools receive timely, sufficient and nutritionally adequate food</p>	<p>Number of meals delivered to students in relation to the number of school days (percentage of coverage) Planned food in relation to delivered food</p>	<p>WFP reports and database</p>	<p>Database analysis Documents analysis,</p>	<p>Systematization of information using Excel, cross-checking between information from</p>	<p>Reliable information exists</p>

transfers (Output 1.1)	(quantity/tonnage of each food item of the school menu)			database and reports	
To what extent kitchens and storerooms were built/rehabili- tated? And storage and Food Preparation Equipment, Tools and eating utensils were provided?	Number of kitchens constructed/rehabili- tated Number of fuel- efficient stoves provided/rehabilita- ted	WFP monitorin- g database Observati- on	Database analysis Observati- on in the field	Systematiz- ation of informatio- n using Excel Excel, cross- checking between informatio- n from database and informatio- n collected by observatio- n	Reliable informatio- n exists
To what extent training was provided to school management committees (SMC), teachers, and inspectors on management of school meals and complementary activities	Number of SMC trained Number of Directors Trained Number of Inspectors on management of School meals trained	WFP monitorin- g database s WFP Guinea- Bissau Interim country strategic Plan (ICSP)	Database analysis Documen- ts analysis	Systematiz- ation of informatio- n using Excel Excel, cross- checking between informatio- n from database and informatio- n collected	Labour discontent and tense work relations may dominate the interviews.

		WFP Reports		in the documents	
To what extent deworming medication and training was distributed?	Number of students receiving deworming medication	WFP monitoring database Observation Teachers	Database analysis Observation in the field Interview	Content analysis Systematization of information using Excel, cross-checking between information from database and information collected by observation	Labour discontentment and tense work relations may dominate the interviews.
To what extent was capacity building delivered at local, regional and National level? And technical and analytical assistance was provided to the Government in policy	Number of government staff trained at national level on management of schools feeding programme Number of government staff trained at regional level on management of	WFP monitoring database Interviews with Ministry of Education Official National and	Database analysis Interview content analysis; Interviews with ABC Officials Focus group with	Content analysis of interviews Systematization of information using Excel, cross-checking between	Reliable information exists Some of the Stakeholders may not be currently present in Guinea-Bissau

<p>formulation, legal framework and management of a national school meals programme?</p>	<p>schools feeding programme</p> <p>Number of Government staff trained on M&E system</p> <p>Number of timely schools feeding reports produced</p> <p>Implementation/progresses on Five SABER policy goals</p> <p>Implementation of local institutional purchase component of school feed programme</p>	<p>Regional level</p> <p>Reports of Agência de Cooperação Brasileira (ABC)</p> <p>Reports of other Stakeholders and donors</p>	<p>Education sector actors, NGOs, local communities, ABC, African Union, WFP, and other UN agencies analysis of reports</p>	<p>information from database and interviews</p>	
<p>To what extent technical and analytical assistance was provided to the Ministry of Education to institutionalize Monitoring and Evaluation the System (M&E) for the school feeding with appropriate budget?</p>	<p>Number of national assessments</p> <p>Number of workshops and trainings</p> <p>Number of M&E tools developed</p>	<p>MEN and District Education, field monitors</p> <p>WFP and UNICEF reports</p>	<p>Interview Report analysis</p>	<p>Systematization of information using Excel, cross-checking between information from database and reports with information collected</p>	<p>Reliable information exists</p>

				in interview.	
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2.Effectiveness and Efficiency (cont.)					
2.2. To what degree have (and have not) the interventions resulted in the expected results and outcomes? In particular, to what extent did providing THR result in increased attendance and enrolment of girl students?					
Sub-question	Measure / Indicator of progress	Main source of data / information	Methods of data collection	Methods of Analysis	Quality of Information
To what extent do school age children in Guinea-Bissau have adequate access to safe and nutritious food all year-round?	Percentage of students (boys and girls) who ate a daily school meal provided by the WFP, as result of USDA assistance Open question - opinion of students and teachers in the quality and quantity of food delivered by the school meals	WFP reports Mid-term survey In site data collection (sample of schools to be visited during fieldwork) Girls from 4th to 6th grade	Interview with Database analysis Documents analysis Content analysis	Systematization of information using Excel, cross-checking between information from database and reports with information collected in interview.	Expected shyness of the girls may interfere with the collection process
To what extent have National	Number of government staff trained	WFP Reports WFP database	Documental analysis	Systematization of information	Reliable information exists

institutions have enhanced capacity to efficiently plan and implement programmes in the areas of food security and nutrition and disaster mitigation?	at national level on management of schools feeding programme Number of government staff trained at regional level on management of schools feeding programme Number of Government staff trained on M&E system Number of timely schools feeding reports produced	Interview with Ministry of education Officials	Database analysis Content interview	using Excel, cross-checking between information from database and reports	
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2.3. Is hunger reduced?					
Sub-question	Measure / Indicator of progress	Main source of data / information	Methods of data collection	Methods of Analysis	Quality of Information
To what extent is hunger reduced within local	Level of vulnerability of local households	Local communities representatives, Parent Associations	Interview Database analysis	Interview content analysis Systematization of information using Excel,	Reliable information exists

communities?		Baseline and Mid-term Survey		cross-checking between information from interviews, reports and databases	
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2.4. How can the theory of change be altered to increase efficiency and effectiveness? Did assistance reach the right beneficiaries in the right quantity and quality at the right time?

Sub-question	Measure / Indicator of progress	Main source of data / information	Methods of data collection	Methods of Analysis	Quality of Information
To what extent local beneficiaries participate in the process of project design?	Level of participation of local beneficiaries in project design	WFP officials Local communities representatives (men and women) SMC members (men and women)	Interviews	Interview content analysis	Interviewees may not speak Portuguese, requiring interpreter during interviews
Is the food perceived as sufficient in terms of quantity and quality? Is the food reaching the right beneficiaries?	Local evaluation of Food quality and quantity	Students Parent Associations SMC, Teachers, Local communities representative	Interviews with boys and girls, men and women)	Interview content analysis	Expected shyness of the children may interfere with the collection process Parents may not speak Portuguese, requiring interpreter

					during interviews
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2. Impact

3.1. To what degree has the project made progresses toward the results in the project-level framework?

Sub-question	Measure Indicator of progress	Main source of data / information	Methods of data collection	Methods of Analysis	Quality of Information
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Annex 5 - Interviewed Stakeholders

Table A5.1 - Interviewed Stakeholders in schools

N.	School	Region	Headmaster+Teachers	SMC	Cooks	Students (B+G)	Girls 4-6 grade
1	Ensalma	Biombo	X	0	X	X	X
2	Hugo Chaves	Biombo	X	0	X	X	X
3	S. Pedro de Jugudul	Oio	X	X	X	X	X
4	Gamamudo	Oio	X	X	X	X	0
5	Ponta Nova	Oio	X	X	X	X	X
6	Quinhaque	Oio	X	X	X	X	X
7	Missira Balanta	Oio	X	X	0	0	0
8	Nhambram	Oio	X	X	X	0	0
9	Tombom	Gabu	X	X	X	X	X
10	Burumtuma	Gabu	X	X	X	X	0

11	Sonaco I	Gabu	X	X	X	X	X
12	Tché-Tche	Gabu	X	X	X	X	X
13	Umaru Cossé	Bafata	X	0	0	0	0
14	12 de Setembro	Bafata	X	X	X	X	X
15	Ponta Nova	Bafata	X	X	X	X	X
16	Ponta Nova	Bafata	X	X	X	X	X
17	V.C.Monteiro	Bafata	X	X	X	X	X
18	Fá Mandinga	Bafata	X	X	X	X	X
18	Massambo	Bafata	X	X	X	X	X
19	Gambasse	Bafata	X	X	X	X	X
20	Empada	Quinara	X	X	X	X	X
21	N´ Djassan	Quinara	X	X	0	0	0
22	23 de janeiro	Cacheu	X	X	X	X	X
23	Amizade China-GB	Cacheu	X	X	0	0	0
24	Antero Sampaio	Cacheu	X	0	X	X	X
25	Tarreiro Estrada	Cacheu	X	X	X	X	X
26	Cubampor	Cacheu	X	X	X	X	X
27	Sérgio V. de Melo	Bolama	X	0	X	0	0
28	S.U. de São João	Bolama	X	X	X	X	X
28	Canha N´Tungue	Tombali	X	X	0	X	X
30	Cassaca	Tombali	X	X	X	X	x

Notes: X - interviewed - 0 - not possible to interview

Table A5.2 - Interviewed Organizations

Type	Organization
National NGO	AD (Cacheu), COAJQQ (Cacheu), Kafo (Oio), Palmeirinha (Bafata)
International NGO	FEC, PLAN
Governor(ess)/Regional plan deputy	8 regions
UN Agencies	WHO, WB, FAO and UNICEF
Government	Ministry of Education-Direção Geral de Assuntos Sociais e Cantinas Escolares (DGASCE, 2x); 7 inspectors and regional focal points; Ministry of Health - Direcção-Geral da Saúde Pública (DGSP)
WFP	Deputy Evaluation Manager, Ex- School Feeding Focal Point; Monitoring team,

Annex 6 - Data Collection Tools

Draft topic lists for semi-structured interviews / Lista de tópicos para entrevistas semi-estruturadas

I. Interviews at national level / Entrevistas ao nível nacional

1. How this project has been implemented since its beginning? /Como esse projeto tem sido implementado desde o início?
2. What were main successes and difficulties? /Quais seus principais sucessos e dificuldades?
3. Does this Project incorporate guidelines/elements of Guinea-Bissau's school feeding law? And to the Education policy/plan? How? / Esse projeto está alinhado aos princípios da Lei das Cantinas Escolares de Guiné Bissau? E à Política/Plano de Educação? Como?
4. Is this Project integrated to other programmes/projects of your institution? Which projects/programmes? How? Esse projeto está alinhado/integrado a outros projetos/programmeas de sua instituição? Quais projetos/programmeas? ¿Como?
5. Is there a pilot initiative on local procurement from smallholder farmers/farmers cooperatives for supplying the school feeding programme? If so, how does it work: how many schools are targeted and where, how is the collaboration (roles, responsibilities and cooperation) with MoE, MoA, FAO and other partners on this initiative? What are the mechanisms in place to control the local procurement/vouchers? What are the results on this experience? / Há uma experiência piloto de compras de alimentos produzidos localmente por pequenos agricultores/cooperativas? Se sim como essa atividade funciona: quantas escolas participam, onde essas escolas se localizam, como é a cooperação com os parceiros (papéis e responsabilidades e coordenação)? Quais são os resultados da experiência?
6. Who is responsible for monitoring the various Project's activities? Quem é responsável pelo monitoramento das diversas atividades do Projeto?
7. How does the WFP follow up/monitores activities that are implemented by partners of the project (Ministry of Education, UNICEF, FAO, WHO, NGOs)? Como o PAM acompanha/monitorea as atividades do Projeto que são implementadas por parceiros de Projeto (Ministério da Educação, UNICEF, FAO, OMA e ONGs)?

8. How often are the Project's performance indicators are collected? By whom (WFP, DGPASE, others)? Com que frequência os indicadores de performance são recolhidos? por quem (WFP, DGPASE, others)?

9. Regarding to the following activities, please tell us about your successes and difficulties. Is the activity implemented according to the plan (target)? Em relação às atividades a seguir, indique quais foram os seus sucessos e dificuldades. As atividades estão sendo implementadas de acordo com o planejamento (meta)?

a) Provision of daily school meals/ Distribuição de refeições escolares

b) Provision of take-home rations (to women students) / Distribuições de rações/gêneros alimentícios (para raparigas)

c) Trainings on food management and storage for School Management Committees, Parent Associations, Headmasters, Inspectors / Treinamentos em gestão da alimentação escolar (em nível escolar) para Comitês de Gestão Escolar, Associações de Pais de Alunos, Diretores e Inspetores escolares

d) Trainings on food preparation and storage practices for school cooks/ Treinamentos em práticas para o armazenamento e preparo de alimentos, para cozinheiras das escolas

e) Building and rehabilitating kitchens and storerooms/ Construção e reparos de cozinhas e armazéns/dispensas escolares

f) Providing storage, food preparation equipment and eating utensils / Fornecimento de equipamentos para armazenamento e preparo de alimentos e utensílios para consumo de refeições escolares (talheres e pratos)

g) Distributing deworming medication to students/Distribuição de vermífugos/desparasitantes aos alunos

h) Capacity building / Desenvolvimento de capacidade

a) at national level/Em nível nacional

b) at regional level/Em nível regional

c) at local level (district)/Em nível local

10. If there was an opportunity to adjust the project regarding its various activities and targets, what changes would you recommend? / Se houvesse uma oportunidade

de ajustar o projeto em relação às diversas atividades previstas, qual seria sua recomendação?

11. In your opinion were the targets established (for each planned activity) realistic? Em sua opinião, as metas estabelecidas para cada atividade são realistas? Na sua opinião os metas estabelecidas (para cada actividad) foram realistas?

12. Regarding to the challenges faced, tell us about the underlying causes. How these difficulties could be solved?/ Em relação aos desafios enfrentados, nos conte sobre suas causas principais/fundamentais. Como essas dificuldades poderiam ser superadas?

a) For the SF operations based on WFP (procurement and delivery of school meals and take-home rations)/ Para a implementação das atividades de alimentação escolar pelo PAM (aquisição de alimentos para distribuição de refeições e de rações(take-home) escolares

b) For the capacity building activities (at national, regional and local level) /Para o desenvolvimento/ fortalecimento da capacidade do governo (aos níveis nacional, regional e local)

c) For monitoring and evaluating/Para o monitoramento/monitoria e avaliação

13. Regarding to the partnership with the Government of Guinea-Bissau, what is the role/participation in the implementation and monitoring and evaluating of the Project activities/Em relação a parceria entre o PAM e o Governo de Guiné Bissau, qual o papel/responsabilidade:

a) The Ministry of Education/National Directorate of School Feeding (NDSF)/ Ministério da Educação / DGPASE

b) The Ministry of Agriculture/ Ministério da Agricultura

c) The Ministry of Health (deworming activities)/Ministério da Saúde (distribuição de vermífugos/desparasitantes)

d) District governments/Governos distritais

14. Please explain us the financial aspects of this project/ Por favor, nos explique os aspectos financeiros deste projeto:

a) Successes and difficulties on financing the activities? / Sucessos e dificuldades (no financiamento das atividades)?

b) Outlook to the immediate future/Perspectivas para financiamento a curto prazo

15. How is the collaboration with project partners, such as/Como tem sido a colaboração com os principais parceiros de projeto, tais como

- a) Ministry of Education/Ministério da Educação
- b) Ministry of Health /school health and nutrition services/Ministério da Saúde/serviço de nutrição e saúde escolar
- c) UNICEF: provision of didactic materials, teachers' trainings, potable water and sanitation improvements and improvements of school structures/UNICEF: fornecimento de materiais didáticos, treinamentos de professores, melhorias nas condições sanitárias e de água potável em escolas, e melhorias nas estruturas escolares em geral
- d) FAO: support for school gardens and partner in the implementation of the Home Grown School Feeding approach through the Country Programme/FAO: assistência em hortas escolares, e parceria na implementação/abordagem sustentável do programmea alimentação escolar (Home Grown School Feeding) no Programmea do País
- e) WHO: providing deworming medication/ OMS: fornecimento de vermífugos/desparasitantes
- f) NGOs (partners) that are responsible for sensitizing communities and parents' associations to build school kitchens / ONGs (parceiras) que são responsáveis por sensibilizar comunidades e associações de pais de alunos para a construção de cozinhas escolares

16. What are the contributions of the Project towards the development of national school feeding programme (HGSF)?/Quais as contribuições desse projeto de alimentação escolar para o desenvolvimento de um programmea nacional de alimentação de Guiné-Bissau?

17. How do you evaluate the perspectives of GB towards/Como você avalia as perspectivas de GB em relação a:

- a) Funding SF in Guinea-Bissau after the completion of this project?/ Financiamento da alimentação escolar em Guiné Bissau após o término deste projeto.
- b) The Government of Guinea-Bissau establishing and running their own Home Grown School Feeding Programme? O governo de Guiné Bissau estabelecendo e gerindo seu programmea nacional de alimentação escolar sustentável.
- c) The Government of Guinea-Bissau regularly monitoring and evaluating the SF activities, and timely issuing monitoring reports? O governo de Guiné Bissau monitorando e avaliando regularmente as atividades de alimentação escolar, e emitindo os relatórios de avaliação como regularidade.

18. How is the institutional coordination for implementing the Project/Como é a coordenação institucional para a implementação do projeto de alimentação escolar?:

- a) Coordination among Guinea-Bissau WFP CO and its sub-offices/ Coordenação entre do Escritório do País, do PAM, e seus escritórios regionais.
- b) Coordination among WFP and its partners (DGPASE, UNICEF, FAO, WHO, NGOs)/ Coordenação entre PAM e seus parceiros (DGPASE, UNICEF, FAO, OMS e ONGs)
- c) Coordination among Education Sector (national, regional, local) and school level (committees and community)
- d) Coordenação entre os níveis do Setor da Educação (nacional, regional e local) e nível escolar (comitês e comunidade)
- e) Coordination inter-sectorial (Education, Agriculture, Health, Finance and Planning)/Coordenação intersetorial (Educação, Agricultura, Saúde, Finanças e Planeamento)

19. What are the Project's outcomes in terms of gender equality and women's empowerment? / Quais são os resultados do Projeto em relação a igualdade de gêneros e empoderamento das mulheres?

20. Which improvements would you wish to see in future SF programmes in Guinea-Bissau? /Quais melhorias você gostaria de ver em futuros programmeas de alimentação escolar de Guiné Bissau?

21. How the Project is monitored and evaluated at central level? Are the results of the project reported to other government (beyond the Ministry of Education) institutions and project partners? How often?/ Como o projeto de alimentação escolar é monitorado e avaliado a nível central? Os resultados do projeto são relatados e divulgados para outras instituições (além do Ministério da Educação) e para parceiros do projeto? Com que frequência?

22. In your opinion, is the existing WFP M&E of school feeding programme efficient (performance indicators are timely monitored and reported)? And for monitoring other activities planned on the Project? How the M&E of the Project could be improved?/ Em sua opinião Sistema de Monitoramento e Avaliação utilizado no programa de alimentação escolar do PAM é eficiente (os indicadores de desempenho do projeto são regularmente monitorados)? E para o monitoramento das outras atividades planejadas no projeto de alimentação escolar do MGD/PAM? Como o monitoramento e avaliação do projeto de alimentação escolar do MGD/PAM poderia ser melhorado?

I - Interviews at local level

Entrevistas em nível local

A. Escritório Regional do PAM

1. Qual a participação do escritório local no planejamento, implementação e monitoramento das atividades do projeto?
2. Qual o tipo de colaboração dos diferentes parceiros institucionais, incluindo governo? (construir Diagrama de Venn)
3. Como é feita a articulação entre o PAM e o governo local, a UNICEF, a FAO, a OMS, e as ONGs parceiras, para coordenação das atividades desenvolvidas no âmbito desse projeto? (treinamentos, construções e reformas nas estruturas escolares, distribuição de vermífugos/desparasitantes, sensibilização/sensibilização e formação de camponeses/agricultores, etc..)
4. Como é feito o acompanhamento das atividades desenvolvidas pelos parceiros do projeto nas escolas? E com os agricultores?
5. Como funciona a distribuição dos vouchers as escolas, para a aquisição de alimentos produzidos pelos agricultores locais? Em sua avaliação, quais os resultados dessa atividade (sucessos e dificuldades)?
6. Quais as experiências bem sucedidas? E as dificuldades e/ou fracassos na implementação desse projeto (desde 2016)?

7. O que está contribuindo para sucesso do programmea na região? E o que está causando dificuldades ou levando a fracassos do mesmo?
8. Como você avalia a participação/engajamento da comunidade local nas atividades do Projecto? E do governo local?
9. Como você percebe os resultados/contribuição desse programmea para a qualidade de vida da população que se beneficia do mesmo (homens e mulheres, meninos e meninas)?
10. Caso seja possível ajustar as atividades e forma operacional de projeto para um melhor desempenho, o que você recomendaria?

B. Membros dos governos regional e distrital (Educação e outros setores envolvidos)

1. Como você percebe o programa de cantinas escolares do Projecto, isto é, quais as atividades desenvolvidas e quem são os responsáveis pelas mesmas?
2. Qual o papel do governo regional/distrital no actual programmea das cantinas escolares (WFP/MGD)?
3. De que forma o programmea cantinas escolares está inserido na política/estratégia/ plano regional/distrital do governo local? E no plano da educação?
4. Há alguma linha de financiamento (do governo) dentro do orçamento da região/distrito para custear as atividades desse programmea?
5. Como é feita a articulação entre os sectores da educação, agricultura e saúde para o desenvolvimento das atividades como distribuição de medicação anti-verme, assistência técnica a agricultores, a outras atividades intersetoriais? Há algum tipo de coordenação entre o governo local para esse fim?
6. Quais os resultados desse programmea nas escolas da região/distrito (experiências bem sucedidas e dificuldades/fracassos)?
7. Caso haja fracassos, quais foram os motivos? O que deveria ser feito para evitar que esses problemas se repitam, ou novos problemas surjam no futuro?
8. Os membros do governo receberam algum tipo de treinamento para desenvolver as atividades relacionadas ao programmea de cantinas escolares? Se recebeu, sente necessidade de treinamento adicional? Se sim, em que aspectos?
9. O que poderia ser feito para melhorar o desempenho desse projeto na região/distrito?
10. Existem planos para o alargamento das cantinas escolares a todas as escolas do país?

C. Inspetores escolares

1. Quais as atividades desenvolvidas pelos inspetores da educação no Projeto?
2. Com que frequência cada escola é visitada pelos inspetores? O que é observado na visita? Com que frequência os relatórios de visita são emitidos e divulgados para outros setores dentro do departamento/ministério de educação?
3. Houve/há algum tipo de assistência técnica/treinamento/outro tipo de apoio por parte do PAM para a participação dos inspetores da educação nas atividades desenvolvidas pelo Projeto? Se sim, que tipo de assistência/treinamento?
4. Como você percebe os resultados desse programa/projeto, ou seja sucessos e dificuldades em relação ao bom funcionamento das cantinas escolares?
5. E em relação ao take-home, há algum tipo de participação/acompanhamento dos inspetores escolares nessa atividade? Se sim qual?
6. Em sua opinião, qual resultado da alimentação escolar para a qualidade da educação e condições de vida dos alunos das escolas beneficiárias?
7. O que poderia ser feito para tornar mais eficiente a participação dos inspetores escolares nesse projeto?
8. Como é controlada (pelos inspetores) a utilização dos vouchers para a aquisição de alimentos?
9. O que poderia ser feito para melhorar os resultados do projeto?

D. Professores e diretores

1. Como tem sido a experiência dessa escola com o projeto de Cantinas Escolares do Projeto (desde 2016)? Quais os sucessos, dificuldades e fracassos ocorridos no mesmo?
2. Desde o início desse programa de cantinas escolares (Janeiro 2016), houve algum dia ou período quando não foram distribuídas refeições aos alunos? Se sim, qual foi o motivo?
3. Se houve interrupção na oferta de refeições, foi tomada alguma medida pela escola para evitar que isso se repita? Se sim, o quê?
4. Qual a rotina de recebimento e armazenamento de alimentos, controle de estoque, preparo e distribuição de refeições?
5. Há alguma diferença na quantidade de alimentos distribuída para meninos e raparigas? Quem recebe primeiro as refeições (classe/idade, gênero, etc..)
6. Em relação às refeições "take-home" distribuídas pelo PAM: quem recebe as refeições, como é feito o controle dos beneficiários,

7. Qual a participação/responsabilidade do diretor e professores nas atividades relacionadas ao programmea de cantinas escolares?
8. Como é a participação de professores/diretor na utilização de vouchers para a aquisição de alimentos produzidos localmente?
9. Os professores/diretor receberam algum tipo de treinamento para desenvolver as atividades no projeto? Se sim, em quê? O treinamento foi suficiente?
10. Em sua opinião, quais os resultados do projeto para a qualidade da educação nessa escola? E para os alunos? E para a comunidade em geral?
11. Caso seja possível fazer ajustes nas atividade do projeto para melhorar o desempenho/resultados do mesmo, o que você recomendaria?

E. Comitê de Gestão Escolar e Associação de Pais de Alunos

1. Qual a composição e participação do comitê de gestão escolar e associação de pais de alunos nas atividades de alimentação escolar da escola? (incluir análise de gênero)
2. Quais os cuidados/rotinas aplicadas para garantir a boa qualidade/higiene da alimentação oferecida nas escolas?
3. De onde vem a água usada para beber, cozinhar e lavar equipamentos e utensílios da cozinha? E quais os cuidados da escola para garantir a boa qualidade da água usada para cozinhar e beber?
4. Quais os cuidados e rotinas para garantir a qualidade dos alimentos armazenados nas escolas?
5. Os membros desse comitê receberam algum tipo de treinamento para desenvolver as atividades relacionadas ao programmea de cantinas escolares? Se recebeu, sente necessidade de treinamento adicional? Se sim, em que aspectos?
6. Com que frequência esse comitê/membros do comitê desenvolvem atividades na escola, relacionadas ao programmea de cantinas escolares?
7. Há algum tipo de comunicação formal entre esse comitê e os inspetores das escolas/ oficiais do governo local em relação às atividades desenvolvidas pelas cantinas escolares nas escolas (reunião, emissão de relatório ou outro tipo de documento)?
8. Como funciona na escola os vouchers para aquisição de alimento dos produtores locais? (planejamento, rotinas de controle, etc.) - apenas para escolas piloto.

9. Em sua opinião, quais são os resultados do programmea cantinas escolares (projeto MGD) para a qualidade da educação e na vida dos alunos? Quais seus sucessos e dificuldades?
10. Em sua opinião, de que forma esse projeto contribui/afeta (ou não) a vida da comunidade ao entorno dessa escola (famílias de alunos, moradores da localidades, agricultores e comerciantes locais)?
11. Caso haja possibilidades de ajustes nas atividades desse comitê em contribuição às atividades de cantinas escolares, o que deveria ser feito?
12. Caso haja possibilidade de modificar/ajustar a forma como o programmea cantinas escolares é praticado/conduzido nessa escola para melhorar seus resultados, o que deveria ser feito?

F. Cozinheiro(a)s

1. Quantas cozinheiras trabalham/são voluntárias nessa escola? Há algum tipo de pagamento (ou incentivo) para as cozinheiras?
2. Como é o sistema de trabalho, todas as cozinheiras trabalham de segunda a sexta ou há algum tipo de rotação?
3. Quais as atividades das cozinheiras no programmea cantinas escolares? Qual sua jornada de trabalho (quando começa e quando termina o trabalho na cozinha)?
4. Você recebeu algum tipo treinamento para ser cozinheira nas cantinas escolares? O que você aprendeu nesse treinamento? Se recebeu, sente necessidade de treinamento adicional? Se sim, em que aspectos?
5. Qual sua opinião sobre a alimentação oferecida aos alunos: a quantidade é suficiente? e o que você pensa da qualidade da alimentação oferecida? Alguma recomendação em relação a quantidade ou qualidade da alimentação?
6. Qual a rotina de distribuição de alimentos? Meninos e Meninas recebem a mesma quantidade de alimento? Quem é servido em primeiro lugar?
7. Que tipos de alimentos são usados regularmente? Caso haja a utilização de alimentos que não são distribuídos pelo PAM, de onde vêm esses alimentos (doações, horta escolar, comprado com voucher)?
8. Qual sua opinião em relação adição de alimentos frescos, produzidos pelos agricultores locais, aos produtos secos (feijão, arroz, etc, distribuídos pelo PAM) às refeições escolares? (benefícios e dificuldades, necessidades)
9. Você enfrenta alguma dificuldade para preparar os alimentos e distribuir as refeições ao alunos? Se sim qual (quais)?

10. A cozinha tem os equipamentos e utensílios em quantidade e qualidade necessária para o preparo e distribuição dos alimentos?
11. Quais os cuidados de higiene no preparo e distribuição dos alimentos? E para a lavagem e armazenamento dos equipamentos e utensílios usados?
12. De onde vem a água utilizada para cozinhar, lavar equipamentos/utensílios, e beber? Caso a água não venha de rede pública (água tratada) o que é feito na escola/cozinha para garantir sua qualidade?
13. Quem é responsável por fornecer a lenha/combustível para a cozinha? Há problemas de suprimento? Se sim o que poderia ser feito?
14. As cozinheiras dessa escola passam por algum tipo de avaliação de saúde (antes de iniciar atividades e de tempos em tempos)? Qual?
15. Desde que você começou a trabalhar como cozinheira na escola houve falhas na distribuição das refeições (dias sem alimentação ou dias quando a quantidade de alimentos não foi suficiente)? Se sim, qual o motivo?
16. Caso seja possível fazer ajustes nas rotinas de trabalho na cozinha, e outras atividades do programmea onde as cozinheiras participam, qual seria sua recomendação?

G. Alunos (meninos e meninas) - grupos de 10 alunos (5 meninos e 5 meninas)

1. Quando é distribuída a alimentação em sua escola (horário, em relação ao início da aula)?
2. Você comeu hoje antes de vir para a escola? Se sim o quê? se não, quando foi a última vez que comeu antes de vir para a escola?
3. A alimentação escolar foi recebida todos os dias? Se não, você saberia responder quantas vezes houve falta de alimentos (e por quanto tempo)? Neste caso porque é que isto aconteceu?
4. Quem recebe primeiro a alimentação em sua escola? (meninos ou raparigas, alunos mais jovens ou mais velhos, ou outro critério de organização da distribuição de refeições)
5. Qual sua opinião sobre a alimentação distribuída nas cantinas escolares: a quantidade é suficiente? Ou insuficiente, ou excessiva?
6. Qual sua contribuição para as cantinas escolares (ajuda no preparo comida ou lavagem pratos e panelas, contribui com alimentos ou dinheiro, traz lenha ou água, outras) (atenção, perguntar separadamente rapazes e meninas)?

7. O que você pensa sobre a adição de produtos frescos (verduras, legumes, frutas, ovos/peixe/carne) a alimentação escolar? - perguntar em escolas piloto /com voucher.
8. Em sua opinião, quais os benefícios de ter as cantinas escolares nessa escola (distribuição de refeições escolares pelo projecto)? Você percebe algum resultado positivo na sua vida como aluno (a)? qual?
9. O que você aprendeu sobre saúde, nutrição e higiene na escola? Você pratica em sua casa algo que aprendeu na escola sobre higiene, saúde e nutrição? Se sim, o que?
10. Caso fosse possível modificar ou ajustar o programmea de cantinas escolares, para torná-lo melhor, o que você recomendaria?

H. Meninas (da 4ª à 6ª classe) - de 6 a 10 raparigas

1. Como funciona o "take-home" nessa escola: quem recebe as rações (somente meninas ou meninos e meninas, alunos de todas as classes ou de 4-6, etc)?
2. Há algum tipo de controle pela escola para que seja feita a distribuição das rações secas (arroz ou outra)?
3. Você recebe a take-home todos os meses ou houve meses quando não recebeu os alimentos? ¿Caso não tenha recebido em algum mês, qual foi o motivo?
4. Como você percebe essa atividade, isto é, você acha que de alguma forma afeta sua escolaridade/participação nas atividades da escola?
5. ¿E sua família, como eles percebem essa atividade? Há algum tipo de incentivo por parte de sua família para que você atenda regularmente as classes para receber a ajuda mensal de alimentos?
6. Caso sua escola deixe de distribuir os alimentos (take-home), isso afetaria de alguma forma sua participação nas aulas/estudo? Se sim qual seria o impacto para você?
7. ¿O que poderia ser feito para melhorar essa atividade?

I. Agricultores locais (Mulheres e Homens)

1. Você participa de alguma associação/cooperativa ou produz e vende seus alimentos de forma independente?
2. ¿O que você pensa do programmea de cantinas escolares?
3. Você participa alguma forma desse programmea, isto é, vendendo produtos alimentícios para o programmea/escola?
4. Se sim, ¿que produtos e quantidades vende para a cantina escolar (por semana)?

5. ¿Se sim, o que você pensa do sistema de vouchers escolares? Funcionam bem ou trazem alguma dificuldade para os agricultores? (questão apenas para agricultores que vendem produtos para escolas/cantinas escolares)
6. Se não, quais são suas expectativas, como produtor rural, ¿em relação a participação do programmea de cantinas escolares?
7. Você (ou sua associação de agricultores) recebe ou recebeu algum tipo de apoio (assistência técnica e capacitação/treinamento relacionado ao programmea cantinas escolares/ PMA? (pode ter sido feita por parceiros do programmea, como FAO/NGOs, financiados pelo projecto)? Se sim qual/quais?
8. Caso você tenha recebido capacitação/treinamento de que forma sua prática como agricultor/produtor rural foi melhorada (ou não)?
9. Há algum aspeto relacionado com a sua atividade em que gostaria de ser treinado?
10. Você participou ou conhece alguém que participou de atividades como aulas de alfabetização para agricultores (financiadas pelo Projeto)? Se sim, qual sua opinião em relação às mesmas?
11. Como produtor rural/agricultor, qual seria sua recomendação para melhorar sua participação no programmea de cantinas escolares?

Annex 7 - Impact

Table A7.1 – McGovern-Dole-Funded Scholl Feeding strategic objectives, results, planned activities, indicators monitored, and targets by year.

SO1: Improved Literacy of School-Age Children						
Results Achieved by WFP or Subrecipient		Activity by WFP	Performance indicator	Target FY 2016	Target FY 2017	Target FY 2018
			SO1 ¹⁷⁶ Number of individuals benefiting directly from USDA-funded interventions: Direct beneficiaries include: children, teachers, school administrators, parents, cooks, storekeepers, farmers and government staff	New individuals benefiting		
				237,856	20,064	15,819
				Continuing individuals benefiting		
				0	237,856	257,920
1.1 Improved Quality of Literacy Instruction ¹⁷⁷	1.1.1 More consistent teacher attendance					
	1.1.2 Better Access to					

¹⁷⁶ Output indicator: Standard; Organization: WFP

¹⁷⁷ None activity that is developed by the MGD under evaluation project is related to this result

SO1: Improved Literacy of School-Age Children						
Results Achieved by WFP or Subrecipient		Activity by WFP	Performance indicator	Target FY 2016	Target FY 2017	Target FY 2018
	School Supplies & Materials					
	1.1.3 Improved Literacy Instructional Materials					
	1.1.4 Increased Skills and Knowledge of Teachers					
	1.1.5 Increased Skills and					
1.2 Improved Attentiveness	1.2.1 Reduced Short-Term Hunger/	A1. Provide School Meals	Number of school-age children receiving daily school meals as a result of USDA assistance ¹⁷⁸	145,372	160,000	173,593
	1.2.1.1 Increased Access to Food		Number of school-age children (female)	69,800	78,400	83,230

¹⁷⁸ Output Indicator: Standard; Organization: WFP (disaggregated by gender)

SO1: Improved Literacy of School-Age Children						
Results Achieved by WFP or Subrecipient		Activity by WFP	Performance indicator	Target FY 2016	Target FY 2017	Target FY 2018
	(School Feeding)		receiving daily school meals/ /Number of students (female) enrolled in schools receiving USDA assistance			
			Number of school-age children (male) receiving daily school meals/Number of students (male) enrolled in schools receiving USDA assistance	75,572	81,600	91,978
			Number of daily school meals provided as result of USDA assistance	23,986,380	26,400,000	28,610
	A2. Provide Take Home Rations	Number of individuals receiving take-home rations as	15,414	16,320	16,623	

SO1: Improved Literacy of School-Age Children						
Results Achieved by WFP or Subrecipient		Activity by WFP	Performance indicator	Target FY 2016	Target FY 2017	Target FY 2018
			a result of USDA assistance ¹⁷⁹			
			Number of take-home rations provided as a result of USDA assistance ¹⁸⁰	2,543,310	2,692,800	2,742,795
1.3 Improved Student Attendance	1.3.1 Increased Economic and Cultural Incentives / 1.3.1.1 Increased Access to Food (School Feeding)	A1. Provide School Meals	Same indicators and targets that were informed to result 1.2			
			Number of students (male) regularly (80%) attending USDA supported classrooms/schools ¹⁸¹	60,458	65,280	66,584
			Number of students (female) regularly (80%) attending USDA supported classrooms/schools ¹⁸²	55,840	62,720	72,132

¹⁷⁹Output Indicator: Standard; Organization: WFP (Number of girl students (Grades 4-6) that receive all three annual take home ration distributions based on attendance of 80 percent or better.

¹⁸⁰ Output Indicator: Standard; Organization: WFP

¹⁸¹ This output indicator is also used to assess MGD 1.3: Improved Student Attendance

¹⁸² This output indicator is also used to assess MGD 1.3: Improved Student Attendance

SO1: Improved Literacy of School-Age Children						
Results Achieved by WFP or Subrecipient		Activity by WFP	Performance indicator	Target FY 2016	Target FY 2017	Target FY 2018
			Number of students regularly (80%) attending USDA supported classrooms/schools ¹⁸³	116,298	128,000	138,716
		A2. Provide Take Home Rations	Number of individuals receiving take-home rations as a result of USDA assistance ¹⁸⁴	55,840	62,720	72,132
			Number of take-home rations provided as a result of USDA assistance ¹⁸⁵	116,298	128,000	138,716
	1.3.2: Reduced Health-Related Absence ¹⁸⁶ [12]					

¹⁸³ This output indicator is also used to assess MGD 1.3: Improved Student Attendance

¹⁸⁴ Output Indicator: Standard; Organization: WFP (Number of girl students (Grades 4-6) that receive all three annual take home ration distributions based on attendance of 80 percent or better.

¹⁸⁵ Output Indicator: Standard; Organization: WFP

¹⁸⁶The MGD Project Results Framework informs links of this results with SO2: Increased Use of Health and Dietary Practices, although there none activity established for this result

SO1: Improved Literacy of School-Age Children						
Results Achieved by WFP or Subrecipient		Activity by WFP	Performance indicator	Target FY 2016	Target FY 2017	Target FY 2018
	1.3.3: Improved School Infrastructure	A.5. Build/Rehabilitate Kitchens and Storerooms	Number of kitchens constructed / rehabilitated ¹⁸⁷	150	150	100
			Number of fuel-efficient stoves provided and rehabilitated ¹⁸⁸	150	150	100
	1.3.4: Increases Student Enrollment	A1. Provide School Meals	Same indicators and targets that were informed to result 1.2			
		A2. Provide Take Home Rations	Same indicators and targets that were informed to result 1.2			
1.3.5: Increased Community Understanding of Benefits of Education ¹⁸⁹						
Not informed	1.4.1 Increased Capacity of	A.8 Train Government Staff on Management	Number of Government staff trained at national level	19	0	0

¹⁸⁷Output Indicator: Custom; Organization: WFP

¹⁸⁸Output Indicator: Custom; Organization: WFP

¹⁸⁹None activity that is developed by the MGD under evaluation project is related to this result

SO1: Improved Literacy of School-Age Children						
Results Achieved by WFP or Subrecipient		Activity by WFP	Performance indicator	Target FY 2016	Target FY 2017	Target FY 2018
	Government Institutions	t of a School Feeding Programme	on management of a school feeding programme ¹⁹⁰			
			Number of refresher trainings organized at the regional level as a follow up to the implementation of the action plan ¹⁹¹	224	224	0
			Number of refresher trainings organized at the regional level as a follow up to the implementation of the action plan ¹⁹²	0	3	3
		A.9 Establish and Train Government Staff on	Number of monitoring and evaluation (M&E) systems	0	1	0

¹⁹⁰ Output Indicator: Custom; Organization: WFP

¹⁹¹ Output Indicator: Custom; Organization: WFP

¹⁹² Output Indicator: Custom; Organization: WFP

SO1: Improved Literacy of School-Age Children					
Results Achieved by WFP or Subrecipient	Activity by WFP	Performance indicator	Target FY 2016	Target FY 2017	Target FY 2018
	Monitoring and Evaluation System	established and functional ¹⁹³			
		Number of Government staff trained on M&E system ¹⁹⁴	19	19	19
		Number of timely school feeding reports produced ¹⁹⁵	5,742	6,750	8,550
1.4.2 Improved Policy and Regulatory Framework ¹⁹⁶					
1.4.3 Increased Government Support	A.10 Support Government to Develop School Feeding Pilot Project	Number of school feeding Government pilot projects conducted			
		Number of schools covered by the			

¹⁹³ Output Indicator: Custom; Organization: WFP

¹⁹⁴ Output Indicator: Custom; Organization: WFP

¹⁹⁵ Output Indicator: Custom; Organization: WFP

¹⁹⁶ None activity that is developed by the Project under evaluation project is related to this result

SO1: Improved Literacy of School-Age Children						
Results Achieved by WFP or Subrecipient		Activity by WFP	Performance indicator	Target FY 2016	Target FY 2017	Target FY 2018
			Government pilot project ¹⁹⁷			
	1.4.4 Increased Engagement of Local Organization and Community Groups ¹⁹⁸					

Source: Own elaboration based on Project Results Framework (SO1) and Agreement FFE-657-2015/2015/019-00/ Attachment F: Performance Monitoring Plan

MGD SO2: Increased Use of Health and Dietary Practices						
Results Achieved by WFP or Subrecipient		Activity by WFP	Performance indicator	Target FY 2016	Target FY 2017	Target FY 2018
2.1:	Improved Knowledge of Health and Hygiene Practices ¹⁹⁹					
2.2:	Increased Knowledge of Safe Food Prep and Storage Practices	A.3 Train School Management Committees and Cooks on Food	Number of School Management Committee members and cooks trained in food	4,466	5,250	6,650

¹⁹⁷ Output Indicator: Custom; Organization: WFP

¹⁹⁸ None activity that is developed by the project under evaluation project is related to this result

¹⁹⁹ None activity that is developed by the Project under evaluation project is related to this result

MGD SO2: Increased Use of Health and Dietary Practices					
Results Achieved by WFP or Subrecipient	Activity by WFP	Performance indicator	Target FY 2016	Target FY 2017	Target FY 2018
	Prep and Storage	preparation and storage ²⁰⁰			
	A.4. Train Teachers, Directors and Inspectors on Food Management and Storage Practices	Number of teachers, directors, and inspectors (male) trained in food management and storage ²⁰¹	350	375	425
		Number of teachers, directors, and inspectors (female) trained in food management and storage ²⁰²	352	375	425
		Number of teachers, directors, and inspectors trained in food management and storage ²⁰³	702	750	850
2.3: Increased Knowledge of Nutrition					
2.4: Increased Access to Clean Water and Sanitation Services					

²⁰⁰Output Indicator: Custom; Organization: WFP

²⁰¹ Output Indicator: Custom; Organization: WFP

²⁰² Output Indicator: Custom; Organization: WFP

²⁰³ Output Indicator: Custom; Organization: WFP

MGD SO2: Increased Use of Health and Dietary Practices						
Results Achieved by WFP or Subrecipient		Activity by WFP	Performance indicator	Target FY 2016	Target FY 2017	Target FY 2018
2.5: Increased Access to Preventive Health Interventions		A7. Distribute Deworming Medication	Number of students receiving deworming medication(s) ²⁰⁴	145,372	160,000	173,395
2.6: Increased Access to Requisite Food Prep and Storage Tools and Equipment		A.5. Build/Rehabilitate Kitchens and Storerooms	Number of kitchens constructed / rehabilitated ²⁰⁵	150	150	100
			Number of fuel-efficient stoves provided and rehabilitated ²⁰⁶	150	150	100
		A.6 Provide Storage and Food Prep Equipment, Tools and Eating Utensils	Number of schools with improved storage equipment, food preparation tools and eating utensils as a result of USDA assistance ²⁰⁷	638	750	950
Not informed	2.7.1 Increased Capacity of Government Institutions	A.8 Train Government Staff on Management of a School Feeding Programme	Number of Government staff trained at national level on management of a school feeding programme ²⁰⁸	19	0	0
			Number of Government staff	224	224	0

²⁰⁴ Output indicator: Standard; Organization: WFP

²⁰⁵ Output Indicator: Custom; Organization: WFP

²⁰⁶ Output Indicator: Custom; Organization: WFP

²⁰⁷ Output Indicator: Custom; Organization: WFP

²⁰⁸ Output Indicator: Custom; Organization: WFP

MGD SO2: Increased Use of Health and Dietary Practices						
Results Achieved by WFP or Subrecipient		Activity by WFP	Performance indicator	Target FY 2016	Target FY 2017	Target FY 2018
			trained at regional and local level on management of a school feeding programme			
			Number of refresher trainings organized at the regional level as a follow up to the implementation of the action plan ²⁰⁹	0	3	3
		A.9 Establish and Train Government Staff on Monitoring and Evaluation System	Number of monitoring and evaluation (M&E) systems established and functional ²¹⁰	0	1	0
			Number of Government staff trained on M&E system ²¹¹	19	19	19
			Number of timely school feeding reports produced ²¹²	5,742	6,750	8,550
2.7.2 Improved Policy and Regulatory Framework						

²⁰⁹ Output Indicator: Custom; Organization: WFP

²¹⁰ Output Indicator: Custom; Organization: WFP

²¹¹ Output Indicator: Custom; Organization: WFP

²¹² Output Indicator: Custom; Organization: WFP

MGD SO2: Increased Use of Health and Dietary Practices						
Results Achieved by WFP or Subrecipient		Activity by WFP	Performance indicator	Target FY 2016	Target FY 2017	Target FY 2018
	2.7.3 Increased Government Support	A.10 Support Government to Develop School Feeding Pilot Project	Number of school feeding Government pilot projects conducted ²¹³	0	1	0
			Number of schools covered by the Government pilot Project	0	14	0
	2.7.4 Increased Engagement of Local Organization and Community Groups ²¹⁴					

Source: Own elaboration based on MGD Project Results Framework (SO2) and Agreement FFE-657-2015/2015/019-00/ Attachment F: Performance Monitoring Plan

Table A7.2 - Project Results by Activity and Target for school year 2016-2017

Activity	Indicator	Target	Result²¹⁵	Percentage Target FY 2016
1. Provide School Meals	Number of daily school meals (breakfast, snack, lunch) provided as a result of USDA assistance	23,986,380	19,095,230	*N/A: the result only includes part of

²¹³ Output Indicator: Custom; Organization: WFP

²¹⁴ None activity that is developed by the Project under evaluation project is related to this result

²¹⁵ Source: WFP- McGovern-Dole Performance Indicators (Activities): October 2016 to March 2017

Activity	Indicator	Target	Result 215	Percentage Target FY 2016
				planned school days
	Number of school-aged children receiving daily school meals as a result of USDA assistance	145,372	173,593	119.4%
	Number of school-age children (male) receiving daily school meals/Number of students (male) enrolled in schools receiving USDA assistance	75,572	91,978	121.7%
	Number of school-age children (female) receiving daily school meals/ /Number of students (female) enrolled in schools receiving USDA assistance	69,800	81,615	116.9%
	Number of students (male) regularly (80%) attending USDA supported classrooms/schools	60,458	87,379	144.5%
	Number of students (female) regularly (80%) attending USDA supported classrooms/schools	55,840	75,902	135.9%
	Number of students regularly (80%) attending USDA supported classrooms/schools ²¹⁶	116,298	163,177	140.3%

²¹⁶ This output indicator is also used to assess 1.3: Improved Student Attendance

Activity	Indicator	Target	Result 215	Percentage Target FY 2016
2. Provide Take-Home Rations	Number of individuals receiving take-home rations as a result of USDA assistance	15,414	16,232	105 %
	Number of take-home rations provided as a result of USDA assistance	2,543,310	1,785,520	N/A
3 Train School Management Committees and Cooks on Food Prep and Storage	Number of School Management Committee members and cooks trained in food preparation and storage	4,466	1710	38.2%
4. Train Teachers, Directors and Inspectors on Food Management and Storage Practices	Number of teachers, directors, and inspectors (male) trained in food management and storage	350	141	40.2%
	Number of teachers, directors, and inspectors (female) trained in food management and storage	352	370	105.1%
	Number of teachers, directors, and inspectors trained in food management and storage	702	511	72.7%
5. Build/Rehabilitate Kitchens and Storerooms	Number of kitchens constructed / rehabilitated	150	150	100 %
	Number of fuel-efficient stoves provided and rehabilitated	150	150	100 %
6 Provide Storage and Food Prep	Number of schools with improved storage equipment, food preparation tools and	638	758	118.8%

Activity	Indicator	Target	Result 215	Percentage Target FY 2016
Equipment, Tools and Eating Utensils	eating utensils as a result of USDA assistance			
7. Distribute Deworming Medication	Number of students receiving deworming medication(s)	145,372	92,523	63.6%
8 Train Government Staff on Management of a School Feeding Programme	Number of Government staff trained at national level on management of a school feeding programme	19	0	0 %
	Number of Government staff trained at regional and local level on management of a school feeding programme	224	0	0 %
	Number of refresher trainings organized at the regional level as a follow up to the implementation of the action plan	0	0	N/A
9 Establish and Train Government Staff on Monitoring and Evaluation System	Number of monitoring and evaluation (M&E) systems established and functional	0	1	N/A
	Number of Government staff trained on M&E system	19	0	0 %
	Number of timely school feeding reports produced	5,742	3,138	*N/A: the result only includes part of the school days
10 Support Government to Develop School	Number of school feeding Government pilot projects conducted	0	0	N/A

Activity	Indicator	Target	Result²¹⁵	Percentage Target FY 2016
Feeding Project Pilot	Number of schools covered by the Government pilot Project	0	0	N/A

Source: Own elaboration based on MGD Project Results Framework (SO2) and Agreement FFE-657-2015/2015/019-00/ Attachment F: Performance Monitoring Plan and Project Results 2016 and 2017

*The result only includes part of the school days

Table A7.3 - Project Results by Activity and Target for school year 2017-2018

Activity	Indicator	Target	Result	Percentage Target FY 2017
1. Provide School Meals	Number of daily school meals (breakfast, snack, lunch) provided as a result of USDA assistance	26,400,000	19,095,340	*N/A
	Number of school-aged children receiving daily school meals as a result of USDA assistance	160,000	173,594	108,4%
	Number of school-age children (male) receiving daily school meals/Number of students (male) enrolled in schools receiving USDA assistance	81,600	91,978	127,2%
	Number of school-age children (female) receiving daily school meals/ /Number of students	78,400	81,616	104,1%

	(female) enrolled in schools receiving USDA assistance			
	Number of students (male) regularly (80%) attending USDA supported classrooms/schools	65,720	85,540	130.6%
	Number of students (female) regularly (80%) attending USDA supported classrooms/schools	62,720	75,087	119.7%
	Number of students regularly (80%) attending USDA supported classrooms/schools	128,000	160,323	125,2%
2. Provide Take-Home Rations	Number of individuals receiving take-home rations as a result of USDA assistance	16,320	16,323	100 %
	Number of take-home rations provided as a result of USDA assistance	2,692,800	1,795,530	*N/A
3 Train School Management Committees and Cooks on Food Prep and Storage	Number of School Management Committee members and cooks trained in food preparation and storage	5,250	1,526	29,1%
4. Train Teachers, Directors and Inspectors on Food Management and Storage Practices	Number of teachers, directors, and inspectors (male) trained in food management and storage	375	0	0%
	Number of teachers, directors, and inspectors (female) trained in food management and storage	375	Not informed	N/A
	Number of teachers, directors, and inspectors trained in food management and storage	750	Not informed	N/A

5. Build/Rehabilitate Kitchens and Storerooms	Number of kitchens constructed / rehabilitated	150	0	N/A
	Number of fuel-efficient stoves provided and rehabilitated	150	150 84	N/A
6. Provide Storage and Food Prep Equipment, Tools and Eating Utensils	Number of schools with improved storage equipment, food preparation tools and eating utensils as a result of USDA assistance	750	0	0%
7. Distribute Deworming Medication	Number of students receiving deworming medication(s)	160,000	0	0%
8 Train Government Staff on Management of a School Feeding Programme	Number of Government staff trained at national level on management of a school feeding programme	0	0	N/A
	Number of Government staff trained at regional and local level on management of a school feeding programme	224	0	0%
	Number of refresher trainings organized at the regional level as a follow up to the implementation of the action plan	3	0	0%
9 Establish and Train Government Staff on Monitoring and Evaluation System	Number of monitoring and evaluation (M&E) systems established and functional	1	Not informed	N/A
	Number of Government staff trained on M&E system	19	32	168,4%

		Number of timely school feeding reports produced	6,750	3,790*	N/A
10 Support Government to Develop School Feeding Pilot Project		Number of school feeding Government pilot projects conducted	0	0	N/A
		Number of schools covered by the Government pilot Project	0	0	N/A

Source: Own elaboration based on MGD Project Results Framework (SO2) and Agreement FFE-657-2015/2015/019-00/ Attachment F: Performance Monitoring Plan and Project Results 2016 and 2017

*The result only includes part of planned school days

7.4 Average attendance of students to classes during 8 months classes in WFP and Not-WFP assisted schools(percentage), according to results of School Feeding Baseline Survey Guinea-Bissau (2016) and Mid-Term School Feeding Survey Guinea-Bissau 2018

	From October 2015 to May 2016		From October 2017 to May 2018	
	Not WFP	WFP	Not WFP	WFP
Schools				
Male	82.6 %	83.2%	87.5 %	84.1 %
Female	83.7 %	83.3 %	85.5 %	85.4 %

7.5 Percentage of students who ate meal at school the previous day and source of the meal in WFP and Not-WFP assisted schools(percentage), according to results of School Feeding Baseline Survey Guinea-Bissau (2016) and Mid-Term School Feeding Survey Guinea-Bissau 2018

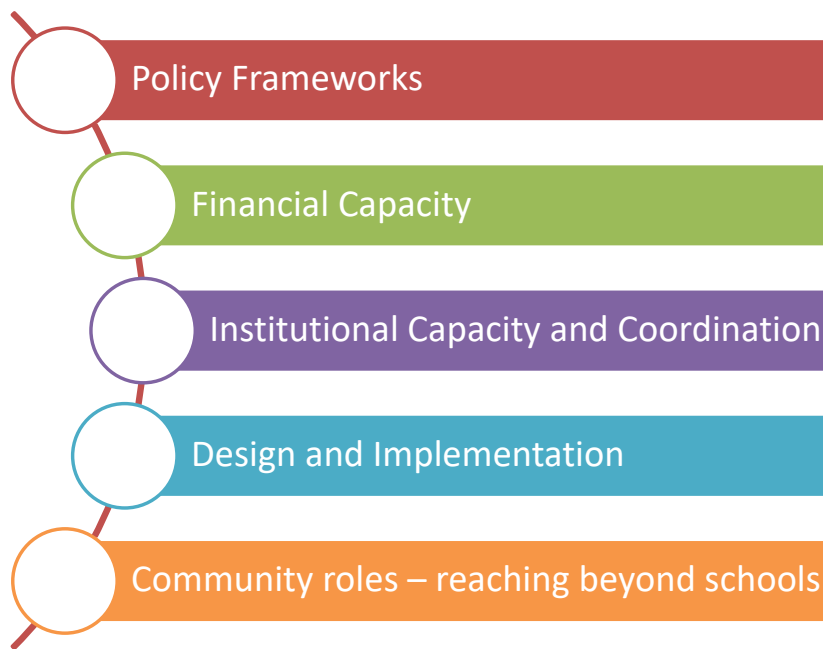
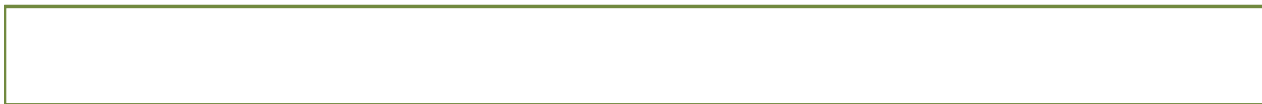
Percentage of students who ate meal at school the previous day and source of the meal by year of survey								
Year	Meal Provided by school (%)		Brought from home (%)		Bought at school (%)		Home for lunch (%)	
	2016	2018	2016	2018	2016	2018	2016	2018
WFP school	80.1	92.5	1.5	1.3	0.8	1.9	0.2	0.9

Non-WFP school	13.3	3	8.3	25.2	4.6	27.9	5.2	7.3
Gender								
Male	48.2	54.4	3.6	7.8	2.1	14.5	2.9	4.8
Female	44.9	50.6	6.0	8.8	3.1	9.5	2.9	4.9

7.6 Table. Profile of households and dietary diversity according to results in Food Consumption Score of households in WFP and Not-WFP assisted schools(percentage), according to results of School Feeding Baseline Survey Guinea-Bissau (2016) and Mid-Term School Feeding Survey Guinea-Bissau 2018

Profiles of household according to the Food Consumption Score						
Year	2016	2018	2016	2018	2016	2018
	Poor		Borderline		Acceptable	
WFP school	1.7	1.5	6.7	7.3	91.6	91.2
Non-WFP school	2.1	1.3	8.5	3.8	89.4	95
Wealth Quintile						
Poorest	3.4	5.3	9.2	13	87.4	81.7
Second	3.1	0.8	12.9	5.3	84	93.9
Third	1.7	0	8.2	5	90.1	95
Fourth	1.2	1	3.6	3.1	95.2	95.9
Richest	0.0	0	3.3	0.8	96.7	99.2
Total	1.7	1.4	6.7	5.5	91.6	93.1

Annex 8 – Sustainability



7

Table A8.1 - System Approach for Better Education (SABER) - school feeding rubrics ²¹⁷

Policy Goal 1: Policy Frameworks				
Indicator	Latent	Emerging	Established	Advanced
J.1 National-level poverty reduction strategy or equivalent national strategy	There is recognition of school feeding as an education and/or social protection	School feeding discussed by members and partners during preparation or	School feeding included in published national-level poverty reduction strategy or equivalent national	School feeding included in published national-level poverty reduction strategy or equivalent national policy (including specifications as

²¹⁷ The Systems Approach for Better Education Results (SABER) is a initiative to produce comparative data and knowledge on education policies and institutions (The World Bank). Source <http://saber.worldbank.org/index.cfm>

Policy Goal 1: Policy Frameworks				
Indicator	Latent	Emerging	Established	Advanced
as well as sectoral policies and strategies (education sector plan, nutrition policy, social protection policy) identify school feeding as an education and/or social protection intervention, clearly defining objectives and sectoral responsibilities	intervention, but school feeding is not yet included in the published national-level poverty reduction strategy, equivalent national policy, or sectoral policies and strategies	national-level poverty reduction strategy, equivalent national policy, or sectoral policies and strategies but not yet published	policy (including specifications as to where school feeding will be anchored and who will implement); published sectoral policies or strategies have clearly defined objectives and sectoral responsibilities	where school feeding will be anchored and who will implement and accompanied by targets and/or milestones set by the government); published sectoral policies or strategies have clearly defined objectives and sectoral responsibilities, including what school feeding can and cannot achieve, and aligned with the national-level poverty reduction strategy or equivalent national strategy
1.2 An evidence-based technical policy related to school feeding outlines the objectives, rationale, scope, design, and funding and sustainability of the program and comprehensively addresses all four other policy goals (institutional capacity and coordination, financial capacity, design and	There is recognition of the need for a technical policy related to school feeding, but one has not yet been developed or published	A technical policy and situation analysis under development by the relevant sectors that address school feeding	A technical policy related to school feeding is published, outlining the objectives, rationale, scope, design, funding and sustainability of the program and covering some aspects of all four other policy goals, including links with agriculture development	A technical policy related to school feeding is published, outlining the objectives, rationale, scope, design, funding and sustainability of the program and comprehensively covering all four other policy goals with a strategy for local production and sourcing, including links with agriculture development and small holder farmers; policy is informed by a situation analysis of needs and aligned with national poverty reduction strategies and relevant sectoral policies and strategies

Policy Goal 1: Policy Frameworks				
Indicator	Latent	Emerging	Established	Advanced
Implementation and community participation)				
Policy Goal 2: Financial capacity				
Indicator	Latent	Emerging	Established	Advanced
2.1 National budget, line(s) and funding are allocated to school feeding; funds are disbursed to the implementation levels (national, district and/or school) in timely and effective manner	There is recognition of the need to include school feeding in the national planning process, but this has not yet happened; the government is fully reliant on external funds and does not have provision in the national budget to allocate resources to school feeding; there is recognition of the need for mechanisms for disbursing funds to the implementation levels, but these are not yet in Place	School feeding is included in the national planning process and national funding is stable through a budget line but unable to cover all needs; there is no budget line at regional and school levels; existing school feeding funds are disbursed to the implementation levels intermittently	School feeding is included in the national planning process and is fully funded through a national budget line; all ministries involved in the program implementation have a budget line or funds allocated; budget lines also exist at regional and school levels; school feeding funds are disbursed to the implementation levels in a timely and effective manner	School feeding is included in the national planning process and is fully funded through a national budget line consistent with the SF policy and situation analysis including options for engaging with the private sector; budget lines and plans also exist at regional and school levels, sufficient to cover all the expenses of running the program; SF funds are disbursed to the implementation levels in a timely and effective manner and implementers have the capacity to plan and budget as well as request resources from the central level
Policy Goal 3: Institutional capacity and coordination				
Indicator	Latent	Emerging	Established	Advanced
3.1	Any multisectoral	Sectoral steering	Multisectoral	Multisectoral steering

Policy Goal 1: Policy Frameworks

Indicator	Latent	Emerging	Established	Advanced
Multisectoral steering committee coordinates implementation of a national school feeding policy	steering committee coordination efforts are currently non-systematic	committee coordinates implementation of a national school feeding policy	steering committee from at least two sectors (e.g. education, social protection, agriculture, health, local government, water) coordinates implementation of a national school feeding policy	committee from at least 3 sectors (e.g. educ, social protection, agriculture, health, local government, water) coordinates implementation of a national SF policy; this government-led committee provides comprehensive coordination (across international agencies,
				NGOs, the private sector and local business representatives) and is part of a wider committee on school health and nutrition
3.2 National school feeding management unit and accountability structures are in place, coordinating with school level structures	A specific school feeding unit does not yet exist at the national level; coordination between the national, regional/local (if applicable), and schools is lacking	A school feeding unit exists at the national level, but it has limited resources and limited staff numbers and lacks a clear mandate; while coordination mechanisms between the national, regional/local (if	A fully staffed school feeding unit with a clear mandate exists at the national level, based on an assessment of staffing and resources needs; coordination mechanisms between the national, regional/local (if	A fully staffed school feeding unit exists at the national level, based on an assessment of staffing and resources needs, with a clear mandate, and pre- and in-service training; coordination mechanisms between the national, regional/local (if applicable), and school level are in place and fully functioning

Policy Goal 1: Policy Frameworks

Indicator	Latent	Emerging	Established	Advanced
		applicable), and school level are in place, they are not fully functioning	applicable), and school level are in place and functioning in most instances	
3.3 School level management and accountability structures are in place	Mechanisms for managing school feeding at the school level are non-uniform and national guidance on this is lacking	National guidance on required mechanisms for managing school feeding are available at the school level, but these are not yet implemented fully	Most schools have a mechanism to manage school feeding, based on national guidance	All schools have a mechanism to manage school feeding, based on national guidance, with pre- and in-service training for relevant staff

Policy Goal 4: Design and Implementation

Indicator	Latent	Emerging	Established	Advanced
4.1 A functional monitoring and evaluation (M&E) system is in place as part of the structure of the lead institution and used for implementation and feedback	The importance of M&E is recognised, but government systems are not yet in place for M&E of school feeding implementation	A government M&E plan exists for school feeding with intermittent data collection and reporting occurring especially at the national level	The M&E plan for school feeding is integrated into national monitoring or information management systems and data collection and reporting occurs recurrently at national and regional levels	The M&E plan for SF is integrated into national monitoring or information management systems and data collection and reporting occurs recurrently at national, regional and school levels; analysed information is shared and used to refine and update programs; baseline is carried out & program evaluations occur periodically
4.2 Program design identifies appropriate target groups and	The need for targeting is recognised, but a situation analysis has not yet	Targeting criteria and a targeting methodology is being developed corresponding	Targeting criteria and a targeting methodology exists and is implemented	Targeting criteria and a targeting methodology exists and is implemented corresponding to the national school

Policy Goal 1: Policy Frameworks

Indicator	Latent	Emerging	Established	Advanced
targeting criteria corresponding to the national school feeding policy and the situation analysis	been undertaken that assesses school feeding needs and neither targeting criteria nor a targeting methodology has been established as yet	to the national school feeding policy; a situation analysis assessing needs is incomplete as yet	corresponding to the national school feeding policy and a situation analysis assessing needs	feeding policy and situation analysis (including costings for various targeting and designs); M&E information is used to refine and update targeting and coverage on a periodic basis
4.3 Food modalities and the food basket correspond to the objectives, local habits and tastes, availability or local food, food safety (according to WHO guidelines), and nutrition content requirements	There is recognition of the need for national standards for food modalities and the food basket, but these do not exist yet	National standards on food modalities and the food basket have been developed and correspond to two or more of the following: objectives, local habits and tastes, availability or local food, food safety (according to WHO guidelines), and nutrition content requirements	National standards on food modalities and the food basket have been developed and correspond to objectives, local habits and tastes, availability or local food, food safety (according to WHO guidelines), and nutrition content requirements	National standards on food modalities and the food basket have been developed and correspond to objectives, local habits and tastes, availability or local food, food safety (according to WHO guidelines), and nutrition content requirements; M&E information is used to refine and update food modalities and food basket on a periodic basis
4.4 Procurement and logistics arrangements are based on procuring as locally as possible, taking into account the costs, the capacities of implementing parties, the	There is recognition of the need for national standards for procurement and logistics arrangements, but these do not exist yet	National standards on procurement and logistics arrangements have been developed and are based on three or more of the following: procuring as locally as possible, taking into account the costs,	National standards on procurement and logistics arrangements have been developed and are based on procuring as locally as possible, taking into account the costs, the capacities or implementing parties,	National standards on procurement and logistics arrangements have been developed and are based on procuring as locally as possible, taking into account the costs, the capacities of implementing parties, the production capacity in the country, the quality of the food, and the stability of the

Policy Goal 1: Policy Frameworks				
Indicator	Latent	Emerging	Established	Advanced
production capacity in the country, the quality of the food, and the stability of the pipeline		the capacities of implementing parties, the production capacity in the country, the quality of the food, and the stability of the pipeline	the production capacity in the country, the quality of the food, and the stability of the pipeline	pipeline; M&E information is used to refine and update procurement and logistics arrangements
Policy Goal 5: Community roles-reaching beyond schools				
Indicator	Latent	Emerging	Established	Advanced
5.1 Community participates in school feeding program design, implementation, management and evaluation and contributes resources (in-kind, cash or as labor)	Systems and accountability mechanisms are not yet in place for consultation with parents and community members on the design, monitoring and feedback of the school feeding program	A school feeding management committee exists but parent and community member participation could be strengthened and awareness on the opportunity to monitor and feedback on the school feeding program is lacking	The school feeding management committee comprises representatives of teachers, parents, and community members and communities have accountability mechanisms to hold school feeding programs accountable at the school level	The school feeding management committee comprises representatives of teachers, parents, and community members and has clearly defined responsibilities and periodic training. Accountability mechanisms are in place by which communities can hold school feeding programs accountable at the school, regional, and national levels

Table A 8.2 - Results of SABER Guinea-Bissau 2015 for each policy goal, recommendations²¹⁸ and planned actions

Policy Goal	Justification	Actions planned ²¹⁹
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²¹⁸ A special recommendation of Saber was to evaluate pilot local school canteen sourcing experiences, document good practices and scale up

²¹⁹ The timeframe for each action planned ranged from 2015 to 2018. Source: World Food Programme /Partnership for Child Development /World Bank: Workshop for Assessing National Capacities in School Feeding in Guinea-Bissau (23-24 July 2015)/ SABER Action Plan

Status		SABER 2015
<p>Policy Framework</p> <p>Latent</p>	<p>A School Feeding law was approved by the National Assembly approved in 2010 but it wasn't promulgated by the President of the Republic.</p> <p>The National Strategy Paper on Poverty Reduction (DENARP II) does not specifically address SF</p> <p>SF is not included in the National Agricultural Investment Programme (NAIP) as a food safety net.</p>	<p>Include SF in government policies, strategies and plans</p> <p>Adopt the existing national school feeding law</p> <p>Create the strategic plan to implement the national school feeding law</p>
<p>Financial Capacity</p> <p>Latent</p>	<p>There is not a national budget line nor regular funds allocated for school feeding</p>	<p>Create a stable budget line for the school feeding</p> <p>Creation of management structure and financial transfers for school canteens</p> <p>Increase the capacity to mobilize funds</p>
<p>Institutional Capacity and Coordination</p> <p>Emerging</p>	<p>Multisectoral Committee emerging, not yet formalized its intervention</p> <p>There are structures, but no coordination between the central structures of the MEN with the deconcentrated structures to plan, implement and monitor the annual programme.</p> <p>At the regional level, a staff member appointed by WFP (Focal Point) is responsible for canteens managed by the Management Committee at the school level.</p>	<p>Strengthen the institutional capacity of Central and Regional and Sectorial structures involved in the implementation of the SF programme</p> <p>Develop a comprehensive guide for SF management system, which clearly informs responsibilities and procedures</p> <p>Strengthen and expand the capacity of the Interministerial Commission at the central and regional levels</p>

	<p>Also, there are no formal bodies including the Community and representatives of Ministries at regional level involved in school feeding.</p> <p>Canteen management committees are in place in schools but there are insufficient human resources and materials; they do not manage resources or the supply of food.</p>	
<p>Programme Design and Implementation</p> <p>Latent</p>	<p>The importance of monitoring and evaluation is recognized by the government, but there is no national policy on school feeding; as a result, there is no monitoring plan and tools.</p> <p>The reliability of the data collected by the partners and the quality of the reports are problematic</p> <p>There is potential for development through focal groups that are recognized by regional and sectoral education authorities, and by local groups in areas where WFP and IPHD operate. But there is no policy or programme.</p> <p>As there is no policy, no programme plan and no action plan, there can be no distribution modality.</p> <p>No mention of National Standards defined for the food basket</p>	<p>Institutionalization of a school feeding policy supported by national laws with a clear definition of the different actors</p> <p>Institutionalization of the foreseen fiscal hurdles and definitions of the responsibilities of each structure</p> <p>Support existing functional structures for the materialization of practical activities in the field of school feeding</p> <p>Differentiation of the national menu based on the local availability and considering the established nutritional standards and the recipients' needs and habits</p> <p>organization and support to small producers with their contribution to the provision of school canteens based on the surplus production of certain crops that may be part of the school system.</p>

<p>Community Participation and Ownership Emerging</p>	<p>The community through the School Canteen Management Committee has a rather operational contribution (labor, supply of vegetables, dried fish, salt, etc.)</p> <p>It participates in the management of the stocks allocated to the school but not in the design of the Programme (targeting, food basket) or monitoring and evaluation</p>	<p>Regularly train the school feeding management committee</p> <p>Progressive sensitization and awareness of communities at the local, regional and national levels</p> <p>Integrated chain of supervision since national level to community level</p> <p>Institutionalization of meetings or routine encounters with communities</p> <p>Construction of community agricultural fields</p> <p>Creation of a monitoring and follow-up system for school feeding activities</p>
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Table A8.3 - Activities undertaken by NGOs from April to September 2017, as period reported by WFP

Region	NGO partner	Implementation roles
Tombali	NIMBA	<p>Monitoring and report collection</p> <p>Kitchen construction</p> <p>Creation of food management committees</p>
Cacheu	COAJOQ	<p>Monitoring and reports collection</p> <p>Kitchen construction</p> <p>Creation of food management committees</p> <p>Construction of improved stoves</p> <p>Creation of school gardens</p>
	FASPEBI	<p>Food distribution</p> <p>Monitoring and reports collection</p>

Bolama	Bubaque sector (island of Bubaque, Canhabaque and Orango Zinho)	Kitchen construction Creation of food management committees Improvement of school's infrastructures
	PRO-BOLAMA Bolama sector (island of Bolama, Galinhas and São João section)	Food distribution Monitoring and reports collection Kitchen construction Creation of food management committees Training of headmasters
	Evangelical Mission Sector of UNO (island of Uno, Uracane, Orango Grande and Formosa)	Food distribution Monitoring and reports collection Kitchen construction Creation of food management committees Improvement of school's infrastructures

*The above table summarizes activities taken by NGO partners during the reporting period. Regions and districts not listed in this table are being monitored directly by Ministry of Education and WFP staff. Source: WFP

Table A8.4 - Issues and proposed actions for improving the School Feeding at School Feeding Evaluation, 2017²²⁰

Problems found	Recommendations
Late receipt by WFP of food planning statistics.	Participants proposed to use figures from the previous academic year to plan food requirements for the first trimester (October to December) and committed that inspectors and statisticians would provide WFP with current statistics to WFP not later than end November

²²⁰ At regional level, evaluation participants used the SWOT (Strengths, Weaknesses, Opportunity and Threats) method to identify primary problems impeding adequate implementation of school meals activities, then proceeded to offer proposed solutions. WFP Semiannual Report Narrative October 1 2016 to March 31 2017.

<p>Recurrent errors in fulfilment of food recording tools.</p>	<p>Weaknesses in the accuracy of daily consumption sheet and monthly reports were attributed to inadequate capabilities of some teachers to handle the exercise and persistent turnover of school headmasters associated with political instability. Participants agreed that school management training should be expanded to three days, and provided to two staff are each school.</p>
<p>The School Meals Focal Point is the only person in charge of school feeding for each region</p>	<p>Participants agreed that considering the large scale of the school meals programme, regions should maintain a multi-staffed school feeding unit for better coordination of associated activities and improved regional supervision.</p>

As result of to the 2017 annual internal evaluation of the school feeding programme actions were recommended (Source: WFP Semiannual Report Narrative October 1 2016 to March 31 2017). The recommendations are presented below:

1. Creation of a school meals regional forum comprising regional directorates of education, health, agriculture, and local authorities to oversee school meals and set a schedule for periodic evaluations;
2. Elaboration of a regional joint action plan between the regional directorates of education, health, agriculture and parent associations to monitor school meals at least once per trimester;
3. The Regional Directorate of Education to circulate a report each trimester to inform partners on the status of school meals;
4. Improved compliance with deadlines for the provision of monthly consumption reports by inspectors and school feeding focal points as recommended at regional and central level. The recommendation enables the Ministry of Education's School Meals Unit to take greater responsibility for ensuring timely provision of monthly reports. Stepped-up monitoring of action plan commitments combined with the improved transport infrastructure provided will help ensure more continuous contact with each region. A tracking tool will

also be introduced for early detection of lags in reporting by month and by school; and

5. Continuing sensitisation campaign among communities to promote their more active participation in management of school meals.

Annex 9 - Nutrition

Nutritional content of one school meal

The nutritional contents of the school meal and daily take home ration in Energy, Protein, Vitamin A and Iron, were estimated using the *Tabela Brasileira de Composição de Alimentos/ TACO* - 4th edition, 2011.

Table A 9.1 - Nutritional content of one school meal only considering food items acquired by the MGD funded school feeding project

Food type	Amount g	Energy Kcal	Protein g	Iron mg
Vegetable oil	10	90	0	0
Beans	20	66	4	1.6
Rice	120	424	8.6	0.7
Salt	3g	0	0	0
Total	150	580	12.6	2.3

Table A9.2 - Nutritional content of one school meal including all WFP SF food items distributed at schools

Food type	Amount g	Energy Kcal	Protein g	Iron mg
Vegetable oil	10	90	0	0
Beans	20	66	4	1.6
Rice	120	424	8.6	0.7
Sardine	20	57	3.2	0.7
Total	170	637	15.8	3.0

Nutritional content in 30 g beans

- Energy: 98.7 Kcal
- Protein: 6 g
- Iron: 2.4 mg

Nutritional content of take home ration - Rice 208 g/ day

- Energy: 745 Kcal
- Protein: 15 g
- Iron: 1.2 mg

Table A9.3 - Percentage of coverage of daily recommended caloric intake by school meal distribution, for boys and girls from 3 to 13 years age (*FAO/WHO 2001).**

Age (years)	Boys		Girls	
	*Recommended caloric intake (Kcal)	Percentage of coverage	*Recommended caloric intake (Kcal)	Percentage of coverage
3 to 4	1252	46.0%	1156	50.2%
4 to 5	1360	42.6%	1241	46.9%
5 to 6	1467	39.5%	1330	43.6%
6 to 7	1573	36.9%	1428	40.6%
7 to 8	1692	34.3%	1554	37.3%
8 to 9	1830	31.7%	1698	34,2%
9 to 10	1978	29.3%	1854	31.3%
10 to 11	2150	27.0%	2006	28.9%
11 to 12	2341	22.8%	2149	27.1%
12 to 13	2548	22.8%	2276	25.5%

**This estimation considers the 580 Kcal provided by food basket purchased with MGD grant (Table 1)

Table A9.4 - Percentage of coverage of daily recommended protein intake by school meal distribution, for boys and girls from 3 to 13 years age (DRIs)²²¹.**

Age (years)	Boys		Girls	
	Recommended protein intake g*	Percentage of coverage	Recommended protein intake g*	Percentage of coverage
4 to 8	19	66.3%	19	66.3%
9 to13	34	37.1%	34	37.1%

** This estimation considers 12.6g of protein provided by food items purchased with MGD grant (Table 1)

Table A9.5 - Daily recommended intake of Iron, Vitamin A and Vitamin C

Age group	Iron		Vitamin A		Vitamin C	
7-10 years	12 mg		400 mcg		20 mg	
10-12	boys	girls	boys	girls	boys	girls
	12 mg	11mg	500 mcg	500 mcg	20	20
12-14	18 mg	20 mg	600 mcg	600 mcg	30	30

Recommended intake in Human nutrition in the developing world, FAO. Source: http://www.fao.org/docrep/w0073e/w0073e08.htm#P9793_1161767. Access in September 17 2018

WFP Food consumption score

WFP has adopted this data collection tool-measuring dietary diversity and food frequency - because several different indicators built on this sort of data have proven to be strong proxies for food intake and food security. (WFP Guide)

²²¹ Source: DRIs - Dietary Reference Intakes. Table. Recommended Dietary Allowances and Adequate Intakes, Total Water and Macronutrients. Estimated Average Requirements. Food and Nutrition Board, Institute of Medicine, National Academics. <http://www.nationalacademies.org/hmd/~media/Files/Activity%20Files/Nutrition/DRITables/5Summary%20TableTables%2014.pdf?la=en> Access in September 13, 2018.

Dietary diversity is defined as the number of different foods or food groups eaten over a reference time period, not regarding the frequency of consumption.

An additional level of analysis of food consumption has been introduced in recent CFSVA and other food consumption related data analysis. An indicator, called the Food Consumption Score (FCS) has been developed. The FCS is a composite score based on dietary diversity, food frequency, and relative nutritional importance (see section 9.6) of different food groups

Definition: The frequency weighted diet diversity score or “Food consumption score” is a score calculated using the frequency of consumption of different food groups consumed by a household during the 7 days before the survey.

Table A9.6 - Standard Food Groups and current standard weights used in all analyses.

	Food items (examples)	Food groups (definitive)	Weight (definitive)
1	Maize, maize porridge, rice, sorghum, millet, pasta, bread and other cereals	Main staples	2
	Cassava, potatoes and sweet potatoes, other tubers, plantains		
2	Beans, peas, groundnuts and cashew nuts	Pulses	3
3	Vegetable, leaves	Vegetables	1
4	Fruits	Fruit	1
5	Beef, goat, poultry, pork, eggs and fish	Meat and fish	4
6	Milk, yogurt and others dairy	Milk	4
7	Sugar and sugar products, honey	Sugar	0.5
8	Oil, fats, butter	Oil	0.5

9	Spices, tea, coffee, salt, fish powder, small amounts of milk for tea	Condiments	0
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The typical thresholds are:

Food Consumption Score - FCS	Profiles
0-21	Poor
21.5-35	Borderline
35	Acceptable

Annex 10 - Terms of Reference



Terms of Reference

**Mid-term and Final Evaluations of the McGovern-Dole International Food for
Education and Child Nutrition Program project in Guinea-Bissau
(2016 - 2018)**

WFP Guinea-Bissau Country Office

Table of Contents

<u>1. Introduction</u>	3
<u>2. Reasons for the Evaluation</u>	3
<u>2.1. Rationale</u>	3
<u>2.2. Objectives</u>	4
<u>2.3. Stakeholders and Users</u>	4
<u>3. Context and subject of the Evaluation</u>	7
<u>3.1. Context</u>	7
<u>3.2. Subject of the evaluation</u>	8
<u>4. Evaluation Approach</u>	9
<u>4.1. Scope</u>	9
<u>4.2. Evaluation Criteria and Questions</u>	9
<u>4.3. Data Availability</u>	10
<u>4.4. Methodology</u>	11
<u>4.5. Quality Assurance and Quality Assessment</u>	13
<u>5. Phases and Deliverables</u>	14
<u>6. Organization of the Evaluation</u>	18
<u>6.1. Evaluation Conduct</u>	18
<u>6.2. Team composition and competencies</u>	18
<u>6.3. Security Considerations</u>	19
<u>7. Roles and Responsibilities of Stakeholders</u>	19
<u>8. Communication and budget</u>	21
<u>8.1. Communication</u>	21
<u>8.2. Budget</u>	21
<u>Annex 1 Map</u>	
<u>Annex 2 Evaluation Schedule</u>	.
<u>Annex 3 Membership of the Evaluation Committee</u>	.
<u>Annex 4 Membership of the Evaluation Reference Group</u>	.
<u>Annex 5 Acronyms</u>	i.
<u>Annex 6 Communication Plan</u>	.
<u>Annex 7 Project results framework</u>	.

1. Introduction

1. These Terms of Reference (TOR) are for the mid-term and final evaluations of the McGovern-Dole project in Guinea-Bissau. This evaluation is commissioned by WFP Guinea-Bissau Country Office and will cover the period from August 2017 (preparation phase) to July 2019 (final evaluation report).
2. These TOR were prepared by the Monitoring and Evaluation unit of WFP Guinea-Bissau Country Office based upon an initial document review and consultation with stakeholders and following a standard template. The purpose of the TOR is twofold. Firstly, it provides key information to the evaluation team and helps guide them throughout the evaluation process; and secondly, it provides key information to stakeholders about the proposed evaluation. Thirdly, since the McGovern-Dole agreement (USD \$20 million) covers the period from March 2016 to July 2019, the mid term evaluation results will allow comparison with baseline survey results to measure the progress/ achievement in the proposed indicators.
3. The midterm and final evaluation will meet the criteria in the project's Evaluation Plan and USDA's Monitoring and Evaluation Policy²²².
4. Currently, 758 schools receive school meals and a total of 173,593 children are fed every school day. The evaluation will be based on a representative sample of schools selected from 8 regions of WFP intervention (Oio, Bafata, Gabu, Cacheu, Quinara , Bolama, Tombali and Biombo).

2. Reasons for the Evaluation

3. The reasons for the evaluation being commissioned are presented below.

2.1. Rationale

4. The evaluations are being commissioned for the following reasons: Since 2016, WFP and the Government of Guinea-Bissau have been implementing a three-year McGovern-Dole McGovern-Dole project in Guinea-Bissau. A baseline study conducted before the start of the project provided a situational analysis and allowed WFP to establish indicator baseline information and to verify the targets established in the Project Agreement. These evaluations will allow WFP to monitor the progress of the indicators established based on the results of the baseline study.
5. WFP and its project partners will use the mid-term evaluation results to adjust course as necessary for the remainder of the project term.

²²² <https://www.fas.usda.gov/sites/default/files/2014-03/evalpol.pdf>

6. WFP will also use the evaluations findings as a platform for an evidence-based policy dialogue and to inform engagement with the Government of Guinea-Bissau on the development of the national school feeding program and Monitoring and Evaluation system. Following SABER undertaken in 2015, WFP and MoE effort has been oriented to creation of a National School Feeding Programme adopted with an approved School Feeding Law, national budget line, institutional and conceptional capacity from Ministry of Education staff to design and implement the School Feeding Programme with community participation. The evaluations will look into this aspect to come up with information on progress achieved and underline new strategies adapted to political context to proceed with creation of National School Feeding programme.
7. Furthermore, WFP will use the mid-term and final evaluations' findings to create awareness among key school feeding stakeholders about project activities that could be incorporated into Guinea-Bissau's national school meals program for nationwide implementation.
8. Findings and recommendations from the mid-term evaluation would inform and feed into the implementation of the WFP Guinea-Bissau transitional interim Country Strategic Plan (TI-CSP) (January 2018 - June 2019) and the design of the fully fledged Country Strategic Plan (CSP), which is planned to start in July 2019; subsequently, findings and recommendations from the final evaluation would inform the implementation of the CSP during its first years.

2.2. Objectives

9. Evaluations in WFP serve the dual and mutually reinforcing objectives of accountability and learning.
 - **Accountability** – The evaluation will assess and report on the performance and results of the McGovern-Dole school feeding project.
 - **Learning** – The evaluation will determine the reasons why certain results occurred or not to draw lessons, derive good practices and pointers for learning. It will provide evidence-based findings to inform operational and strategic decision-making. Findings will be actively disseminated and lessons will be incorporated into relevant lesson sharing systems.

2.3. Stakeholders and Users

10. A number of stakeholders both inside and outside of WFP have interests in the results of the evaluation and some of these will be asked to play a role in the evaluation process. Table 1 below provides a preliminary stakeholder analysis, which should be deepened by the evaluation team as part of the Inception phase. The Stakeholders organized around the “Essential Learning Package”, to improve

learning condition: ensure potable water, latrines, training of teachers, improved school infrastructure, didactic materials and curricula revision, will be informed on the progress achieved through present evaluation.

11. Accountability to affected populations is tied to WFP's commitments to include beneficiaries as key stakeholders in WFP's work. As such, WFP is committed to ensuring gender equality and women's empowerment (GEEW) in the evaluation process, with participation and consultation in the evaluation by women, men, boys and girls from different groups. Gender equity and women's empowerment envisaged since the beginning/elaboration of present the project, will be confirmed in the present study namely: the increase of girls enrolment in assisted schools, participation of women in food management committees, the impact of training for cooks in the use of local food and diet diversification, organization of local food purchase through women's associations for provision to schools and their empowerment in literacy and income generation.

Table 1: Preliminary Stakeholders' analysis

Stakeholders	Interest in the evaluation and likely uses of evaluation report to this stakeholder
INTERNAL STAKEHOLDERS	
Country Office (CO) [Guinea-Bissau]	Responsible for the country level planning and operations implementation, It has a direct stake in the evaluation and an interest in learning from experience to inform decision-making. It is also called upon to account internally as well as to its beneficiaries and partners for performance and results of its operation. The Stakeholders organized around the "Essential Learning Package", to improve learning condition: ensure potable water, latrines, training of teachers, improved schools infrastructures, didactic materials and curricula revision, will be informed on the progress achieved through present evaluation.
Regional Bureau (RB) [Dakar]	Responsible for both oversight of COs and technical guidance and support, the RB management has an interest in an independent/impartial account of the operational performance as well as in learning from the evaluation findings to apply this learning to other country offices. The

	Regional Evaluation Officers supports CO/RB management to ensure quality, credible and useful decentralized evaluations.
WFP HQ [technical units]	WFP HQ technical units are responsible for issuing and overseeing the rollout of normative guidance on corporate programme themes, activities and modalities, as well as of overarching corporate policies and strategies. They also have an interest in the lessons that emerge from evaluations, as many may have relevance beyond the geographical area of focus. Relevant HQ units should be consulted from the planning phase to ensure that key policy, strategic and programmatic considerations are understood from the onset of the evaluation.
Office of Evaluation (OEV)	OEV has a stake in ensuring that decentralized evaluations deliver quality, credible and useful evaluations respecting provisions for impartiality as well as roles and accountabilities of various decentralised evaluation stakeholders as identified in the evaluation policy.
WFP Executive Board (EB)	The WFP governing body has an interest in being informed about the effectiveness of WFP operations. This evaluation will not be presented to the EB but its findings may feed into annual syntheses and into corporate learning processes.
EXTERNAL STAKEHOLDERS	
Beneficiaries	As the ultimate recipients of food assistance, beneficiaries have a stake in WFP determining whether its assistance is appropriate and effective. As such, the level of participation in the evaluation of women, men, boys and girls from different groups will be determined and their respective perspectives will be sought. The information will be collected from direct and indirect beneficiaries of project: girls and boys, women, men, teachers, Food Management Committees and cooks through individual and focus groups interview aiming to get their point of view for better decision making in the project implementation.

Government	The Government has a direct interest in knowing whether WFP activities in the country are aligned with its priorities, harmonised with the action of other partners and meet the expected results. Issues related to capacity development, handover and sustainability will be of particular interest. Various Ministries are partners in the design and implementation of WFP activities, including, for this specific project, the Ministry of National Education.
UN Country team	The UNCT's harmonized action should contribute to the realisation of the government developmental objectives. It has therefore an interest in ensuring that WFP operation is effective in contributing to the UN concerted efforts. Various agencies are also direct partners of WFP at policy and activity level, including UNICEF and FAO.
NGOs	NGOs are WFP's partners for the implementation of some activities while at the same time having their own interventions. The results of the evaluation might affect future implementation modalities, strategic orientations and partnerships.
Donors: USDA	<p>WFP operations are voluntarily funded by a number of donors. They have an interest in knowing whether their funds have been spent efficiently and if WFP's work has been effective and contributed to their own strategies and programmes</p> <p>For this evaluation, the main stakeholder is USDA. USDA is the funder of the evaluation. Its role is to review and comment on TORs, participate in a key informant interview with the selected evaluator prior to field data collection, and to review and approve evaluation reports.</p>
Civil society	Community leaders, School Management Committees, Parent Association members, teachers, and cooks are all active stakeholders and will have a direct interest in the results of this evaluation.

12. The primary users of this evaluation will be:

- The WFP Guinea-Bissau Country Office and its partners in decision-making, notably related to programme implementation and/or design, Country Strategy and partnerships. The evaluation should provide an evidence-based, independent assessment of performance of the school feeding project so that WFP and its project partners can adjust course as necessary for the remainder of the project term.
- Given the core functions of the Regional Bureau (RB), the RB is expected to use the evaluation findings to provide strategic guidance, programme support, and oversight.
- WFP HQ may use evaluations for wider organizational learning and accountability.
- OEV may use the evaluation findings, as appropriate, to feed into evaluation syntheses as well as for annual reporting to the Executive Board.
- USDA will use evaluation findings to inform planning and implementation of other McGovern-Dole projects.

3. Context and subject of the Evaluation

3.1. Context²²³

13. Guinea-Bissau is a low-income country with a population of 1.8 million people (50.3 percent of women and 49.7 percent of men) and national territory of 36,125 square kilometres, located on the West African coast. Three-fifths of Bissau-Guineans are under 25 and the annual population growth rate is 2.4 percent.¹ Due to persistent political instability, no elected president has successfully served a full five-year term since independence from Portugal in 1973. It is ranked 178 out of 188 countries in the 2016 Human Development Index.²
14. Despite significant potential in agriculture and fisheries, gross domestic product (GDP) grew only 0.4 percent between 2000 and 2014, underperforming the 1.9 percent average of Sub-Saharan African countries during the same period.³ Forty years of political instability have deeply constrained socio-economic and human development. Since democratic elections in 2014, five Prime Ministers have been nominated, four formed new governments, and three were subsequently dismissed. Each government has brought new ministerial appointments and changes in the cadre of technical policy makers, necessitating reestablishment of working relationships.

²²³ Source: [WFP Guinea-Bissau transitional interim Country Strategic Plan \(January 2018 – June 2019\)](#)

15. Women are more likely to be unemployed and have more difficulty in accessing social services than men. In some ethnic groups, customary laws deny women access to land or other resources. Women's access to bank loans and property other than land is restricted because men have authority over most family decision-making. More than two-thirds of the population live below the poverty line.⁴ Half the population age 15 and above are illiterate, with large disparities between men (45 percent) and women (71 percent). Illiteracy among women is associated with lack of parental interest in education, poverty, distance to schools, forced marriage and early pregnancy. Due to the gender bias in access to resources, poverty impacts women more than men. Women are also vulnerable to forced marriage, early pregnancy, and maternal mortality
16. The primary school completion rate is 62 percent,⁶ reflecting delayed enrolment, a 20 percent repetition rate, and high numbers of drop-outs between years 4 and 5, especially among rural girls. This leads to gender disparity from 1.0 in primary schools – with regional variations – to 0.81 in secondary schools. Among children of school age, 45 percent are out of school (27 percent boys and 51 percent girls). Oio, Bafata and Gabu regions have the lowest education indicators. Net attendance in urban areas is 76 percent in primary schools and 74 percent in secondary schools, in contrast to rural areas where net attendance is 54 percent in primary and secondary schools. Disparities in attendance are also incomerelated. According to UNESCO, despite progress made in increasing access and reducing gender disparity in primary schools, poor retention rates contribute to completion rates reaching only 62 percent countrywide and even lower in the most vulnerable regions targeted by WFP operations.

3.2. Subject of the evaluation

17. The McGovern-Dole project in Guinea-Bissau (January 2016-December 2018) is using USDA commodities and cash funding, in the total amount of USD 20,000,000. WFP used this contribution to carry out the following activities: provide school meals; provide take home rations; train school management committees, parent associations, Headmasters, and Inspectors; Training: food preparation and storage practices; build/rehabilitate kitchens and storerooms; provide storage and food preparation equipment, tools & eating utensils; distribute deworming medication(s); capacity building: local, regional, and national level; and support monitoring and evaluation system.
18. WFP aimed to incorporate a strong focus on capacity building and long-term sustainability by targeting two of McGovern-Dole's four Foundational Results: Increased Capacity of Government Institutions and Increased Government Support. Activities that aim to contribute to these Foundational Results include: Train Government Staff on Management of a School Feeding Programme in particular women school directors; Establish and Train Government Staff on

Monitoring and Evaluation System; and Support Government to Develop School Feeding Pilot Project. The full project results framework is provided in Annex 7.

19. WFP has developed a nutritionally-balanced school meals program. For 2016, daily hot school meals consisted of 120g of rice, 20g of pulses, 10g of fortified vegetable oil, 20g of canned fish and 3g of salt. The ration provided about 35 percent of the daily nutritional food requirements to school children.²²⁴ In all targeted schools, take-home rations of rice (4kg/month) had been provided to girls in grades 4-6 who maintained 80% attendance. Studies conducted in Guinea-Bissau showed that 70% of girls and women are illiterate and the drop out level among girls is higher than among boys. Simultaneously, WFP worked to build the capacity of the Government of Guinea-Bissau and local communities to manage and operate a nationally-owned school feeding program. WFP leveraged its close partnership with the Government of Guinea-Bissau and local communities to ensure successful project implementation. WFP anticipated assisting approximately 145,000 student beneficiaries in FY16, 160,000 in FY17, and 173,000 in FY18. The project is operating in eight regions of the country: Cacheu, Biombo, Oio, Bafata, Gabu, Tombali, Quinara, and Boloma-Bijagos.
20. Currently, the McGovern-Dole funded School feeding project is embedded in the WFP Guinea-Bissau Country Programme 2016-2018 and T-ICSP January 2018 – June 2019. Additional activities covered by the Country Programme are stunting prevention, treatment of moderate acute malnutrition (MAM), HIV/TB care&treatment and Food Assistance for Assets (FFA). Original project document, resource situation updates and the 2016 standard project report (SPR) of the Country Programme can be consulted [here](#).
21. As of January 2018, the project will be transitioned to the WFP Guinea-Bissau Transitional Interim Country Strategic Plan (TI-CSP) (January 2018-June 2019). The approved TI-CSP document can be consulted [here](#).

4. Evaluation Approach

4.1. Scope and Purpose

22. The scope of the mid-term and final evaluations is the entirety of activities covered by the McGovern-Dole project in Guinea-Bissau (2016-2018). The evaluations will be carried out with sample from all eight targeted geographic regions.
23. Specifically, the midterm evaluation will (1) review the project's relevance, effectiveness and efficiency, impact and sustainability; (2) collect performance indicator data; (3) assess whether the project is on track to meet results and

²²⁴ WFP has mobilized sufficient canned fish from Japan to ensure its inclusion in the daily ration throughout 2016. While WFP will continue to appeal for the provision of fish for 2017 and 2018, at this time it is not guaranteed. Therefore, starting from 2017 the ration will include a higher quantity of pulses (30g) instead of fish.

targets; (4) review the results frameworks and theory of change; and (5) identify any necessary mid-course corrections.

24. The final evaluation will, in line with the mid-term evaluation, (1) review the project’s relevance, effectiveness and efficiency, impact and sustainability and (2) collect performance indicator data. More specifically it will (3) assess whether or not the project achieved its expected results; (4) identify lessons learned; (5) assess project replicability; and (6) assess whether or not midterm evaluation recommendations were implemented.

25. The evaluations will rely on the Baseline Study for baseline data and situational analysis necessary to evaluate the project at interim and at the final stage. WFP envisions that the midterm evaluation will be conducted approximately halfway through project implementation, from January to June 2018, whereas the final evaluation will be conducted during the first half of 2019.

4.2. Evaluation Criteria and Questions

26. **Evaluation Criteria** The evaluation will apply the international evaluation criteria of relevance, effectiveness and efficiency, impact and sustainability.²²⁵ Gender Equality and empowerment of women should be mainstreamed throughout.

27. **Evaluation Questions** Allied to the evaluation criteria, the evaluation will address the following key questions, which will be further developed by the evaluation team during the inception phase. Collectively, the questions aim at highlighting the key lessons and performance of the McGovern-Dole funded school feeding project, which could inform future strategic and operational decisions.

28. Gender equality and women’s empowerment will be mainstreamed throughout the evaluation questions and sub-questions with consideration of how the perspectives of men, women, boys and girls will be sought in the evaluation process. Data collected will require disaggregation by gender as relevant.

29. Key criteria and questions are outlined in Table 2 below. Key evaluation questions may need to be re-visited for the final evaluation.

Table 2: Criteria and evaluation questions

Criteria	Evaluation Questions
Relevance	<ul style="list-style-type: none"> ▪ Is the project’s strategy relevant to the beneficiaries’ needs? ▪ Is the project aligned with national government’s education and school feeding policies and strategies? ▪ Does the project complement other donor-funded and government initiatives?

²²⁵ For more detail see: <http://www.oecd.org/dac/evaluation/daccriteriaforevaluatingdevelopmentassistance.htm> and <http://www.alnap.org/what-we-do/evaluation/eha>

Effectiveness and Efficiency	<ul style="list-style-type: none"> ▪ What is the progress of project implementation – is the project on track to carry out all and activities as planned? ▪ To what degree have (and have not) the interventions resulted in the expected results and outcomes? In particular, to what extent did providing THR result in increased attendance and enrollment of girl students? ▪ Is hunger reduced? ▪ How can the theory of change be altered to increase efficiency and effectiveness? Did assistance reach the right beneficiaries in the right quantity and quality at the right time?
Impact	<ul style="list-style-type: none"> ▪ To what degree has the project made progress toward the results in the project-level framework? ▪ Have there been any unintended outcomes, either positive or negative? ▪ What internal and external factors affect the project’s achievement of intended results?
Sustainability	<ul style="list-style-type: none"> ▪ Is the school meals program sustainable, including a strategy for sustainability; sound policy; stable funding; quality program design; institutional arrangements; local production and sourcing; partnership and coordination; community participation and ownership? ▪ What substantive progress has the government made toward developing a nationally owned school feeding program? ▪ How are local communities involved in and contributing toward school feeding? ▪ What needs remain in order to achieve a full handover and nationally-owned school feeding program?

4.3. Data Availability

30. During the process, the evaluation team may rely on the following specific sources of information about the project:

- ✓ semiannual project reports;
- ✓ Baseline survey;
- ✓ Project databases inserted monthly into the COMET and ANDS systems;
- ✓ The project baseline survey; WFP annual Standard Project Reports (SPR) and other data collected periodically by the project team, including partners.

31. These documents contain quantitative and qualitative information that will assist the evaluators in the analysis of the evolution of the project during this half-period of implementation. Some data and/or information can also be obtained through the decentralized services (Regional Directors) of the Ministry of Education, which

contains data on schools that are not assisted by the WFP and which can be used for the comparison of some indicators.

32. The project was initially developed with its corporate indicators from WFP results framework, but with McGovern-Dole funding, other specific indicators were incorporated. So at this time, we have two sets of indicators (corporate and specific, developed after McGovern-Dole funding). Most of these indicators are being collected periodically, except for one or two (corporate) ones, but can be easily raised in an evaluation process, by designing questionnaires with this objective.
33. During the inception phase of the mid-term and final evaluations, the evaluation team will determine whether gaps exist in data availability.
34. Despite frequent rotation of the M&E staff, most of the data is collected by the specific Project team in English, except for some in Portuguese.
35. All of this would involve a combination of skills and experience on the part of the assessment team, which could provide solutions to these adjacent situations.
36. The school feeding baseline survey design was based on a quasi-experimental approach to measuring programme impact. This design was necessary as the current school feeding programme is not randomly assigned to schools and students throughout Guinea-Bissau. Such a design identifies an intervention group (in this case, schools in which WFP supports a school feeding programme) and a comparison group which theoretically serves to demonstrate the outcomes where the school feeding programme is not implemented.
37. The baseline survey was a representative, two-stage cluster survey (with structured questionnaires). The quantitative survey collected key data from schools, students, and local households in the school community. Questions developed for the baseline survey will be used at the end of program implementation as a follow up to provide evidence of change from program inception to program conclusion.
38. **Sampling:** DGIPASE and WFP first sampled 50 WFP schools using the probability-proportional-to-size technique (see Annex II). DGIPASE then selected a comparison group of 50 schools that shared similar education and socioeconomic indicators but which were not supported by WFP. In most cases, the comparison schools sampled were from the same sector as the WFP school (and usually were its nearest neighbor). From each school, enumerators also randomly sampled ten students from the Grade 4 enrollment roster; these children were administered the student-level questionnaire. The enumerators then travelled to these students' home to administer the household-level questionnaire. For consistency purposes, the baseline survey was conducted in the six regions where WFP was supporting the Government of Guinea-Bissau with school feeding operations in June 2016: Oio, Bafata, Cacheu, Biombo, Quinara, and Gabu.

39. Concerning the quality of data and information, the evaluation team should:

- a. assess data availability and reliability as part of the inception phase expanding on the information provided in section 4.3. This assessment will inform the data collection.
- b. systematically check accuracy, consistency and validity of collected data and information and acknowledge any limitations/caveats in drawing conclusions using the data.

4.4. Methodology

40. The methodology will be designed by the evaluation team during the inception phase. It should:

- Employ the relevant evaluation criteria listed in section 4.2.
- Demonstrate impartiality and lack of biases by relying on a cross-section of information sources (stakeholder groups, including beneficiaries, etc.) The selection of field visit sites will also need to demonstrate impartiality.
- Using mixed methods (quantitative, qualitative, participatory etc.) to ensure triangulation of information through a variety of means.
- Contain a sampling strategy, including the sampling method, sample size calculations, and power calculations.
- Ensure comparability to the baseline evaluation
- Apply an evaluation matrix geared towards addressing the key evaluation questions taking into account the data availability challenges, the budget and timing constraints;
- Ensure through the use of mixed methods that women, girls, men and boys from different stakeholders groups participate and that their different voices are heard and used;
- Mainstream gender equality and women's empowerment, as above;

41. The evaluation team must assess the quality of the baseline data and design during inception, to see whether it can be used to design and implement a high quality impact evaluation for the final evaluation. This would include ensuring that the midline is (i) not conducted during Ramadan, carnival, or cashew harvest seasons, and (ii) ensuring that questionnaires on take home rations make it clear as to what take home rations are, so respondents can answer accurately.²²⁶

42. For the mid-line evaluation, all the evaluation criteria must be used to answer the key evaluation questions, but a full impact evaluation design will not be needed. If an impact evaluation design for the final evaluation is not feasible, another high-quality evaluation design must be proposed by the evaluation team.

²²⁶ Lessons learned from the conduct of the baseline study.

43. In particular, the mid-term evaluation will draw on the existing body of documented data, including the McGovern-Dole baseline and, as much as possible, regular program implementation assessments. A quantitative survey similar to the baseline study will be conducted. It will utilize survey instruments designed to collect key project data from schools, students, and local households in the school community. Ideally, the survey will be administered according to the design stipulated during the baseline study. The analysis of the collected data will be mainly descriptive, to capture key trends (cross tables, simple frequencies, etc.). In addition – at a minimum – t-tests will be performed to compare the treatment and comparison groups based on the criteria provided for selecting controls.
44. The qualitative data collection methods will include key informant interviews with relevant stakeholders, including: USDA (both the regional Agricultural Attaché, the Washington-based program analyst, and the Washington-based Monitoring and Evaluation staff), Representatives, Regional Directors and inspectors of the Ministry of National Education (MEN), General Direction for Information, Planification and Assessment of the Education System (DGIPASE), UNICEF, and FAO. Additionally, community leaders, School Management Committees, Parent Association members, teachers, and cooks will be targeted for focus group discussions.
45. The following mechanisms for independence and impartiality will be employed: an external service provider will be hired to conduct the evaluation; WFP has appointed a dedicated evaluation manager to manage the evaluation process internally; an internal WFP Evaluation Committee (EC), led by CO management, will make key decisions on the evaluation; an Evaluation Reference Group (ERG) (including WFP and external stakeholders) will be set up to steer the evaluation process and further strengthen the independence of the evaluation. All feedback generated by these groups will be shared with the service provider. The service provider will be required to critically review the submissions and provide feedback on actions taken/or not taken as well as the associated rationale. The compositions of the EC and the ERG are provided in the Annexes section.
46. One of the risks associated to the methodology includes a potential difference in the methodological approach used by the service provider for the mid-term evaluation and the one used for the baseline exercise. To mitigate this risk, an in-depth review of the methodological approach for the baseline study will be needed during the inception phase. The inception report will be carefully reviewed by WFP and stakeholders to ensure methodology and approach are sound.

4.5. Quality Assurance and Quality Assessment

47. WFP's Decentralized Evaluation Quality Assurance System (DEQAS) defines the quality standards expected from this evaluation and sets out processes with in-built steps for Quality Assurance, Templates for evaluation products and Checklists for their review. DEQAS is closely aligned to the WFP's evaluation quality assurance

system (EQAS) and is based on the UNEG norms and standards and good practice of the international evaluation community and aims to ensure that the evaluation process and products conform to best practice.

48. DEQAS will be systematically applied to this evaluation. The WFP Evaluation Manager will be responsible for ensuring that the evaluation progresses as per the [DEQAS Process Guide](#) and for conducting a rigorous quality control of the evaluation products ahead of their finalization.
49. In particular, the DEQAS is also consistent with the principles and criteria outlined in the USDA's Food Assistance Division's Monitoring & Evaluation Policy. The evaluation team will make arrangements to ensure data used in the evaluation report is checked for accuracy and reliability, and the report will clearly indicate limitations to the conclusions that can be drawn from the evidence.
50. WFP has developed a set of [Quality Assurance Checklists](#) for its decentralized evaluations. This includes Checklists for feedback on quality for each of the evaluation products. The relevant Checklist will be applied at each stage, to ensure the quality of the evaluation process and outputs.
51. To enhance the quality and credibility of this evaluation, an outsourced quality support (QS) service directly managed by WFP's Office of Evaluation in Headquarters provides review of the draft inception and evaluation report (in addition to the same provided on draft TOR), and provide:
 - a. systematic feedback from an evaluation perspective, on the quality of the draft inception and evaluation report;
 - b. recommendations on how to improve the quality of the final inception/evaluation report.
52. The evaluation manager will review the feedback and recommendations from QS and share with the team leader, who is expected to use them to finalise the inception/ evaluation report. To ensure transparency and credibility of the process in line with the [UNEG norms and standards](#)^{227[1]}, a rationale should be provided for any recommendations that the team does not consider when finalising the report.
53. This quality assurance process as outline above does not interfere with the views and independence of the evaluation team, but ensures the report provides the necessary evidence in a clear and convincing way and draws its conclusions on that basis.
54. The evaluation team will be required to ensure the quality of data (validity, consistency and accuracy) throughout the analytical and reporting phases. The evaluation team should be assured of the accessibility of all relevant

^{227[1]} [UNEG](#) Norm #7 states "that transparency is an essential element that establishes trust and builds confidence, enhances stakeholder ownership and increases public accountability"

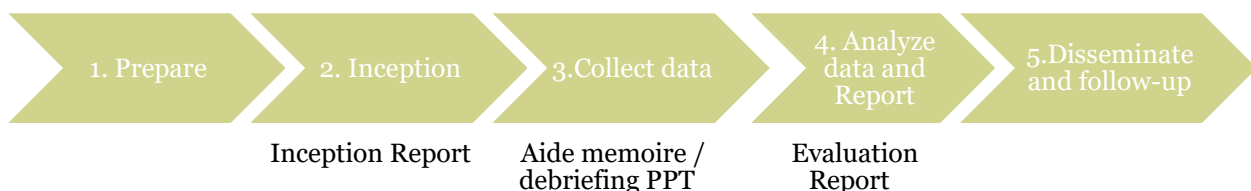
documentation within the provisions of the directive on disclosure of information. This is available in [WFP's Directive CP2010/001](#) on Information Disclosure.

55. All final evaluation reports will be subjected to a post hoc quality assessment by an independent entity through a process that is managed by OEV. The overall rating category of the reports will be made public alongside the evaluation reports.

5. Phases and Deliverables

56. The evaluation will proceed through the following phases. The deliverables and deadlines for each phase are as follows:

Figure 1: Summary Process Map



57. The evaluation process (combined for mid-term and final evaluations) will proceed through nine phases. Annex 2 provides details of the activities and the related timeline of activities and deliverables. The timeline for fieldwork and reporting will be confirmed during inception phases.

58. **Preparation phase** (August-January 2017): The CO Evaluation Manager will conduct background research and consultation to frame the evaluation; prepare the TOR; select the evaluation team and contract the company for the management and conduct of the evaluation.

59. **Mid-term evaluation Inception phase** (January-March 2018): This phase aims to prepare the evaluation team for the evaluation phase by ensuring that it has a good grasp of the expectations for the evaluation and a clear plan for conducting it. The inception phase will include a desk review of secondary data and initial interaction with the main stakeholders.

Deliverable: Inception Report (IR). The Inception Report details how the team intends to conduct the evaluation with an emphasis on methodological and planning aspects. It will present an analysis of the context and of the operation, the evaluation methodology articulated around a deepened evaluability and gender-sensitive stakeholders' analysis; an evaluation matrix; and the sampling technique and data collection tools. It will also present the division of tasks amongst team members as well as a detailed schedule for stakeholders' consultation.

The draft IR will be submitted to the QS service for comments; a revised version will then be shared with the Evaluation Reference Group for comments before being submitted to the Evaluation Committee for approval. Stakeholders' comments will be recorded in a matrix by the evaluation manager and provided to the evaluation team for their consideration before finalisation of the IR. For more details, refer to the content guide for the IR.

60. **Mid-term Evaluation Data Collection phase** (April-May 2018): The fieldwork will span over one month and will include visits to schools and primary and secondary data collection from local stakeholders. Two debriefing sessions will be held upon completion of the field work. The first one will involve the Country Office (relevant RB and HQ colleagues will be invited to participate through a teleconference) and the second one will be held with external stakeholders. Data collection needs to be completed before Ramadan starts (May 15, 2018).

Deliverable: Exit debriefing presentation. An exit debriefing presentation of preliminary findings and conclusions (PowerPoint presentation) will be prepared to support the de-briefings.

61. **Mid-term Evaluation Reporting phase** (May-July 2018): The evaluation team will analyse the data collected during the desk review and the field work, conduct additional consultations with stakeholders, as required, and draft the evaluation report. It will be submitted to the evaluation manager for quality assurance.

Deliverable: Evaluation report (ER). The evaluation report will present the findings, conclusions and recommendations of the evaluation in a concise report of 40 pages maximum, not including annexes. Findings should be evidence-based and relevant to the evaluation questions. Data will be disaggregated by sex and the evaluation findings and conclusions will highlight differences in performance and results of the operation for different beneficiary groups as appropriate. There should be a logical flow from findings to conclusions and from conclusions to recommendations. Recommendations will be limited in number, actionable and targeted to the relevant users. These will form the basis of the WFP management response to the evaluation.

The draft ER will be submitted to the QS service for comments; a revised version will then be shared with the Evaluation Reference Group for comments before being submitted to the Evaluation Committee for approval. Stakeholders' comments will be recorded in a matrix by the evaluation manager and provided to the evaluation team for their consideration before finalisation of the ER. The draft ER must be submitted to USDA within 60 days of fieldwork completion. For more details, refer to the content guide for the ER.

62. **Mid-term Evaluation Follow-up and dissemination phase** (from August 2018): The CO management will respond to the evaluation recommendations by providing actions that will be taken to address each recommendation and

estimated timelines for taking those actions. The RB will support WFP's management response to the evaluation as appropriate, including following up with country offices on status of implementation of the actions. OEV will also subject the evaluation report to an external post-hoc quality assessment to report independently on the quality, credibility and utility of the evaluation in line with evaluation norms and standards. The final evaluation report will be published on the WFP public website. Findings will be disseminated, and lessons will be incorporated into other relevant lesson sharing systems.

63. **Final evaluation Inception phase** (January-March, 2019): This phase aims to prepare the evaluation team for the evaluation phase by ensuring that it has a good grasp of the expectations for the evaluation and a clear plan for conducting it. The inception phase will include a desk review of secondary data and initial interaction with the main stakeholders.

Deliverable: Inception Report (IR). The Inception Report details how the team intends to conduct the evaluation with an emphasis on methodological and planning aspects. It will present an analysis of the context and of the operation, the evaluation methodology articulated around a deepened evaluability and gender-sensitive stakeholders' analysis; an evaluation matrix; and the sampling technique and data collection tools. It will also present the division of tasks amongst team members as well as a detailed schedule for stakeholders' consultation.

The draft IR will be submitted to the QS service for comments; a revised version will then be shared with the Evaluation Reference Group for comments before being submitted to the Evaluation Committee for approval. Stakeholders' comments will be recorded in a matrix by the evaluation manager and provided to the evaluation team for their consideration before finalisation of the IR. For more details, refer to the content guide for the IR.

64. **Final Evaluation Data Collection phase** (March-April 2019): The fieldwork will span over one month and will include visits to project sites (schools) and primary and secondary data collection from local stakeholders. Two debriefing sessions will be held upon completion of the field work. The first one will involve the Country Office (relevant RB and HQ colleagues will be invited to participate through a teleconference) and the second one will be held with external stakeholders. Data collection needs to be completed before Ramadan starts (May 5, 2019).

Deliverable: Exit debriefing presentation. An exit debriefing presentation of preliminary findings and conclusions (PowerPoint presentation) will be prepared to support the de-briefings.

65. **Final Evaluation Reporting phase** (May-July 2019): The evaluation team will analyse the data collected during the desk review and the field work, conduct

additional consultations with stakeholders, as required, and draft the evaluation report. It will be submitted to the evaluation manager for quality assurance.

Deliverable: Evaluation report (ER). The evaluation report will present the findings, conclusions and recommendations of the evaluation in a concise report of 40 pages maximum. Findings should be evidence-based and relevant to the evaluation questions. Data will be disaggregated by sex and the evaluation findings and conclusions will highlight differences in performance and results of the operation for different beneficiary groups as appropriate. There should be a logical flow from findings to conclusions and from conclusions to recommendations. Recommendations will be limited in number, actionable and targeted to the relevant users. These will form the basis of the WFP management response to the evaluation.

The draft ER will be submitted to the QS service for comments; a revised version will then be shared with the Evaluation Reference Group for comments before being submitted to the Evaluation Committee for approval. Stakeholders' comments will be recorded in a matrix by the evaluation manager and provided to the evaluation team for their consideration before finalisation of the ER. For more details, refer to the content guide for the ER.

66. **Final Evaluation Follow-up and dissemination phase** (from August 2019): The CO management will respond to the evaluation recommendations by providing actions that will be taken to address each recommendation and estimated timelines for taking those actions. The RB will support WFP's management response to the evaluation as appropriate, including following up with country offices on status of implementation of the actions. OEV will also subject the evaluation report to an external post-hoc quality assessment to report independently on the quality, credibility and utility of the evaluation in line with evaluation norms and standards. The final evaluation report will be published on the WFP public website. Findings will be disseminated and lessons will be incorporated into other relevant lesson sharing systems.

Notes on deliverables (mid-term and final evaluations):

67. A full list of expected deliverables is provided below:

- a. Inception, draft, and final evaluation reports (mid-term and final)
- b. Quality Assurance Plan
- c. Raw and clean data sets
- d. Suggested table of contents for evaluation reports:
 - Executive Summary
 - Introduction
 - Background (Program description and purpose of evaluation)
 - Methodology and Implementation

- Results and Findings
- Conclusions
- Recommendations
- Lessons Learned
- Annexes
 - I. Table of McGovern-Dole performance indicators with updated values in comparison to baseline values
 - II. List of meetings
 - III. Survey instruments
 - IV. TOR
 - V. Project-Level Results Framework

- e. A final evaluation summary brief, not to exceed 4 pages, that summarizes the main findings of the report. It should include charts, graphs, etc. to visualize the data in a clear, easy to read format, accessible to stakeholders from the community level to the government level. The final results and summary reports will be shared with project stakeholders. (final evaluation only)

68. The inception and evaluation reports shall be written in English and follow the DEQAS templates. The evaluation team is expected to produce written work that is of very high standard, evidence-based, and free of errors. The evaluation company is ultimately responsible for the timeliness and quality of the evaluation products. If the expected standards are not met the evaluation company will, at its own expense, make the necessary amendments to bring the evaluation products to required quality level.

69. The evaluation TOR, evaluation reports and management responses will be public and posted on the WFP External Website (wfp.org/evaluation). The other evaluation products will be kept internal. The CO will translate final evaluation products in Portuguese as relevant, for broader dissemination at country level.

6. Organization of the Evaluation

6.1. Evaluation Conduct

70. The evaluation team will conduct the evaluation under the direction of its team leader and in close communication with the WFP evaluation manager. The team will be hired following agreement with WFP on its composition.

71. The evaluation team will not have been involved in the design or implementation of the subject of evaluation or have any other conflicts of interest. Further, they will act impartially and respect the [code of conduct of the evaluation profession](#).

6.2. Team composition and competencies

72. The evaluation team is expected to include three to four members, including the team leader and at least one national consultant. To the extent possible, the evaluation will be conducted by a gender-balanced, geographically and culturally diverse team with appropriate skills to assess gender dimensions of the subject as specified in the scope, approach and methodology sections of the ToR. At least one team member should have WFP experience.
73. The team will be multi-disciplinary and include members who together include an appropriate balance of expertise and practical knowledge in the following areas:
- **School Feeding** programmes
 - **Food and Nutrition Security**
 - **Institutional capacity development**
 - **Gender** expertise / good knowledge of gender issues
 - Familiarity with the **USDA M&E policy**
 - All team members should have strong analytical and communication skills, evaluation experience and, to the extent possible, familiarity with Guinea-Bissau and/or western Africa development context.
 - Oral and written language requirements include proficiency in English and Portuguese among team members. The inception and evaluation reports will be delivered in English.
74. The Team leader will have technical expertise in one of the technical areas listed above as well as expertise in designing methodology and data collection tools and demonstrated experience in leading similar evaluations. She/he will also have leadership, analytical and communication skills, including a track record of excellent English and Portuguese writing and presentation skills.
75. Her/his primary responsibilities will be: i) defining the evaluation approach and methodology; ii) guiding and managing the team; iii) leading the evaluation mission and representing the evaluation team; iv) drafting and revising, as required, the inception report, the end of field work (i.e. exit) debriefing presentation and evaluation report in line with DEQAS.
76. The team members will bring together a complementary combination of the technical expertise required and have a track record of written work on similar assignments.
77. Team members will: i) contribute to the methodology in their area of expertise based on a document review; ii) conduct field work; iii) participate in team meetings and meetings with stakeholders; iv) contribute to the drafting and revision of the evaluation products in their technical area(s).

6.3. Security Considerations

78. **Security clearance** where required is to be obtained from WFP Guinea-Bissau CO.

- As an 'independent supplier' of evaluation services to WFP, the evaluation company is responsible for ensuring the security of all persons contracted, including adequate arrangements for evacuation for medical or situational reasons. The consultants contracted by the evaluation company do not fall under the UN Department of Safety & Security (UNDSS) system for UN personnel.
- Consultants hired independently are covered by the UN Department of Safety & Security (UNDSS) system for UN personnel which cover WFP staff and consultants contracted directly by WFP. Independent consultants must obtain UNDSS security clearance for travelling to be obtained from designated duty station and complete the UN system's Basic and Advance Security in the Field courses in advance, print out their certificates and take them with them.²²⁸

79. However, to avoid any security incidents, the Evaluation Manager is requested to ensure that:

- The WFP CO registers the team members with the Security Officer on arrival in country and arranges a security briefing for them to gain an understanding of the security situation on the ground.
- The team members observe applicable UN security rules and regulations – e.g. curfews etc.

7. Roles and Responsibilities of Stakeholders

80. **The WFP Guinea-Bissau CO:**

a- The **WFP Guinea-Bissau CO: Management (Director or Deputy Director)** will take responsibility to:

- Assign an Evaluation Manager for the evaluation: **Elber Nosolini**, National Programme Officer.
- Compose the internal evaluation committee and the evaluation reference group (see below).
- Internally approve the final Tor, inception and evaluation reports.
- Ensure the independence and impartiality of the evaluation at all stages, including establishment of an Evaluation Committee and of a Reference Group (see below and [TN on Independence and Impartiality](#)).
- Participate in discussions with the evaluation team on the evaluation design and the evaluation subject, its performance and results with the Evaluation Manager and the evaluation team
- Organise and participate in two separate debriefings, one internal and one with external stakeholders

²²⁸ Field Courses: Basic; Advanced

- Oversee dissemination and follow-up processes, including the preparation of a Management Response to the evaluation recommendations

b- The **Evaluation Manager**:

- Manages the evaluation process through all phases including drafting this TOR
- Ensures quality assurance mechanisms are operational
- Consolidates and shares comments on draft TOR, inception and evaluation reports with the evaluation team
- Ensures expected use of quality assurance mechanisms (checklists, quality support)
- Ensures that the team has access to all documentation and information necessary to the evaluation; facilitates the team's contacts with local stakeholders; sets up meetings, field visits; provides logistic support during the fieldwork; and arranges for interpretation, if required.
- Organises security briefings for the evaluation team and provides any materials as required

c- An internal **Evaluation Committee** has been formed as part of ensuring the independence and impartiality of the evaluation. This committee will be composed by Chair-Kiyomi Kawaguchi CD; deputy Chair Bob Barad DCD; Secretary-Elber Nosolini NPO; Member-Jose Cabral School Meals Focal Point, Filippo Pompili, Regional Evaluation Officer. The members of the committee will provide inputs to the evaluation process and comment on evaluation products and make key decisions such as internal approval of evaluation deliverables (Refer to Annex 3 for the list of members).

81. **USDA** will be involved in the evaluation at the following stages: Appropriate members of USDA (Programme analyst and M&E lead) will be consulted for comment and approval of the TOR; serve as a member of the ERG; participate in key informant interviews with selected evaluators prior to field data collection; and participate in stakeholder meetings and presentation of the evaluation findings, as appropriate. As per agreement between USDA and WFP in the context of the McGovern-Dole grant, the final approval of the evaluation main products will be at USDA level.

82. **An Evaluation Reference Group** has been formed, as appropriate, with representation from DGASE, DGPASE, UNICEF and USDA. The ERG members will review and comment on the draft evaluation products and act as key informants in order to further safeguard against bias and influence.

83. **The Regional Bureau**: will take responsibility to:

- Advise the Evaluation Manager and provide support to the evaluation process where appropriate.
- Participate in discussions with the evaluation team on the evaluation design and on the evaluation subject as relevant, as required.
- Provide comments on the draft TOR, Inception and Evaluation reports

- Support the Management Response to the evaluation and track the implementation of the recommendations.

While the Regional Evaluation Officer, **Filippo Pompili**, will perform most of the above responsibilities, other RB relevant technical staff may participate in the evaluation reference group and/or comment on evaluation products as appropriate.

84. Relevant WFP Headquarters divisions will take responsibility to:

- Discuss WFP strategies, policies or systems in their area of responsibility and subject of evaluation.
- Comment on the evaluation TOR, inception and evaluation reports, as required.

85. The Office of Evaluation (OEV). OEV, through the Regional Evaluation Officer, will advise the Evaluation Manager and provide support to the evaluation process when required. It is responsible for providing access to the outsourced quality support service reviewing draft ToR, inception and evaluation reports from an evaluation perspective. It also ensures a help desk function upon request.

8. Communication and budget

8.1. Communication

86. To ensure a smooth and efficient process and enhance the learning from this evaluation, the evaluation team should place emphasis on transparent and open communication with key stakeholders. These will be achieved by ensuring a clear agreement on channels and frequency of communication with and between key stakeholders.

87. As part of the international standards for evaluation, WFP requires that all evaluations are made publicly available. Following the approval of the final evaluation report, The CO will translate the final TOR and report in Portuguese. Final evaluation products of the evaluation will be disseminated or made available to partners in electronic and print form. See an overview of the Communication and Learning plan in Annex 6.

8.2. Budget

88. For the purpose of this evaluation, the budget will be based on pre-agreed rates with long-term agreement evaluation firms. Firm engagement for the final evaluation is dependent upon satisfactory completion of the midterm evaluation. The evaluation budget is planned under Mc-Govern-Dole contribution.

89. The evaluation budget should include costs associated with international travel and daily subsistence. Local travel will be supported by the Country Office.

Please send any queries to Elber Nosolini , NPO, at elber.nosolini@wfp.org, +245 95 565 17 29].

Annex 11 - Documents Reviewed

Document Type	Comment / Titles & dates of documents received	Received - Y/N (N/A)	Link to Evaluation matrix
Project related documents			
Appraisal mission report		N	
Project document (including Logical Framework in Annex)	Project agreement between The Foreign Agricultural Service and the World Food Programme For the donation of agricultural commodities and related assistance under the MCgovern-Dole international food for education and child nutrition programme. (2015)	Y	
Standard Project Reports	Standard Project Report WFP Country Project 200825 (2016) Standard Project Report WFP Country Project 200825 (2016)	Y	
Budget Revisions		N	
Note for the record (NFR) from Programme Review Committee meeting (for original operation and budget revisions if any)		N	

Approved budget (for original intervention and budget revisions if any)	Excel (for original intervention and budget revisions if any)	Annex C in : Project agreement between The Foreign Agricultural Dervice and the World Food Programme For the donation of agricultural commodities and related assistance under the MCgovern-Dole international food for education and child nutrition programme. (2015)	Y	
Intervention/Project (breakdown of beneficiary figures and food requirements by region/activity/month and partners)	Project Plan		N	
Other				
Country Office Strategic Documents (if applicable)				
Country Strategy Document	Country Programme Guinea-Bissau 200846 (2016–2020) Feb (2016)		Y	
Other	Guinea-Bissau INTERIM Country Strategic Plan 2018-2019		Y	

	<p>The WFP Guinea-Bissau PRRO 200526(2013-2016)</p> <p>Transitional ICSP and project Budget revision for T-ICSP for approval by the executive Director (2017)</p> <p>Guinea-Bissau Country Strategic Plan - GW01 Logframe</p>		
Assessment Reports			
Comprehensive Food Security and Vulnerability Assessments		NA	
Crop and Food Security Assessments (FAO/WFP)	WFP: resume executif resultats de l'enquete approfondie sur la securite alimentaire en milieu rural 2011	N	
Emergency Food Security Assessments	<p>Guinée Bissau - Enquête de suivi de la Sécurité Alimentaire et de la Nutrition, 2017</p> <p>Guinée Bissau - Enquête de suivi de la Sécurité Alimentaire et de la Nutrition, 2016</p>	N	

Food Security Monitoring System Bulletins	West Africa and the Sahel - Food Security and Humanitarian Implications, 2015	N	
Market Assessments and Bulletins	West Africa - Regional Supply and Market Outlook, December 2017	N	
Joint Assessment Missions (UNHCR/WFP)		N/A	
Rapid needs assessments	Guinea Bissau - Rapid Food Security Assessment, June 2012	N	
Monitoring & Reporting (if applicable)			
M&E Plan	Mentioned in annex 7 of project agreement.	Y	
Country Situation Report (SITREP)		N	
Country Executive Brief	WFP Guinea-Bissau Country Brief 2017	N	
Food Distribution and Post-distribution Monitoring Reports		N	
Monthly Monitoring Reports		N	
Beneficiary Verification Reports		N	

Donor specific reports	<p>Follow Up on Status of McGovern-Dole Guinea-Bissau Project Activities</p> <p>Amendment Request WFP Guinea-Bissau McGovern-Dole (FFE-657-2015/019-00) (2017)</p> <p>Implementation of USDA McGovern Dole International Food for Education and Child Nutrition Programme in Guinea-Bissau (25 August 2016)</p>	Y	
Output monitoring reports (if applicable)			
Actual and Planned beneficiaries by activity and district/ location by year	<p>Standard Project Report WFP Country Project 200825 (2017)</p> <p>Standard Project Report WFP Country Project 200825 (2016)</p>	Y	
Male vs. women beneficiaries by activity and district/ location by year	<p>Standard Project Report WFP Country Project 200825 (2016)</p> <p>Standard Project Report WFP Country Project 200825 (2016)</p>		
Beneficiaries by age group	Standard Project Report WFP Country Project 200825 (2016)	Y	

	Standard Project Report WFP Country Project 200825 (2016)		
Actual and Planned tonnage distributed by activity by year	Standard Project Report WFP Country Project 200825 (2016) Standard Project Report WFP Country Project 200825 (2016)	Y	
Commodity type by activity	Standard Project Report WFP Country Project 200825 (2016) Standard Project Report WFP Country Project 200825 (2016)	Y	
Actual and Planned cash/voucher requirements (US\$) by activity by year	Standard Project Report WFP Country Project 200825 (2016) Standard Project Report WFP Country Project 200825 (2016)	Y	
Operational documents			
Organization chart for main office and sub-offices	Terms of Reference Mid-term and Final Evaluations of the McGovern-Dole International Food for Education and Child Nutrition Programme project in Guinea-Bissau (2016 - 2018)	Y	
Activity Guidelines	Project agreement between The Foreign	Y	

	Agricultural Service and the World Food Programme For the donation of agricultural commodities and related assistance under the MCGovern-Dole international food for education and child nutrition programme. (2015)		
Mission Reports	Semiannual Report Narrative April 1, 2016 – September 30, 2016 Semiannual Report Narrative October 1, 2016 – March 31, 2017 Semi-annual Report for April to September 2017Guinea-Bissau Guinea-Bissau Semiannual Report Narrative October 2017 – March 2018	Y	
Pipeline overview for the period covered by the evaluation	Implementation of USDA McGovern Dole’s International Food for Education and Child Nutrition Programme in Guinea-Bissau	Y	
Partners (if applicable)			
Annual reports from cooperating partners	Semiannual Report Narrative April 1, 2016 – September 30, 2016	Y	

	Semiannual Report Narrative October 1, 2016 – March 31, 2017		
	Semi-annual Report for April to September 2017Guinea-Bissau		
	Guinea-Bissau Semiannual Report Narrative October 2017 – March 2018		
Cluster/ Coordination meetings			
Logistics/Food Security/nutrition cluster documents		NA	
NFRs of coordination meetings		N	
Other			
Evaluations/ Reviews			
Evaluations/ reviews of past or on-going operation	School feeding baseline survey, guinea-bissau 2016	Y	
Resource mobilisation			
Resource Situation	Resource Situation Project No 200846 (31-12-2017)	Y	

Resource mobilization strategy	Implementation of USDA McGovern Dole's International Food for Education and Child NUTRITION PROGRAMME IN GUINEA-BISSAU	Y	
Maps (if applicable)			
Food Security Map	Guinée Bissau - Enquête de suivi de la Sécurité Alimentaire et de la Nutrition, 2016	N	
Other documents collected by the team (including external ones)			
National Programme of education	Programme Sectoriel de l'Education de la Guinée Bissau (2017 - 2025)	N	

Annex 12 – Documents gathered

Document Type	Comment / Titles & dates of documents received	Received - Y/N (N/A)	Link to Evaluation matrix
Project related documents			
Appraisal mission report		N	
Project document (including Logical Framework in Annex)	Project agreement between The Foreign Agricultural Service and the World Food Program For the donation of agricultural commodities and related assistance under the MCGovern-Dole international food for education and child nutrition program. (2015)	Y	
Standard Project Reports	Standard Project Report WFP Country Project 200825 (2016) Standard Project Report WFP Country Project 200825 (2016)	Y	
Budget Revisions		N	
Note for the record (NFR) from Programme Review		N	

Committee meeting (for original operation and budget revisions if any)			
Approved Excel budget (for original intervention and budget revisions if any)	Annex C in : Project agreement between The Foreign Agricultural Service and the World Food Program For the donation of agricultural commodities and related assistance under the MCGovern-Dole international food for education and child nutrition program. (2015)	Y	
Intervention/Project Plan (breakdown of beneficiary figures and food requirements by region/activity/month and partners)		N	
Other			
Country Office Strategic Documents (if applicable)			
Country Strategy Document	Country Programme Guinea-Bissau 200846 (2016–2020)	Y	

	Feb (2016)		
Other	<p>Guinea-Bissau INTERIM Country Strategic Plan 2018-2019</p> <p>The WFP Guinea-Bissau PRRO 200526(2013-2016)</p> <p>Transitional ICSP and project Budget revision for T-ICSP for approval by the executive Director (2017)</p> <p>Guinea-Bissau Country Strategic Plan - GW01 Logframe</p>	Y	
Assessment Reports			
Comprehensive Food Security and Vulnerability Assessments		NA	
Crop and Food Security	WFP: resume executif resultats de l'enquete	N	

Assessments (FAO/WFP)	approfondie sur la securite alimentaire en milieu rural 2011		
Emergency Food Security Assessments	Guinée Bissau - Enquête de suivi de la Sécurité Alimentaire et de la Nutrition, 2017 Guinée Bissau - Enquête de suivi de la Sécurité Alimentaire et de la Nutrition, 2016	N	
Food Security Monitoring System Bulletins	West Africa and the Sahel - Food Security and Humanitarian Implications, 2015	N	
Market Assessments and Bulletins	West Africa - Regional Supply and Market Outlook, December 2017	N	
Joint Assessment Missions (UNHCR/WFP)		N/A	
Rapid needs assessments	Guinea Bissau - Rapid Food Security Assessment, June 2012	N	

Monitoring & Reporting (if applicable)			
M&E Plan	Mentioned in annex 7 of project agreement.	N	
Country Situation Report (SITREP)		N	
Country Executive Brief	WFP Guinea-Bissau Country Brief 2017	N	
Food Distribution and Post-distribution Monitoring Reports		N	
Monthly Monitoring Reports		N	
Beneficiary Verification Reports		N	
Donor specific reports	<p>Follow Up on Status of McGovern-Dole Guinea-Bissau Project Activities</p> <p>Amendment Request WFP Guinea-Bissau McGovern-Dole (FFE-657-2015/019-00) (2017)</p>	Y	

	Implementation of USDA McGovern Dole International Food for Education and Child Nutrition Program in Guinea- Bissau (25 August 2016)		
Output monitoring reports (if applicable)			
Actual and Planned beneficiaries by activity and district/ location by year	Standard Project Report WFP Country Project 200825 (2017) Standard Project Report WFP Country Project 200825 (2016)	Y	
Male vs. women beneficiaries by activity and district/ location by year	Standard Project Report WFP Country Project 200825 (2016) Standard Project Report WFP Country Project 200825 (2016)		
Beneficiaries by age group	Standard Project Report WFP Country Project 200825 (2016) Standard Project Report WFP Country Project 200825 (2016)	Y	

Actual and Planned tonnage distributed by activity by year	Standard Project Report WFP Country Project 200825 (2016) Standard Project Report WFP Country Project 200825 (2016)	Y	
Commodity type by activity	Standard Project Report WFP Country Project 200825 (2016) Standard Project Report WFP Country Project 200825 (2016)	Y	
Actual and Planned cash/voucher requirements (US\$) by activity by year	Standard Project Report WFP Country Project 200825 (2016) Standard Project Report WFP Country Project 200825 (2016)	Y	
Operational documents			
Organization chart for main office and sub-offices	Terms of Reference Mid-term and Final Evaluations of the McGovern-Dole International Food for Education and Child Nutrition Program project in Guinea-Bissau	Y	

	(2016 - 2018)		
Activity Guidelines	Project agreement between The Foreign Agricultural Service and the World Food Program For the donation of agricultural commodities and related assistance under the MCGovern-Dole international food for education and child nutrition program. (2015)	Y	
Mission Reports	Semiannual Report Narrative April 1, 2016 – September 30, 2016 Semiannual Report Narrative October 1, 2016 – March 31, 2017 Semi-annual Report for April to September 2017Guinea-Bissau Guinea-Bissau Semiannual Report Narrative October 2017 – March 2018	Y	
Pipeline overview for the period	Implementation of USDA McGovern	Y	

covered by the evaluation	Dole's International Food for Education and Child Nutrition Program in Guinea-Bissau		
Logistics capacity assessment		N	
Partners (if applicable)			
Annual reports from cooperating partners	<p>Semiannual Report Narrative April 1, 2016 – September 30, 2016</p> <p>Semiannual Report Narrative October 1, 2016 – March 31, 2017</p> <p>Semi-annual Report for April to September 2017Guinea-Bissau</p> <p>Guinea-Bissau Semiannual Report Narrative October 2017 – March 2018</p>	Y	
List of partners (Government, NGOs, UN agencies) by location/ activity/ role/ tonnage handled		N	

Field level agreements (FLAs), Memorandum of Understanding (MOUs)		N	
Cluster/ Coordination meetings			
Logistics/Food Security/nutrition cluster documents		NA	
NFRs of coordination meetings		N	
Other			
Evaluations/ Reviews			
Evaluations/ reviews of past or on-going operation	School feeding baseline survey guinea-bissau 2016	Y	
Resource mobilisation			
Resource Situation	Resource Situation Project No 200846 (31-12-2017)	Y	

Contribution statistics by month		N	
Resource mobilization strategy	Implementation of USDA McGovern Dole's International Food for Education and Child NUTRITION PROGRAM IN GUINEA-BISSAU	Y	
NFRs Donor meetings			
Maps (if applicable)			
Operational Map		N	
Logistics Map		N	
Food/Cash/voucher Distribution Location Map		N	
Food Security Map	Guinée Bissau - Enquête de suivi de la Sécurité Alimentaire et de la Nutrition, 2016	N	
Other documents collected by the team (including external ones)			

National Programme of education	Programme Sectoriel de l'Education de la Guinée Bissau (2017 - 2025)	N	
Specify			

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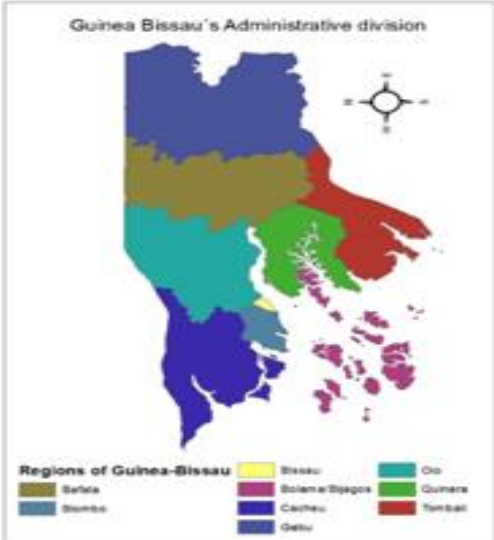
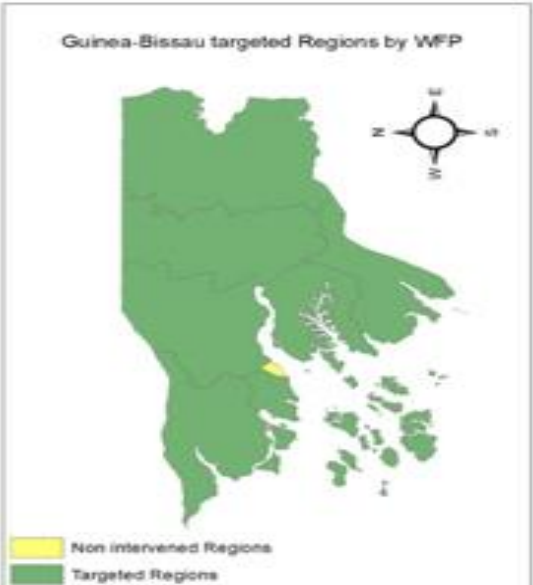
Annex 14 - Acronym

ABC	Brazilian Cooperation Agency
CFA	The West African Franc
CGE	School Management Committees (portugues)
CO	Country Office
COAJQQ	Coperativa Agropecuaria de Jovenes Quadros
CP	Country Programme
CSP	Country Strategic Plan
DA	Document analysis
DEQAS	Decentralized Evaluation Quality Assurance System
DEQAS	Decentralized Evaluation Quality Assurance System
DGASE	Directorate for School Meals and Social Affairs
DGIPASE	National Directorate of Social Affairs and School Feeding
DGPASE	planning department of the Ministry of Education
EB	Executive Board
ET	Evaluation Team
FAO	Food and Agriculture Organisation Of The Un
FY	For Year
GB	Guinea Bissau
GB	Guinea Bissau
GDP	Gross Domestic Product
GEEW	Gender Equality And Emancipation Of Women
GoG	Government of Guinea
GGB	Goverment of Guinea Bissau
HGSF	Home Grown School Feeding
HGSP	Home Grown School Programme

HIV	Human immunodeficiency virus
IPPA	International Public Policy Association
LEG	Local Education Group
LEG	Local Education Group
LTA	Long Term Agreements
M&E	Monitoring And Evaluation
MADR	Ministry of Agriculture and Rural development
MGD	McGovern-Dole
MGD	mcgovern dole School Feeding
MGD-USD	mcgovern dole
MNE	Ministry of Education
MNECJD	Ministry of National Education, Culture and Youth and Sports
MoE	Ministry of Education
NCI	National Capacity Index
NDSF	National Directorate of School Feeding
NDSF	National Directorate of School Feeding
NGO	Non-Governmental Organisation
NOSFP	nationally owned school feeding program
OEV	Office of Evaluation
PRRO	Protracted Relief And Recovery Operation
RB	Regional Bureau
SABER	Systems Approach For Better Education Results
SDG	Sustainable Development Goal
SF	School Feeding
SFP	School Feeding Programme
SFP	School Feeding Programme

SFS	School Feeding Strategies
SMC	School Management Committees
SO	strategic objectives
SO	Strategic Objectives
SSI	Semi-structured interviews
THR	Take Home Rations
TI-CSP	Transitional interim Country Strategic Plan
UN	United Nations
UNDP	United Nations Development Programme
UNICEF	United Nations Children Fund
UNICEF	United Nations International Children's Emergency Fund
UNPFA	United National Development Assistance Framework
UNPFA	United Nations Population Fund
USDA	United States Department of Agriculture
WB	World Bank
WFP	World Food Programme
WFP	World Food Programme
WHO	World Health Organization
WHO	World Health Organization

Annex 15. Map of the Intervention

Administrative Division Guinea Bissau	World Food programme targeted Regions in Guinea Bissau														
<p style="text-align: center;">Guinea Bissau's Administrative division</p>  <p style="text-align: center;">Regions of Guinea-Bissau</p> <table border="0" style="width: 100%; text-align: center;"> <tr> <td style="width: 33%;">Bafata</td> <td style="width: 33%;">Bissau</td> <td style="width: 33%;">Oio</td> </tr> <tr> <td>Bolama/Bijagos</td> <td>Cacheu</td> <td>Guinea</td> </tr> <tr> <td>Bissau</td> <td>Catiu</td> <td>Tombali</td> </tr> <tr> <td></td> <td>Gelou</td> <td></td> </tr> </table>	Bafata	Bissau	Oio	Bolama/Bijagos	Cacheu	Guinea	Bissau	Catiu	Tombali		Gelou		<p style="text-align: center;">Guinea-Bissau targeted Regions by WFP</p>  <p style="text-align: center;">Legend</p> <table border="0" style="width: 100%; text-align: center;"> <tr> <td style="width: 50%;">Yellow box: Non intervened Regions</td> <td style="width: 50%;">Green box: Targeted Regions</td> </tr> </table>	Yellow box: Non intervened Regions	Green box: Targeted Regions
Bafata	Bissau	Oio													
Bolama/Bijagos	Cacheu	Guinea													
Bissau	Catiu	Tombali													
	Gelou														
Yellow box: Non intervened Regions	Green box: Targeted Regions														

Annex 16. School Feeding Midterm Survey, 2018

1. Introduction

According to the scope of the mid-term evaluation presented on the TOR, the evaluation firm conducted a primary data collection. The data collection based on a Quasi-experimental design can determine the impact of the implementation on a series of variables of interest defined by the stakeholders, mainly WFP and USDA. The analysis may support the hypothesis that WFP implementation activities have a positive impact on the variables the initial logical framework aimed to improve; reduce short term hunger, contribute to school enrolment, attendance, competition, attentiveness and learning; increase capacity of schools, local, regional and national entities to manage a SFP; and finally contribute to children health. The effectiveness of the programme may be measure by the magnitude of the impact in the variables of interest.

Econometria performed a follow up and update process to the baseline quantitative information. The baseline a Quasi-experimental survey design, as mention above, this design was necessary as the current school feeding programme is not randomly assigned to schools and students throughout Guinea-Bissau. Two groups of the interests were identified; beneficiaries and non-beneficiaries of WFP activities in GB. On the other hand three sources of information were also identified given the scope of the implementation activities

Each sub-category supplies information of interest at a different level of implementation but can also be contrasted in order to guarantee consistency or identify anomalies,

2. Baseline School Feeding Survey (2016) Mapping. DGIPASE and WFP first sampled 50 WFP schools using the probability-proportional-to-size technique. DGIPASE then selected a comparison group of 50 schools that shared similar education and socioeconomic indicators but which were not supported by WFP. In most cases, the comparison schools sampled were from the same sector as the WFP School (and usually were its nearest neighbour). From each school, enumerators also randomly sampled ten students from the Grade 4 enrolment roster; these children were administered the student-level questionnaire. The enumerators then travelled to these students' home to administer the household-level questionnaire. For consistency purposes, the baseline survey was conducted in the six regions where WFP was supporting the GoGB with school feeding operations in June 2016: Oio, Bafata, Cacheu, Biombo, Quinara, and Gabu.

3. Survey Mapping. For the mid-term evaluation, sixty school were selected with equal distribution of treatment and control observations. Thirty schools with WFP

assistance were randomly selected in six geographic regions (only the autonomous sector of Bissau was excluded) based on the fifty originally surveyed schools (Baseline); only four schools of the sample are “new schools”. Selection of control schools or not WFP assisted is based on geographic proximity and socio-economic similarity.

3.1 Midterm SF Survey Process:

Sampling process was carried out between July 17 and August 18 of 2018. Enumerators applied three different questionnaires that were originally designed for the baseline survey. Minor adjustments were made (see annex 16), in order to guarantee consistency. Table 15.1 presents the general results of the survey process.

- Questionnaire 1: it was applied to the principal of each selected school. The questionnaire was divided into five sections Information about; general characteristics, infrastructure characteristics, gender and age distributions, teaching staff, attendance and enrolment, hygiene practices and most important the school feeding practices for each school is collected through questionnaire 1.
- Questionnaire 2: 10 students of each school were selected (five boys & five girls) from 4th to 6th grade. Questionnaire 2 collected information about the SFP and the feeding behavior from the student perspective.
- Questionnaire 3: it was applied to the households of the selected students in order to obtain socio-demographics characteristics and more precise food consumption information.

Table 16.1 - Results of data collection on the Midterm School Feeding Survey

Results of school interviews	type of school		
	NOT WFP	WFP	Total
selected	30	30	60
completed	29	30	59
Incomplete	1	0	1
Response rate	97%	100%	98%
Results of student interviews	type of school		
	NOT WFP	WFP	Total
Selected	330	320	650
completed	330	320	650
Incomplete	0	0	0
Response Rate	100%	100%	100%
Results of household interviews	type of school		
	NOT WFP	WFP	Total
Selected	330	320	650
completed	330	320	650
Incomplete	0	0	0
Response Rate	100%	100%	100%

As it can be inferred from table 16.1 presented above the survey process was a rather satisfactory one. The response rate is almost 100% percent. Numerator’s main and almost only complain was how bad weather made their work harder.

4. Midterm School Feeding Survey Data Analysis. After a successful data collection process, questionnaires were scanned and send to Econometria’s HQ where they were initially organized in proper databases so information could be process in efficient way. The digitization process also assure the quality of the information collected. Second step of data analysis was to replicate information presented in baseline. Data presented in the 48 original table was replicated so comparison could be made, guidelines presented on the baseline report were used as inputs to properly create indexes (vide Annex 15.1 Midterm Survey Results). Finally the evaluation team performed two distinct analysis to draw primary conclusions from the data collected, the first analysis consisted on comparing statistically significant differences among beneficiary and non-beneficiary schools, second direct comparisons for WFP schools for the two periods. These analysis are presented on tables 16.2 and 16.3

Table 16.2 - Analysis of Results of SF Midterm Survey (2018): Significant differences between WFP assisted and non-WFP assisted schools

Table consulted	Variable	Test and P value	Remarks
table 2	school category	Design-based F(5.00, 294.89) = 2.7534 Pr = 0.019	WFP has a greater proportion of Public schools compare to no non-WFP school with a difference of 23 percentage points and this represent the majority of the sampled intervened schools, focusing on public schools prepares the GB public school system to have the capacity to manage a national owned system
	school grade	Design-based F(1.00, 59.00) = 8.3890 Pr = 0.005	by implementing activities on schools with a higher school level WFP is expanding its potential number of beneficiaries
table 3	mean number of boys	t = -2.1745 Pr(T > t) = 0.0338	WFP focus on schools with a greater number of students in order generate a greater impact
	mean number of girls	t = -1.9883 Pr(T > t) = 0.0515	
table 6	School has library	Design-based F(1.00, 59.00) = 4.3704 Pr = 0.041	Implementation activities are on track to improve school conditions
	School has Kitchen	Design-based F(2.00, 117.92) = 21.1607 Pr = 0.000	
	School has storage room	Design-based F(2.00, 117.90) = 9.2952 Pr =	

		0.000	
table 8	School Has improved source of toilet	Pearson chi2(4) = 25.9815 Pr = 0.000	Evidence of positive externalities, SFP make an impact on WASH conditions
	Handwashing	Pearson chi2(1) = 8.4923 Pr = 0.004	
	Separate toilets	Pearson chi2(1) = 5.4545 Pr = 0.020	
Table 9	School has CGE	Pearson chi2(2) = 12.0000 Pr = 0.002	The implementation process has helped to develop organizational structures that are needed to create and sustained a national owned SFP
table 10	Teacher Gender	Pearson chi2(2) = 9.1091 Pr = 0.011	Non WFP has consistently a greater proportion of female teachers but as it shown in tables 15.3 this gap has narrowed
table 20	ate meal at school	Pearson chi2(2) = 517.9752 Pr = 0.000	As implementat indicators suggest WFP is providing meals to its target schools, children recognises the food provided
	source of meal	Pearson chi2(5) = 523.2970 Pr = 0.000	
table 24	ate meal before going to school	Pearson chi2(2) = 22.0066 Pr = 0.000	A greater and statistically proportion of non-beneficiary children consume a meal after going to school the evaluation team suggest that beneficiary some children are replacing
	ate meal after going to school	Pearson chi2(2) = 9.2148 Pr = 0.010	

table 46	Number of days out of last 5 which child ate before school	$t = -5.7193$ $Pr(T > t) = 0.0000$	their afternoon meal with their school meal
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Table 16.3 - Results on timeline: Baseline and Midterm Comparison

Table	Variable	Baseline	Midterm	Remarks
table 6	School has library	26%	53.0%	Implementation activities are on track to improve school conditions. WFP is focusing on upgrading kitchens so meals can be prepared in an adequate space, storage rooms are left behind and proportions are almost the same across periods of time
	School has Kitchen	82%	93.3%	
	School has storage room	78%	76.7%	
table 7	Improved source of water	70%	100%	Hygiene facilities were improved in comparison with previous years as a part of the health component of the implementation, Hygiene good practices also improved
table 8	School Has improved source of toilet	74%	93.4%	
	Handwashing	68%	86.7%	
table 8	Separate toilets	74%	86.70%	
table 9	School has CGE	94%	100%	Capacity building

Table	Variable	Baseline	Midterm	Remarks
	School has PTA	80%	96,7%	represented in settling management boards and committees showed important progresses
table 10	Proportion of female teacher WFP	25%	38.6%	As a part of the gender component of the implementation a greater proportion of female teacher is presented compared with baseline
table 12	food storage location on Armazem	71%	89,7%	Good practices for handling and preparation is on its way to reach full potential, the increase of energy efficient stove us is a key fact that needs to be highlighted as is beneficial to the health of the cookers
	Food stored on pallete	95%	100,%	
	Food prep location kitchen	84%	90,%	
	School uses energy efficient stove	34%	80,%	
table 13	CGE member received training from WFP	42%	63,3%	Capacity building for base support staff increasing
table 14	water was contributed	35%	86%	In line with expected activities and outputs

Table	Variable	Baseline	Midterm	Remarks
	wood was contributed	65%	93,3%	WFP is supplying the necessary equipment in order to meet its goal to provide quality meals to beneficiary children, proportions of subsidies could increase in order to establish a more stable staff
	Kitchen supplies was contributed	59%	96,70%	
	Cleaning supplies were contributed	48%	90%	
	plates and cutlery were contributed	55%	93,3%	
	Subsidy for the cooker	24%	63,3%	
	Subsidy for the stockist	10%	33,3%	
table 20	ate meal at school	59%	92,7%	Donated food is reaching its target beneficiaries
	source of meal: provided by the school	80%	92,5%	
	Quantity of meal very good	17%	28,2%	Perception Quality and Quantity of meals provided increased, although the proportion is still low, diversification is suggested
	Quality of meal very good	20%	28,2%	

Annex 16.1 - Results of School Feeding Midterm Survey, 2018.

Table 1. Results of interviews

Table 1. Results of interviews Number of schools, students, and households, and response rates, by results of interview, and response rates (unweighted). School Feeding Midterm Survey, Guinea-Bissau, 2018.

	type of school		
	NOT WFP	WFP	Total
Results of schools interview			
selected	30	30	60
completed	29	30	59
Incomplete	1	0	1
Response rate	97%	100%	98%
	NOT WFP	WFP	Total
Students			
Selected	330	320	650
completed	330	320	650
Incomplete	0	0	0
Response Rate	100%	100%	100%
	NOT WFP	WFP	Total
families			
Selected	330	320	650
completed	330	320	650
Incomplete	0	0	0
Response Rate	100%	100%	100%

Table 2. School Characteristics

Percent distribution of schools by school category, operation and highest grade, according to type of school (unweighted). School Feeding Midterm Survey, Guinea-Bissau, 2018

	type of school		
	NOT WFP	WFP	Total

	Percentage	Percentage	Percentage
School category			
community initiative (n=11)	33.3	3.3	18.3
Public (n=40)	50	83.3	66.7
Private non-religious (n=4)	10	3.3	6.7
Private religious (n=2)	3.3	3.3	3.3
self manage (n=2)	0	6.7	3.3
missing (n=1)	3.3	0	1.7
Total (n=60)	100	100	100
operation			
Period (n=17)	33.3	23.3	28.3
Shift (n=38)	60	66.7	63.3
Mixed (n=3)	3.3	6.7	5
missing (n=2)	3.3	3.3	3.3
Total (n=60)	100	100	100
School level			
2 grade (n=2)	6.7	0	3.3
3 grade (n=1)	3.3	0	1.7
4 grade (n=20)	46.7	20	33.3
6 grade (n=29)	33.3	63.3	48.3
7 grade or higher (n=8)	10	16.7	13.3
Total (n=60)	100	100	100
grade			
4 grade or lower (n=23)	56.7	20	38.3
5 grade or higher (n=37)	43.3	80	61.7
Total (n=60)	100	100	100

Table 3. Mean number of students and teachers

Mean number of students and teachers by gender, according to type of school (unweighted). School Feeding Midterm Survey, Guinea-Bissau, 2018.

type of school	Mean		
	boys	girls	students
NOT WFP (n=30)	148.7	138.8	287.5
WFP (n=30)	227.5	212.7	440.2
Total (n=60)	188.1	175.7	363.8
type of school	Mean		
	men	women	teachers
NOT WFP (n=30)	5.9	3.5	9.4
WFP (n=30)	8.8	3.9	12.7
Total (n=60)	7.3	3.7	11

Table 4. Median number of students and gender ratio

Median number of students and gender ratio, according to region and type of school (unweighted). School Feeding Baseline Survey, Guinea-Bissau, 2018.

	type of school		
	NOT WFP	WFP	Total
	Median of Boys		
Region			
Bafata (n=16)	61.5	268.5	152.5
Biombo (n=4)	467	294	333.5
Cacheu (n=10)	127	252	176.5
Gabu (n=10)	49	256	100
Oio (n=14)	82	209	161
Quinara (n=6)	224	97	137
Total (n=60)	79.5	204.5	160.5
grade			
4 grade or lower (n=23)	52	101	55
5 grade or higher (n=37)	205	255	230
Total (n=60)	79.5	204.5	160.5

	type of school		
	NOT WFP	WFP	Total
	Median of Girls		
Region			
Bafata (n=16)	70	225	150
Biombo (n=4)	561	213.5	302.5

Cacheu (n=10)	91	220	167
Gabu (n=10)	44	245	95
Oio (n=14)	65	169	113.5
Quinara (n=6)	225	102	123
Total (n=60)	75.5	174.5	139
grade			
4 grade or lower (n=23)	50	111	55
5 grade or higher (n=37)	225	234	225
Total (n=60)	75.5	174.5	139

	type of school		
	NOT WFP	WFP	Total
	Gender ratio		
Region			
Bafata (n=16)	1	1	1
Biombo (n=4)	1.2	0.7	1
Cacheu (n=10)	0.8	1	0.9
Gabu (n=10)	1	1	1
Oio (n=14)	0.7	1	0.9
Quinara (n=6)	1.1	0.9	1
Total (n=60)	0.9	1	0.9
grade			
4 grade or lower (n=23)	0.9	1	1
5 grade or higher (n=37)	0.9	0.9	0.9
Total (n=60)	0.9	1	0.9

	type of school		
	NOT WFP	WFP	Total
	Number of Schools		
Region			
Bafata	8	8	16
Biombo	2	2	4
Cacheu	5	5	10
Gabu	5	5	10
Oio	7	7	14
Quinara	3	3	6
Total	30	30	60

grade		.	
4 grade or lower	17	6	23
5 grade or higher	13	24	37
Total	30	30	60

Table 5. Median number of teachers and student-per-teacher ratio

Median number of teachers and student-per-teacher ratio, according to region and type of school (unweighted). School Feeding Midterm Survey, Guinea-Bissau, 2018

	type of school		
	NOT WFP		
	Median of Men	Median of Women	Gender ratio
Region			
Bafata (n=16)	3	0.5	56.9
Biombo (n=4)	18	29.5	21.3
Cacheu (n=10)	7	6	24.1
Gabu (n=10)	2	0	45.4
Oio (n=14)	3	0	66.4
Quinara (n=6)	8	2	38.9
Total (n=60)	4	0	47.6
	type of school		
	WFP		
	Median of Men	Median of Women	Gender ratio
Region			
Bafata (n=16)	8	3	41.5
Biombo (n=4)	9.5	7	27.6
Cacheu (n=10)	7	6	32.3
Gabu (n=10)	9	6	43.3
Oio (n=14)	7	2	46.5
Quinara (n=6)	3	0	72.8
Total (n=60)	7	3	43.6
	type of school		
	Total		
	Median of Men	Median of Women	Gender ratio

Region			
Batata (n=16)	6	2	49.2
Biombo (n=4)	10	12.5	24.4
Cacheu (n=10)	7	6	28.2
Gabu (n=10)	4.5	1	44.4
Oio (n=14)	4.5	0	56.5
Quinara (n=6)	3	0	55.9
Total (n=60)	5.5	1	45.6

Table 6. School library, kitchen, and storage

Percent distribution of schools with a library, a designated kitchen, and a place to store food, according to type of school (unweighted). School Feeding Midterm Survey, Guinea-Bissau, 2018

	type of school		
	NOT WFP	WFP	Total
	percentage	percentage	percentage
school has library			
yes (n=24)	26.7	53.3	40
no (n=36)	73.3	46.7	60
Total (n=60)	100	100	100
school has Kitchen			
yes (n=31)	10	93.3	51.7
no (n=20)	60	6.7	33.3
missing (n=9)	30	0	15
Total (n=60)	100	100	100
school has food storage room			
yes (n=30)	23.3	76.7	50
no (n=25)	60	23.3	41.7
missing (n=5)	16.7	0	8.3
Total (n=60)	100	100	100

Table 7. School water sources Percent distribution of schools by main source of drinking water, according to type of school (unweighted). School Feeding Midterm Survey, Guinea-Bissau, 2018

water source	type of school		Total
	NOT WFP	WFP	
	percentage	percentage	percentage
Improved source (n=55)	86	100.	93.3
channeled in a building (n=3)	3.4	6.7	5.1
channeled in a farm /lot (n=5)	10.3	6.7	8.5
Public taps / fountain (n=8)	10.3	16.7	13.6
tubular well or hole (n=9)	10.3	20	15.3
protected well (n=30)	51.7	50	50.8
Unimproved source(n=4)	13.7	0	6.8
unprotected well (n=1)	3.4	0	1.7
well of the community (n=3)	10.3	0	5.1
Total (n=59)	100	100	100

Table 8. School toilet facilities Percent distribution of schools by toilet facility, whether separate toilets are available for boys and girls, and availability of soap at toilets, according to type of school (unweighted.). School Feeding Midterm Survey, Guinea-Bissau, 2018

	NOT WFP	WFP	Total
	percentage	percentage	percentage
Toilet			
Unimproved Source (n=8)	23.3	3.3	13.3
traditional toilet (n=8)	23.3	3.3	13.3
Improved Source (n=8)	49.9	93.4	71.7
improved toilet (n=27)	13.3	76.7	45
latrine with flush toilet (n=1)	3.3	0	1.7
latrine without flush toilet (n=15)	33.3	16.7	25
missing (n=9)	26.7	3.3	15
Total (n=60)	100	100	100
separate toilets for boys and girls			
yes (n=44)	60	86.7	73.3
no (n=16)	40	13.3	26.7
Total (n=60)	100	100	100

Handwashing			
yes (n=41)	51.7	86.7	69.5
no (n=18)	48.3	13.3	30.5
Total (n=59)	100	100	100

Table 9. School PTA and CGE Percent distribution of schools which have a PTA and CGE, according to type of school (unweighted). School Feeding Midterm Survey, Guinea-Bissau, 2018

	type of school		
	NOT WFP	WFP	Total
	percentage	percentage	percentage
School has PTA			
yes (n=55)	86.7	96.7	91.7
no (n=5)	13.3	3.3	8.3
Total (n=60)	100	100	100
School has CGE			
yes (n=50)	66.7	100	83.3
no (n=4)	13.3	0	6.7
missing (n=6)	20	0	10
Total (n=60)	100	100	100

Table 10 A & B. Teacher profile - gender and age

Percent distribution of teachers by gender and age, according to type of school (unweighted). School Feeding Midterm Survey, Guinea-Bissau, 2018

	type of school		
	NOT WFP	WFP	Total
	percentage	percentage	percentage
Gender of teachers			
male (n=373)	60.7	65.5	63.3
female (n=203)	38.6	31.1	34.5
missing (n=13)	0.7	3.4	2.2
Total (n=589)	100	100	100
age of teachers			
Younger than 30 (n=115)	19.9	19.3	19.5

30-49 (n=340)	59.6	56.2	57.7
50 or older (n=125)	20.2	22	21.2
missing (n=9)	0.4	2.5	1.5
Total (n=589)	100	100	100

Percent distribution of teachers by gender and age, according to school level (unweighted). School Feeding Midterm Survey, Guinea-Bissau, 2018

	grade		
	4 grade or lower	5 grade or higher	Total
	percentage	percentage	percentage
Gender of teachers			
male (n=373)	58.4	65.8	63.3
female (n=203)	40.1	31.6	34.5
missing (n=13)	1.5	2.6	2.2
Total (n=589)	100	100	100
age of teachers			
Younger than 30 (n=115)	20.3	19.1	19.5
30-49 (n=340)	62.9	55.1	57.7
50 or older (n=125)	15.7	24	21.2
missing (n=9)	1	1.8	1.5
Total (n=589)	100	100	100

Table 11 A & B. Teacher profile - function and qualification

Percent distribution of teachers by function, education qualifications, years of service (mean), and full- or part-time status, according to type of school (unweighted). School Feeding Midterm Survey, Guinea-Bissau, 2018

	type of school		
	NOT WFP	WFP	Total
	percentage	percentage	percentage
Function			
Principal (n=59)	11.2	9	10
Deputy Director (n=47)	7.5	8.4	8
Permanent teacher (n=296)	50.2	50.3	50.3

Hired teacher (n=170)	30.3	27.6	28.9
volunteer teacher (n=2)	0.4	0.3	0.3
other (n=12)	0	3.7	2
missing (n=3)	0.4	0.6	0.5
Total (n=589)	100	100	100
qualification			
Grade 9 or less (n=63)	8.2	12.7	10.7
Secundady (n=234)	40.8	38.8	39.7
Post secondary (n=290)	50.9	47.8	49.2
missing (n=2)	0	0.6	0.3
Total (n=589)	100	100	100
Full or part-time			
(n=1)	0	0.3	0.2
full time (n=393)	68.2	65.5	66.7
part time (n=172)	26.6	31.4	29.2
missing (n=23)	5.2	2.8	3.9
Total (n=589)	100	100	100

type of school	Mean
	years of service
NOT WFP	8
WFP	10.1
Total	9.2

Percent distribution of teachers by function, education qualifications, years of service (mean), and full- or part-time status, according to school level (unweighted). School Feeding Midterm Survey, Guinea-Bissau, 2018

Function	grade		
	4 grade or lower	5 grade or higher	Total
	percentage	percentage	percentage
Principal (n=59)	31.1	7	10
Deputy Director (n=47)	18.9	6.4	8
Permanent teacher (n=296)	21.6	54.4	50.3
Hired teacher (n=170)	24.3	29.5	28.9

volunteer teacher (n=2)	1.4	0.2	0.3
other (n=12)	0	2.3	2
missing (n=3)	2.7	0.2	0.5
Total (n=589)	100	100	100
qualification			
Grade 9 or less (n=63)	28.4	8.2	10.7
Secundady (n=234)	41.9	39.4	39.7
Post secondary (n=290)	28.4	52.2	49.2
missing (n=2)	1.4	0.2	0.3
Total (n=589)	100	100	100
Full or part-time			
(n=1)	0	0.2	0.2
full time (n=393)	66.2	66.8	66.7
part time (n=172)	29.7	29.1	29.2
missing (n=23)	4.1	3.9	3.9
Total (n=589)	100	100	100

grade	Mean
	years of service
4 grade or lower (n=197)	10
5 grade or higher (n=392)	8.7
Total (n=589)	9.2

Table 12. School SFP storage

Percent distribution of WFP-supported schools by SFP food storage location, storage off the ground, persons involved with SFP (median), food preparation location, and whether school uses energy efficient stoves (unweighted. School Feeding Midterm Survey, Guinea-Bissau, 2018

Food storage location	percentage
Storage (n=26)	86.7
teacher´s room (n=1)	3.3
Other (n=2)	6.7
missing (n=1)	3.3
Total (n=30)	100
Food stored on palette	percentage
yes (n=30)	100

Total (n=30)	100
Food prep location	percentage
Kitchen (n=27)	90
Open Space (n=3)	10
Total (n=30)	100
School uses energy efficient stove	percentage
yes (n=24)	80
no (n=5)	16.7
missing (n=1)	3.3
Total (n=30)	100

Table 13. School SFP CGE

Percent distribution of WFP-supported schools by level of CGE participation in SFP, whether CGE members had received SFP training from WFP (according to school director), and median number of years schools have had SFP (unweighted). School Feeding Midterm Survey, Guinea-Bissau, 2018

CGE Participation	percentage
CGE helps download and storage of food (n=6)	20
CGE supervise regularly the performance of the cooker (n=3)	10
all the activities (n=21)	70
Total (n=30)	100
CGE member recieved training from WFP	percentage
yes (n=19)	63.3
no (n=11)	36.7
Total (n=30)	100
Current teacher recieving training from WFP	percentage
none (n=4)	13.3
one (n=14)	46
more than one (n=12)	40
Total (n=30)	100

Table 14. SFP communication and non-food contributions

Percent distribution of WFP-supported schools by level of CGE participation in SFP, whether CGE members had received SFP training from WFP (according to school director), and median number of years schools have had SFP (unweighted). School Feeding Midterm Survey, Guinea-Bissau, 2018

Sources of Info About SFP	
none	percentage
no (n=29)	96.7
yes (n=1)	3.3
Total (n=30)	100
Regular meetings with the CGE	percentage
no (n=11)	36.7
yes (n=19)	63.3
Total (n=30)	100
Regular with the school management	percentage
no (n=15)	50
yes (n=15)	50
Total (n=30)	100
Box of suggestions	percentage
no (n=30)	100
Total (n=30)	100
support number	percentage
no (n=30)	100
Total (n=30)	100
verbal informal communication	percentage
no (n=29)	96.7
yes (n=1)	3.3
Total (n=30)	100
teachers	percentage
no (n=26)	86.7
yes (n=4)	13.3
Total (n=30)	100
does not know	percentage
no (n=30)	100
Total (n=30)	100

other	percentage
no (n=30)	100
Total (n=30)	100

Nonfood items contributed	
water	percentage
(n=3)	10
yes (n=26)	86.7
no (n=1)	3.3
Total (n=30)	100
wood	percentage
Missing n=1)	3.3
yes (n=28)	93.3
no (n=1)	3.3
Total (n=30)	100
Kitchen supplies	percentage
Missing (n=1)	3.3
yes (n=29)	96.7
Total (n=30)	100
Cleaning supplies	percentage
Missing (n=3)	10
yes (n=27)	90
Total (n=30)	100
plates and cutlery	percentage
Missing (n=2)	6.7
yes (n=28)	93.3
Total (n=30)	100
Subsidy for the cooker	percentage
Missing n=1)	3.3
yes (n=19)	63.3
no (n=10)	33.3
Total (n=30)	100
Subsidy for the stockist	percentage
Missing (n=5)	16.7
yes (n=10)	33.3

no (n=15)	50
Total (n=30)	100
other	percentage
Missing (n=27)	90
yes (n=1)	3.3
no (n=2)	6.7
Total (n=30)	100

Table 15. Student Attendance OCT - JAN

Attendance rate among all Grade 4 students (from surveyed schools) by month, according to gender, type of school, and region (unweighted). School Feeding Midterm Survey, Guinea-Bissau, 2018

OCT 17			
	Type		
gender	NOT WFP	WFP	Total
	percentage	percentage	Percentage
male (n=149)	0.613	0.633	0.625
female (n=185)	0.636	0.708	0.684
missing (n=4)		1	1
Total (n=338)	0.625	0.681	0.662
NOV-17			
	Estado		
gender	NOT WFP	WFP	Total
	percentage	percentage	percentage
male (n=149)	0.917	0.858	0.88
female (n=185)	0.87	0.886	0.881
missing (n=4)		1	1
Total (n=338)	0.892	0.876	0.882
DEC 17			
	Type		
gender	NOT WFP	WFP	Total
	percentage	percentage	percentage
male (n=149)	0.857	0.906	0.887
female (n=185)	0.849	0.868	0.861
missing (n=4)		0.8	0.8

Total (n=338)	0.853	0.882	0.872
JAN-17			
	Type		
gender	NOT WFP	WFP	Total
	percentage	percentage	percentage
male (n=149)	0.916	0.84	0.869
female (n=185)	0.891	0.829	0.849
missing (n=4)		0.85	0.85
Total (n=338)	0.903	0.834	0.858

Table 16. Student Attendance FEB - MAY

Attendance rate among all Grade 4 students (from surveyed schools) by month, according to gender, type of school, and region (unweighted). School Feeding Baseline Survey, Guinea-Bissau, 2018

FEB 18			
	Type		
gender	NOT WFP	WFP	Total
	percentage	percentage	percentage
male (n=149)	0.978	0.888	0.922
female (n=185)	0.972	0.899	0.923
missing (n=4)		1	1
Total (n=338)	0.975	0.896	0.923
MAR 18			
	Type		
gender	NOT WFP	WFP	Total
	percentage	percentage	percentage
male (n=149)	0.914	0.772	0.825
female (n=185)	0.901	0.852	0.868
missing (n=4)		1	1
Total (n=338)	0.907	0.821	0.851
APR 18			
	Type		
gender	NOT WFP	WFP	Total
	percentage	percentage	percentage
male (n=149)	0.845	0.943	0.906
female (n=185)	0.805	0.864	0.845
missing (n=4)		0.706	0.706
Total (n=338)	0.824	0.894	0.87

MAY 18			
	Type		
gender	NOT WFP	WFP	Total
	percentage	percentage	percentage
male (n=149)	0.961	0.888	0.915
female (n=185)	0.92	0.904	0.909
missing (n=4)		1	1
Total (n=338)	0.939	0.899	0.913

Table 17. Enrollment change (2018 / 2017)

Median enrolment for all applicable school levels and change between 2018 and 2017, according to school year and gender (unweighted). School Feeding Baseline Survey, Guinea-Bissau, 2018

Grade	Total (Change in enrollment)			
	Boys		Girls	
	Ratio	#	Ratio	#
Kinder				
1	0.98	57	1.009	57
2	1.009	58	1.027	58
3	1	55	1.022	56
4	1.001	52	1.0098	54
5	1	35	1	35
6	0.9819	35	0.9889	34

Grade	WFP (Change in enrollment)			
	Boys		Girls	
	Ratio	#	Ratio	#
Kinder				
1	0.988	30	1	
2	1.0006	30	0.9862	
3	1	30	1	
4	1.002	29	0.997	
5	1	24	1	
6	0.9736	24	1.0068	

Grade	Non-WFP (Change in enrollment)			
	Boys		Girls	
	Ratio	#	Ratio	#
Kinder				
1	0.9902	27	1.032	28
2	1.019	28	1.0561	28
3	1	25	1.05	26
4	1	23	1.013	25
5	1	11	1	11
6	1	11	1	11

Table 18. Student sex by type of school and region Percent distribution of students by gender, according to type of school and region (unweighted). School Feeding Midterm Survey, Guinea-Bissau, 2018.

type of school	Mean	
	male	female
NOT WFP (n=30)	0.528	0.472
WFP (n=30)	0.516	0.484
Total (n=60)	0.522	0.478
Region	Mean	
	male	female
Bafata (n=16)	0.503	0.497
Biombo (n=4)	0.514	0.486
Cacheu (n=10)	0.53	0.47
Gabu (n=10)	0.513	0.487
Oio (n=14)	0.553	0.447
Quinara (n=6)	0.507	0.493
Total (n=60)	0.522	0.478

Table 19. Students by household wealth

Percent distribution of students by wealth index, according to gender and type of school (unweighted). School Feeding Midterm Survey, Guinea-Bissau, 2018.

	Wealth					
	poorest	Second	Middle	Fourth	Richest	Total
	Percent age	Percent age	Percent age	Percent age	Percent age	Percent age
type of school						
NOT WFP (n=330)	19.4	22.7	24.2	13.6	20	100
WFP (n=320)	20.9	17.8	25	16.3	20	100
Total (n=650)	20.2	20.3	24.6	14.9	20	100
sex						
Female (n=283)	15.9	21.2	26.1	16.6	20.1	100
Male (n=269)	23.8	20.4	19.7	13.8	22.3	100
Missing (n=98)	22.4	17.3	33.7	13.3	13.3	100
Total (n=650)	20.2	20.3	24.6	14.9	20	100

grade						
4 grade or lower (n=122)	15.6	9.8	24.6	20.5	29.5	100
5 grade or higher (n=528)	21.2	22.7	24.6	13.6	17.8	100
Total (n=650)	20.2	20.3	24.6	14.9	20	100

Table 20. Ate meal at school and normal source Percentage of students who ate a meal at school the previous day and the normal source of meal while at school, according to type of school, gender, region, and wealth quintiles (unweighted). School Feeding Midterm Survey, Guinea-Bissau, 2018.

	ate meal at school			Total
	yes	no	missing	
	Percentage	Percentage	Percentage	Percentage
type of school				
NOT WFP (n=330)	7.3	98.3	58.3	50.8
WFP (n=320)	92.7	1.7	41.7	49.2
Total (n=650)	100	100	100	100
sex				
Female (n=283)	50.2	37	33.3	43.5
Male (n=269)	45	36.4	54.2	41.4
Missing (n=98)	4.9	26.6	12.5	15.1
Total (n=650)	100	100	100	100
Region				
Bafata (n=172)	27.1	25.9	25	26.5
Biombo (n=44)	6.4	7.4	4.2	6.8
Cacheu (n=110)	16.4	18.2	8.3	16.9
Gabu (n=110)	16.7	17.5	12.5	16.9
Oio (n=150)	22.5	24.6	12.5	23.1
Quinara (n=64)	10.9	6.4	37.5	9.8
Total (n=650)	100	100	100	100
grade				
4 grade or lower (n=122)	16.1	22.2	12.5	18.8
5 grade or higher (n=528)	83.9	77.8	87.5	81.2
Total (n=650)	100	100	100	100

Wealth				
poorest (n=131)	20.4	20.2	16.7	20.2
Second (n=132)	16.1	24.9	20.8	20.3
Middle (n=160)	27.4	21.9	20.8	24.6
Fourth (n=97)	15.5	13.5	25	14.9
Richest (n=130)	20.7	19.5	16.7	20
Total (n=650)	100	100	100	100

	source of meal						
	Provide by school	Brought from home	Bought at school	Home for lunch	other	missing	Total
	Percentage	Percentage	Percentage	Percentage	Percentage	Percentage	Percentage
type of school							
NOT WFP (n=330)	3	25.2	27.9	7.3	7.3	29.4	100
WFP (n=320)	92.5	1.3	1.9	0.9	0	3.4	100
Total (n=650)	47.1	13.4	15.1	4.2	3.7	16.6	100
sex							
Female (n=283)	54.4	8.8	9.5	4.9	3.5	18.7	100
Male (n=269)	50.6	7.8	14.5	4.8	4.5	17.8	100
Missing (n=98)	16.3	41.8	32.7	0	2	7.1	100
Total (n=650)	47.1	13.4	15.1	4.2	3.7	16.6	100
Region							
Bafata (n=172)	47.1	5.8	33.1	9.3	0	4.7	100
Biombo (n=44)	36.4	47.7	4.5	0	0	11.4	100
Cacheu (n=110)	50	0	0.9	0.9	0.9	47.3	100
Gabu (n=110)	42.7	39.1	12.7	0.9	2.7	1.8	100
Oio (n=150)	50	8	13.3	2	13.3	13.3	100
Quinara (n=64)	50	1.6	6.3	9.4	0	32.8	100
Total (n=650)	47.1	13.4	15.1	4.2	3.7	16.6	100

grade							
4 grade or lower (n=122)	40.2	26.2	12.3	0.8	0	20.5	100
5 grade or higher (n=528)	48.7	10.4	15.7	4.9	4.5	15.7	100
Total (n=650)	47.1	13.4	15.1	4.2	3.7	16.6	100
Wealth							
poorest (n=131)	51.1	12.2	15.3	3.1	3.8	14.5	100
Second (n=132)	40.9	11.4	15.9	1.5	8.3	22	100
Middle (n=160)	47.5	16.3	14.4	6.9	1.9	13.1	100
Fourth (n=97)	45.4	13.4	15.5	5.2	4.1	16.5	100
Richest (n=130)	50	13.1	14.6	3.8	0.8	17.7	100
Total (n=650)	47.1	13.4	15.1	4.2	3.7	16.6	100

Table 21. Quantity and quality of meals

Percentage of students at WFP-supported schools who reported on the quantity and quality of meals provided and whether they had ever experienced any corruption related to school meals, according to gender, region, and wealth quintiles (unweighted). School Feeding Midterm Survey, Guinea-Bissau, 2018.

	Quantity of Meal					
	Insufficient	Acceptable	Enough	Very good	Missing	Total
	Percentage	Percentage	Percentage	Percentage	Percentage	Percentage
sex						
Female (n=149)	4	12.8	51.7	28.2	3.4	100
Male (n=131)	2.3	15.3	55	25.2	2.3	100
Missing (n=16)	0	12.5	75	12.5	0	100
Total (n=296)	3	13.9	54.4	26	2.7	100
Region						
Bafata (n=81)	0	8.6	12.3	70.4	8.6	100
Biombo (n=16)	0	31.3	37.5	31.3	0	100
Cacheu (n=45)	2.2	33.3	64.4	0	0	100
Gabu (n=47)	0	10.6	59.6	27.7	2.1	100
Oio (n=75)	10.7	1.3	86.7	1.3	0	100
Quinara (n=32)	0	25	71.9	3.1	0	100
Total (n=296)	3	13.9	54.4	26	2.7	100
Wealth						
poorest (n=66)	6.1	12.1	68.2	12.1	1.5	100
Second (n=53)	3.8	9.4	69.8	17	0	100

Middle (n=74)	1.4	17.6	44.6	33.8	2.7	100
Fourth (n=43)	4.7	16.3	37.2	37.2	4.7	100
Richest (n=60)	0	13.3	50	31.7	5	100
Total (n=296)	3	13.9	54.4	26	2.7	100

	Quality of Meal						
	bad	Reasonable	Good	Very Good	Excellent	Missing	Total
	Percentage	Percentage	Percentage	Percentage	Percentage	Percentage	Percentage
sex							
Female (n=149)	0.7	8.1	59.7	28.2	0	3.4	100
Male (n=131)	1.5	10.7	54.2	28.2	1.5	3.8	100
Missing (n=16)	0	6.3	93.8	0	0	0	100
Total (n=296)	1	9.1	59.1	26.7	0.7	3.4	100
Region							
Bafata (n=81)	2.5	7.4	7.4	70.4	2.5	9.9	100
Biombo (n=16)	0	25	37.5	37.5	0	0	100
Cacheu (n=45)	0	13.3	84.4	2.2	0	0	100
Gabu (n=47)	0	10.6	76.6	10.6	0	2.1	100
Oio (n=75)	1.3	5.3	93.3	0	0	0	100
Quinara (n=32)	0	6.3	59.4	31.3	0	3.1	100
Total (n=296)	1	9.1	59.1	26.7	0.7	3.4	100

Wealth							
poorest (n=66)	0	7.6	78.8	10.6	0	3	100
Second (n=53)	1.9	9.4	64.2	22.6	0	1.9	100
Middle (n=74)	0	5.4	52.7	39.2	1.4	1.4	100
Fourth (n=43)	0	9.3	46.5	39.5	0	4.7	100
Richest (n=60)	3.3	15	50	23.3	1.7	6.7	100
Total (n=296)	1	9.1	59.1	26.7	0.7	3.4	100

	Experienced Corruption			
	yes	no	Missing	Total
	Percentage	Percentage	Percentage	Percentage
sex				
Female (n=149)	2.7	83.9	13.4	100
Male (n=131)	1.5	87	11.5	100
Missing (n=16)	0	100	0	100
Total (n=296)	2	86.1	11.8	100
Region				
Bafata (n=81)	2.5	61.7	35.8	100
Biombo (n=16)	0	93.8	6.3	100
Cacheu (n=45)	2.2	95.6	2.2	100
Gabu (n=47)	2.1	95.7	2.1	100
Oio (n=75)	2.7	94.7	2.7	100
Quinara (n=32)	0	96.9	3.1	100
Total (n=296)	2	86.1	11.8	100
Wealth				
poorest (n=66)	1.5	92.4	6.1	100
Second (n=53)	3.8	81.1	15.1	100
Middle (n=74)	4.1	89.2	6.8	100
Fourth (n=43)	0	81.4	18.6	100
Richest (n=60)	0	83.3	16.7	100
Total (n=296)	2	86.1	11.8	100

Table 22. Take-home rations

Percentage of students at WFP-supported schools who reported having received a take home ration (THR) of rice at some point during the school year, according to gender, region, and wealth quintiles). School Feeding Midterm Survey, Guinea-Bissau, 2018.

take home rations Males				
Region	yes	no	Missing	Total
	Percentage	Percentage	Percentage	Percentage
Bafata (n=39)	7.7	41	51.3	100
Biombo (n=8)	0	87.5	12.5	100
Cacheu (n=21)	0	100	0	100
Gabu (n=12)	8.3	83.3	8.3	100
Oio (n=37)	8.1	83.8	8.1	100
Quinara (n=14)	21.4	64.3	14.3	100
Total (n=131)	7.6	71.8	20.6	100
take home rations Females				
Region	yes	no	Missing	Total
	Percentage	Percentage	Percentage	Percentage
Bafata (n=42)	23.8	23.8	52.4	100
Biombo (n=8)	87.5	0	12.5	100
Cacheu (n=24)	87.5	12.5	0	100
Gabu (n=21)	71.4	23.8	4.8	100
Oio (n=38)	76.3	10.5	13.2	100
Quinara (n=16)	50	50	0	100
Total (n=149)	60.4	20.1	19.5	100

take home rations Males				
Wealth	yes	no	Missing	Total
	Percentage	Percentage	Percentage	Percentage
poorest (n=34)	8.8	82.4	8.8	100
Second (n=21)	4.8	71.4	23.8	100
Middle (n=27)	11.1	74.1	14.8	100
Fourth (n=17)	5.9	47.1	47.1	100
Richest (n=32)	6.3	71.9	21.9	100
Total (n=131)	7.6	71.8	20.6	100
take home rations Females				

Wealth	yes	no	Missing	Total
	Percentage	Percentage	Percentage	Percentage
poorest (n=29)	65.5	20.7	13.8	100
Second (n=28)	50	28.6	21.4	100
Middle (n=40)	65	17.5	17.5	100
Fourth (n=26)	61.5	11.5	26.9	100
Richest (n=26)	57.7	23.1	19.2	100
Total (n=149)	60.4	20.1	19.5	100

Table 23. Behavior if no meals provided

Percentage of students at WFP-supported schools who reported returning home early if no school meal was provided and not attending school if they knew a meal would not be provided, according to gender, region, and wealth quintiles (unweighted). School Feeding Midterm Survey, Guinea-Bissau, 2018.

	Return early if no meal provided			
	yes	no	Missing	Total
	Percentage	Percentage	Percentage	Percentage
sex				
Female (n=149)	6.7	80.5	12.8	100
Male (n=131)	7.6	85.5	6.9	100
Missing (n=16)	18.8	81.3	0	100
Total (n=296)	7.8	82.8	9.5	100
Region				
Bafata (n=81)	13.6	58	28.4	100
Biombo (n=16)	0	93.8	6.3	100
Cacheu (n=45)	4.4	95.6	0	100
Gabu (n=47)	14.9	83	2.1	100
Oio (n=75)	4	93.3	2.7	100
Quinara (n=32)	0	96.9	3.1	100
Total (n=296)	7.8	82.8	9.5	100
Wealth				
poorest (n=66)	6.1	87.9	6.1	100
Second (n=53)	13.2	81.1	5.7	100
Middle (n=74)	9.5	78.4	12.2	100
Fourth (n=43)	2.3	83.7	14	100
Richest (n=60)	6.7	83.3	10	100

Total (n=296)	7.8	82.8	9.5	100
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	Attend if no meal provided			
	yes	no	Missing	Total
	Percentage	Percentage	Percentage	Percentage
sex				
Female (n=149)	79.9	12.1	8.1	100
Male (n=131)	82.4	7.6	9.9	100
Missing (n=16)	100	0	0	100
Total (n=296)	82.1	9.5	8.4	100
Region				
Bafata (n=81)	74.1	2.5	23.5	100
Biombo (n=16)	6.3	75	18.8	100
Cacheu (n=45)	95.6	4.4	0	100
Gabu (n=47)	95.7	2.1	2.1	100
Oio (n=75)	88	10.7	1.3	100
Quinara (n=32)	87.5	9.4	3.1	100
Total (n=296)	82.1	9.5	8.4	100
Wealth				
poorest (n=66)	95.5	1.5	3	100
Second (n=53)	88.7	7.5	3.8	100
Middle (n=74)	70.3	18.9	10.8	100
Fourth (n=43)	74.4	16.3	9.3	100
Richest (n=60)	81.7	3.3	15	100
Total (n=296)	82.1	9.5	8.4	100

Table 24. Ate meal before and after school Percentage of students who reported eating a meal before going to school and after returning from school (and before bed) the previous day, according to type of school, gender, region, and wealth quintiles (unweighted). School Feeding Midterm Survey, Guinea-Bissau, 2018.

	Ate meal before going to school			
	yes	no	Missing	Total
	Percentage	Percentage	Percentage	Percentage
type of school				

NOT WFP (n=330)	69.1	25.5	5.5	100
WFP (n=320)	76.3	12.5	11.3	100
Total (n=650)	72.6	19.1	8.3	100
sex				
Female (n=283)	76.3	12.7	11	100
Male (n=269)	80.3	11.5	8.2	100
Missing (n=98)	40.8	58.2	1	100
Total (n=650)	72.6	19.1	8.3	100
Region				
Bafata (n=172)	77.9	1.7	20.3	100
Biombo (n=44)	88.6	2.3	9.1	100
Cacheu (n=110)	66.4	33.6	0	100
Gabu (n=110)	49.1	49.1	1.8	100
Oio (n=150)	80	19.3	0.7	100
Quinara (n=64)	81.3	0	18.8	100
Total (n=650)	72.6	19.1	8.3	100
Wealth				
poorest (n=131)	66.4	29	4.6	100
Second (n=132)	70.5	22.7	6.8	100
Middle (n=160)	70.6	18.8	10.6	100
Fourth (n=97)	81.4	9.3	9.3	100
Richest (n=130)	76.9	13.1	10	100
Total (n=650)	72.6	19.1	8.3	100

	Ate meal after going to school			
	yes	no	Missing	Total
	Percentage	Percentage	Percentage	Percentage
type of school				
NOT WFP (n=330)	93.6	0.6	5.8	100
WFP (n=320)	86.6	1.6	11.9	100
Total (n=650)	90.2	1.1	8.8	100
sex				
Female (n=283)	87.6	0.7	11.7	100
Male (n=269)	90.7	0.7	8.6	100
Missing (n=98)	95.9	3.1	1	100

Total (n=650)	90.2	1.1	8.8	100
Region				
Bafata (n=172)	77.9	0	22.1	100
Biombo (n=44)	90.9	0	9.1	100
Cacheu (n=110)	100	0	0	100
Gabu (n=110)	96.4	1.8	1.8	100
Oio (n=150)	96.7	2.7	0.7	100
Quinara (n=64)	79.7	1.6	18.8	100
Total (n=650)	90.2	1.1	8.8	100
Wealth				
poorest (n=131)	93.9	1.5	4.6	100
Second (n=132)	92.4	0.8	6.8	100
Middle (n=160)	87.5	1.9	10.6	100
Fourth (n=97)	89.7	0	10.3	100
Richest (n=130)	87.7	0.8	11.5	100
Total (n=650)	90.2	1.1	8.8	100

Table 25. Time to travel to school

Mean time (in minutes) for students to travel to school and primary mode of transportation to school, according to type of school, gender, region, and wealth quintiles (unweighted. School Feeding Midterm Survey, Guinea-Bissau, 2018.

type of school	Mean
	travel time minutes
NOT WFP (n=330)	12.65
WFP (n=320)	9.91
Total (n=650)	11.29
sex	Mean
	travel time minutes
Female (n=283)	11.07
Male (n=269)	11.53
Missing (n=98)	11.3
Total (n=650)	11.29
Region	Mean
	travel time minutes
Bafata (n=172)	6.61
Biombo (n=44)	15.34
Cacheu (n=110)	17.48
Gabu (n=110)	14.18
Oio (n=150)	10.15
Quinara (n=64)	8.02
Total (n=650)	11.29
Wealth	Mean
	travel time minutes
poorest (n=131)	9.19
Second (n=132)	11.76
Middle (n=160)	10.45
Fourth (n=97)	12.46
Richest (n=130)	13.12
Total (n=650)	11.29

	Mode of transportation
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	Waking	other	missing	Total
	Percentage	Percentage	Percentage	Percentage
type of school				
NOT WFP (n=330)	93.9	4.5	1.5	100
WFP (n=320)	96.9	2.8	0.3	100
Total (n=650)	95.4	3.7	0.9	100
sex				
Female (n=283)	94.3	4.6	1.1	100
Male (n=269)	96.3	3	0.7	100
Missing (n=98)	95.9	3.1	1	100
Total (n=650)	95.4	3.7	0.9	100
Region				
Bafata (n=172)	97.1	1.7	1.2	100
Biombo (n=44)	90.9	9.1	0	100
Cacheu (n=110)	94.5	5.5	0	100
Gabu (n=110)	95.5	3.6	0.9	100
Oio (n=150)	95.3	4	0.7	100
Quinara (n=64)	95.3	1.6	3.1	100
Total (n=650)	95.4	3.7	0.9	100
Wealth				
poorest (n=131)	97.7	1.5	0.8	100
Second (n=132)	99.2	0	0.8	100
Middle (n=160)	95.6	3.1	1.3	100
Fourth (n=97)	93.8	4.1	2.1	100
Richest (n=130)	90	10	0	100
Total (n=650)	95.4	3.7	0.9	100

Table 26. Household characteristics Percent distribution of households by selected characteristics (unweighted). School Feeding Midterm Survey, Guinea-Bissau, 2018.

	Estado		
	NOT WFP	WFP	Total
	Percentag e	Percentag e	Percentag e
Respondent relationship with the student			

Father (n=370)	58.1	55.8	56.9
Mother (n=98)	13.8	16.4	15.1
guardian (n=105)	14.1	18.2	16.2
Grandfather/mother (n=30)	6.3	3	4.6
other (n=37)	5	6.4	5.7
Missing (n=10)	2.8	0.3	1.5
Total (n=650)	100	100	100
Sex of the household head			
male (n=437)	64.1	70.3	67.2
female (n=156)	24.7	23.3	24
missing (n=57)	11.3	6.4	8.8
Total (n=650)	100	100	100
Marital Status of house hold head			
Married (monogamous) (n=82)	15.3	10	12.6
Married (polygamous) (n=435)	61.3	72.4	66.9
Widow (n=28)	5	3.6	4.3
Separated/Divorced (n=4)	0.6	0.6	0.6
Single, never married (n=23)	4.7	2.4	3.5
missing (n=78)	13.1	10.9	12
Total (n=650)	100	100	100
Ethnicity of household head			
Fula (n=194)	33.1	26.7	29.8
Mandinga (n=106)	14.1	18.5	16.3
Balanta (n=160)	27.2	22.1	24.6
Manjaco (n=49)	7.2	7.9	7.5
Pepel (n=39)	2.2	9.7	6
other (n=65)	9.1	10.9	10
Missing (n=37)	7.2	4.2	5.7
Total (n=650)	100	100	100

Table 27. Household population by gender and age

Percent distribution of household members according to age, sex, and type of school (unweighted). School Feeding Midterm Survey, Guinea-Bissau, 2018.

	WFP
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	Male	Female
	percentage	percentage
Age		
0-4	8.0%	8.4%
5-17	19.4%	17.4%
18-65	20.4%	22.3%
>65	1.1%	1.9%
	NOT WFP	
	Male	Female
	percentage	percentage
Age		
0-4	8.4%	8.1%
5-17	22.2%	18.3%
18-65	18.9%	21.4%
>65	0.8%	1.6%
	TOTAL	
	Male	Female
	percentage	percentage
Age		
0-4	8.6%	8.2%
5-17	20.8%	17.8%
18-65	19.7%	21.9%
>65	0.9%	1.7%

Table 28. Household wealth quintiles

Mean wealth score and percent distribution of households by wealth quintiles, according to selected background characteristics (unweighted). School Feeding Midterm Survey, Guinea-Bissau, 2018.

	Wealth					
	poorest	Second	Middle	Fourth	Riches	Total
	percentage	percentage	percentage	percentage	percentage	percentage
Respondent relationship with the student						
Father (n=370)	20.8	18.6	25.7	16.2	18.6	100
Mother (n=98)	22.4	24.5	23.5	12.2	17.3	100

guardian (n=105)	19	19	20	15.2	26.7	100
Grandfather/mother (n=30)	20	36.7	16.7	3.3	23.3	100
other (n=37)	13.5	16.2	35.1	18.9	16.2	100
Missing (n=10)	10	20	30	10	30	100
Total (n=650)	20.2	20.3	24.6	14.9	20	100
Sex of the household head						
male (n=437)	20.8	20.6	24.9	15.8	17.8	100
female (n=156)	19.9	20.5	24.4	11.5	23.7	100
missing (n=57)	15.8	17.5	22.8	17.5	26.3	100
Total (n=650)	20.2	20.3	24.6	14.9	20	100
Marital Status of household head						
Married (monogamous) (n=82)	17.1	26.8	28	15.9	12.2	100
Married (polygamous) (n=435)	20.9	20.9	23.7	13.6	20.9	100
Widow (n=28)	17.9	14.3	28.6	21.4	17.9	100
Separated/Divorced (n=4)	0	0	50	50	0	100
Single, never married (n=23)	21.7	26.1	17.4	21.7	13	100
missing (n=78)	20.5	11.5	25.6	15.4	26.9	100
Total (n=650)	20.2	20.3	24.6	14.9	20	100
Ethnicity of household head						
Fula (n=194)	16.5	16	26.3	17	24.2	100
Mandinga (n=106)	18.9	24.5	24.5	17	15.1	100
Balanta (n=160)	30	31.9	21.3	9.4	7.5	100
Manjaco (n=49)	16.3	6.1	10.2	16.3	51	100
Pepel (n=39)	2.6	12.8	30.8	28.2	25.6	100
other (n=65)	21.5	15.4	29.2	10.8	23.1	100
Missing (n=37)	21.6	16.2	35.1	13.5	13.5	100
Total (n=650)	20.2	20.3	24.6	14.9	20	100
Region						
Bafata (n=172)	15.1	15.7	25.6	18	25.6	100
Biombo (n=44)	0	2.3	22.7	29.5	45.5	100
Cacheu (n=110)	22.7	19.1	12.7	12.7	32.7	100

Gabu (n=110)	21.8	12.7	34.5	15.5	15.5	100
Oio (n=150)	26.7	36	19.3	10.7	7.3	100
Quinara (n=64)	25	23.4	39.1	9.4	3.1	100
Total (n=650)	20.2	20.3	24.6	14.9	20	100

Table 29. Mean household size and occupancy

Mean household size and percent distribution of households by dwelling ownership pattern, according to various background characteristics (unweighted). School Feeding Midterm Survey, Guinea-Bissau, 2018.

Estado	Mean
	house hold size
NOT WFP (n=320)	12.069
WFP (n=330)	12.082
Total (n=650)	12.076
Sex of the household head	Mean
	house hold size
male (n=437)	12.213
female (n=156)	11.477
missing (n=57)	12.649
Total (n=650)	12.076
Ethnicity of household head	Mean
	house
Fula (n=194)	9.969
Mandinga (n=106)	11.679
Balanta (n=160)	13.333
Manjaco (n=49)	15.469
Pepel (n=39)	13.026
other (n=65)	12.446
Missing (n=37)	12.703
Total (n=650)	12.076
Region	Mean
	house hold size
Bafata (n=172)	11.503
Biombo (n=44)	13.114
Cacheu (n=110)	17.455

Gabu (n=110)	6.845
Oio (n=150)	11.96
Quinara (n=64)	12.906
Total (n=650)	12.076
Wealth	Mean
	house hold size
poorest (n=131)	11.931
Second (n=132)	12.091
Middle (n=160)	10.969
Fourth (n=97)	13.186
Richest (n=130)	12.731
Total (n=650)	12.076

Table 30. Household walls

Percent distribution of households by type of walls, according to various background characteristics (unweighted). School Feeding Midterm Survey, Guinea-Bissau, 2018.

	Walls							
	Adobe, not covered	Taip a	Cement Block	Adobe reinforced	Adobe covered	other	Missing	Total
	percentage	percentage	percentage	percentage	percentage	percentage	percentage	percentage
Estado								
NOT WFP (n=320)	27.5	6.3	3.4	5.9	52.2	4.1	0.6	100
WFP (n=330)	34.8	8.8	3.9	4.5	45.8	2.1	0	100
Total (n=650)	31.2	7.5	3.7	5.2	48.9	3.1	0.3	100
Sex of the household head								
male (n=436)	32.6	8.3	3	4.4	48.2	3.4	0.2	100

female (n=156)	26.9	3.8	6.4	8.3	53.2	1.3	0	100
missing (n=58)	32.8	12.1	1.7	3.4	43.1	5.2	1.7	100
Total (n=650)	31.2	7.5	3.7	5.2	48.9	3.1	0.3	100
Ethnicity of household head								
Fula (n=194)	29.4	1.5	3.1	4.6	59.3	2.1	0	100
Mandinga (n=106)	22.6	1.9	4.7	5.7	62.3	2.8	0	100
Balanta (n=160)	41.9	3.1	0.6	8.8	45	0.6	0	100
Manjaco (n=49)	34.7	14.3	22.4	0	26.5	2	0	100
Pepel (n=39)	10.3	51.3	2.6	2.6	25.6	7.7	0	100
other (n=64)	31.3	10.9	0	0	48.4	9.4	0	100
Missing (n=38)	36.8	13.2	0	10.5	28.9	5.3	5.3	100
Total (n=650)	31.2	7.5	3.7	5.2	48.9	3.1	0.3	100
Region								
Bafata (n=172)	34.9	1.2	4.7	3.5	54.1	1.7	0	100
Biombo (n=43)	0	72.1	0	0	4.7	23.3	0	100
Cacheu (n=110)	43.6	12.7	10.9	2.7	30	0	0	100
Gabu (n=110)	26.4	0.9	2.7	3.6	63.6	2.7	0	100
Oio (n=150)	21.3	0	0.7	10	67.3	0.7	0	100
Quinara (n=44)	65.9	0	0	4.5	25	4.5	0	100
Quinara (n=20)	25	0	0	20	40	5	10	100
Biombo (n=1)	0	100	0	0	0	0	0	100

Total (n=650)	31.2	7.5	3.7	5.2	48.9	3.1	0.3	100
Wealth								
poorest (n=188)	39.9	0.5	0.5	8	49.5	1.6	0	100
Second (n=227)	36.6	5.3	0.9	7	45.8	4	0.4	100
Middle (n=134)	23.1	6.7	6.7	1.5	59	3	0	100
Richest (n=76)	13.2	34.2	14.5	0	34.2	3.9	0	100
missing (n=25)	16	4	4	4	64	4	4	100
Total (n=650)	31.2	7.5	3.7	5.2	48.9	3.1	0.3	100

Table 31. Household roof

Percent distribution of households by type of roof, according to various background characteristics (unweighted).). School Feeding Midterm Survey, Guinea-Bissau, 2018

	roof			
	Straw/Palm leaf	Zinc	Other	Total
	percentage	percentage	percentage	percentage
Estado				
NOT WFP (n=320)	2.8	92.8	4.4	100
WFP (n=330)	6.1	90.6	3.3	100
Total (n=650)	4.5	91.7	3.8	100
Sex of the household head				
male (n=437)	5	91.8	3.2	100
female (n=156)	4.5	90.4	5.1	100
missing (n=57)	0	94.7	5.3	100
Total (n=650)	4.5	91.7	3.8	100

Ethnicity of household head				
Fula (n=194)	1	93.8	5.2	100
Mandinga (n=106)	1.9	97.2	0.9	100
Balanta (n=160)	13.8	83.8	2.5	100
Manjaco (n=49)	2	91.8	6.1	100
Pepel (n=39)	2.6	97.4	0	100
other (n=65)	1.5	92.3	6.2	100
Missing (n=37)	0	91.9	8.1	100
Total (n=650)	4.5	91.7	3.8	100
Region				
Bafata (n=172)	0.6	93.6	5.8	100
Biombo (n=44)	0	100	0	100
Cacheu (n=110)	0.9	98.2	0.9	100
Gabu (n=110)	1.8	94.5	3.6	100
Oio (n=150)	16.7	82.7	0.7	100
Quinara (n=64)	0	85.9	14.1	100
Total (n=650)	4.5	91.7	3.8	100
Wealth				
poorest (n=131)	15.3	80.2	4.6	100
Second (n=132)	3.8	89.4	6.8	100
Middle (n=160)	2.5	94.4	3.1	100
Fourth (n=97)	0	97.9	2.1	100
Richest (n=130)	0	97.7	2.3	100
Total (n=650)	4.5	91.7	3.8	100

Table 32. Household floors

Percent distribution of households by type of floor, according to various background characteristics (unweighted).). School Feeding Midterm Survey, Guinea-Bissau, 2018

	floor				
	Clay	Cement	Other	Missing	Total
	%	%	%	%	%
Estado					
NOT WFP (n=320)	43.8	51.2	1.9	3.1	100
WFP (n=330)	43.3	45.2	4.2	7.3	100

Total (n=650)	43.5	48.2	3.1	5.2	100
Sex of the household head					
male (n=437)	45.3	47.6	2.3	4.8	100
female (n=156)	44.9	45.5	6.4	3.2	100
missing (n=57)	26.3	59.6	0	14	100
Total (n=650)	43.5	48.2	3.1	5.2	100
Ethnicity of household head					
Fula (n=194)	23.7	63.4	2.6	10.3	100
Mandinga (n=106)	43.4	47.2	2.8	6.6	100
Balanta (n=160)	77.5	20	0.6	1.9	100
Manjaco (n=49)	34.7	44.9	18.4	2	100
Pepel (n=39)	33.3	66.7	0	0	100
other (n=65)	36.9	55.4	3.1	4.6	100
Missing (n=37)	35.1	64.9	0	0	100
Total (n=650)	43.5	48.2	3.1	5.2	100
Region					
Bafata (n=172)	25.6	52.3	4.1	18	100
Biombo (n=44)	11.4	88.6	0	0	100
Cacheu (n=110)	56.4	36.4	7.3	0	100
Gabu (n=110)	25.5	72.7	0.9	0.9	100
Oio (n=150)	80	18.7	0.7	0.7	100
Quinara (n=64)	37.5	56.3	4.7	1.6	100
Total (n=650)	43.5	48.2	3.1	5.2	100
Wealth					
poorest (n=131)	90.1	6.1	0.8	3.1	100
Second (n=132)	68.2	28	0	3.8	100
Middle (n=160)	35	60	1.9	3.1	100
Fourth (n=97)	17.5	73.2	2.1	7.2	100
Richest (n=130)	1.5	77.7	10.8	10	100
Total (n=650)	43.5	48.2	3.1	5.2	100

Table 33. Household cooking fuel

Percent distribution of households by main source of cooking fuel, according to various background characteristics (unweighted).). School Feeding Midterm Survey, Guinea-Bissau, 2018

	fuel
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	Firewood	Charcoal	Other	Missing	Total
	%	%	%	%	%
Estado					
NOT WFP (n=320)	77.2	13.4	5.3	4.1	100
WFP (n=330)	76.7	16.7	3.3	3.3	100
Total (n=650)	76.9	15.1	4.3	3.7	100
Sex of the household head					
male (n=437)	80.8	11.9	3.9	3.4	100
female (n=156)	72.4	16	6.4	5.1	100
missing (n=57)	59.6	36.8	1.8	1.8	100
Total (n=650)	76.9	15.1	4.3	3.7	100
Ethnicity of household head					
Fula (n=194)	77.8	12.9	6.7	2.6	100
Mandinga (n=106)	76.4	12.3	5.7	5.7	100
Balanta (n=160)	88.1	6.9	1.9	3.1	100
Manjaco (n=49)	63.3	28.6	4.1	4.1	100
Pepel (n=39)	51.3	41	2.6	5.1	100
other (n=65)	72.3	20	4.6	3.1	100
Missing (n=37)	78.4	16.2	0	5.4	100
Total (n=650)	76.9	15.1	4.3	3.7	100
Region					
Bafata (n=172)	67.4	23.8	2.9	5.8	100
Biombo (n=44)	29.5	63.6	2.3	4.5	100
Cacheu (n=110)	74.5	22.7	0.9	1.8	100
Gabu (n=110)	83.6	1.8	13.6	0.9	100
Oio (n=150)	90	1.3	3.3	5.3	100
Quinara (n=64)	96.9	0	1.6	1.6	100
Total (n=650)	76.9	15.1	4.3	3.7	100
Wealth					
poorest (n=131)	96.9	0	0	3.1	100
Second (n=132)	96.2	0	1.5	2.3	100
Middle (n=160)	85.6	4.4	3.1	6.9	100
Fourth (n=97)	66	24.7	7.2	2.1	100
Richest (n=130)	34.6	51.5	10.8	3.1	100
Total (n=650)	76.9	15.1	4.3	3.7	100

Table 34. Household water sources

Percent distribution of household population by main source of drinking water, according to various background characteristics (unweighted). School Feeding Midterm Survey, Guinea-Bissau, 2018

	Source of Drinking Water			
	Unimproved sources	Improved sources	Missing	Total
	%	%	%	%
Estado				
NOT WFP (n=320)	19.4	80.3	0.3	100
WFP (n=330)	20	78.2	1.8	100
Total (n=650)	19.7	79.2	1.1	100
Sex of the household head				
male (n=437)	18.3	80.8	0.9	100
female (n=156)	25.6	73.7	0.6	100
missing (n=57)	14	82.5	3.5	100
Total (n=650)	19.7	79.2	1.1	100
Ethnicity of household head				
Fula (n=194)	14.9	83	2.1	100
Mandinga (n=106)	16	83	0.9	100
Balanta (n=160)	26.9	73.1	0	100
Manjaco (n=49)	38.8	59.2	2	100
Pepel (n=39)	10.3	87.2	2.6	100
other (n=65)	16.9	83.1	0	100
Missing (n=37)	13.5	86.5	0	100
Total (n=650)	19.7	79.2	1.1	100
Region				
Bafata (n=172)	25.6	71.5	2.9	100
Biombo (n=44)	2.3	97.7	0	100
Cacheu (n=110)	60.9	37.3	1.8	100
Gabu (n=110)	7.3	92.7	0	100
Oio (n=150)	2	98	0	100
Quinara (n=64)	7.8	92.2	0	100
Total (n=650)	19.7	79.2	1.1	100
Wealth				
poorest (n=131)	27.5	71	1.5	100

Second (n=132)	23.5	76.5	0	100
Middle (n=160)	13.8	85	1.3	100
Fourth (n=97)	16.5	81.4	2.1	100
Richest (n=130)	17.7	81.5	0.8	100
Total (n=650)	19.7	79.2	1.1	100

Table 35. Household toilet facilities

Percent distribution of household population by toilet facility, according to various background characteristics (unweighted)). School Feeding Midterm Survey, Guinea-Bissau, 2018

	Main toilet Facility			
	Unimproved sources	Improved sources	Missing	Total
	%	%	%	%
Estado				
NOT WFP (n=320)	71.6	26.3	2.2	100
WFP (n=330)	67.3	30.9	1.8	100
Total (n=650)	69.4	28.6	2	100
Sex of the household head				
male (n=437)	72.1	26.1	1.8	100
female (n=156)	70.5	28.2	1.3	100
missing (n=57)	45.6	49.1	5.3	100
Total (n=650)	69.4	28.6	2	100
Ethnicity of household head				
Fula (n=194)	62.4	34.5	3.1	100
Mandinga (n=106)	73.6	26.4	0	100
Balanta (n=160)	88.1	9.4	2.5	100
Manjaco (n=49)	59.2	36.7	4.1	100
Pepel (n=39)	33.3	64.1	2.6	100
other (n=65)	72.3	27.7	0	100
Missing (n=37)	59.5	40.5	0	100
Total (n=650)	69.4	28.6	2	100
Region				
Bafata (n=172)	54.1	41.9	4.1	100

Biombo (n=44)	2.3	95.5	2.3	100
Cacheu (n=110)	80.9	17.3	1.8	100
Gabu (n=110)	64.5	34.5	0.9	100
Oio (n=150)	94.7	4	1.3	100
Quinara (n=64)	85.9	14.1	0	100
Total (n=650)	69.4	28.6	2	100
Wealth				
poorest (n=131)	98.5	0	1.5	100
Second (n=132)	91.7	4.5	3.8	100
Middle (n=160)	74.4	25	0.6	100
Fourth (n=97)	49.5	48.5	2.1	100
Richest (n=130)	26.2	71.5	2.3	100
Total (n=650)	69.4	28.6	2	100

	Electricity	Radi	Televisio	Refrigerat	Wate	Generat	Ferr	Landlin
	yes	yes	yes	yes	yes	yes	yes	yes
	%	%	%	%	%	%	%	%
Estado								
NOT WFP (n=320)	35.3	73.1	23.1	8.4	0	3.4	16.3	0.3
WFP (n=330)	40.3	74.8	26.1	6.4	0.9	5.2	12.1	1.8
Total (n=650)	37.8	74	24.6	7.4	0.5	4.3	14.2	1.1
Sex of the household head								
male (n=437)	36.6	76.9	22.2	6.4	0.7	4.6	11.7	0.7
female (n=156)	41	67.9	30.1	8.3	0	5.1	19.9	1.3
missing (n=57)	38.6	68.4	28.1	12.3	0	0	17.5	3.5
Total (n=650)	37.8	74	24.6	7.4	0.5	4.3	14.2	1.1

Ethnicity of household head								
Fula (n=194)	41.8	72.2	29.9	8.2	1.5	3.6	10.3	2.1
Mandinga (n=106)	34	73.6	19.8	5.7	0	2.8	10.4	2.8
Balanta (n=160)	38.8	72.5	14.4	1.3	0	1.3	10.6	0
Manjaco (n=49)	65.3	81.6	55.1	28.6	0	20.4	40.8	0
Pepel (n=39)	30.8	66.7	25.6	7.7	0	10.3	23.1	0
other (n=65)	29.2	89.2	21.5	7.7	0	3.1	16.9	0
Missing (n=37)	10.8	62.2	18.9	5.4	0	0	10.8	0
Total (n=650)	37.8	74	24.6	7.4	0.5	4.3	14.2	1.1
Region								
Bafata (n=172)	48.8	51.2	28.5	11	1.7	3.5	9.9	4.1
Biombo (n=44)	25	81.8	29.5	15.9	0	4.5	50	0
Cacheu (n=110)	51.8	76.4	36.4	12.7	0	10	33.6	0
Gabu (n=110)	21.8	93.6	20	5.5	0	1.8	3.6	0
Oio (n=150)	37.3	78	18	0.7	0	2.7	8	0
Quinara (n=64)	21.9	82.8	14.1	1.6	0	4.7	0	0
Total (n=650)	37.8	74	24.6	7.4	0.5	4.3	14.2	1.1
Wealth								
poorest (n=131)	0	55.7	0	0	0	0	0	0
Second (n=132)	15.2	68.9	0	0	0	0	3	0

Middle (n=160)	30.6	74.4	6.9	0.6	0	1.9	7.5	0
Fourth (n=97)	60.8	79.4	36.1	1	1	3.1	10.3	2.1
Richest (n=130)	90.8	93.1	87.7	35.4	1.5	16.9	50.8	3.8
Total (n=650)	37.8	74	24.6	7.4	0.5	4.3	14.2	1.1

Table 36. Household ownership of assets Percent distribution of households by ownership of assets, according to various background characteristics (unweighted). School Feeding Midterm Survey, Guinea-Bissau, 2018

	Electr icity	Radio	Televi on	Refrig erator	Water filter	Gene rator	Ferro	Landli ne
	yes	yes	yes	yes	yes	yes	yes	yes
	prop ortio n	prop ortio n	prop ortio n	propo rtion	propo rtion	prop ortio n	prop ortio n	prop ortio n
Estado								
NOT WFP (n=320)	35.3	73.1	23.1	8.4	0	3.4	16.3	0.3
WFP (n=330)	40.3	74.8	26.1	6.4	0.9	5.2	12.1	1.8
Total (n=650)	37.8	74	24.6	7.4	0.5	4.3	14.2	1.1
Sex of the householde head								
male (n=437)	36.6	76.9	22.2	6.4	0.7	4.6	11.7	0.7
female (n=156)	41	67.9	30.1	8.3	0	5.1	19.9	1.3
missing (n=57)	38.6	68.4	28.1	12.3	0	0	17.5	3.5
Total (n=650)	37.8	74	24.6	7.4	0.5	4.3	14.2	1.1
Ethnicity of household head								
Fula (n=194)	41.8	72.2	29.9	8.2	1.5	3.6	10.3	2.1
Mandinga (n=106)	34	73.6	19.8	5.7	0	2.8	10.4	2.8
Balanta (n=160)	38.8	72.5	14.4	1.3	0	1.3	10.6	0

Manjaco (n=49)	65.3	81.6	55.1	28.6	0	20.4	40.8	0
Pepel (n=39)	30.8	66.7	25.6	7.7	0	10.3	23.1	0
other (n=65)	29.2	89.2	21.5	7.7	0	3.1	16.9	0
Missing (n=37)	10.8	62.2	18.9	5.4	0	0	10.8	0
Total (n=650)	37.8	74	24.6	7.4	0.5	4.3	14.2	1.1
Region								
Bafata (n=172)	48.8	51.2	28.5	11	1.7	3.5	9.9	4.1
Biombo (n=44)	25	81.8	29.5	15.9	0	4.5	50	0
Cacheu (n=110)	51.8	76.4	36.4	12.7	0	10	33.6	0
Gabu (n=110)	21.8	93.6	20	5.5	0	1.8	3.6	0
Oio (n=150)	37.3	78	18	0.7	0	2.7	8	0
Quinara (n=64)	21.9	82.8	14.1	1.6	0	4.7	0	0
Total (n=650)	37.8	74	24.6	7.4	0.5	4.3	14.2	1.1
Wealth								
poorest (n=131)	0	55.7	0	0	0	0	0	0
Second (n=132)	15.2	68.9	0	0	0	0	3	0
Middle (n=160)	30.6	74.4	6.9	0.6	0	1.9	7.5	0
Fourth (n=97)	60.8	79.4	36.1	1	1	3.1	10.3	2.1
Richest (n=130)	90.8	93.1	87.7	35.4	1.5	16.9	50.8	3.8
Total (n=650)	37.8	74	24.6	7.4	0.5	4.3	14.2	1.1

Table 37. Household ownership of transport Percent distribution of households by ownership of sources of transport, according to various background characteristics (unweighted.). School Feeding Midterm Survey, Guinea-Bissau, 2018

	Mobile Phone	Car	Bicycle	Motorbike	Canoe	Animal cart	Watch
	yes	yes	yes	yes	yes	1	1
	%	%	%	%	%	%	%
Estado							
NOT WFP (n=320)	79.4	6.1	68.1	28.1	0.6	1.9	18.1
WFP (n=330)	84.8	5.2	70.6	33.9	2.7	2.4	27.3
Total (n=650)	82.2	5.6	69.3	31.1	1.7	2.2	22.8
Sex of the household head							
male (n=437)	80.8	5.1	72.5	33.2	2.3	1.4	22

female (n=156)	84	7.1	60.7	25	0.6	4.5	17.3
missing (n=57)	87.7	5.6	68.5	31.6	0	1.8	43.9
Total (n=650)	82.2	5.6	69.3	31.1	1.7	2.2	22.8
Ethnicity of household head							
Fula (n=194)	74.7	6.9	79.9	44.3	0	2.1	24.7
Mandinga (n=106)	80.2	2.8	69.5	26.4	2.8	3.8	20.8
Balanta (n=160)	85.6	1.9	58.5	18.1	1.3	1.3	8.8
Manjaco (n=49)	95.9	22.4	74.5	51	2	6.1	51
Pepel (n=39)	100	10.5	47.4	23.1	5.1	0	51.3
other (n=65)	83.1	3.2	79.4	21.5	4.6	1.5	20
Missing (n=37)	73	0	60	29.7	0	0	16.2
Total (n=650)	82.2	5.6	69.3	31.1	1.7	2.2	22.8
Region							
Bafata (n=172)	76.2	6.7	62.3	36	1.7	5.2	41.9
Biombo (n=44)	95.5	9.1	39.5	15.9	0	2.3	65.9
Cacheu (n=110)	99.1	8.2	77.3	49.1	2.7	1.8	28.2
Gabu (n=110)	70	3.6	80.9	26.4	0	0.9	7.3
Oio (n=150)	84	4	71.1	23.3	2	0.7	2
Quinara (n=64)	76.6	3.2	69.4	23.4	3.1	0	7.8
Total (n=650)	82.2	5.6	69.3	31.1	1.7	2.2	22.8
Wealth							
poorest (n=131)	64.1	0	69.5	3.1	0.8	0	0.8
Second (n=132)	77.3	3	67.4	16.7	1.5	0.8	4.5
Middle (n=160)	85.6	3.4	74	30	1.3	3.1	17.5
Fourth (n=97)	86.6	4.1	67	40.2	1	2.1	37.1
Richest (n=130)	97.7	17.7	67.7	68.5	3.8	4.6	59.2
Total (n=650)	82.2	5.6	69.3	31.1	1.7	2.2	22.8

Table 38. Father's education Percent distribution of fathers or male guardians by household residency, highest live of education attained, and literacy, according to various background characteristics (unweighted). School Feeding Midterm Survey, Guinea-Bissau, 2018

	Father lives in the house	Father is literate
	yes	yes
	%	%
Estado		
NOT WFP (n=320)	82.2	69
WFP (n=330)	79.4	73.9
Total (n=650)	80.8	71.5
Sex of the household head		
male (n=437)	91.1	72.6
female (n=156)	50.6	70.3
missing (n=57)	84.2	65
Total (n=650)	80.8	71.5
Ethnicity of household head		
Fula (n=194)	77.8	64.1
Mandinga (n=106)	85.8	56.5
Balanta (n=160)	81.3	70.3
Manjaco (n=49)	63.3	92.9
Pepel (n=39)	87.2	96.7
other (n=65)	86.2	86
Missing (n=37)	86.5	69.6
Total (n=650)	80.8	71.5
Region		
Bafata (n=172)	86	63.2
Biombo (n=44)	97.7	97.6
Cacheu (n=110)	60	98.1
Gabu (n=110)	70.9	52.9
Oio (n=150)	87.3	63
Quinara (n=64)	92.2	74.5
Total (n=650)	80.8	71.5
Wealth		
poorest (n=131)	79.4	61.1
Second (n=132)	81.1	61.7
Middle (n=160)	85	70.4
Fourth (n=97)	82.5	77.5
Richest (n=130)	75.4	85.9
Total (n=650)	80.8	71.5

	Education attainment: father/male guardian										
	None	Koranic school (reading)	Koranic school (reading)	Basic educate d 1	Basic education school 2	Basic educatio n 3	High School	Coll ege	Profession al school	Mis sing	To tal
	%	%	%	%	%	%	%	%	%	%	%
Estado											
NOT WFP (n=263)	2.7	1.9	3.4	16	7.2	12.9	11.4	3	1.5	39.9	100
WFP (n=262)	5.3	1.9	3.8	16.4	10.3	21	8.4	2.3	0.8	29.8	100
Total (n=525)	4	1.9	3.6	16.2	8.8	17	9.9	2.7	1.1	34.9	100
Sex of the household head											
male (n=398)	4	2.3	3.3	15.8	9.5	16.8	9.3	3.3	0.5	35.2	100
female (n=79)	2.5	0	1.3	20.3	8.9	15.2	10.1	0	3.8	38	100
missing (n=48)	6.3	2.1	10.4	12.5	2.1	20.8	14.6	2.1	2.1	27.1	100
Total (n=525)	4	1.9	3.6	16.2	8.8	17	9.9	2.7	1.1	34.9	100
Ethnicity of household head											

Fula (n=151)	4	2	9.3	11.3	4.6	20.5	4	0.7	0	43.7	10
Mandinga (n=91)	5.5	2.2	3.3	17.6	8.8	9.9	9.9	1.1	0	41.8	10
Balanta (n=130)	2.3	1.5	0	21.5	10	14.6	12.3	0.8	0.8	36.2	10
Manjaco (n=31)	6.5	0	0	6.5	16.1	22.6	12.9	12.	9	12.9	10
Pepel (n=34)	5.9	0	0	8.8	17.6	23.5	17.6	14.	7	0	10
other (n=56)	1.8	1.8	1.8	19.6	10.7	19.6	12.5	3.6	1.8	26.8	10
Missing (n=32)	6.3	6.3	3.1	25	3.1	12.5	12.5	0	0	31.3	10
Total (n=525)	4	1.9	3.6	16.2	8.8	17	9.9	2.7	1.1	34.9	10
Region											
Bafata (n=148)	7.4	2.7	8.1	12.2	6.8	19.6	8.8	2	1.4	31.1	10
Biombo (n=43)	4.7	0	0	4.7	9.3	23.3	32.6	18.	6	2.3	10
Cacheu (n=66)	0	1.5	3	21.2	9.1	19.7	19.7	3	1.5	21.2	10

Gabu (n=78)	3.8	1.3	3.8	1.3	9	9	1.3	1.3	1.3	67.9	10
Oio (n=131)	0	2.3	0	24.4	8.4	15.3	6.9	0	0.8	42	10
Quinara (n=59)	8.5	1.7	3.4	30.5	13.6	16.9	3.4	0	0	22	10
Total (n=525)	4	1.9	3.6	16.2	8.8	17	9.9	2.7	1.1	34.9	10
Wealth											
poorest (n=104)	5.8	1	2.9	22.1	6.7	7.7	3.8	0	0	50	10
Second (n=107)	1.9	1.9	4.7	19.6	9.3	7.5	5.6	0.9	0	48.6	10
Middle (n=136)	5.9	1.5	2.2	19.1	11.8	16.2	5.1	0.7	0.7	36.8	10
Fourth (n=80)	1.3	3.8	3.8	11.3	12.5	33.8	6.3	5	0	22.5	10
Richest (n=98)	4.1	2	5.1	6.1	3.1	24.5	30.6	8.2	5.1	11.2	10
Total (n=525)	4	1.9	3.6	16.2	8.8	17	9.9	2.7	1.1	34.9	10

Table 39. Mother's education Percent distribution of mothers or female guardians by household residency, highest level of education attained, and literacy, according to various background characteristics (unweighted). School Feeding Midterm Survey, Guinea-Bissau, 2018

	Mother lives in the house	Mother is literate
	yes	yes
	%	%
Estado		
NOT WFP (n=320)	65.3	67.1
WFP (n=330)	69.7	65.3
Total (n=650)	67.5	66.1
Sex of the household head		
male (n=437)	70.9	62.5
female (n=156)	67.9	78.3
missing (n=57)	40.4	56.3
Total (n=650)	67.5	66.1
Ethnicity of household head		
Fula (n=194)	65.5	60
Mandinga (n=106)	70.8	60
Balanta (n=160)	66.9	50
Manjaco (n=49)	67.3	100
Pepel (n=39)	74.4	86.7
other (n=65)	72.3	80
Missing (n=37)	56.8	42.9
Total (n=650)	67.5	66.1
Region		
Bafata (n=172)	52.9	60.4
Biombo (n=44)	72.7	88.9
Cacheu (n=110)	57.3	100
Gabu (n=110)	72.7	86.7
Oio (n=150)	87.3	25
Quinara (n=64)	65.6	50
Total (n=650)	67.5	66.1
Wealth		
poorest (n=131)	67.2	50
Second (n=132)	68.2	47.8
Middle (n=160)	63.7	60

Fourth (n=97)	72.2	67.9
Richest (n=130)	68.5	81.7
Total (n=650)	67.5	66.1

	Education attainment: mother/female guardian								
	Non e	Koranic school (reading)	Koranic school (reading)	Elementary school1	Elementary school 2	Elementary school 3	High school	Colle ge	Missi ng
	%	%	%	%	%	%	%	%	%
Estado									
NOT WFP (n=209)	3.3	1	0.5	8.6	7.2	6.7	1.9	0.5	70.3
WFP (n=230)	8.7	0.9	0.4	12.2	10	5.7	3	0.4	58.7
Total (n=439)	6.2	0.9	0.5	10.5	8.7	6.2	2.5	0.5	64.2
Sex of the household head									
male (n=310)	6.8	1.3	0.3	10.3	7.1	5.2	2.3	0	66.8
female (n=106)	3.8	0	0.9	12.3	10.4	8.5	3.8	1.9	58.5
missing (n=23)	8.7	0	0	4.3	21.7	8.7	0	0	56.5
Total (n=439)	6.2	0.9	0.5	10.5	8.7	6.2	2.5	0.5	64.2
Ethnicity of household head									
Fula (n=127)	8.7	1.6	0.8	8.7	6.3	2.4	1.6	0.8	69.3
Mandinga (n=75)	10.7	1.3	1.3	12	5.3	0	2.7	0	66.7

Balanta (n=107)	1.9	0.9	0	5.6	7.5	5.6	0	0	78.5
Manjaco (n=33)	0	0	0	15.2	18.2	18.2	15.2	0	33.3
Pepel (n=29)	0	0	0	13.8	17.2	13.8	3.4	0	51.7
other (n=47)	2.1	0	0	17	14.9	12.8	2.1	2.1	48.9
Missing (n=21)	23.8	0	0	14.3	0	9.5	0	0	52.4
Total (n=439)	6.2	0.9	0.5	10.5	8.7	6.2	2.5	0.5	64.2
Region									
Bafata (n=91)	18.7	2.2	0	16.5	11	2.2	1.1	0	48.4
Biombo (n=32)	0	0	0	3.1	9.4	28.1	9.4	0	50
Cacheu (n=63)	0	0	0	22.2	15.9	12.7	6.3	1.6	41.3
Gabu (n=80)	0	1.3	0	6.3	5	2.5	2.5	1.3	81.3
Oio (n=131)	0	0.8	0.8	2.3	5.3	3.8	0	0	87
Quinara (n=42)	23.8	0	2.4	19	9.5	2.4	2.4	0	40.5
Total (n=439)	6.2	0.9	0.5	10.5	8.7	6.2	2.5	0.5	64.2
Wealth									
poorest (n=88)	3.4	0	1.1	6.8	4.5	1.1	0	0	83

Second (n=90)	2.2	1.1	1.1	8.9	3.3	2.2	0	0	81.1
Middle (n=102)	8.8	1	0	10.8	11.8	2.9	2	1	61.8
Fourth (n=70)	4.3	2.9	0	11.4	17.1	2.9	0	0	61.4
Richest (n=89)	11.2	0	0	14.6	7.9	21.3	10.1	1.1	33.7
Total (n=439)	6.2	0.9	0.5	10.5	8.7	6.2	2.5	0.5	64.2

Table 40. Food groups Mean number of days that households consumed a range of food groups, according to various background characteristics (unweighted).). School Feeding Midterm Survey, Guinea-Bissau, 2018

Estado	Mean Consumption											
	Rice	Other cereals	Tubers	Legumes	Vegetables	Fruits	Meat	Fish	Eggs	Milk	Oils & fats	Sugar
NOT WFP (n=320)	6.789	2.022	1.016	1.67	0.896	4.214	1.569	3.377	0.808	2.174	3.839	3.508
WFP (n=330)	6.717	1.979	0.936	1.444	0.921	4.03	1.568	3.351	0.85	2.024	3.838	3.529
Total (n=650)	6.753	2	0.975	1.555	0.909	4.121	1.569	3.364	0.829	2.098	3.839	3.519
Sex of the household head												

male (n=437)	6.76 1	1.943	0.894	1.54	0.892	4.15 6	1.52 4	3.34 6	0.75 3	1.94 7	3.776	3.47 2
female (n=156)	6.91 6	2.174	0.961	1.477	0.981	4.50 3	1.55 5	3.36 1	0.74 6	2.26 6	3.974	3.01 9
missing (n=57)	6.24 6	1.965	1.632	1.877	0.842	2.80 7	1.94 7	3.50 9	1.66 1	2.80 4	3.946	5.25
Total (n=650)	6.75 3	2	0.975	1.555	0.909	4.12 1	1.56 9	3.36 4	0.82 9	2.09 8	3.839	3.51 9
Ethnicity of household head												
Fula (n=194)	6.62	2.49	1.198	1.745	1.141	2.81 8	2.20 8	2.58 1	0.92 7	2.44 3	3.411	3.74
Mandinga (n=106)	6.58 5	1.915	0.991	2	1.113	4.12 3	1.53 8	2.83	1.15 1	2.17	3.453	3.46 2
Balanta (n=160)	6.96 3	1.425	0.656	1.25	0.487	5.50 6	1.03 8	3.37 5	0.32 5	1.01 3	3.644	2.43 8
Manjaco (n=49)	6.91 8	2.51	1.041	1.082	0.694	5.51	1.83 7	4.44 9	1.24 5	4.32 7	5.898	4.44 9
Pepel (n=39)	6.87 2	1.769	0.872	0.949	0.923	5.97 4	0.89 7	5.41	0.91 9	2.16 2	5.378	4.67 6
other (n=65)	6.87 5	1.766	0.75	1.391	1.016	3.43 8	1.42 2	4.32 8	0.85 7	2.28 6	4.333	4.17 5
Missing (n=37)	6.45 9	2.162	1.568	2.162	1.027	2.27	1.24 3	3.62 2	0.89 2	1.43 2	2.892	3.70 3

Total (n=650)	6.75 3	2	0.975	1.555	0.909	4.12 1	1.56 9	3.36 4	0.82 9	2.09 8	3.839	3.51 9
Region												
Bafata (n=172)	6.26 2	2.384	1.733	1.756	1.047	1.69 2	2.31 4	2.55	1.54 1	2.67 1	3.341	4.67 6
Biombo (n=44)	7	1.682	1.091	0.864	1.386	6.72 7	0.63 6	6.65 9	1.35 7	2.71 4	6.357	6.33 3
Cacheu (n=110)	6.96 4	2.136	0.491	0.973	1.109	5.52 7	1.04 5	5.40 9	0.79 1	3.37 6	5.991	4.26 4
Gabu (n=110)	6.87 9	1.925	0.832	1.607	1.112	2.92 5	2.02 8	2.13 1	0.42 6	2.02 8	3.398	2.57 4
Oio (n=150)	7	1.487	0.267	1.347	0.073	6.87 3	1.02	2.48 7	0.17 3	0.50 7	2.393	1.16
Quinara (n=64)	6.75	2.281	1.594	2.891	1.484	1.98 4	1.62 5	3.87 5	0.87 5	1.84 4	3.938	4.43 8
Total (n=650)	6.75 3	2	0.975	1.555	0.909	4.12 1	1.56 9	3.36 4	0.82 9	2.09 8	3.839	3.51 9
Wealth												
poorest (n=131)	6.83 1	1.938	0.738	1.323	0.538	4.03 1	1.12 3	2.71 5	0.43 4	1.09 3	2.922	2.21 7
Second (n=132)	6.89 4	1.682	0.78	1.629	0.523	4.62 9	1.19 7	3.17 6	0.44 7	1.15 9	3.477	2.87 1
Middle (n=160)	6.66 5	1.867	1.032	1.557	0.816	3.44 3	1.51 9	3.17 1	0.62 4	1.75 8	3.662	3.44 6

Fourth (n=97)	6.68	1.845	1.01	1.464	1.134	4.11 3	1.73 2	3.79 4	0.84 4	2.24 2	4.073	3.62 5
Richest (n=130)	6.69 2	2.662	1.315	1.777	1.615	4.52 3	2.33 1	4.11 5	1.84 6	4.35 4	5.154	5.47 7
Total (n=650)	6.75 3	2	0.975	1.555	0.909	4.12 1	1.56 9	3.36 4	0.82 9	2.09 8	3.839	3.51 9

Table 41. Food Consumption Score Mean Food Consumption Score and percent distribution of households by Food Consumption Group categories, according to various background characteristics (unweighted).). School Feeding Midterm Survey, Guinea-Bissau, 2018

	Mean Food Consumption score
Estado	
NOT WFP (n=320)	65.1
WFP (n=330)	63.2
Total (n=650)	64.1
Sex of the household head	
male (n=437)	62.7
female (n=156)	65.1
missing (n=57)	72.9
Total (n=650)	64.1
Ethnicity of household head	
Fula (n=194)	65.9
Mandinga (n=106)	64.4
Balanta (n=160)	53.8
Manjaco (n=49)	83
Pepel (n=39)	70.5
other (n=65)	67
Missing (n=37)	62.2
Total (n=650)	64.1
Region	
Bafata (n=172)	68.8
Biombo (n=44)	81
Cacheu (n=110)	76.2
Gabu (n=110)	57.6
Oio (n=150)	47
Quinara (n=64)	70.5
Total (n=650)	64.1
Wealth	
poorest (n=131)	51.5

Second (n=132)	55.7			
Middle (n=160)	59.8			
Fourth (n=97)	66.7			
Richest (n=130)	88.7			
Total (n=650)	64.1			
	Food Consumption Score			
	poor	Borderline	Acceptable	Total
	%	%	%	%
Estado				
NOT WFP (n=320)	1.3	3.8	95	100
WFP (n=330)	1.5	7.3	91.2	100
Total (n=650)	1.4	5.5	93.1	100
Sex of the household head				
male (n=437)	2.1	5.7	92.2	100
female (n=156)	0	7.1	92.9	100
missing (n=57)	0	0	100	100
Total (n=650)	1.4	5.5	93.1	100
Ethnicity of household head				
Fula (n=194)	0	2.6	97.4	100
Mandinga (n=106)	0	7.5	92.5	100
Balanta (n=160)	4.4	8.8	86.9	100
Manjaco (n=49)	0	4.1	95.9	100
Pepel (n=39)	0	5.1	94.9	100
other (n=65)	3.1	1.5	95.4	100
Missing (n=37)	0	10.8	89.2	100
Total (n=650)	1.4	5.5	93.1	100
Region				
Bafata (n=172)	0	5.8	94.2	100
Biombo (n=44)	0	0	100	100
Cacheu (n=110)	3.6	3.6	92.7	100
Gabu (n=110)	0	0.9	99.1	100
Oio (n=150)	2.7	13.3	84	100
Quinara (n=64)	1.6	1.6	96.9	100
Total (n=650)	1.4	5.5	93.1	100
Wealth				
poorest (n=131)	5.3	13	81.7	100
Second (n=132)	0.8	5.3	93.9	100

Middle (n=160)	0	5	95	100
Fourth (n=97)	1	3.1	95.9	100
Richest (n=130)	0	0.8	99.2	100
Total (n=650)	1.4	5.5	93.1	100

Table 42. Household income earners and annual income Percent distribution of households by number of current income earners and annual cash income, according to various background characteristics (unweighted). School Feeding Midterm Survey, Guinea-Bissau, 2018

	Number of current income earners in HH				Total
	0	1	2	3 or more	
	%	%	%	%	%
Estado					
NOT WFP (n=320)	0	47.8	30.9	21.3	100
WFP (n=330)	1.8	46.7	32.4	19.1	100
Total (n=650)	0.9	47.2	31.7	20.2	100
Sex of the household head					
male (n=437)	0.7	46.7	30.9	21.7	100
female (n=156)	1.3	44.9	37.2	16.7	100
missing (n=57)	1.8	57.9	22.8	17.5	100
Total (n=650)	0.9	47.2	31.7	20.2	100
Ethnicity of household head					
Fula (n=194)	1	49.5	35.6	13.9	100
Mandinga (n=106)	1.9	52.8	22.6	22.6	100
Balanta (n=160)	1.3	57.5	25	16.3	100
Manjaco (n=49)	0	36.7	46.9	16.3	100
Pepel (n=39)	0	33.3	30.8	35.9	100
other (n=65)	0	24.6	46.2	29.2	100
Missing (n=37)	0	43.2	21.6	35.1	100
Total (n=650)	0.9	47.2	31.7	20.2	100
Region					

Bafata (n=172)	3.5	68.6	12.8	15.1	100
Biombo (n=44)	0	4.5	56.8	38.6	100
Cacheu (n=110)	0	45.5	38.2	16.4	100
Gabu (n=110)	0	21.8	64.5	13.6	100
Oio (n=150)	0	66.7	19.3	14	100
Quinara (n=64)	0	20.3	26.6	53.1	100
Total (n=650)	0.9	47.2	31.7	20.2	100
Wealth					
poorest (n=131)	1.5	51.9	29.8	16.8	100
Second (n=132)	0	53	25.8	21.2	100
Middle (n=160)	1.3	46.3	31.9	20.6	100
Fourth (n=97)	2.1	54.6	26.8	16.5	100
Richest (n=130)	0	32.3	43.1	24.6	100
Total (n=650)	0.9	47.2	31.7	20.2	100

	estimated annual cash income (XOF)						
	<60.000	60.000 - 150.000	150.000-450.000	>450.000	Missing	Total	
	%	%	%	%	%	%	%
Estado							
NOT WFP (n=320)	27.5	37.8	19.1	10.6	5	100	
WFP (n=330)	30.3	32.4	22.1	12.7	2.4	100	
Total (n=650)	28.9	35.1	20.6	11.7	3.7	100	
Sex of the household head							
male (n=437)	29.7	33.9	20.6	12.8	3	100	
female (n=156)	34	42.9	15.4	3.8	3.8	100	
missing (n=57)	8.8	22.8	35.1	24.6	8.8	100	
Total (n=650)	28.9	35.1	20.6	11.7	3.7	100	
Ethnicity of household head							
Fula (n=194)	26.3	36.6	25.8	5.7	5.7	100	
Mandinga (n=106)	37.7	31.1	23.6	3.8	3.8	100	
Balanta (n=160)	38.8	43.8	8.8	6.9	1.9	100	
Manjaco (n=49)	6.1	26.5	30.6	36.7	0	100	
Pepel (n=39)	20.5	23.1	20.5	30.8	5.1	100	
other (n=65)	13.8	36.9	30.8	13.8	4.6	100	
Missing (n=37)	40.5	21.6	5.4	29.7	2.7	100	
Total (n=650)	28.9	35.1	20.6	11.7	3.7	100	
Region							
Bafata (n=172)	9.9	36	37.2	10.5	6.4	100	
Biombo (n=44)	2.3	22.7	13.6	56.8	4.5	100	
Cacheu (n=110)	4.5	48.2	28.2	19.1	0	100	
Gabu (n=110)	56.4	32.7	5.5	1.8	3.6	100	
Oio (n=150)	57.3	34	5.3	0	3.3	100	
Quinara (n=64)	26.6	25	29.7	15.6	3.1	100	
Total (n=650)	28.9	35.1	20.6	11.7	3.7	100	

Wealth						
poorest (n=131)	52.7	32.8	9.2	2.3	3.1	100
Second (n=132)	38.6	40.2	12.9	2.3	6.1	100
Middle (n=160)	30.6	40.6	16.9	7.5	4.4	100
Fourth (n=97)	16.5	38.1	26.8	14.4	4.1	100
Richest (n=130)	2.3	23.1	40	33.8	0.8	100
Total (n=650)	28.9	35.1	20.6	11.7	3.7	100

Table 43. Household livelihoods Percent distribution of households by main source of income over the past year, according to various background characteristics (unweighted). School Feeding Midterm Survey, Guinea-Bissau, 2018

	Household livelihood		Rancher	Self employed	Trade	Marabout	Handicraft	Hunting/Fishing	Other	Missing	Total
	Salaried	Farmer									
	%	%	%	%	%	%	%	%	%	%	%
Estado											
NOT WFP (n=320)	17.2	68.1	0.9	3.4	7.8	0	0	0.6	0.6	1.3	100
WFP (n=330)	13.9	63.6	0.6	3	14.8	0.6	0.3	0.6	0	2.4	100
Total (n=650)	15.5	65.8	0.8	3.2	11.4	0.3	0.2	0.6	0.3	1.8	100
Sex of the household head											
male (n=437)	15.3	70.9	0.7	3	7.3	0.5	0	0.7	0.2	1.4	100
female (n=156)	14.7	57.7	0.6	2.6	19.9	0	0.6	0.6	0.6	2.6	100
missing (n=57)	19.3	49.1	1.8	7	19.3	0	0	0	0	3.5	100
Total (n=650)	15.5	65.8	0.8	3.2	11.4	0.3	0.2	0.6	0.3	1.8	100
Ethnicity of household head											
Fula (n=194)	10.3	61.3	0.5	3.1	18.6	1	0.5	0.5	0.5	3.6	100
Mandinga (n=106)	13.2	66	0	3.8	17	0	0	0	0	0	100
Balanta (n=160)	8.8	81.9	0.6	3.1	3.1	0	0	0	0.6	1.9	100

Manjaco (n=49)	38.8	53.1	2	0	6.1	0	0	0	0	0	100
Pepel (n=39)	28.2	43.6	0	10.3	10.3	0	0	5.1	0	2.6	100
other (n=65)	27.7	61.5	1.5	3.1	3.1	0	0	1.5	0	1.5	100
Missing (n=37)	13.5	67.6	2.7	0	16.2	0	0	0	0	0	100
Total (n=650)	15.5	65.8	0.8	3.2	11.4	0.3	0.2	0.6	0.3	1.8	100
Region											
Bafata (n=172)	12.8	61.6	0.6	4.7	16.3	0	0	0	0	4.1	100
Biombo (n=44)	54.5	34.1	0	2.3	6.8	0	0	0	0	2.3	100
Cacheu (n=110)	23.6	57.3	2.7	2.7	10	0	0	2.7	0	0.9	100
Gabu (n=110)	7.3	68.2	0	3.6	17.3	0	0.9	0.9	0	1.8	100
Oio (n=150)	4.7	80	0	3.3	8.7	1.3	0	0	1.3	0.7	100
Quinara (n=64)	21.9	76.6	1.6	0	0	0	0	0	0	0	100
Total (n=650)	15.5	65.8	0.8	3.2	11.4	0.3	0.2	0.6	0.3	1.8	100
Wealth											
poorest (n=131)	6.9	81.7	1.5	1.5	7.6	0	0	0	0	0.8	100
Second (n=132)	6.1	81.1	0	3.8	6.1	0	0.8	0	0.8	1.5	100
Middle (n=160)	9.4	72.5	0.6	3.8	8.8	0	0	1.9	0	3.1	100
Fourth (n=97)	13.4	61.9	0	3.1	18.6	1	0	0	0	2.1	100
Richest (n=130)	43.1	29.2	1.5	3.8	18.5	0.8	0	0.8	0.8	1.5	100
Total (n=650)	15.5	65.8	0.8	3.2	11.4	0.3	0.2	0.6	0.3	1.8	100

Table 44. Household received support and providing support to others Percent distribution of households which reported receiving external support (money, food, clothing, remittances, etc.) and supporting other households with cash or food, according to various background characteristics (unweighted). School Feeding Midterm Survey, Guinea-Bissau, 2018

	HH receives support from other		HH supports others	
	yes	yes	yes	yes
	%	No.	%	No.
Estado				
NOT WFP	10.6	34	59.1	189
WFP	13.9	46	65.2	215
Total	12.3	80	62.2	404
Sex of the household head				
male	10.3	45	58.1	254
female	16.7	26	67.3	105
missing	15.8	9	78.9	45
Total	12.3	80	62.2	404
Ethnicity of household head				
Fula	15.5	30	59.8	116
Mandinga	10.4	11	59.4	63
Balanta	5	8	63.7	102
Manjaco	36.7	18	91.8	45
Pepel	15.4	6	92.3	36
other	9.2	6	40	26
Missing	2.7	1	43.2	16
Total	12.3	80	62.2	404
Region				
Bafata	24.4	42	85.5	147
Biombo	2.3	1	90.9	40
Cacheu	29.1	32	90.9	100
Gabu	2.7	3	21.8	24
Oio	0.7	1	58	87
Quinara	1.6	1	9.4	6
Total	12.3	80	62.2	404
Wealth				
poorest	3.8	5	43.5	57

Second	6.8	9	52.3	69
Middle	11.3	18	58.1	93
Fourth	14.4	14	70.1	68
Richest	26.2	34	90	117
Total	12.3	80	62.2	404

Table 45. Coping Strategies Index Median Reduced Coping Strategies Index (CSI) and percent distribution of households classified as having employed at least one strategy from stress, crisis, or emergency coping strategies during the past 7 days, according to various background characteristics (unweighted). School Feeding Midterm Survey, Guinea-Bissau, 2018

	stress		
	No	Yes	Total
	%	%	%
Estado			
NOT WFP	30	70	100
WFP	33.6	66.4	100
Total	31.8	68.2	100
Sex of the household head			
male	29.7	70.3	100
female	24.4	75.6	100
missing	68.4	31.6	100
Total	31.8	68.2	100
Ethnicity of household head			
Fula	44.8	55.2	100
Mandinga	46.2	53.8	100
Balanta	18.8	81.3	100
Manjaco	16.3	83.7	100
Pepel	20.5	79.5	100
other	16.9	83.1	100
Missing	37.8	62.2	100
Total	31.8	68.2	100
Region			
Bafata	86	14	100
Biombo	4.5	95.5	100
Cacheu	1.8	98.2	100
Gabu	10.9	89.1	100
Oio	28	72	100

Quinara	1.6	98.4	100
Total	31.8	68.2	100
Wealth			
poorest	28.2	71.8	100
Second	29.5	70.5	100
Middle	32.5	67.5	100
Fourth	38.1	61.9	100
Richest	32.3	67.7	100
Total	31.8	68.2	100
	crisis		
	No	Yes	Total
	%	%	%
Estado			
NOT WFP	75.3	24.7	100
WFP	79.4	20.6	100
Total	77.4	22.6	100
Sex of the householde head			
male	78.3	21.7	100
female	68.6	31.4	100
missing	94.7	5.3	100
Total	77.4	22.6	100
Ethnicity of household head			
Fula	95.4	4.6	100
Mandinga	84.9	15.1	100
Balanta	48.8	51.2	100
Manjaco	75.5	24.5	100
Pepel	74.4	25.6	100
other	83.1	16.9	100
Missing	81.1	18.9	100
Total	77.4	22.6	100
Region			
Bafata	94.8	5.2	100
Biombo	84.1	15.9	100
Cacheu	46.4	53.6	100
Gabu	97.3	2.7	100
Oio	59.3	40.7	100
Quinara	87.5	12.5	100

Total	77.4	22.6	100
Wealth			
poorest	70.2	29.8	100
Second	65.2	34.8	100
Middle	80	20	100
Fourth	88.7	11.3	100
Richest	85.4	14.6	100
Total	77.4	22.6	100

	emergency		
	No	Yes	Total
	%	%	%
Estado			
NOT WFP	95.6	4.4	100
WFP	94.8	5.2	100
Total	95.2	4.8	100
Sex of the householde head			
male	94.5	5.5	100
female	95.5	4.5	100
missing	100	0	100
Total	95.2	4.8	100
Ethnicity of household head			
Fula	98.5	1.5	100
Mandinga	95.3	4.7	100
Balanta	95	5	100
Manjaco	87.8	12.2	100
Pepel	89.7	10.3	100
other	92.3	7.7	100
Missing	100	0	100
Total	95.2	4.8	100
Region			
Bafata	98.3	1.7	100
Biombo	93.2	6.8	100
Cacheu	83.6	16.4	100
Gabu	99.1	0.9	100
Oio	96	4	100

Quinara	100	0	100
Total	95.2	4.8	100
Wealth			
poorest	96.2	3.8	100
Second	97.7	2.3	100
Middle	95.6	4.4	100
Fourth	96.9	3.1	100
Richest	90	10	100
Total	95.2	4.8	100

Table 46. Number of days student ate before and after school

Mean number of days (out of previous 5 school days) that student reportedly ate a meal before and after attending school, according to various background characteristics (unweighted). School Feeding Midterm Survey, Guinea-Bissau, 2018

Number of days out of last 5 which child ate before school	
	Mean
Estado	
NOT WFP (n=320)	3.6
WFP (n=330)	4.4
Total (n=650)	4
Sex of the household head	
male (n=437)	3.9
female (n=156)	4.1
missing (n=57)	4.9
Total (n=650)	4
Ethnicity of household head	
Fula (n=194)	3.9
Mandinga (n=106)	4.3
Balanta (n=160)	3.6
Manjaco (n=49)	4.2
Pepel (n=39)	4.3
other (n=65)	4.3
Missing (n=37)	5
Total (n=650)	4

Region	
Bafata (n=172)	5
Biombo (n=44)	4.5
Cacheu (n=110)	2.9
Gabu (n=110)	3
Oio (n=150)	4.1
Quinara (n=64)	4.6
Total (n=650)	4
Wealth	
poorest (n=131)	3.5
Second (n=132)	3.9
Middle (n=160)	3.9
Fourth (n=97)	4.3
Richest (n=130)	4.6
Total (n=650)	4

Number of days out of last 5 which child ate after school	
	Mean
Estado	
NOT WFP (n=320)	4.893
WFP (n=330)	4.891
Total (n=650)	4.892
Sex of the household head	
male (n=437)	4.877
female (n=156)	4.896
missing (n=57)	5
Total (n=650)	4.892
Ethnicity of household head	
Fula (n=194)	4.942
Mandinga (n=106)	4.9
Balanta (n=160)	4.892
Manjaco (n=49)	4.898

Pepel (n=39)	4.949
other (n=65)	4.862
Missing (n=37)	4.517
Total (n=650)	4.892
Region	
Bafata (n=172)	4.863
Biombo (n=44)	4.909
Cacheu (n=110)	4.972
Gabu (n=110)	4.982
Oio (n=150)	4.94
Quinara (n=64)	4.471
Total (n=650)	4.892
Wealth	
poorest (n=131)	4.952
Second (n=132)	4.921
Middle (n=160)	4.87
Fourth (n=97)	4.823
Richest (n=130)	4.884
Total (n=650)	4.892

Table 47. Parent knowledge of SFP and reduced meals Percent distribution of households (under WFP-supported schools) wherein the interview respondent reported that free meals were provided to their child at school and percentage of these who reported reducing the amount of food given to the child on days with school feeding compared to the weekend, according to various background characteristics (unweighted).). School Feeding Midterm Survey, Guinea-Bissau, 201

	Receives meal at school		Reduces amount given to child during days with school feeding	
	%	No.	%	No.
Sex of the household head				
male (n=232)	81.5	189	13.8	26
female (n=77)	81.8	63	34.9	22
missing (n=21)	38.1	8	12.5	1

Total (n=330)	78.8	260	18.8	49
Ethnicity of household head				
Fula (n=88)	70.5	62	8.1	5
Mandinga (n=61)	75.4	46	8.7	4
Balanta (n=73)	82.2	60	30	18
Manjaco (n=26)	88.5	23	56.5	13
Pepel (n=32)	87.5	28	14.3	4
other (n=36)	94.4	34	14.7	5
Missing (n=14)	50	7	0	0
Total (n=330)	78.8	260	18.8	49
Region				
Bafata (n=89)	49.4	44	20.5	9
Biombo (n=22)	86.4	19	10.5	2
Cacheu (n=55)	89.1	49	67.3	33
Gabu (n=55)	96.4	53	0	0
Oio (n=77)	89.6	69	7.2	5
Quinara (n=32)	81.3	26	0	0
Total (n=330)	78.8	260	18.8	49
Wealth				
poorest (n=70)	88.6	62	21	13
Second (n=54)	77.8	42	23.8	10
Middle (n=83)	80.7	67	14.9	10
Fourth (n=54)	81.5	44	13.6	6
Richest (n=69)	65.2	45	22.2	10
Total (n=330)	78.8	260	18.8	49

Número da Escola:

Annex 17. Questionário Escolar

QUESTIONÁRIO ESCOLAR

Estudo de Meio-termo sobre o Sistema de Alimentação Escolar na Guiné-Bissau (2018)

Região:	
Setor:	
Nome da Escola:	
Nome do Diretor da Escola:	Nº de Contacto
Nome do Entrevistador:	
Data da Entrevista: / / 2018	
<p>Estamos a realizar um estudo para entender como os programas de alimentação escolar afectam o desempenho escolar e a realização das crianças escolarizadas na Guiné-Bissau. Gostaríamos de lhe fazer algumas perguntas sobre a sua escola. Qualquer informação fornecida será mantida estritamente confidencial e não será mostrada a outras pessoas. Os seus pontos de vista são importantes.</p>	
Resultados da Entrevista:	Completou 1 Recusou 2 Outro 6

<p>Pelo presente, certifico que o Estudo de Meio-termo do Sistema de Alimentação Escolar foi administrada ao pessoal e alunos relevantes nesta escola na data indicada:</p> <p>Carimbo da Escola:</p> <p>Assinatura do Diretor:</p>

Nome do(a) Supervisor(a): Assinatura: Data da Revisão: / / 2018	Nome do(a) Agente de Introdução de Dados #1:
	Data de Introdução #1: / / 2018
	Nome do(a) Agente de Introdução de Dados #2:
	Data de Introdução #2: / / 2018

SECCÇÃO 1: INFORMAÇÃO DA ESCOLA				
Nº	Questão	Resposta		Salta
SC1.0 1	Qual é o tipo de escola?	Comunitária ou de iniciativa local		1
		Pública		2
		Privada laica		3
		Privada confessional		4
		Autogestão		5
		Madrassa		6
SC1.0 2	A sua escola funciona em...?	Periodo		1
		Turno		2
		Mista		3
SC1.0 3	Qual o ano mais elevado de escolaridade que esta escola oferece? <i>Escolher apenas uma.</i>	Pré-escolar		1
		1º Ano		2
		2º Ano		3
		3º Ano		4
		4º Ano		5
		5º Ano		6
		6º Ano		7
		7º Ano ou superior		8
SC1.0 4	Qual a categoria da escola? (gênero)?	Escola de Rapazes		1
		Escola de Raparigas		2
		Escola Mista		3
SC1.0 5	Qual é o número total de alunos inscritos?	Menin	Menin	
		□□□	□□□	
SC1.0 6	Quantos professores é que a escola tem?	Home	Mulhe	
		□□	□□	
SC1.0 7	Quantas salas de aula é que existem na escola?	□□		
SC1.0 8	A escola tem uma biblioteca ou um espaço onde os livros	Sim		1
		Não		2
SC1.0 9	A escola tem uma área específica de cozinha onde os alimentos podem ser preparados?	Sim		1
		Não		2
SC1.1 0	A escola tem uma sala de armazenamento / instalação própria onde os	Sim		1
		Não		2
SC1.1 1	Actualmente, qual é a principal fonte de água da escola?	ÁGUA CANALIZADA		
		Canalizada num prédio		1
		Canalizada num quintal/lote		1
		Torneiras públicas/fontanário		1

		POÇO TIBULAR OU FURO	2				
		POÇO					
		Poco protegido	3				
		Poco desprotegido	3				
		POCO da COMUNIDADE	3				
		ÁGUA DE					
		Nascentes protegidas	4				
		Nascentes não protegidas	4				
		ÁGUA DA CHUVA	5				
		CAMIÃO CISTERNA	6				
		CARRO COM TANQUE PEQUENO	7				
		ÁGUA DA SUPERFÍCIE (RIO/BARRAGEM)	8				
		ÁGUA ENGARRAFADA	9				
		OUTRO	9				
SC1.1 2	Se a escola não tem água e precisa de comprar, qual e o método de pagamento?	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> XOF					
		Não paga	9				
SC1.1 3	Que tipo (s) de instalações sanitárias tem a escola para estudantes e professores?						
	Confirmar através da OBSERVAÇÃO						
		Código para tipo de	tipo de sanitária	#	# para	# Unissex	# para professore
	Retrete tradicional	1	A	<input type="checkbox"/>	<input type="text"/> <input type="text"/>	<input type="text"/> <input type="text"/>	<input type="text"/> <input type="text"/>
	Retrete melhorada	2		<input type="checkbox"/>	<input type="text"/> <input type="text"/>	<input type="text"/> <input type="text"/>	<input type="text"/> <input type="text"/>
	Latrina com	3	B	<input type="checkbox"/>	<input type="text"/> <input type="text"/>	<input type="text"/> <input type="text"/>	<input type="text"/> <input type="text"/>
	Latrina sem	4		<input type="checkbox"/>	<input type="text"/> <input type="text"/>	<input type="text"/> <input type="text"/>	<input type="text"/> <input type="text"/>
	Enterra as fezes no	5	C	<input type="checkbox"/>	<input type="text"/> <input type="text"/>	<input type="text"/> <input type="text"/>	<input type="text"/> <input type="text"/>
	Enterra as fezes fora	6		<input type="checkbox"/>	<input type="text"/> <input type="text"/>	<input type="text"/> <input type="text"/>	<input type="text"/> <input type="text"/>
	Na mata (natureza)	7		<input type="checkbox"/>	<input type="text"/> <input type="text"/>	<input type="text"/> <input type="text"/>	<input type="text"/> <input type="text"/>
	Balde	8					
	Outro	9					
SC1.1 4	Existem instalações de lavagem das mãos, dentro ou nas proximidades das casas de banho? (Sabão ou cinza e água)			Sim		1	
				Não		2	
SC1.1 5	A escola tem uma Associação de Pais e Professores, ou estrutura de Gestão semelhante?			Sim		1	
				Não		2	
SC1.1 6	A escola tem um Comité de Gestão Escolar (CGE)?			Sim		1	
				Não		2	
SC1.1 7	Qual é o número de membros no Comité de Gestão Escolar?				<input type="text"/> <input type="text"/>		
SC1.1 8	O Comité de Gestão Escolar tem quantas reuniões por ano?				<input type="text"/> <input type="text"/>		
SC1.1 9	Quantas vezes é que o CGE, reuniu, na realidade, no último ano?				<input type="text"/> <input type="text"/>		

SC1.20	Qual é o nível de participação e engajamento do CGE nos aspectos da gestão escolar?	CGE reuniu-se pelo menos uma vez por mês CGE reuniu-se pelo menos três vezes por mês CGE reuniu-se pelo menos três vezes por ano	1 2 3	
SC1.21	Qual é a distância por estrada (km) ao mercado de alimentos (lumo ou diário) mais próximo relativamente escola?	<input type="text"/> <input type="text"/> km		
SECÇÃO 2: PROGRAMA DE ALIMENTAÇÃO ESCOLAR (PAM)				
Nº	Questão	Resposta		Saltar
SC2.01	Esta escola tem um programa de alimentação escolar?	Sim Não	1 2	
SC2.02	Onde é que os alimentos são armazenados?	Armazem Sala de Aula Sala dos professores Cozinha Espaco aberto Outro (especificar)	1 2 3 4 5 6	
SC2.03	A escola usa paletes de madeira levantadas para o armazenamento dos produtos (ou seja, armazenamento de produtos longe do chão)?	Sim Não	1 2	
SC2.04	Quantas pessoas (não alunos) estão envolvidas, a nível da escola, na	<input type="text"/> <input type="text"/>		
SC2.05	Aonde é que a comida é normalmente preparada?	Armazém Sala de Aula Sala dos Professores Cozinha Espaco aberto Outro (especificar)	1 2 3 4 5 6	
SC2.06	A escola usa fogões eficientes de combustível?	Sim Não	1 2	
SC2.07	Qual é o nível de participação e compromisso da CGE na escolar cantina?	Nenhum CGE ajuda de descarga e armazenamento de alimentos CGE supervisiona regularmente a descarga CGE ativamente envolvido em todas as etapas da	1 2 3 4	
SC2.08	Os membros do CGE receberam alguma formação na gestão de	Sim Não	1 2	

SC2.09	Por quantos anos ou meses que esta escola tem recebido apoio do Programa de Alimentação Escolar (IPHD ou PAM)?	<input type="text"/> <input type="text"/>	<input type="text"/> <input type="text"/>	
		Anos	ou	Mes
SC2.10	Quais os procedimentos através dos quais os pais e alunos, podem obter informações sobre o Programa de Alimentação Escolar ou fazer reclamações sobre o programa? <i>Não avisar. Resposta múltipla – coloque um círculo à volta de todas que se aplicam.</i>	Nenhum	A	
		Reuniões regulares com a Comissão de Gestão Escolar	B	
		Reuniões regulares com administradores escolares	C	
		Caixa de sugestão	D	
		Linha de apoio	E	
		Comunicação informal (verbal)	F	
		Professores	G	
		Não sabe	H	
		Outro (especificar)	I	
SC2.11	Contribuição não-alimentar			
		Contribuiu		Quem contribuiu? (Escolher todos que)
		S	N	Comuni
				Pai
				Doador
				Escol
				Out
	A Água	1	2	A
	B Lenha	1	2	B
	C Utensílios de cozinha	1	2	C
	D Produtos de limpeza	1	2	D
	E Pratos e talheres	1	2	E
	F Subsídio do/a	1	2	F
	G Subsídio do Armazenista	1	2	G
	H Outro (especificar)	1	2	H

SECÇÃO 3: REGISTO DE DIAS ESCOLARES

Registrar o número de dias de acordo com cada categoria.

Registrar '00' se nenhum

		Numero total de dias	Dias livres oficiais	Encerramentos não	Soma
	Mês	A	B	C	D
SC3.0	Outubro 2017	<input type="text"/> <input type="text"/>	<input type="text"/> <input type="text"/>	<input type="text"/> <input type="text"/>	<input type="text"/> <input type="text"/>
SC3.0	Novembro	<input type="text"/> <input type="text"/>	<input type="text"/> <input type="text"/>	<input type="text"/> <input type="text"/>	<input type="text"/> <input type="text"/>
SC3.0	Dezembro	<input type="text"/> <input type="text"/>	<input type="text"/> <input type="text"/>	<input type="text"/> <input type="text"/>	<input type="text"/> <input type="text"/>
SC3.0	Janeiro 2018	<input type="text"/> <input type="text"/>	<input type="text"/> <input type="text"/>	<input type="text"/> <input type="text"/>	<input type="text"/> <input type="text"/>
SC3.0	Fevereiro 2018	<input type="text"/> <input type="text"/>	<input type="text"/> <input type="text"/>	<input type="text"/> <input type="text"/>	<input type="text"/> <input type="text"/>
SC3.0	Março 2018	<input type="text"/> <input type="text"/>	<input type="text"/> <input type="text"/>	<input type="text"/> <input type="text"/>	<input type="text"/> <input type="text"/>

SC3.0	Abril 2018	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
SC3.0	Maio 2018	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
SC3.0	Junho 2018	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

SECÇÃO 4: INFORMAÇÃO SOBRE O CORPO DOCENTE – HISTORIAL												
ID	Nome	SC4.01		SC4.02	SC4.03	SC4.04	SC4.05	SC4.06	SC4.07		SC4.08	
		M	E					Anos	A		Formado em	
									T	T	S	N
0		1	2	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>	1	2	1	2
0		1	2	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>	1	2	1	2
0		1	2	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>	1	2	1	2
0		1	2	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>	1	2	1	2
0		1	2	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>	1	2	1	2
0		1	2	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>	1	2	1	2
0		1	2	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>	1	2	1	2
0		1	2	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>	1	2	1	2
0		1	2	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>	1	2	1	2
1		1	2	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>	1	2	1	2
1		1	2	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>	1	2	1	2
1		1	2	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>	1	2	1	2
Códigos para SC4.03						Códigos para SC4.04						
Director(a) / Professor(a)	1	Professor(a)	4	Mestrado ou mais	1	Secundario (11º	5					
Director(a) Adjunto(a)	2	Professor(a)	5	Licenciatura	2	EBº 3 ciclo (9º	6					
Professor(a)	3	Outro (especificar)	6	Bacharelato	3	EBº 2 ciclo (6º	7					
				Pos-secundario	4	EBº 1 ciclo (4º	8					

SECÇÃO 5A: MATRICULA DOS ALUNOS (2017/18)

Registrar o número de alunos de acordo com cada categoria.

Marque 'N/A' se nível de classe não se aplica. Em caso de nenhum registe '00'

		Número total de	Número total de alunos:	Número total de alunos:	Número total de alunos:	Número total de	Número total de alunos:
	Ano	A	B	C	D	E	F
SC6.01	Pré-	□□□	□□□	□□	□□	□□	□□
SC6.02	1º Ano	□□□	□□□	□□	□□	□□	□□
SC6.03	2º Ano	□□□	□□□	□□	□□	□□	□□
SC6.04	3º Ano	□□□	□□□	□□	□□	□□	□□
SC6.05	4º Ano	□□□	□□□	□□	□□	□□	□□
SC6.06	5º Ano	□□□	□□□	□□	□□	□□	□□
SC6.07	6º Ano	□□□	□□□	□□	□□	□□	□□

SECÇÃO 5A: INSCRIÇÃO DOS ALUNOS (2017/18)

Registrar o número de alunos de acordo com cada categoria.

Registrar 'N/A' se nível de classe não se aplica. Em caso de nenhum registe '00'

		Número total de	Número total de alunos:	Número total de alunos:	Número total de alunos:	Número total de	Numero total de alunos:
	Ano	A	Matriculado	Transferência	D.	E	Abandono
		A	B	C	D.	E	F
SC6.0	Pré-	□□□	□□□	□□	□□	□□	□□
SC6.0	1º Ano	□□□	□□□	□□	□□	□□	□□
SC6.1	2º Ano	□□□	□□□	□□	□□	□□	□□
SC6.1	3º Ano	□□□	□□□	□□	□□	□□	□□
SC6.1	4º Ano	□□□	□□□	□□	□□	□□	□□
SC6.1	5º Ano	□□□	□□□	□□	□□	□□	□□
SC6.1	6º Ano	□□□	□□□	□□	□□	□□	□□

SECÇÃO 6: FREQUÊNCIA DOS ALUNOS 2017/18

Total dias frequentados cada mês do ano escolar 2017

Marque '00' se não aplicável (o aluno não inscrito na altura)

Classe:
(2 3 4)

Turma:
(A B C)

Hora de inicio das aulas : Hora de

:
:

		SC7.01	SC7.02	SC7.03	SC7.04	SC7.05	SC7.06	SC7.07	SC7.08	SC7.09		
		Sex										
		M	F									
1		1	2	<input type="text"/> <input type="text"/>	<input type="text"/> <input type="text"/>	<input type="text"/> <input type="text"/>	<input type="text"/> <input type="text"/>	<input type="text"/> <input type="text"/>	<input type="text"/> <input type="text"/>	<input type="text"/> <input type="text"/>	<input type="text"/> <input type="text"/>	
2		1	2	<input type="text"/> <input type="text"/>	<input type="text"/> <input type="text"/>	<input type="text"/> <input type="text"/>	<input type="text"/> <input type="text"/>	<input type="text"/> <input type="text"/>	<input type="text"/> <input type="text"/>	<input type="text"/> <input type="text"/>	<input type="text"/> <input type="text"/>	
3		1	2	<input type="text"/> <input type="text"/>	<input type="text"/> <input type="text"/>	<input type="text"/> <input type="text"/>	<input type="text"/> <input type="text"/>	<input type="text"/> <input type="text"/>	<input type="text"/> <input type="text"/>	<input type="text"/> <input type="text"/>	<input type="text"/> <input type="text"/>	
4		1	2	<input type="text"/> <input type="text"/>	<input type="text"/> <input type="text"/>	<input type="text"/> <input type="text"/>	<input type="text"/> <input type="text"/>	<input type="text"/> <input type="text"/>	<input type="text"/> <input type="text"/>	<input type="text"/> <input type="text"/>	<input type="text"/> <input type="text"/>	
5		1	2	<input type="text"/> <input type="text"/>	<input type="text"/> <input type="text"/>	<input type="text"/> <input type="text"/>	<input type="text"/> <input type="text"/>	<input type="text"/> <input type="text"/>	<input type="text"/> <input type="text"/>	<input type="text"/> <input type="text"/>	<input type="text"/> <input type="text"/>	
6		1	2	<input type="text"/> <input type="text"/>	<input type="text"/> <input type="text"/>	<input type="text"/> <input type="text"/>	<input type="text"/> <input type="text"/>	<input type="text"/> <input type="text"/>	<input type="text"/> <input type="text"/>	<input type="text"/> <input type="text"/>	<input type="text"/> <input type="text"/>	
7		1	2	<input type="text"/> <input type="text"/>	<input type="text"/> <input type="text"/>	<input type="text"/> <input type="text"/>	<input type="text"/> <input type="text"/>	<input type="text"/> <input type="text"/>	<input type="text"/> <input type="text"/>	<input type="text"/> <input type="text"/>	<input type="text"/> <input type="text"/>	
8		1	2	<input type="text"/> <input type="text"/>	<input type="text"/> <input type="text"/>	<input type="text"/> <input type="text"/>	<input type="text"/> <input type="text"/>	<input type="text"/> <input type="text"/>	<input type="text"/> <input type="text"/>	<input type="text"/> <input type="text"/>	<input type="text"/> <input type="text"/>	
9		1	2	<input type="text"/> <input type="text"/>	<input type="text"/> <input type="text"/>	<input type="text"/> <input type="text"/>	<input type="text"/> <input type="text"/>	<input type="text"/> <input type="text"/>	<input type="text"/> <input type="text"/>	<input type="text"/> <input type="text"/>	<input type="text"/> <input type="text"/>	
1		1	2	<input type="text"/> <input type="text"/>	<input type="text"/> <input type="text"/>	<input type="text"/> <input type="text"/>	<input type="text"/> <input type="text"/>	<input type="text"/> <input type="text"/>	<input type="text"/> <input type="text"/>	<input type="text"/> <input type="text"/>	<input type="text"/> <input type="text"/>	
1		1	2	<input type="text"/> <input type="text"/>	<input type="text"/> <input type="text"/>	<input type="text"/> <input type="text"/>	<input type="text"/> <input type="text"/>	<input type="text"/> <input type="text"/>	<input type="text"/> <input type="text"/>	<input type="text"/> <input type="text"/>	<input type="text"/> <input type="text"/>	
1		1	2	<input type="text"/> <input type="text"/>	<input type="text"/> <input type="text"/>	<input type="text"/> <input type="text"/>	<input type="text"/> <input type="text"/>	<input type="text"/> <input type="text"/>	<input type="text"/> <input type="text"/>	<input type="text"/> <input type="text"/>	<input type="text"/> <input type="text"/>	
1		1	2	<input type="text"/> <input type="text"/>	<input type="text"/> <input type="text"/>	<input type="text"/> <input type="text"/>	<input type="text"/> <input type="text"/>	<input type="text"/> <input type="text"/>	<input type="text"/> <input type="text"/>	<input type="text"/> <input type="text"/>	<input type="text"/> <input type="text"/>	
1		1	2	<input type="text"/> <input type="text"/>	<input type="text"/> <input type="text"/>	<input type="text"/> <input type="text"/>	<input type="text"/> <input type="text"/>	<input type="text"/> <input type="text"/>	<input type="text"/> <input type="text"/>	<input type="text"/> <input type="text"/>	<input type="text"/> <input type="text"/>	
1		1	2	<input type="text"/> <input type="text"/>	<input type="text"/> <input type="text"/>	<input type="text"/> <input type="text"/>	<input type="text"/> <input type="text"/>	<input type="text"/> <input type="text"/>	<input type="text"/> <input type="text"/>	<input type="text"/> <input type="text"/>	<input type="text"/> <input type="text"/>	

SECÇÃO 6: FREQUÊNCIA DOS ALUNOS 2017/18 (CONT.)

Total dias frequentados cada mês do ano escolar 2017/18

Marque '00' se não aplicável (o aluno não inscrito na altura)

Classe:

Turma:

Hora de início das

:

:

aulas : Hora de

		SC7.01		SC7.02	SC7.03	SC7.04	SC7.05	SC7.06	SC7.07	SC7.08	SC7.09
I	No	Sex ⁿ		Out-	Nov-	Dez-16	Jan-17	Fev-7	Mar-17	Abr-17	Mai-17
		M	F								
1		1	2	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
1		1	2	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
1		1	2	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
1		1	2	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
2		1	2	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
2		1	2	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
2		1	2	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
2		1	2	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
2		1	2	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
2		1	2	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
2		1	2	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
2		1	2	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
2		1	2	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
2		1	2	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>

Número da Escola:
 Referência do(a)

QUESTIONÁRIO À CRIANÇA ESCOLARIZADA

Estudo de Meio-termo sobre o Sistema de Alimentação Escolar

Guiné-Bissau (2018)

Região:
Sector:
Nome da Escola:
Nome do(a) Aluno(a):
Sexo: M F
Idade:
Classe: <input type="text"/> Turma: <input type="text"/>
Nome do(a)s Inquiridor(a)s:
Data da Entrevista: / / 2018

Resultado da Entrevista:	Completou	1
	Recusou	2
	Outro	6

Nome do/a Supervisor/a:	Nome do/a agente de Introdução de Dados
Assinatura:	Data de Introdução #1: / / 2018
Data da Revisão: / / 2018	Nome d/a agente de Introdução de Dados
	Data de Introdução #2: / / 2018

SECÇÃO 1: COMPORTAMENTO DA CRIANÇA E REFEIÇÕES ESCOLARES

No	Questão	Resposta	Saltar
ST1.0	Ontem, comeu uma refeição na	Sim	1

escola?	Não	2	
---------	-----	---	--

ST1.0	Normalmente, que fornece o alimento que você come na	Refeição oferecida pela escola Trouxe comida própria e comeu Comprou o almoço e.g. quiosque Foi para casa almoçar e depois Outro (especifique)	1 2 3 4 6	→ST1.1 →ST1.1 →ST1.1 →ST1.1
CT1.0	Como você avalia a <u>quantidade</u>	Insuficiente Aceitável Suficiente Muito bom Bastante/excessiva.....	1 2 3 4 5	
CT1.0	Como você avalia a <u>qualidade</u>	Mã Razoável Boa Muito boa Excelente	1 2 3 4 5	
ST1.0	Você já enfrentou problemas durante a distribuição de alimentos? (por exemplo troca de	Sim Não	1 2	
ST1.0	Você recebeu uma ração de arroz para levar a casa ou de alimentos	Sim Não	1 2	
ST1.0	Ainda estava com fome após a	Sim Não	1 2	
ST1.0	Normalmente, a que horas é que	□□:□□		
ST1.0	Normalmente, se uma refeição não é oferecida na escola, volta para casa antes do final do dia de	Sim Não Não se aplica	1 2 8	
ST1.1	Normalmente, se fica a saber que a comida da escola	Sim Não Não se aplica	1 2 8	
CT1.1	Ontem, comeu uma refeição <u>antes</u> de ir para a escolar?	Sim Não; Não faz parte de prática Não; Sem fome Não; Não tinha comida suficiente Não; Doença Não; Não teve tempo suficiente Não; Outro (especificar)	1 2 3 4 5 6 7	
CT1.1	Ontem, comeu uma refeição <u>depois</u> da escola (e antes de ir dormir)?	Sim Não; Não faz parte de prática Não; Sem fome Não; Não tinha comida suficiente Não; Doença Não; Não teve tempo suficiente Não; Outro (especificar)	1 2 3 4 5 6 7	
ST1.1	Quanto tempo é que leva para	□□□ Minutos		
CT1.1	Normalmente, de que forma vai	A pé De bicicleta De carro De autocarro De motorizada Outro transporte local Outro	1 2 3 4 5 6 7	

Número da Escola: □□□
 Identificação do(a) □□
 Aluno(a):

QUESTIONÁRIO AOS AGREGADOS FAMILIARES

Estudo de base sobre o Sistema de Alimentação Escolar da Guiné-Bissau (2018)

Região:	
Setor:	
Nome da Escola:	
Nome do(a) aluno(a):	
Classe: <input type="checkbox"/>	Turma: <input type="checkbox"/>
Nome dos Pais (Respondente):	Nº de contacto:
Sexo do Respondente : M F	
Nome do(a)s Inquiridor(a)s:	
Data da Entrevista: / / 2018	

Resultado da Entrevista:	Complet	1
	ou	
	Recusou	2
	
	Outro	6
	

Nome do(a) Supervisor(a):	Nome do(a) Agente de Introdução de
Assinatura:	Data da Introdução #1: / / 2018
	Nome do(a) Agente de Introdução de

Data de Revisão: / / 2018

Data da Introdução #2: / / 2018

SECÇÃO 1: COMPOSIÇÃO DO AGREGADO FAMILIAR			
No	Questão	Resposta	Saltar
<i>Um agregado familiar é definido como uma pessoa ou grupo de pessoas que costumam comer juntos, vivem no mesmo local e reconhecem a autoridade da mesma pessoa chamada</i>			
HH1.0 1	Qual é a sua relação com (nome do/a aluno/a)?	Pai Mãe Guardião/a Nomeado/a Avó/Avô Outro	1 2 3 4 6
HH1.0 2	Qual é o sexo do chefe do agregado familiar?	Masculino Feminino	1 2
HH1.0 3	Qual é o estado civil do actual chefe do agregado familiar?	Casado(a) monógamo(a) Casado(a) polígamo(a) Viúvo(a) Separado(a)/Divorciado(a) Solteiro(a)/Nunca foi casado(a)	1 2 3 4 5
HH1.0 4	O chefe do agregado familiar pertence a que grupo étnico?	Fula Mandinga Balanta Maniaco Pepele Outro	1 2 3 4 5 6
HH1.0 5	Qual é o número total de pessoas que normalmente vivem nesta casa?	<input type="text"/> <input type="text"/>	
HH1.0 6	Determine o número total de pessoas normalmente a viver nesta casa, por categoria de idade e de sexo.		
	<i>Certifique que a soma A-H equivale a</i>		
		Masculino	Feminino
	Crianças com <u>menos</u> de 5 anos de	A <input type="text"/> <input type="text"/>	B <input type="text"/> <input type="text"/>
	Crianças entre os 5 e 17 anos de	C <input type="text"/> <input type="text"/>	D <input type="text"/> <input type="text"/>
	Pessoas entre 18 e 65 anos de	E <input type="text"/> <input type="text"/>	F <input type="text"/> <input type="text"/>
	Idosos > 65	G <input type="text"/> <input type="text"/>	H <input type="text"/> <input type="text"/>

SECÇÃO 2: CARACTERÍSTICAS DO AGREGADO FAMILIAR			
No	Questão	Resposta	Saltar
HH2.0 1	Que tipo de habitação possui?	Propriedade própria Arrendamento Fornecido pelo empregador Gratuito, autorizado Gratuito, não autorizado	1 2 3 4 5

		Outro.....Qual?.....	6
HH2.0 2	As paredes exteriores da habitação principal do agregado familiar são predominantemente feitos de que material? <i>Confirmar via OBSERVAÇÃO.</i>	MATERIAL NATURAL Não tem parede Cana de Lama e resíduos vegetais MATERIAL RUDIMENTAR Bambu/ <i>kirintim</i> com lama Pedra com lama Adobe não recoberto Contraplacado Cartão Madeira de recuperação Taípe MATERIAL ACABADO Cimento Pedra com gesso/cimento Tijolos Bloco de cimento Adobe reforçado Adobe recoberto Pranchas de madeiras/ <i>shingles</i> OUTRO.....Qual?.....	1 1 1 2 2 2 2 2 2 2 3 3 3 3 3 3 3 3 9
HH2.0 3	O telhado da habitação principal do agregado familiar é predominantemente feito de que material? <i>Confirmar via OBSERVAÇÃO.</i>	MATERIAL NATURAL Não tem tecto/telhado Palha/folha de palmeira Ervã MATERIAL RUDIMENTAR Esteira Palmeira/bambu Prancha de madeira MATERIAL ACABADO Metal Madeira Zinco Fibra de cimento Telha Cimento Prancha de OUTRO/ Não	1 1 1 2 2 2 3 3 3 3 3 3 3 3 9

HH2.0 4	O pavimento principal é feito predominantemente de que material? <i>Confirmar via OBSERVAÇÃO.</i>	CHÃO NATURAL Terra batida 1 CHÃO RUDIMENTAR Madeira rudimentar 2 Palmeira/cana de bambu 2 CHÃO TERMINADO Parquet ou madeira encerrada 3 Mosaico 3 Cimento 3 Vinil ou asfalto 3 Outro 9	
HH2.0 5	Qual é a principal fonte de energia ou combustível que o agregado familiar mais usa para cozinhar?	Electricidade 1 Gás natural 2 Petróleo/parafina/querosene 3 Carvão vegetal 4 Carvão mineral 5 Lenha 6 Fezes de animais 7 Aparra 8 Outro 9	
HH2.0 6	Alguém, no agregado familiar possui um telemóvel	Sim 1 Não 2	
HH2.0 7	Qual é a sua fonte principal de água?	ÁGUA DA TORNEIRA Canalizada dentro da casa 1 Canalizada fora da casa 1 Canalizada ao vizinho 1 Torneira pública/natural 1 POCO a bomba/forragem 2 POCO CAVADO POCO protegido 3 POCO não protegido 3 ÁGUA DE NASCENTE Nascente/fonte protegida 4 Nascente fonte não protegida 4 Água da chuva 5 Carroca com pequena 5 Camião cisterna 6 Furo 7 Água superficial 8 Água mineral (de garrafa) 9 Outro 9	
HH2.0 8	Qual tipo de casa de banho é que os membros deste Agregado	Retrete tradicional 1 Retrete melhorada 2	

		Latrina com autoclismo	3	
		Latrina sem autoclismo	4	
		Enterra as fezes no quintal	5	→HH2.
		Enterra as fezes fora do quintal	6	→HH2.
		Na mata (natureza)	7	→HH2.
		Balde	8	→HH2.
		Outro	9	→HH2.
HH2.0 9	Esta casa-de-banho é normalmente partilhada como	Sim	1	
		Não	2	
HH2.1 0	Quantas famílias usam esta casa-de-banho?	Número de agregados	0 <input type="checkbox"/>	
		10 agregados ou mais	9	
		Não sabe	9	
HH2.1 1	O agregado familiar possui:		Si	Não
	Electricidade	Electricidade	1	2
	Rádio	Rádio	1	2
	Televisor	Televisor	1	2
	Frigorífico / arca congeladora	Frigorífico /arca	1	2
	Filtro de água (cerâmico)	Filtro de água	1	2
	Gerador	Gerador	1	2
	Ferro	Ferro	1	2
	Telefone fixo	Telefone fixo	1	2
HH2.1 2	Algum membro do agregado familiar tem a seguinte:		Si	Não
	Telemóvel	Telemóvel	1	2
	Carro	Carro	1	2
	Bicicleta	Bicicleta	1	2
	Motorizada	Motorizada	1	2
	Piroga/canoa	Piroga/canoa	1	2
	Carreta com tracção animal	Carreta com tracção	1	2
	Relógio	Relógio	1	2

SECÇÃO 3: EDUCAÇÃO				
No	Questão	Resposta		Saltar
HH3.0 1	O pai do(a) aluno(a) ou guardião masculino vive nesta casa?	Sim	1	
		Não	2	
HH3.0 2	O pai/guardião masculino frequentou alguma vez, a escola ou	Sim	1	
		Não	2	
HH3.0 3	Qual é o nível de instrução do o pai/guardião masculino?	Nenhum	1	
		Escola corânica (Leitura)	2	
		Escola corânica (Escrever)	3	
		Ensino Básico 1 (1-4 ano)	4	
		Ensino Básico 2 (5-6 ano)	5	
		Ensino Básico 3 (7-9 ano)	6	

		Ensino Secundário (10-12	7	
		Ensino Superior	8	
		Ensino	9	
HH3.0 4	O pai ou tutor masculino sabe ler e escrever o Português?	Sim	1	
		Não	2	
		Não sabe	8	
HH3.0 5	A mãe do(a) aluno(a) ou tutora vive nesta casa?	Sim	1	
		Não	2	
HH3.0 6	A mãe/tutora frequentou alguma vez a escola ou pré- escola?	Sim	1	
		Não	2	
HH3.0 7	Qual é o nível de instrução do a mãe/tutora?	Nenhum	1	
		Escola corânica (Leitura)	2	
		Escola corânica (Escrever)	3	
		Ensino Básico 1 (1-4 ano)	4	
		Ensino Básico 2 (5-6 ano)	5	
		Ensino Básico 3 (7-9 ano)	6	
		Ensino Secundário (10-12	7	
		Ensino Superior	8	
		Ensino	9	
HH3.0 8	A mãe ou tutora sabe ler e escrever o Português?	Sim	1	
		Não	2	
		Não sabe	8	

SECÇÃO 4: CLASSIFICAÇÃO DO CONSUMO DE ALIMENTOS		
HH4. 01	Nos últimos 7 dias, quantas vezes (dias) o seu agregado familiar consumiu arroz?	<input type="checkbox"/>
HH4. 02	Nos últimos 7 dias, quantas vezes (dias) o seu agregado familiar consumiu outros cereais (milho, milhete, trigo, outros productos à	<input type="checkbox"/>
HH4. 03	Nos últimos 7 dias, quantas vezes (dias) o seu agregado familiar consumiu tubérculos (inhame, batata, etc.)?	<input type="checkbox"/>
HH4. 04	Nos últimos 7 dias, quantas vezes (dias) o seu agregado familiar consumiu oleaginosas/ leguminosas (feijões,	<input type="checkbox"/>
HH4. 05	Nos últimos 7 dias, quantas vezes (dias) o seu agregado familiar consumiu legumes ou saladas?	<input type="checkbox"/>
HH4. 06	Nos últimos 7 dias, quantas vezes (dias) o seu agregado familiar consumiu frutos?	<input type="checkbox"/>
HH4. 07	Nos últimos 7 dias, quantas vezes (dias) o seu agregado familiar consumiu carne, frango e/ou outra proteína animal?	<input type="checkbox"/>
HH4. 08	Nos últimos 7 dias, quantas vezes (dias) o seu agregado familiar consumiu peixe e/ou marisco?	<input type="checkbox"/>

HH4.09	Nos últimos 7 dias, quantas vezes (dias) o seu agregado familiar consumiu ovos?	<input type="checkbox"/>
HH4.10	Nos últimos 7 dias, quantas vezes (dias) o seu agregado familiar consumiu leite/leogurto/produtos lácteos?	<input type="checkbox"/>
HH4.11	Nos últimos 7 dias, quantas vezes (dias) o seu agregado familiar consumiu áloe alimentar / gorduras?	<input type="checkbox"/>
HH4.12	Nos últimos 7 dias, quantas vezes (dias) o seu agregado familiar	<input type="checkbox"/>
HH4.13	Nos últimos 7 dias, quantas vezes (dias) o seu agregado familiar consumiu	<input type="checkbox"/>

SECÇÃO 5: SUBSISTÊNCIA				
No	Questão	Resposta		Saltar
HH5.01	Quantos membros actuais do agregado possuem rendimento?	Homens	Mulheres	
		<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>	
HH5.02	Qual foi a fonte de rendimento mais importante para o seu agregado familiar no último ano? Qual foi a segunda? <i>Não enumerar. Permitir ao inquirido responder. Se somente uma (1)</i>	Códigos para		
		0 Assalariado (privado. público)	07 Marabout	
		0 Agricultor(a)	08 Artesanato	
		0 Criador(a) de gado	09 Caca/Pesca	
	0 Empreendedor(a) individual	10 Colheita de		
	0 Comércio	11 Outros a		
	0 Doméstico(a)			
		Primeira	Segunda	
		<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>	
HH5.03	Qual é a rendimento (líquido) anual aproximado do seu agregado familiar? (Em XOF)	Menos de 60.000	1	
		Entre 60.000 e 150.000	2	
		Entre 150.000 e 450.000	3	
		Mais de 450.000	4	
HH5.04	Em alguma altura nos últimos 4 meses, o seu domicílio recebeu apoio (dinheiro/senhas,	Sim	1	
		Não	2	→HH5.
		Não sabe	8	→HH5.
HH5.05	Recebeu de quem, tal apoio? <i>Não incitar a resposta. Resposta múltiplas, escolha (faça um círculo à volta) todas que se aplicam.</i>	Familiares, vizinhos, ou amigos	A	
		Governo	B	
		Donativos privados	C	
		ONG	D	
		Outro	E	
HH5.06	A sua família está a apoiar familiares, vizinhos ou amigos	Sim	1	
		Não	2	

SECÇÃO 6 – ESTRATÉGIA DE ADAPTAÇÃO E DE SOBREVIVÊNCIA			
	Estratégia alimentar: No decorrer dos últimos 7 dias, se houve períodos em que não teve acesso a comida suficiente ou		Frequência (em
HH6.0	Consumir alimentos menos preferidos e mais baratos	<input type="checkbox"/>	
HH6.0	Pedir comida emprestada ou contar com o apoio dos	<input type="checkbox"/>	
HH6.0	Diminuir a quantidade de comida no momento das refeições	<input type="checkbox"/>	
HH6.0	Reduzir as quantidades consumidas pelos adultos em benefício	<input type="checkbox"/>	
HH6.0	Reduzir o número de refeições diárias (saltar 1 ou 2 refeições no	<input type="checkbox"/>	
Estratégia de stress (relativas aos meios de subsistência)			
HH6.0	Enviar membros do agregado em migração de	<input type="checkbox"/>	(1 = Sim; 2 =
HH6.0	Procurar actividades alternativas ou adicionais	<input type="checkbox"/>	(1 = Sim; 2 =
HH6.0	Comprar / Pedir comida a crédito, pedir comida	<input type="checkbox"/>	(1 = Sim; 2 =
HH6.0	Vender bens não produtivos (ex.: móveis, jóias, etc.)	<input type="checkbox"/>	(1 = Sim; 2 =
HH6.1	Vender animais (desabastecimento, ou seja vender	<input type="checkbox"/>	(1 = Sim; 2 =
HH6.1	Utilizar a poupança do agregado	<input type="checkbox"/>	(1 = Sim; 2 =
HH6.1	Pedir dinheiro emprestado	<input type="checkbox"/>	(1 = Sim; 2 =
Estratégia de crise (relativas aos meios de subsistência)			
HH6.1	Vender bens produtivos (ex. carreta, charrua,	<input type="checkbox"/>	(1 = Sim; 2 =
HH6.1	Reduzir as despesas de saúde e de educação	<input type="checkbox"/>	(1 = Sim; 2 =
HH6.1	Retirar as crianças da escola	<input type="checkbox"/>	(1 = Sim; 2 =
HH6.1	Vender ou consumir as sementes	<input type="checkbox"/>	(1 = Sim; 2 =
HH6.1	Vender as fêmeas reprodutoras	<input type="checkbox"/>	(1 = Sim; 2 =
Estratégia de urgência (relativas aos meios de subsistência)			
HH6.1	Enviar membros do agregado para a mendicidade	<input type="checkbox"/>	(1 = Sim; 2 =
HH6.1	Vender parcelas de terreno	<input type="checkbox"/>	(1 = Sim; 2 =

SECÇÃO 7: REFEIÇÕES ESCOLARES			
No	Questão	Resposta	Saltar
HH7.0 1	Qual é o ano de escolaridade que (nome do/a aluno/a) frequenta?	Pré-primária 1º Ano 2º Ano 3º Ano 4º Ano 5º Ano 6º Ano Não sabe	1 2 3 4 5 6 7 8
HH7.0 2	Qual é o horário que (nome do aluno) normalmente frequenta na escola?	Manhã Tarde Dia inteiro	1 2 3
HH7.0 3	Nos últimos 5 dias de escola, quantos dias (Nome do/a aluno/a)	<input type="checkbox"/>	
HH7.0 4	Nos últimos 5 dias de escola, quantos dias (nome do/a aluno/a)	<input type="checkbox"/>	
HH7.0 5	Actualmente, a escola oferece refeições GRATUITAS a (Nome do/a aluno/a) na escola?	Sim Não Não sabe	1 2 8
			→HH7. →HH7.
HH7.0 6	Nos últimos 5 dias escolares, quantos dias (Nome do/a aluno/a) comeu uma refeição	Número de dias Não sabe	<input type="checkbox"/> 8
HH7.0 7	Nos dias de escola, em que as refeições escolares são oferecidas, reduz a quantidade de comida	Sim Não	1 2
HH7.0 8	Se sim: em média que quantidade reduz comparativamente ao fim-	25% 50% 75%	1 2 3
HH7.0 9	Houve uma altura durante o ano escolar em que a escola não ofereceu refeições?	Sim Não Não sabe	1 2 8
			→HH7. →HH7.
HH7.1 0	Se sim: como é que (nome do/a aluno/a) comeu na escola?	Criança levou a sua própria refeição e comeu na Deu dinheiro para comprar Criança veio para casa para a refeição e depois voltou para a Criança veio para a casa para a refeição e ficou também em Sem almoco Outro (Especificar)	1 2 3 4 5 6
HH7.1 1	A escola, alguma vez, pediu o pagamento específico de	Sim Não	1 2

HH7.1 2	Como pode obter informação sobre o programa de alimentação escolar ou fazer reclamações, se necessário?	Não pode Reuniões regulares com a direção da escola (CCE) Reuniões regulares com Administradores da Escola Caixa de sugestão Linha de Apoio Comunicação informal (verbal) com professores / CCE Não sabe Outro (especificar)	1 2 3 4 5 6 7 8																																													
HH7.1 3	Durante o corrente mês, com exceção de feriados/fins-de-	Sim Não	1 2																																													
HH7.1 4	Quais são as razões por faltar as aulas?	<table border="1"> <thead> <tr> <th></th> <th>S</th> <th>N</th> <th># de dias</th> </tr> </thead> <tbody> <tr> <td>A. Problemas de Transporte</td> <td>1</td> <td>2</td> <td><input type="checkbox"/><input type="checkbox"/></td> </tr> <tr> <td>B. Criança trabalha na quinta</td> <td>1</td> <td>2</td> <td><input type="checkbox"/><input type="checkbox"/></td> </tr> <tr> <td>C. Criança cuida dos irmãos/ trabalho</td> <td>1</td> <td>2</td> <td><input type="checkbox"/><input type="checkbox"/></td> </tr> <tr> <td>D. Falta de alimentos em casa</td> <td>1</td> <td>2</td> <td><input type="checkbox"/><input type="checkbox"/></td> </tr> <tr> <td>E. Devido à insegurança, medo</td> <td>1</td> <td>2</td> <td><input type="checkbox"/><input type="checkbox"/></td> </tr> <tr> <td>F. Doença</td> <td>1</td> <td>2</td> <td><input type="checkbox"/><input type="checkbox"/></td> </tr> <tr> <td>G. Cerimónias, festivais ou</td> <td>1</td> <td>2</td> <td><input type="checkbox"/><input type="checkbox"/></td> </tr> <tr> <td>H. Castigo pela escola</td> <td>1</td> <td>2</td> <td><input type="checkbox"/><input type="checkbox"/></td> </tr> <tr> <td>I. Nenhum razão específica (criança</td> <td>1</td> <td>2</td> <td><input type="checkbox"/><input type="checkbox"/></td> </tr> <tr> <td>J. Outro (especificar)</td> <td>1</td> <td>2</td> <td><input type="checkbox"/><input type="checkbox"/></td> </tr> </tbody> </table>				S	N	# de dias	A. Problemas de Transporte	1	2	<input type="checkbox"/> <input type="checkbox"/>	B. Criança trabalha na quinta	1	2	<input type="checkbox"/> <input type="checkbox"/>	C. Criança cuida dos irmãos/ trabalho	1	2	<input type="checkbox"/> <input type="checkbox"/>	D. Falta de alimentos em casa	1	2	<input type="checkbox"/> <input type="checkbox"/>	E. Devido à insegurança, medo	1	2	<input type="checkbox"/> <input type="checkbox"/>	F. Doença	1	2	<input type="checkbox"/> <input type="checkbox"/>	G. Cerimónias, festivais ou	1	2	<input type="checkbox"/> <input type="checkbox"/>	H. Castigo pela escola	1	2	<input type="checkbox"/> <input type="checkbox"/>	I. Nenhum razão específica (criança	1	2	<input type="checkbox"/> <input type="checkbox"/>	J. Outro (especificar)	1	2	<input type="checkbox"/> <input type="checkbox"/>
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HH7.1 5	Acredita que existe algum benefício na educação	Sim Não	1 2																																													
HH7.1 6	Se sim: quais são alguns dos benefícios da educação? <i>NÃO incitar. Resposta Múltipla – Selecciona (com um círculo) todas que se aplicam.</i>	Melhora a taxa de alfabetização Desenvolvimento de Aumenta a capacidade de As raparigas permanecem mais tempo na escola e casamentos Melhora a coesão da Ajuda a quebrar o ciclo de Aumenta as perspectivas da	A B C D E F G																																													

		A educação das meninas, melhora o bem-estar geral	-
		Outro (especificar)	I
HH7.1 7	Nos últimos 30 dias, houve algum caso de ameaças físicas e/ou emocionais à segurança da sua criança às quais ela foi exposta ao	Sim	1
		Não	2
		Não sabe	8
HH7.1 8	Se 'Sim': Por favor, indique os tipos de ameaças. <i>Não avisar. Resposta múltipla – coloque um círculo à volta de todas que se aplicam.</i>	Violação	A
		Assédio Sexual	B
		Assalto	C
		Ataques de Animais	D
		Assédio/perseguição moral,	E
		Abuso de drogas	F
		Castigo corporal, insultos, intimidações por parte do	-
		Outros (especifique)	H

Considerações específicas sobre a entrevista:

Fim da entrevista.

Tirar uma foto à pessoa
entrevistada (se ela aceitar)

Agradecer à(ao)

entrevistada(o) a sua
disponibilidade

[Place, Month and Year, Report number]

**[Name of commissioning Office]
[Link to the website]**



World Food Programme