

# SCHOOL FEEDING BASELINE REPORT



APRIL, 2014



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**7.04%** Average annual rate of change in the number of girls and boys enrolled in WFP supported schools

At programme level, drop-out rate is **10.4%** with Rivercess County having the highest drop-out rate of **12.3%**.

Overall retention rate for the 2012-2013 school year is **89.6%**

**66.9%** estimated attendance rate in WFP supported schools  
At programme level, the pass rate is **80.8%** above the planned programme target of **75%**.



## List of Acronyms and Abbreviations

<b>CC</b>	County Coordinator
<b>CEO</b>	County Education Officer
<b>DEO</b>	District Education Officer
<b>DFP</b>	District Focal Person
<b>FAO</b>	Food and Agriculture Organisation of the United Nations
<b>FFE</b>	Food for Education
<b>GIS</b>	Global Information System
<b>GPS</b>	Global Positioning System
<b>GTHR</b>	Girl Take Home Ration
<b>HGSF</b>	Home Grown School Feeding
<b>HIV</b>	Human Immune Virus
<b>LISGIS</b>	Liberian Institute of Statistics and Global Information Services
<b>M&amp;E</b>	Monitoring and Evaluation
<b>MoA</b>	Ministry of Agriculture
<b>MoE</b>	Ministry of Education
<b>MoHSW</b>	Ministry of Health and Social Welfare
<b>NGOs</b>	Non Governmental Organisations
<b>ODK</b>	Open Data Kit
<b>P4P</b>	Purchase for Progress
<b>PTA</b>	Parents Teachers Association
<b>UNDP</b>	United Nations Development Programme
<b>UNICEF</b>	United Nations Children's Fund
<b>VAM</b>	Vulnerability Analysis and Mapping
<b>WFP</b>	World food Programme

## Acknowledgement

## School Feeding Programme Outcome Indicator Table

#	Indicator	Baseline	Target	# schools Surveyed	95% Conf. Interval	
					Lower Interval	Upper Interval
1.	<b>Enrolment:</b> Average annual rate of change in number of girls and boys enrolled	7.04%	6% (+)	461	2.5%	11.6%
2.	<b>Estimated Attendance Rate:</b> The ratio of students present in school on a given number of days during the year (determined by head counts) to the number of children enrolled.	66.9%	90% (+)	520	64.6%	69.4%
3.	<b>Retention Rate:</b> The percentage of children who are not dropping out of school during the course of a school year	89.6%	90% (+)	387	88.4%	90.7%
4.	<b>Drop-out Rate:</b> The ratio of children who did not complete the school year to the number of children enrolled in school that year	10.4%	10% (-)	387	9.3%	11.6%
5.	<b>Gender Ratio:</b> The ratio of the number of female to male students enrolled in WFP-assisted schools.	0.89	1 (+)	598	0.87	0.92
6.	<b>Pass rate:</b> The percentage of students who successfully complete the final examination at the end of an education cycle	80.4%	75 (+)	412	78.1%	82.8%
7.	<b>Pupil-teacher ratio:</b> the ratio of pupils –to – teachers	35	30 (-)	518	33	36
8.	<b>Pupil-classroom ratio:</b> the ratio of pupils –to-classrooms	43	45 (-)	525	40	45
(+)/(-) ≈ Direction of required change						

## Executive Summary

The FFE program including its capacity development component responds to national priorities as defined in the Poverty Reduction Strategy II for the period 2012-2015 that highlights capacity development of Government as crucial to accompany the transition from recovery to development. This is aligned with WFP Strategic Objective 5 that positions WFP as an enabler of sustainable hunger solutions with anti-hunger policies and programs of action through dialogue and engagement with host governments. The goal of the capacity development is to support the Government during the transition towards strengthened national ownership, leadership and sustainable school feeding program.

The main objectives of the baseline study were to:

- Identify the present status and condition of beneficiaries in the targeted 9 counties
- Establish the benchmarks for key outcome indicators through which the impacts of the program implementation will be measured
- Update beneficiary figures for a more realistic planning of distributions to schools
- Generate GPS/GIS coordinates for targeted school and develop most recent school map

Three methods of data collection were adopted during the baseline that include physical counting, physical observation and documentary review. The baseline survey team consisted of 9 County Coordinators, 6 District Focal Persons, 3 WFP main office staff, 3 LISGIS county staff, 5 VAM external enumerators, 5 WFP Sub office staff, 2 WFP Drivers, 3 MoE School Feeding Division staff, 1 MoE Driver and 2 MoE central M&E staff. The survey team was divided into two 1) core team and 2) support and coordination team. The core team included the M&E & VAM staff from WFP country office, LISGIS staff, external VAM enumerators, MOE central M&E and school division staff and WFP sub office staff. The support and coordination team included County Coordinators, District Focal Points and county/district guides. Field work was undertaken from 2<sup>nd</sup> March 2014 to 3<sup>rd</sup> April 2014 starting with Grand Bassa County and ending with Maryland County.

During the baseline survey, it was observed that there was increased enrolment in Bomi, Gbarpolu, Grand Bassa, Grand Gedeh, Grand kru, River Gee and Rivercess counties between school years 2012-2013 and 2013-2014. The increase in enrolment was more vivid among boys than girls. Enrolment in Maryland and Sinoe counties declined in between school years 2012-2013 and 2013-2014.

Poor infrastructure for education, transfers/migration of parents, abrupt introduction of registration fees, cultural practices that give preference to traditional forms of education and early engagement in income generating activities by children especially the self supported children were key factors contributing to reduced enrolment. Overall attendance rate was 67% and by gender the rate was slightly higher among the girls (67.9%) than boys (67%). Low attendance was attributed to cultural practices that give preference to traditional forms of education (Sandi Society Schools) and inadequate accountability mechanisms at school level for tracking daily attendance of children. Daily roll calls are hardly done by teachers. Another factor affecting attendance especially in the lower grades was irregular feeding of children in supported schools (i.e. monthly feeding days were always below the monthly school days)

Overall retention rate for the 2012-2013 school year was 89.6% and drop-out rate was 10.4%. This is an indication of increased ability of WFP target schools to keep children in school. The gender gap in enrolment was more in upper grades (grades 4, 5, 6) than lower grades. This implies that there were more boys than girls in the upper grades; an indication of possible disadvantage of girls in their access to school in the upper grades. At programme level, the pass rate was 80.8%. Grand Gedeh County had the least percentage (71.1%) of girls successfully completing the yearend examination in the highest grade. This is a signal that more boys than girls are successfully transitioning to grade 7 in Grand Gedeh County. There were generally few schools with good kitchen facilities (8.3%); good food stores (8.1%); good latrine facilities (11.8%); and good record keeping (9%). This emphasises the need to strengthen food management and records systems in schools and to provide health, hygiene and nutrition education. Only one third of schools surveyed were involved in school gardening activities. There is need to intensify promotion of school garden as this is a key conduit to transition from food aid to a home grown school feeding programme.

Poor records and food management mechanisms at school level, poor tracking of daily attendance and drop-out, limited capacity (knowledge & skills) of communities and MoE decentralised levels to monitor and report on/account for school feeding activities, inadequate trained teaching staff, high teacher-pupil ratio, combined grades due to inadequate teaching staff and classrooms, hidden fees that undermine the policy on compulsory education for all, cultural & traditional beliefs that give preference to the traditional forms of education (Sandi Society schools), limited financial commitment at central level towards education, and poor water and sanitation health at school level were the major programme bottlenecks observed during the survey.

Based on key findings observed and bottlenecks noted the survey team recommends that the school feeding programme team advocates at national level for policies, principles and guidelines that promote the role of school feeding; Builds capacity of school authorities in records and food management through customised trainings at decentralised levels; Strengthens the capacity of MoE at central and decentralised levels to monitor and report on school feeding activities through customised technical trainings in monitoring and evaluation, data collection, processing, analysis and reporting; and provision of capital inputs; Forges strategic partners with other stakeholders (e.g. UNICEF, MoHSW, FAO, UNDP, MoA, NGOs etc.) to support the programme in the areas of health, hygiene, nutrition education, school gardens, fuel efficient stoves and programme monitoring; Traditional forms of education should be undertaken during periods when children are on holidays; Schools and education authorities at decentralized and central levels to continuously track enrolment figures to match them with available resources (teachers, classrooms, text books, benches, desks, latrine stances etc.).

## Project Overview and Background

The FFE program including its capacity development component responds to national priorities as defined in the Poverty Reduction Strategy II for the period 2012-2015 that highlights capacity development of Government as crucial to accompany the transition from recovery to development. This is aligned with WFP Strategic Objective 5 that positions WFP as an enabler of sustainable hunger solutions with anti-hunger policies and programs of action through dialogue and engagement with host governments. This positions WFP in a leadership role as provider of technical expertise to support nationally-owned anti-hunger initiatives, empowering nations to manage their own food assistance programs.

This capacity development project takes into account the ongoing gradual handing over of the implementation of FFE to Liberia Government in a bid to gradually reduce reliance on external assistance and support the transition to a more nationally owned and sustainable school feeding program. Priority will be given to the mobilization of existing expertise. Existing staff capacity will be leveraged to the extent possible, and in instances where the needs are too great alternative solutions will be found with emphasis on skills and ownership transfer to national systems.

### Guiding principles

The capacity development approach builds on ongoing efforts and best practices by:

- Focusing on the stakeholders' needs;
- fostering collaboration and partnership especially with UN agencies and between Ministries;
- meeting basic government systems/equipment requirements for data collection, analysis, reporting, access;
- building awareness of Government staff, communities for better ownership;
- Facilitating the development of comprehensive, sustainable capacity building efforts that address infrastructure capacity needs, education and training, and building local institutional capacity.

### Goal

The goal of the capacity development is to support the Government during the transition towards strengthened national ownership, leadership and sustainable school feeding program.

### Objectives

The capacity development has three main objectives, these include:

- Developing the capacity of the MOE, particularly School Feeding, PTA, school gardens and environment and M&E units and other line Ministries (MOA, MOH) to adequately plan, budget, implement, monitor, evaluate and account for school feeding policies and program;

- Improving coordination, harmonization and management capacity and quality of implementation of the school feeding program with strong linkages to local food production for home grown school feeding; and
- Strengthening governance, transparency, accountability and knowledge.

With the Ministry of Education, WFP provides primary school children with one daily fortified school meal. In 2013/14 school year, WFP targeted 234,000 children in ten counties with high food insecurity, low education indicators and high stunting rates. WFP expects to phase out assistance in Nimba, where vulnerability indicators are relatively favourable, in 2014 and to transfer responsibility for management of the school feeding programme to the Government. From 2014, the annual average beneficiary number is planned to decrease to 127,000 school children in nine counties. The gradual hand-over of WFP's school feeding activities will be informed by a mid-term evaluation planned for 2015, and if necessary will be adjusted according to its recommendations.

WFP provides a monthly take-home ration of rice and vegetable oil for an average of 4,800 girls in Gbarpolu, Grand Bassa, Grand Kru and River Cess, where primary-level gender disparities are highest. School feeding provides a platform for delivery of an essential package of complementary learning activities consisting of: i) classes on hygiene, water and HIV awareness, in partnership with the Ministry of Health and Social Welfare, the Ministry of Education and UNICEF; ii) school gardens foster agricultural knowledge and encourage dietary diversification, in partnership with the Ministry of Agriculture and the Food and Agriculture Organization of the United Nations (FAO); and iii) environmental conservation and awareness, in partnership with the Ministry of Environment and the United Nations Development Programme (UNDP).

To promote national ownership of a sustainable school feeding policy, WFP supports HGSF by leveraging the purchasing power of school feeding to buy locally produced rice through P4P to account for 55 percent of GTHR requirements in 2013 and the full WFP/EB.2/2012/8/5 9 requirements by 2017. PTAs and communities provide cooks, fuel and condiments, and will manage school gardens.

### Objectives of the baseline Survey/Headcount

The main objectives of the study were to:

- Identify the present status and condition of beneficiaries in the targeted 9 counties
- Establish the benchmarks for key outcome indicators through which the impacts of the program implementation will be measured
- Update beneficiary figures for a more realistic planning of distributions to schools
- Generate GPS/GIS coordinates for target schools and develop most recent school map

## Baseline/Headcount Design, Methodology and Approach

The following approach was used to undertake the Baseline/Headcount:

- ❑ Complete enumeration of all the study units (i.e. schools)
- ❑ Three methods of data collection were used including physical count, physical observation and documentary review
- ❑ County Coordinators provided lists of all schools in their respective counties including information on: school name, location, session, whether the school is supported by WFP or not. Schools were clustered based on locations
- ❑ Enrolment figures from the DEO's office, WFP distribution planning figures, figures from the actual physical count and figures in the school register were used to triangulate headcount findings.
- ❑ The 1<sup>st</sup> entry point into the county was the CEO's office. The survey team explained the objective of the mission to the CEO and sought permission & support to undertake the baseline/headcount in each of the counties visited
- ❑ At least one guide per county was requested for to supplement the County Coordinator and District Focal Persons in assisting the survey team to locate the different schools in the districts
- ❑ Visits with Resident DEO's office were undertaken to seek permission to access districts and undertake baseline/headcount.
- ❑ Positioning of survey teams by district was based on levels of concentration of schools
- ❑ A team of 2 enumerators was dispatched per school. No two enumerators from the same county were dispatched to the same school. Each team had a core team member with no attachments to the county. This was intended to increase objectivity of findings
- ❑ The core survey team consisted of WFP staff (from the country office i.e. M&E Unit, VAM Unit, School Feeding Unit), MoE staff from the central ministry (M&E unit & School Feeding Division), External VAM enumerators and independent enumerators from LISGIS.
- ❑ At school level, the survey team met with the school principal explained purpose of the mission and requested to access the school, school facilities and relevant documents
- ❑ Each grade within the school was visited and physical counting of children present undertaken.
- ❑ The school roster and register/enrolment book was reviewed for information on enrolment.
- ❑ Physical observation of condition/state of school facilities i.e. kitchen, stores, water source, cooking utensils, latrine, eating space etc was done and facilities were graded accordingly based on set standards
- ❑ GPS coordinates of the school were taken to facilitate school mapping
- ❑ The survey team reviewed findings every close of day to validation them

- ❑ A debriefing meeting with county education authorities (i.e. CEO and DEO) was held to get endorsement/consensus on county findings.

### Questionnaire or checklist

An electronic checklist was developed using the ODK tool kit and used to collect general information about the school, enrolment, attendance, retention, drop-out, pass rate, condition of school facilities, PTA, school gardens, fuel saving stoves, teaching staff and other support staff as well as qualitative information on factors affecting enrolment, drop-out rate and attendance.

### Arrangements for pre-testing

Pre-testing was undertaken through mock exercises on the tool. A scenario of a typical school was developed and enumerators were asked to enter the information into the electronic data entry form on mobile devices. Information entered into the system was compared with information in the scenario to ensure participants fully understand how to use the electronic tool and to describe, interpret and measure key education indicators being tracked during the baseline/headcount. The scenario was used to assess the ability of enumerators to review school records such as school registers, stores records etc.

### Fieldwork

The field team consisted of 9 County Coordinators from all the counties where WFP Liberia is undertaking the school feeding programme, 6 District Focal Persons, 3 WFP main office staff, 3 LISGIS county staff, 5 VAM external enumerators, 5 WFP Sub office staff, 2 WFP Drivers, 3 MoE School Feeding Division staff, 1 MoE Driver and 2 MoE central M&E staff.

This team was divided into two 1) core team and 2) support and coordination team. The core team included the M&E & VAM staff from WFP country office, LISGIS staff, external VAM enumerators, MOE central M&E and school division staff and WFP sub office staff. The support and coordination team included County Coordinators, District Focal Points and county/district guides. Field work was undertaken from 2<sup>nd</sup> March 2014 to 3<sup>rd</sup> April 2014 starting with Grand Bassa County and ending with Maryland County.

### Description of quality controls/supervision in the field

Enumerators were dispatched in teams to ensure that enumerators within each team crosscheck/validate each other's findings. Each team was composed of two enumerators. The electronic data collection tool was developed with validation mechanisms to minimize errors due to data entry.

**More details included in the terms of reference.....Annex**

## Main Findings

This section of the report presents main baseline findings on the enrolment, attendance, retention, drop-out, pass rate, condition of school facilities, PTA, school gardens, fuel saving stoves, teaching staff and other support staff and factors affecting enrolment, drop-out rate and attendance.

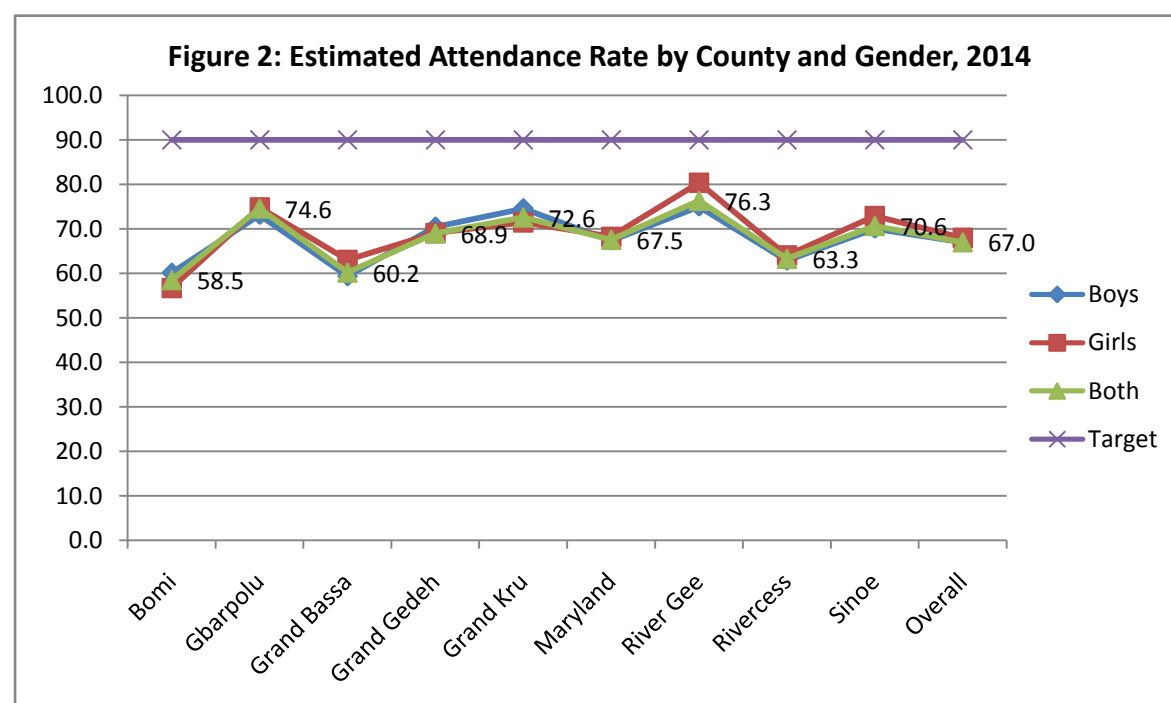
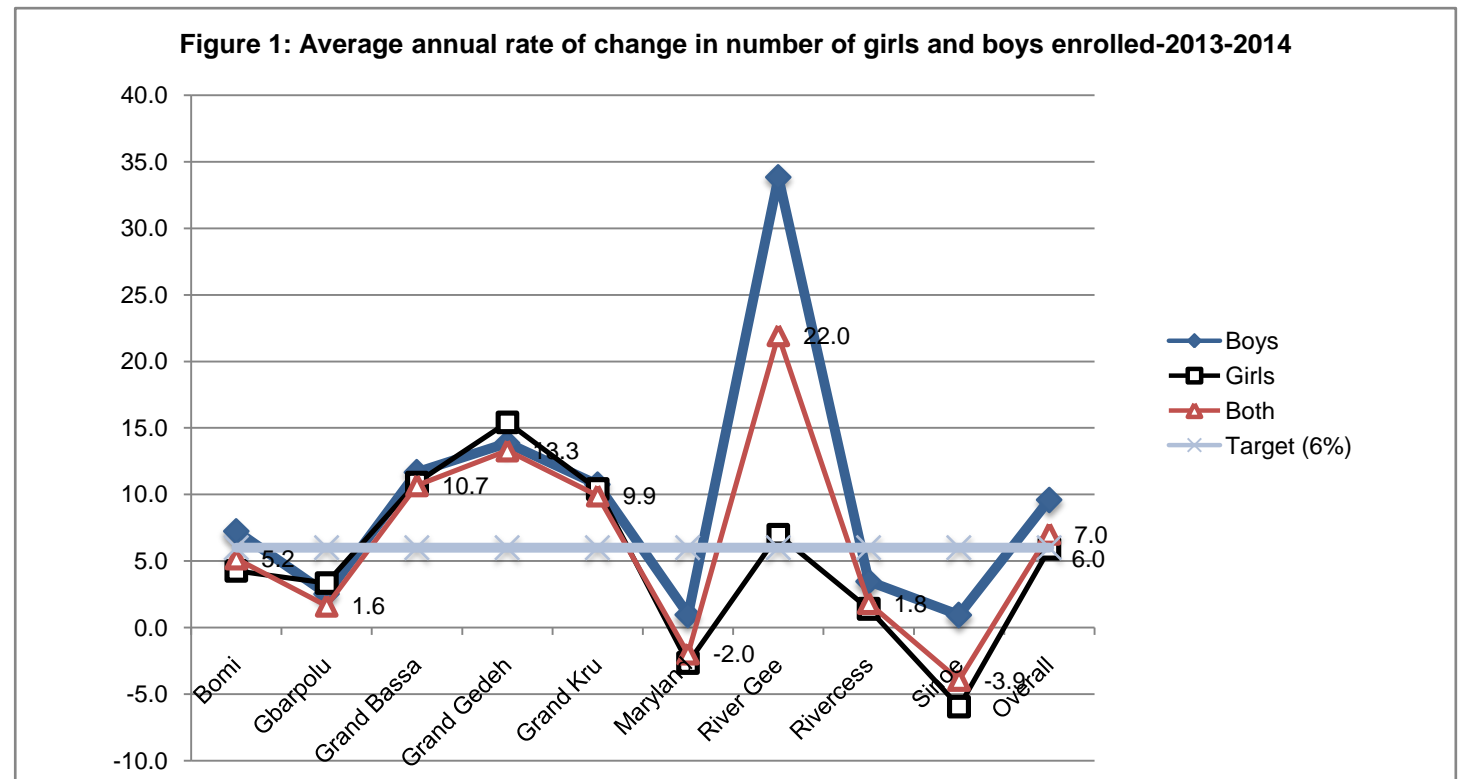
### Enrolment

At the school level, this indicator describes the change in enrolment between the year of survey/data collection and the previous year. At programme level, the average of the percentage change across all assisted schools - a measure of the short-term trend in enrolment in the targeted school population - provides an estimate of the effectiveness of school feeding in terms of attracting children to school. Important to note is that, the indicator does not allow distinguishing whether the children enrolled were previously not attending school or have transferred from another school (such as, for example, a non-assisted school).

Note that a positive figure, even if lower than the previous year, still indicates an improved situation. On the other hand, a negative figure reflects a decline in enrolment.

Results as presented in figure 1 above indicate an increase in enrolment in Bomi, Gbarpolu, Grand Bassa, Grand Gedeh, Grand kru, River Gee and Rivercess counties. The increase was witnessed more among the boys as compared to girls. Overall, there was a decline in enrolment in Maryland and Sinoe counties between the years 2013 and 2014.

Grand Bassa (10.7%), Grand Gedeh (13.3%), Grand Kru (9.9%) and River Gees (22.0%) are above the planned program target of 6% average annual increase in enrolment of boys and girls; Bomi (5.2%) county was close to the planned program target while Gbarpolu (1.6%), Maryland (-2.0%) and Sinoe (-3.9%) counties were way below the planned school feeding programme target. Qualitative data from key education stakeholders (students, teaching staff, non teaching staff, and county education authorities) interviewed stated poor infrastructure for education, transfers/migration of parents, abrupt introduction of registration fees, cultural practices that give preference to traditional forms of education and early engagement in income generating activities by children especially the self supported children as key factors contributing to reduced enrolment. Overall average annual change in enrolment for girls (5.9%) is still below the program target (6%).



### Attendance Rate

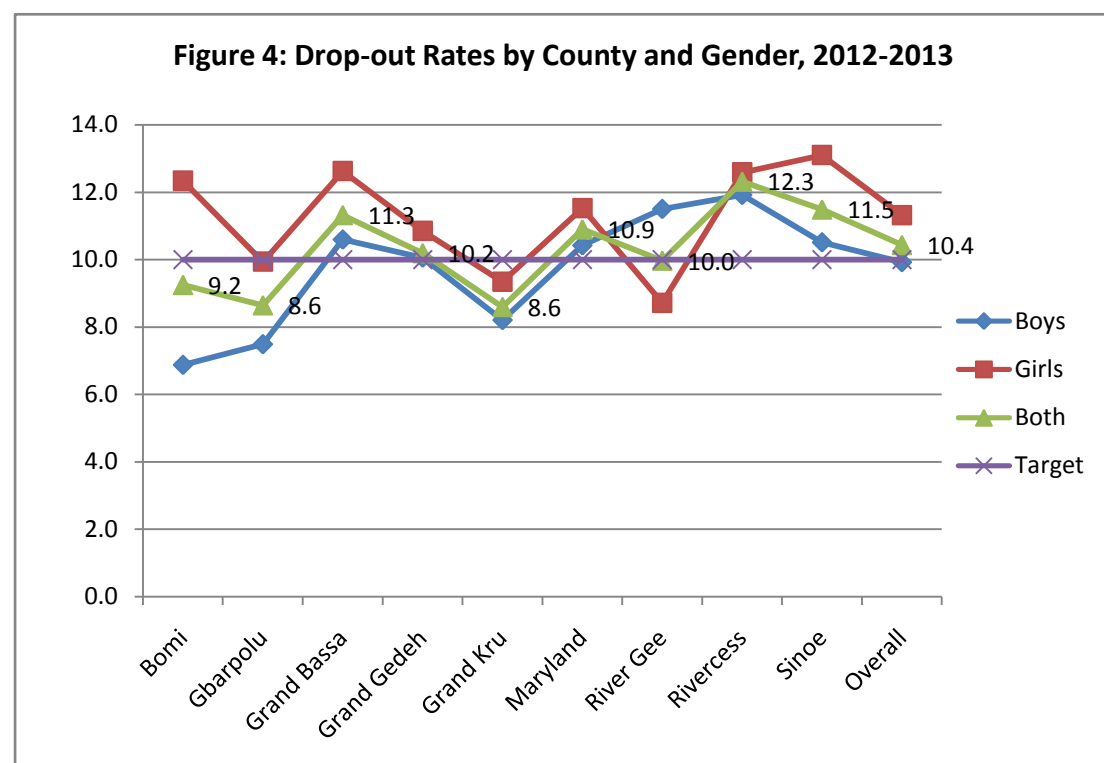
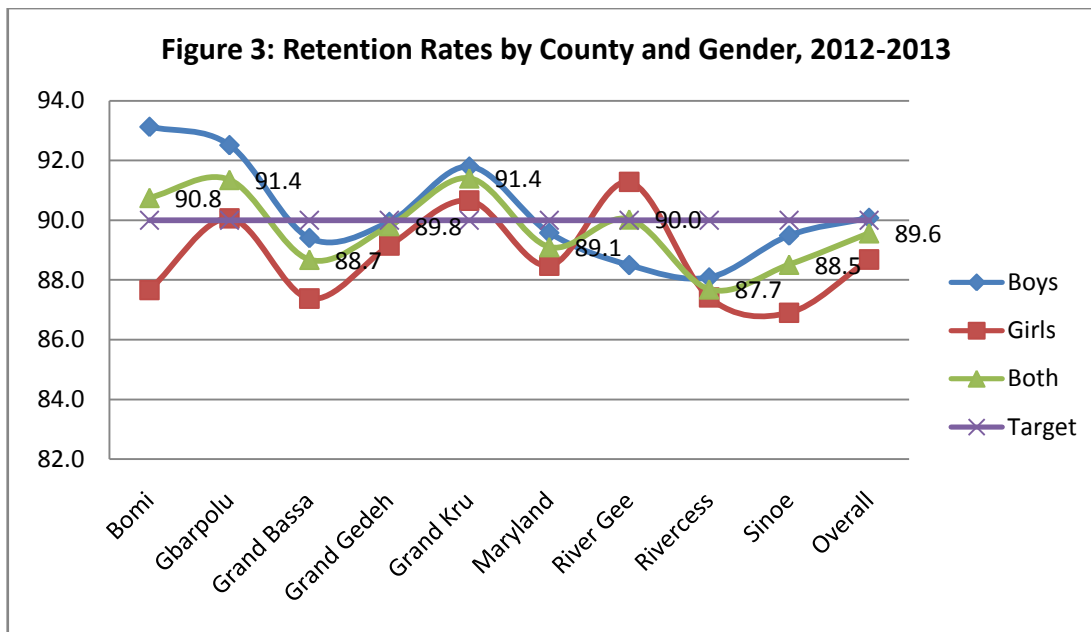
The attendance rate is a measure of the extent to which WFP support helps to ensure that children not only enrol in school at the beginning of the school year but are actually present in class throughout the school year. Overall attendance rate was 67% and between genders, with slightly higher rates among the girls (67.9%) as compared to boys (67%). Bomi County (overall-58.5%, Boys- 60.1%, Girls- 56.7%) had the lowest attendance mainly attributed to cultural practices that give preference to traditional forms of education (Sandi Society Schools) and inadequate accountability mechanisms at school level for tracking daily attendance of children. Schools

hardly track daily attendance. Children come late to school (normally by 9:00am) and leave early by 11:00am.

### Retention Rate

This indicator at the school level describes the retention of pupils in school during the course of the year, i.e. the percentage of children who are not dropping out of school during the course of a school year. At programme level, the average of the retention rate across all assisted schools provides an estimate of the ability of school feeding to keep children in school.

Overall retention rate for the 2012-2013 school year was 89.6% in WFP supported schools.



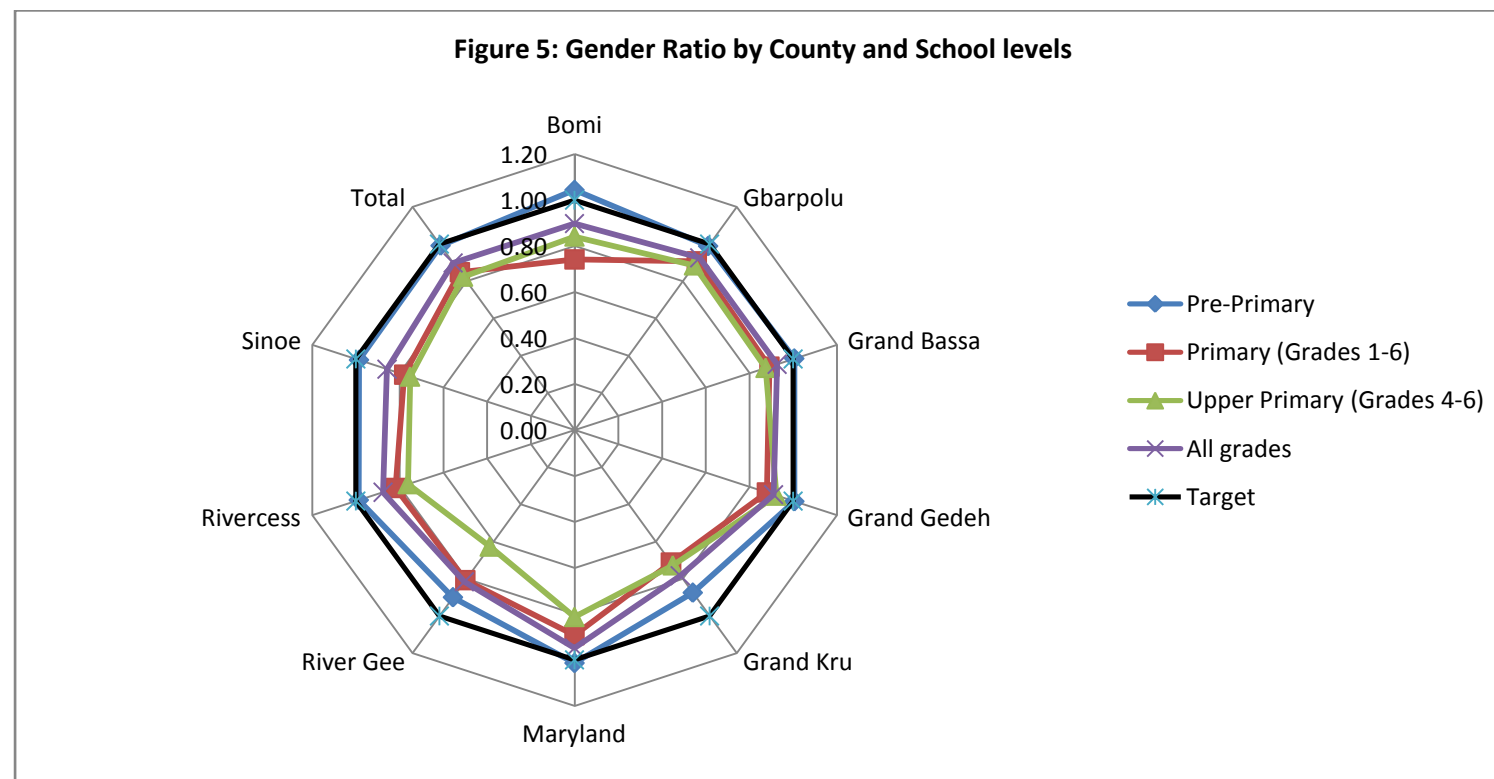
### Drop-out Rate

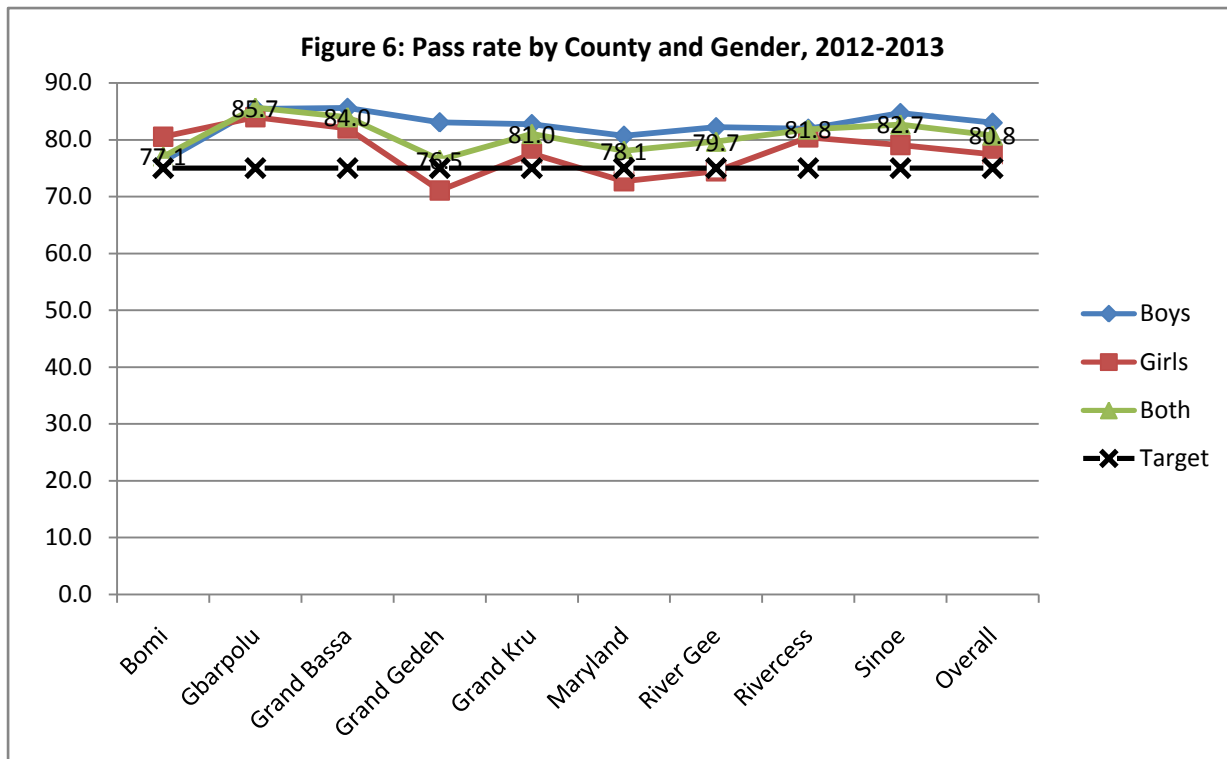
The Dropout Rate measures the success of the school in retaining its student population during a normal school year. Dropouts are those children who enrolled at the beginning of the year but stopped coming to school before the school year was completed, and thus did not take end-of-year assessments where these exist). The Dropout Rate is thus the ratio of children who did not complete the school year to the number of children enrolled in school that year. Figure 4 indicates more drop outs among the girls as compared to boys especially in Bomi, Grand Bassa and Sinoe Counties. Across WFP supported counties drop-out rate was 10.4% with Rivercess County having the highest drop-out rate of 12.3%.

### Gender Ratio

The gender ratio indicates how many girls are enrolled in school compared to boys; a measure of whether girls and boys have equal opportunities to access school.

The lower the ratio, the higher is the gender gap in enrolment. Ideally, the gender ratio should be 1, indicating an equal number of girls and boys enrolled. A gender ratio with a value greater than 1 indicates that there are more girls than boys enrolled. This may signal a possible disadvantage for boys in their access to schools and should be investigated. Figure 5 below shows that there is more gender gap in enrolment among the upper grades (grades 4, 5, 6) especially in River Gee (0.63), Grand Kru (0.73), Sinoe (0.75) and Rivercess (0.76).





**Pass rate**

At the school level, the pass rate compares the number of children who successfully complete the yearend examination in the highest grade in a given year to the total enrolment in the school in that year.

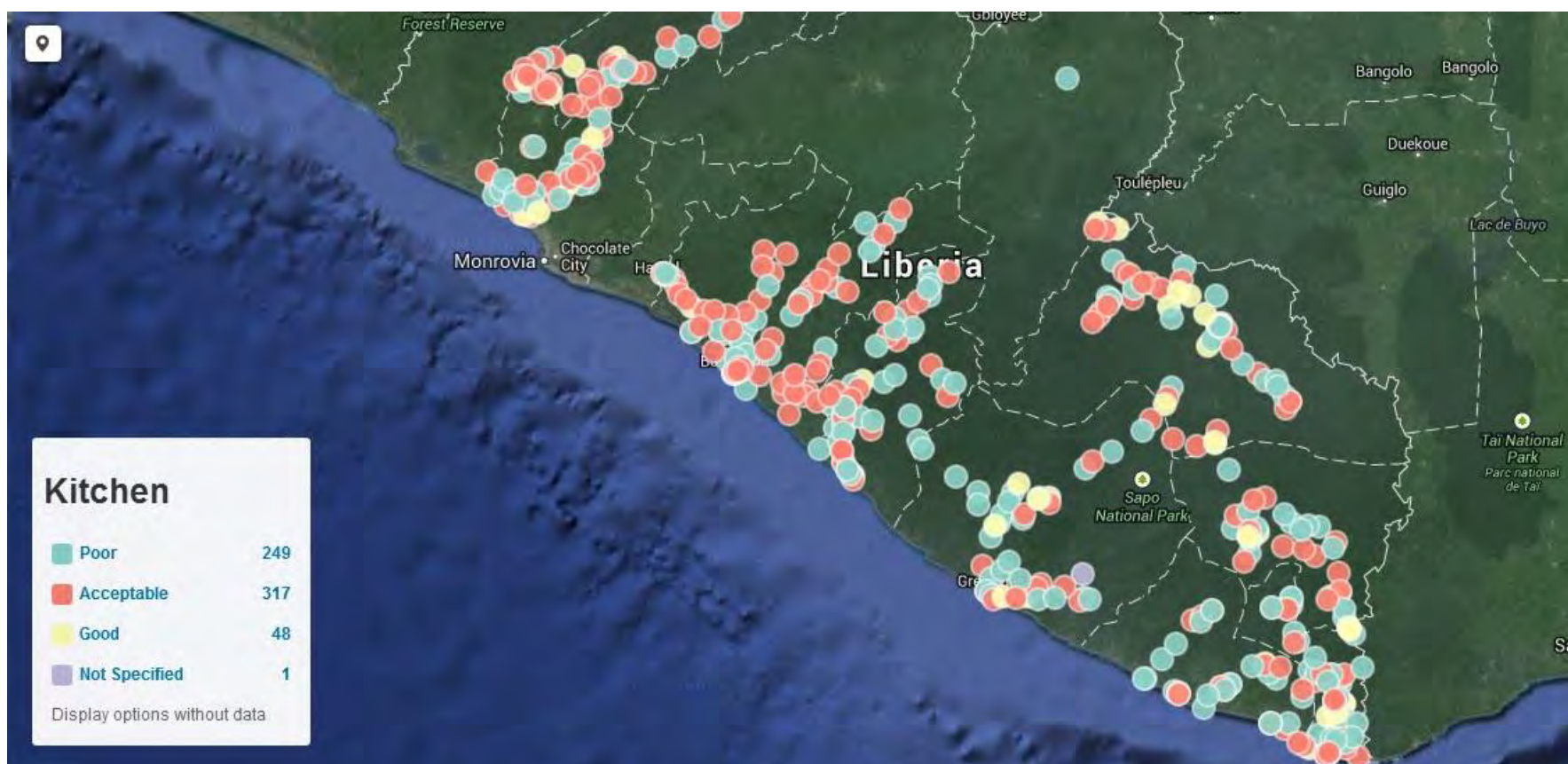
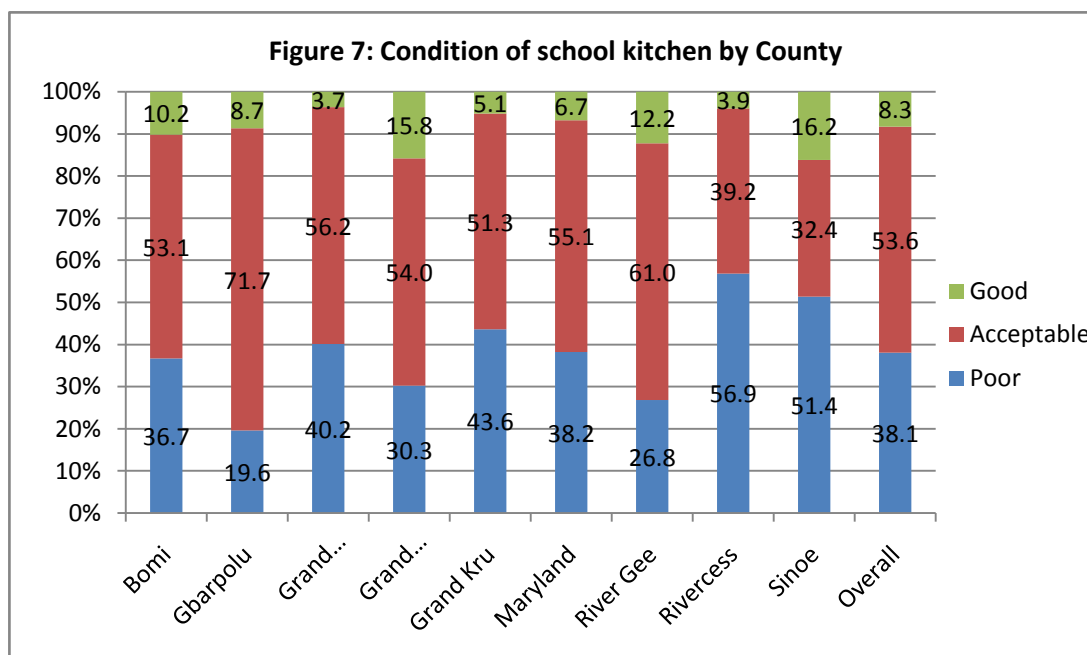
At programme level, the average of the pass rates across all assisted schools provides an estimate of the effectiveness of school feeding in ensuring that children successfully complete an education cycle (typically, primary education cycle) and are thus qualified to continue their education at the next higher level, which can be taken as an indirect measure of the eventual progress in basic education.

Figure 6 indicates that more boys than girls successfully complete the yearend examination in the highest grade. Grand Gedeh County has the least percentage (71.1%) of girls successfully completing the yearend examination in the highest grade. At programme level, the pass rate is 80.8% above the planned programme target of 75%.

**Condition of school facilities and records**

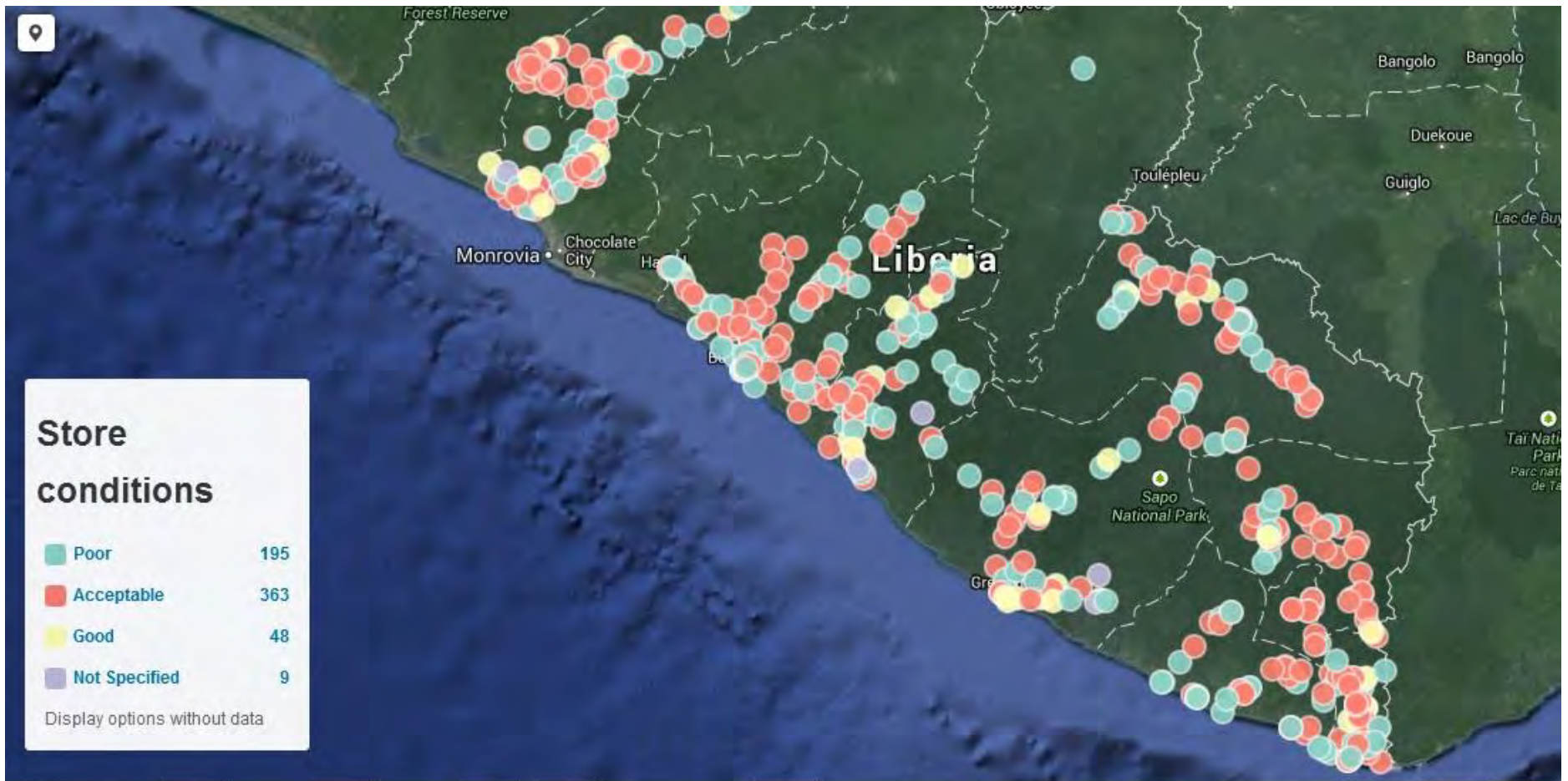
**Kitchen**

A school kitchen was considered to be in good condition if it was clean, orderly, had a serving table, was enclosed, had a fuel saving stove, and was leak free and spacious. An acceptable school kitchen was reasonably clean, orderly, hygienic, and small but permits the good cooking and serving of meals, functional but still needs improvement to meet required standard. A school kitchen was considered in poor condition if it was dirty, disorderly, and too small to allow the good cooking and serving of food. Only 8.3% of the schools had good kitchen facilities, 53.6% had acceptable kitchens and 40.6% had poor kitchen facilities. Rivercess (56.9%) followed by Sinoe (51.4%) had the highest percentage of schools with poor kitchen facilities.

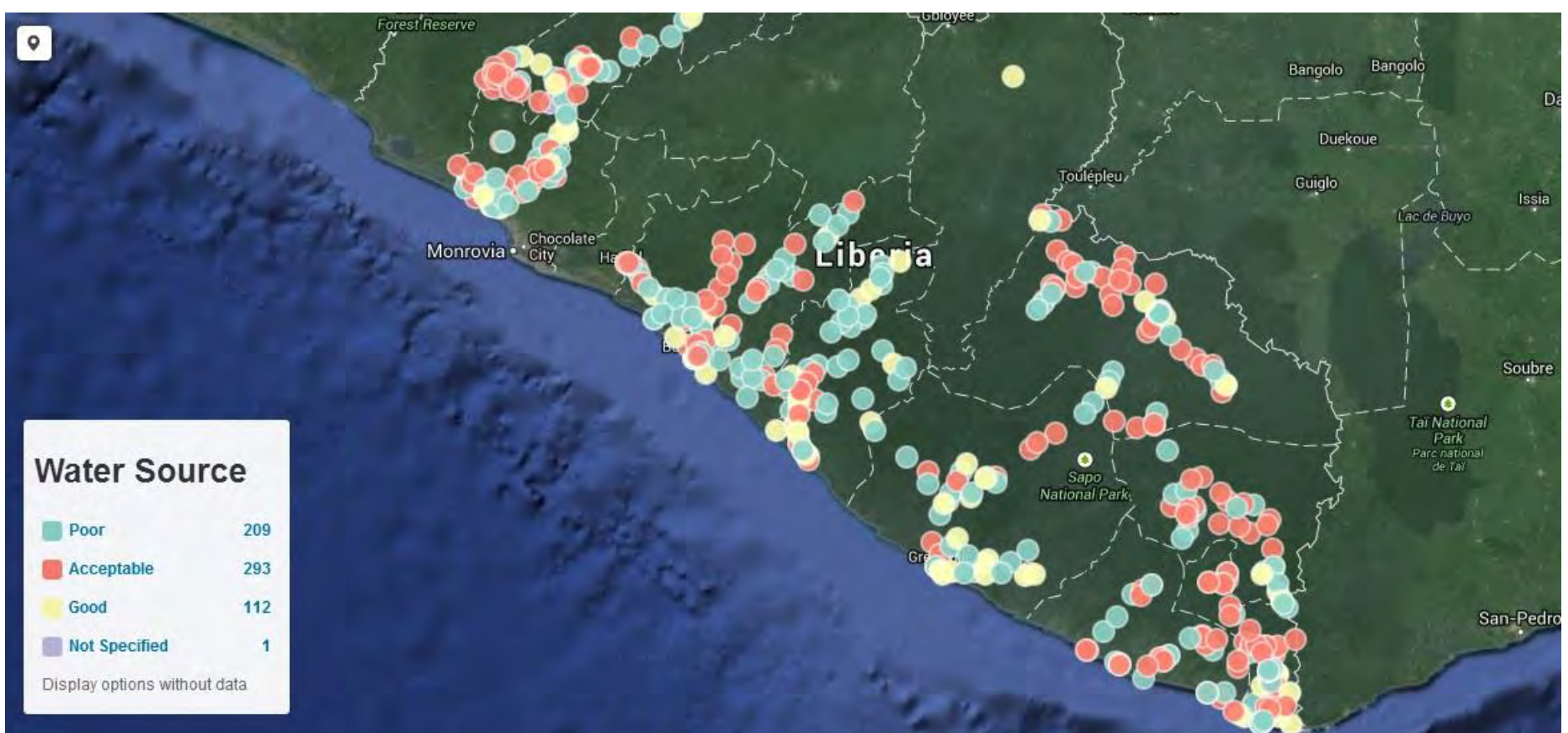


## Food store

A store was considered in good condition if it was clean, within school premise, spacious, well ventilated, had a concrete floor with pallets, dry, secured, stacking done without contact with walls and if there were no rodents and pests. An acceptable store was reasonably clean, somewhat ventilated with a temperature suitable for commodities, damp, secured enough to prevent basic intrusion and with some form of pallets on which to place the food. A store was considered in poor condition if it was dirty, not well ventilated, wet, not secured and if there were rodents/pests. 8.1% of the schools had good food stores, 60.7% had acceptable stores and 31.2% had poor food stores. Rivercess County had the highest percentage (47.1%) of schools with poor food stores while Sinoe County had the highest percentage (24.3%) of schools with good food stores.



## Water source



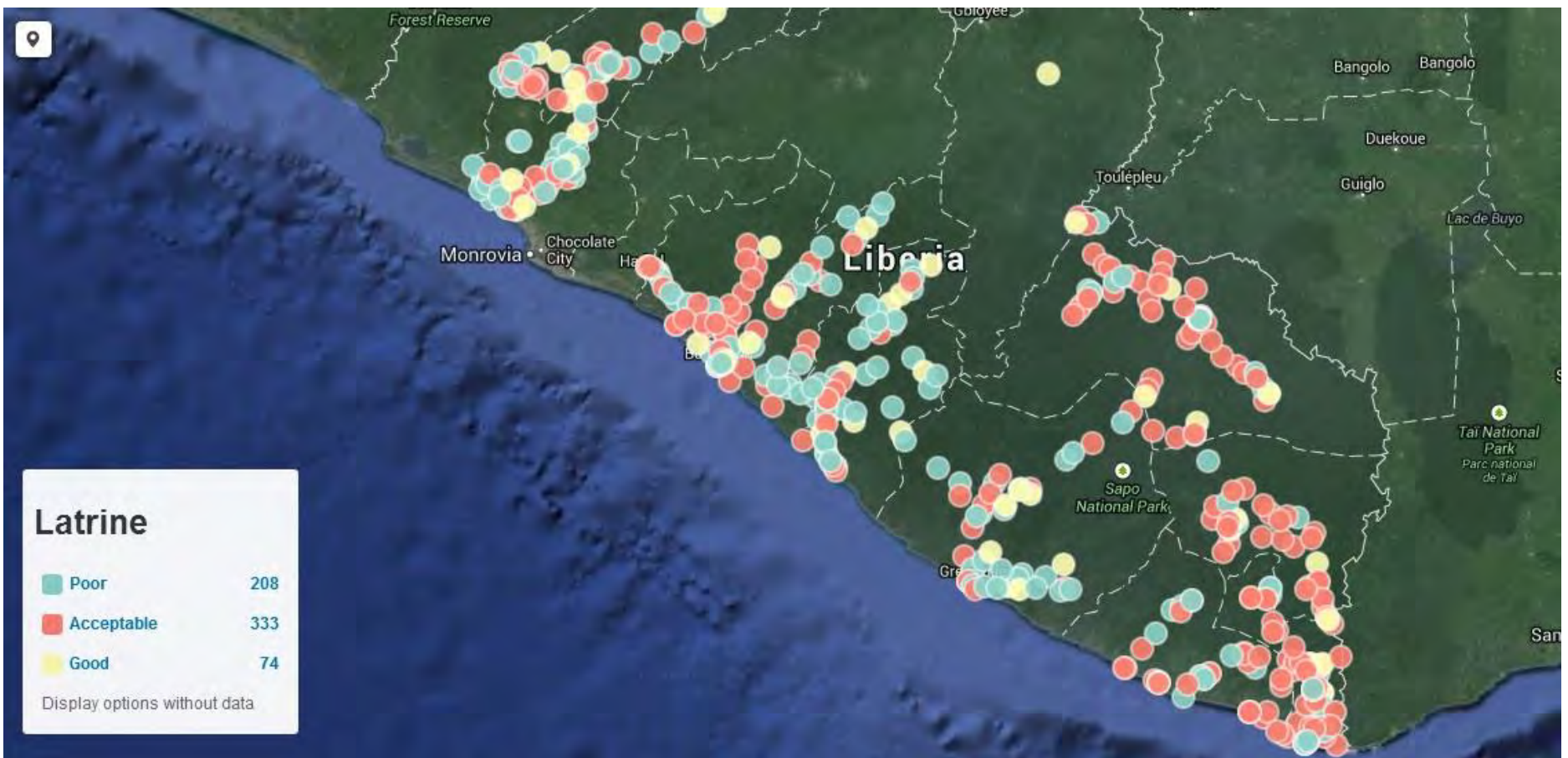
A water source was considered good if it was within the school premise, fenced, hand pump was functional (for borehole), had a clean surrounding, water was clear, regularly chlorinated (for shallow wells), water was neither salty nor smelly and water flow was sufficient for the daily school needs. A water source was considered acceptable if it was functional but falls short of required standards as mentioned above. A water source was considered poor if its surrounding was dirty, far from school premise (30 minutes or more walking distance), the water was not clear, smelly and the water flow was insufficient for the daily school needs.



**Latrine**

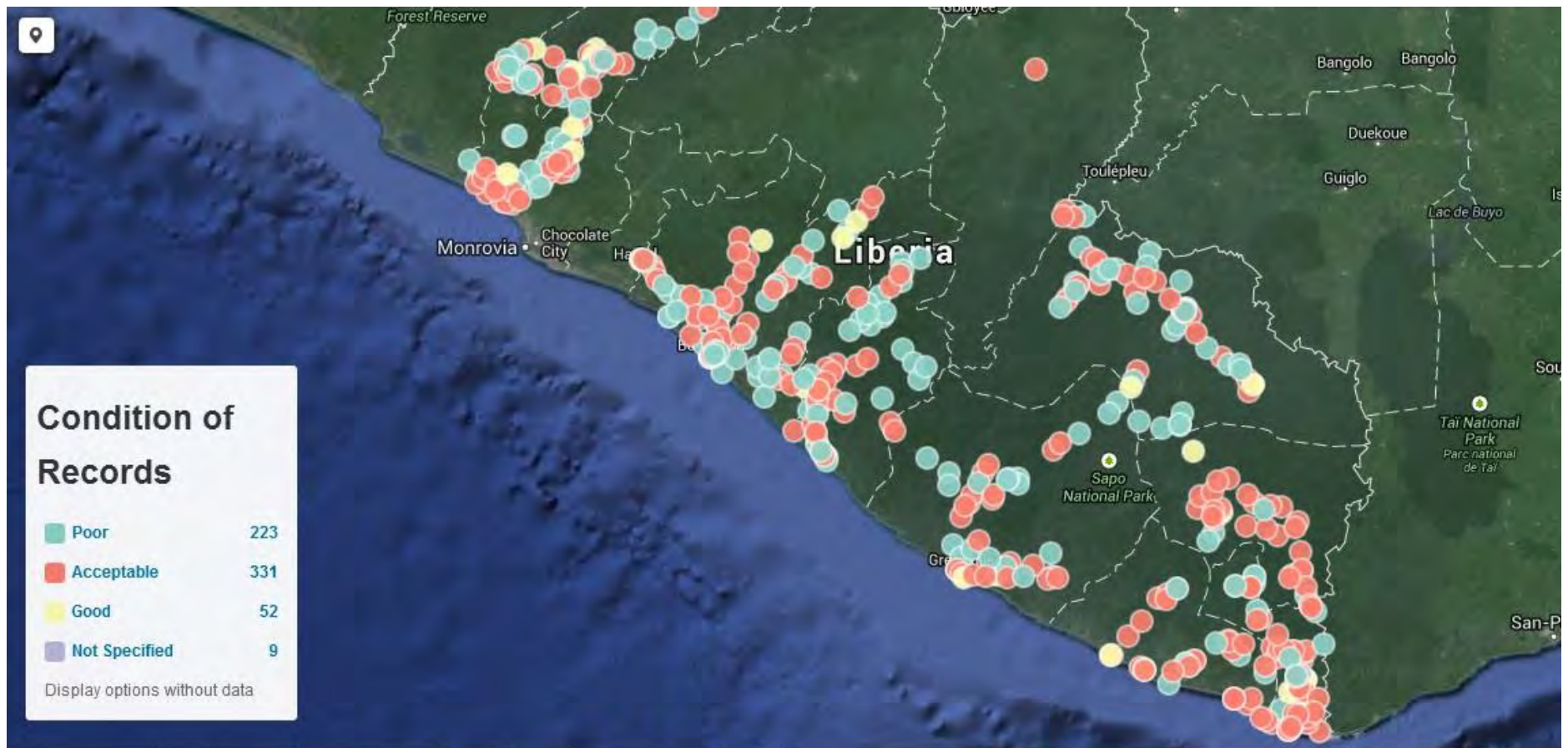
A good latrine was clean inside and surrounding, not smelly, with hand washing facility, separate stances for girls, boys and staff, lockable and at least 30 metres away from the kitchen. A latrine was considered acceptable if it was reasonably clean, allowed minimum privacy, within reasonable distance from the kitchen. Latrine condition was considered poor if there was no latrine facility and there was evidence of open defecation (OD), available latrine was dirty, smelly, not private and shared by all (i.e. students, staff and community).

At programme level, 11.8% of the schools had good latrines, 54.6% had acceptable latrines and 33.6% had poor/no latrines. Rivercess (64.7%), Sinoe (51.4%) and Bomi (46.9%) had the highest percentage of schools with poor latrine facilities.



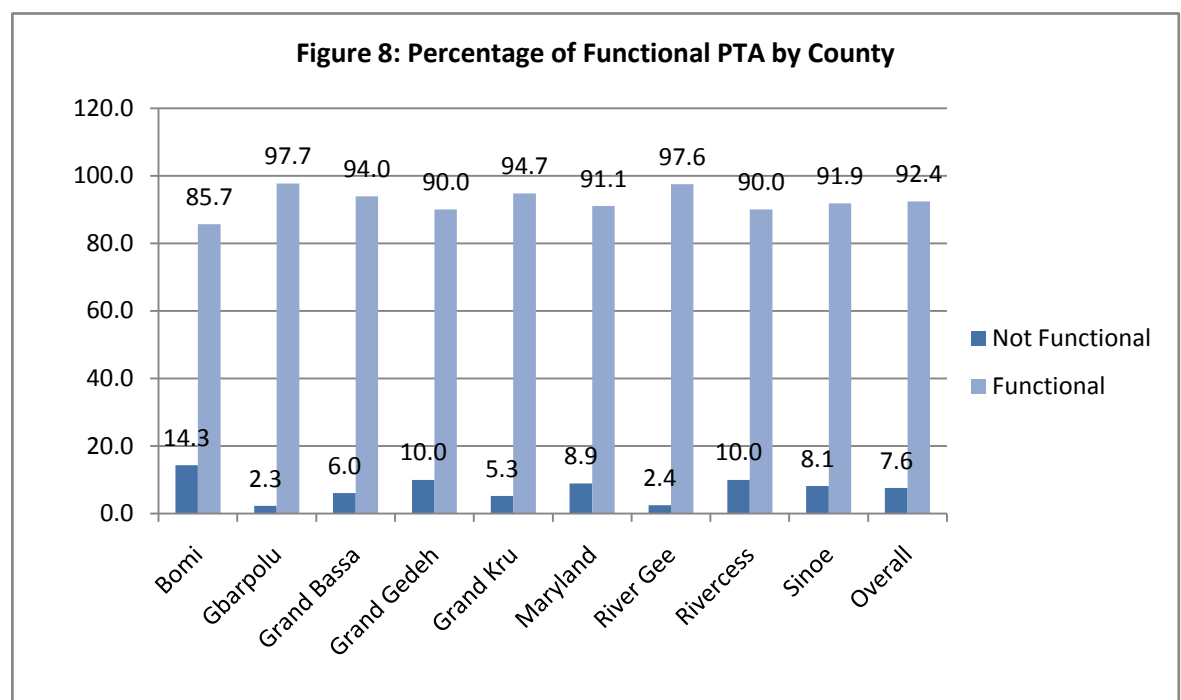
## Condition of school records

Condition of records was considered good if they were easily available, complete and accurate, legible and if they were kept in an orderly and sustainable way. Condition of records was considered acceptable if records were available and reasonably organised, legible, accurate but still fell below required standard. Condition of records was considered poor if they were not readily available, inaccurate, incomplete, damaged/torn and not legible. At programme level, only 9% of the schools kept good records and 91% of the schools need to improve their record keeping systems.



## PTA

A Parents Teachers' Association (PTA) was considered functional if it met regularly and there was evidence of minutes for recent meetings and actions undertaken for the betterment of the school as a result of these meetings; if PTA provided support to the school in form of labour, seeds and tools for school gardening activities, fencing of water points, construction of kitchen, store, school fence, provides fire wood and condiments to hot meals in support school feeding. Overall 92.4% of the schools had functional PTA's. On average across all Counties, PTA committees were composed of 5 (62.5%) male officials and 3 (37.5%) female officials. This indicates that fewer women than men are holding official positions on PTAs.



## School gardens



Schools with gardens were engaging students in school gardening activities on average one day in a week, mostly Friday. Mostly grades 3 to 6 were involved in school gardening activities. Cassava (71%), green leafy vegetables (29%), Bitter ball (28%), Pepper (22%) and Sweet corn (19%) were the common crops planted by schools with gardens.

Percentage of schools with school gardens by County		
County	Without Garden (%)	With Garden (%)
Bomi	59.2	40.8
Gbarpolu	45.7	54.4
Grand Bassa	67.2	32.8
Grand Gedeh	76.0	24.0
Grand Kru	76.9	23.1
Maryland	86.7	13.3
River Gee	61.0	39.0
Rivercess	52.0	48.0
Sinoe	51.4	48.7
<b>Overall</b>	<b>66.8</b>	<b>33.2</b>



## Fuel saving stoves

Overall, only 2.6% of the schools had fuel saving stoves. Majority (97.4%) of the schools were using the traditional 3 stone fire place. Among schools with fuel saving stoves, majority (26.7%) were found in Grand Gedeh County. None of the schools assessed in Gbarpolu, River Gee and Rivercess Counties had Fuel saving stoves.



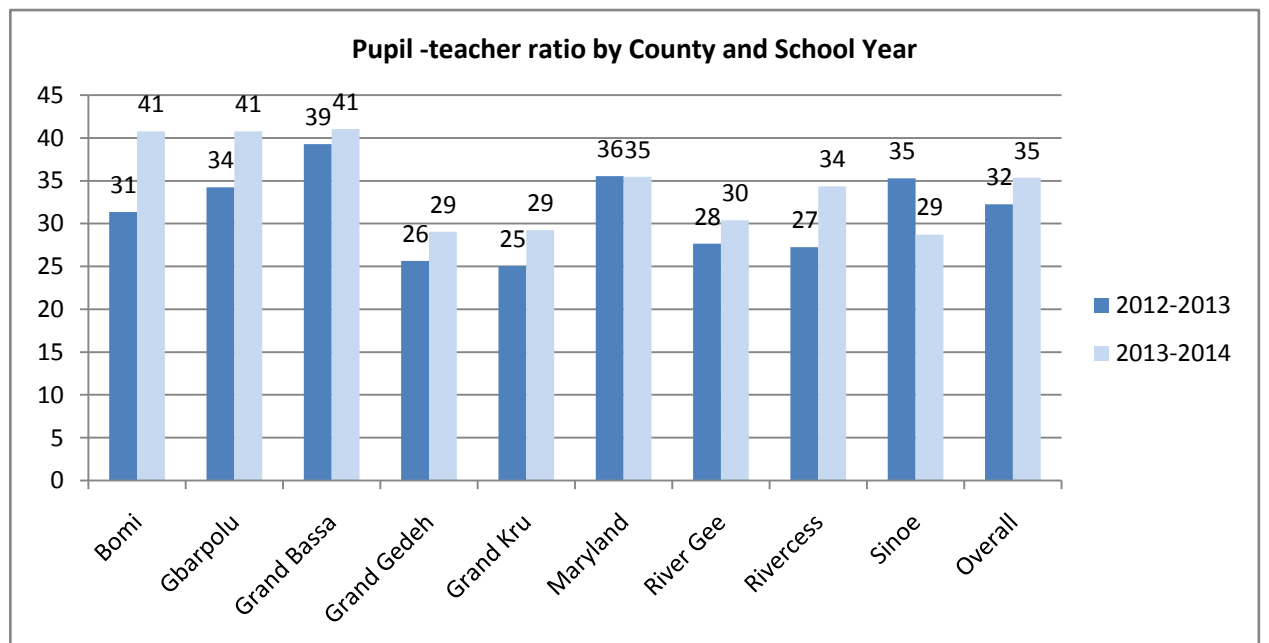
Traditional 3 stone fire place

## Teaching staff

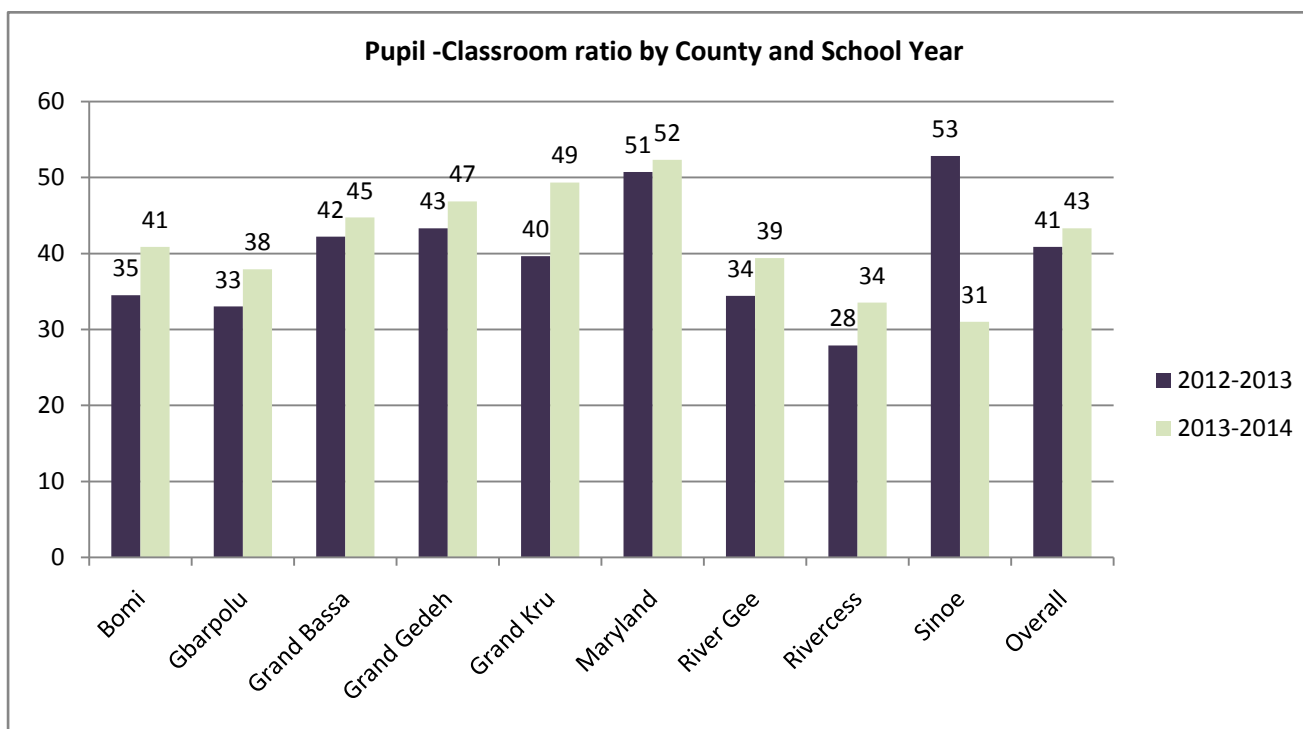
### Pupil -teacher ratio by County and School Year

The pupil-teacher ratio has increased by 6.3% between school years 2012-2013 and 2013-2014. Bomi, Gbarpolu and Grand Bassa Counties had the highest pupil-teacher ratio. The average pupil-teacher ratio is 35:1.

Grand Gedeh (29:1) and Grand Kru (29:1) Counties to-date have the best pupil- teacher ratio. A high pupil-teacher ratio affects the quality of education.



## Classrooms



### Pupil-Classroom ratio by County and School Year

There has been an increase in the pupil –classroom ratio between 2012-2013 and 2013-2014 school years of 4.9%.

Compared to other counties, Sinoe had the best (31:1) pupil-classroom ratio during school year 2013-2014 and Maryland County had the worst pupil-classroom ratio. Overcrowding as a result of a high pupil-classroom ratio makes the learning environment inauspicious.

## Constraints to the school feeding programme

- ✓ Poor records and food management mechanisms at school level;
- ✓ Poor tracking of daily attendance and drop-out;
- ✓ Limited capacity (i.e. knowledge & skills) of communities and MoE decentralized levels to monitor and report on/account for school feeding activities;
- ✓ High school-monitor ratio;
- ✓ Inadequate trained teaching staff;
- ✓ High pupil-teacher ratio;
- ✓ High pupil-classroom ratio leading to overcrowding
- ✓ Combined grades due to inadequate teaching staff and classrooms;
- ✓ Hidden fees that undermine the policy on compulsory education for all;
- ✓ Cultural & traditional beliefs that give preference to the traditional forms of education (Sandi Society schools);
- ✓ Limited financial commitment at central level towards education;
- ✓ Poor water and sanitation health at school level

## Recommendations and Conclusions

### Recommendations

- ✓ Advocate at national level for policies, principles and guidelines that promote the role of school feeding;
- ✓ Build capacity of school authorities in records and food management through customized trainings at decentralized levels;
- ✓ Strengthen the capacity of MoE at central and decentralized levels to monitor and report on school feeding activities through customized technical trainings in monitoring and evaluation, data collection, processing, analysis and reporting; and provide capital inputs;
- ✓ Forge strategic partners with other stakeholder (e.g. UNICEF, MoHSW, FAO, UNDP, MoA, NGOs etc.) to support the programme in the areas of health, hygiene, nutrition education, school gardens, fuel efficient stove and programme monitoring
- ✓ Traditional forms of education should be undertaken during periods when children are on holidays
- ✓ Schools and education authorities at decentralized and central levels to continuously track enrolment figures to match them with available resources (teachers, classrooms, text books, benches, desks, latrine stances etc.).

### Conclusions

There is increased enrolment in Bomi, Gbarpolu, Grand Bassa, Grand Gedeh, Grand kru, River Gee and Rivercess counties between school years 2012-2013 and 2013-2014. The increase is more vivid among the boys than girls. Enrolment in Maryland and Sinoe counties declined between school years 2012-2013 and 2013-2014. Enrolment increases in assisted schools may be achieved at the risk of drawing pupils away from other, non-assisted schools. Also, significant increases in enrolment, particularly when first introducing school feeding may put strong pressure on available school infrastructure regarding classrooms, teachers or learning materials, leading to overcrowding of classrooms, children sitting on the floor or under a tree or teachers teaching excessively large classes, thus effectively reducing educational quality.

Poor infrastructure for education, transfers/migration of parents, abrupt introduction of registration fees, cultural practices that give preference to traditional forms of education and early engagement in income generating activities by children especially the self supported children are key factors leading to reduced enrolment.

Low attendance is attributed to cultural practices that give preference to traditional forms of education (Sandi Society Schools) and inadequate accountability mechanisms at school level for tracking daily attendance of children. Daily roll calls are hardly done by

teachers. Another factor affecting attendance especially in the lower grades is irregular feeding of students (i.e. monthly feeding days are always below the monthly school days)

Overall retention rate for the 2012-2013 school year was 89.6% and drop-out rate was 10.4%. This is an indication of increased ability of WFP target schools to keep children in school. The gender gap in enrolment is more in upper grades (grades 4, 5, 6) than lower grades. This means that there are more boys than girls in the upper grades and an indication of possible disadvantage of girls in their access to school in the upper grades. Some of the reasons noted during the survey for the low numbers of girls in upper grades were: withdraw of girls either due to overage, pregnancy or to attend traditional schools.

Grand Gedeh County had the least percentage (71.1%) of girls successfully completing the yearend examination in the highest grade. At programme level, the pass rate was 80.8%. This is a signal that more boys than girls are successfully transitioning to grade 7. There were generally few schools with good kitchen facilities (8.3%); good food stores (8.1%); good latrine facilities (11.8%); and good record keeping (9%). Based on these statistics there is great need to strengthen food management and records systems in schools and to provide health, hygiene and nutrition education in supported schools.

On average across all Counties, fewer women (37.5%) than men held official positions on PTAs. There is need to encourage more women to participate in the leadership of PTAs. Only one third of the schools are engaged in school gardening activities; school gardening is done on average once a week and mostly by grades 3 to 6. School gardens are a key conduit to transition from food aid to a home grown school feeding programme.

## Annexes

### Baseline/Headcount Tool/Questionnaire:

Link: <https://ymwaq.enketo.formhub.org/webform>

### Operational design documents and Baseline/Headcount TOR



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-2013-036-00 8.12.p



McGovern-Dole  
Results Framework.d



TOR-BASELINE  
SURVEY AND HEAD



Baseline\_headcount  
statistics by School, 2