

**FY 2015 MCGOVERN-DOLE FOOD FOR
EDUCATION SCHOOL FEEDING
BASELINE SURVEY GUINEA-BISSAU
2016 - 2020**

Key Findings Report

August 2016

Agreement: FFE-657-2015/019-00

Office of Information, Planning and Evaluation of the Education System
Ministry of Education

&

National Directorate of Social Affairs and School Feeding
Ministry of Education

&

United Nations World Food Programme

DISCLAIMER: This publication was produced at the request of the United States Department of Agriculture. It was prepared by an independent third-party evaluation firm. The author's views expressed in this publication do not necessarily reflect the views of the United States Department of Agriculture or the United States Government.

Accessibility Note: An accessible version of this document can be made available by contacting fas.monitoring.evaluation@usda.gov

Acknowledgements

The Guinea-Bissau School Feeding Baseline Survey was conducted by the Ministry of 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. The successful implementation of the survey and production of this report were made possible by the contributions of a skilled and dedicated group of actors.

The survey was organized and coordinated by Mamadu Saliu Djassi (DGIPASE) and Paulina Mendes (DGASCE). The sampling of WFP and non-WFP schools was facilitated by Jose Cabral (WFP). Training, data collection and management activities were coordinated by DGIPASE staff, who ensured that the survey progressed efficiently and according to the highest of standards. The enumerators who worked tirelessly, often in less than desirable conditions, to collect this data in a timely fashion are also gratefully acknowledged. Special thanks is given to Vladimir (DGASCE) for his tireless support of fieldwork and data entry activities.

Thanks is also owed to several people who immeasurably improved this report by reading and providing feedback on various drafts: Patrizia Papinutti, Elber Nosolini, and Lucy Monteiro.

Finally, funding for the survey was made available through the United States Department of Agriculture's (USDA) McGovern-Dole International Food for Education and Child Nutrition Program. This support was fundamental to the implementation of this study and is recognized with much gratitude.

Contents

Figures and Tables	4
Acronyms	6
Executive Summary	7
1. Introduction	10
1.1 Background	10
1.2. Survey Objectives	10
1.3 Structure of Report	11
2. Methodology	12
2.1 Survey Design	12
2.2 Survey Indicators	13
3. Results	16
3.1 School-level Findings	16
3.2 Student-level Findings	19
3.3 Household-level Findings.....	22
4. Discussion.....	27
4.1 SFP Targeting.....	27
4.2 SFP Implementation	27
4.3 Student Attendance	28
4.4 Survey Limitations	30
5. Recommendations	31
5.1 Short-term Recommendations.....	31
5.2 Medium-term Recommendations	31
References	32
Annex I – Summary Statistics.....	33
School-Level.....	34
Student-Level.....	45
Household-Level	50
Annex II – List of Surveyed Schools.....	72
Annex III – Questionnaires	74
Annex IV – MacGovern-Dole Performance Indicators	97

Figures and Tables

Figure 1. Non-food items contributed to SFP by community.....	17
Figure 2. Grade 4 student attendance rate (2015).....	18
Figure 3. Enrollment Ratio (2015:2014)	19
Figure 4. Students by Household Wealth.....	20
Figure 5. Students eating a meal after school and before bed.....	21
Figure 6. Ethnicity of head of household.	22
Figure 7. Wealth quintiles.	23
Figure 8. Mean Food Consumption Score	24
Figure 9. Livelihood-based coping strategies.....	25
Figure 10. Parent/guardian aware that child receives free school meal.....	26
Figure 11. Grade 4 student attendance by gender (2015).....	28
Figure 12. Grade 4 student attendance (Large schools) (2015).....	29
Figure 13. Grade 4 student attendance (Small schools) (2015)	29
Table 1. Results of interviews.....	33
Table 2. School Characteristics.....	34
Table 3. Mean number of students and teachers.....	34
Table 4. Median number of students and gender ratio	35
Table 5. Median number of teachers and student-per-teacher ratio.....	35
Table 6. School library, kitchen, and storage	36
Table 7. School water sources	36
Table 8. School toilet facilities.....	37
Table 9. School PTA and CGE	37
Table 10 A & B. Teacher profile - gender and age.....	38
Table 11 A & B. Teacher profile - function and qualification.....	39
Table 12. School SFP storage	40
Table 13. School SFP CGE.....	41
Table 14. SFP communication and non-food contributions	42
Table 15. Student Attendance OCT – JAN.....	43
Table 16. Student Attendance FEB – MAY	43
Table 17. Enrollment change (2015 : 2014)	44
Table 18. Student sex by type of school and region.....	45
Table 19. Students by household wealth	45
Table 20. Ate meal at school and normal source.....	46
Table 21. Quantity and quality of meals	47
Table 22. Take-home rations.....	48
Table 23. Behavior if no meals provided.....	48
Table 24. Ate meal before and after school.....	49
Table 25. Time to travel to school.....	49
Table 26. Household characteristics	50
Table 27. Household population by gender and age	50
Table 28. Household wealth quintiles.....	51
Table 29. Mean household size and occupancy	52
Table 30. Household walls	53
Table 31. Household roof.....	54
Table 32. Household floors	55
Table 33. Household cooking fuel.....	56
Table 34. Household water sources	57
Table 35. Household toilet facilities.....	58

Table 36. Household ownership of assets.....	59
Table 37. Household ownership of transport	60
Table 38. Father's education.....	61
Table 39. Mother's education.....	62
Table 40. Food groups	63
Table 41. Food Consumption Score.....	64
Table 42. Household income earners and annual income	65
Table 43. Household livelihoods	66
Table 44. Household received support and providing support to others.....	67
Table 45. Coping Strategies Index.....	68
Table 46. Number of days student at before and after school.....	69
Table 47. Parent knowledge of SFP and reduced meals	70
Table 48. Student missed days, education benefit, harassed	71
Table 49. MGD standard and custom indicators	97

Acronyms

CGE	School Management Committee (Portuguese)
CO	Country Office
CSI	Coping Strategies Index
DEGASCE	National Directorate of Social Affairs and School Feeding
FCG	Food Consumption Group
FCS	Food Consumption Score
DGIPASE	Office of Information, Planning and Evaluation of the Education System
GoGB	Government of Guinea-Bissau
MEN	Ministry of Education (Portuguese)
SFP	School Feeding Programme
THR	Take-Home Ration
UNICEF	United Nations Children's Fund
WFP	United Nations World Food Programme

Executive Summary

In December 2015, the UN World Food Programme (WFP) Guinea-Bissau Country Office signed a three-year, \$20 million agreement with the McGovern-Dole International Food for Education and Child Nutrition Program to scale up its school feeding programme (SFP) to reach an estimated 173,000 students by 2018. As part of this agreement, in June 2016, the General Directorate for Information, Planning and Evaluation of the Education System (GEPASE), the National Directorate of Social Affairs and School Feeding (DGASE) and WFP partnered to conduct a school feeding survey to set a baseline for the assessment and measurement of the programme's impact, effectiveness, relevance, efficiency, and sustainability over the 2016-2018 programme cycle.

The school feeding baseline survey design was based on a quasi-experimental approach to measuring impact, sampling a total of 50 WFP schools and 50 comparison schools from six regions: Oio, Biombo, Cacheu, Quinara, Gabu, and Bafata. The quantitative survey collected key data from schools, students, and households in the community. Between 6-23 June, enumerators collected information from 100 schools, 960 students, and 947 parents/guardians of primary-aged school children.

School Findings

School Feeding Programme

A range of questions were asked to WFP schools regarding the current operations of their school feeding programmes. Most schools used an on-site, dedicated storage room for food commodities (71 percent) and nearly all had a system for keeping food items off the ground (96 percent). Just one in seven schools (14 percent) used an open space for cooking instead of a designated kitchen; however, only a third of schools were using energy efficient stoves to prepare meals. One component of WFP's school feeding programme efforts between 2016-2018 is to improve school infrastructure by building kitchens and energy efficient stoves; these results suggest there is much work to be done. Community support of the SFP, though varied by region, was also strong, with over half of the WFP schools reported that they had received contributions of firewood (65 percent), utensils (59 percent), and plates/cutlery (55 percent).

Student Attendance

A key result which the McGovern-Dole programme seeks to achieve at supported schools is improved attendance. The baseline survey collected attendance information for Grade 4 students at all surveyed schools as a means of gauging the level of attendance during the 2015 school year. The findings show that attendance among Grade 4 students in WFP schools in October was 86 percent compared to 78 percent in non-WFP schools. However, beginning in January, attendance of Grade 4 students at WFP schools appears to begin a gradual tapering off, finishing in May at just 72 percent. Further analysis is needed of the household-level data to determine whether this observed seasonal decline in attendance at WFP schools is real and, if so, the factors which underlie this trend.¹

School Enrollment

Increasing enrollment is another key result of the McGovern-Dole programme. Findings from the baseline survey showed little change in enrollment between 2014 and 2015 for pre-primary and Grade 1 students. For Grade 2, however, there appeared to be a substantial increase in enrollment among girls in WFP-supported schools between 2014 and 2015 (63%). For Grade 3, the 2014 to 2015 increase accelerated further for girls in WFP-supported schools (more than 2x increase) and also increases for boys in WFP schools as well (60%). In Grades 5 and 6 there doesn't appear to be much increase in enrolment beyond what might be expected due to secular trends. More research is needed to

¹ Guinea-Bissau national education authorities and relevant partners agreed to say that the seasonal decline in attendance occurred in almost all schools in the country during the months of March, April and May due to cashew nut harvest. During this period the attendance declines in both schools assisted and non-assisted by WFP. Every year, during these months, Government, WFP and others stakeholder double sensitization campaigns about the importance of education and right of children to education.

understand the driving factors behind these 2014 to 2015 enrolment trends.

Student Findings

Results from the student questionnaire showed a roughly equal representation of boys and girls in the survey findings. Regarding socioeconomic background, it appeared that students in non-WFP schools are more likely to come from households in the bottom wealth quintiles compared to students in WFP schools (48 percent vs. 37 percent, respectively).

School Feeding Programme

Overall students at WFP schools reported being generally satisfied with the quantity and quality of meals provided by the school (77 percent and 80 percent, respectively). As part of the WFP Guinea-Bissau school feeding programme implementation, girls in Grades 4-6 receive a 4kg bag of rice each month if they have at least 80 percent attendance. However, the survey found that at WFP schools more than a third of boys reported having received a take-home ration (THR) of rice at some point during the current school year (37 percent); the results indicate that a regional pattern existed, such that boys in Oio, Quinara, and Cacheu were more likely to have received a THR than boys in other regions². At WFP schools, an overwhelming majority of students (83 percent) reported that they typically did not leave school early if they learned no meal would be served that day. A roughly similar amount (76 percent) reported that they would report to school even if they knew in advance that a meal would not be served.

Household Findings

The baseline survey sought to better understand the household context of students in the schools surveyed. Among the strongest relationships identified was between household wealth quintiles and region: surveyed households in Oio and, to a lesser degree Cacheu, were significantly more likely to be from the poorest wealth quintiles compared to households in other regions.

Household Characteristics

Households in Oio and Cacheu were more likely to have rudimentary wall, roof, and floor components in their structures than households in other regions. Just over half of the surveyed household population (56 percent) was using an improved source of drinking water. Populations in wealthier quintiles were more likely to be accessing an improved source of drinking water (72 percent compared to 30 percent for the wealthiest and poorest, respectively). Use of an improved toilet facility among the surveyed population followed a similar socioeconomic pattern: while just 1 percent of those in the poorest households were using an improved toilet, 45 percent of those in the wealthiest households were.

Parental Education

The baseline survey collected information on the educational background of the students' mother and father. Among households in which the student's father was present, just over two-thirds (70 percent) of the fathers had attained some basic level of education; for mothers the result was inverted, with just 38 percent having attained some basic education.

Food Consumption Score

Overall, just 8 percent of surveyed households were found to have a poor or borderline food consumption. Statistical tests did not identify any significant relationships between the type of school and the mean food consumption score; however, poorer households and those in Bafata, Quinara, and Cacheu were more likely to have poor or borderline scores.

Income and Livelihoods

A majority of surveyed households reported that their main source of income over the previous year

² During the presentation of the baseline report to the regional education authorities and the national-level technical staff from the Ministry of Education, they affirmed that perhaps the question was not well understood by children. They informed that some children, girls and boys, take home one part of the meals served at schools, probably for their younger siblings. That is why they may have misinterpreted the notion of take home ration. WFP will continue to provide THR only for girls from grade 5 to 6 of primary schools with 80% of assistance per month and will further enhance sensitization in schools to ensure application of this principle

came from agriculture/farming (64 percent) or salaried employment (12 percent). There did not appear to be a significant difference between households under WFP and non-WFP schools in this regard. Also of interest were the findings showing that fully a quarter of the wealthiest households (26 percent) reported receiving support (food or cash remittances) over the previous four months compared to just 4 percent of the poorest households.

School Feeding Programme

Finally, households were queried about various issues related to meals and school feeding. The average number of days that households reported their student ate a meal before going to school over the past 5 days was 3.3; eating a meal after school (and before bed) was more common at 4.5 days on average. Households of students in WFP-supported schools were further asked whether their student received free school meals – just two-thirds (68 percent) were able to answer correctly. A strong regional pattern was observed for these findings as well, suggesting perhaps that communication and sensitization of the SFP is lacking in some areas. Furthermore, about one in seven households (15 percent) reported that they normally reduced the quantity of food given to the student on days when school feeding will occur (as compared to the amount given on weekends).

Recommendations

Based on the findings described in this report, a set of recommendations were developed to provide guidance to MEN and WFP as they devise strategies for improving the current implementation of the school feeding programme and for the successful handover to Government.

SR1: MEN and WFP should consider appropriate strategies for addressing the “leakage” found in the THR component in most regions. Guinea-Bissau is an extraordinarily challenging environment to operate a decentralized programme, a situation which calls for small but effective updates to the existing oversight and monitoring system. One option could include, for example, the introduction of a random, student- or parent-level questionnaire (2-4 questions) into the existing monthly monitoring system which tracks leakage and operation breaks.

SR2: WFP and MEN should consider reviewing and standardizing the role of the school management committees (CGEs) and the community in the SFP and incorporating these into official training packages. Currently there are different practices and capacities throughout the six regions and lack of clarity and support on these issues raises the likelihood of corruption and reduces accountability throughout the system

SR3: WFP should consider partnering with current initiatives in Guinea-Bissau aimed at improving the types and quality of data collected through the national education system. This will ensure that SFP indicators (and the administrative data upon which they are built) are given appropriate value in such processes and begin putting in place standardized indicators for SFP monitoring in the event of a handover.

MR1: WFP and MEN should consider commissioning a more detailed investigation into the factors which predict student attendance in Guinea-Bissau to better understand whether the current incentives are appropriately designed and targeted. This would ideally be with a research institute or university with experience in such exercises (particularly in the education sector). The baseline survey findings suggest that other factors beyond gender may play strong roles in determining attendance. The outcomes of such an investigation could then feed into an updated school feeding policy so that the process of allocating resources is standardized and guided by more comprehensive data on student vulnerability.

MR2: MEN and WFP are encouraged to explore the feasibility and implications of implementing a cost-sharing system (i.e. between Government and parents/communities) for the school feeding programme in light of its future commitments under the handover scenario. Cost-sharing might take any number of forms, including increased dependence on local production. The benefits of the SFP are quite visible from the baseline survey findings yet donor funding will never match that needed by GoGB to scale SFP to all primary-aged students.

1. Introduction

1.1 Background

In Guinea-Bissau, political instability, poverty, food insecurity, inadequate infrastructure, incomplete primary schooling, child labour, lack of qualified teachers, frequent teacher's strikes and weak community engagement all limit children's access to a good education. Since 2001, the UN World Food Programme (WFP) has supported the Government of Guinea-Bissau's (GoGB) objectives in the education sector through the implementation and management of a school feeding programme (SFP). In 2009, WFP facilitated a collaboration between the governments of Brazil and Guinea-Bissau, the outcomes of which included a decree on school feeding and draft strategies for school feeding and local food purchases. In 2015 a Systems Approach for Better Education Results (SABER) exercise was conducted and produced a set of recommendations for strengthening the state of school feeding and transitioning towards a nationally-owned and -operated system [1]. WFP is committed to supporting the GoGB and the Ministry of Education (MEN) with the implementation of this transition strategy and with a view to handing over part of WFP-assisted schools by 2018.

The current WFP school feeding programme targets rural areas where net enrolment is below 62 percent, more than 27 percent of children are out of school and the gender ratio is below the national average of nine girls for every ten boys. For enhanced impact on the quality of education, WFP targets schools supported by the United Nations Children's Fund (UNICEF) where possible. WFP has developed a nutritionally-balanced school meals program. For 2016, daily hot meals consist of 120g of rice, 20g of pulses, 10g of fortified vegetable oil, 20g of canned fish and 3g salt. The ration provides about 35 percent of the daily nutritional food requirements to school children. In all targeted schools, take-home rations (THR) of rice (4kg per month) are provided to girls in grades 4-6 who maintain good attendance (at least 80 percent) as an incentive to reduce drop-outs.

The McGovern-Dole International Food for Education and Child Nutrition Program provides WFP with \$20 million over three years (2016-2018) and will enable WFP to scale up its support to eight regions of the country: Cacheu, Biombo, Oio, Bafata, Gabu, Tombali, Quinara, and Boloma-Bijagos. WFP is leveraging its close partnership with the GoGB and local communities to ensure successful project implementation. According to the Project Agreement, approximately 145,000 student beneficiaries will be assisted in FY16; 160,000 in FY17; and 173,000 in FY18.¹

To this end, WFP, the General Directorate for Information, Planning and Evaluation of the Education System (GEPASE) and the National Directorate of Social Affairs and School Feeding (DGASE) have partnered to conduct a school feeding baseline survey to assess and measure over a three-year period the program's impact, effectiveness, relevance, efficiency, and sustainability.

The baseline survey will be followed by a mid-term evaluation (from October 2017 to February 2018) and by a final evaluation (from March to July 2019).

1.2. Survey Objectives

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 immediate objectives of the baseline survey were three-fold:

1. To allow WFP to establish indicator baseline information and to validate/amend (as necessary) any programme targets established in the Project Agreement signed between WFP and McGovern-Dole International Food for Education and Child Nutrition Program on 12/21/2015 ;
2. To form the foundation for the planned midterm and final evaluations;

¹ In actuality, due to high demand for SFP in Guinea-Bissau, WFP aims to scale at a much faster pace and is seeking complementary funding to support activities beyond 2016/2017, particularly for home grown school feeding (HGSF).

3. To develop recommendations for how WFP and the MEN can continue strengthening the current school feeding programme in the context of the transition strategy.

The baseline survey would also serve to further enhance the capacity of DGIPASE and DGASCE to conduct data collection exercises which supply more in-depth information to Government and education stakeholders on the school feeding programme.

1.3 Structure of Report

This report is structured to present and review the results of the data collected from schools, students and parents, as well as key recommendations:

Sections 1 and 2 of the report review the background, objectives, and methodology used to collect data in pursuit of the objectives described above. These sections also provide more conceptual background for why such approaches were chosen. Section 3 presents an overview of the survey results for schools, students, and parents. Observations from discussions with school directors and school feeding personnel, as well as feedback and inputs provided by WFP, DGIPASE, and DGASE staff, have also been incorporated to give additional context where relevant.

Section 4 includes a discussion of the key findings and their implications for improving the school feeding programme in Bissau, and eventually handing over to MEN. Section 5 presents a set of key recommendations that were formulated by DGIPASE and DGASE staff, in consultation with WFP, to provide both general and specific guidance to WFP and MEN on strategies for improving the SFP.

2. Methodology

2.1 Survey Design

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 SFP is not implemented.

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.²

Sample Size

The sample size for the school feeding baseline survey was determined to accommodate a quasi-experimental design and the use of propensity score matching analyses during the mid-term and endline surveys.³ The sample size was set to ensure the survey was adequately powered to either accept or reject the selected hypotheses regarding the program's impact ($\alpha = 0.05$, $\beta = 0.80$). The outcome indicator of interest was student attendance. The base sample size was calculated using the following:

$$n = \frac{2(p)(1-p)(Z_{\beta} + Z_{\alpha/2})^2(p_1 - p_2)^2}{}$$

where:

n = sample size of each group (intervention and comparison)

$p(1-p)$ = 0.25 (estimated standard deviation)

Z_{β} = 0.84 (80% power)

$Z_{\alpha/2}$ = 1.96 (5% significance)

$(p_1 - p_2)$ = 0.10 (effect size of interest)

This gives a sample size of students from each group of:

$$n = \frac{2(0.25)(0.84 + 1.96)^2}{(0.10)^2} = 392$$

Following from McKenzie (2010) the sample size for each group was inflated to account for the degree of overlap anticipated in the propensity score distribution. Because the comparison schools (and thus students) were purposively sampled to match WFP schools as much as possible along various dimensions (i.e. urban/rural, school size, and socioeconomic conditions), the sample size was inflated modestly to 500 (~25 percent). WFP anticipates that the panel nature of the evaluations also justified this modest inflation (i.e. revisiting the same schools, but not the same students or households, for the midline and endline surveys should confer additional efficiencies during the econometric analyses).

² An earlier version of the baseline survey Terms of Reference shared with stakeholders and McGovern-Dole staff in Washington, D.C. indicated that a qualitative component would supplement the quantitative exercise. However, capacity and timing constraints prevented MEN and WFP from incorporating this element in the end. Much context has been provided for the survey findings however from GEPASE, DGASE, WFP, and education system stakeholders during a review of the draft report.

³ The following relies heavily on McKenzie [2], Gaarder [3], and White & Sabarwal [4].

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 GoGB with school feeding operations in June 2016: Oio, Bafata, Cacheu, Biombo, Quinara, and Gabu.

Training, pre-testing & fieldwork logistics

As much as possible, survey questions used the standard wording (and Portuguese translations) found in recent surveys in Guinea-Bissau (e.g., 2014 Multiple Indicator Cluster Survey) in order to maximize comparability of findings. The school, student and parent questionnaires are presented in Annex III.

A comprehensive five-day training for enumerators was held in Bissau during the first week of June. The training covered all aspects of survey implementation and was coordinated by DGIPASE and DGASCE staff. Eighteen enumerators were trained and collected survey data in six teams of three. A field practicum was conducted during the training at two local schools in Biombo to test enumerators in their administration of the questionnaires and to identify any final updates required to the questionnaire. The six teams of enumerators then surveyed the 100 schools between 6-23 June.

Data Quality Control

Throughout the survey, multiple levels of supervision were established to ensure that the data collected was accurate and reliable. DGIPASE, DGASCE, and WFP staff carefully managed the training and pre-testing phases to ensure a complete understanding of the survey's rationale and the information sought from all questions. Survey supervisors and team leaders monitored fieldwork activities and sampled questionnaires for completeness and accuracy. At the beginning of fieldwork activities, DGIPASE, DGASCE and WFP staff performed spot checks of enumerators during administration of the questionnaires to identify any significant variations in tone or rapport that might have biased the respondents' answers.

Data Entry, Processing, and Editing

WFP prepared a data entry mask using CPro (Version 6.3.2) to capture the information from the hard-copy questionnaires into electronic format. The screen employed verification measures to prevent entry errors, such as range limits for all numerical and categorical variables. A team of data entry clerks entered all questionnaires over a period of 8 days; the CPro mask also included a random check function (every 10th data point). SPSS (Version 20.0 for Windows, Release 20.0.0) was used to verify the school, student and parent master files for duplicate entries and for coding to produce final, clean datasets. These data files were then exported to facilitate analyses using Stata (Version 13.0 for Windows) statistical software package.

2.2 Survey Indicators

The baseline survey created a range of indicators using the primary data collected from schools, students, and households to facilitate interpretation and comparison of the findings with other surveys.

Student Attendance Rate

Student attendance rate was calculated for every student in every month for which data was available from the administrative records of the schools. First, the number of actual teaching days in each month for every school was used as the denominator for attendance; schools for which this information was missing were not included in the attendance computation. Next, the number of days

recorded as present for each student in each month was used as the numerator. Again, students for which this information was missing were excluded from the computation.

School Enrollment Ratio

School enrollment ratio was calculated for every school for each grade and gender for which data was available from school administrative records. For grades where any piece of information was missing, these were excluded from the numerator and denominator during calculation. The enrollment numbers for a school, grade, and gender in 2015 were divided by the same values from 2014 to arrive at the enrollment ratio (i.e. # enrolled in 2015 / # enrolled in 2014).

Wealth Index

The relative wealth of a household was estimated by constructing a wealth index for the entire sample. A set of dichotomous indicators assumed to be associated with wealth (e.g., source of drinking water, toilet facility, roofing material, and ownership of various assets) were given weights created from a principal component analysis. These scores were subsequently normalized with a mean of zero and standard deviation of one and summed for each household. Following this, a weighted distribution frequency of households was created in order to determine the cut-points for each wealth quintile [5].

Food Consumption Score & Groups

The food consumption score (FCS) combines food diversity, food frequency (the number of days each food group is consumed) and the relative nutritional importance of each food group. For each food group the frequency represents the number of days an item was consumed, with a range from 0 (never) to 7 (every day). A weight is assigned to each food group, representing its relative nutritional importance [6].

The Food Consumption Groups (FCG) uses standardised thresholds that typically divide households into three groups. The thresholds that define the three groups are:

Poor Consumption:	< 21 FCS
Borderline Consumption:	>= 21 FCS & < 35 FCS
Adequate Consumption:	>= 35 FCS

Improved Water and Toilet

The baseline survey used the indicator definitions recommended by the Joint Monitoring Programme for improved water and toilet [7]. The percentages presented in the table are according to total population instead of households. Specifically, this included:

Improved water:	Piped into a building; Piped into a yard / lot; public taps / standpipe; borehole; protected well / spring; bottled water; rainwater
Unimproved water:	Unprotected well; community well; unprotected springs; other
Improved toilet:	Improved latrine (ventilated); flushing toilet; latrine without flushing
Unimproved toilet:	Traditional toilet; in the woods (nature); other; any improved toilet that is shared

Coping Strategies Index

The (reduced) Coping Strategies Index (CSI) is yet another means of assessing the level of food insecurity within a population and is founded on the premise that:

The acquisition of food and the provision of adequate nutrition to one's children are among the most basic of human endeavors. In general, people respond to conditions under which they do not have enough to eat, and various means of "coping" is what people have to do when they do not have enough—the more people have to cope, the less food secure they are...People generally know how much is "enough" and seek the best options for ensuring that they eat enough. People start to change their consumption habits when they anticipate a problem [8].

The weights applied to the five core questions used to measure reduced CSI are as follows:

Coping behavior	Weight
Consume less preferred foods and cheaper	1
Borrow food or rely on the support of relatives / friends	2
Decrease the amount of food at mealtimes	1
Reduce the quantities consumed by adults the benefit of younger children	3
Reduce the number of daily meals (skip 1 or 2 meals in the day)	1

Livelihood-based Coping Strategies

Coping strategies practiced by households can be defined by their severity as neutral, stress, crisis, or emergency strategies. The baseline survey has defined these categories as follows:

Stress	Crisis	Emergency
▪ Send household members in labor migration ▪ Find alternative or additional activities ▪ Buy / request food on credit, borrow food or rely on the help of friends or relatives ▪ Selling non-productive assets (e.g, furniture, jewelry, etc.) ▪ Sell animals (shortages, i.e. sell more than usual) ▪ Using the household savings ▪ Borrow money	▪ Sell productive assets (e.g., trailer, plow, seed, etc.) ▪ Reduce health and education expenditure ▪ Remove school children ▪ Sell or consume the seeds ▪ Sell breeding females	▪ Send household members to beg ▪ Sell plots of land

3. Results

The baseline survey collected information from 100 schools, 960 students, and 947 parents/guardians of primary-aged school children from the six regions in Guinea-Bissau where WFP had ongoing SFP operations in June 2016. An overview of the summary statistics from the school-, student-, and household-level questionnaires is presented in Annex I at the end of this report.

3.1 School-level Findings

General

Results from the school questionnaire show that a majority of schools surveyed were public (75 percent), with most of the remainder categorized as community schools. Beyond categorization, however, there were some meaningful differences between WFP and non-WFP schools which might support the interpretation of the survey's results.⁴ The WFP schools surveyed had significantly more students than non-WFP schools and were more likely to serve Grade 5 students and above. The findings also suggest that the gender ratio in WFP schools is lower than that of non-WFP schools.⁵ A closer inspection reveals that in schools that serve Grade 4 or below, the gender ratios were quite similar for WFP and non-WFP schools. This reflects the trend of decreasing female enrollment and attendance which accelerates around Grade 4.⁶ WFP schools also had significantly more teachers; as a result, the ratio of students-to-teachers was comparable between the two types of schools (42.1 and 45.7 for WFP and non-WFP schools, respectively).

WFP schools were also more likely to have a designated kitchen area and a dedicated space to store food. This result is not meaningful by itself – WFP has directed much effort and resources over the years to improve the infrastructure of supported schools – but does have implications for policy- and decision makers considering further expansion of the existing school feeding programme. Approximately three in four schools (72 percent) were accessing an improved source of water, yet there was considerable discrepancy in toilet facilities between schools: WFP schools were more likely to have improved toilets compared to non-WFP schools (74 and 50 percent, respectively). This could reflect that WFP schools tend to be larger and/or sometimes overlap with UNICEF-supported schools, or some other factor altogether.⁷ The socioeconomic profile of students and households is presented further in Section 3.3. Nearly all schools surveyed had some type of Parent-Teacher Association (82 percent), while WFP schools were considerably more likely to have an active school management committee (CGE), which is expected given the additional responsibilities of the CGE in supporting the school feeding programme.⁸

Teacher Profile

The overwhelming majority of teachers in the schools surveyed were men, a finding which is consistent with MEN administrative statistics. Smaller schools (i.e. those serving only Grade 4 and below) appeared to skew even further towards male teachers, however, such that more than 8 in 10 teachers in these schools were male. Smaller schools were also more likely to contain young teachers (i.e. those less than 30 years old): 31 percent compared to 21 percent for small and large schools, respectively. That WFP schools tend to be larger is reflected in the gender and age profile of the teachers therein.

With regards to teacher function, the majority of teachers in each type of school were either permanent or contracted; every school also had one director. There was some evidence to suggest that smaller schools were more likely to depend on contracted teachers (as opposed to permanent

⁴ For clarity and brevity, the terms “WFP schools” and “non-WFP schools” have been used throughout this report to reference schools for which WFP was providing active support for school feeding programme operations and those for which it was not, respectively.

⁵ Gender ratio defined as the proportion of girls to boys (# girl students / # boy students).

⁶ The attendance and enrollment rates for girls begins dropping dramatically around Grade 4 in Guinea-Bissau.

⁷ WFP and MEN operate school feeding in 23 of the 46 schools which UNICEF supports in Guinea-Bissau through its child friendly school programme

⁸ School management committees are comprised of teachers, administrators and volunteers from the community; among other activities, they develop yearly Action Plans to guide the performance of the school.

teachers), but further investigation would be needed to assess whether this finding is real. Most teachers in surveyed schools had either a secondary (Grade 10 – 12) or higher educational background (85 percent). There was again slight evidence that smaller schools relied on teachers with only basic education (up to Grade 9). Finally, while just over half of all teachers were classified as full-time (vis-à-vis part-time), WFP schools did appear to have a higher proportion of full-time teachers (60 percent). That such a difference did not manifest between smaller and larger schools suggests that this difference cannot be so easily explained away.

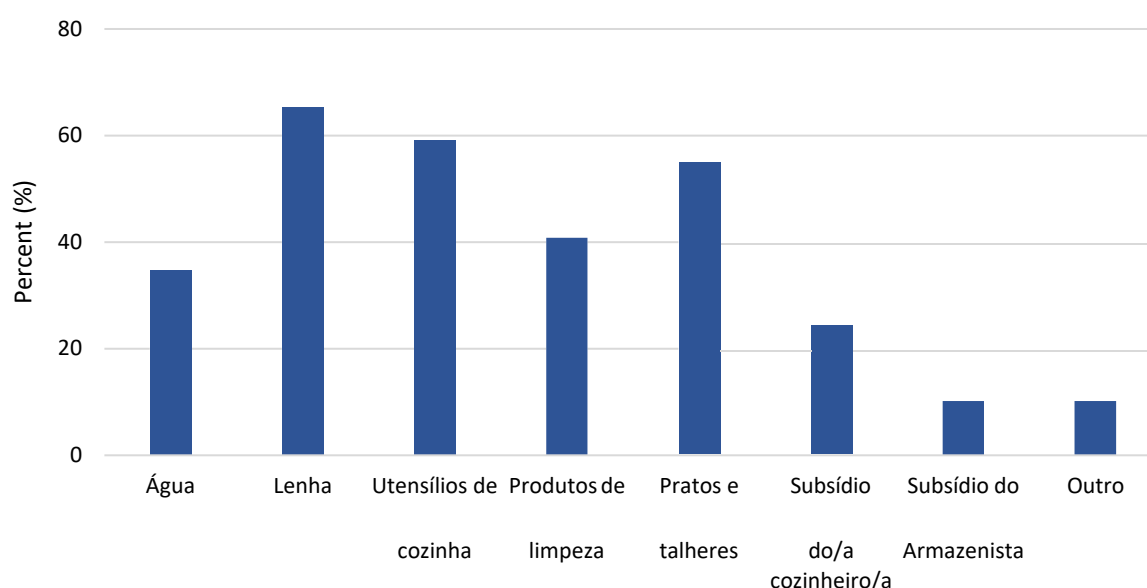
School Feeding Programme

A range of questions were asked to WFP schools regarding the current operations of their school feeding programmes. Most schools used an on-site, dedicated storage room for commodities (71 percent) and nearly all had a system for keeping food items off the ground (96 percent). One in seven schools (14 percent) used an open space for cooking instead of a designated kitchen, and just a third of schools were using energy efficient stoves to prepare meals. One component of WFP's school feeding programme efforts between 2016-2018 is to improve school infrastructure by building kitchens and energy efficient stoves; these results suggest there is much work to be done.

Given the important role which CGEs play in SFP operations in Guinea-Bissau, a set of questions were asked to gauge their functioning at WFP-supported schools. Roughly three in five schools (60 percent) indicated that their respective CGEs were involved in all stages and management of school feeding operations. Still, in 25 percent of schools the CGE role was described as very limited (i.e. no role or only unloading commodity deliveries). More than half (58 percent) reported that CGE members had not received any training on SFP management from WFP, though such a finding could have resulted if there was sufficiently high turnover among school directors (the primary respondents to the school survey). Indeed, three out of four WFP schools (76 percent) indicated that at least one current teacher or administrator had received training from WFP on SFP management.

Schools were also asked to indicate the various channels through which parents receive information on the SFP. The most frequently cited sources were via regular meetings with school administrators (63 percent) and regular meetings with the CGE (47 percent). Figure 1 shows that over half of the WFP schools reported that they had received contributions of firewood (65 percent), utensils (59 percent), and plates/cutlery (55 percent). WFP is seeking to improve the amount of materials available to schools through the SFP between 2016-2018. Nearly one in four schools reported receiving (perhaps soliciting) contributions to incentivize the cooks who prepare the food.

Figure 1. Non-food items contributed to SFP by community.

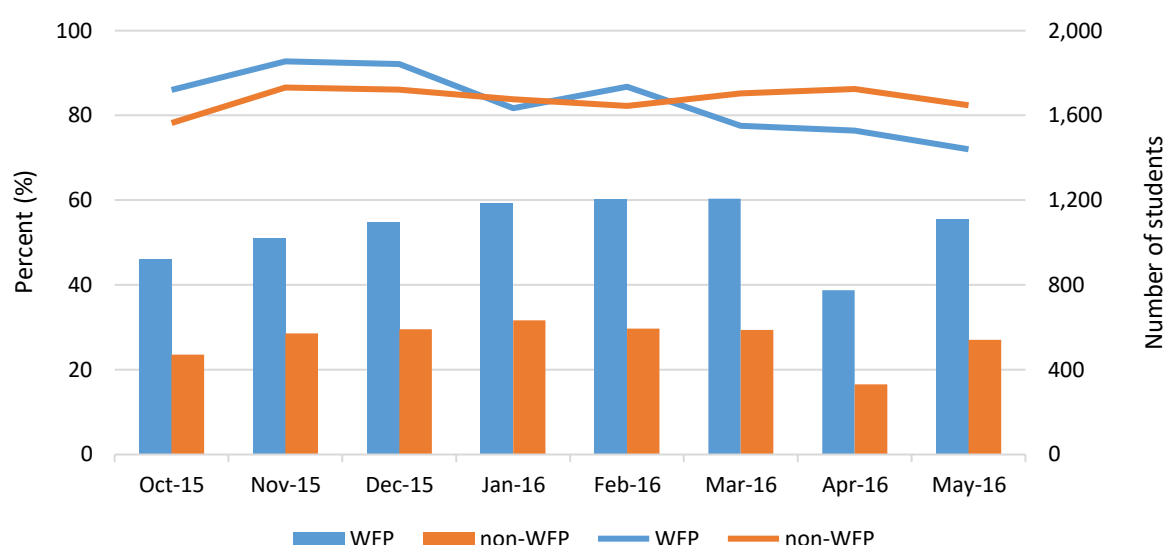


Student Attendance Rate

A key result which the McGovern-Dole programme seeks to achieve at supported schools is improved attendance. The WFP Guinea-Bissau CO also has this as a core objective in its 2016-2020 Country Programme, with special emphasis on improving attendance of girls in Grades 4-6 [9]. The baseline survey collected attendance information for Grade 4 students at all surveyed schools as a means of gauging the level of attendance during the 2015 school year.⁹ The findings reveal several important factors which WFP and midline/endline evaluators must take into account as they seek to improve and measure attendance as a result of McGovern-Dole funding.¹⁰

Among the first patterns to emerge from the attendance findings is that schools do not appear to reach maximum operation (both in days of teaching and student enrolment) until January. Another noticeable pattern is the steep drop in days of teaching during the period surrounding the Carnival season (in 2016 this fell during April). Methodological issues aside, the findings show that attendance among Grade 4 students in WFP schools in October was 86 percent compared to 78 percent in non-WFP schools (Figure 2). There does not appear to be any difference in attendance rates between males and females. However, beginning in January, attendance of Grade 4 students at WFP schools appears to begin a gradual tapering off, finishing in May at just 72 percent; meanwhile, attendance in non-WFP schools does not appear to decline throughout the year, finishing in May at 82 percent. The reason(s) behind this trend are not immediately apparent; further analysis is needed of the household-level data to determine whether the effect is real (i.e. if student attendance in WFP schools gradually declines over the school year) and if so, the underlying factors which might predict this trend. The trend is consistent for males and females.

Figure 2. Grade 4 student attendance rate (2015).



School Enrollment Ratio

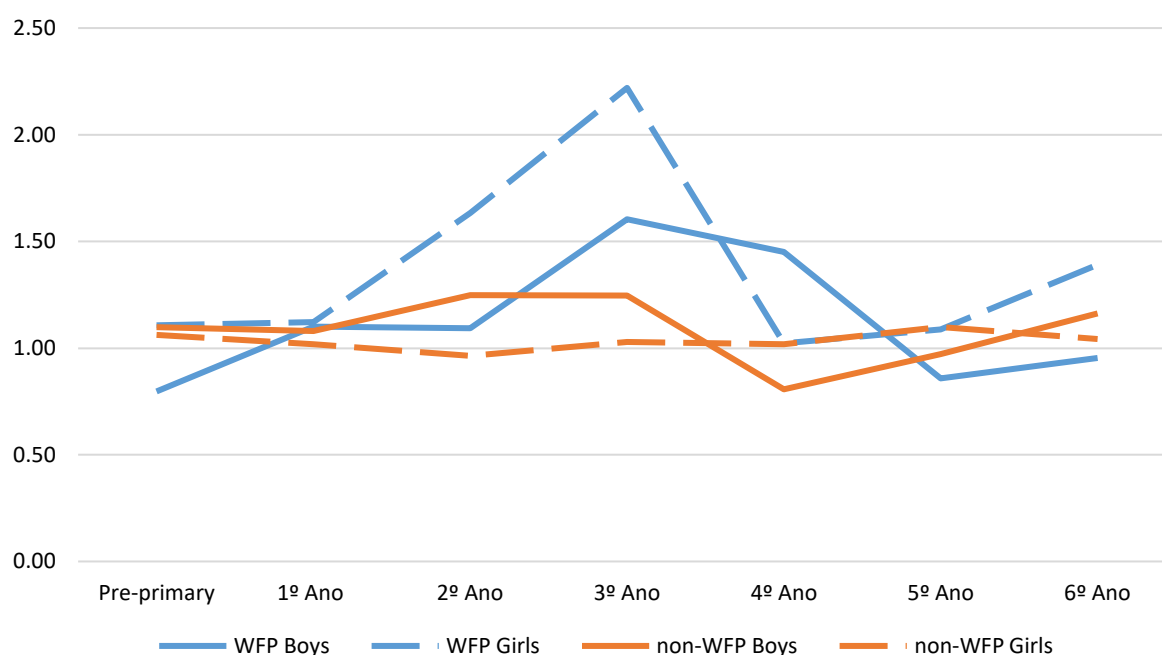
Increasing enrollment is another key result of the McGovern-Dole programme. The enrollment findings from the baseline survey indicate fairly consistent enrollment levels between 2014 and 2015 in the pre-primary and Grade 1 levels (Figure 3). For Grade 2, however, there appears to be a substantial increase in enrollment among girls in WFP-supported schools between 2014 and 2015 (63%). For Grade 3, the 2014 to 2015 increase accelerates further for girls in WFP-supported schools

⁹ For an overview of how attendance was calculated, see Section 2.2.

¹⁰ Note that in the Performance Monitoring Plan submitted to USDA, the main source of data for monitoring attendance is through monthly reports collected through routine monitoring of the SFP.

(more than 2X increase) and also increases for boys in WFP schools (60%). In Grade 4 the pattern for girls in WFP schools nearly vanishes and it decreases substantially for boys. In Grades 5 and 6 there doesn't appear to be much increase in enrolment beyond what might be expected due to secular trends. More background is needed to understand the driving factors behind these 2014 to 2015 enrolment trends. WFP and MEN must consider the experience in some countries whereby students emigrate from a school which does not provide free meals to one which does. Perhaps the pattern observed resulted from a consolidation of smaller schools (with better gender parity) into a larger one. They might also indicate some sort of preferential sorting in the years before THRs are distributed (i.e. Grade 4) although on the surface this explanation seems implausible given that THR have been part of WFP's programme for many years.

Figure 3. Enrollment Ratio (2015:2014).



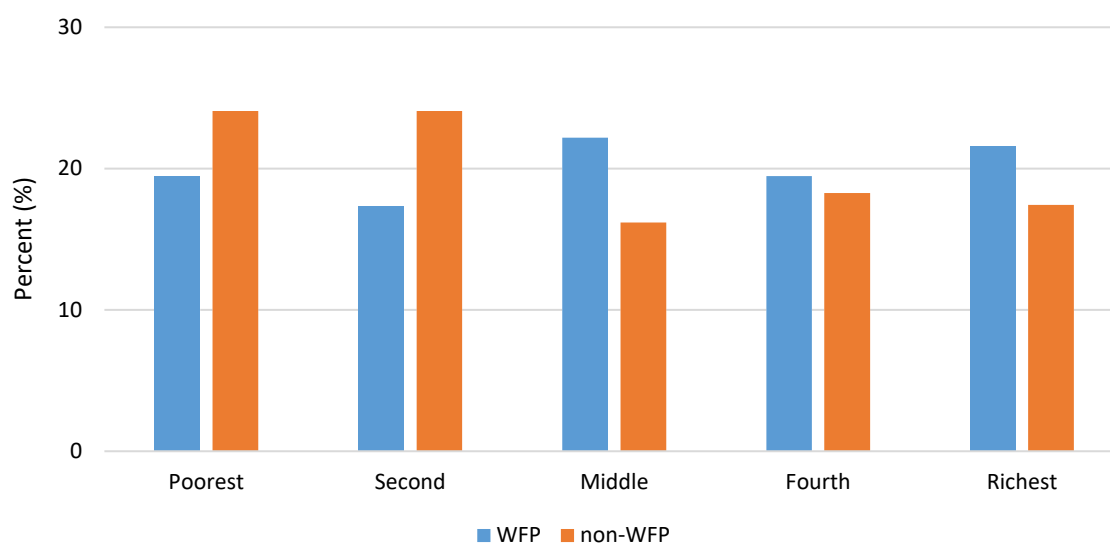
3.2 Student-level Findings

General

Results from the student questionnaire show, of the 960 completed interviews, a roughly equal proportion of boys and girls.¹¹ Regarding socioeconomic background, it appears that students in WFP schools are more likely to come from households in the upper wealth quintiles compared to students in non-WFP schools.¹² Nearly half of the students surveyed from non-WFP schools were from households in the bottom two quintiles according to wealth (48 percent) compared to just 37 percent for WFP students (Figure 4). The findings also suggest a relationship between gender and wealth status of the student's household but this is less certain given the unknown gender profile of the missing cases.

¹¹ The findings by region suggest that females might represent a larger proportion of those students whose gender is classified as "Missing" (as females in Oio are underrepresented) but this can only be speculated.

¹² An overview of the process used to create the wealth quintiles is presented in Section 2.2.

Figure 4. Students by Household Wealth.

School Feeding Programme

The student findings also confirm that children attending WFP schools were much more likely to have eaten a meal at school the previous day compared to those at non-WFP schools (59 and 18 percent, respectively). One factor complicating interpretation of these findings is that the timing of the survey unfortunately fell during the month of Ramadan. This likely put downward pressure on the results related to consuming school meals; this is especially visible in the distribution of results by region, where students in those regions with higher proportions of Muslim households appeared less likely to have consumed a meal at school (e.g., 58 percent and 22 percent for Cacheu and Bafata, respectively).¹³ There did not appear to be any meaningful difference in the proportion of students eating a meal at school according to their household's wealth status.

Overall students at WFP schools reported being generally satisfied with the quantity and quality of meals provided by the school (77 percent and 80 percent, respectively). There were some meaningful regional variations, however, with students in Oio being more likely to report that the quantity of food received was insufficient. The survey also asked students to indicate whether they had experienced any type of coercion or corrupt behavior related to the school feeding programme: while there was little suggest a relationship according to gender or household wealth, the findings do indicate that such practices may be more common in certain regions, with nearly two in five students in Oio reporting experiencing such behavior (38 percent).

Students were also asked whether they had received a THR of rice at any point during the school year. As part of the WFP Guinea-Bissau school feeding programme implementation, girls in Grades 4-6 receive a 4 kg bag of rice each month if they have at least 80 percent attendance (some schools distribute this on a quarterly basis). Boys are not technically eligible for the THR as it is designed to encourage better attendance for girls at a time when they normally begin to drop out of the educational system. According to the baseline survey findings, at WFP schools more than a third of boys reported having received a THR of rice at some point during the current school year (37 percent); this finding was not significant according to wealth but the results indicate that a regional pattern did exist, such that boys in Oio, Quinara, and Cacheu were more likely to have received a THR than boys in other regions. Roughly two-thirds of the girls surveyed at WFP (69 percent) reported having received a THR during the school year; there was no evidence that region or wealth was associated with this finding.

¹³ Additional discussion of the impact of Ramadan on the survey can be found in Section 4.4.

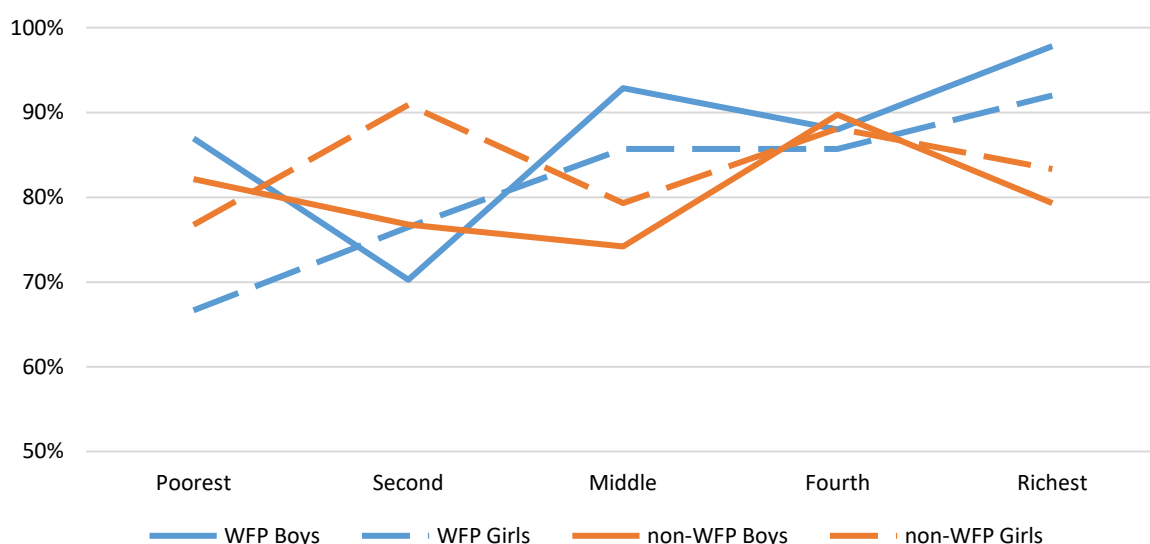
The baseline survey also sought to gauge students' attitudes about the importance of school meals in relation to their attendance by assessing their reaction should meals not be served. At WFP schools, an overwhelming majority of students (83 percent) reported that they typically did not leave school early if they learned no meal would be served that day. A roughly similar amount (76 percent) reported that they would report to school even if they knew in advance that a meal would not be served. There was little variation in these findings according to gender, region, or household wealth.¹⁴

Pre- and Post-School Eating & Transportation

Finally, the baseline survey asked WFP and non-WFP school students to report whether they ate a meal before and after school the previous day and describe their normal transportation to school. Among all students surveyed, roughly two in three (65 percent) reported eating a meal before going to school. This finding did not appear to differ according to gender or wealth; however, students at WFP-supported schools and certain regions appeared more likely to eat before school. The latter might again be partially explained by the confounding situation presented by Ramada (students in regions with high proportions of Muslim households appeared less likely to eat before school). However, that students at WFP schools appeared more likely to eat before school is perplexing, especially given that there was no apparent difference according to household wealth (as students at WFP schools were previously flagged as coming from wealthier households).¹⁵ Nearly all students (84 percent) reported having eaten a meal after school (and before bed) the previous day. A weak but significant relationship existed between eating after school and household wealth, such that those students from the poorest households were less likely to report having eaten a meal after school than their wealthier peers (Figure 5).

On average, the survey found that students spent about 13 minutes traveling to school and the predominate mode of transport was walking. Weak relationships existed such that girls, students in Gabu, and those from wealthier households appeared to spend slightly less time travelling to school compared to their peers.

Figure 5. Students eating a meal after school and before bed.



¹⁴ The significant relationship observed by region is likely identifying that students in Gabu more often reported that they had not faced such situations (i.e. no meals provided) during the current school year.

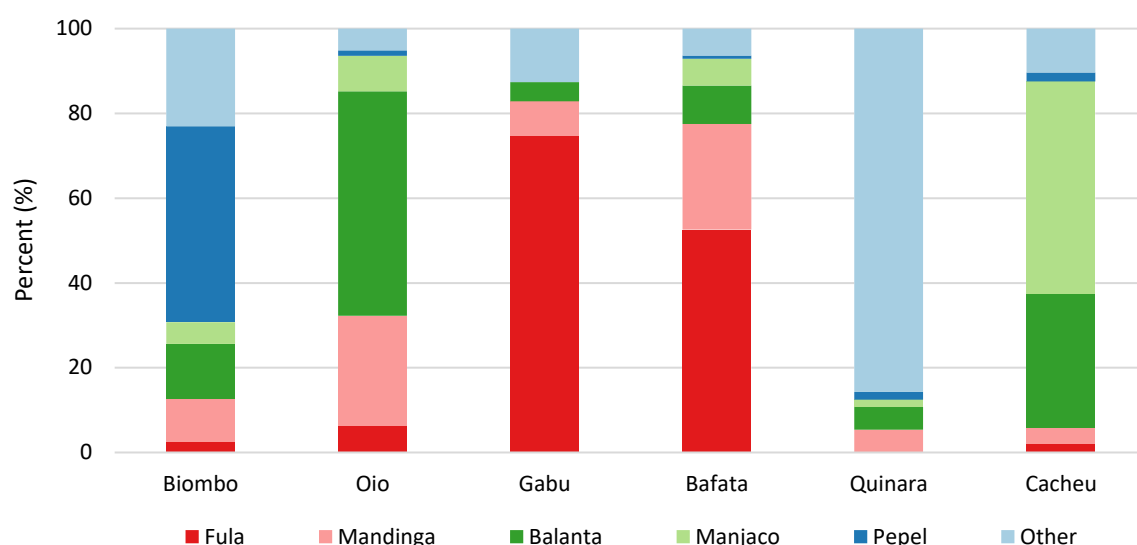
¹⁵ There might be some underlying difference between students at WFP schools and those at non-WFP schools – perhaps, for example, parents are more motivated in the former. More exploration of this finding is needed to clarify and this must be taken into account during the midline and endline surveys and analyses.

3.3 Household-level Findings

General

The baseline survey sought to better understand the household context of students in the schools surveyed. Findings from the household questionnaire revealed that a majority of households were headed by men, though it appeared that households under WFP schools were more likely to be headed by women than non-WFP schools (28 percent compared to 18 percent, respectively). A roughly equal proportion of household heads were in monogamous or polygamous marital situations (42 percent and 41 percent). The survey also covered a wide range of ethnic groups: Fula, Mandinga, Balanta, Manjaco, and Pepel were all well-represented in the results (Figure 6).

Figure 6. Ethnicity of head of household.



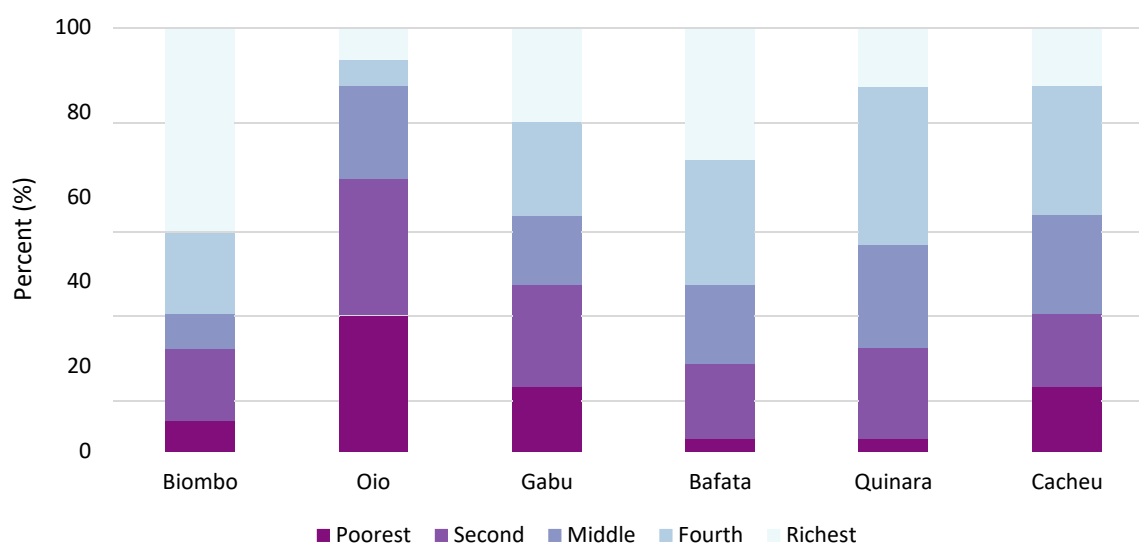
The baseline survey findings showed marked differences between households according to wealth. Among the most significant relationships identified was between household wealth quintiles and region: surveyed households in Oio and, to a lesser degree Cacheu, were significantly more likely to be from the poorest wealth quintiles compared to households in other regions (Figure 7). Large associations were also observed according to the ethnic group of the head of household, however it is unclear which direction this relationship runs.¹⁶ Nonetheless, these relationships will inform the interpretation of the results presented here and must necessarily be considered by decision- and policy-makers who are considering how best to improve the design and implementation of the school feeding programme.

Household Characteristics

The average size of households surveyed was 14 and there was no evidence of any difference between those of students from WFP and non-WFP schools. The distribution of household members by age and gender were in line with those found previously in Guinea-Bissau: children under 5 comprised approximately 17 percent of the total household members.¹⁷ Roughly 90 percent of households reportedly owned their dwellings, though renters were slightly more common in Biombo and among the wealthiest households.

¹⁶ The poorest households appear to be those from Oio and Cacheu, two regions which also happen to have a larger proportion of Balanta and Manjaco, ethnic groups which have a disproportionate number of poor households. More advanced statistical analyses would be required to tease out the directionality of this relationship.

¹⁷ The 2010 Multiple Indicator Cluster Survey conducted in Guinea-Bissau found that children less than 5 years old comprised 16 percent of the total household population [10].

Figure 7. Wealth quintiles.

The patterns observed in the types of walls, roof, and floor among surveyed households were similar to those found for household wealth. Households in Oio and Cacheu were more likely to have rudimentary wall, roof, and floor components in their structures than households in other regions. The findings also reveal some relationships between the type of school (WFP vs. non-WFP) and the materials of wall and flooring, such that non-WFP households were more likely to have rudimentary components in their dwellings. Nearly all households used wood as the fuel for their cooking (90 percent); female-headed households, those in Biombo and those in the highest wealth quintile were slightly more likely to use charcoal compared to other households.

Just over half of the surveyed household population (56 percent) was using an improved source of drinking water. There was no apparent relationship between improved water source and type of school; however, populations in wealthier quintiles were more likely to be accessing an improved source of drinking water (72 percent compared to 30 percent for the wealthiest and poorest, respectively). Use of an improved toilet facility among the surveyed population followed a similar socioeconomic pattern: while just 1 percent of those in the poorest households were using an improved toilet, 45 percent of those in the wealthiest households were. Again the survey found little difference on the use of improved sanitation facilities between WFP and non-WFP schools.

Father and Mother Education

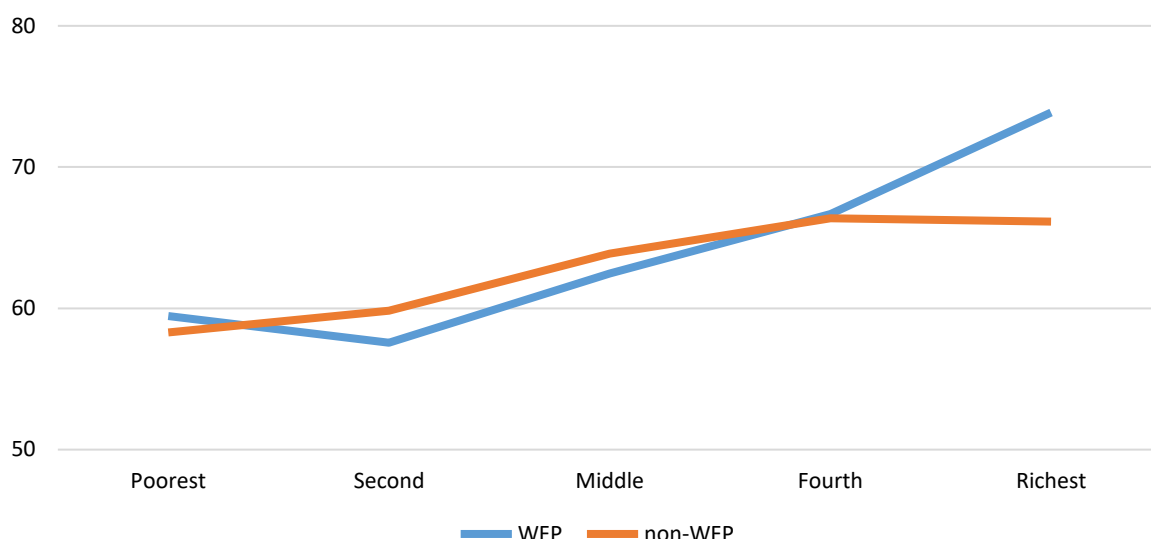
The baseline survey collected information on the educational background of the students' mother and father. Roughly 80 percent of the households surveyed reported that the student's father lived in the household; for mothers the rate was lower at 65 percent. Among households in which the student's father was present, just over two-thirds (70 percent) of the fathers had attained some basic level of education; for mothers the result was inverted, with just 38 percent having attained some basic education. The proportion of fathers and mothers who were reportedly literate was 55 and 33 percent, respectively; the lowest literacy levels were observed in Gabu and Bafata.

Food Consumption Score

As a means of understanding the household food security situation, the baseline survey collected information on the types of food groups and number of times they were consumed in the previous week. Overall, just 8 percent of surveyed households were found to have a poor or borderline food consumption. Statistical tests did not identify any significant relationships between the type of school and the mean FCS; however, poorer households and those in Bafata, Quinara, and Cacheu were more likely to have poor or borderline scores (Figure 8). Looking at the consumption pattern of individual food groups, it appears that the regular consumption of fish (which, along with meat and eggs, the

FCS gives the highest weight) contributed to good scores all around: on average surveyed households reported consuming fish more than 4.6 days in the previous week. One weakness of the FCS is that it does not distinguish well the quantity of food eaten or how well the food is shared within the household. Notwithstanding this limitation, the findings do suggest that at the time of the survey (June 2016), households were generally consuming an adequate diet.

Figure 8. Mean Food Consumption Score.



Income and Livelihoods

A majority of surveyed households reported that their main source of income over the previous year came from agriculture/farming (64 percent) or salaried employment (12 percent). There did not appear to be a significant difference between WFP and non-WFP schools in this regard. A strong pattern did emerge according to wealth quintiles, such that wealthier households were more likely to report their main source of income was from salaried work (24 percent) or a trade (19 percent); among the poorest households, the proportions were 8 percent and 2 percent, respectively.

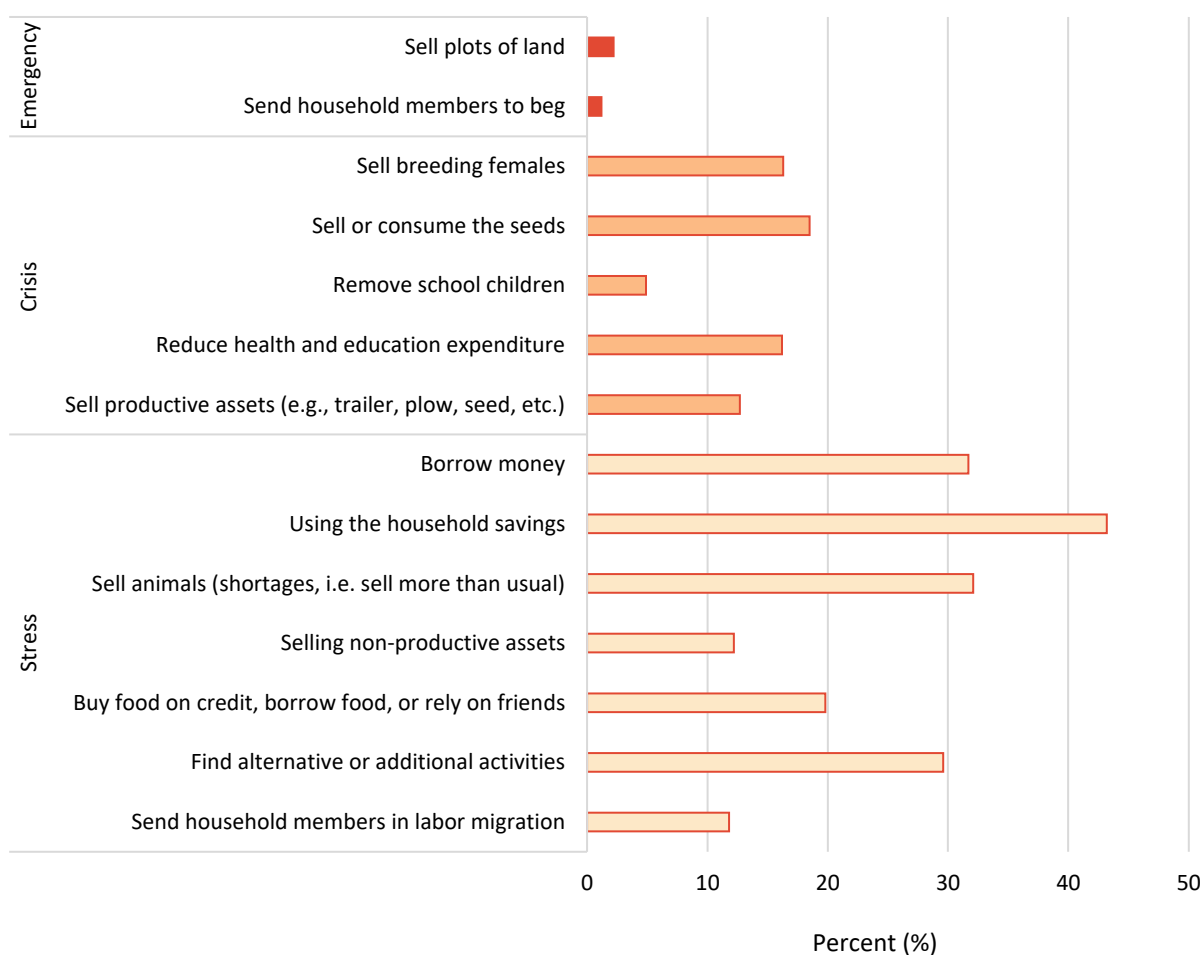
Also of interest were the findings showing that fully a quarter of the wealthiest households (26 percent) reported receiving support (food or cash remittances) over the previous four months compared to just 4 percent of the poorest households. The majority of households which reportedly received such support from family members (78 percent). The wealthiest households were also much more likely to report an estimated cash income greater than 450,000 XOF. As WFP-supported schools appeared slightly more likely to serve students from wealthier households, this may prove useful information as discussions are held around designing programme improvements.

Coping Strategies

The median reduced Coping Strategies Index for all surveyed households was 10.0. There was considerable variation according to region and wealth, with wealthier households being less likely to report having to change their food consumption patterns in the previous 7 days. Households from the poorest quintile were nearly twice as likely to have borrowed food from friends or relatives at least once in the previous week compared to those in the richest quintile (36 percent and 18 percent, respectively). In general, however, while many households reported having used a food-related coping strategy, most only did so for one or two days of the previous week. Households were also queried about non-food-related strategies that they may have applied in the previous 7 days to cope with hardship: around two in five (41 percent) reported using a crisis or emergency strategy, a sign of

elevated distress (Figure 9).¹⁸ There were again socioeconomic patterns to the livelihood-based coping strategies, with just 27 percent of households in the wealthiest quintile reporting using such strategies. Moreover, there was some evidence that households under WFP-supported schools were somewhat less likely to use extreme measures as well.

Figure 9. Livelihood-based coping strategies.



¹⁸ Crisis strategies include: Selling productive assets (e.g., trailer, plow, seed, etc.); reducing health and education expenditures; removing school children; selling or consuming the seeds; selling breeding females. Emergency strategies include: Sending family members to bed; and selling plots of land. See Section 2.2 for more details.

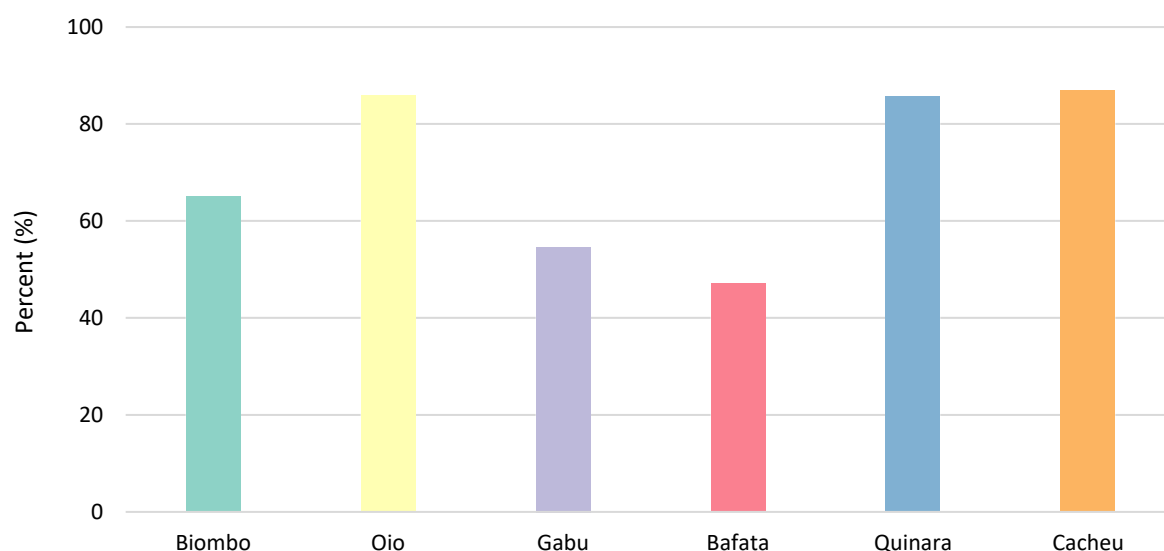
School Feeding Programme

Finally, households were queried about various issues related to meals and school feeding. The average number of days that households reported their student ate a meal before going to school over the past 5 days was 3.3; eating a meal after school (and before bed) was more common at 4.5 days on average. For both metrics the type of school (WFP or non-WFP) did not appear to have any impact on meal-eating behavior.

Households of students in WFP-supported schools were further asked whether their student received free school meals – just two-thirds (68 percent) were able to answer correctly. A strong regional pattern was observed for these findings as well, suggesting perhaps that communication and sensitization of the SFP is lacking in some areas (Figure 10). Furthermore, about one in seven households (15 percent) reported that they normally reduced the quantity of food given to the student on days when school feeding will occur (as compared to the amount given on weekends). Nearly half of households in Biombo (46 percent) reported reducing the quantity given to students on such days.

Lastly, about one in five households (21 percent) reported that the student had missed school days in the previous month. The patterns observed were quite weak. Moreover, nearly all households reported believing there was a benefit to primary education and few indicated that their student had experienced harassment at school during the previous month (2 percent).

Figure 10. Parent/guardian aware that child receives free school meal.



4. Discussion

The findings from the 2016 Guinea-Bissau School Feeding Baseline Survey serve to highlight the unique opportunities and challenges which programme implementers and policy makers face when deciding how best to achieve results in the school feeding programme. The metrics used in the baseline survey to explore the SFP and the varied contexts in which it operates in Oio, Biombo, Cacheu, Bafata, Gabu, and Quinara suggest a functioning programme which has room for further improvements.

The reasons underlying these findings are complex, but the survey results provide some indication as to where programme implementers and policy makers might focus their efforts if they are to improve school feeding outcomes in the future. The following represents a set of general ideas about the nature of school feeding in Guinea-Bissau and about how these issues might be addressed in the near and medium term.

4.1 SFP Targeting

The current school feeding programme supported by WFP appears generally geared towards larger schools which have the requisite infrastructure (kitchens and/or storage space for commodities) needed for operation. This model has several benefits, the most salient of which being economies of scale and more efficient logistics. Schools serving more students are also likely to have sufficient human resource capacity to arrange daily meals. WFP schools also appeared to have a more stable HR situation which likely helps to reduce the impact on school meals from disruptions which occur frequently in Guinea-Bissau. There are programmatic considerations as well for such targeting, given that WFP distributes THR to girls in Grades 4-6.

Notwithstanding these benefits, however, there was strong evidence to suggest that this dependence on larger schools has the effect of targeting students from wealthier backgrounds. Over half of the surveyed students attending schools which serve Grade 4 or lower were from the bottom two wealth quintiles (52 percent) compared to just over a third of students in schools serving Grade 5 and above (34 percent). If the main objective is to prevent drop out of girls beginning around Grade 4, then perhaps the current strategy does not need adjusting. However, if WFP and MEN determine that the commodities might also be prioritized to students from disadvantaged backgrounds, then additional thinking around school targeting may be warranted. One piece of evidence from the baseline survey supporting such consideration was the finding that students from the poorest households were less likely to eat a meal after school (and before going to bed). That is to say, students (and households) from poorer backgrounds appear to depend more heavily on the free school meal as a type of safety net or transfer.

4.2 SFP Implementation

A set of indicators from the baseline survey suggest that even while the SFP appears to be generally operating as designed, areas for improvement exist which may lead to better achievement of results in the future. The finding with the most immediate impact on overall results is that which showed nearly a third of boys in WFP-supported schools having received a THR of rice at some point during the school year. Given that rice is a limited commodity in the programme (and not all schools in Guinea-Bissau are covered by the SFP), addressing this “leakage” through better implementation and control mechanisms could help stem the decline in attendance in the second half of the school year that was observed in WFP-supported schools.

Another area which WFP and MEN might focus energy is towards reducing implementation uncertainties through better training and organization. Such areas which are critical for success, but fall outside the standard components such as supply chain and logistics, include:

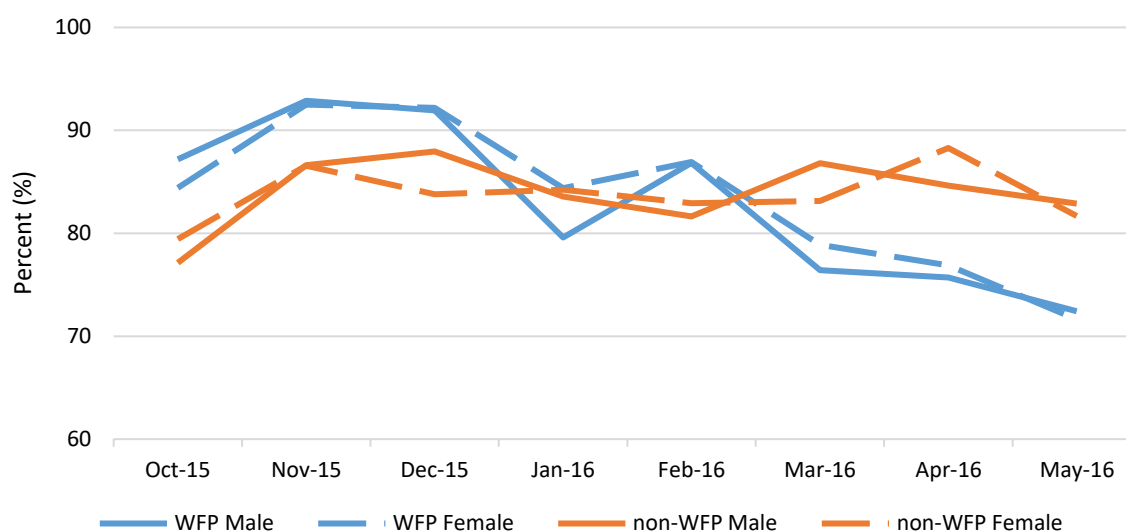
- i. **Strengthening the role and capacity of CGEs.** While 60 percent of schools reported a high level involvement from CGE members in SFP operations, over half suggested that CGE members had not received relevant training from WFP.

- ii. **Building support and consensus on expectations from the community in regards to the SFP.** WFP currently distributes the food commodities for the SFP and training on implementation and monitoring. Though it is scaling up its provision of NFIs, the baseline survey found a significant and varied dependence on the community for such items, including as well payment support for cooks. As the difficult operating context in Guinea-Bissau necessitates that MEN and WFP depend heavily on communities to support the optimal functioning of the SFP, these expectations should be reinforced and standardized in training as much as possible. Lack of communication or transparency in this regard may create confusion or resentment (e.g., the situation wherein a student does not receive her school meal if she does not bring firewood for the cooking).
- iii. **Leveraging or partnering with ongoing initiatives aimed at improving data quality and monitoring within the education system.** One limitation of the baseline survey was the poor quality of record-keeping at the school level. Many schools did not keep regular administrative data for students, including attendance. As WFP and MEN must depend upon accurate data provided by the schools, finding ways to strengthen this element is critical for assessing and monitoring the SFP. Collaboration with other ongoing efforts such as those led by UNESCO and UNICEF might prove a worthwhile effort.

4.3 Student Attendance

The baseline survey data also revealed trends in student attendance the MEN and WFP would do well to explore further in order to understand its target population and whether the programme is appropriately designed to achieve its objectives. The findings first indicate that by the end of the school year, the overall attendance rate for Grade 4 students is lower at WFP schools than non-WFP schools. Data from the baseline survey suggest that the decline in attendance over the school year is as pronounced for boys as it is for girls in WFP-supported schools. This suggests that an unexplained phenomenon could be behind the decline besides the gender and age profile of students (Figure 9).

Figure 11. Grade 4 student attendance by gender (2015).



Further analysis of the attendance trends reveals that in fact the provision of free school meals does seem to have the intended effect at least initially. When comparing the attendance rates at large WFP and non-WFP schools, one finds a large and positive (apparent) effect: 90 percent versus 65 percent, respectively in October (Figure 10). This gap narrows somewhat over time until the effect appears to evaporate by March, at which time the attendance rate at large WFP and non-WFP schools is similar.

This comparison is useful since it demonstrates that large, non-WFP supported schools also experience a decline in attendance rates during the latter half of the school year.

Figure 12. Grade 4 student attendance (Large schools) (2015).

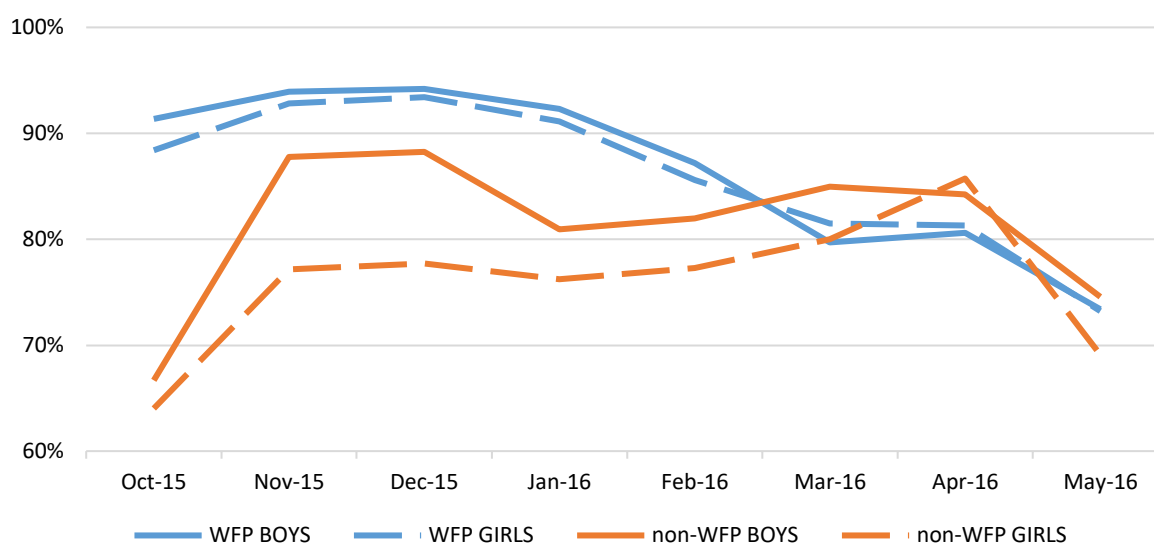
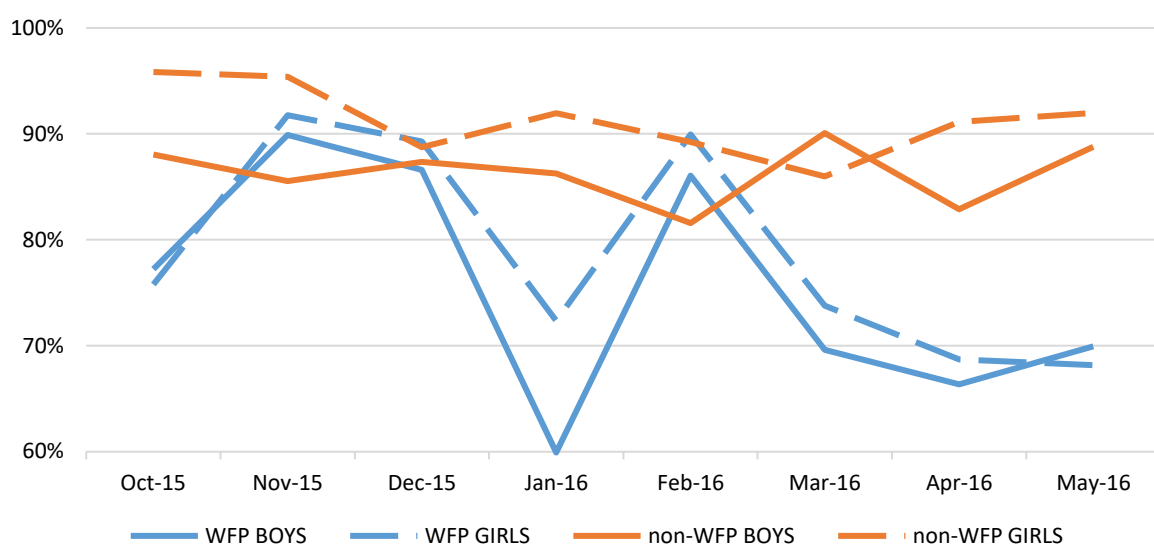


Figure 10 also shows that large WFP schools achieve high attendance rates among boys and girls during the first half of the school year; this is suggestive of a strong effect related to the school meals programme and/or other undefined characteristics. However, beginning in February the advantage over non-WFP schools seems to disappear for boys and girls alike.

The final analysis, however, presents the attendance trend among boys and girls at small schools. In contrast, at small schools there does not appear to be any advantage at all; moreover, while the attendance rates at small WFP schools still appears to decline in the second half of the school year, the same effect is not observed in small non-WFP schools (Figure 11).

Figure 13. Grade 4 student attendance (Small schools) (2015).



A full exploration and explanation of these results is outside the scope of this key findings report. They are raised here in order to provoke additional thought and discussion around the current school

feeding programme. A more comprehensive review and debate of these findings is warranted to ensure that MEN and WFP have the necessary information to make changes to the SFP if needed.

4.4 Survey Limitations

All exercises in data collection are subject to known and unknown deficiencies—which cannot always be accounted for during the design, fieldwork, cleaning and analysis stages—that could potentially bias the findings.

A primary limitation of the baseline survey was that comparison schools were purposively sampled and thus, while every effort was made to create a comprehensive sampling frame, the findings contained in this report cannot be extrapolated to areas not included in the survey sampling frame. Another factor which likely impacted certain findings was that the survey was conducted during the month of Ramadan. This likely suppressed certain response patterns that would have manifested otherwise and may well go far in explaining some of the strong patterns that were observed according to region and ethnicity. This will also need to be considered during the design and conduct of the midline and endline surveys.

Another limitation which impacted the analyses of data was the large amounts of missing data, especially around student attendance. Many schools did not have 2015 attendance records for their students, which had the effect of cutting the population used to create school-level attendance results by half. More advanced statistical analysis would be required to determine whether those schools which did not have such data were somehow different. The attendance results and, to lesser degree the results disaggregated by student sex, must be viewed with this caveat in mind. (There does seem to be some evidence that the students for whom gender was missing were somehow fundamentally different.)

Finally, it is also likely that the time-specific nature of some questions in the survey—several modules asked respondents to recall events in the past—could have resulted in recall bias, whereby actual conditions and events were not remembered correctly. The impact of this bias, however, is generally considered less problematic than the bias mentioned above, but because some indicators were created using this recalled information, it nonetheless warrants mentioning.

5. Recommendations

Based on the findings described in this report, a set of recommendations are presented here that aim to provide guidance to MEN and WFP as they devise strategies for improving the current implementation of the school feeding programme and for the successful handover to Government.

5.1 Short-term Recommendations

The short-term recommendations (SR) presented here were developed to provide practical, concrete actions that MEN and WFP could follow up that will improve the operations of the school feeding programme beginning with FY 2016.

SR1: MEN and WFP should consider appropriate strategies for addressing the “leakage” found in the THR component in most regions. Guinea-Bissau is an extraordinarily challenging environment to operate a decentralized programme, a situation which calls for small but effective updates to the existing oversight and monitoring system. One option could include, for example, the introduction of a random, student- or parent-level questionnaire (2-4 questions) into the existing monthly monitoring system which tracks leakage and operation breaks.

SR2: WFP and MEN should consider reviewing and standardizing the role of CGEs and the community in the SFP and incorporating these into official training packages. Currently there are different practices and capacities throughout the six regions and lack of clarity and support on these issues raises the likelihood of corruption and reduces accountability throughout the system

SR3: WFP should consider partnering with current initiatives in Guinea-Bissau aimed at improving the types and quality of data collected through the national education system. This will ensure that SFP indicators (and the administrative data upon which they are built) are given appropriate value in such processes and begin putting in place standardized indicators for SFP monitoring in the event of a handover.

5.2 Medium-term Recommendations

These medium-term recommendations (MR) were designed to address more strategic issues related to the further development of the school feeding programme. They are not necessarily points that can be actioned in the short-term but instead could serve as longer-term targets for MEN and WFP.

MR1: WFP and MEN should consider commissioning a more detailed investigation into the factors which predict student attendance in Guinea-Bissau to better understand whether the current incentives are appropriately designed and targeted. This would ideally be with a research institute or university with experience in such exercises (particularly in the education sector). The baseline survey findings suggest that other factors beyond gender may play strong roles in determining attendance. The outcomes of such an investigation could then feed into an updated school feeding policy so that the process of allocating resources is standardized and guided by more comprehensive data on student vulnerability.

MR2: MEN and WFP are encouraged to explore the feasibility and implications of implementing a cost-sharing system (i.e. between Government and parents/communities) for the school feeding programme in light of its future commitments under the handover scenario. Cost-sharing might take any number of forms, including increased dependence on local production. The benefits of the SFP are quite visible from the baseline survey findings yet donor funding will never match that needed by GoGB to scale SFP to all primary-aged students.

References

- [1] World Bank. 2015. Guinea-Bissau: SABER Country Report 2015. Systems Approach for Better Education Results (SABER) country report; 2015. Washington, DC. © World Bank.
- [2] D McKenzie (2011, November 20). Power Calculations for Propensity Score Matching? [Web log post]. Retrieved from <http://blogs.worldbank.org/impactevaluations/power-calculations-for-propensity-score-matching>
- [3] Gaarder, M. Experimental and Quasi-Experimental Designs [PDF document]. Retrieved from [https://www.isealliance.org/sites/default/files/3ie-Experimental & Quasiexperimental_Designs_0.pdf](https://www.isealliance.org/sites/default/files/3ie-Experimental%20&%20Quasiexperimental_Designs_0.pdf)
- [4] White, H., & S. Sabarwal (2014). Quasi-experimental Design and Methods, Methodological Briefs: Impact Evaluation 8, UNICEF Office of Research, Florence.
- [5] Rutstein SO, Johnson, K. The DHS Wealth Index. DHS Comparative Reports No.6. Calverton, Maryland: ORC Macro. 2004.
- [6] Comprehensive Food Security & Vulnerability Analysis Guidelines. January 2009. 1st Edition. World Food Programme (WFP), Food Security Analysis Service.
- [7] WHO and UNICEF, JMP website: <http://www.wssinfo.org/>, WHO, Geneva and UNICEF, New York, accessed on July 18, 2016.
- [8] Maxwell Daniel, Caldwell Richard. CSI Field Methods Manual, Second Edition, Copyright © 2008. Cooperative for Assistance and Relief Everywhere, Inc. (CARE). Used by Permission.
- [9] Development Projects – Guinea-Bissau 200846 (2016-2020). Executive Board, First Regular Session. United Nations World Food Programme, February 2016.
- [10] Ministério da Economia, do Plano e Integração Regional – Direcção Geral do Plano, 2011. Inquérito aos Indicadores Múltiplos, Inquérito Demográfico de Saúde Reprodutiva - Guiné-Bissau, 2011, Relatório Final.

Annex I – Summary Statistics

Table 1. Results of interviews

Number of schools, students, and households, and response rates, by results of interview, and response rates (unweighted). School Feeding Baseline Survey, Guinea-Bissau, 2016.

	Type of School		Total
	WFP	non-WFP	
Schools			
Selected	50	50	100
Completed	50	50	100
Incomplete	0	0	0
Replacements	0	2	2
Response rate	100%	100%	100%
Students			
Selected	500	500	1,000
Completed	478	482	960
Incomplete	22	18	40
Response Rate	95.6%	96.4%	96.0%
Households			
Selected	500	500	1,000
Completed	471	476	947
Incomplete	29	24	53
Response Rate	94.2%	95.2%	94.7%

School-Level

Table 2. School Characteristics

Percent distribution of schools by school category, operation and highest grade, according to type of school (unweighted). School Feeding Baseline Survey, Guinea-Bissau, 2016.

	WFP	Non-WFP	TOTAL		
	%	%	%	χ^2	p
School category					
Comunitária	10.0	22.0	16.0	4.037	0.401
Pública	78.0	72.0	75.0		
Privada laica	2.0	0.0	1.0		
Privada confessional	2.0	2.0	2.0		
Autogestão	8.0	4.0	6.0		
Number	50	50	50		
Total	100.0	100.0	100.0		
School operation					
Período	84.0	80.0	82.0	3.649	0.302
Turno	12.0	18.0	15.0		
Mista	4.0	0.0	2.0		
Missing	0.0	2.0	1.0		
Number	50	50	50		
Total	100.0	100.0	100.0		
School level					
1º Ano	0.0	0.0	0.0	12.498	0.052
2º Ano	0.0	2.0	1.0		
3º Ano	2.0	2.0	2.0		
4º Ano	32.0	60.0	46.0		
5º Ano	4.0	0.0	2.0		
6º Ano	44.0	26.0	35.0	9.703	0.002
7º Ano ou superior	18.0	8.0	13.0		
Missing	0.0	2.0	1.0		
Grade 4 or lower	34.0	65.3	49.5		
Grade 5 or higher	66.0	34.7	50.5		
Number	50	50	50		
Total	100.0	100.0	100.0		

Table 3. Mean number of students and teachers

Mean number of students and teachers by gender, according to type of school (unweighted). School Feeding Baseline Survey, Guinea-Bissau, 2016.

	WFP		Non-WFP		TOTAL			
	Mean	#	Mean	#	Mean	#	F	p
Number of students								
Boys	215.8	50	130.6	48	174.1	98	7.84	0.006
Girls	186.5	50	125.2	48	156.5	98	4.44	0.038
Total	402.3	50	255.8	48	330.6	98	6.25	0.014
Number of teachers								
Men	7.0	50	3.96	50	5.5	100	13.30	0.000
Women	2.4	50	1.68	50	2.1	100	1.58	0.212
Total	9.6	50	5.66	50	7.6	100	10.56	0.002

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, 2016.

	WFP				non-WFP				Total			
	Boys	Girls	Gender ratio	Number	Boys	Girls	Gender ratio	Number	Boys	Girls	Gender ratio	Number
	<i>Median</i>	<i>Median</i>		<i>#</i>	<i>Median</i>	<i>Median</i>		<i>#</i>	<i>Median</i>	<i>Median</i>		<i>#</i>
Region												
Biombo	297.5	239.5	0.81	2	477.5	588.0	1.23	2	297.5	282.5	1.07	4
Oio	166.0	128.0	0.78	8	96.5	70.5	0.67	8	151.0	83.0	0.73	16
Gabu	153.5	151.5	0.92	10	52.5	71.5	1.04	10	105.5	104.5	0.95	20
Bafata	171.5	133.5	0.94	14	54.5	56.0	1.04	12	86.0	79.0	0.97	26
Quinara	111.0	106.0	0.84	3	142.0	153.0	0.90	3	126.5	120.0	0.87	6
Cacheu	240.0	210.0	0.81	13	104.0	91.0	0.92	13	152.5	140.0	0.85	26
School level												
4 ^e Ano or less	91.0	92.0	1.00	17	66.5	71.5	0.95	32	85.0	77.0	0.97	49
5 ^e Ano or more	241.0	210.0	0.84	33	197.5	165.5	0.97	16	234.0	178.0	0.88	49
Total	170.0	141.5	0.86	50	91.0	86.5	0.96	48	116.0	104.5	0.90	98

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 Baseline Survey, Guinea-Bissau, 2016.

	WFP				non-WFP				TOTAL			
	Men	Women	Students per teacher	Number	Men	Women	Students per teacher	Number	Men	Women	Students per teacher	Number
	<i>Median</i>	<i>Median</i>		<i>#</i>	<i>Median</i>	<i>Median</i>		<i>#</i>	<i>Median</i>	<i>Median</i>		<i>#</i>
Region												
Biombo	6.0	4.0	53.7	2	2.5	9.5	88.8	2	2.5	8.0	72.8	4
Oio	4.5	0.0	36.0	8	4.0	0.0	40.4	8	4.0	0.0	37.6	16
Gabu	5.0	2.5	41.1	10	2.5	0.0	41.3	10	3.5	0.0	41.1	20
Bafata	7.5	1.0	34.5	14	2.0	0.0	33.2	14	3.0	1.0	34.1	28
Quinara	4.0	0.0	51.5	3	5.0	1.0	44.3	3	4.5	0.5	47.1	6
Cacheu	6.0	2.0	52.9	13	4.0	2.0	45.8	13	5.5	2.0	49.8	26
Total	5.5	1.0	42.1	50	3.0	0.0	45.7	50	4.0	1.0	43.4	100

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 Baseline Survey, Guinea-Bissau, 2016.

	WFP	Non-WFP	TOTAL		
	%	%	%	χ^2	<i>p</i>
School has library					
Yes	26.0	18.0	22.0	0.932	0.334
No	74.0	82.0	78.0		
Number	50	50	50		
Total	100.0	100.0	100.0		
School has kitchen¹					
Yes	82.0	54.0	68.0	13.416	0.001
No	14.0	46.0	30.0		
Missing	4.0	0.0	2.0		
Number	50	50	100		
Total	100.0	100.0	100.0		
School has food storage room					
Yes	78.0	56.0	67.0	7.149	0.028
No	16.0	40.0	28.0		
Missing	6.0	4.0	5.0		
Number	50	50	50		
Total	100.0	100.0	100.0		

¹ "Isto refere-se a uma estrutura com paredes e/ou tecto. Ao ar livre não se aplica."

Table 7. School water sources

Percent distribution of schools by main source of drinking water, according to type of school (unweighted). School Feeding Baseline Survey, Guinea-Bissau, 2016.

	WFP	Non-WFP	TOTAL		
	%	%	%	χ^2	<i>p</i>
Water: Improved source	70.0	74.0	72.0	0.083	0.774
Canalizada num prédio	4.0	0.0	2.0		
Canalizada num quintal/lote	2.0	6.0	4.0		
Torneiras públicas/fontanário	8.0	14.0	11.0		
POÇO TIBULAR OU FURO	32.0	40.0	36.0		
Poço protegido	24.0	14.0	19.0		
Water: Unimproved source	28.0	26.0	27.0		
Poço desprotegido	8.0	10.0	9.0		
POCO da COMUNIDADE	4.0	8.0	6.0		
Nascentes não protegidas	2.0	0.0	1.0		
Outro	14.0	8.0	11.0		
Missing	0.0	2.0	1.0		
Number	50	50	50		
Total	100.0	100.0	100.0		

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 Baseline Survey, Guinea-Bissau, 2016.

	WFP	Non-WFP	TOTAL		
	%	%	%	χ^2	<i>p</i>
Toilet: Improved source	74.0	50.0	62.0	5.466	0.019
Retrete melhorada	50.0	18.0	34.0		
Latrina com autoclismo	4.0	6.0	5.0		
Latrina sem autoclismo	20.0	26.0	23.0		
Toilet: Unimproved source	16.0	34.0	25.0		
Retrete tradicional	8.0	12.0	10.0		
Na mata (natureza)	0.0	8.0	4.0		
Outro	8.0	14.0	11.0		
Missing	0.0	2.0	1.0		
Number	50	50	50		
Total	100.0	100.0	100.0		
School has separate toilets for boys and girls					
Yes	74.0	56.0	65.0	2.78	0.095
No	16.0	28.0	22.0		
Missing	10.0	16.0	13.0		
Toilets have soap for handwashing					
Yes	68.0	58.0	63.0	0.42	0.516
No	32.0	36.0	34.0		
Missing	0.0	6.0	3.0		
Number	50	50	50		
Total	100.0	100.0	100.0		

Table 9. School PTA and CGE

Percent distribution of schools which have a PTA and CGE, according to type of school (unweighted). School Feeding Baseline Survey, Guinea-Bissau, 2016.

	WFP	Non-WFP	TOTAL		
	%	%	%	χ^2	<i>p</i>
School has PTA					
Yes	80.0	84.0	82.0	0.335	0.563
No	16.0	12.0	14.0		
Missing	4.0	4.0	4.0		
Number	50	50	50		
Total	100.0	100.0	100.0		
School has CGE					
Yes	94.0	74.0	84.0	7.551	0.006
No	2.0	18.0	10.0		
Missing	4.0	8.0	6.0		
Number	50	50	50		
Total	100.0	100.0	100.0		

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 Baseline Survey, Guinea-Bissau, 2016.

	WFP	Non- WFP	TOTAL		
	%	%	%	χ^2	p
Gender					
Male	73.2	70.2	72.1	4.952	0.084
Female	25.5	29.8	27.1		
Missing	1.3	0.0	0.8		
Number	478	282	760		
Total	100.0	100.0	100.0		
Age					
Younger than 30	20.9	26.9	23.1	3.961	0.138
30 - 49	51.7	53.0	52.2		
50 or older	20.9	17.0	19.5		
Missing	6.5	3.2	5.3		
Number	478	283	761		
Total	100.0	100.0	100.0		

Percent distribution of teachers by gender and age, according to school level (unweighted).
School Feeding Baseline Survey, Guinea-Bissau, 2016.

	Grade 4 or lower	Grade 5 or higher	TOTAL		
	%	%	%	χ^2	p
Gender					
Male	82.1	70.0	72.7	10.686	0.005
Female	17.9	29.0	26.5		
Missing	0.0	1.0	0.8		
Number	173	579	752		
Total	100.0	100.0	100.0		
Age					
Younger than 30	30.6	20.5	22.8	7.26	0.026
30 - 49	46.8	53.8	52.2		
50 or older	18.5	20.0	19.7		
Missing	4.1	5.7	5.3		
Number	173	580	753		
Total	100.0	100.0	100.0		

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 Baseline Survey, Guinea-Bissau, 2016.

	WFP	Non-WFP	TOTAL		
	%	%	%	χ^2	p
Function					
Director(a)	10.3	18.0	13.1	30.291	0.000
Director(a) Adjunto(a)	9.0	13.1	10.5		
Professor(a): permanente	38.1	22.6	32.3		
Professor(a): contratado/a	29.7	33.6	31.1		
Professor(a): voluntário/a	1.5	0.0	0.9		
Outro	4.0	3.2	3.7		
Missing	7.5	9.5	8.3		
Number	478	283	761		
Total	100.0	100.0	100.0		
Qualification					
Grade 9 or less	14.6	14.8	14.7	0.765	0.682
Secondary	46.9	44.5	46.0		
Post-secondary	36.4	39.9	37.7		
Missing	2.1	0.7	1.6		
Number	478	283	761		
Total	100.0	100.0	100.0		
Years of service				t	p
Mean	11.3	9.6	10.6	1.958	0.051
Number	462	282	744		
Full or part-time					
Full-time	60.0	43.8	54.0	25.295	0.000
Part-time	35.2	55.5	42.7		
Missing	4.8	0.7	3.3		
Number	478	283	761		
Total	100.0	100.0	100.0		

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 Baseline Survey, Guinea-Bissau, 2016.

	Grade 4 or lower	Grade 5 or higher	TOTAL		
	%	%	%	χ^2	p
Function					
Director(a)	28.9	8.5	13.2	90.403	0.000
Director(a) Adjunto(a)	17.9	8.3	10.5		
Professor(a): permanente	14.5	38.1	32.7		
Professor(a): contratado/a	27.2	31.7	30.7		
Professor(a): voluntário/a	0.0	1.2	0.9		
Outro	8.7	2.2	3.7		
Missing	2.9	10.0	8.4		
Number	173	580	753		
Total	100.0	100.0	100.0		
Qualification					
Grade 9 or less	18.5	12.6	13.9	4.318	0.115
Secondary	43.9	47.1	46.4		
Post-secondary	34.7	39.1	38.1		
Missing	2.9	1.2	1.6		
Number	173	580	753		
Total	100.0	100.0	100.0		
Years of service				t	p
Mean	9.6	11.0	10.7	-1.339	0.181
Number	169	567	736		
Full or part-time					
Full-time	59.5	52.9	54.5	2.211	0.137
Part-time	37.6	43.6	42.2		
Missing	2.9	3.5	3.3		
Number	173	580	753		
Total	100.0	100.0	100.0		

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 Baseline Survey, Guinea-Bissau, 2016.

	%
Food storage location	
Armazem	71.4
Sala dos professores	4.1
Cozinha	4.1
Outro	20.4
Number	49
Total	100.0
Food stored on palatte	
Yes	95.9
No	4.1
Number	49
Total	100.0
Persons involved with SFP	
Median	3.0
Number	50
Food prep location	
Armazem	2.0
Cozinha	84.0
Espaço aberto	14.0
Number	50
Total	100.0
School uses energy efficient stove	
Yes	34.0
No	66.0
Number	50
Total	100.0

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 Baseline Survey, Guinea-Bissau, 2016.

	%
CGE participation	
Nenhum	2.0
CGE ajuda de descarga e armazenamento de alimentos	26.0
CGE supervisiona regularmente o desempenho do cozinheiro	12.0
CGE ativamente envolvido em todas as etapas e de gestão	60.0
Number	50
Total	100.0
CGE members received training from WFP	
Yes	42.0
No	58.0
Number	50
Total	100.0
Current teachers received training from WFP	
None	24.0
One	44.0
More than one	32.0
Number	50
Total	100.0
Years with SFP at school	
Median	10.0
Number	49

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 Baseline Survey, Guinea-Bissau, 2016.

	%	#
Sources of info about SFP		
Nenhum	2.0	50
Reuniões regulares com a comissão de gestão escolar (CGE)	46.9	49
Reuniões regulares com administradores escolares	63.3	49
Caixa de sugestão	0.0	49
Linha de apoio	16.3	49
Comunicação informal (verbal) com professores	30.6	49
Não sabe	0.0	49
Outro	2.0	49
Non-food items contributed during 2015		
Água	34.7	49
Lenha	65.3	49
Utensílios de cozinha	59.2	49
Produtos de limpeza	40.8	49
Pratos e talheres	55.1	49
Subsídio do/a cozinheiro/a	24.5	49
Subsídio do Armazenista	10.2	49
Outro	10.2	49

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 Baseline Survey, Guinea-Bissau, 2016.

	OCT '15				NOV '15				DEC '15				JAN '15			
	WFP		non-WFP		WFP		non-WFP		WFP		non-WFP		WFP		non-WFP	
	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#
Gender																
Male	87.2	480	77.1	259	92.9	529	86.6	327	91.9	580	87.9	338	79.6	625	83.6	343
Female	84.4	439	79.4	211	92.5	486	86.6	231	92.2	511	83.8	240	84.4	548	84.2	277
Missing	100.0	5	93.3	1	99.0	5	85.4	13	100.0	5	82.0	13	76.5	13	80.1	13
Total	86.0	924	78.2	471	92.7	1,020	86.6	571	92.1	1,096	86.1	591	81.7	1,186	83.8	633

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, 2016.

	FEB '15				MAR '15				APR '15				MAY '15			
	WFP		non-WFP		WFP		non-WFP		WFP		non-WFP		WFP		non-WFP	
	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#
Gender																
Male	86.8	640	81.6	322	76.4	640	86.8	319	75.7	393	84.6	193	72.4	566	82.9	303
Female	86.9	553	82.9	270	78.9	553	83.1	267	76.9	377	88.3	137	71.6	530	81.7	237
Missing	73.2	13	100.0	1	76.8	13	94.4	1	100.0	4	100.0	1	67.9	13	95.2	1
Total	86.7	1,206	82.3	593	77.6	1,206	85.2	587	76.4	774	86.2	331	72.0	1,109	82.4	541

Table 17. Enrollment change (2015 : 2014)

Median enrolment for all applicable school levels and change between 2014 and 2015, according to school year and gender (unweighted). School Feeding Baseline Survey, Guinea-Bissau, 2016.

TOTAL: Change in enrolment (2015 / 2014)					WFP: Change in enrolment (2015 / 2014)					Non-WFP: Change in enrolment (2015 / 2014)				
Boys		Girls			Boys		Girls			Boys		Girls		
Ratio	#	Ratio	#		Ratio	#	Ratio	#		Ratio	#	Ratio	#	
Grade					Grade					Grade				
Pre-primary	0.94	18	1.08	19	Pre-primary	0.80	10	1.11	11	Pre-primary	1.10	8	1.06	8
1º Ano	1.09	94	1.08	94	1º Ano	1.10	49	1.12	49	1º Ano	1.08	45	1.02	45
2º Ano	1.16	93	1.32	93	2º Ano	1.09	48	1.63	48	2º Ano	1.25	45	0.96	45
3º Ano	1.46	93	1.71	94	3º Ano	1.60	48	2.22	49	3º Ano	1.25	45	1.03	45
4º Ano	1.16	90	1.02	89	4º Ano	1.45	47	1.02	46	4º Ano	0.81	43	1.02	43
5º Ano	0.89	49	1.09	48	5º Ano	0.86	32	1.09	32	5º Ano	0.97	17	1.10	16
6º Ano	1.01	44	1.27	43	6º Ano	0.96	31	1.39	31	6º Ano	1.16	13	1.04	12

Student-Level

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 Baseline Survey, Guinea-Bissau, 2016.

	Male	Female	Missing	Total
	%	%	%	#
Type of school				
WFP	46.2	41.4	12.3	478
non-WFP	46.7	45.9	7.5	482
Region				
Biombo	35.0	35.0	30.0	40
Oio	49.7	25.2	25.2	155
Gabu	46.0	48.0	6.1	198
Bafata	46.5	49.2	4.3	256
Quinara	36.7	51.7	11.7	60
Cacheu	49.0	45.4	5.6	251
Total	46.5	43.7	9.9	960

Table 19. Students by household wealth

Percent distribution of students by wealth index, according to gender and type of school (unweighted). School Feeding Baseline Survey, Guinea-Bissau, 2016.

	Poorest	Second	Middle	Fourth	Richest	Total		
	%	%	%	%	%	#	χ^2	p
Type of school								
WFP	19.5	17.4	22.2	19.5	21.6	478	14.317	0.006
non-WFP	24.1	24.1	16.2	18.3	17.4	482		
Gender								
Male	24.7	21.1	16.8	20.6	16.8	446	10.560	0.032
Female	18.1	20.1	19.8	18.6	23.4	419		
Missing	24.2	22.1	27.4	11.6	14.7	95		
School level								
Grade 4 or lower	26.5	25.9	18.3	17.8	11.5	460	46.664	0.000
Grade 5 or higher	17.5	16.3	20.0	20.2	26.1	491		
Total	21.8	20.7	19.2	18.9	19.5	960		

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 Baseline Survey, Guinea-Bissau, 2016.

	Ate meal at school				Normal source of meal						Total #
					Provided by school %	Brought from home %	Bought at school %	Home for lunch %	Other %	Missing %	
Type of school	%	#	χ^2	<i>p</i>							
WFP	59.0	461	163.470	0.000	80.1	1.5	0.8	0.2	8.2	9.2	482
non-WFP	17.7	447			13.3	8.3	4.6	5.2	37.1	31.5	478
Gender											
Male	38.8	430	0.297	0.586	48.2	3.6	2.5	2.9	23.3	19.5	446
Female	37.0	392			44.9	6.0	3.1	2.9	24.1	19.1	419
Missing	45.4	86			46.3	6.3	2.1	1.1	13.7	30.5	95
Region											
Biombo	47.5	40	81.020	0.000	72.5	5.0	5.0	0.0	0.0	17.5	40
Oio	48.7	152			40.7	1.3	1.9	2.6	21.3	32.3	155
Gabu	21.8	197			49.0	0.0	0.5	3.5	35.9	11.1	198
Bafata	30.8	237			39.8	16.8	7.8	1.6	23.1	10.9	256
Quinara	18.9	53			40.0	0.0	0.0	0.0	21.7	38.3	60
Cacheu	57.6	229			52.6	0.0	0.0	4.4	16.7	26.3	251
Wealth quintiles											
Poorest	40.8	201	7.115	0.130	42.6	2.4	1.0	2.9	31.1	20.1	209
Second	31.4	191			42.2	5.0	1.5	5.5	23.6	22.1	199
Middle	43.1	167			48.4	5.4	3.3	1.1	16.9	25.0	184
Fourth	42.0	169			45.9	6.6	1.7	2.2	22.7	21.0	181
Richest	36.7	180			54.6	5.4	6.4	1.6	18.2	13.9	187
Total	38.7	908			46.6	4.9	2.7	2.7	22.7	20.4	960

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 Baseline Survey, Guinea-Bissau, 2016.

	Quantity of school meal					Quality of school meal					Total	Experienced corruption ¹		χ ²	p
	Insufficient	Acceptable	Enough	Very good	A lot	Bad	Reasonable	Good	Very good	Excellent		%	#		
	%	%	%	%	%	%	%	%	%	%	#				
Gender															
Male	8.3	11.3	59.8	17.0	3.6	1.5	13.9	63.1	20.0	1.5	195	8.3	193	0.044	0.834
Female	6.4	14.0	61.1	14.0	4.7	3.5	14.0	61.4	19.3	1.8	171	7.7	169		
Missing	20.0	20.0	47.3	9.1	3.6	5.5	40.0	41.8	10.9	1.8	55	31.5	54		
Region															
Biombo	5.0	10.0	45.0	20.0	20.0	0.0	0.0	65.0	25.0	10.0	20	15.0	20	77.658	0.000
Oio	36.5	25.7	36.5	1.4	0.0	4.1	57.5	35.6	2.7	0.0	74	38.4	73		
Gabu	0.0	0.0	67.7	31.3	1.0	1.0	0.0	55.1	43.9	0.0	99	2.1	96		
Bafata	10.5	15.8	55.3	11.8	6.6	7.9	18.4	48.7	19.7	5.3	76	13.5	74		
Quinara	3.3	13.3	80.0	3.3	0.0	6.7	53.3	36.7	3.3	0.0	30	6.7	30		
Cacheu	0.8	16.4	63.9	13.1	5.7	0.0	0.8	88.7	9.7	0.8	122	0.8	123		
Wealth quintiles															
Poorest	14.3	13.2	53.9	14.3	4.4	3.3	26.4	49.5	17.6	3.3	91.0	11.1	90	6.196	0.185
Second	7.6	19.0	62.0	10.1	1.3	2.5	26.6	53.2	16.5	1.3	79.0	17.5	80		
Middle	6.8	14.8	60.2	12.5	5.7	1.1	15.9	69.3	12.5	1.1	88.0	10.5	86		
Fourth	7.6	7.6	64.6	13.9	6.3	2.5	10.1	68.4	17.7	1.3	79.0	5.1	78		
Richest	8.3	13.1	53.6	22.6	2.4	4.8	7.1	58.3	28.6	1.2	84.0	11.0	82		
Total	9.0	13.5	58.7	14.7	4.0	2.9	17.3	59.6	18.5	1.7	421	11.06	416		

¹ Você já enfrentou problemas durante a distribuição de alimentos? [por exemplo troca de alimentos por favor / trabalho, pagar para receber o alimento, etc.]

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 (unweighted). School Feeding Baseline Survey, Guinea-Bissau, 2016.

	Male				Female			
	%	#	F	p	%	#	F	p
Region								
Biombo	0.0	7	9.340	0.000	100.0	1	1.860	0.104
Oio	65.2	23			72.2	18		
Gabu	5.3	38			53.2	47		
Bafata	29.3	41			79.4	34		
Quinara	61.5	13			81.3	16		
Cacheu	51.8	56			72.0	50		
Wealth quintiles								
Poorest	41.5	41	1.460	0.217	75.9	29	0.500	0.739
Second	40.6	32			67.7	31		
Middle	50.0	28			62.8	43		
Fourth	33.3	42			76.0	25		
Richest	22.9	35			68.4	38		
Total	37.1	178			69.3	166		

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 Baseline Survey, Guinea-Bissau, 2016.

	Return home early if no meal provided:				Attend if knew no meal provided:					
	Yes	No	N/A ¹	Total	Yes	No	N/A ¹	Total	χ^2	p
	%	%	%	#	%	%	%	#		
Gender										
Male	9.0	84.2	6.8	190	72.1	20.0	7.9	190	5.770	0.056
Female	7.7	83.3	8.9	168	83.6	7.6	8.8	171		
Missing	22.5	75.5	2.0	49	63.0	35.2	1.9	54		
Region										
Biombo	20.0	80.0	0.0	20	70.0	30.0	0.0	20	203.475	0.000
Oio	20.3	79.7	0.0	69	85.7	14.3	0.0	70		
Gabu	3.2	67.0	29.8	94	61.6	7.1	31.3	99		
Bafata	7.9	90.8	1.3	76	79.0	21.1	0.0	76		
Quinara	13.3	86.7	0.0	30	93.3	6.7	0.0	30		
Cacheu	8.5	91.5	0.0	118	75.8	24.2	0.0	120		
Wealth quintiles										
Poorest	9.2	88.5	2.3	87	79.8	16.9	3.4	89	9.320	0.316
Second	8.0	86.7	5.3	75	79.2	15.6	5.2	77		
Middle	9.4	81.2	9.4	85	63.6	25.0	11.4	88		
Fourth	15.6	76.6	7.8	77	77.6	15.8	6.6	76		
Richest	8.4	80.7	10.8	83	78.8	10.6	10.6	85		
Total	10.1	82.8	7.1	407	75.7	16.9	7.5	415		

¹ Student reported that she had not encountered such a situation during the school year.

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 Baseline Survey, Guinea-Bissau, 2016.

	Ate meal before going to school				Ate meal after attending school			
	%	#	F	p	%	#	F	p
Type of school								
WFP	71.0	473	13.600	0.000	86.0	477	1.780	0.183
non-WFP	59.7	466			82.8	453		
Gender								
Male	63.0	441	0.490	0.485	84.3	432	0.110	0.741
Female	65.4	404			83.4	404		
Missing	76.6	94			89.4	94		
Region								
Biombo	72.5	40	10.730	0.000	100.0	40	56.610	0.000
Oio	84.0	150			87.1	147		
Gabu	66.7	198			93.9	196		
Bafata	68.2	245			98.0	246		
Quinara	62.1	58			98.3	58		
Cacheu	50.0	248			55.6	243		
Wealth quintiles								
Poorest	69.9	206	1.080	0.363	80.2	197	2.560	0.038
Second	61.8	191			80.7	192		
Middle	64.2	179			84.2	177		
Fourth	68.2	179			87.6	177		
Richest	62.5	184			89.8	187		
Total	65.4	939			84.4	930		

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 Baseline Survey, Guinea-Bissau, 2016.

	Mean travel time				Mode of transportation to school:		
	minutes	#	F	p	Walking	Other	Total
					%	%	#
Type of school							
WFP	12.6	471	1.020	0.314	96.0	4.0	475
non-WFP	13.6	472			95.9	4.1	482
Gender							
Male	14.5	435	9.210	0.003	94.8	5.2	446
Female	11.5	415			97.0	3.0	467
Missing	13.6	93			96.8	3.2	94
Region							
Biombo	19.2	39	6.290	0.000	87.5	12.5	40
Oio	15.2	147			94.8	5.2	154
Gabu	9.2	197			95.5	4.5	198
Bafata	11.8	253			96.9	3.1	256
Quinara	14.3	59			98.3	1.7	60
Cacheu	15.1	248			96.8	3.2	249
Wealth quintiles							
Poorest	16.0	202	2.820	0.024	97.1	2.9	208
Second	13.4	195			95.5	4.5	199
Middle	12.1	184			96.7	3.3	184
Fourth	12.3	179			96.6	3.4	179
Richest	11.5	183			93.6	6.4	187
Total	13.1	943			95.9	4.1	957

Household-Level

Table 26. Household characteristics

Percent distribution of households by selected characteristics (unweighted). School Feeding Baseline Survey, Guinea-Bissau, 2016.

	Type of school		Total	χ^2	<i>p</i>
	WFP	non-WFP			
	%	%	%		
Respondent relationship to student					
Father	39.0	42.4	40.7	13.105	0.011
Mother	26.4	17.3	21.9		
Guardian	14.9	15.0	15.0		
Grandfather/mother	4.9	6.1	5.5		
Other	14.7	19.2	17.0		
Number	469	474	943		
Total	100.0	100.0	100.0		
Sex of household head					
Male	71.9	82.5	77.2	14.605	0.000
Female	28.1	17.5	22.8		
Number	463	462	925		
Total	100.0	100.0	100.0		
Marital status of household head					
Married (monogamous)	40.8	43.6	42.2	1.171	0.886
Married (polygamous)	42.1	40.2	41.1		
Widow	6.5	6.3	6.4		
Separated/Divorced	1.3	1.7	1.5		
Single, never married	9.3	8.3	8.8		
Number	463	473	936		
Total	100.0	100.0	100.0		
Ethnicity of household head					
Fula	30.4	32.7	31.5	11.534	0.038
Mandinga	13.2	15.5	14.3		
Balanta	21.0	21.0	21.0		
Manjaco	15.7	16.8	16.2		
Pepel	4.7	1.3	3.0		
Other	15.1	12.7	13.9		
Number	471	471	942		
Total	100.0	100.0	100.0		

Table 27. Household population by gender and age

Percent distribution of household members according to age, sex, and type of school (unweighted). School Feeding Baseline Survey, Guinea-Bissau, 2016.

Age	WFP				non-WFP				Total			
	Male ¹		Female		Male		Female		Male		Female	
	%	#	%	#	%	#	%	#	%	#	%	#
0-4	8.7	585	8.2	552	8.7	579	8.3	553	8.7	1,164	8.3	1,105
5-17	18.7	1,251	16.9	1,134	18.7	1,241	16.2	1,075	18.7	2,492	16.5	2,209
18-65	21.6	1,451	23.4	1,568	23.5	1,564	22.4	1,490	22.6	3,015	22.9	3,058
>65	0.9	62	1.5	102	0.8	51	1.4	96	0.8	113	1.5	198
Total	49.9	3,349	50.1	3,356	51.7	3,435	48.3	3,214	50.8	6,784	49.2	6,570

¹ Percentages are out of TOTAL population (i.e. Total Male + Total Female)

Table 28. Household wealth quintiles

Mean wealth score and percent distribution of households by wealth quintiles, according to selected background characteristics (unweighted). School Feeding Baseline Survey, Guinea-Bissau, 2016.

	Wealth quintiles						Number	χ^2	<i>p</i>
	Wealth score <i>Mean</i>	Poorest %	Second %	Middle %	Fourth %	Richest %			
Respondent relationship to student									
Father	-0.208	26.3	21.1	22.7	16.7	13.3	384	34.166	0.005
Mother	0.118	18.0	19.4	20.9	18.5	23.3	206		
Guardian	0.216	16.3	22.0	14.9	21.3	25.5	141		
Granfather/mother	0.054	28.9	21.2	17.3	5.8	26.9	52		
Other	0.113	20.0	21.9	15.0	20.0	23.1	160		
Sex of household head									
Male	-0.038	22.0	21.7	19.8	17.7	18.9	714	3.601	0.463
Female	0.157	18.5	19.4	19.9	18.0	24.2	211		
Marital status of household head									
Married (monogamous)	-0.078	25.3	20.8	18.7	20.3	14.9	395	33.139	0.007
Married (polygamous)	0.028	18.7	20.3	23.1	15.6	22.3	385		
Widow	-0.050	30.0	16.7	16.7	16.7	20.0	60		
Separated/Divorced	0.073	21.4	14.3	28.6	14.3	21.4	14		
Single, never married	0.179	18.3	29.3	6.1	17.1	29.3	82		
Ethnicity of household head									
Fula	0.170	16.8	19.9	20.9	17.2	25.3	297	83.365	0.000
Mandinga	0.169	11.9	20.7	23.7	20.7	23.0	135		
Balanta	-0.458	39.9	24.2	18.2	10.1	7.6	198		
Manjaco	-0.041	19.0	21.6	20.9	21.6	17.0	153		
Pepel	-0.232	21.4	28.6	10.7	28.6	10.7	28		
Other	0.183	21.4	17.6	13.7	20.6	26.7	131		
Region									
Biombo	0.544	15.0	17.5	10.0	17.5	40.0	40	107.604	0.000
Oio	-0.463	40.7	25.8	18.7	7.1	7.7	155		
Gabu	0.020	22.7	23.7	17.2	15.2	21.2	198		
Bafata	0.312	11.7	16.8	19.5	23.1	28.9	256		
Quinara	0.020	10.0	21.7	25.0	26.7	16.7	60		
Cacheu	-0.140	23.5	19.5	20.7	23.1	13.2	251		
Total	-0.005	21.8	20.7	19.2	18.9	19.5	960		

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 Baseline Survey, Guinea-Bissau, 2016.

	Household size		Own	Rent	Provided by employer	Free, authorized	Other	Total
	Mean	#	%	%	%	%	%	#
Type of school								
WFP	14.1	466	89.5	5.4	0.7	1.1	3.4	465
non-WFP	13.7	462	92.4	3.0	0.8	1.5	2.3	474
Sex of household head								
Male	14.8	206	92.4	4.1	0.4	1.3	1.8	706
Female	11.2	700	86.7	4.3	1.0	1.4	6.6	211
Ethnicity of household head								
Fula	14.3	293	93.5	3.8	1.4	0.3	1.0	292
Mandinga	17.4	133	93.3	1.5	0.8	3.7	0.8	134
Balanta	13.4	192	93.9	4.6	0.5	0.0	1.0	198
Manjaco	11.6	152	85.0	2.0	0.0	0.0	13.1	153
Pepel	14.4	27	82.1	14.3	0.0	3.6	0.0	28
Other	12.4	126	86.8	7.8	0.8	3.9	0.8	129
Region								
Biombo	12.8	39	76.9	10.3	2.6	10.3	0.0	39
Oio	14.5	154	96.1	2.6	0.0	0.0	1.3	154
Gabu	13.2	198	93.9	2.6	1.5	2.1	0.0	195
Bafata	15.2	247	92.0	6.0	1.2	0.8	0.0	251
Quinara	16.0	60	100.0	0.0	0.0	0.0	0.0	59
Cacheu	12.4	230	84.2	4.6	0.0	0.8	10.4	241
Wealth quintiles								
Poorest	12.6	201	93.8	1.9	1.0	1.0	2.4	209
Second	13.5	198	93.4	3.0	1.0	1.5	1.0	198
Middle	14.6	181	92.9	2.7	0.0	1.1	3.3	183
Fourth	14.8	165	88.0	3.6	0.0	1.2	7.2	166
Richest	14.3	183	85.8	9.8	1.6	1.6	1.1	183
Total	13.9	928	91.0	4.2	0.8	1.3	2.9	939

Table 30. Household walls

Percent distribution of households by type of walls, according to various background characteristics (unweighted). School Feeding Baseline Survey, Guinea-Bissau, 2016.

	Adobe, not covered	Taipe	Cement block	Adobe, reinforced	Adobe, covered	Other	Total	χ^2	p
	%	%	%	%	%	%	#		
Type of school									
WFP	33.1	9.1	5.1	6.2	41.2	5.3	471	21.028	0.001
non-WFP	37.3	13.3	1.5	6.5	39.4	2.1	475		
Sex of household head									
Male	37.2	9.7	3.0	6.9	40.0	3.4	713	14.198	0.014
Female	25.6	14.7	4.7	5.2	45.0	4.7	211		
Ethnicity of household head									
Fula	31.1	6.1	3.4	6.4	48.7	4.4	296	314.963	0.000
Mandinga	44.4	3.0	1.5	7.4	41.5	2.2	135		
Balanta	56.6	5.1	0.0	7.1	27.8	3.5	198		
Manjaco	20.9	43.1	9.8	3.3	20.9	2.0	153		
Pepel	32.1	7.1	0.0	28.6	28.6	3.6	28		
Other	21.4	4.6	3.1	3.1	61.8	6.1	131		
Region									
Biombo	25.6	7.7	10.3	15.4	38.5	2.6	39	382.622	0.000
Oio	71.6	1.9	0.7	5.2	18.7	1.9	155		
Gabu	31.5	10.7	3.6	3.6	46.7	4.1	197		
Bafata	30.7	0.0	1.6	7.9	57.5	2.4	254		
Quinara	6.7	0.0	0.0	0.0	93.3	0.0	60		
Cacheu	28.2	32.8	6.2	7.9	17.8	7.1	241		
Wealth quintiles									
Poorest	62.2	13.9	0.0	2.9	18.2	2.9	209	178.901	0.000
Second	37.7	14.1	0.5	6.5	37.2	4.0	199		
Middle	30.1	12.6	1.1	4.9	48.1	3.3	183		
Fourth	27.4	9.5	4.8	8.3	47.6	2.4	168		
Richest	14.4	5.4	10.7	9.6	54.0	5.9	187		
Total	35.2	11.2	3.3	6.3	40.3	3.7	946		

Table 31. Household roof

Percent distribution of households by type of roof, according to various background characteristics (unweighted). School Feeding Baseline Survey, Guinea-Bissau, 2016.

	No roof	Straw / palm leaf	Zinc	Other	Total		
	%	%	%	%	#	χ^2	p
Type of school							
WFP	6.0	11.3	80.4	2.3	470	4.850	0.183
non-WFP	8.8	12.8	75.0	3.4	476		
Sex of household head							
Male	7.2	11.6	78.4	2.8	713	1.026	0.795
Female	8.5	13.3	75.8	2.4	211		
Ethnicity of household head							
Fula	0.7	13.5	83.5	2.4	297	100.530	0.000
Mandinga	4.4	3.7	89.6	2.2	135		
Balanta	12.2	16.2	67.0	4.6	197		
Manjaco	19.0	3.3	77.1	0.7	153		
Pepel	14.3	21.4	60.7	3.6	28		
Other	3.8	19.9	72.5	3.8	131		
Region							
Biombo	23.1	10.3	64.1	2.6	39	197.453	0.000
Oio	0.7	14.8	82.6	1.9	155		
Gabu	0.0	20.7	76.8	2.5	198		
Bafata	0.0	7.5	90.2	2.4	254		
Quinara	1.7	20.0	76.7	1.7	60		
Cacheu	24.6	6.3	64.6	4.6	240		
Wealth quintiles							
Poorest	5.7	36.4	53.1	4.8	209	180.337	0.000
Second	7.0	13.6	78.9	0.5	199		
Middle	6.6	3.3	87.4	2.7	183		
Fourth	8.3	3.0	86.3	2.4	168		
Richest	9.6	0.0	86.6	3.7	187		
Total	7.4	12.05	77.7	2.85	946		

Table 32. Household floors

Percent distribution of households by type of floor, according to various background characteristics (unweighted). School Feeding Baseline Survey, Guinea-Bissau, 2016.

	Clay %	Cement %	Other %	Total #	χ^2	p
Type of school						
WFP	63.0	36.2	0.9	467	10.462	0.005
non-WFP	71.1	27.0	1.9	474		
Sex of household head						
Male	67.8	30.9	1.4	710	1.616	0.446
Female	63.8	35.2	1.0	210		
Ethnicity of household head						
Fula	64.5	33.5	2.0	296	60.459	0.000
Mandinga	61.2	38.1	0.8	134		
Balanta	86.8	12.7	0.5	197		
Manjaco	62.3	37.8	0.0	151		
Pepel	78.6	21.4	0.0	28		
Other	53.1	43.1	3.9	130		
Region						
Biombo	51.3	41.0	7.7	39	92.173	0.000
Oio	94.7	5.3	0.0	152		
Gabu	67.5	31.0	1.5	197		
Bafata	53.5	45.3	1.2	254		
Quinara	59.3	37.3	3.4	59		
Cacheu	67.9	31.3	0.8	240		
Wealth quintiles						
Poorest	100.0	0.0	0.0	209	577.367	0.000
Second	99.5	0.5	0.0	197		
Middle	84.2	14.8	1.1	183		
Fourth	28.7	68.9	2.4	167		
Richest	13.0	83.2	3.8	185		
Total	67.1	31.6	1.4	941		

Table 33. Household cooking fuel

Percent distribution of households by main source of cooking fuel, according to various background characteristics (unweighted). School Feeding Baseline Survey, Guinea-Bissau, 2016.

	Firewood	Charcoal	Other	Total
	%	%	%	#
Type of school				
WFP	89.8	7.3	3.0	469
non-WFP	89.9	6.1	4.0	474
Sex of household head				
Male	91.4	5.9	2.7	711
Female	84.3	9.1	6.7	210
Ethnicity of household head				
Fula	88.5	8.5	3.0	296
Mandinga	87.2	5.3	7.5	133
Balanta	96.5	2.0	1.5	198
Manjaco	88.2	6.6	5.3	152
Pepel	92.9	7.1	0.0	28
Other	86.3	11.5	2.3	131
Region				
Biombo	71.8	18.0	10.3	39
Oio	93.5	2.6	3.9	154
Gabu	90.3	8.7	1.0	195
Bafata	87.8	6.7	5.5	254
Quinara	100.0	0.0	0.0	60
Cacheu	89.6	7.5	2.9	241
Wealth quintiles				
Poorest	99.5	0.0	0.5	209
Second	98.0	0.0	2.0	199
Middle	95.1	1.1	3.9	182
Fourth	93.4	4.2	2.4	167
Richest	61.8	29.0	9.1	186
Total	89.8	6.7	3.5	943

Table 34. Household water sources

Percent distribution of household population by main source of drinking water, according to various background characteristics (unweighted). School Feeding Baseline Survey, Guinea-Bissau, 2016.

	Main source of drinking water		#	χ^2	<i>p</i>
	Improved sources ¹	Unimproved sources			
	%	%			
Type of school					
WFP	53.6	46.5	6,553	0.002	0.963
non-WFP	57.9	42.1	6,296		
Sex of household head					
Male	56.3	43.7	10,312	0.299	0.585
Female	55.5	44.5	2,286		
Ethnicity of household head					
Fula	60.3	39.7	4,182	28.520	0.000
Mandinga	57.1	42.9	2,308		
Balanta	36.7	63.3	2,531		
Manjaco	59.8	40.2	1,760		
Pepel	71.1	28.9	388		
Other	60.6	39.4	1,561		
Region					
Biombo	63.7	36.3	499	32.037	0.000
Oio	44.0	56.0	2,176		
Gabu	48.4	51.6	2,621		
Bafata	64.8	35.2	3,749		
Quinara	77.8	22.2	959		
Cacheu	50.4	49.6	2,845		
Wealth quintiles					
Poorest	29.8	70.2	2,520	91.313	0.000
Second	50.9	49.1	2,647		
Middle	61.7	38.3	2,624		
Fourth	63.4	36.6	2,439		
Richest	72.2	27.8	2,619		
Total	55.7	44.3	12,849		

Table 35. Household toilet facilities

Percent distribution of household population by toilet facility, according to various background characteristics (unweighted). School Feeding Baseline Survey, Guinea-Bissau, 2016.

	Main toilet facility		#	χ^2	<i>p</i>
	Improved sources ¹	Unimproved sources			
	%	%			
Type of school					
WFP	20.5	79.5	6,569	0.006	0.939
non-WFP	19.6	80.4	6,331		
Sex of household head					
Male	20.8	79.2	10,351	0.008	0.927
Female	18.7	81.3	2,298		
Ethnicity of household head					
Fula	16.0	84.0	4,182	21.074	0.001
Mandinga	21.8	78.3	2,308		
Balanta	16.1	83.9	2,578		
Manjaco	24.9	75.1	1,764		
Pepel	3.1	96.9	388		
Other	28.3	71.8	1,561		
Region					
Biombo	15.6	84.4	499	24.931	0.000
Oio	11.7	88.3	2,227		
Gabu	15.5	84.5	2,621		
Bafata	22.8	77.2	3,749		
Quinara	42.9	57.1	959		
Cacheu	20.3	79.7	2,845		
Wealth quintiles					
Poorest	1.0	99.0	2,536	138.477	0.000
Second	5.3	94.7	2,666		
Middle	19.3	80.7	2,636		
Fourth	30.0	70.0	2,439		
Richest	45.1	54.9	2,623		
Total	20.1	79.9	12,900		

Table 36. Household ownership of assets

Percent distribution of households by ownership of assets, according to various background characteristics (unweighted). School Feeding Baseline Survey, Guinea-Bissau, 2016.

	Electricity	Radio	Television	Refrigerator	Water filter (ceramic)	Generator	Ferro	Landline	Total
	%	%	%	%	%	%	%	%	#
Type of school									
WFP	25.3	72.1	19.1	7.7	1.7	12.4	13.1	0.4	469
non-WFP	16.3	71.5	17.8	3.0	0.6	10.2	14.0	0.6	472
Sex of household head									
Male	20.0	73.6	17.5	4.2	0.7	11.1	14.0	0.6	709
Female	25.2	68.4	22.8	9.2	2.9	12.6	13.1	0.5	210
Ethnicity of household head									
Fula	31.9	76.9	24.7	8.8	1.4	10.8	13.2	0.7	297
Mandinga	20.7	74.8	25.2	4.4	1.5	16.3	19.3	0.0	135
Balanta	14.2	63.5	11.2	1.0	1.0	7.6	15.2	0.5	197
Manjaco	12.6	68.2	7.3	6.0	0.0	9.3	9.9	0.0	151
Pepel	7.4	48.1	14.8	0.0	0.0	14.8	0.0	3.7	28
Other	18.9	78.0	22.8	5.5	2.4	15.0	11.0	0.8	128
Region									
Biombo	20.5	56.4	43.6	10.3	2.6	28.2	12.8	7.7	39
Oio	8.6	66.4	12.5	2.6	0.7	11.8	13.2	0.0	152
Gabu	26.7	77.4	21.5	7.2	2.1	5.6	5.6	0.5	198
Bafata	31.5	79.1	24.8	9.1	1.6	16.5	22.4	0.4	254
Quinara	12.1	84.5	13.8	1.7	0.0	8.6	10.3	0.0	58
Cacheu	14.6	62.3	10.0	1.7	0.4	7.9	11.7	0.0	240
Wealth quintiles									
Poorest	0.5	47.8	0.0	0.0	0.0	0.0	2.4	0.0	209
Second	2.5	70.7	0.5	0.0	0.0	2.0	5.6	0.0	198
Middle	17.2	78.3	6.7	0.0	0.0	1.7	9.4	0.0	181
Fourth	19.9	81.3	18.7	0.0	1.2	11.4	15.1	0.0	167
Richest	67.9	85.3	70.1	27.2	4.9	43.5	37.5	2.7	186
Total	20.8	71.8	18.5	5.3	1.2	11.3	13.6	0.5	941

Table 37. Household ownership of transport

Percent distribution of households by ownership of sources of transport, according to various background characteristics (unweighted). School Feeding Baseline Survey, Guinea-Bissau, 2016.

	Mobile phone %	Car %	Bicycle %	Motorbike %	Canoe / boat %	Animal cart %	Religio %	Total #
Type of school								
WFP	96.6	6.4	67.2	18.6	3.9	9.9	34.0	471
non-WFP	94.0	3.9	67.0	19.7	2.6	11.1	34.9	476
Sex of household head								
Male	95.2	4.3	68.2	19.3	2.8	12.1	35.1	714
Female	96.6	8.7	63.9	19.2	4.3	6.3	33.7	211
Ethnicity of household head								
Fula	96.3	7.8	81.1	30.1	2.4	14.2	35.8	297
Mandinga	95.5	5.3	72.7	23.5	6.1	27.3	32.6	135
Balanta	95.9	1.5	54.4	11.8	4.6	2.6	29.2	198
Manjaco	95.4	2.0	63.6	9.3	1.3	4.0	41.1	153
Pepel	77.8	11.1	44.4	18.5	0.0	7.4	25.9	28
Other	96.1	7.0	57.0	11.7	2.3	5.5	33.6	131
Region								
Biombo	86.8	21.1	39.5	13.2	2.6	13.2	34.2	39
Oio	98.0	0.7	56.3	14.6	2.6	9.3	31.1	155
Gabu	95.4	5.6	77.7	26.9	0.5	17.8	42.1	198
Bafata	96.1	9.1	75.6	27.2	5.5	14.6	26.4	254
Quinara	91.1	8.9	66.1	14.3	5.4	1.8	33.9	60
Cacheu	95.0	0.0	60.9	9.2	2.9	2.5	39.1	241
Wealth quintiles								
Poorest	92.3	0.0	50.5	0.5	3.4	2.9	14.9	209
Second	94.9	0.0	66.2	6.7	1.0	6.2	31.8	199
Middle	94.5	1.7	74.6	20.4	3.9	12.2	37.0	184
Fourth	96.3	4.9	70.1	25.6	4.9	12.2	37.8	168
Richest	98.9	19.9	76.9	46.2	3.2	20.4	53.8	187
Total	95.3	5.1	67.1	19.2	3.2	10.5	34.5	947

Table 38. Father's education

Percent distribution of fathers or male guardians by household residency, highest level of education attained, and literacy, according to various background characteristics (unweighted). School Feeding Baseline Survey, Guinea-Bissau, 2016.

	Educational attainment: Father/male guardian												Father / male guardian is literate	
	Father / male guardian lives in HH		None	Escola corânica (Leitura)	Escola corânica (Escrever)	Ensino Básico 1	Ensino Básico 2	Ensino Básico 3	Ensino Secundário	Ensino Superior	Ensino Técnico / profissional	Number		
	%	#											%	%
Type of school														
WFP	79.4	466	32.7	4.9	1.6	31.6	7.0	9.5	6.2	0.8	5.7	370	52.7	370
non-WFP	80.4	469	27.3	5.3	3.4	33.1	11.6	7.7	8.5	0.5	2.7	378	56.8	377
Sex of household head														
Male	88.2	704	29.4	5.1	2.9	31.8	10.1	8.2	8.0	0.6	3.9	623	54.6	621
Female	52.6	209	31.2	3.7	0.0	35.8	6.4	11.0	4.6	0.9	6.4	109	57.3	110
Ethnicity of household head														
Fula	79.5	293	35.9	7.7	4.7	28.6	7.7	5.6	5.1	0.0	4.7	234	42.5	233
Mandinga	84.0	131	32.7	9.7	5.3	32.7	5.3	7.1	7.1	0.0	0.0	113	47.3	110
Balanta	79.0	195	26.0	0.0	0.0	39.6	11.7	11.7	8.4	2.0	0.7	154	65.6	154
Manjaco	77.8	153	33.3	0.0	0.0	26.5	9.4	12.0	10.3	1.7	6.8	117	64.7	119
Pepel	78.6	28	22.7	9.1	0.0	40.9	18.2	4.6	4.6	0.0	0.0	22	50.0	22
Other	80.0	130	16.5	6.8	1.9	35.9	12.6	9.7	8.7	0.0	7.8	103	64.4	104
Region														
Biombo	84.6	39	15.2	3.0	0.0	33.3	18.2	9.1	15.2	0.0	6.1	33	60.6	33
Oio	85.4	151	31.5	1.5	2.3	47.7	6.2	6.9	1.5	1.5	0.8	130	58.1	129
Gabu	81.5	195	40.6	2.5	3.8	33.8	7.5	5.0	3.8	0.0	3.1	160	45.9	159
Bafata	73.8	252	25.8	11.8	4.3	28.5	8.6	7.0	9.1	0.0	4.8	186	48.4	186
Quinara	89.8	59	9.6	15.4	1.9	42.3	5.8	11.5	3.9	0.0	9.6	52	66.0	53
Cacheu	78.2	239	32.1	0.5	0.5	21.4	13.4	13.4	12.3	1.6	4.8	187	62.0	187
Wealth quintiles														
Poorest	80.7	207	36.3	4.8	1.2	34.5	10.1	4.8	4.2	0.0	4.2	168	51.5	167
Second	78.2	197	35.3	6.5	3.3	28.8	9.2	11.1	3.9	0.0	2.0	153	48.7	154
Middle	85.8	183	26.3	7.1	3.2	39.1	9.6	5.8	5.8	0.6	2.6	156	52.9	157
Fourth	82.4	165	30.9	2.9	2.9	30.2	7.4	10.3	9.6	0.7	5.2	136	56.6	136
Richest	72.7	183	19.3	3.7	2.2	28.2	10.4	11.9	14.8	2.2	7.4	135	66.2	133
Total	79.9	935	30.0	5.1	2.5	32.4	9.4	8.6	7.4	0.7	4.1	748	54.8	747

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 Baseline Survey, Guinea-Bissau, 2016.

	Educational attainment: Mother/female guardian												Mother / female guardian is literate	
	Mother / female guardian lives in HH		None	Escola corânica (Leitura)	Escola corânica (Escrever)	Ensino Básico 1	Ensino Básico 2	Ensino Básico 3	Ensino Secundário	Ensino Superior	Ensino Técnico / profissional	Number		
	%	#											%	%
Type of school														
WFP	63.1	444	64.1	2.4	0.7	19.5	7.4	4.4	0.7	0.0	1.0	298	31.1	280
non-WFP	67.0	460	60.5	3.5	0.3	23.8	4.7	3.8	2.2	0.0	1.3	319	34.1	308
Sex of household head														
Male	68.3	685	61.5	3.7	0.6	23.4	5.9	3.3	0.6	0.0	1.0	491	32.3	468
Female	56.6	198	65.6	0.0	0.0	16.0	6.7	7.6	3.4	0.0	0.8	119	32.1	112
Ethnicity of household head														
Fula	71.0	279	72.8	3.8	0.9	15.0	4.7	1.9	0.5	0.0	0.5	213	20.7	198
Mandinga	65.6	131	66.7	3.3	1.1	17.8	2.2	4.4	2.2	0.0	2.2	90	26.7	86
Balanta	54.5	187	55.1	2.8	0.0	31.2	6.4	3.7	0.9	0.0	0.0	109	44.1	102
Manjaco	69.6	148	54.4	1.0	0.0	23.3	11.7	5.8	1.0	0.0	2.9	103	41.7	103
Pepel	53.6	28	60.0	13.3	0.0	13.3	6.7	6.7	0.0	0.0	0.0	15	40.0	15
Other	63.8	127	50.0	1.2	0.0	31.0	4.8	7.1	4.8	0.0	1.2	84	40.7	81
Region														
Biombo	71.8	39	42.9	7.1	0.0	21.4	17.9	7.1	3.6	0.0	0.0	28	57.1	28
Oio	58.0	143	41.8	4.4	1.1	35.2	9.9	4.4	2.2	0.0	1.1	91	55.4	83
Gabu	73.3	187	70.3	2.0	0.7	22.3	0.7	2.7	0.7	0.0	0.7	148	24.8	137
Bafata	67.4	242	71.4	4.1	0.6	11.1	7.6	3.5	0.6	0.0	1.2	171	21.5	163
Quinara	58.6	58	57.1	0.0	0.0	37.1	2.9	2.9	0.0	0.0	0.0	35	38.2	34
Cacheu	60.9	235	61.1	1.4	0.0	21.5	5.6	5.6	2.8	0.0	2.1	144	33.6	143
Wealth quintiles														
Poorest	65.2	198	63.0	3.7	0.0	25.9	2.2	2.2	1.5	0.0	1.5	135	32.6	129
Second	61.1	190	63.7	1.6	0.8	23.4	7.3	3.2	0.0	0.0	0.0	124	32.8	116
Middle	66.9	175	71.2	4.0	0.0	19.2	3.2	2.4	0.0	0.0	0.0	125	24.8	117
Fourth	64.0	164	61.9	1.9	1.0	20.0	5.7	3.8	2.9	0.0	2.9	105	30.5	105
Richest	68.4	177	51.6	3.1	0.8	19.5	11.7	8.6	3.1	0.0	1.6	128	42.2	121
Total	65.0	904	62.2	2.9	0.5	21.7	6.0	4.1	1.5	0.0	1.1	617	32.7	588

Table 40. Food groups

Mean number of days that households consumed a range of food groups, according to various background characteristics (unweighted). School Feeding Baseline Survey, Guinea-Bissau, 2016.

	Rice	Other cereals	Tubers	Legumes	Vegetables	Fruits	Meat	Fish	Eggs	Milk	Oils & fats	Sugar
	<i>Mean</i>	<i>Mean</i>	<i>Mean</i>	<i>Mean</i>	<i>Mean</i>	<i>Mean</i>	<i>Mean</i>	<i>Mean</i>	<i>Mean</i>	<i>Mean</i>	<i>Mean</i>	<i>Mean</i>
Type of school												
WFP	6.7	1.5	0.8	1.8	1.2	5.7	1.6	4.6	0.9	2.6	4.4	4.0
non-WFP	6.5	1.9	0.7	1.7	0.9	5.5	1.5	4.6	0.6	2.6	4.2	4.0
Sex of household head												
Male	6.6	1.7	0.7	1.7	1.1	5.6	1.5	4.6	0.7	2.5	4.1	3.9
Female	6.7	1.5	0.8	1.7	0.9	5.6	1.6	4.5	0.9	2.9	4.8	4.3
Ethnicity of household head												
Fula	6.2	3.3	0.8	2.2	1.4	5.6	1.7	4.2	0.7	4.2	4.7	5.1
Mandinga	6.5	1.6	0.7	1.8	1.1	5.8	1.7	4.7	1.2	3.4	4.5	5.3
Balanta	6.8	0.8	0.8	1.4	0.6	6.1	1.3	4.9	0.7	1.2	3.7	2.6
Manjaco	6.9	0.7	0.8	1.2	0.7	5.3	1.3	4.8	0.4	0.8	4.2	2.3
Pepel	6.8	0.4	0.3	0.8	1.3	5.5	1.4	4.6	0.8	0.3	2.9	1.3
Other	6.9	0.9	0.6	1.8	1.3	5.1	1.5	4.7	0.8	3.0	4.2	4.9
Region												
Biombo	6.8	0.8	0.4	1.2	1.7	5.2	1.7	4.7	1.2	0.8	2.7	2.7
Oio	7.0	0.5	0.8	2.3	0.6	6.9	1.8	5.0	1.4	2.1	4.0	3.6
Gabu	6.0	3.2	0.9	2.6	1.2	6.1	1.6	4.8	0.7	4.5	5.7	5.4
Bafata	6.6	2.3	0.5	1.6	1.3	5.0	1.6	3.7	0.5	3.0	3.8	4.6
Quinara	6.8	0.2	0.2	1.3	0.4	4.3	0.9	4.4	0.3	3.1	3.8	4.8
Cacheu	6.8	1.0	1.0	1.0	1.1	5.4	1.2	5.2	0.7	1.0	4.2	2.4
Wealth quintiles												
Poorest	6.3	1.3	0.7	1.7	0.8	6.0	1.2	4.8	0.6	1.8	3.8	3.2
Second	6.6	2.0	0.6	1.5	0.7	5.6	1.4	4.2	0.4	2.2	4.0	4.0
Middle	6.6	2.1	0.9	1.8	1.1	5.4	1.5	4.5	0.8	2.6	4.3	4.0
Fourth	6.7	1.4	0.4	1.8	1.4	5.4	1.4	4.7	0.7	3.1	4.7	4.0
Richest	6.8	1.6	0.9	1.9	1.4	5.5	2.0	4.7	1.2	3.4	4.6	4.9
Total	6.6	1.7	0.7	1.7	1.1	5.6	1.5	4.6	0.8	2.6	4.3	4.0

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 Baseline Survey, Guinea-Bissau, 2016.

	Food Consumption Score				Food Consumption Groups			Number #
	Mean	#	F	p	Poor %	Borderline %	Acceptable %	
Type of school								
WFP	64.2	462	1.940	0.164	1.7	6.7	91.6	462
non-WFP	62.4	470			2.1	8.5	89.4	470
Sex of household head								
Male	63.0	700	0.850	0.358	1.9	8.0	90.1	700
Female	64.4	210			2.4	6.2	91.4	210
Ethnicity of household head								
Fula	72.0	289	32.460	0.000	0.7	8.3	91.0	289
Mandinga	67.7	132			1.5	8.3	90.2	132
Balanta	56.2	195			2.1	7.7	90.3	195
Manjaco	52.8	152			3.3	7.9	88.8	152
Pepel	50.3	28			3.6	3.6	92.9	28
Other	65.4	131			3.1	5.3	91.6	131
Region								
Biombo	55.2	39	32.270	0.000	2.6	2.6	94.9	39
Oio	65.0	152			0.0	2.0	98.0	152
Gabu	76.5	194			0.5	4.6	94.9	194
Bafata	62.4	251			1.6	12.8	85.7	251
Quinara	59.6	59			6.8	8.5	84.8	59
Cacheu	54.6	237			3.4	8.9	87.8	237
Wealth quintiles								
Poorest	58.8	207	12.180	0.000	3.4	9.2	87.4	207
Second	58.9	194			3.1	12.9	84.0	194
Middle	63.1	182			1.7	8.2	90.1	182
Fourth	66.5	165			1.2	3.6	95.2	165
Richest	70.3	184			0.0	3.3	96.7	184
Total	63.3	932			1.7	6.7	91.6	932

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 Baseline Survey, Guinea-Bissau, 2016.

	Number of current income earners in HH:					Estimated annual cash income (XOF):					
	None	1	2	3+	Number	< 60,000	60,000 - 150,000	150,000 - 450,000	> 450,000	Missing	Number
	%	%	%	%	#	%	%	%			#
Type of school											
WFP	1.5	18.9	28.2	51.4	465	20.8	18.9	25.5	30.4	4.5	471
non-WFP	2.7	17.0	24.1	56.3	453	23.1	19.3	19.3	33.0	5.3	476
Sex of household head											
Male	2.4	16.8	23.4	57.3	696	22.6	18.4	22.3	31.7	5.2	714
Female	1.0	22.4	34.3	42.3	201	19.4	22.8	22.8	31.3	3.8	211
Ethnicity of household head											
Fula	0.0	17.7	21.8	60.5	294	20.5	19.5	22.2	36.4	1.4	297
Mandinga	0.0	11.5	19.9	68.7	131	17.8	15.6	25.2	38.5	3.0	135
Balanta	1.0	14.6	24.5	59.9	192	22.2	15.7	27.8	29.8	4.6	198
Manjaco	10.3	26.2	44.8	18.6	145	33.3	24.2	11.1	19.6	11.8	153
Pepel	7.4	11.1	33.3	48.2	27	42.9	17.9	7.1	10.7	21.4	28
Other	0.0	21.6	23.2	55.2	125	12.2	21.4	29.0	33.6	3.8	131
Region											
Biombo	5.6	36.1	19.4	38.9	36	28.2	25.6	15.4	5.1	25.6	39
Oio	0.0	4.6	11.8	83.7	153	1.9	10.3	30.3	55.5	1.9	155
Gabu	0.0	19.5	21.0	59.5	195	18.2	19.2	32.3	29.3	1.0	198
Bafata	0.4	13.5	22.6	63.5	252	21.3	16.9	19.3	41.7	0.8	254
Quinara	0.0	16.7	14.8	68.5	54	1.7	13.3	30.0	55.0	0.0	60
Cacheu	7.0	28.1	47.8	17.1	228	42.7	27.4	11.6	6.2	12.0	241
Wealth quintiles											
Poorest	3.0	19.8	22.8	54.5	202	29.2	16.3	25.4	23.9	5.3	209
Second	4.1	13.9	26.7	55.4	195	20.1	21.6	19.1	31.7	7.5	199
Middle	0.0	16.0	24.9	59.1	181	20.7	23.9	21.7	32.1	1.6	184
Fourth	1.9	18.1	32.5	47.5	160	26.2	16.7	16.1	36.9	4.2	168
Richest	1.1	22.2	25.0	51.7	180	13.4	17.1	28.9	35.3	5.4	187
Total	2.1	18.0	26.1	53.8	918	22.0	19.1	22.4	31.7	4.9	947

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 Baseline Survey, Guinea-Bissau, 2016.

	Salaried	Farmer / agriculture	Criador(a) de gado	Empreendedor(a) individual	Trade	Domestic	Marabout	Handicrafts	Hunting / fishing	Wood harvest	Other	#
	%	%	%	%	%	%	%	%	%	%	%	
Type of school												
WFP	14.3	61.2	2.2	5.2	7.6	2.2	0.7	0.2	2.6	0.0	3.9	461
non-WFP	10.2	65.8	2.4	6.1	8.2	1.1	2.0	0.4	0.9	0.4	2.6	462
Sex of household head												
Male	11.1	65.8	2.6	6.2	6.8	1.3	1.4	0.3	1.3	0.1	3.0	693
Female	16.8	53.6	1.4	4.3	11.5	2.9	1.0	0.5	3.4	0.5	4.3	209
Ethnicity of household head												
Fula	13.6	57.0	5.8	6.4	11.9	0.0	3.1	0.3	1.7	0.0	0.3	295
Mandinga	5.2	70.2	2.2	5.2	8.2	0.8	2.2	0.8	3.7	0.0	1.5	134
Balanta	10.8	77.4	0.0	2.1	3.6	2.6	0.0	0.0	0.5	0.5	2.6	195
Manjaco	15.7	52.1	0.0	9.3	7.9	1.4	0.0	0.0	1.4	0.0	12.1	140
Pepel	3.9	57.7	0.0	7.7	3.9	15.4	0.0	0.0	0.0	0.0	11.5	26
Other	16.3	64.3	0.8	4.7	6.2	2.3	0.0	0.8	2.3	0.8	1.6	129
Region												
Biombo	17.1	28.6	0.0	8.6	14.3	14.3	0.0	0.0	2.9	2.9	11.4	35
Oio	3.2	94.2	0.0	1.9	0.0	0.0	0.0	0.7	0.0	0.0	0.0	155
Gabu	15.8	57.7	6.6	6.1	11.7	0.0	1.0	0.5	0.0	0.0	0.5	196
Bafata	13.0	60.5	2.8	4.7	10.7	0.4	3.6	0.4	4.0	0.0	0.0	253
Quinara	10.3	82.8	1.7	3.5	0.0	1.7	0.0	0.0	0.0	0.0	0.0	58
Cacheu	14.2	51.3	0.0	8.9	8.0	3.5	0.4	0.0	2.2	0.4	11.1	226
Wealth quintiles												
Poorest	7.9	76.9	1.5	3.5	2.0	2.5	0.0	1.0	1.5	0.5	3.0	203
Second	6.3	76.3	0.5	3.7	4.2	1.1	3.2	0.0	1.1	0.0	3.7	190
Middle	7.7	72.0	4.4	4.4	5.0	0.6	0.0	0.0	1.7	0.0	4.4	182
Fourth	16.4	52.1	4.2	7.9	10.9	2.4	0.6	0.6	1.8	0.6	2.4	165
Richest	24.0	37.2	1.1	9.3	18.6	1.6	2.7	0.0	2.7	0.0	2.7	183
Total	12.2	63.5	2.3	5.6	7.9	1.6	1.3	0.3	1.7	0.2	3.3	923

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 Baseline Survey, Guinea-Bissau, 2016.

	HH received support from others				HH is supporting others with food / money	
	%	#	χ^2	<i>p</i>	%	#
Type of school						
WFP	13.8	463	0.035	0.852	47.7	453
non-WFP	13.4	470			49.9	451
Sex of household head						
Male	13.9	704	0.155	0.694	50.2	678
Female	12.9	210			45.9	207
Ethnicity of household head						
Fula	22.1	294	38.031	0.000	63.7	281
Mandinga	18.0	133			58.9	124
Balanta	5.6	196			42.3	194
Manjaco	6.8	147			17.5	149
Pepel	7.1	28			40.7	27
Other	11.5	130			52.8	125
Region						
Biombo	21.1	38	30.851	0.000	48.7	39
Oio	8.7	150			43.1	153
Gabu	22.4	196			79.6	191
Bafata	15.9	252			41.3	225
Quinara	1.7	60			32.2	59
Cacheu	8.9	237			38.8	237
Wealth quintiles						
Poorest	4.4	206	41.701	0.000	43.2	199
Second	12.3	195			38.4	190
Middle	11.5	182			50.3	175
Fourth	14.6	164			53.5	159
Richest	26.3	186			60.2	181
Total	13.6	933			48.8	904

Table 45. Coping Strategies Index

Median reduced Coping Strategies Index (CSI) and percent distribution of households classified as having employed stress, crisis, or emergency coping strategies during the past 7 days, according to various background characteristics (unweighted). School Feeding Baseline Survey, Guinea-Bissau, 2016.

	Reduced CSI	Number	Livelihood-based coping strategies						
			Food secure	Stress	Crisis	Emergency	Number		
	Median	#	%	%	%	%	#	χ^2	<i>p</i>
Type of school									
WFP	9.0	465	33.1	29.9	33.6	3.5	462	10.280	0.016
non-WFP	10.0	472	24.6	31.0	41.6	2.8	464		
Sex of household head									
Male	10.0	707	27.8	29.6	39.0	3.6	697	7.537	0.057
Female	8.5	208	31.4	36.2	30.4	1.9	207		
Ethnicity of household head									
Fula	11.0	291	29.4	29.8	38.7	2.2	279	38.299	0.001
Mandinga	12.0	133	25.4	29.1	40.3	5.2	134		
Balanta	8.0	198	28.3	25.8	41.4	4.6	198		
Manjaco	4.0	152	32.9	42.8	22.4	2.0	152		
Pepel	19.5	28	17.9	10.7	64.3	7.1	28		
Other	9.0	130	28.5	30.8	39.2	1.5	130		
Region									
Biombo	16.0	39	7.9	26.3	55.3	10.5	38	75.283	0.000
Oio	7.0	154	33.6	15.5	46.5	4.5	155		
Gabu	9.0	194	23.8	35.4	39.2	1.7	181		
Bafata	14.0	250	35.2	26.5	36.0	2.4	253		
Quinara	13.0	60	40.7	15.3	42.4	1.7	59		
Cacheu	5.0	240	23.3	45.0	28.3	3.3	240		
Wealth quintiles									
Poorest	10.0	208	27.3	27.3	42.4	2.9	205	27.456	0.007
Second	12.0	197	25.9	24.4	46.2	3.6	197		
Middle	9.0	181	30.0	28.3	36.7	5.0	180		
Fourth	7.0	167	28.7	33.5	36.0	1.8	164		
Richest	7.0	184	32.8	40.0	25.0	2.2	180		
Total	10.0	937	28.8	30.5	37.6	3.1	926		

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 Baseline Survey, Guinea-Bissau, 2016.

	Number of days out of last 5 which child ate:							
	Before school				After school			
	Mean	#	F	p	Mean	#	F	p
Type of school								
WFP	3.3	467	0.000	0.944	4.5	469	0.150	0.702
non-WFP	3.3	426			4.6	423		
Sex of household head								
Male	3.4	674	4.050	0.045	4.5	674	0.220	0.640
Female	3.0	197			4.6	198		
Ethnicity of household head								
Fula	2.9	286	11.730	0.000	4.2	285	5.570	0.000
Mandinga	3.3	132			4.7	133		
Balanta	4.4	172			4.7	173		
Manjaco	3.0	152			4.6	151		
Pepel	3.1	27			4.4	27		
Other	3.5	119			4.8	118		
Region								
Biombo	3.3	36	15.460	0.000	4.1	35	21.850	0.000
Oio	4.6	150			4.9	154		
Gabu	3.0	194			3.8	192		
Bafata	3.1	250			4.8	248		
Quinara	3.5	60			4.9	60		
Cacheu	2.9	203			4.6	203		
Wealth quintiles								
Poorest	3.7	185	2.480	0.042	4.6	183	0.320	0.862
Second	3.1	188			4.5	187		
Middle	3.2	178			4.5	179		
Fourth	3.4	158			4.6	160		
Richest	3.2	184			4.5	183		
Total	3.3	893			4.5	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 Baseline Survey, Guinea-Bissau, 2016.

	Child receives free meal at school				Reduces amount given to child during days with school feeding			
	%	#	χ^2	<i>p</i>	%	#	χ^2	<i>p</i>
Sex of household head								
Male	68.2	321	0.180	0.671	14.7	231	0.003	0.960
Female	66.1	127			14.94	87		
Respondent relationship to student								
Father	73.0	174	3.911	0.418	21.3	136	17.169	0.002
Mother	64.8	122			14.8	81		
Guardian	66.2	68			2.1	47		
Grandfather/mother	59.1	22			21.4	100		
Other	64.2	67			2.2	45		
Ethnicity of household head								
Fula	46.4	138	49.240	0.000	5.8	69	17.955	0.003
Mandinga	67.2	61			28.6	42		
Balanta	73.2	97			15.1	73		
Manjaco	85.7	70			10.9	64		
Pepel	77.3	22			35.3	17		
Other	83.6	67			11.7	60		
Region								
Biombo	65.0	20	65.906	0.000	46.2	13	24.223	0.000
Oio	85.9	71			18.5	65		
Gabu	54.6	97			1.8	56		
Bafata	47.2	125			6.4	63		
Quinara	85.7	28			15.4	26		
Cacheu	86.8	114			19.6	102		
Wealth quintiles								
Poorest	71.9	89	7.730	0.102	19.1	68	5.282	0.260
Second	72.5	80			16.4	61		
Middle	60.8	102			16.7	66		
Fourth	75.3	85			13.9	65		
Richest	61.6	99			6.2	65		
Total	67.9	455			14.5	325		

Table 48. Student missed days, education benefit, harassed

Percent distribution of households in which the student missed school days in the previous month and wherein the respondent indicated that there was a benefit from primary education, according to various background characteristics (unweighted). School Feeding Baseline Survey, Guinea-Bissau, 2016.

	Student missed school days previous month				Respondent believes in benefit from primary education		Student faced harassment	
	%	#	F	p	%	#	%	#
Type of school								
WFP	20.5	454	0.130	0.719	97.6	423	1.1	460
non-WFP	21.5	452			97.5	441	2.4	468
Sex of household head								
Male	21.7	682	0.680	0.411	97.6	655	1.9	697
Female	19.0	205			98.4	190	1.4	211
Ethnicity of household head								
Fula	19.9	292	6.240	0.000	95.8	265	1.4	294
Mandinga	32.3	127			98.4	127	6.8	133
Balanta	26.8	183			100.0	188	0.5	193
Manjaco	8.2	146			97.9	142	0.0	146
Pepel	26.9	26			96.2	26	7.4	27
Other	16.4	128			96.4	112	0.0	130
Region								
Biombo	31.6	38	6.700	0.000	100.0	35	0.0	38
Oio	29.5	139			98.7	152	2.7	150
Gabu	9.7	195			95.8	167	1.5	198
Bafata	25.8	248			98.3	240	2.8	251
Quinara	29.3	58			93.9	49	0.0	59
Cacheu	16.2	228			97.7	221	0.9	232
Wealth quintiles								
Poorest	17.0	200	0.740	0.563	98.5	195	1.0	204
Second	20.6	189			98.3	174	1.6	189
Middle	23.0	178			95.1	164	3.3	182
Fourth	23.4	158			98.7	158	2.4	166
Richest	21.5	181			97.1	173	0.5	187
Total	21.0	906			97.6	864	1.7	928

Annex II – List of Surveyed Schools

SCHOOL ID	REGION	SECTOR	NUMBER OF STUDENTS
001	Biombo	Safim	115
002	Biombo	Prabis	954
003	Oio	Mansoa	165
004	Oio	Mansoa	274
005	Oio	Mansoa	529
006	Oio	Mansoa	258
007	Oio	Bissorã	126
008	Oio	Bissorã	261
009	Oio	Mansaba	281
010	Oio	Farim	168
011	Gabu	Gabú	491
012	Gabu	Gabú	629
013	Gabu	Gabú	202
014	Gabu	Gabú	841
015	Gabu	Pitche	246
016	Gabu	Pitche	188
017	Gabu	Sonaco	747
018	Gabu	Sonaco	188
019	Gabu	Pirada	137
020	Gabu	Boé	221
021	Bafata	Cossé	120
022	Bafata	Bafatá	648
023	Bafata	Bafatá	604
024	Bafata	Bafatá	373
025	Bafata	Bafatá	227
026	Bafata	Bafatá	63
027	Bafata	Bambadinca	606
028	Bafata	Bambadinca	484
029	Bafata	Bambadinca	216
030	Bafata	Xitole	153
031	Bafata	Contuboel	384
032	Bafata	Contuboel	125
033	Bafata	Ganadu	329
034	Bafata	Ganadu	95
035	Quinra	Empada	226
036	Quinra	Fulacunda	225
037	Quinra	Buba	61
038	Cacheu	Bula	1398
039	Cacheu	Bula	287
040	Cacheu	Cacheu	513
041	Cacheu	Caio	276
042	Cacheu	Caio	296
043	Cacheu	Canchungo	854
044	Cacheu	Canchungo	220
045	Cacheu	Canchungo	836
046	Cacheu	Canchungo	1292
047	Cacheu	Canchungo	185
048	Cacheu	Ingoré	642
049	Cacheu	Ingoré	652
050	Cacheu	Sao Domingos	120

SCHOOL ID	REGION	SECTOR	NUMBER OF STUDENTS
051	BIOMBO	Safim	220
052	BIOMBO	Prabis	1733
053	OIO	Mansoa	71
054	OIO	Mansoa	130
055	OIO	Bissora	308
056	OIO	Mansoa	159
057	OIO	Bissora	116
058	OIO	Bissora	279
059	OIO	Mansaba	240
060	OIO	Farim	228
061	GABU	GABÚ	184
062	GABU	GABÚ	105
063	GABU	GABÚ	80
064	GABU	GABÚ	192
065	GABU	Pitche	107
066	GABU	Pitche	109
067	GABU	Sonaco	91
068	GABU	Sonaco	91
069	GABU	PIRADA	136
070	GABU	Boe	106
071	BAFATA	COSSÉ	129
072	BAFATA	CONTUBOEL	200
073	BAFATA	BAFATA	201
074	BAFATA	BAFATA	85
075	BAFATA	BAFATA	201
076	BAFATA	BAFATA	75
077	BAFATA	BAMBADINCA	141
078	BAFATA	BAMBADINCA	189
079	BAFATA	BAMBADINCA	49
080	BAFATA	XITOLE	81
081	BAFATA	GANADU	170
082	BAFATA	CONTUBOEL	137
083	BAFATA	GANADU	68
084	BAFATA	GANADU	138
085	QUINARA	EMPADA	189
086	QUINARA	FULACUNDA	300
087	QUINARA	BUBA	78
088	CACHEU	BULA	407
089	CACHEU	BULA	90
090	CACHEU	CACHEU	140
091	CACHEU	CAIO	172
092	CACHEU	CAIO	155
093	CACHEU	REPLACEMENT	
094	CACHEU	CANCHUNGO	211
095	CACHEU	CANCHUNGO	105
096	CACHEU	CANCHUNGO	244
097	CACHEU	REPLACEMENT	
098	CACHEU	INGORE	---
099	CACHEU	INGORE	---
100	CACHEU	SAO DOMINGOS	---

Annex III – Questionnaires

Número da Escola:

QUESTIONÁRIO ESCOLAR

 Estudo de Base sobre a Alimentação Escolar
 Guiné-Bissau 2016

Região:	
Sector:	
Nome da Escola:	
Nome do Director da Escola:	Nº de Contacto
Nome do Entrevistador:	
Data da Entrevista: / / 2016	
Estamos a realizar um estudo para aprender 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. No entanto, esperamos que participe, uma vez que seus pontos de vista são importantes.	
Tem algumas questões?	
Resultados da Entrevista:	Completou 1 Recusou 2 Outro 6

Pelo presente, certifico que o Estudo Básico da Alimentação Escolar foi administrada ao pessoal e alunos relevantes nesta escola na data indicada:	
Carimbo da Escola:	
Assinatura do Director:	

Nome do(a) Supervisor(a): Assinatura: Data da Revisão: / / 2016	Nome do(a) Agente de Introdução de Dados #1:
	Data de Introdução #1: / / 2016
	Nome do(a) Agente de Introdução de Dados #2:
	Data de Introdução #2: / / 2016

SECCÇÃO 1: INFORMAÇÃO DA ESCOLA								
Nº	Questão	Resposta		Saltar				
SC1.01	Qual é o tipo de escola?	Comunitária ou de iniciativa local 1 Pública 2 Privada laica 3 Privada confessional 4 Autogestão 5 Madrasa 6						
SC1.02	A sua escola funciona em?	Período 1 Turno 2 Mista 3						
SC1.03	Quais os anos 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						
SC1.04	Qual é a categoria da escola? (género)?	Escola de Rapazes 1 Escola de Raparigas 2 Escola Mista 3						
SC1.05	Qual é o número total de alunos inscritos?	<table border="1"> <thead> <tr> <th>Menino</th> <th>Meninas</th> </tr> </thead> <tbody> <tr> <td> </td> <td> </td> </tr> </tbody> </table>	Menino	Meninas				
Menino	Meninas							
SC1.06	Quantos professores é que a escola tem? <i>NB: Inclua o Director da Escola, em número.</i>	<table border="1"> <thead> <tr> <th>Homens</th> <th>Mulhere</th> </tr> </thead> <tbody> <tr> <td> </td> <td> </td> </tr> </tbody> </table>	Homens	Mulhere				
Homens	Mulhere							
SC1.07	Quantas salas de aula é que existem na escola?							
SC1.08	A escola tem uma biblioteca ou um espaço onde os livros são armazenados?	Sim 1 Não 2						
SC1.09	A escola tem uma área de cozinha designada onde os alimentos podem ser preparados? <i>Isto refere-se a uma estrutura com paredes e/ou tecto. Ao ar livre não se aplica.</i>	Sim 1 Não 2						
SC1.10	A sua escola tem uma sala de armazenamento / instalação onde os produtos alimentares podem ser armazenados?	Sim 1 Não 2						
SC1.11	Actualmente, qual é a principal fonte de água da escola?	ÁGUA CANALIZADA Canalizada num prédio 11 Canalizada num quintal/lote 12 Torneiras públicas/fontanário 13						

		POÇO TIBULAR OU FURO 21 POÇO Poço protegido 31 Poço desprotegido 32 POCO da COMUNIDADE 33 ÁGUA DE NASCENTE Nascentes protegidas 41 Nascentes não protegidas 42 ÁGUA DA CHUVA 51 CAMIÃO CISTERNA 61 CARRO COM TANQUE PEQUENO 71 ÁGUA DA SUPERFÍCIE (RIO/BARRAGEM) 81 ÁGUA ENGARRAFADA 91 OUTRO 96																																																			
SC1.12	Se a escola não tiver água e deve comprar, qual e o valor a ser pago diariamente para o funcionamento da cantina?	XOF Não pague 95																																																			
SC1.13	Que tipo (s) de instalações sanitárias tem a escola para estudantes e professores? <i>Confirmar através de OBSERVAÇÃO.</i>																																																				
	<table border="1"> <thead> <tr> <th colspan="2">Código para Tipo de Sanita</th> <th>Tipo de sanita</th> <th># para rapazes</th> <th># para raparigas</th> <th># Unissexo</th> <th># para professores</th> </tr> </thead> <tbody> <tr> <td>Retrete tradicional</td> <td>1</td> <td rowspan="2">A. </td> <td> </td> <td> </td> <td> </td> <td> </td> </tr> <tr> <td>Retrete melhorada</td> <td>2</td> </tr> <tr> <td>Latrina com autoclismo</td> <td>3</td> <td rowspan="2">B. </td> <td> </td> <td> </td> <td> </td> <td> </td> </tr> <tr> <td>Latrina sem autoclismo</td> <td>4</td> </tr> <tr> <td>Enterra as fezes no quintal</td> <td>5</td> <td rowspan="3">C. </td> <td> </td> <td> </td> <td> </td> <td> </td> </tr> <tr> <td>Enterra as fezes fora do quintal ...</td> <td>6</td> </tr> <tr> <td>Na mata (natureza)</td> <td>7</td> </tr> <tr> <td>Balde</td> <td>8</td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>Outro</td> <td>9</td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table>	Código para Tipo de Sanita		Tipo de sanita	# para rapazes	# para raparigas	# Unissexo	# para professores	Retrete tradicional	1	A.					Retrete melhorada	2	Latrina com autoclismo	3	B.					Latrina sem autoclismo	4	Enterra as fezes no quintal	5	C.					Enterra as fezes fora do quintal ...	6	Na mata (natureza)	7	Balde	8						Outro	9							
Código para Tipo de Sanita		Tipo de sanita	# para rapazes	# para raparigas	# Unissexo	# para professores																																															
Retrete tradicional	1	A.																																																			
Retrete melhorada	2																																																				
Latrina com autoclismo	3	B.																																																			
Latrina sem autoclismo	4																																																				
Enterra as fezes no quintal	5	C.																																																			
Enterra as fezes fora do quintal ...	6																																																				
Na mata (natureza)	7																																																				
Balde	8																																																				
Outro	9																																																				
SC1.14	Existem instalações de lavagem das mãos, dentro ou nas proximidades das casas de banho? (Sabão ou cinza e água)	Sim 1 Não 2																																																			
SC1.15	A escola tem uma Associação de Pais e Professores (PTA), ou estrutura de Gestão semelhante?	Sim 1 Não 2																																																			
SC1.16	A escola tem um Comité de Gestão Escolar (CGE)?	Sim 1 Não 2																																																			
SC1.17	Qual é o número de membros no Comité de Gestão Escolar (CGE) ?																																																				
SC1.18	O Comité de Gestão Escolar tem quantas mulheres?																																																				
SC1.19	Quantas vezes é que o CGE, encontrou-se, na realidade, no último ano?																																																				
	<i>Confirmar através do livro de registo ou acta de reuniões.</i>																																																				

SC1.20	Qual é o nível de participação e engajamento do CGE nos aspectos da gestão escolar? <i>Escolher apenas uma.</i>	CGE reuniu-se pelo menos uma vez este ano lectivo 1 CGE reuniu-se pelo menos três vezes 2 CGE reuniu-se pelo menos três vezes e Plano de Acção existe 3	
SC1.21	Qual é a distância por estrada (km) ao mercado de alimentos (lumo ou diário) mais próximo relativamente escola? <i>Registar '00' se menos de 1.</i>	km	

SECÇÃO 2: PROGRAMA DE ALIMENTAÇÃO ESCOLAR (PAM)

Nº	Questão	Resposta	Saltar
SC2.01	Esta escola tem um programa de alimentação escolar?	Sim 1 Não 2	→SC3.01
SC2.02	Onde os alimentos são armazenados?	Armazem 1 Sala de Aula 2 Sala dos professores 3 Cozinha 4 Espaço aberto 5 Outro (especificar) 6	
SC2.03	A escola usa paletes de madeira levantadas para o armazenamento dos produtos (ou seja, armazenamento de produtos longe do chão)? <i>Confirmar através de OBSERVACAO.</i>	Sim 1 Não 2	
SC2.04	Quantas pessoas (não alunos) estão envolvidas, a nível da escola, na preparação dos alimentos (preparadores de comida, cozinheiro e responsável de armazém)?		
SC2.05	Aonde é que a comida é normalmente preparada?	Armazem 1 Sala de Aula 2 Sala dos professores 3 Cozinha 4 Espaço aberto 5 Outro (especificar) 6	
SC2.06	A escola usa fogões eficientes de combustível? <i>Confirmar através de OBSERVACAO.</i>	Sim 1 Não 2	
SC2.07	Qual é o nível de participação e compromisso da CGE na escolar cantina?	Nenhum 1 CGE ajuda de descarga e armazenamento de alimentos 2 CGE supervisiona regularmente o desempenho do cozinheiro 3 CGE ativamente envolvido em todas as etapas e de gestão 4	
SC2.08	Os membros do CGE receberam alguma formação na gestão de cantinas escolar do PAM?	Sim 1 Não 2	

SC2.09	Por quantos anos ou meses que esta escola tem recebido apoio do Programa de Alimentação Escolar (IPHD ou PAM)? <i>NB: Isso abrange qualquer componente do programa de alimentação escolar.</i>	 Anos ou Meses																																																																																
SC2.10	Quais são os caminhos ou canais de comunicação 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 (CGE) B Reuniões regulares com administradores escolares C Caixa de sugestão D Linha de apoio E Comunicação informal (verbal) com F Professores G Não sabe H Outro (especificar) I																																																																																
SC2.11	Contribuição não-alimentar																																																																																	
	<table border="1"> <thead> <tr> <th rowspan="2">Item Não Alimentar</th> <th colspan="2">Contribuiu durante o ano escolar 2015?</th> <th colspan="5">Quem contribuiu? (Escolher todos que se aplicam)</th> </tr> <tr> <th>S</th> <th>N</th> <th>Comunidade</th> <th>Pais</th> <th>Doadores</th> <th>Escola</th> <th>Outro</th> </tr> </thead> <tbody> <tr> <td>A. Água</td> <td>1</td> <td>2</td> <td>A</td> <td>B</td> <td>C</td> <td>E</td> <td>F</td> </tr> <tr> <td>B. Lenha</td> <td>1</td> <td>2</td> <td>A</td> <td>B</td> <td>C</td> <td>E</td> <td>F</td> </tr> <tr> <td>C. Utensílios de cozinha</td> <td>1</td> <td>2</td> <td>A</td> <td>B</td> <td>C</td> <td>E</td> <td>F</td> </tr> <tr> <td>D. Produtos de limpeza</td> <td>1</td> <td>2</td> <td>A</td> <td>B</td> <td>C</td> <td>E</td> <td>F</td> </tr> <tr> <td>E. Pratos e talheres</td> <td>1</td> <td>2</td> <td>A</td> <td>B</td> <td>C</td> <td>E</td> <td>F</td> </tr> <tr> <td>F. Subsídio do/a cozinheiro/a</td> <td>1</td> <td>2</td> <td>A</td> <td>B</td> <td>C</td> <td>E</td> <td>F</td> </tr> <tr> <td>G. Subsídio do Armazenista</td> <td>1</td> <td>2</td> <td>A</td> <td>B</td> <td>C</td> <td>E</td> <td>F</td> </tr> <tr> <td>H. Outro (especificar)</td> <td>1</td> <td>2</td> <td>A</td> <td>B</td> <td>C</td> <td>E</td> <td>F</td> </tr> </tbody> </table>	Item Não Alimentar	Contribuiu durante o ano escolar 2015?		Quem contribuiu? (Escolher todos que se aplicam)					S	N	Comunidade	Pais	Doadores	Escola	Outro	A. Água	1	2	A	B	C	E	F	B. Lenha	1	2	A	B	C	E	F	C. Utensílios de cozinha	1	2	A	B	C	E	F	D. Produtos de limpeza	1	2	A	B	C	E	F	E. Pratos e talheres	1	2	A	B	C	E	F	F. Subsídio do/a cozinheiro/a	1	2	A	B	C	E	F	G. Subsídio do Armazenista	1	2	A	B	C	E	F	H. Outro (especificar)	1	2	A	B	C	E	F		
Item Não Alimentar	Contribuiu durante o ano escolar 2015?		Quem contribuiu? (Escolher todos que se aplicam)																																																																															
	S	N	Comunidade	Pais	Doadores	Escola	Outro																																																																											
A. Água	1	2	A	B	C	E	F																																																																											
B. Lenha	1	2	A	B	C	E	F																																																																											
C. Utensílios de cozinha	1	2	A	B	C	E	F																																																																											
D. Produtos de limpeza	1	2	A	B	C	E	F																																																																											
E. Pratos e talheres	1	2	A	B	C	E	F																																																																											
F. Subsídio do/a cozinheiro/a	1	2	A	B	C	E	F																																																																											
G. Subsídio do Armazenista	1	2	A	B	C	E	F																																																																											
H. Outro (especificar)	1	2	A	B	C	E	F																																																																											

SECÇÃO 3: REGISTO DE DIAS ESCOLARES

Registrar o número de dias de acordo com cada categoria.
 Registrar '00' se nenhum.

		Numero total de dias de aulas	Dias livres oficiais (Feriados / Fins-de-semana)	Encerramentos não planeados (Greve de professores, etc.)	Soma
	Mês	A	B	C	D
SC3.01	Outubro 2015				
SC3.02	Novembro 2015				
SC3.03	Dezembro 2015				
SC3.04	Janeiro 2016				
SC3.05	Fevereiro 2016				
SC3.06	Marco 2016				

SC3.07	Abril 2016	☐ ☐	☐ ☐	☐ ☐	☐ ☐
SC3.08	Maio 2016	☐ ☐	☐ ☐	☐ ☐	☐ ☐
SC3.09	Junho 2016	☐ ☐	☐ ☐	☐ ☐	☐ ☐

SECÇÃO 4: INFORMAÇÃO SOBRE O CORPO DOCENTE – HISTORIAL												
		SC4.01		SC4.02	SC4.03	SC4.04	SC4.05	SC4.06	SC4.07		SC4.08	
ID	Nome	Sexo		Idade	Função na escola	Qualificação	Anos de serviço	Anos na actual função	A tempo inteiro ou parcial?		Formado em gestão e armazenamento seguro de alimentos do PAM?	
		M	F						TI	TP	S	N
01		1	2	☐ ☐	☐	☐	☐ ☐	☐ ☐	1	2	1	2
02		1	2	☐ ☐	☐	☐	☐ ☐	☐ ☐	1	2	1	2
03		1	2	☐ ☐	☐	☐	☐ ☐	☐ ☐	1	2	1	2
04		1	2	☐ ☐	☐	☐	☐ ☐	☐ ☐	1	2	1	2
05		1	2	☐ ☐	☐	☐	☐ ☐	☐ ☐	1	2	1	2
06		1	2	☐ ☐	☐	☐	☐ ☐	☐ ☐	1	2	1	2
07		1	2	☐ ☐	☐	☐	☐ ☐	☐ ☐	1	2	1	2
08		1	2	☐ ☐	☐	☐	☐ ☐	☐ ☐	1	2	1	2
09		1	2	☐ ☐	☐	☐	☐ ☐	☐ ☐	1	2	1	2
10		1	2	☐ ☐	☐	☐	☐ ☐	☐ ☐	1	2	1	2
11		1	2	☐ ☐	☐	☐	☐ ☐	☐ ☐	1	2	1	2
12		1	2	☐ ☐	☐	☐	☐ ☐	☐ ☐	1	2	1	2

Códigos para SC4.03				Códigos para SC4.04			
Director(a) / Professor(a) principal	1	Professor(a) (contratado/a)	4	Mestrado ou mais	1	Secundario (11º - 12º) ...	5
Director(a) Adjunto(a)	2	Professor(a) (voluntário/a))	5	Licenciatura	2	EBº 3 ciclo (9º ano)	6
Professor(a) (permanente / regular) ...	3	Outro (especificar)	6	Bacharelato	3	EBº 2 ciclo (6º ano)	7
				Pos-secundario (medio)	4	EBº 1 ciclo (4º ano)	8

SECÇÃO 5A: MATRICULA DOS ALUNOS (2015)

Registar o número de alunos de acordo com cada categoria.

Marque 'N/A' se nível de classe não se aplica. Em caso de nenhum, registre '00'.

		Número total de alunos: Matriculado (Masculino)	Número total de alunos: Matriculado (Feminino)	Número total de alunos: Transferência para fora (Masculino)	Número total de alunos: Transferência para fora (Feminino)	Número total de alunos: Abandono (Masculino)	Número total de alunos: Abandono (Feminino)
	Ano	A	B	C	D.	E	F
SC6.01	Pré-Primário						
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 (2014)

Registar o número de alunos de acordo com cada categoria.

Registar 'N/A' se nível de classe não se aplica. Em caso de nenhum, registre '00'.

		Número total de alunos: Matriculado (Masculino)	Número total de alunos: Matriculado (Feminino)	Número total de alunos: Transferência (Masculino)	Número total de alunos: Transferência (Feminino)	Número total de alunos: Abandono (Masculino)	Número total de alunos: Abandono (Feminino)
	Ano	A	B	C	D.	E	F
SC6.08	Pré-Primário						
SC6.09	1º Ano						
SC6.10	2º Ano						
SC6.11	3º Ano						
SC6.12	4º Ano						
SC6.13	5º Ano						
SC6.14	6º Ano						

SECÇÃO 6: REQUÊNCIA DOS ALUNOS 2015

Total dias frequentados cada mês do ano escolar 2015

Marque '99' se não aplicável (e.g. aluno não inscrito na altura)

Classe:
(2, 3, 4, etc.) Turma:
(A, B, C, etc.)

Hora de início das aulas :

Hora de término das aulas:

 :
 :

		SC7.01	SC7.02	SC7.03	SC7.04	SC7.05	SC7.06	SC7.07	SC7.08	SC7.09
		Sexo M F								
ID	Nome		Out-15	Nov-15	Dez-15	Jan-16	Fev-16	Mar-16	Abr-16	Mai-16
1		1 2								
2		1 2								
3		1 2								
4		1 2								
5		1 2								
6		1 2								
7		1 2								
8		1 2								
9		1 2								
10		1 2								
11		1 2								
12		1 2								
13		1 2								
14		1 2								
15		1 2								

SECÇÃO 6: REQUÊNCIA DOS ALUNOS 2015 (CONT.)

Total dias frequentados cada mês do ano escolar 2015

Marque '99' se não aplicável (e.g. aluno não inscrito na altura)

Classe:

(2, 3, 4, etc.)

Turma:

(A, B, C, etc.)

Hora de início das aulas :

:

Hora de término das aulas:

:

		SC7.01		SC7.02	SC7.03	SC7.04	SC7.05	SC7.06	SC7.07	SC7.08	SC7.09
ID	Nome	Sexo		Out-15	Nov-15	Dez-15	Jan-16	Fev-16	Mar-16	Abr-16	Mai-16
		M	F								
18		1	2								
19		1	2								
20		1	2								
21		1	2								
22		1	2								
23		1	2								
24		1	2								
25		1	2								
26		1	2								
27		1	2								
28		1	2								
29		1	2								
30		1	2								

Número da Escola: Identificação do(a) Aluno(a): **QUESTIONÁRIO DA CRIANÇA ESCOLARIZADA****Estudo de base sobre a Alimentação Escolar****Guiné-Bissau 2016**

Região:
Sector:
Nome da Escola:
Nome do(a) Aluno(a):
Sexo: M F
Idade:
Classe: Turma:
Nome do/a Inquiridor/a:
Data da Entrevista: / / 2016

Resultado da Entrevista:	Completo 1
	Recusou 2
	Outro 6

Nome do/a Supervisor/a:	Nome do/a agente de Introdução de Dados #1:
Assinatura:	Data de Introdução #1: / / 2016
	Nome do/a agente de Introdução de Dados #2:
Data da Revisão: / / 2016	Data de Introdução #2: / / 2016

SECÇÃO 1: COMPORTAMENTO DA CRIANÇA E REFEIÇÕES ESCOLARES

Nº	Questão	Resposta	Saltar
ST1.01	Ontem, comeu uma refeição na escola?	Sim 1	
	<i>NB: Se não houve escola no dia anterior, perguntar sobre o mais recente dia de escola.</i>	Não 2	

ST1.02	Normalmente, que fornece o alimento que você come na escola?	Refeição oferecida pela escola	1	
		Trouxe comida própria e comeu na escola ..	2	→ST1.11
		Comprou o almoço e.g. quiosque	3	→ST1.11
		Foi para casa almoçar e depois regressou ..	4	→ST1.11
		Outro (especifique)	6	→ST1.11
ST1.03	Como você avalia a <u>quantidade</u> dos alimentos dados?	Insuficiente	1	
		Aceitável	2	
		Suficiente	3	
		Muito bom	4	
		Bastante	5	
ST1.04	Como você avalia a <u>qualidade</u> dos alimentos dados?	Má	1	
		Razoável	2	
		Boa	3	
		Muito boa	4	
		Excelente	5	
ST1.05	Você já enfrentou problemas durante a distribuição de alimentos? [por exemplo troca de alimentos por favor / trabalho, pagar para receber o alimento, etc.]	Sim	1	
		Não	2	
ST1.06	Você recebeu uma ração de arroz para levar a casa ou de alimentos durante este ano lectivo?	Sim	1	
		Não	2	
ST1.07	Ainda estava com fome após a refeição?	Sim	1	
		Não	2	
ST1.08	Normalmente, a que horas é que a escola servir a refeição?	□ □ : □ □		
ST1.09	Normalmente, se uma refeição não é oferecida na escola, volta para casa antes do final do dia de escola?	Sim	1	
		Não	2	
		Não se aplica	8	
ST1.10	Normalmente, se fica a saber que a comida da escola terminou, volta para lá no dia seguinte?	Sim	1	
		Não	2	
		Não se aplica	8	
ST1.11	Ontem, comeu uma refeição <u>antes</u> de ir para a escolar? <i>NB: Se não houve escola no dia anterior, perguntar sobre o mais recente dia de escola.</i>	Sim	1	
		Não: Não faz parte de pratica regular	2	
		Não: Sem fome	3	
		Não: Não tinha comida suficiente em casa ..	4	
		Não: Doença	5	
		Não: Não teve tempo suficiente	6	
		Não: Outro (especificar)	7	
ST1.12	Ontem, comeu uma refeição <u>depois</u> da escola (e antes de ir dormir)? <i>NB: Se não houve escola no dia anterior, perguntar sobre o mais recente dia de escola.</i>	Sim	1	
		Não: Não faz parte de pratica regular	2	
		Não: Sem fome	3	
		Não: Não tinha comida suficiente em casa ..	4	
		Não: Doença	5	
		Não: Não teve tempo suficiente	6	
		Não: Outro (especificar)	7	
ST1.13	Quanto tempo é que leva para chegar à escola?	□ □ □ Minutos		
ST1.14	Normalmente, de que forma vai para a escola?	A pé	1	
		De bicicleta	2	
		De carro	3	
		De autocarro	4	
		De motorizada	5	
		Outro transporte local	6	
		Outro	7	

Número da Escola:
 Identificação do(a)
 Aluno(a):

QUESTIONÁRIO DOS PAIS

Estudo de base sobre a Alimentação Escolar Guiné-Bissau 2016

Região:	
Sector:	
Nome da Escola:	
Nome do(a) aluno(a):	
Classe:	Turma:
Nome dos Pais (Respondente):	Nº de contacto:
Sexo do Respondente : M F	
Nome do(a) Inquiridor(a):	
Data da Entrevista: / / 2016	

Resultado da Entrevista:	Completo	1
		
	Recusou	2
		
	Outro	6
		

Nome do(a) Supervisor(a): Assinatura: Data de Revisão: / / 2016	Nome do(a) Agente de Introdução de Dados #1:
	Data da Introdução #1: / / 2016
	Nome do(a) Agente de Introdução de Dados #2:
	Data da Introdução #2: / / 2016

SECÇÃO 1: COMPOSIÇÃO DO AGREGADO FAMILIAR																		
Nº	Questão	Resposta	Saltar															
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 chefe do agregado familiar. É possível que essas pessoas vivam em casas diferentes.																		
HH1.01	Qual é a sua relação com (Nome do/a aluno/a)?	Pai 1 Mãe 2 Guardião/a Nomeado/a 3 Avó/Avô 4 Outro 6																
HH1.02	Qual é o sexo do chefe do agregado familiar?	Masculino 1 Feminino 2																
HH1.03	Qual é o estado civil do actual chefe do agregado familiar?	Casado(a) monógamo(a) 1 Casado(a) polígamo(a) 2 Viúvo(a) 3 Separado(a)/Divorciado(a) 4 Solteiro(a)/Nunca foi casado(a) 5																
HH1.04	O chefe do agregado familiar pertence a que grupo étnico?	Fula 1 Mandinga 2 Balanta 3 Manjaco 4 Pepel 5 Outro 6																
HH1.05	Qual é o número total de pessoas que normalmente vivem nesta casa? NB: O número de pessoas que comem e dormem nas mesmas instalações																	
HH1.06	Determine o número total de pessoas normalmente a viver nesta casa, por categoria de idade e de sexo. <i>Escreve "00" se não existe nenhum.</i> Certifique que a soma A-H equivale a HH1.05	<table border="1"> <thead> <tr> <th></th> <th>Masculino</th> <th>Feminino</th> </tr> </thead> <tbody> <tr> <td>Crianças com <u>menos</u> de 5 anos de idade</td> <td>A </td> <td>B </td> </tr> <tr> <td>Crianças entre os 5 e 17 anos de idade</td> <td>C </td> <td>D </td> </tr> <tr> <td>Pessoas entre 18 e 65 anos de idade</td> <td>E </td> <td>F </td> </tr> <tr> <td>Idosos > 65</td> <td>G </td> <td>H </td> </tr> </tbody> </table>		Masculino	Feminino	Crianças com <u>menos</u> de 5 anos de idade	A	B	Crianças entre os 5 e 17 anos de idade	C	D	Pessoas entre 18 e 65 anos de idade	E	F	Idosos > 65	G	H	
	Masculino	Feminino																
Crianças com <u>menos</u> de 5 anos de idade	A	B																
Crianças entre os 5 e 17 anos de idade	C	D																
Pessoas entre 18 e 65 anos de idade	E	F																
Idosos > 65	G	H																

SECÇÃO 2: CARACTERÍSTICAS DO AGREGADO FAMILIAR			
Nº	Questão	Resposta	Saltar
HH2.01	Qual é o seu tipo de habitação	Propriedade própria 1 Arrendamento 2 Fornecido pelo empregador 3 Gratuito, autorizado 4 Gratuito, não autorizado (ocupação) 5	

		Outro	6	
HH2.02	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 11 Cana de bambu/palmeira/tronco 12 Lama e resíduos vegetais 13 MATERIAL RUDIMENTAR Bambu/ <i>kirintim</i> com lama 21 Pedra com lama 22 Adobe não recoberto 23 Contraplacado 24 Cartão 25 Madeira de recuperação 26 Taípe 27 MATERIAL ACABADO Cimento 31 Pedra com gesso/cimento 32 Tijolos 33 Bloco de cimento 34 Adobe reforçado 35 Adobe recoberto 36 Pranchas de madeiras/ <i>shingles</i> 37 OUTRO 96		
HH2.03	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 11 Palha/folha de palmeira 12 Erva 13 MATERIAL RUDIMENTAR Esteira 21 Palmeira/bambu 22 Prancha de madeira 23 MATERIAL ACABADO Metal 31 Madeira 32 Zinco 33 Fibra de cimento 34 Telha 35 Cimento 36 Prancha de madeira/ <i>shingles</i> 37 OUTRO 96		

HH2.04	Pavimento principal é feito predominantemente de que material? <i>Confirmar via OBSERVAÇÃO.</i>	CHÃO NATURAL	
		Terra batida	11
		CHÃO RUDIMENTAR	
		Madeira rudimentar	21
		Palmeira/cana de bambu	22
		CHÃO TERMINADO	
		Parquet ou madeira encerrada	31
		Mosaico	32
		Cimento	33
		Vinil ou asfalto	34
		Outro	96
HH2.05	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
		Feces de animais	7
		Aparra	8
		Outro	9
HH2.06	Alguém, no agregado familiar possui um telemóvel que funciona?	Sim	1
		Não	2
HH2.07	Qual é a sua fonte principal de água?	ÁGUA DA TORNEIRA	
		Canalizada dentro da casa	11
		Canalizada fora da casa (pátio/quintal)	12
		Canalizada ao vizinho	13
		Torneira pública/natural fontanário	14
		Poço a bomba/forragem	21
		POÇO CAVADO	
		Poço protegido	31
		Poço não protegido	32
		ÁGUA DE NASCENTE	
		Nascente/fonte protegida	41
		Nascente fonte não protegida	42
		Água da chuva	51
		Carroça com pequena cisterna/barril	52
		Camião cisterna	61
		Furo	71
		Água superficial (rio/lagoa/canal etc.)	81
		Água mineral (de garrafa)	91
		Outro	96
HH2.08	Qual tipo de casa de banho é que os membros deste Agregado Familiar, normalmente utilizam?	Retrete tradicional	1
		Retrete melhorada	2

		Latrina com autoclismo	3	
		Latrina sem autoclismo	4	
		Enterra as fezes no quintal	5	→HH2.11
		Enterra as fezes fora do quintal	6	→HH2.11
		Na mata (natureza)	7	→HH2.11
		Balde	8	→HH2.11
		Outro	9	→HH2.11
HH2.09	Esta casa-de-banho é normalmente partilhada como com outros agregados?	Sim	1	
		Não	2	→HH2.11
HH2.10	Quantas famílias usam esta casa-de-banho?	Número de agregados	0	
		10 agregados ou mais	95	
		Não sabe	98	
HH2.11	O agregado familiar possui:		Sim Não	
	Electricidade	Electricidade	1 2	
	Rádio	Rádio	1 2	
	Televisor	Televisor	1 2	
	Frigorífico / arca congeladora	Frigorífico /arca congeladora ..	1 2	
	Filtro de água (cerâmico)	Filtro de água (cerâmico)	1 2	
	Gerador	Gerador	1 2	
	Ferro	Ferro	1 2	
	Telefone fixo	Telefone fixo	1 2	
HH2.12	Algum membro do agregado familiar tem o seu próprio:		Sim 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 animal	1 2	
	Relógio	Relógio	1 2	

SECÇÃO 3: EDUCAÇÃO

Nº	Questão	Resposta	Saltar
HH3.01	O pai do(a) aluno(a) ou guardião masculino vive nesta casa?	Sim 1 Não 2	→HH3.05
HH3.02	O pai/guardião masculino frequentou alguma vez, a escola ou pré-escola?	Sim 1 Não 2	→HH3.05
HH3.03	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 ano)	7	
		Ensino Superior	8	
		Ensino Técnico/profissional	9	
HH3.04	O pai ou tutor masculino sabe ler e escrever o Português?	Sim	1	
		Não	2	
		Não sabe	8	
HH3.05	A mãe do(a) aluno(a) ou tutora vive nesta casa?	Sim	1	
		Não	2	→HH4.01
HH3.06	A mãe/tutora frequentou alguma vez a escola ou pré-escola?	Sim	1	
		Não	2	→HH4.01
HH3.07	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 ano)	7	
		Ensino Superior	8	
		Ensino Técnico/profissional	9	
HH3.08	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	☐
HH4.02	Nos últimos 7 dias, quantas vezes (dias) o seu agregado familiar consumiu OUTROS CEREAIS	☐
HH4.03	Nos últimos 7 dias, quantas vezes (dias) o seu agregado familiar consumiu Tubérculos (inhame, batata, etc.)	☐
HH4.04	Nos últimos 7 dias, quantas vezes (dias) o seu agregado familiar consumiu Oleaginosas/Leguminosas	☐
HH4.05	Nos últimos 7 dias, quantas vezes (dias) o seu agregado familiar consumiu Legumes	☐
HH4.06	Nos últimos 7 dias, quantas vezes (dias) o seu agregado familiar consumiu Frutos	☐
HH4.07	Nos últimos 7 dias, quantas vezes (dias) o seu agregado familiar consumiu Carne, Frango e outra proteína animal?	☐
HH4.08	Nos últimos 7 dias, quantas vezes (dias) o seu agregado familiar consumiu Peixe e frutos do mar?	☐

HH4.09	Nos últimos 7 dias, quantas vezes (dias) o seu agregado familiar consumiu Ovo?	☐
HH4.10	Nos últimos 7 dias, quantas vezes (dias) o seu agregado familiar consumiu Leite/ logurte/Produtos leiteiros?	☐
HH4.11	Nos últimos 7 dias, quantas vezes (dias) o seu agregado familiar consumiu Óleo culinário / Gorduras?	☐
HH4.12	Nos últimos 7 dias, quantas vezes (dias) o seu agregado familiar consumiu Açúcar/Mel?	☐
HH4.13	Nos últimos 7 dias, quantas vezes (dias) o seu agregado familiar consumiu Condimentos/especiarias?	☐

SECÇÃO 5: SUBSISTÊNCIA

Nº	Questão	Resposta		Saltar
HH5.01	Quantos membros actuais do agregado têm um rendimento?	Homens	Mulheres	
		☐ ☐	☐ ☐	
HH5.02	Qual foi a fonte de receita 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) fonte, registar "99" para a segunda fonte.</i>			
	Códigos para			
	0 Assalariado (privado, publico)	07	Marabout ("muro")	
	0 Agricultor(a)	08	Artesanato	
	0 Criador(a) de gado	09	Caça/Pesca	
	0 Empreendedor(a) individual (pedreiro, pintura, carpintaria, artesanato, etc)	10	Colheita de lenha/palha	
	0 Comércio	11	Outros a especificar	
	0 Doméstico(a)			
		Primeira fonte	Segunda fonte	
		☐ ☐	☐ ☐	
HH5.03	Qual é a renda (liquida) anual aproximada 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, alimentos, insumos agrícolas, materiais de construção, etc.) para ajudá-lo a lidar com a situação económica do seu agregado familiar?	Sim 1 Não 2 Não sabe 8		→HH5.06 →HH5.06
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 com alimentos ou dinheiro de momento?	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 recursos suficientes para comprar comida, quantas vezes seu agregado recorreu às práticas seguintes ?	Frequência (em numero de dias de 0 a 7)	
HH6.01	Consumir alimentos menos preferidos e mais baratos	☐	
HH6.02	Emprestar comida ou contar com o apoio dos parentes/amigos	☐	
HH6.03	Diminuir a quantidade de comida no momento das refeições	☐	
HH6.04	Reduzir as quantidades consumidas pelos adultos ao benefício das crianças mais novas	☐	
HH6.05	Reduzir o número de refeições diárias (saltar 1 ou 2 refeições no dia)	☐	
Estratégia de stress (relativas aos meios de subsistência)			
HH6.06	Enviar membros do agregado em migração de trabalho	☐	(1 = Sim; 2 = Não)
HH6.07	Procurar actividades alternativas ou adicionais	☐	(1 = Sim; 2 = Não)
HH6.08	Comprar / Pedir comida a crédito, Emprestar comida ou contar com a ajuda de amigos ou parentes	☐	(1 = Sim; 2 = Não)
HH6.09	Vender bens não produtivos (ex.: móveis, jóias, etc.)	☐	(1 = Sim; 2 = Não)
HH6.10	Vender animais (desabastecimento, ou seja vender mais que o habitual)	☐	(1 = Sim; 2 = Não)
HH6.11	Utilizar a poupança do agregado	☐	(1 = Sim; 2 = Não)
HH6.12	Emprestar dinheiro	☐	(1 = Sim; 2 = Não)
Estratégia de crise (relativas aos meios de subsistência)			
HH6.13	Vender bens produtivos (ex. carreta, charrua, sementes, etc.)	☐	(1 = Sim; 2 = Não)
HH6.14	Reduzir as despesas de saúde e de educação	☐	(1 = Sim; 2 = Não)
HH6.15	Retirar as crianças da escola	☐	(1 = Sim; 2 = Não)
HH6.16	Vender ou consumir as sementes	☐	(1 = Sim; 2 = Não)
HH6.17	Vender as fêmeas reprodutoras	☐	(1 = Sim; 2 = Não)
Estratégia de urgência (relativas aos meios de subsistência)			
HH6.18	Enviar membros do agregado mendigar	☐	(1 = Sim; 2 = Não)
HH6.19	Vender parcelas de terreno	☐	(1 = Sim; 2 = Não)

SECÇÃO 7: REFEIÇÕES ESCOLARES			
Nº	Questão	Resposta	Saltar
HH7.01	Qual é o ano de escolaridade que (Nome do/a aluno/a) frequenta?	Pré-primária 1 1º Ano 2 2º Ano 3 3º Ano 4 4º Ano 5 5º Ano 6 6º Ano 7 Não sabe 8	
HH7.02	Qual é o horário que (Nome do Aluno) normalmente frequenta na escola?	Manhã 1 Tarde 2 Dia inteiro 3	
HH7.03	Nos últimos 5 dias de escola, quantos dias (Nome do/a aluno/a) comeu uma refeição antes de ir à escola?		
HH7.04	Nos últimos 5 dias de escola, quantos dias (Nome do/a aluno/a) comeu uma refeição após a escola (e antes de ir para a cama à noite)?		
HH7.05	Actualmente, a escola oferece refeições GRATUITAS a (Nome do/a aluno/a) na escola?	Sim 1 Não 2 Não sabe 8	→HH7.13 →HH7.13
HH7.06	Nos últimos 5 dias escolares, quantos dias (Nome do/a aluno/a) comeu uma refeição na escolar?	Número de dias Não sabe 8	
HH7.07	Nos dias de escola, em que as refeições escolares são oferecidas, reduz a quantidade de comida servida a (Nome do/a aluno/a) comparado ao fim-de-semana?	Sim 1 Não 2	→HH7.09
HH7.08	Se sim: em média que quantidade reduz comparativamente ao fim-de-semana?	25% 1 50% 2 75% 3	
HH7.09	Houve uma altura durante o ano escolar em que a escola não ofereceu refeições?	Sim 1 Não 2 Não sabe 8	→HH7.11 →HH7.11
HH7.10	Se sim: como é que (Nome do/a aluno/a) comeu na escola?	Criança levou a sua própria refeição e comeu na escola..... 1 Deu dinheiro para comprar comida na escola 2 Criança veio para casa para a refeição, e depois voltou para a escola 3 Criança veio para a casa para a refeição e ficou, também em casa 4 Sem almoço 5 Outro (Especificar) 6	
HH7.11	A escola, alguma vez, pediu o pagamento específico de refeições escolares durante este ano escolar (2015)?	Sim 1 Não 2	

HH7.12	Como pode obter informação sobre o programa de alimentação escolar ou fazer reclamações se necessário?	Nenhum 1 Reuniões regulares com a direcção da escolar (CGE) 2 Reuniões regulares com Administradores da Escola 3 Caixa de sugestão 4 Linha de Apoio 5 Comunicação informal (verbal) com professor / CGE 6 Não sabe 7 Outro (especificar) 8																																													
HH7.13	Durante o corrente mês, com excepção de feriados/fins-de-semana, o/a (<i>Nome de/a Aluno/a</i>) faltou dias de escola?	Sim 1 Não 2	→HH7.15																																												
HH7.14	Quais são as razões por faltar as aulas? <i>Registar '00' se resposta for 'Não'.</i>	<table border="1"> <thead> <tr> <th></th> <th>S</th> <th>N</th> <th># de dias faltados</th> </tr> </thead> <tbody> <tr> <td>A. Problemas de Transporte</td> <td>1</td> <td>2</td> <td> </td> </tr> <tr> <td>B. Criança trabalha na quinta /cuida do gado</td> <td>1</td> <td>2</td> <td> </td> </tr> <tr> <td>C. Criança cuida dos irmãos/ trabalho domestico</td> <td>1</td> <td>2</td> <td> </td> </tr> <tr> <td>D. Falta de alimentos em casa</td> <td>1</td> <td>2</td> <td> </td> </tr> <tr> <td>E. Devido à insegurança, medo de ir à escola</td> <td>1</td> <td>2</td> <td> </td> </tr> <tr> <td>F. Doença</td> <td>1</td> <td>2</td> <td> </td> </tr> <tr> <td>G. Cerimonias, festivais ou eventos familiares</td> <td>1</td> <td>2</td> <td> </td> </tr> <tr> <td>H. Castigo pela escola</td> <td>1</td> <td>2</td> <td> </td> </tr> <tr> <td>I. Nenhum razão especifica (criança simplesmente faltou)</td> <td>1</td> <td>2</td> <td> </td> </tr> <tr> <td>J. Outro (especificar)</td> <td>1</td> <td>2</td> <td> </td> </tr> </tbody> </table>		S	N	# de dias faltados	A. Problemas de Transporte	1	2		B. Criança trabalha na quinta /cuida do gado	1	2		C. Criança cuida dos irmãos/ trabalho domestico	1	2		D. Falta de alimentos em casa	1	2		E. Devido à insegurança, medo de ir à escola	1	2		F. Doença	1	2		G. Cerimonias, festivais ou eventos familiares	1	2		H. Castigo pela escola	1	2		I. Nenhum razão especifica (criança simplesmente faltou)	1	2		J. Outro (especificar)	1	2		
	S	N	# de dias faltados																																												
A. Problemas de Transporte	1	2																																													
B. Criança trabalha na quinta /cuida do gado	1	2																																													
C. Criança cuida dos irmãos/ trabalho domestico	1	2																																													
D. Falta de alimentos em casa	1	2																																													
E. Devido à insegurança, medo de ir à escola	1	2																																													
F. Doença	1	2																																													
G. Cerimonias, festivais ou eventos familiares	1	2																																													
H. Castigo pela escola	1	2																																													
I. Nenhum razão especifica (criança simplesmente faltou)	1	2																																													
J. Outro (especificar)	1	2																																													
HH7.15	Acredita que existe algum benefício na educação primaria?	Sim 1 Não 2	→HH7.17																																												
HH7.16	Se sim: quais são alguns dos benefícios da educação? <i>NÃO incitar. Resposta Múltipla – Seleccione (com um círculo) todas que se aplicam.</i>	Melhora a taxa de alfabetização A Desenvolvimento de competências sociais B Aumenta a capacidade de aprender novas competências (adopção de tecnologia) C As raparigas permanecem mais tempo na escola e casamentos precoces são atrasados D Melhora a coesão da comunidade E Ajuda a quebrar o ciclo de pobreza F Aumenta as perspectivas da futura auto-suficiência económica do pupilo G																																													

		A educação das meninas, melhora o bem-estar geral das famílias (nutrição, saúde, etc.)	H	
		Outro (especificar)	I	
HH7.17	Nos últimos 30 dias, houve algum caso de ameaças físicas e/ou emocionais à segurança da sua criança, às quais ela foi exposta ao regressar da escola, ou na própria escola?	Sim	1	
		Não	2	
		Não sabe	8	
HH7.18	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, intimidação	E	
		Abuso de drogas	F	
		Castigo corporal, insultos, intimidacoes por parte do corpo docente ou outro actor adulto da escola	G	
		Outros (especifique)	H	

Considerações específicas sobre a entrevista:

Fim da entrevista.

Tirar uma foto à pessoa entrevistada (se ela aceitar)

Agradecer o entrevistado pela sua paciência!

Annex IV – MacGovern-Dole Performance Indicators

Attachment E Performance Indicators

Activity	Indicator	Target for FY 2016	Target for FY 2017	Target for FY 2018
Provide School Meals	Number of daily school meals provided to school-age children as a result of USDA assistance	23,986,380	26,400,000	28,610,175
	Number of school-aged children receiving daily school meals as a result of USDA assistance (female)	69,800	78,400	90,165
	Number of school-aged children receiving daily school meals as a result of USDA assistance (male)	75,572	81,600	83,230
	Number of school-aged children receiving daily school meals as a result of USDA assistance	145,372	160,000	173,395
	Number of students enrolled in schools receiving USDA assistance (female)	69,800	78,400	90,165
	Number of students enrolled in schools receiving USDA assistance (male)	75,572	81,600	83,230
	Number of students enrolled in schools receiving USDA assistance	145,372	160,000	173,395
	Number of individuals benefiting directly from USDA-funded interventions (new)	237,856	20 064	15,819
	Number of individuals benefiting directly from USDA-funded interventions (continuing)	0	237,856	257 920
	Number of students regularly (80%) attending USDA supported classrooms/schools (female)	55,840	62 720	72,132
	Number of students regularly (80%) attending USDA supported classrooms/schools	60,458	65,280	66 584

	(male)			
	Number of students regularly (80%) attending USDA supported classrooms/schools	116,298	128,000	138,716
Provide Take Home Rations	Number of take home ration provided as a result of USDA assistance	2,543,310	2,692,800	2,742,795
	Number of students receiving take home rations as a result of USDA assistance (female)	15,414	16,320	16,623
	Number of students receiving take home rations as a result of USDA assistance	15,414	16,320	16,623
Train: School Management Committees, Parent Associations, Headmasters, Inspectors	Number of School Management Committee members and cooks trained in food preparation and storage (total)	4,466	5,250	6,650
Training: Food preparation and storage practices	Number of teachers, directors and inspectors trained in food management and storage (female)	350	375	425
	Number of teachers, directors and inspectors trained in food management and storage (male)	352	375	425
Build/Rehabilitate Kitchens and Storerooms	Number of teachers, directors and inspectors trained in food management and storage (total)	702	750	950
	Number of kitchens constructed/rehabilitated	150	150	100
	Number of fuel-efficient stoves provided and rehabilitated	150	150	100
Provide Storage and Food Preparation Equipment, Tools & Eating Utensils	Number of schools with improved storage equipment, food preparation tools and eating utensils as a result of USDA assistance	638	750	950
Distribute: Deworming Medication(s)	Number of students receiving deworming medication(s)	145,372	160,000	173,395

Capacity Building Local, regional, national level	Number of government staff trained at national level on management of a school feeding program	19	0	0
	Number of government staff trained at regional and local level on management of a school feeding program	224	224	0
	Value of private and public sector investments leveraged as a result of USDA assistance	0	0	0
	Number of child health and nutrition policies, regulations or administrative procedures in the following stages of development as a result of USDA assistance (stage 5)	0	0	0
	Monitoring and evaluation system established and functional	0	1	0
	Number of Government staff trained on the M&E system	19	19	19
	Number of timely school feeding reports produced	5,742	6,750	8,550
	Number of refresher trainings organized at the regional level as a follow up to the implementation of the action plan	0	3	3
	Number of School Feeding Government pilot projects conducted	0	1	0
	Number of schools covered by the Government pilot project	0	14	0

Result	Indicator	Baseline	Final Target
Increased Access to Preventative Health Interventions	Number of students receiving deworming medication(s)		173,395
Increased Access to	Number of schools with improved storage		950

Requisite Food Prep and Storage Tools and Equipment	equipment, food preparation tools and eating utensils as a result of USDA assistance	
Increased Engagement of Local Organizations and Community Groups	Number of government staff trained at national level on management of a school feeding program	19
	Number of government staff trained at regional and local level on management of a school feeding program	224
Increased Government Support	Value of private and public sector investments leveraged as a result of USDA assistance	0
	Number of child health and nutrition policies, regulations or administrative procedures in the following stages of development as a result of USDA assistance (stage 5)	0
	Number of Government staff trained on the M&E system	19
	Number of refresher trainings organized at the regional level as a follow up to the implementation of the action plan	6
	Number of school feeding Government pilot projects conducted	1
	Number of schools covered by the Government pilot project	14
	Number timely school feeding reports produced	8,550
Increased Knowledge of Safe Food Prep and Storage Practices	Number of School Management Committee members and cooks trained in food preparation and storage (total)	6,650
	Number of teachers, directors and inspectors trained in food management and storage (female)	425
	Number of teachers, directors and inspectors trained in food management and storage (male)	425
	Number of teachers, directors and inspectors trained in food management and storage (total)	900
	Number of kitchens constructed/rehabilitated	400

	Number of fuel-efficient stoves provided and rehabilitated		400
Reduced Short-Term Hunger	Number of daily school meals provided to school-age children as a result of USDA assistance		78,996,555
Increased Access to Food (School Feeding)	Number of school-aged children receiving daily school meals as a result of USDA assistance (female)		90,165
	Number of school-aged children receiving daily school meals as a result of USDA assistance (male)		83,230
	Number of school-aged children receiving daily school meals as a result of USDA assistance		173,395
	Number of students enrolled in schools receiving USDA assistance (female)		90,165
	Number of students enrolled in schools receiving USDA assistance (male)		83,230
	Number of students enrolled in schools receiving USDA assistance		173,395
	Number of individuals benefiting directly from USDA-funded interventions (new)	273,739.00	0
	Number of individuals benefiting directly from USDA-funded interventions (continuing)		35,883
Improved Student Attendance	Number of students regularly (80%) attending USDA supported classrooms/schools (female)		72,132
	Number of students regularly (80%) attending USDA supported classrooms/schools (male)		66,584
	Number of students regularly (80%) attending USDA supported classrooms/schools		138,716
	Number of individuals receiving take home rations as a result of USDA assistance		16,623
Increased Economic and Cultural Incentives (Or Decreased Disincentives)	Number of take home ration provided as a result of USDA assistance		7,987,905
	Number of students receiving take home rations as a result of USDA assistance (female)		16,623

