Fighting Hunger Worldwide

Impact Evaluation

School Feeding in Bangladesh (2001-2009): A Mixed Method Impact Evaluation Vol II Annexes

WFP
World Food Programme
wfp.org

TABLE OF CONTENTS

Annex 1: Terms of Reference

Mixed Method Impact Evaluation of WFP's SFPS in Bangladesh (2001-2009)

1. Background

1.A.   Definitions

1.   WFP's Office of Evaluation uses the following working definition of 'impact': "Lasting and/or significant effects of the intervention – social, economic, environmental or technical – on individuals, gender and age-groups, households communities and institutions. Impact can be intended or unintended, positive and negative, macro (sector) and micro (household)."[1]

2.   For the purpose of this evaluation school feeding (SF) is understood as programmes that are implemented through schools as the food distribution point for school children and pre-school children. It can include wet and dry feeding distributed at any point in time during the school day (breakfast, mid-morning, lunch) and Take Home Rations.

1.B.   WFP's Corporate Approach to SF

3.   Overview: The world community has regularly re-stated its commitment to education as a human right. Access to and quality of education are also regarded as an essential plank for poverty reduction: human capital – education, knowledge, skills, access to and understanding of information – is part of the livelihoods approach that recognizes poverty as more than a lack of income. Education is embedded in the Millennium Development Goals: (MDG) 2 (achieve universal primary education) and MDG 3 (promote gender equality and empower women, with targets for eliminating gender disparity in education). SF also relates to MDG 1 (eradicate poverty and hunger). A series of multilateral events since 1990 made explicit linkages between education, nutrition and health and have established action plans and special funds.

4.   SF has been one of WFP's programme areas since its establishment in 1963.[2] By 1993, pre-primary and primary SF accounted for more than half of WFP's development commitments.[3] Between 2006 and 2008, as the largest implementer of SFPs in the world, WFP invested US$475 million (14 percent of its total budget) in some 70 countries, reaching an average of 22 million schoolchildren, about half of whom were girls. SF beneficiaries[4] accounted for around 20 percent of total WFP beneficiaries.

5.   WFP's SF Handbook 1999 recognised that there was insufficient evidence that SF addresses malnutrition and therefore explicitly focused on educational outcomes: increasing enrollment and attendance, including reducing gender disparity, and improving learning outcomes through enhancing ability to concentrate). Take-Home Rations, particularly, aimed to reduce the opportunity cost of sending children to school. SF was at the core of strategic priority/objective 4 in WFP's Strategic Plans 2004-2008 and 2006-2009 and was clearly aligned with MDG 2 and MDG 3.

6.   New Strategic Plan: In WFP's latest strategic plan (2008-2011), SF is embedded in a broadened Strategic Objective 4, which aims to reduce chronic hunger and under-nutrition. It sets a goal of increasing levels of education and foresees SF addressing short-term hunger, and thus improving learning abilities, providing a safety net by ensuring children attend school both through food in school and take-home rations, and addressing micro-nutrient deficiencies. By using locally produced foods, SF is also expected to have a positive impact on local markets. Through a positive contribution to learning results and school completion, it may also have an effect on breaking the inter-generational cycle of hunger.

---

[1] Based on definitions used by ALNAP, OECD/DAC and INTRAC.
[2] *SF Handbook*, WFP, 1999 referencing FAO Conference Resolution 1/61 of 24 Nov. 1961.
[3] Ibid.
[4] Excluding pre-schoolers. *WFP Annual Performance Reports 2006 through 2008*

7.   The WFP SF Policy 2009[5] sets six objective areas, that positions SF as a safety net within broader social protection systems. The six objective areas are: education; nutrition; gender equality in education; value transfer to households; a platform for wider socio-economic benefits; and capacity development for governments. Key indicators are established for outcomes and impact in each of these areas.

8.   The policy envisages various models for SF with different degrees of government ownership. It introduces 8 Standards Guiding Sustainable and Affordable SFPs, that guide phased transition from programmes that rely mostly on external (WFP) funding and implementation to those that rely on national funding and implementation. At a recent strategy workshop, a range of possible models for SF were developed that describe how WFP support relates to the government's own school feeding programme (SFP), as shown in Figure 1.

Figure 1. SF Models[6]

	1	2	3	4	5
	No government programme	Government. programme is planned but not yet implemented	Government programme is running in parallel to WFP	Full government funding with WFP providing the service	National funding and implementation
Countries	Rwanda Sierra Leone Tanzania	Burundi Malawi	Benin Zambia Ghana Mali	El Salvador Ecuador	Chile

1.C.   Country Context: SF in Bangladesh

9.   General Development and Food Insecurity: Bangladesh is ranked 146 out of 177 countries on the United Nations Development Programme (UNDP) Human Development Index, with a population of 157.8 million. A high percentage of the population lives below the poverty line with 49.6 percent living on US$1.25 or less per day and 81.3 percent living on less than US$2 per day. Bangladesh is rated 123 of 155 countries on the gender development index and second to last (108 of 109 countries) in terms of gender empowerment[7]. However, significant progress towards poverty reduction has been made. For example, the annual per capita gross domestic product has almost doubled over the past 20 years, and gender disparity has been reduced in primary and secondary education. United Nations Children's Fund (UNICEF) reports that Bangladesh is among only six countries in the world that have reduced by half or more their child mortality rate since 1990 (from 151/1000 in 1990 to 65 in 2007)[8]. Bangladesh has the third largest number of the world's hungry people after India and China. An estimated 28 million 'ultra-poor' people survive on less than 1,805 kilocalories per day[9] Malnutrition rates in Bangladesh are among the highest in the world. Approximately 50 percent of children under five years of age are stunted and underweight. Malnutrition among women has long been recognized as a problem of significant magnitude. 45.5 percent of mothers of children under five years of age have a body mass index (BMI) less than 18.5[10]. Bangladesh had a Global Hunger Index score of 24.7 in 2009. Although this reflects a reduction from 35.9 in 1990, it is still within the category of "alarming"[11]. Bangladesh is also

---

[5] WFP/EB.2/2009/4-A
[6] PowerPoint Presentation for the WFP SF Strategy Workshop, Cape Town, May 2009
[7] UNDP 2009 Human Development Report
[8] UNICEF Child Survival in Bangladesh Fact Sheet February 2010
[9] WFP Annual Report 2006
[10] Food Security Atlas of Bangladesh 2004
[11] Global Hunger Index 2009 IFPRI *et al*

ranked first in natural disaster risk of 15 countries rated as subject to "extreme risk". Over the last 30 years Bangladesh has seen 191,637 deaths as a result of major natural disasters[12.]

10.   Education: Bangladesh has made considerable progress in recent years in expanding basic education. The overall adult literacy rate increased from 29 percent in 1981 to 54 percent by 2008. The gender gap in basic education is narrowing. In 1994, 35 percent more men than women were literate, but by 2008 that difference had declined to 18 percent[13.] School enrollment at the primary level increased from 59 percent in 1982 to 96 percent in 1999, although it had declined to 85 percent by 2008[14]. Gender parity has been achieved at both primary and secondary levels[15].

11.   As shown in the following table, Bangladesh slightly exceeds the average for the South Asia Region for total net attendance nationally, although not in urban or slum schools, with slum schools falling far below it for both boys and girls. Bangladesh exceeds the South Asia Region average for girls attendance except in the case of slum schools. Completion rate is below the South Asia Region average but rate of transition to secondary school exceeds it. Differences between Divisions within Bangladesh are also shown.

Table 1. Education Indicators

	Net Attendance Ratio[16]			Completion Rate[17]	Rate of Transition to Secondary School[18]
	Boys	Girls	Total	Total	Total
Reference Benchmarks					
MDGs	100	100			
South Asia Region	83	79	81	79	84
MICS 2006					
National	78.9	83.7	81.3	46.7	89.1
Urban	79.0	83.0	80.9	53.6	91.3
Rural	79.0	84.2	81.5	43.8	88.3
Non-slum	81.3	81.2	81.2	53.8	93.2
Slum	45.8	59.4	52.3	32.5	84.5
Division					
Barisal	80.9	87.3	84.1	52.1	87.8
Chittagong	80.9	85.7	83.2	44.4	91.8
Dhaka	75.6	81.1	78.3	44.3	89.1
Khulna	84.9	89.3	87.0	53.3	91.9
Rajshahi	78.1	81.9	79.9	47.6	87.2
Sylhet	79.5	83.9	81.7	44.3	82.6

---

[12] Natural Disasters Risk Index ,Maplecroft Natural Disasters Series 2010

[13] UNICEF Statistics http://www.unicef.org/infobycountry/bangladesh_bangladesh_statistics.html December 2010

[14] Asian Development Bank Statistics www.adb.org/statistics December 2010

[15] Bangladesh PRSP, 2005; Bangladesh Human Development Report 2000; Finan et al., 2001

[16] State of the World's Children 2004 & 2009 Special Edition. NAR year of ref: 2002

[17] World Bank Ed Stats. Year of ref: 2000 & 2006.

[18] EFA 2005 & 2010. Year of Ref: 2000 & 2005. Regional data is expressed in median. School year ending in 2006

12.   Figure 2 below shows Bangladesh student attainment profiles by grade level according to age, gender, and urban-rural area. The differences between the age cohorts illustrates how the older generation of rural women had a much lower attainment rate than the current generation. In addition, the differences between the rural-urban and male-female have been reduced in the youngest cohort as compared to the older, thus suggesting greater equality. For all cohorts, the proportion that completes additional education decreases between Grade 5 and 6 (normally between ages 10-11 years) as children move into secondary school.

Figure 2. Attainment Profiles

Based on analysis of data from DHS
econ.worldbank.org/projects/edattain
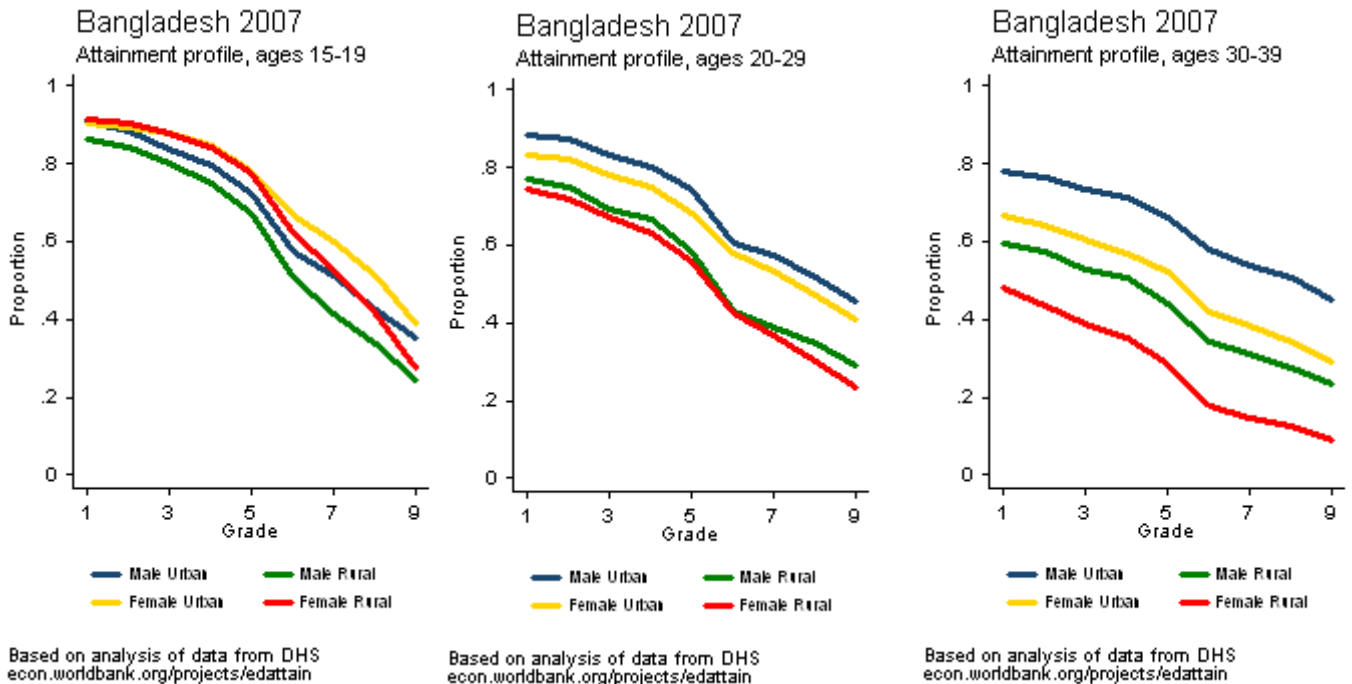
13.   Government strategy: The first Government of Bangladesh Poverty Reduction Strategy Paper (PRSP) was completed in 2005. It included "quality education" as one of eight priority areas for attention. Recommendations for quality improvement included appointment of qualified teachers, arranging modern in-service training, improving the teacher-student ratio, introducing an effective monitoring, supervision and evaluation mechanism, developing the curriculum, and activating the School Management Committee (SMC). SF did not feature prominently in the 2005 PRSP, but the paper said that consideration should be given to introducing a school-feeding programme as a means of improving child nutrition.

14.   The second PRSP was completed in 2009. In that document, education features as a part of the knowledge base for human resources development. The report states that "The country's education system comprising primary, secondary, tertiary, and non-formal education will be developed to build a knowledge-based society." Tentatively in June 2011, the government will launch its own SFP in poverty-prone areas. Initially, 1.2 million primary school children will receive fortified biscuits, replicating the WFP model. The government plans to allocate US$90 million from its own resources, over a period of three years for the implementation of the programme.

15.   "Education for All" the National Plan of Action (II) 2003-2015 prepared by the Ministry of Primary and Mass Education refers to the SFP as a pilot supported and coordinated by WFP, that would be expanded as proposed in the Poverty Reduction Strategy (PRS). The plan includes an objective of developing and implementing a "phased SFPe for primary education based on nutritionally-relevant meal content, cost-effectiveness, decentralized supply chains and a management strategy which avoids vesting responsibilities on teachers".

16.   The National Plan Of Action For Children 2005-2010 prepared by the Ministry of Women and Children Affairs also refers to the school biscuit programme without giving details. The National Strategy for Anemia Prevention and Control in Bangladesh identifies children aged 2-5 and school aged children aged 5-11 as medium risk group but also states that these are not covered by the National Nutrition Programme. These groups should be targeted if resources are available through iron-folate or multiple micronutrient supplements.[19]

17.   The Government of Bangladesh carried out its own Food for Education (FFE) programme from 1993 to 2002. The FFE programme provided a free monthly ration of rice or wheat to poor families if their children attend primary school. FFE covered about 27 percent of all primary schools and enrolled about one-third of all primary school students. FFE beneficiary students accounted for about 13 percent of all students in primary schools in Bangladesh. The FFE programme was brought to an end because of concerns on the part of the government and donors about 'leakages' – the diversion of subsidized food rations away from the intended recipients. It was replaced by the Primary Education Stipend programme (a cash-for-education programme)[20.] The Government also carries out the Female Stipend Programme, created in 1982 in Bangladesh to help increase the enrollment and retention of girls in secondary schools[21]. The Primary Education Stipend Project (Phase-II) runs from 2008 to 2013[22].

1.D.   WFP's SFProgramme in Bangladesh

18.   WFP's History in Bangladesh: WFP has been providing food assistance to Bangladesh since 1974. Initially started as a welfare relief operation in feeding centres, WFP assistance gradually evolved to rehabilitation (1979 -1987) and then development interventions (from 1988).

19.   Figures 3 and 4 below show the evolution of beneficiaries and metric tons for vulnerable group distribution Rural Development/Integrated Food Security (Rural Development/IFS) and SFP from 1975 to 2005.[23] The first SF interventions began in 2001.

Figure 3. Trend of WFP Programme Participants/Beneficiaries 1975-2005

---
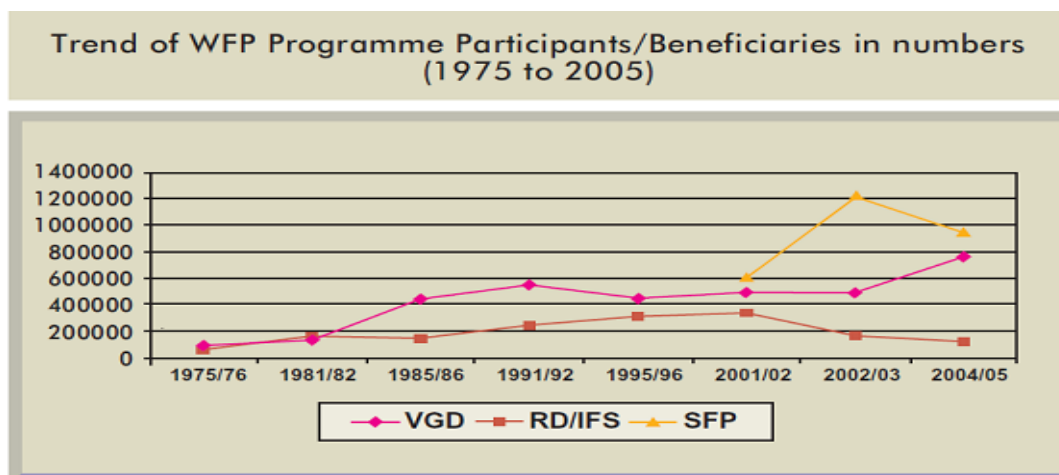
[19] National Strategy for Anemia Prevention and Control in Bangladesh Feb 2007 Institute of Public Health Nutrition, Ministry of Family Health and Welfare

[20] Ryan, J.G. and Meng, X. 2004. The contribution of IFPRI research and the impact of the Food for Education programme in Bangladesh on school outcomes and earnings. Impact Assessment Discussion Paper No. 22. International Food Policy Research Institute: Washington, DC. http://impact.cgiar.org/

[21] Raynor, Janet, Wesson, Kate (2006). The Girls' Stipend programme in Bangladesh. *Journal of Education for International Development* 2:2. Retrieved from http://www.equip123.net/JEID/articles/3/Girls'StipendPrograminBangladesh.pdf on December 2010.

[22] Ministry of Primary and Mass Education, Government of the People's Republic of Bangladesh Retrieved from http://www.mopme.gov.bd/index.php?option=com_content&task=view&id=426&Itemid=492 December 2010

[23] WFP's 30 Years in Bangladesh

Trend of WFP Resources in MT of Food (1975 to 2005)

The graphs exclude emergeney assistance and assistance to refugees from Myanmar
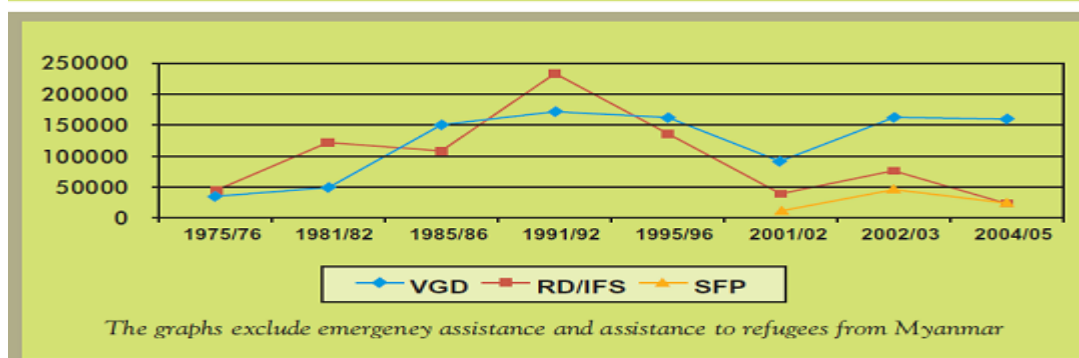
20.   Over time, WFP Bangladesh increased its emphasis on targeting malnutrition. The first fortification programme began in 2001 with the provision of micronutrient fortified biscuits through the SFP. In 2002 vitamin and mineral fortified wheat flour ("atta") was integrated into the vulnerable group development programme.

21.   WFP SF in Bangladesh: WFP's SFP has evolved over time, as shown in Table 2 below. It began as a pilot in 2001 at the request of the Government of Bangladesh, as a complement to the Government's Food for Education Programme. WFPs SFP provided supplementary feeding to school children in geographically targeted food insecure areas[24]. The nutritional supplement was in the form of fortified biscuits given daily to children attending government-managed and non-governmental organisation (NGO)-managed primary schools in targeted areas. In addition to SF in its Country Programmes (CP) WFP has also fed school children during times of emergency through its EMOPs.

22.   SF is carried out in partnership with the Government of Bangladesh and UNICEF. Local NGO are the implementing partners. Donors to the CP include Australia, DFID, Canadian International Development Agency, France, European Commission, Japan, UNDP, United States of America and others. The Government of Bangladesh provides in kind support.

23.   The evolution in the number of beneficiaries for SF as compared to the total portfolio is shown in Table 2 below. SF was the second largest activity, having reached approximately 14 percent of total beneficiaries. The increase from 2003 to 2004 was due to the scaling up of what had previously been a pilot activity**.**

Table 2. Number of Beneficiaries by Activity[25]

Activities	2002	2003	2004	2005	2006	2007	2008	2009
Supplementary Feeding	140,334	20,600	491,861	175,738	204,961	32,804	117,470	61,962
SF	356,018	435,062	1,206,212	1,309,869	591,358	571,041	1,103,229	1,559,004
General food distribution	0	0	14,176,418	4,089,000	3,747,010	8,247,371	3,485,545	850,000
Cash & Vouchers	0	0	0	0	0	0	0	307,855
FFT	187,848	214,279	254,647	275,700	782,602	8,500	410,960	282,787
FFW	95,205	60,212	110,183	60,100	39,200	0	75,857	61,053
mother-and-child-health	13,972	10,980	17,190	89,349	16,290	1,196	65,687	20,048
Total	793,377	741,133	16,256,511	5,999,756	5,381,421	8,860,912	5,258,748	3,142,709
SF (% total)	**45**	**59**	**7**	**22**	**11**	**6**	**21**	**50**

---

[24] SF in Vulnerable Rural Areas and Urban Slums in Bangladesh: A Baseline Report to WFP, Bangladesh October 2002.

[25] Data source DACOTA, within which data is not available for 2001. The table does not include projects with refugees (PRRO 10045.1/.2/.3/.4).

24.   SF took place in four EMOPs and in two CP described in Table 3 below. Protracted relief and recovery operations (PRRO supporting refugees from Myanmar begun in 2002 provided SF to small numbers of beneficiaries (from 4,400 to 7,585 in total). Since the PRROs reached small numbers and a different population, they are not included in the evaluation.

Table 3. Projects with SF in Bangladesh 2000-2009

Project No.	Type	Planned Start Date	End Date	Actual End Date	Title	Approved Budget	MT
6317.0	EMOP	Dec 2000	Nov 2003	Nov 2003	Assistance to flood affected people in Southwest Bangladesh	40,074,126	109,829
10059.0	CP	Jan 2001	Dec 2005	Dec 2006	CP-Bangladesh 2001-2005	209,888,160	769,703
10380.0	EMOP	Aug 2004	Aug 2005	Nov 2005	Assistance to Flood-Affected People in Bangladesh	73,688,243	191,075
10715.0	EMOP	Nov 2007	May 2008	Feb 2009	Food Assistance to Cyclone Affected Populations in Southern Bangladesh	78,836,981	99,624
10410.0	CP	Jan 2007	Dec 2010		CP-Bangladesh 2007-2010	297,298,089	650,538 *
10788.0	EMOP	Nov 2008	Jul 2009	Jul 2010	Emergency safety net for vulnerable groups affected by high food prices and natural disasters inBangladesh	182,087,800	257,261

25.   The beneficiaries reached by WFP's programmes are shown in the table below. Approximately 50 percent of beneficiaries were girls.

Table 4. Children Receiving School Meals Planned and Actual

Children Receiving School Meals - Planned and Actual 2001-2009								
Project Category	Project No.	Year	PLANNED	ACTUAL				
			Total	Boys	Girls	Total	% girls	% Actual v Planned
EMOP	6317.0	2001	175,000	89,780	85,220	175,000	49	100
EMOP	6317.0	2002	356,018	178,009	178,009	356,018	50	100
EMOP	6317.0	2003	435,062	213,187	221,875	435,062	51	100
CP	10059.0	2004	600,000	300,000	300,000	600,000	50	100
EMOP	10380.0		800,000	303,106	303,106	606,212	50	76
CP	10059.0	2005	805,356	399,068	406,288	805,356	50	100
EMOP	10380.0		800,000	250,113	254,400	504,513	50	63
CP	10059.0	2006	766,000	291,908	299,450	591,358	51	77
CP	10410.0	2007	599,200	279,810	291,231	571,041	51	95
CP	10410.0	2008	600,000	269,500	280,500	550,000	51	92
EMOP	10715.0		569,766	271,082	282,147	553,229	51	97
CP	10410.0	2009	600,000	286,187	286,910	573,097	50	96
EMOP	10715.0		450,000	215,347	228,387	443,734	51	99
EMOP	10788.0		600,000	265,665	276,508	542,173	51	90

N.B. The above table does not include projects with refugees (PRRO 10045.1/.2/.3/.4)

26.   The following table shows the proportion of SF beneficiaries reached by the different types of projects over the years.

Table 5. SF Beneficiaries by Programme Type

	Total	EMOP		CP	
		#	% of total	#	% of total
2001	175,000	175,000	100		
2002	356,018	356,018	100		
2003	435,062	435,062	100		
2004	1,206,212	606,212	50	600,000	50
2005	1,309,869	504,513	39	805,356	61
2006	591,358			591,358	100
2007	571,041			571,041	100
2008	1,103,229	553, 229	50	550,000	50
2009	1,559,004	985,907	63	573,097	36

27.   WFP's SFP provides each child with a packet of biscuits for each day of school attendance (up to six days per week). A packet of biscuits costs approximately 6 cents but provides the child with 300 kilocalories and a range of micronutrients contributing about 75 percent of the daily requirement of vitamin A, zinc, folic acid and iron. In addition to education goals, the SFP also aims to improve the micronutrient status of pre-primary and primary school aged children who receive the snack. Furthermore, it also aims to improve the local level management of primary education and increase the number and role of females in School Management Committees. Currently, 100 percent of the high energy biscuits used in the SFPs are manufactured in Bangladesh, thus contributing to local economic development as well as education goals.

Table 6. Geographical Coverage of Programmes with SF 2000-2009[26]

Division	District	EMOP 6317 2000-2001	EMOP 10715 2007-2008	EMOP 10788 2008-2009	CP 10059 2002-2006	CP 10410 2007-2010	Appr Yrs Total
Khulna	Satkhira	X	X				2
Khulna	Jessore	X					1
Khulna	Jhenaidah	X			X		5
Barisal	Barisal		X				1
Barisal	Bhola		X				1
Barisal	Patuakhali		X	X			2
Barisal	Borguna		X				1
Barisal	Jhalokathi		X	X			2
Barisal	Pirojpur		X	X			2
Khulna	Bagherat		X				1
Khulna	Khulna		X				1
Barisal	Barguna			X			1
Rajshahi	Kurigram			X	X	X	8
Rajshahi	Lalmonirhat			X	X		5
Rajshahi	Nilphamari			X			1
Rajshahi	Rangpur			X			1
Rajshahi	Gaibandha			X	X	X	8
Dhaka	Kishoreganj					X	3
Dhaka	Netrokona					X	3
Khulna	Chuadanga				X		4
Dhaka	Dhaka (urban slum)				X		4
Khulna	Merherpur				X		4

A map of WFP priority geographic areas for 2007-2010 is included as Annex 2.

---

[26] Sources: For EMOPs (Project Document)For CP 10059.0 (Coates, J., & Hassan, Z.. 2002. SF in Vulnerable Rural Areas and Urban Slums in Bangladesh: A Baseline Report to the WFP Bangladesh) For CP 10410.0 (Surch. 2007. Baseline Survey Report on FFE Activity) Note that for EMOP 10788 Districts indicated are those most affected by flooding.

28.   Approximate coverage of Districts is shown in the table below. Two districts, Kurigram and Gaibandha were covered by both CPs and an emergency intervention and for the longest period of time (approximately 8 years). Jhenaidah and Lalmonirhat Districts were covered for approximately 5 years and by both Emergency Operations (EMOP) and CP. EMOP 10380 that took place from 2004-2005 is not included in the table because it's coverage was widespread.

2. Reason for the Evaluation

2.A.   Evaluation Rationale

29.   Systematic analysis of the WFP SF portfolio globally and application of the following criteria led to selection of Bangladesh as one of five countries selected for impact evaluation of SF in 2010-2011. The criteria were: i) minimum 7 years duration and still ongoing in 2009; ii) more than 300,000 beneficiaries per year; iii) a sample of different feeding modalities; iv) relative priority in the light of other planned WFP evaluations (&/or recently conducted ones) in the country; v) timeliness for corporate learning – maximising synergy with WFP/World Bank initiative on 'sustainable SF', integrating school meals into a larger context of education and social safety nets; and vi) Country Office (CO) and Regional Bureau (RB) interest in the evaluation being conducted.

30.   Furthermore, because Bangladesh has been employing a micro-nutrient biscuit modality exclusively, it was included in the portfolio of impact evaluations of SF to enable impacts associated with micronutrient fortification to be assessed, and to increase understanding of the benefits of biscuits in comparison with other delivery modalities.

2.B.   Evaluation Objectives and Users

31.   Like all evaluations at WFP, this evaluation serves accountability and learning purposes. The group of impact evaluations all have similar objectives:

   a. evaluate the outcomes and impact achieved so far from the various modalities that have been used in relation to intended educational, gender, and capacity development objectives stated in project documents;

   b. evaluate outcomes and impact achieved in relation to WFP's new nutrition and value transfer policy objectives (even though these were not explicitly included in the programme design) and assess the extent to which the programme has met, or has the potential to meet, these;

   c. evaluate outcomes and impacts that were not explicitly intended on each of the above dimensions; and

   d. identify changes needed to WFP operations in order to fulfil potential to contribute optimally to development objectives and the objectives of the current WFP Strategic Plan and SF Policy 2009.

32.   The programmes cannot be held accountable on point (ii) for achievement of objectives that were not included in the programme design. However, some unexpected and/or less explicit outcomes may already have been achieved towards these objectives. These should be recorded for learning purposes, in Bangladesh and possibly more widely. For this reason - in evaluation jargon – the evaluation will be primarily 'formative', rather than 'summative'.

33.   The main intended users of the evaluation are the WFP CO and its counterparts within the Ministry of Primary and Mass Education. As co-implementing partners of certain aspects of the programme, UNDP (capacity development), UNESCO (non-formal education), WHO (de-worming) and UNICEF (concerning the Essential Learning Package) are expected to find the evaluation useful.

2.C.   Key Questions

34.   A number of assessments have already been carried out that relate directly to SF in Bangladesh (see Annex 3 for a list of related evaluations). Two outcome or impact level

assessments were conducted of WFP's SFPs, one in 2004 and the most recent in 2010[27.] These assessments analysed the effects of WFPs SFPs on core educational and nutritional indicators using a difference in difference approach that compares programme results against both baseline and control groups.

35. The 2004 assessment concluded that WFPs SF increased enrollment and attendance and reduced drop-out rates; the fortified biscuits were largely in addition to children's normal diet and improved their BMI.

36. Results from the 2010 study show beneficial outcomes on school level average enrollment counts, the rate of attendance, and dropout behavior. SF was found to be effective in retaining the already enrolled students in school, however, it did not increase the rate of school enrollment among school-age children.

37. The prevalence of anemia in FFE-assisted primary schools was less than half of the non-assisted schools. The BMI and worm infestation statistics suggest that the children from the entire programme districts fare better than their counterparts from the control districts.

38. There was no clear evidence of the FFE impact on cognitive ability and rate of success in achievement tests for children in different grades of primary schools.

39. The evaluation will review the data from these previous studies to ensure that the evaluation does not duplicate surveys already conducted on core indicators, rather it is expected that the focus will be on deepening understanding of several aspects, as outlined in the key questions below.

Q1. Outcomes and impacts beyond primary education into seconday school, wider social benefits and other areas including: a) primary completion rate (and drop outs throughout the primary school years), b) transition to secondary education; c) greater success in secondary level education; d) nutrition and health; and e) wider livelihoods benefits.

Q2. Factors that have affected impact including a) the different types of schools (formal and non-formal, government and non-government) b) seasonal labour, economic strata of families, or/and gender aspects etc c) Essential Learning Package interventions d) other WFP interventions in the targeted areas such as mother and child health and e) class size (teacher/student ratio) and other factors related to education quality.

Q3. Alignment of WFP's targeting strategy and SF modality with Government policy priorities and activities in the education sector (and other sectors), other WFP activities in Bangladesh, and activities of other partners.

Q4. Changes that could be made in strategy and programme design to address findings emerging from analysis in Key Questions 1, 2 and 3.

2.D.   Scope and Limitations

40. The evaluation will not include WFPs work with refugees in the PRRO, since this targets a non-Bangladeshi, more transient population, with different overall objectives and thus would require a different evaluation approach and be different to compare with the other SF activities in the country. Furthermore, the numbers of beneficiaries of the SF in refugee camps was small (from 4,400 to 7,585 in total). For these reasons the evaluation will not include the PRROs.

41. The previous outcome/impact evaluations were done of WFPs CPs, not the EMOPs. Furthermore the EMOPs are short duration interventions that would be expected to have different impacts than longer term interventions. Although in some cases (as shown in Table 6 above, there appears to be overlap between districts receiving emergency assistance and those receiving CP assistance.

---

[27] Impact of Feeding Children in School: Evidence from Bangladesh 2004 A. U. Ahmed and Food for Education Activity of the WFP: Outcome Survey Report 2010 S. Moutafa

42.   Therefore, in order to enable conclusions to be drawn from similar interventions, and to build upon previously conducted baselines and evaluations, a thorough assessment will be carried out during the Inception Phase of the feasibility of evaluating both emergency and longer term interventions in the same assessment, or if the evaluation should focus on the two CPs that took place between 2001 and 2010 or on districts where WFP has had a longer terms presence through a combination of CPs and EMOPs.

2.E.   Evaluation Stakeholders

43.   There is a fairly large and diverse group, who have an **interest in the education sector** and the actual and potential contribution of SF as one tool (amongst many) to contribute to the efficiency of the education sector as well as to **nutrition, food security and social protection**. They have an interest in evidence from this evaluation about the impact and outcomes of SF to inform future policy and strategy. There is also a smaller group – largely within the wider group - who also have a **direct interest** in the WFP SFP itself (e.g. programme partners).

44.   Representatives of all stakeholders in the narrower group and a selection of stakeholders from the wider group will contribute to the evaluation as key informants. A detailed list of stakeholders in each category will be drawn up during the Inception Phase with the assistance of the CO. Nevertheless, the following are already evident:

- Directorate of Primary Education under the Ministry of Primary and Mass Education is the main partner for the implementation of the SF component

- NGO service providers are involved in the implementation of the activity

- Directorate of Primary Education officials at the district and sub-district levels coordinate local implementation between WFP and local NGO service providers

- Head teachers and school teachers have responsibilities for storage of the biscuits at schools and their distribution in the classrooms

- School Management Committees support the SF Activities at school and community levels

- The Ministry of Health and Family Welfare would have an interest in the nutritional and health outcomes.

- Bangladesh international organizations (UN, NGO and other) that are involved in related activities and support. UNICEF is a close collaborator with WFP on the SF programme, and WHO is a partner for deworming.

- Donors

- Biscuit manufacturing companies

- WFP Bangladesh Programme Officers and senior management responsible for the SF Programme

- WFP Headquarters and RB responsible for providing programme support to WFP SF activities

- WFP Headquarters SF Policy staff

- School children and their families/households

45.   The terms of reference (TOR) is based on SF impact evaluations carried out in Kenya, Gambia, Cote d'Ivoire and Cambodia through which in-depth processes of engagement were carried out with WFP SF Policy and Programme staff at Headquarters. Consultations also took place with Bangladesh CO and the draft TOR will be discussed with the CO and Headquarters staff in the SFP and policy units. Discussions will take place within-county stakeholders during the Inception Mission and changes incorporated at that time as needed.

4. Evaluation approach

4.A.   Evaluability Assessment

Evaluability is the extent to which an activity or a programme can be evaluated in a reliable and credible fashion. It necessitates that a policy, intervention or operation provides: (a) a clear description of the situation before or at its start that can be used as reference point to determine or measure change; (b) a clear statement of intended outcomes, i.e. the desired changes that should be observable once implementation is under way or completed; (c) a set of clearly defined and appropriate indicators with which to measure changes; and (d) a defined timeframe by which outcomes should be occurring.

46.   Until 2009, WFP did not have a formally adopted "logical framework for SF" presented in one document. However, the WFP Strategic Results Framework gives important guidance under Strategic Objective 4 Reduce Chronic Hunger and Undernutrition, for which Outcome 4.2 concerns SF directly. The 2009 WFP SF Policy includes a logical framework which carries forward indicators previously used for education and nutrition outcomes[28] and adds more - see Annex 4.

47.   Educational Outcomes: WFPs logical framework for the SF components includes net enrollment rate in primary education as the main indicator at outcome/impact level. Other indicators include increased attendance, reduced drop-out and enhanced learning.

48.   Two baseline surveys were undertaken for WFP Bangladesh's SF Programme. A baseline study was conducted by Friedman School of Nutrition Science and Policy of Tufts University in collaboration with a Bangladeshi company DATA in May and June of 2002. A total of 192 schools were sampled using intervention and control schools, in urban and rural areas in seven districts. The study used primarily school surveys, and discussions with teachers and students.

49.   A second WFP baseline study was undertaken by Surch, a Bangladeshi company in 2007 at the beginning of the new CP. The study covered 140 sample schools and 1,454 households around the schools. In addition to school surveys, students were given an achievement test and household surveys assessed such things as children's involvement in work activities, household head education level, household income, and knowledge of worm infestation and night blindness prevention.

50.   Both of these studies were followed up with evaluations at the outcome and/or impact level of enrollment, attendance, dropout and learning.

51.   School surveys were also undertaken in 2005, 2006 and 2007 by the Second Primary Education Development Programme by the Ministry of Primary and Mass Education. The information was intended to serve as benchmark data for various indicators that were agreed between the Government of Bangladesh and Development Partners for monitoring the progress of Primary Education Development Programme (PEDP-II) activities. These indicators were divided into two groups, namely Key Performance Indicators and Primary School Quality Levels (PSQLs). Key Performance Indicators are broader system level indicators whereas the PSQLs are school level physical inputs reckoned to provide an appropriate and enabling teaching-learning environment in the schools for quality primary education.

52.   Nutritional Outcomes: Since the WFP Bangladesh SFP has always been based on high energy micronutrient rich biscuits, a nutritional objective has been implied although not explicit in the programme documents. The biscuit would be expected to contribute to improved nutritional status and health by reducing micronutrient deficiencies, especially

---

[28] In the Indicator Compendium (2006-7), 2005, and the 2007 study *Food for Education Works: A Review of FFE Programme Monitoring and Evaluation 2002-2006*, Aulo Gelli for WFP. The latter was commissioned by WFP, although never formally adopted. It also presented a logic model and programme theory.

when taken in combination with a deworming programme. However, the 2002 baseline survey was not able to collect data on students' iron or vitamin A status. Although it was recommended that the information be collected in future, the second baseline did not collect this data either. However, both studies did collect information on BMI. The 2010 assessment analysed BMI, anemia and worm infestation in intervention schools as compared to control.

53. Value Transfer Outcomes: Value transfer outcomes provide a challenge in that WFP has only very recently adopted this objective for SF. The team will use the new logic model in the new WFP SF Policy (2009) as far as possible to guide the evaluation in generating evidence of unplanned results already achieved and assessment of future potential. This is not 'evaluable' for accountability purposes, but can be used for learning purposes. The evaluation will aim to increase understanding of household behaviour in terms of time or resources saved and its allocation to investment in productive activities.

54. WFP Bangladesh's SFP has long aimed to use SF to stimulate improvement in school management and infrastructure. Specifically in order to be eligible for the SFP, schools were required to provide arsenic free wells on site or nearby and a sanitary latrine (preferably separate facilities for girls and boys). The baseline found that 8 percent of intervention schools had no sanitary latrine and 87.6 percent had no confirmed sources of arsenic free ground water.

55. WFP Bangladesh also aimed to improve the viability of School Management Committees. Baseline data indicated that only 1 of the 192 schools surveyed did not have a SMC and most (77 percent) had convened at least 8 times the previous year. 98 percent of these committees had a female member but only 34 percent had at least two females. Female members attended fewer meetings than males (females attended 66.6 percent of meetings as compared to 76 percent for males). School Management Committees received training in the purpose and management of the SFP.

56. The costs and cost effectiveness of different delivery modalities for SF were analysed in 2009. The study found that the standardised yearly average SF cost per child was US$48, whereas the yearly costs per child were lowest at US$23 for biscuit programmes.[29] The lowest costs of any programme studied were US$15 in the Bangladesh CP, whereas the highest were also in Bangladesh US$25 in the emergency operation, where the urgency of the situation precluded options for purchasing commodities at the most favourable price.

4.B. Methodology

57. Mixed Methods: This impact evaluation takes a mixed methods approach, which makes optimum use of evaluation resources and possibilities to support evaluative assessments and show developments over time in order to provide evidence for well-informed decision making in as timely a manner as possible. It will draw on the body of existing data and research as far as possible.

58. The approach has four 'legs' (main methods), which complement each other. Data from the 'legs' will be systematically triangulated to verify and deepen insights. The combination and balance between these four different methods will be decided by the Evaluation Team in the Inception Phase, selected as appropriate to purpose and context. They are:

- desk review of existing literature and stakeholder interviews to establish and assess the institutional logic of the programme, implementation strategies and allocations of resources;

---

[29] New benchmarks for costs and cost-efficiency of SF in areas of high food insecurity A.Cavallero, A.Gelli, L.Minervini, M.Mirabile, L.Molinas and M.Regnault de la Mothe WFP (09/06/2010, final draft)

- review of literature and secondary data, focused on prior evaluations already carried out relevant to SF in Bangladesh including two impact evaluations;

- quantitative survey(s) among beneficiaries and schools, as necessary to complement existing data and address the evaluation questions; and

- field interviews among beneficiaries and all key stakeholders.

59.   The interviews seek to deepen the understanding and analysis of the data generated by the other methods and to add substance to the indicators. Qualitative methods will include semi-structured interviews, focus group discussion, and observation. Participatory methods will be used with those intended to benefit from the programme (school children and their households) and with those most closely involved in implementation (e.g. in schools and WFP staff). Some form of tracer study of previous beneficiaries is also likely to be appropriate.

60.   Survey sampling will be representative and randomised. The evaluation will seek comparative data with schools in similar settings, which have not received SF (a control group). Ideally the control group would be selected from districts where WFP has never provided food assistance, if possible.

61.   The evaluation will adopt if possible the sampling strategy utilized in previous baseline studies and impact evaluations in order to build upon the previous findings, including control groups and baseline comparisons. The evaluation team will carefully assess the history and evolution of the WFP SF activities in different districts in order to select a rational sample (see Table 6).

62.   The focus for quantitative field work will be carefully selected during the Inception Phase by the team in consultation with the Evaluation Manager and the CO, based on the most important data gaps undermining the team's ability to answer the evaluation questions. A thorough review of existing data must be carried out during the country based Inception Mission.

63.   Once specific needs are determined, additional survey data will be collected by national consultants before the full team starts qualitative field work. A preliminary schedule of work is reflected in the table of Phases and Deliverables below.

64.   Using Standards: Established standards will be used to assess WFP's performance. In some areas, the standards may have been set by WFP, as it is the largest player in the SF area. In other areas, standards are not yet defined and the evaluation team will analyze and evaluate the working tools that WFP has developed to determine whether these tools meet professional standards. The 2009 SF Policy sets 8 'Standards Guiding Sustainable and Affordable School' with indicators. The World Bank and others have identified good practice concerning food based social safety nets[30].

65.   Evaluation Matrix: In the Inception Phase the evaluation team will develop an evaluation matrix that expands the key questions and articulates sub-questions, verifiable indicators to respond to these, means of verification and methods for data collection.

4.C.   Evaluation Quality Assurance

66.   WFP has developed an Evaluation Quality Assurance System based on international good evaluation practice. It sets out process maps and templates for evaluation products as well as checklists for feedback on quality for each of the evaluation products. This quality assurance does not interfere with the views and independence of the evaluation team, but ensures that the evaluation is systematically based on clear and convincing evidence and presented clearly and logically.

---

[30] A good overview is Food-Based Safety Nets and Related Programs. Beatrice Lorge Rogers, Ph.D. and Jennifer Coates, M.S. September 2002 No. 0225 Social Protection Discussion Paper Series. Social Protection Unit. Human Development Network The World Bank

67.   The evaluation team will be required to ensure the quality of data used in the evaluation report is checked for validity, accuracy and reliability. The evaluation report will clearly indicate limitations to the conclusions that can be drawn from the evidence.

4.D.   Phases and Deliverables

68.   The evaluation will take place in five phases with timing as shown in Table 7 below:

Table 7: Phases and Deliverables for the Evaluation

Phase	Timing	Expected Outputs
1. Design Phase		
Preparation of draft TOR by OE	By November 10, 2010	
Team selection & contracting	November 30, 2010	**Team assembled**
Circulation of TOR for review	December 10-22, 2010	Improved draft of TOR
Clearance of TOR by Dir, OE	January 8, 2010	**FINAL TOR**
2. Inception Phase		
Preliminary desk review of literature by team	December-January 2010	
Possible Team Leader workshop and SF workshop	TBD	
Team briefing & planning in Bangladesh	February 6-10, 2011	
Draft Inception Report	February 28, 2011	Draft Inception Report
OE quality assurance & report revisions	March 2011	Revised draft Inception Report
Circulation of Inception report for review by Internal Reference Group	March 15, 2011	
Clearance of Inception Report by Dir, OE	End of March 2011	**FINAL WORKING VERSION OF INCEPTION REPORT**
3. Evaluation Phase	March-April 2011	
Field work surveys in Bangladesh	March 15-30, 2011	Survey Report
Field work evaluation team in Bangladesh	April 3-20, 2010	Team members' reports
Debriefing and stakeholder workshop in Bangladesh	April 21, 2010	Aide memoire
4. Reporting Phase		
Team Leader drafts evaluation report	May15, 2011	Draft Evaluation Report
OE quality assurance & report revisions	May 30, 2011	Revised draft Evaluation Report
Circulation of ER for review by Internal Reference Group	June2011	
OE consolidates comments	June 2011	Comments matrix to Team Leader
Team Leader revises ER	July 2011	
Clearance of ER by Dir, OE	July 30, 2011	**FINAL EVALUATION REPORT**
5. Executive Board (EB) and Follow-up		
Editing & translation	August 2011	
Preparation of Management Response	August 2011	Management Response
Preparation of Evaluation Brief	September 2011	
Presentation of Summary Evaluation Report & Management Response to EB	November 2011 (EB.2/2011)	
Dissemination of report	December 31, 2011	

National Holidays during the Evaluation Phase include February 21 Shahid Dibash, February 26 Eid-e-Miladunani (exact date subject to sighting of moon); March 17 Bangabandhu Birthday, March 26 Independence Day, and April 14 Bangla New Year

The Evaluation Manager will participate in the Inception Mission.

(i)   **Design phase** is to establish and agree on the terms of reference, identify the evaluation team leader and team members, engage key stakeholders, and compile background information and relevant documents for easy access of the evaluation team during the next phase.

(ii)   **Inception phase** is for the evaluation team to arrive at a common understanding of the terms of reference, review documentation, develop an evaluation matrix accordingly, decide on the methodologies to be used during the evaluation and site selection for field work, assign division of responsibilities in the team and determine the logistics arrangements for field work and the timetable for delivery of the evaluation report. This will be captured in a brief Inception Report.

(iii)   **Evaluation phase** is to compile the evidence from documents and field work. This phase will take place in two parts: first, finalising desk review in preparation for fieldwork, so that the evaluation team goes to the field as prepared as possible; and, second, field work at community/school/and household levels, at sub-national levels,

and with stakeholders in capitals. At the end of this phase the Team Leader will debrief key stakeholders at the CO, RB & Headquarters on progress (subject to triangulation of all evidence).

(iv) **Reporting phase** is to present the findings of the evaluation in a concise and well-substantiated evaluation report, including the quality assurance process. The draft report will be shared with key stakeholders for comments and revised in as much as comments are justified. Key findings and evidence may be presented at a workshop to WFP Bangladesh stakeholders.

(v) **Presentation to the WFP Executive Board and follow-up**, with the purpose of reacting to and implementing recommendations from the evaluation.

5. Organisation of the evaluation

5.A.   Evaluation Team

69.   The evaluation will be carried out by a consultancy firm with which WFP Office of Evaluation has developed a long term agreement to provide evaluation services. The firm will develop a proposal for an evaluation team that will comprise the following members.

70.   The **team leader** for the evaluation requires strong evaluation and leadership skills and technical expertise in one of the technical areas listed below. His/her primary responsibilities will be (a) setting out the methodology and approach in the Inception Report; (b) guiding and managing the team during the inception and evaluation phase and overseeing the preparation of working papers; (c) consolidating team members' inputs to the evaluation products; (d) representing the evaluation team in meetings with stakeholders; (e) delivering the Inception Report, draft and final evaluation reports (including the Executive Board summary report) in line with agreed OE standards and agreed timelines. The full job description is provided separately.

71.   The **evaluation team members** will bring together a complementary combination of technical expertise in the fields of education, nutrition, value transfer, food security, economics and gender. The team leader will be internationally recruited. The remaining team members will be a mix of international and national recruitment. The blend of technical areas across the team will depend on that of the team leader first. At least one team member should be familiar with WFP's work in general.

72.   The evaluation team members will contribute to the design of the evaluation methodology in their area of expertise; undertake documentary review prior to fieldwork; conduct field work to generate additional evidence from a cross-section of stakeholders, including carrying out site visits, as necessary to collect information; participate in team meetings, including with stakeholders; prepare inputs in their technical area for the evaluation products; and contribute to the preparation of the evaluation report.

73.   All members of the evaluation team will abide by the Code of Conduct for evaluators, ensuring they maintain impartiality and professionalism.

74.   **Research support** will be needed to collect, compile, and undertake basic data analysis as requested by the evaluation team leader and evaluation manager. Several Bangladesh based research companies have been involved in collecting and analyzing baseline and other data related to WFPs SF and other work. One of these firms will be contracted by the consultancy firm to provide support to the evaluation team as needed.

5.B.   Roles and Responsibilities

75.   Internal Reference Group: The evaluation manager will set up an advisory reference group composed of WFP stakeholders (from the CO, SF units in the Policy and Programme Support Divisions, nutrition division and the RB). The purpose of the reference group is to serve as a sounding board for early feedback on key evaluation products (e.g. the TOR, Inception Report and Evaluation Report), according to the communication milestones shown above.

76.   WFP CO will also (i) provide access to information that is necessary to prepare and conduct the evaluation; (ii) be available to the evaluation team to discuss all aspects of the SFP that the evaluation team considers relevant; (iii) facilitate the evaluation team's contacts with stakeholders; and (iv) arrange in-Bangladesh meetings and field visits, and provide logistical support during the fieldwork.

77.   WFP HQ and RB staff will also be available for discussion with the evaluation team and provide information.

78.   Evaluation Manager: The evaluation will be managed by Jamie Watts, Senior Evaluation Officer in OE of WFP. The evaluation team leader reports to the evaluation manager, who has the following responsibilities: (a) prepare the terms of reference and manage the process of getting feedback from stakeholders and finalizing the TOR; (b) in consultation with the consultancy firm and the CO, develop the evaluation team leader and evaluation team members; (c) identify and set up the reference group and peer review panel; (d) organize all communications between the evaluation team and other stakeholders (WFP, reference group, etc.); (e) manage collection of documentation from within and outside WFP and make this information available to the evaluation team in an organized way; (f) review and exercise first level quality assurance on the evaluation products (Inception Report, and Evaluation Report); (g) manage the evaluation within the given budget and time.

79.   Director, OE: The evaluation manager reports directly to the Director, OE, who will provide second level quality assurance and guidance on evaluation or technical issues, as required.

5.C.   Communication

80.   The evaluation will ensure communications at several milestones in the form of distributing and discussing: (a) the draft Terms of Reference; (b) the draft Inception Report; (b) briefing for the WFP CO and key partners at the beginning and end of the fieldwork; (c) the Evaluation Report.

81.   It is possible that a national SF stakeholder's workshop will be convened during the timeframe within which the evaluation is taking place, although this is not certain at the time of writing. However, if such a workshop does take place, it would be ideal to use the event as a mean of engaging the participants in the evaluation process. The workshop is currently planned for November 2011, by which time the Evaluation Report would have been finalized. However, the findings, conclusions and recommendations could be presented as a basis for building understanding of strengths and weaknesses of past efforts and as a basis for discussing ways forward.

5.D.   Budget

82.   The evaluation will be funded from OE's Programme Support Budget. The overall budget figure is US$200,000. In addition to consultant costs, this budget also includes a trip by the Evaluation Manager to Bangladesh for the Inception Mission, the cost of a team member to participate in a Rome based team leader workshop in May 2010 and in country costs as shown below. A preliminary budget detailed budget developed during the TOR phase will be finalized during the Inception Phase, when more details are known about in country costs associated with specific methodologies and logistics.

83.   In country costs that will be covered by WFP include the following. Approximately US$4,000 from the total budget will be kept aside for these expenses.

Inception mission (6 days)	End of Evaluation Debriefing Workshop
• Vehicle transportation	• Transportation for guests
• Driver Overtime	• Tea and snacks
• Driver Overnight expenses	• Facilities rental
• Fuel	

Annex 2: Evaluation Methodology

84.   The integrated mixed methods approach designed for this evaluation directly addresses the four key questions presented in the TOR, and builds upon both the previous relevant SF evaluations carried out in Bangladesh and the lessons learned from the recent WFP SF evaluations in other countries. The integrated mixed methods approach acknowledges that learning is a complex process determined by the physical status of children (e.g. hunger, nutrition, health), the school environment (e.g., physical infrastructure, quality of teachers, availability of teaching supplies, hygiene facilities, safety), the household environment (e.g., participation of parents in the children's education, participation in school management, livelihood profiles, demands for labour and costs of education, perceived value of education), and the community environment (e.g., value of education, community engagement, perceptions of the school as asset).

85.   These four pillars (Finan 2010) are intricately related and manifest in household educational decision-making, community resourcing of schools, government investment in local schools, and a wide range of outcomes and impacts. Given this level of complexity, a mixed methods approach provides the opportunity to inquire at multiple scales (child, household, school, community), to explore both the outcomes and the dynamics of decision-making, and to assess longer-term impacts that are often embedded in social practice and cultural value.

86.   The mixed methods approach used to collect primary and secondary data and included the following:

❖ A systematic desk review of the relevant literature regarding the WFP SF policy and programme, CP, and past evaluations and assessments.
❖ A quantitative survey of schools sampled to include SF treatment and control schools in similar socio-economic contexts.
❖ A quantitative survey of households in catchment area of the sampled schools—both treatment and control (see Annex G for detailed quantitative tools).

❖ An in-depth qualitative appraisal of a smaller sample of communities/schools in the treatment and control designed to identify motivations, incentive structures, perceptions, and socio-cultural constraints to improved education.

57.   The evaluation methods to be used are summarized as:

➢ Secondary data (qualitative and quantitative)
   i. Document review
   ii. Analysis of secondary data

➢ Primary Quantitative Data

   i. Quantitative survey (village census)
   ii. Quantitative survey (schools)
   iii. Quantitative survey (households)
   iv. Quantitative survey (school-aged children in school and not in school).
   v. Anthropometric data collection and analysis (school-aged children in school and not in school)

➢ Primary Qualitative Data

   i. Focus group discusssions (teachers, school management committees, community leaders, school-aged children in school and not in school, parents, local government officials
   ii. Key informant interviews of the Government, WFP, NGO partners and other stakeholders

87.   *Measurement of BMI*: A review of the literature suggests that a micronutrient fortified biscuit can have an important effect on BMI of the primary school child. This was also

reported in both the Ahmed 2004 and Mustafa 2010 studies. The kilocalorie value of the biscuit, combined with a reduction in episodes of and duration of illness and the micronutrient fortification, which both affect nutrient absorption and utilisation in the body, may lead to a significant impact on BMI.

88. Twenty-four hour recall was used to measure the quality and quantity of the diet consumed by primary school-aged children with the intent to assess its adequacy and the contribution of the biscuit to the daily nutritional requirements of the children, though the months-long pipeline break made it harder to gather evidence. It was hoped that this would also provide further evidence of whether the biscuit is substituting meals or represents an addition to the usual diet. Household dietary information was gathered to assess the quality of the household diet. These two indicators will be affected by seasonality and both availability and access to food and this was considered in the analysis and reporting of findings.

89. Two recent studies, the WPF 2007 (SURCH) study and the Mustafa (2010) study provide a framework of comparison for the current evaluation. The former study focuses on schools and students, while the latter study was expanded to include household information. The geographical coverage of both studies included the Northwest region, but not exclusively so. Both studies sought to understand the impacts of school biscuits on a set of educational performance indicators, while the Mustafa study also incorporated nutritional indicators using hemoglobin samples. These are not baseline studies in the sense that a rigorous evaluation design would demand—a baseline, a treatment, and a post-treatment study. Rather, these studies provide a point-in-time reference for a limited set of educational performance indicators against which the current evaluation can compare the present point-in-time. These baselines cannot be used to assess impact *sensu stricto*. The limit of interpretation will be to assess if there is a pattern of change through time. Since the evaluation questions themselves are not consistent across these studies, the types of analysis will also differ in the current evaluation with a greater emphasis on integrating the role of the biscuit into an assessment of broader household decision making dynamics, as was done in the Kenya evaluation (Finan 2010). The findings from these studies will be referred to in the current evaluation, particularly with reference to the upazilas in the Northwest.

90. The current evaluation cannot and will not use the previous baseline studies in any rigorous impact design, and neither the same upazilas nor the same school will be sampled by design, although they may be included in the random selection. It is assumed that the analyses conducted in the past two evaluations (WFP 2007; Mustafa 2010) have an acceptable level of external validity for the programme region and for certain indicators to provide a basis for comparison with the current evaluation. They do not, however, constitute a baseline upon which to measure treatment impact. In a comparative analysis, these studies provide evidence of trend or change (although the 2010 study is too close in time to permit significant interpretation). These studies do not include a systematic study of school type, seasonal patterns of variability, nor of the dynamics of educational decision-making as part of a household economy. This is information that the current evaluation will provide.

91. The evaluation will use available secondary data from the Government and from the BCG study to estimate the efficiency of the programme with regard to costs and benefits. The benefits will be primarily estimated in terms of the value of the biscuit as a social transfer to the household economy and to the savings in time and budget to the household. Further indirect estimates of the benefits of education can be derived from the tracer qualitative interviews. The costs of biscuit production and the opportunity cost of taking children out of the household labour pool (to send to school) will also be covered in the qualitative interviews (and derived from the quantitative household survey).

92. Input from secondary data review: The evaluation team has conducted an in-depth desk review of pertinent literature on WFP SFPs, CPs, EMOPs, previous evaluations and surveys of SF programs, standard project reports, food security analyses assessments and bulletins. The evaluation team has also reviewed reports external to WFP, produced by

World Bank, UN organizations, NGOs, and multi and bilateral organizations in Bangladesh. A detailed bibliography is presented in Annex B. In particular, there are several such studies particularly germane to the current evaluation: the 2004 IFPRI evaluation (Ahmed 2004), the 2007 survey carried out by SURCH (WFP 2007) and the 2009 Outcomes Survey carried out by DATA (Mustafa 2010).

93. Specifically, the review of past SF evaluations informs the current evaluation in two ways. First, they provide a set of indicator values against which to compare outcomes and impacts from the current evaluation.[31] The extent of this benefit is of course determined by the areas sampled for both the treatment and control groups. Second, the results of these studies are useful to identify where the value-added of the current evaluation can be maximized (and results not duplicated unnecessarily).

94. In-depth examination of previous studies and data have greatly informed the current evaluation and resulted in certain adjustments in approach and tools, including the use of tracer studies to capture longer-term impacts, targeting of certain questions to households rather than school-level surveys in order to better assess potential impacts of SF on household decisions related to school enrolment, and the use in the current evaluation of particular questions from previous studies. Additional insights into current thinking on the strengths and limitations of previous studies are presented in Annex C.

95. In 2004, an evaluation on the impact of SF was carried out in rural villages and urban slum communities (Ahmed 2004). Its design compared treatment and control schools, households, and individual children from the same areas where a previous baseline study had been conducted (Coates and Hassan 2002). The 2004 assessment focused on the contribution of school biscuits to the nutritional profile of individual students, thus addressing the question if, in fact, the biscuit is supplemental or replaces a reduced diet at home. Anthropometric measures (BMI and 24-hour recall) of nutrition were included. The evaluation further assessed the standard set of educational outcomes (enrolment, attendance, drop-out rates) and cognitive learning impacts (by administering exams to Grade 5 students in both groups). The study also compares outcomes across income groups, thus seeking to include a household context, but it does not explore dynamic household decision-making regarding education in any depth. While this earlier study does not allow for direct comparison of results with the current evaluation for all indicators of interest, it can help provide insight for identifying data gaps and reducing redundancy.

96. A 2009 evaluation conducted by DATA included anthropometric measurements (BMI) and took blood samples to assess traditional indicators such as low-weight and anemia (Mustafa 2010). Along with the educational performance indicators, the study used average test scores in three school subjects and the Raven's Score for logical analysis. The design of the study compared a 2007 WFP baseline study (WFP 2007) in the same regions and was able to use a "difference-in-difference" (DID) estimate to assess the impact of SF on nutritional, cognitive, and educational indicators. This study is consistent with the earlier IFPRI study in terms of educational indicators, though these results are not linked well to the household level decision-making that is the focus of the current study. Also, the cognitive impacts are inconsistent and in some cases conflict with those of the 2004 IFPRI study.

97. The current evaluation will use annual scores of individual children and/or average scores over time (not necessarily cognition), pre and post intervention, and compare with control groups, following a methodology similar to that of the DATA study. This evaluation will also investigate the presence of other important inputs for learning during the same period (such as school coaching, private tuition etc.) that may contribute to any differences found.

---

[31] These are not technically speaking "baselines", since a baseline implies an intervention set and a post-treatment study as part of a single evaluation design. These studies do estimate the values of indicators of interest to this evaluation, but the evaluation questions are decidedly different.

Annex 3: Detailed Schedule of Activities

Phase	Timing	Expected Outputs	Responsibility
1. Design Phase			
Preparation of draft TOR by OE	By Nov 10, 2010		
Team selection & contracting	Nov 30, 2010	**Team assembled**	
Circulation of TOR for review	Dec 10-22, 2010	Improved draft of TOR	
Clearance of TOR by Dir, OE	Jan 8, 2010	**FINAL TOR**	
2. Inception Phase			
Preliminary desk review of literature by team	Jan 2011		Primary: Team Leader, supported by Nutritionist, Education Specialist, and Quantitative Specialist
Team briefing & planning in Bangladesh	Feb 5-11, 2011		Primary: Team Leader, supported by Nutritionist and Education Specialist, and WFP Rome Evaluation Manager
Draft Inception report	Feb 28, 2011	Draft Inception Report	Primary: Team Leader, supported by Nutritionist, Education Specialist, and Quantitative Specialist
OE quality assurance & report revisions	March 17, 2011	Revised draft Inception Report	Primary: Team Leader, supported by Nutritionist, Education Specialist, and Quantitative Specialist
Clearance of Inception report by Dir, OE	End March 2011	**FINAL INCEPTION REPORT**	
3. Evaluation Phase	March-April 2011		
Translation of quantitative instruments	March 5-7, 2011	Survey instruments contextualized	Primary: Quantitative Specialist, supported by Mitra and Associates
Training enumerators for quantitative survey	March 14-18, 2100	Enumerators trained	Primary: Quantitative Specialist, supported by Mitra and Associates
Field testing of quantitative survey instruments	March 20- 24, 2011	Survey instruments refined and finalized	Primary: Quantitative Specialist, supported by Mitra and Associates
Training and field testing for nutrition data collectoin	March 28-31	Survey instruments refined and finalized	Primary: Quantitative Specialist, supported by Mitra and Associates, WFP nutritionist
Quantitative field work surveys in Bangladesh	April 3-24, 2011	Survey work completed	Primary: Quantitative Specialist, supported by Mitra and Associates
Debrief with quantitative field supervisors	April 23, 2011	Review of survey process and issues affecting data collection or interpretation	Primary: Quantitative Specialist, supported by Mitra and Associates
Qualitative team meets with CO on inception report and to brief key stakeholders; conducts interviews with key informants in Dhaka	April 5-6, 2011	CO briefing; Interviews with key informants not available during inception mission; internal meeting	Primary: Team Leader, supported by Nutritionist, Education Specialist, Research Assistants and Quantitative Specialist
Qualitative team travels to Gaibanda and Kurigram districts	April 7, 2011	Orientation with WFP suboffice staff; Schedule and logistics for survey reviewed	Primary: Team Leader, supported by Nutritionist, Education Specialist, Research Assistants and Quantitative Specialist
Qualitative field work in Kurigram and Gaibanda districts	April 8-14, 2011	Qualitative interviews with 11 schools and communities	Primary: Team Leader, supported by Nutritionist, Education Specialist, Research Assistants, and Quantitative Specialist.

Phase	Timing	Expected Outputs	Responsibility
Travel to from northwest to southern coast; overnight in Dhaka	April 14-16, 2011	Orientation with WFP suboffice staff; Schedule and logistics for survey reviewed	Primary: Team Leader, supported by Nutritionist, Education Specialist, and Research Assistants. Quantitative Specialist departs Bangladesh
Qualitative team conducts field work in Patuakhali and Barguna	April 17-21, 2011	4-5 communities selected for intensive focus group work	Primary: Team Leader, supported by Nutritionist, Education Specialist, and Research Assistants.
Qualitative team travel to Dhaka	April 21, 2011		Primary: Team Leader, supported by Nutritionist, Education Specialist
Initial analysis and Preparation of debriefing; meetings with stakeholders	April 22-25, 2011	Internal debriefing; Key learnings identified and summarized for presentation;	Primary: Team Leader, supported by Nutritionist, Education Specialist
Debriefing and stakeholder workshop in Bangladesh	April 26, 2011	Aide memoire	Primary: Team Leader, supported by Nutritionist, Education Specialist
Data entry and cleaning	April 15 – May 9,2011	Cleaned data set ready for analysis; cleaned data sent to TANGO as it becomes ready	Primary: Mitra and Associates supported by Quantitative Specialist
Analysis of quantitative data	May 10 – 27, 2011	Survey findings to integrate into report	Primary: Quantitative Specialist, supported by TANGO staff
4. Reporting Phase			
Team Leader drafts evaluation report	June 15, 2011	Draft Evaluation Report	Team Leader supported by full team
OE quality assurance & report revisions	June 30, 2011	Revised draft Evaluation Report	Team Leader supported by full team
Circulation of ER for review by Internal Reference Group	July 2011		
OE consolidates comments	July 2011	Comments matrix to Team Leader	
Team Leader revises ER	July 2011		Primary: Team Leader supported by TANGO team as necessary
Clearance of ER by Dir, OE	July 30, 2011	**FINAL EVALUATION REPORT**	
5.EB and Follow-up			
Editing & translation	Aug 2011		
Preparation of Management Response	Aug2011	Management Response	
Preparation of Evaluation Brief	Sept 2011		
Presentation of Summary Evaluation Report & Mgmt Response to EB	Nov 2011 (EB.2/2011)		
Dissemination of report	Dec 31, 2011		

Annex 4: Quantitative Fieldwork Tools

4.1 Household Survey Questionnaire

World Food Programme, Bangladesh
SFP
Household Survey Questionnaire

Ques. SL				
Unique ID				
Survey Team's ID				

MODULE A. INFORMATION ON INTERVIEW AND AREA IDENTIFICATION

Interview information

			dd	mm	yy	ID code	Signature
A1	Date of interview	|__||__|	|__||__|	20|__||__|			
A2	Name of Interviewer	1					
A3	Name of Interviewer	2					
A4	Reviewed by (Supervisor/ Name & Code)						
A5	Reviewed by (Team Leader/Name & Code)						
A6	Reviewed by others (Name & Code)						
A7	Data Entry by (Name/Code)						
A8	Entry Date						
A9	Data entry checked by (Name/Code)						
A10	Data entry checked Date						

Area Identification

	Area	Name	Code
A11	Region Code: 1=Northwest, 2=Coast		
12	District		
A13	Upazila		
A14	Union		
A15	Village		

Respondent Identification

The Respondent is preferably the household head. If the household head is not available or capable, then his/her spouse or any other capable adult household member who knows the information and can answer the questions. This includes children who head their households. Some questions will be answered by female members of the household (see instructions in the relevant sections.

	Question	Response	Code
A16	Name of the respondent?		
A17	Respondent relationship to household head	Household head ....1 Husband/wife ....2 Son/daughter ....3 Brother/sister................ ....4 Father/mother ....5 Grandfather/mother…………….....…...6 Uncle/Aunt…………………..……...…..7 Father-in-law/mother-in-law .... …….............8 Daughter/son-in-law........ ....9 Brother/Sister-in-law .... ….............10 Grandson/daughter ....11 Niece/Nephew ....13 Cousin…………………………………14 Other relative. ....15 Permanent servant........... ....16 Other non-relative 17	
A18	Household religion	Muslim .... 1 Hindu .... 2 Buddhist... 3 Christian... 4 Other_____	
A19	Household ethnicity	Bengali... 1 Non-Bengali .... 2 Indigenous .... 3 Tribal.. 4 Other_____	
A20	Interview result	Completed .... 1 Interview postponed............................. 2 Refused .... 3 Partially completed............................... 4	

A household is a group of people who live together and take food from the "same pot." In our survey, a household member is someone who has lived in the household at least 6 months, and at least half of the week in each week in those months.

MODULE B: DEMOGRAPHICS

LIST ALL PERSONS RESIDING IN THE HOUSEHOLD, STARTING WITH THE HOUSEHOLD HEAD:

	B1	B2	B3	B4	B5	B6	B7	B8
SL No.	First name (START WITH HOUSEHOLD HEAD)	Relation to household head **(code 1)**	Sex Male.......1 Female...2	Age (years)	Marital Status **(code 2)**	Education (Highest class completed) **(code 3)**	**Currently attending school?** Yes..........1 No 2	Current main Occupation **(code 4)**
1								
2								
3								
4								
5								
6								
7								
8								
9								
10								
11								
12								
13								
14								
15								

Code list for MODULE B

Code 1: Relationship with household head

Household head ....…………….…..1
Husband/wife ....……………….....2
Son/daughter..........................………....3
Brother/sister..........................…………..4
Father/mother..........................…………..5
Grandfather/mother………………..……..6
Uncle/Aunt…………………………….…..7
Father-in-law/mother-in-law   ………………8
Daughter/son-in-law.........……………….9
Brother/Sister-in-law.........……………...10
Grandson/daughter ....……………...11
Niece/Nephew ....……………….......13
Cousin……………………………….…....14
Other relative...........................…………15
Permanent servant..........……………....16
Other non-relative ....…………….....17

Code 2: Marital status code
Unmarried (never married) ……………..1
Married (monogamous).....………………2
Married (polygamous) ....……………..3
Widow/widower ....……………4
Divorced..........................………………5
Separated/Deserted ....……………...6

Code 3 : Education (Highest class completed)

Never attended school ......…………….99
reads in class I ....………………0
Completed class I ....………………1

Put number of highest completed class. For example, if currently in class III, put 2 (class II completed)

Completed Primary School …………….....5
Completed Secondary School ....………12
Diploma……………………………………...14
BA/BSC pass ....………………......16
MA/MSC and above ....……………….....18
Preschool class (general)..…………….…..66
Preschool (madrasa based)   …………67

Code - 4 Main Occupation

Household Ag/Livestock
Farming activities ..... …………..1
Pastoral activities...………..…...2
Fishing activities....... …………..3

Unskilled casual labour
Agricultural labour…………………..……4
Non-agricultural labour……………….…..5

Skilled labour……………………..………6
 (Tailor/Potter/Blacksmith/Goldsmith/
Hair cutter/Cobbler/Carpenter/Mason/ Plumber/
Electrician/ Motor mechanic)

Code - 4 Main Occupation [continued……….]

Permanent Salaried worker
Government………………………...7
Private sector employee………….8
NGO worker ....……….......9
Driver ……………………………...10
Other salaried worker…………….11

Professional………………………....12
(Doctor/Engineer/Lawyer)
Teacher………………………………13
Religious leader........ …..............14
Midwife/Nurse……………………....15

Micro/Small Scale Industry
Food Processing ......………………16
Handicrafts ....……..................17
Sand harvester……………………...18
Charcoal production………………...19
Brewing……………………………....20

Trader/Business
Petty trader ………..……………….21
Business/shop ....……………....22
Medium/ large scale trader………..23
Contractor................……………. ..24

Non-earning occupation
Student...................... ………25
Housewife.................. ………26
No occupation .... ………27
Other _____

MODULE C: EDUCATIONAL CHARACTERISTICS OF SCHOOL AGED CHILDREN IN THE HOUSEHOLD

For each individual between the age of 5 and 18 years old, ask the following questions.

	C1	C2	C3	C4	C5	C6		C7	C8		C9	C10		C11	
SL No.	First name of the child	Age	Sex 1= male 2= female	At what age did [NAME] start school? (IF NEVER, WRITE 99 AND SKIP TO C9)	Is [NAME] currently enrolled in school? Yes = 1 No = 2 (IF NO, SKIP TO C8)	What are main reasons that the child has continued in school? (Code 1)		How many days did [NAME] miss school in the last 30 days?	What were the principal reasons for missing school? (Code 2)		IF currently not enrolled in school, in what year did [NAME] stop going to school? (Year)	Why did [NAME] stop going to school? [Up to two reasons] (Code 3)		If [NAME] never attended school, then why? (Code 4)	
						C6a	C6b		C8a	C8b		C10a	C10b	C11a	C11b

Code 1: Important contributing reasons	Code 2: Reason for temporary absence from school	Code 3: Reason for dropping out of school	Code 4: Reason for never attending school
1. Food at school 2. Quality of teachers/school 3. Parents encouragement 4. Child's ambition 5. Positive learning environment/role model 6. Good academic performance of child 7. Parents/other household members in steady employment 8. Other	1. Scarcity of money 2. To support family 3. Negative school experience 4. Poor academic progress 5. Safety concerns 6. Sick 7. Work in field (planting, weeding, harvest) 8. Natural calamity (rain, storm, flood) 9. Work at home 10. Other (specify) _____	1. School is far 2. scarcity of money 3. school refused admission 4. no benefit in going to school 5. failing in class repeatedly 6. have to work at home 7. not interested to go to school 8. age still too young for school 9. lack of social security 10. road is not safe for travel 11. married 12. special needs	1. school is far 2. scarcity of money 3. school refused admission 4. no benefit in going to school 5. failing in class repeatedly 6. have to work at home 7. not interested to go to school 8. age still too young for school 9. lack of social security 10. road is not safe for travel 11. married 12. special needs

SEASONALITY		
Question	**Response**	**Code**
Seasonality: Are there months in which your children did not attend school, when the school was open?	Yes = 1 No = 2	
If yes,	Number of children	
	Number of months not attending school	
Which months not attending school? [Check off month not in school]		

Jan	Feb	Mar	Apr	May	Jun	Jul	Ago	Sep	Oct	Nov	Dec	

What reasons? (2 answers)	1. Scarcity of money 2. To support family 3. Negative school experience 4. Poor academic progress 5. Safety concerns 6. Sick 7. Work in field (planting, weeding, harvest) 8. Natural calamity (rain, storm, flood) 9. Work at home 10. Other (specify) _____	

specify)_____		13. Other (specify) _____	13. Other (specify)_____

EDUCATIONAL STIPENDS		
Question	**Response**	**Code**
Do any of your children receive educational stipends?	Yes No	
If yes, No. of children _____		
Type of stipend: _____		

	Question	Response	Code
	What is the distance (in km) to nearest primary school?	|__|__| km	
	What is the distance (in minutes) to nearest primary school?	|__|__|__| minutes	
	How many school meetings did a parent/ guardian attend in the last school year?	|__|__| meetings	

MODULE D: INFORMATION ON MEMBERS WHO USED TO LIVE IN THE HOUSEHOLD BUT NOW LIVE ELSEWHERE

D1. Do you have family member(s) who grew up in this household but now live elsewhere?	☐	Yes…1 N…...2

If "no" then skip to Module E.

PLEASE ASK THE NAMES OF THE MEMBERS WHO USED TO LIVE IN THE HOUSEHOLD BUT NOW LIVE ELSEWHERE

	D2	D3	D4	D5	D6	D7	D8	D9	D10			
	First Name	Age	Sex Male…1 Female…2	Education [Highest class completed] **Use Education code from Module A**	Did [NAME] have school biscuits when she/he was in school? Yes……1 No…….2	How many years did [NAME] have the school biscuit?	Where does [Name] live now? Town………….1 Big city……….2 Village…………3 Outside Bangladesh…….4	What is [NAME's] primary occupation? **Use occupation code from Module A**	Does [NAME] still help the household or community in some way? Yes…….1 No……..2 NA …… 97	Does [NAME] send money home? Yes…….1 No……..2 NA …… 97	Does [NAME] send in-kind goods (clothing, soap, etc)? Yes…….1 No……..2 NA …… 97	Does [NAME] visit regularly? Yes…….1 No……..2 NA …… 97
1												
2												
3												
4												
5												
6												
7												
8												

MODULE E: INCOME AND EDUCATION-RELATED EXPENDITURES

Income Activities and Earnings in the last 12 months

The following questions should be asked of all members indicated in Module B. For each income earning member, enter information for their income generating activities, using one row per income generating activity.

	E1	E2	E3	E4	
Activity no.	Member ID No **(from ModuleA)**	Income activity type? **(use Codes below)**	In the past 12 months, how many months did [NAME] earn income from this activity?	On average how much did [NAME] earn per month from this activity? (Taka)	
				E4a: Per month	**E4b: Per year**
1			|_|_|	|_|_|_|_|_|	|_|_|_|_|_|_|_|
2			|_|_|	|_|_|_|_|_|	|_|_|_|_|_|_|_|
3			|_|_|	|_|_|_|_|_|	|_|_|_|_|_|_|_|
4			|_|_|	|_|_|_|_|_|	|_|_|_|_|_|_|_|
5			|_|_|	|_|_|_|_|_|	|_|_|_|_|_|_|_|
6			|_|_|	|_|_|_|_|_|	|_|_|_|_|_|_|_|
7			|_|_|	|_|_|_|_|_|	|_|_|_|_|_|_|_|
8			|_|_|	|_|_|_|_|_|	|_|_|_|_|_|_|_|
9			|_|_|	|_|_|_|_|_|	|_|_|_|_|_|_|_|
10			|_|_|	|_|_|_|_|_|	|_|_|_|_|_|_|_|

Household Ag/Livestock

Farming sales ....……………………..1
Animal and animal product sales.…………..2
Fish sales ....………………………..3

Unskilled casual labour

Agricultural labour……………..…………..4
Non-agricultural labour……………..……..5

Skilled labour…………………..…………..6
 (Tailor/Potter/Blacksmith/Goldsmith/
Hair cutter/Cobbler/Carpenter/Mason/
Plumber/ Electrician/ Motor mechanic)

Permanent Salaried worker
Government…………………..……..7
Private sector employee………….…8
NGO worker................... ………..9
Driver ………………………………10
Other salaried worker…………….11

Professional………………….......12
(Doctor/Engineer/Lawyer)
Teacher……………..…………….13
Religious leader........ …..…………14
Midwife/Nurse……………..……....15

Micro/Small Scale Industry
Food Processing ...... ………………16
Handicrafts .... ……..………...17
Sand harvester……………………..18
Charcoal production…………….…..19
Brewing………………………………20

Trader/Business
Petty trader ………..……………….21
Business/shop .... ……………...22
Medium/ large scale trader………..23
Contractor…………………………. ..24

Other _____

	Question	Response	Code
E5	In the last twelve months did your family receive any income/assistance from the following sources:		
E5a	Remittances?	|__|__|__|__|__|__| taka	
E5b	Food ration/distribution?	|__|__|__|__|__|__| kilos	
E5c	Cash/Asset assistance?	|__|__|__|__|__|__| taka	
E5E	Government National Nutrition Programme	|__|__|__|__|__|__| taka	
E5e	WFP supplementary food to mothers and children under 2 years of age	|__|__|__|__|__|__| taka	
E5f	Government education stipend for school?	|__|__|__|__|__|__| taka	
E5g	Participation in groups/savings?	|__|__|__|__|__|__| taka	
E5h	Other Income sources? (List):	|__|__|__|__|__|__| taka	

Household Expenditures on Education

	Question	Response	Code
E7	Now I would like to ask you about the expenses related to education. Please tell me how much your household members spend on each of the listed items in (12 months) 2010?		
E7a	Materials and books	|__|__|__|__|__|__| taka	
E7b	Uniforms	|__|__|__|__|__|__| taka	
E7c	Exam fees/ Coaching fees	|__|__|__|__|__|__| taka	
E7E	Private tuition	|__|__|__|__|__|__| taka	
E7e	Other expenses related to education	|__|__|__|__|__|__| taka	

MODULE F: HOUSEHOLD ASSETS

	Asset	Number currently owned
Domestic assets		D7
	Now I'm going to ask you about some of the items you own in your house. How many (_____) do you own? **If do not own, write "0".**	
F1	Chairs	
F2	Khat	
F3	Cupboard	
F4	Tables	
F5	Show case	
F6	Dressing table	
F7	Watch	
F8	Clock	
F9	Lantern	
F10	Radio	
F11	TV	
F12	Cassette player	
F13	Electric fan	
F14	Mobile Phone	
F15	Gold ornaments/jewelry	
F16	Silver ornaments/jewelry	
	Asset	**Number currently owned**
Transport/Agricultural Assets		D7
	Now I'm going to ask you about your ownership of transportation and agricultural assets. How many (_____) do you own?	
F17	Boat	
F18	Motorcycle	
F19	Rickshaw/van	
F20	Bicycle	
F21	Shallow / hand tube well	
F22	Power tiller	
F23	Paddle thresher	
F24	Spray machine	
F25	Plough	
F26	Fishing net	
F27	Pump	
F28	Hoe	
F29	Axe	
F30	Shovel/spader	
Animal Assets		
	Now I'm going to ask you about farm animals. How many (_____) do you own?	
F31	Cow	
F32	Buffalo	
F32	Goat	
F33	Sheep	
F34	Chicken	
F35	Duck	
F36	Pigs	
	Now I'm going to ask you about some trees and plants. How many (_____) do you own?	
F37	Timber tree	
F38	Fruit tree	
F39	Bamboo tree	
F40	Medicinal plants	

Land ownership

How much of these types of land do you own (in decimals)? **List each type one-by-one and record response.**

	Type	Amount owned (Decimals)
F41	Own homestead land	|_||_||_||_|•|_|
F42	Own agricultural land	|_||_||_||_|•|_|
F48	Pond/ditch	|_||_||_||_|•|_|
F49	Other type of land	|_||_||_||_|•|_|

MODULE G: QUESTIONS TO BE ASKED ABOUT MEMBERS AGE 5 -18 YRS OLD

The next section should be asked of the primary caregiver of children in the household or other adult female.

	G1	G2	G3	G4	G3	G4
SL No.	First Name **(Please bring all members from Module A between 5 and 18 yrs old)**	Has [NAME] suffered from any illness in the last 2 weeks? 1= Yes 2= No **(If NO, skip to F4)**	What did [NAME] suffer from? **See code below**	How many days in the last two weeks [NAME] suffered from this illness?	How many days has [NAME] been unable to go to school? **If school is closed, write 99**	Does [NAME] use a bed net at night? 1=Yes 2=No

Illness Code:

Fever………………………………………………………1
Cough or colds with difficulty in breathing………..........2
Diarrhoea (3 or more loose stools in 24 hours)…………………………………….........…………3
Fever with chills like malaria…………………………..4

Intestinal parasites…………………………….5
Measles…………………………………………6
Skin infections……………………………………7
Other (specify) _____ ……8

	Question	Response	Code
F5	What kind of toilet facility do your household members use?	1=Ring-slab/offset latrine (water seal) 2=Ring-slab/offset latrine (water seal broken) 3=Pit latrine (covered) 4=Pit latrine (uncovered) 5=Septic latrine 6=Hanging/open latrine 7=Local adopted hygienic latrine 8=No latrine	
F6	What is the main source of drinking water for members of your household? [Bangla]	1=Hand tube well 2=Tara pump 3= Deep tube well 4=Shallow tube well 5=Ring well/ indara 6=Pond 7=River/canal 8=Piped water 9=Pond sand filter 10=Rainwater harvesting system 11=Other (specify) _____	

MODULE H: FOOD CONSUMPTION

The next section should be asked of whomever usually prepares food (usually an adult female) in the household

Now I would like to ask you about the types of foods that you and everyone else in your household ate in the last 7 days during the day and at night.

Food Group (UNDERLINE ALL FOODS MENTIONED)	G1. Did any member of your household consume any food from the groups in the last 7 days? Include any snacks consumed 1= Yes 2= No **(IF NO SKIP TO NEXT FOOD GROUP)**	G2. How many times in 7 days household members consumed? *IF NO [G1] MARK 97 FOR NA*
Type of food / *[Bangla]*		
1. **Any cereals**, e.g. rice, bread, wheat, wheat bread, rice flakes, puffed rice, barley, wheat grain, popcorn?		
2. **Any pumpkin, carrots, squash, or sweet potatoes** or vegetables that are yellow or orange inside?		
3. **Any white potatoes, white yams** or other foods made from roots and tubers?		
4. **Any dark green, leafy vegetables**, e.g., ipomoea, amaranth, spinach, dark red spinach, parwar sag, and drumstick leaves?		
5. **Any other vegetables**, e.g. cucumber, radish, pepper, string beans, cabbage, cauliflower, radish, onion?		
6. **Any ripe papaya, mangoes** or other fruits that are yellow or orange inside?		
7. **Any other fruits**, e.g. banana, papaya, sithphal, grapefruit, apple, orange, jackfruit, jambu fruit, plums, melon, tomato, date, lemon, etc. ?		
8. **Any meat**, such as, liver, beef, poultry, lamb, other animal meat, etc.?		
9. **Any eggs?**		
10. **Any fresh or dried fish or shellfish?**		
11. **Any legumes/pulses**, e.g. Bengal gram, black gram dal, lentil, Khesari, Mung bean?		
12. **Any Milk or Milk products**, e.g. cow milk, buffalo milk, goat milk, yogurt, curd, cheese?		
13. **Any foods prepared using fat**, e.g., oil, butter, dalda or ghee?		
14. **Any sugar, honey or gur (molasses)?**		
15. **Any other foods such as condiments, coffee, tea?**		
16. Any snacks or foods bought outside the house?		

	Question	Response	Code
G3	How many meals did your household members eat yesterday from when you woke up in the morning until you went to bed in the evening?	|__| meals	
G4	When your child gets a biscuit at school, do you prepare the same quantity of food at home? [Bangla]	Same .... Less	
G5	Do you prepare breakfast every day for your family?	Yes.. No	
G6	(For morning shift) When your child gets a package of biscuits at school, does he/she receive breakfast?	Yes.. No	
G7	Do you prepare lunch every day for your family?	Yes.. No	
	(For afternoon shift) When your child gets a package of biscuits at school, does he/she receive lunch?	Yes.. No	

MODULE I. BENEFITS OF SF

	Question	Response	Code
H1	Did your child receive a package of biscuits everyday he/she attended school last month?	Yes...1 No 2	
H2	If your child is at school when the family eats lunch, do you save some for them to eat later?	Yes...1 No 2	
H3	When you do not have to prepare a lunch for your household, how do you use your time?	Household chores ....1 Rest/leisure ....2 Income-earning activity ....3 Farm/livestock work ....4 Child care ....5 Other (specify) _____6	
H4	Does your child bring some of the biscuits from school to share with the household or younger siblings?	Yes, always..1 Most days, 3-4 days per week............2 Sometimes, 1-2 days per week ....3 Rarely ....4 Never 5	
H5	In what ways does SF benefit your child? (record all mentioned)	Child gets food 1 Child is more active/attentive 2 Child is learning 3 Child is healthier 4 Child has more opportunity in life 5 Other (specify) 6	
H6	In what ways does the SF benefit your household? (record all mentioned)	No benefit ....1 SF saves time for parents ....2 SF saves food/money for household..................3 SF provides household income ....4 Nutrition/health benefits for younger siblings (if biscuits are shared) ....5 Other (specify) _____6	
H7	When your child eats biscuits at school, do you spend less money on food in household?	Same amount of money......................1 Less money ....2 Other (specify) _____3	
H8	Do you pay anything to the school for school biscuits?	Yes...1 No 2	
H9	If yes, how much?	|__|__|__| taka	
H10	How frequently? _____	Weekly ....1 Monthly ....2 Once per school year ....3 Twice per school year ....4 Other _____5	

MODULE J: PARENTS' PARTICIPATION IN SCHOOL

	Question	Response	Code
I1	Are you a member of any of the following school groups:		
I1a	School management committee	Yes 1 No 2	
I1b	Parent teacher association	Yes 1 No 2	
I1c	Mothers group	Yes 1 No 2	
I1d	Other (specify)	Yes 1 No 2	
I2	Do you participate in managing the school biscuit programme?	Yes 1 No 2	
I3	Do you know who is involved in managing the school biscuit programme?	Yes 1 No 2	
I4	How many times did you visit the school last year?	|__|__| times	
I5	For what reasons did you usually visit the school?	1. 2. 3.	
I5a	School activity?	Yes 1 No 2	
I5b	Concern about student performance	Yes 1 No 2	
I5c	Concern about school performance	Yes 1 No 2	
I5d	Other	Yes 1 No 2	

END OF SURVEY

THANK YOU SO MUCH! [Bangla]

4.2 School Survey Questionnaire

<div align="center">

World Food Programme, Bangladesh
School Meals Programme
School Survey Questionnaire, 2011

</div>

School Name:

School ID Number

Village ID Number

Survey Team Number

Hour   Minute

time: |__||__| |__||__|

Interview starting

MODULE A. INFORMATION ON INTERVIEW AND AREA IDENTIFICATION

Interview information

A1	Date of interview		|__||__|	|__||__|	20|__||__|		
			dd	*mm*	*yy*	**ID code**	**Signature**
A2	Name of Interviewer	1					
A3	Name of Interviewer	2					
A4	Reviewed by (Supervisor/ Name & Code)						
A5	Reviewed by (Team Leader/Name & Code)						
A6	Reviewed by others (Name & Code)						
A7	Data Entry by (Name/Code)						
A8	Entry Date						
A9	Data entry checked by (Name/Code)						
A10	Data entry checked Date						

Area Identification

	Area	Name	Code
A11	Region Code:	Char………………………1 Coast……………………2	
A12	District		
A13	Upazila		
A14	Union		
A15	Village		
	Result code:	Completed………….1 Refused……………...2 Postponed………….3 Others……………….4	

Respondent Identification

	Question	Response	Code
A16	Name of the respondent?	Name:_____	
A17	Designation of respondent?	Head Teacher……………………………..1 Act. Head Teacher……………….…….2 Assistant Teacher………………….....3	
A18	Gender of respondent?	Male….……………………………….1 Female……………………………..2	

Module B. SCHOOL CHARACTERISTICS

		Question	Response	Code
B1		Type of school	Government primary school .... 1 Non-government registered.................. 2 Non-government non-registered........... 3 NGO non-formal primary school 4	
B2	1	School category	A .... 1 B .... 2 C .... 3 D .... 4 None.. 5	
B3	2	How far from the upazila headquarters (in kilometers) is the school?	|__|__|__| kilometers	
B4		How many households are in the school catchment area?	|__|__|__|__|__| households	
B5		How many school-aged children are in the school catchment area?	|__|__|__|__|__| children	
B6		How many shifts are there in school?	|__| shifts	
B7		When does each shift start? (using a 24 hour clock)	Hour Minutes Shift 1: |__|__|__|__| Hour Minutes Shift 2: |__|__|__|__| Hour Minutes Shift 3: |__|__|__|__| Hour Minutes Shift 4: |__|__|__|__|	
B8		What grades are taught in this school (select all that apply)	Class 1... 1 Class 2... 2 Class 3... 3 Class 4... 4 Class 5 5	
B9		Does the school have a pre-primary school?	Yes .... 1 No.. 2	
B10		If yes, starting time?	Year |__|__|__|__|	

	Question	Response	Code
B11	**Interviewer: *Check the upazila code. Is this an intervention upazila? If no, skip to question B16***	Yes .... No...	
B12	3 When did the school start receiving food under the school biscuit programme?	Month |__|__| Year|__|__||__|__|	
B13	4 How many days did the biscuit programme ran in Term I, 2010 (Jan-April)	days|__||__|__|	
B14	5 How many days did the biscuit programme ran in Term II, 2010 (May-August)	days|__||__|__|	
B15	In the last six months, was there any period of time (greater than 1 week) that the school had no biscuits to distribute?	Yes .... No...	

B17: SCHOOL ENROLLMENT	ADMITTED BOYS	ADMITTED GIRLS	TOTAL	COMPLETION RATE (NUMBER OF STUDENTS GRADUATED CLASS 5)	NUMBER OF STUDENTS WHO WENT ON TO SECONDARY SCHOOL
2000					
CLASS 1					
CLASS 2					
CLASS 3					
CLASS 4					
CLASS 5					
2002					
CLASS 1					
CLASS 2					
CLASS 3					
CLASS 4					
CLASS 5					
2004					
CLASS 1					
CLASS 2					
CLASS 3					
CLASS 4					
CLASS 5					
2006					
CLASS 1					
CLASS 2					
CLASS 3					
CLASS 4					
CLASS 5					
2008					
CLASS 1					
CLASS 2					
CLASS 3					
CLASS 4					
CLASS 5					
2010					
CLASS 1					
CLASS 2					
CLASS 3					
CLASS 4					
CLASS 5					

B17: AVERAGE DAILY SCHOOL ATTENDANCE 2010	ATTENDED BOYS	ATTENDED GIRLS	TOTAL			ATTENDED BOYS	ATTENDED GIRLS	TOTAL
JANUARY					JULY			
CLASS 1					CLASS 1			
CLASS 2					CLASS 2			
CLASS 3					CLASS 3			
CLASS 4					CLASS 4			
CLASS 5					CLASS 5			
FEBRUARY					AUGUST			
CLASS 1					CLASS 1			
CLASS 2					CLASS 2			
CLASS 3					CLASS 3			
CLASS 4					CLASS 4			
CLASS 5					CLASS 5			
MARCH					SEPTEMBER			
CLASS 1					CLASS 1			
CLASS 2					CLASS 2			
CLASS 3					CLASS 3			
CLASS 4					CLASS 4			
CLASS 5					CLASS 5			
APRIL					OCTOBER			
CLASS 1					CLASS 1			
CLASS 2					CLASS 2			
CLASS 3					CLASS 3			
CLASS 4					CLASS 4			
CLASS 5					CLASS 5			
MAY					NOVEMBER			
CLASS 1					CLASS 1			
CLASS 2					CLASS 2			
CLASS 3					CLASS 3			
CLASS 4					CLASS 4			
CLASS 5					CLASS 5			
JUNE					DECEMBER			
CLASS 1					CLASS 1			
CLASS 2					CLASS 2			
CLASS 3					CLASS 3			
CLASS 4					CLASS 4			
CLASS 5					CLASS 5			

	Question	Response	Code
B18	In the last monsoon season, did the school close because of floods?	Yes .... 1 No 2	
B19	6 If yes, how many days?	|__|__| days	
B20	If the school did not close, were some children unable to come to school due to floods or rising water?	Yes .... 1 No 2	
	7	Village name(s)	
B21	8 If yes, what are areas children unable to come to school due to floods or rising water?	1.	
		2.	
		3.	
		4.	
		4.	

	Question	Response			Code
		Male	Female	Total	
B22	9 How many teachers did you have in 2010?	|__|__|	|__|__|	|__|__|	
B23	10 How many vacancies did you have in 2010?	|__|__|	|__|__|	|__|__|	
B24	11 How many teachers were on C-in-Ed/maternity/other long-term leave in 2010?	|__|__|	|__|__|	|__|__|	
B25	12 What are the grade levels of teachers?				
	13 Grade 8 pass	|__|__|	|__|__|	|__|__|	
	14 SSC	|__|__|	|__|__|	|__|__|	
	15 HSC	|__|__|	|__|__|	|__|__|	
	16 Degree	|__|__|	|__|__|	|__|__|	
	17 Masters	|__|__|	|__|__|	|__|__|	
B26	18 What training has been received by teachers in 2010?				
	19 C-in-Ed	|__|__|	|__|__|	|__|__|	
	20 NGO trained	|__|__|	|__|__|	|__|__|	
	21 Trained on job	|__|__|	|__|__|	|__|__|	
	22 Untrained	|__|__|	|__|__|	|__|__|	

B 27.a.Test results: Grade 5 national completion average exam scores (Bangla, Math, Science, Social Science)								
Year	**2009**				**2010**			
	Boys	Ave. Score	Girls	Ave. Score	Boys	Ave. Score	Girls	Ave. Score
Bangla								
Math								
Social Science								
Science								

B27.b Test results: Grad 5 national completion information Grade 5 national completion average

	2009			2010		
	Boys	**Girls**	**Total**	**Boys**	**Girls**	**Total**
No of students participated in exam						
No of students passed in exam						
No of students failed in exam						

C. ELEMENTS OF ESSENTIAL PACKAGE

	Question	Response	Code
C1	23 What factors seem to affect the better performance and completion of students? 24 (RECORD ALL MENTIONED)	Motivation of the teacher…………………………A Low student/teacher ratio..............................B The school got more teacher ....C More support from the parents.......................D Active PTA ....E Availability of school biscuits.........................F Co-curricular activities/coaching organized by School………………………………………………G Private tuition outside school ....H Parental education...I Parental involvement in SMC/PTA............... J Good school environment............................. K Favorable physical infrastructure .... L Security.. M Government/NGO/other support.................. N Other (specify) _____ ...X Other (specify) _____ ...X	

	Question	Response	Code
C2	How many classrooms	|__|__| rooms	
C3	Does the school have adequate desks and benches for students?	Yes... 1 No 2	
C4	Does the school have adequate teaching supplies (chalk, blackboards, paper, etc)	Yes... 1 No 2	
C5	What is the Head Teacher's evaluation of the physical condition of the school	Adequate………………………………………1 Inadequate…………………………………….2 No comments…………………………………..3	
C6	Does the school provide textbooks for all students?	Yes... 1 No 2	
C7	Does the school have a library?	Yes... 1 No 2	
C8	Does the school have electricity?	Yes... 1 No 2	
C9	Does the school have a vegetable garden?	Yes... 1 No 2	
C10	Does the school have access to water source(s) that are safe and located within the school compound?	Yes..1 No 2	
C11	What is the principal source of drinking water for the school?	1. Tubewell 2. Tap/supply 3. Well 4. Pond/river/cannel 5. Water stored in bucket or jar 6. Other (Specify)	
C12	If the source is tubewell, is the water free from arsenic?	Not tested ....1 Tested and arsenic free ....2 Tested and contaminated ....3 Do not know..4	
C13	Does the school have sanitary facilities (latrines, flush toilets, etc.) within the school that are:	Yes... 1 No 2	
C14	Number of latrines for teachers	|__|__|	
C15	Number of latrines for boys	|__|__|	
C16	Number of latrines for girls	|__|__|	
C17	Number of latrines for boys-girls (common)	|__|__|	
C18	Do children usually wash their hands after using sanitation facilities?	Yes..1 No 2	
C19	Do children wash their hands before eating biscuits?	Yes..1 No 2	

50

	Are there or have there been any of the following programs in this school?			
	25 Does the school have (_) programme	1=Yes 2=No	**From (mm/yy)**	**To (mm/yy)**
C20	Govt of Bangladesh FFE	1=Yes 2=No	|__|__|/|__|__|	|__|__|/|__|__|
C21	Govt of Bangladesh Education stipend	1=Yes 2=No	|__|__|/|__|__|	|__|__|/|__|__|
C22	Deworming Intervention	1=Yes 2=No	|__|__|/|__|__|	|__|__|/|__|__|
C23	What was the date of the last deworming? (mm/yy)	1=Yes 2=No	|__|__|/|__|__|	|__|__|/|__|__|
C24	Vitamin A Distribution	1=Yes 2=No	|__|__|/|__|__|	|__|__|/|__|__|
C25	Other community support programs (Specify)	1=Yes 2=No	|__|__|/|__|__|	|__|__|/|__|__|

D. Complementary activities at school (Essential package)

	Question	Response	Code
	Has the school provided (_) orientation during the past 12 months?		
D1	Health education	Yes .... 1 No 2	
D2	Nutrition education	Yes .... 1 No 2	
D3	Personal hygiene education	Yes .... 1 No 2	
D4	De-worming eradication treatment	Yes .... 1 No 2	
D5	School gardening	Yes .... 1 No 2	
D6	Vitamin A supplementation	Yes .... 1 No 2	
D7	Awareness/education on malaria prevention	Yes .... 1 No 2	

E. Short term hunger – Questions for Schools Receiving SF Only (not control schools)

	Question	Response	Code
E1	Did you (the Head Teacher) from your perspective observe changes in students' classroom behavior since the SF programme started?	Yes ....1 No...2 Not at school when programme started 3	
E2	If yes, please list the changes that you observed. (probe)	1. 2. 3. 4. 5. 6.	
E3	Have you (the Head Teacher) noticed any change in quality of learning in school after the SFP has been introduced in your school? (RECORD ALL MENTIONED)	No change in quality ....1 Quality improved..2 Quality deteriorated 3	
E4	Why do you think so? (probe)	1. 2. 3. 4. 5.	
E5	Have you observed any changes in the health of the children since the school biscuit programme started?	Yes ....1 No 2	
E6	If yes, what changes?	Less time off sick ....1 Improved skin ....2 Children are less thin ....3 Fewer cough/cold/fever ....4 Other (specify) _____5	
E7	Does the school have a School Management Committee in the school?	Yes ....1 No 2	
E8	How often does the committee meet	Weekly ....1 Bi-weekly ....2 Monthly ....3 Bi-monthly...4 Once in a term ....5 Occasionally 6	
E9	How many times did the SMC meet last year?	|__|__| times	
E10	How has the committee been involved (_) at your school: *(Mark yes or no for each of the following)*		
a	Food management (biscuit transport from mother school, storage, etc.)	Yes ....1 No 2	
b	Infrastructural improvement	Yes ....1 No 2	
c	Community activities (culture days, athletic events, etc.)	Yes ....1 No 2	
d	Children's behavior issues	Yes ....1 No 2	
e	Fund raising	Yes ....1 No 2	
f	Support of poor parents	Yes ....1 No 2	
g	Other 1 _____	Yes ....1 No 2	
h	Other 2 _____	Yes ....1 No 2	
i	Other 3 _____	Yes ....1 No 2	
	Interview ending time	Hour |__|__| Minute |__|__|	

Do you have any other comment about the school biscuit programme?

53

END OF SURVEY

THANK YOU!

4.3 Student Survey Questionnaire

World Food Programme, Bangladesh

SFP

Student Survey Questionnaire

Ques. SL				
Unique ID				
Survey Team's ID				

MODULE A. INFORMATION   **ON INTERVIEW AND AREA IDENTIFICATION**

Interview information

			dd	mm	yy	ID code	Signature
A1	Date of interview	|_||_|	|_||_|	20|_||_|		
A2	Name of Interviewer	1					
A3	Name of Interviewer	2					
A4	Reviewed by (Supervisor/ Name & Code)						
A5	Reviewed by (Team Leader/Name & Code)						
A6	Reviewed by others (Name & Code)						
A7	Data Entry by (Name/Code)						
A8	Entry Date						
A9	Data entry checked by (Name/Code)						
A10	Data entry checked Date						

Area Identification

	Area	Name	Code
A11	Region Code: 1=Char, 2=Coast		
A12	District		
A13	Upazila		
A14	Union		
A15	Village		

Respondent Identification

	Question	Response	Code
		The Respondent is xxxxxxxxxxxxxxxxxX	
A16	Member ID [from HH Questionnaire]	|__|__|	
A17	Name of the respondent?		
A18	Gender	Male ....1 Female...2	
A19	Age of respondent	|__|__| years	
A20	Current class/grade?	Class 1..1 Class 2..2 Class 3..3 Class 4..4 Class 5..5	
A21	Type of school attended	Government primary school ....1 Non-government registered ....2 Non-government non-registered ....3 NGO non-formal primary school 4	
A22	Usually what do you do when you get back home after the school? **(RECORD ALL MENTIONED)** *[Bangla]*	Look after younger sibling...........................1 Attend religious education at mosque/maktab..2 Attend private coaching outside home.......3 Study with private tutor at home...............4 Work in local shop/market.........................5 Work part-time as domestic help in other's house...6 Involved in learning/singing/dancing/art/drama ....7 Other (specify) _____ 8	

MODULE B. FOOD CONSUMPTION

	D	M	M	YEAR

TICK THE DAY OF THE WEEK WHICH YOU ARE RECALLING **(IT SHOULD BE THE DAY BEFORE THE INTERVIEW)**

Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday

<div align="center">24-HOUR RECALL RECORDING SHEET</div>

Step 1: Please think back to when you woke up yesterday morning to the time you went to sleep in the evening. Now, I want you to try and remember what you ate or drank yesterday from the moment you got up until you went to sleep again last night. Run through the whole day in your mind and try to remember everything that you ate or drank. (THE INTERVIEWER MUST GIVE THE RESPONDENT A LITTLE TIME TO DO THIS).

Now I would like to you tell me what you ate and drank in the morning after you got up. AFTER THE PARTICIPANT MENTIONS AN ITEM, THE INTERVIEWER SHOULD PROMPT THE RESPONDENT BY SAYING "AND THEN?" ENTER THE INFORMATION IN COLUMN 1)

[Bangla translation]

STEP 1 Respondent recall: Food/drink eaten/drank during the day /?	
Item	**Food/drink**
1	
2	
3	
4	
5	
6	
7	
8	
9	
10	

STEP 2: NOW ASK THE FOLLOWING QUESTIONS ON FORGOTTEN FOODS AND ENTER THEM IN COLUMN 2.

Did (name) have any cold drinks or soda yesterday? [Bangla translation here]

Did (name) have any sweets yesterday?

Did (name) have any biscuits or muri (puffed rice) or pitha (rice cake) yesterday?

Did (name) have any snacks like chips, singara or samosa, yesterday?

Did (name) have any (other) fruit yesterday?

Did (name) have any (other) vegetable yesterday?

Did (name) have any bread and or paratha yesterday?

Did (name) have any puri or dalpuri yesterday?

Did (name) have anything else yesterday?

STEP 2 Enumerator prompted: Forgotten foods / (PROMPTED)	
Item	Food/drink
1	
2	
3	
4	
5	
6	
7	
8	
9	
10	

Step 3: TO FIND OUT MORE DETAIL ABOUT EACH ITEM THAT WAS EATEN OR DRUNK, THE FOLLOWING CAN BE SAID AND ASKED:

"Now I am going to ask you more about each food or drink that you ate/drank yesterday. Let us start with the first item on the list. At what time did you eat…(= item 1 on the list)". (DO NOT SPEND TOO MUCH TIME TRYING TO FIND OUT THE EXACT TIME. ANY COMMENTS ON THE TIME CAN BE ENTERED IN **COLUMN 2)***.*

"Now I want you to tell me more about this food item…." (THIS WILL INCLUDE A DESCRIPTION OF THE FOOD AS WELL AS THE PREPARATION. **ENTER THIS INFORMATION IN COLUMN 4).**

"Now we are going to find out how much of this item you ate/drank."(THE INTERVIEWER NOW USES THE DIFFERENT AIDS TO HELP THE SUBJECT TO IDENTIFY THE PORTION SIZE. A DESCRIPTION OF THE PORTION SIZE IN TERMS OF CUPS, SPOONS, BOWLS, GLASSES, MATCHBOXES, MANUAL PICTURE SIZE OR CENTIMETERS (USING THE RULER) IS THEN **ENTERED IN COLUMN 5.** IF THE FOOD CODE AND THE PORTION SIZE IN GRAMS OF THIS PARTICULAR ITEM IS EASY TO FIND, IT CAN BE **ENTERED COLUMN 6).** IF IT IS NOT CLEAR OR EASY, THE CODE AND GRAM WEIGHT CAN BE LEFT OUT TO BE COMPLETED AFTER THE INTERVIEW. THIS PROCESS IS REPEATED FOR EACH FOOD ITEM THAT WAS ENTERED ON FORM 1).

STEP 4: RECORDING SHEET FOR INFORMATION COLLECTED IN STEP 3 OF THE 24-HOUR RECALL

Time (1)	Comment on time (2)	Food item carried from step 1 and 2 (3)	Detailed description of the item (ingredients and cooking method) (4)	Detailed description of Portion Size (household measures) (5)	Weight (g) (6)

Question	Response	Code
What [NAME] ate/ drank yesterday; was it same as, more than or less than usual? (MARK **X** WHERE APPROPRIATE) *[Bangla]*	More than usual .... 1 Same as usual .... 2 Less than usual.. 3	
Was breakfast served/eatern at home, school or elsewhere?	At home .... 1 At school .... 2 Elsewhere 3	
Was the breakfast adequate in terms of quantity?	Yes... 1 No 2	
Was lunch served/eaten at home, school, or elsewhere?	At home .... 1 At school .... 2 Elsewhere 3	
Was the lunch adequate in terms of quantity?	Yes... 1 No 2	
Did you eat biscuits in school yesterday?	Yes... 1 No 2	
If yes, how many did you eat?	|__| biscuits	
What did you do with the biscuits you did not eat?	Gave to brothers or sisters .... 1 Gave to friend .... 2 Threw away .... 3 Sold them... 4 N/A.. 5 Other _____ 6	

End of Survey

Thank you!

Annex 5: Evaluation Matrix and Methodologies

Methodologies to be used

Secondary data (qualitative and quantitative)

1. Document review (WFP, Government and partner strategies and programme documents)
2. Analysis of secondary data

Primary Quantitative data

1. Quant survey (village level census)
2. Quant survey (schools)
3. Quant survey (HH)
4. Quant survey (children both students and school aged children not in school)
5. Anthropometric data collection and analysis (students and school aged children not in school)

Primary Qualitative data

1. Focus Group Discussions (teachers, school management committees, community leaders, parents, students, school aged children not in school, and local government officials
2. Key informant tracer interviews with past SF beneficiaries
3. Key informant interviews with Government, WFP, NGO partners and others

Evaluation Matrix

Question/Issue	Sub-Questions	Main Indicators	Information Sources
1. Outcomes and impacts beyond primary education into secondary school, wider social benefits and other areas, including:			
a) Primary completion rate (and drop outs throughout the primary school years)	• To what extent does the presence of school biscuits retain children in school?	Comparison of SF and non SF schools: • Completion rates • Attendance rates • Dropout rates • Perceptions and opinions of community members	• Analysis of secondary data (school records) • Quant survey (schools) • Focus Group Discussions (parents, teachers, SMC)
b) Transition to secondary education	• To what extent are children who participated in the biscuit programme more successful in secondary school?	Comparison of SF and non SF schools: • Enrollment in secondary school • Teacher perception of concentration, learning & motivation • Socio cultural factors in HH • Quality of school environment (essential package, school infrastructure, PEDP II quality standards)	• Analysis of secondary data (school records) • Key informant tracer interview • Focus Group Discussions (parents) • Quant survey (school) • Quant survey (HH) • Focus Group Discussions (community) Focus Group Discussions (children\community age cohort)
c) Greater success in secondary level education	• To what extent do other factors in the school and home environment affect success in secondary school of children participating in SF?	Comparison of HH from SF and non SF schools: • HH livelihoods • Income scarcity • Motivation of child • Ability of parents to provide other educational support (tutoring, etc)	• Quant survey (household) • Key informant tracer interview • Focus Group Discussions (children\community age cohort) • Key informant tracer interview • Focus Group Discussions (children\community age cohort)
d) Nutrition and health	• To what extent do children who participate in SF have enhanced diets and nutritional status?	Comparison of children participating and not participating in SF: • Dietary intake of child (24 hr recall) • Food consumption score of HH • BMI of primary school aged children	• Quant survey (children, household) • Anthropometric survey (school aged children)
	• To what extent do children who participate in SF have reduced prevalence and/or duration of episodes of morbidity?	• Prevalence of morbidity • Average duration of episodes of illness • Frequency of deworming	• Quant survey (HH) • Focus Group Discussions (parents) • Focus Group Discussions (teachers) • Analysis of secondary data (school records)

e) Wider livelihoods benefits	• To what extent has SF increased gender equity in education?	Comparison of SF and non-SF schools: • Gender ratio • Number of female teachers • Female participation on SMC • Perceptions of the value of girl's education in HH and community	• Analysis of secondary data (school records disaggregated by gender – enrollment; attendance; achievement, completion and transition) • Analysis of secondary data (school records on gender ratio of teachers and head teacher and gender ratio of SMC members and leaders) • Focus Group Discussions (teachers, SMC, parent and community)
	• How does SF influence intra-household food and related labour allocation?	• Number and quality of meals replaced by biscuits • Value of meals replaced by biscuits • Value of snacks replaced by biscuits • Value of HH labour saved by biscuit replacement • Extent of sharing of biscuits with younger siblings/other household members • Extent to which meal replacement provides more food for younger siblings/other household members	• Quant survey (HH) • Quant survey (students) • Focus Group Discussions (parents)
	• How has SF affected the engagement and role of the community and the SMCs?	Comparison of SF and non-SF schools: • SMC activities • Level and types of parental participation in school	• Quant survey (schools) • Focus Group Discussions (SMC and parents)
	• To what extent does SF provide a livelihood benefit to the vulnerable household?	Comparison of HHs participating and not participating in SF: • Socio economic status of household • Patterns of household income • Household expenditure • Earnings of cohort alumni • Participation of school aged children in child labour	• Quant survey (HH) • Focus Group Discussions (parents) • Key informant tracer interview
2. Factors that have affected impact, including:			

a) The different types of schools (formal and non-formal, government and non-government	• What is the influence of school type on educational performance?	Comparison of different SF school types: • School quality (essential package) • Teacher quality • Gender balance	• Quant survey • Quant survey (school) • Focus Group Discussions (school personnel, local government staff, HH)
b) Seasonal labour, economic strata of families and/or gender aspects etc)?	• Who are the children who are not enrolled? (within families and in entire families) • What is the effect of seasonality on the impact of SF?	Within SF communities, comparison of HH and children participating and not participating in SF: • Socioeconomic status • Occupation or ethnic identity and marginalization • Peak labour demands • Natural calamities	• Quant survey (village level census) • Focus Group Discussions (school personnel, local government staff, HH)
	• What factors influence household decisions about education? • Who in the HH makes the decision about which child goes to school?	Within SF communities, comparison of HH and children participating and not participating in SF: • Physical access (distance and physical obstacles) • Security (especially for girls) • Value of education to household • Aspirations for children • Inclusion and exclusion attitudes at school • Pre-puberty /early marriage practices	• Quant survey (HH) • Focus Group Discussions (mothers, community members, school personnel)
	• What is the opportunity cost of education? • What is the incentive effect of the school biscuit in terms of sending a child to school versus alternative activities?	Within SF communities, comparison of HH and children participating and not participating in SF: • Value of labour for children versus education (by age and gender) • Value of education for girls in terms of their marriage prospects/dowry needs • Value of school and teaching-learning in the classroom as incentive for children to come/ parents to send their children to school	• Quant survey (HH) • Focus Group Discussions (parents, community members)

	• What is the effect of seasonality on the impact of SF?	Within SF communities, comparison of HH and children participating and not participating in SF: • Seasonal labour requirements filled by school aged children • Accessibility of schools during flood/drought/cyclone • School level mechanisms in place to respond to problems of access and seasonality	• Focus Group Discussions (parents, community members) • Quant survey (schools and HH) • Analysis of secondary data (School attendance reports (time series)
	• How efficient is the delivery of SF?	• Any significant pipeline breaks/ problems related to delivery of biscuits to schools	• Quant survey (school) • Focus Group Discussions (parents, teachers) • Analysis of secondary data (WFP logistics/pipeline information and SPRs)
c) School and educational quality	• How is SF used as a platform for improving educational quality and infrastructure?	• Proportion of schools with essential package elements in place • Quality of essential package interventions • PEDP II quality standards met	• Quant survey (school) • Focus Group Discussions(teachers, SMC)
d) Other safety net interventions in the targeted areas	• To what extent have other WFP interventions influenced the impact of the SFP? • To what extent have other major interventions and activities influenced school performance and the school environment?	• Number of households benefitting from other WFP interventions • Perceived/actual benefits from other WFP interventions • Number and type of significant non-WFP safety net programs in target area	• Quant survey (HH) • Focus Group Discussions (teachers and HH)

3. Alignment of WFP's targeting strategy and SF modality with Government policy priorities and activities in the education sector (and others), other WFP activities in the country and activities of other partners

	• To what extent is the SF aligned with Government priorities, other WFP activities and activities of other partners?	• Documentary evidence of linkage between WFP SF and Government, other WFP activities, and activities of other partners • Perceptions and opinions of parents, teachers and SMCs (on degree of commitment to SF, impact of SF on educational quality and school activities, handover potential etc)	• Document review (plans and strategies of Government, WFP, partners) • Focus Group Discussions (parents, SMCs, teachers, local officials)
	• What have been the main factors influencing WFP SFP choices in practice?	• Government/partner capacity to manage different programme choices • Cost, logistics, resources • Primary school shift system • Cost-benefit of biscuits (relative to global price fluctuations and other costs) • Known or expected effects of frequent natural disasters on programme choice	• Key informant interviews (Government, WFP, Partners) • Document review (plans and strategies of Government, WFP, partners)
	• What have been the consequences of WFP's choices for the outcomes and impact of SF?	• Coverage, leakage, storage and transportation issues, etc • Number of SF days disrupted (versus those planned) due to various causes (funding, production problems, natural disasters etc) • Handover and scale up potential • Impacts on the school environment and educational quality • Perceptions and opinions	• Quant survey (school) • Focus Group Discussions (schools, local officials) • Key informant interviews (Government, WFP, Partners) • Analysis of secondary data (WFP pipeline data, M&E data)
4. Changes that could be made in strategy and programme design to address findings emerging from analysis in Key Questions 1, 2 and 3.			

	• What are the key livelihood factors that influence school decisions and what weight does SF carry in relation to these? • What partnerships among which Government departments and external agencies are needed for additional support? • How can SF enhance community-school partnerships to improve education?	• HH livelihood data • HH perceptions and opinions • Implementer and partner opinions and perceptions • Degree of alignment with WFP SF quality standards	• Quant survey (household, school) • Focus Group Discussions (schools, parents, SMCs, local officials) • Key informant interviews (Government, WFP, partners)
	• What actions or contributions could be taken by the schools or communities to address obstacles to quality education?	• Construction of hostels for teachers in char areas • Teacher training • Classroom construction • Hiring of new teachers • Other actions by community/ school	• Focus Group Discussions (schools, parents, SMCs, local officials) • Key informant interviews (Government, WFP, partners)
	• What additional support or incentives could be provided under the SF activity to increase attendance, enrollment and reduce dropout particularly for the children from more disadvantaged households?	• Opinions and perceptions of more disadvantaged households • Opinions and perceptions of schools, local partners and community leaders	• Key informant interviews (Government, WFP, partners) • Focus Group Discussions (schools, parents, SMCs, local officials)

Annex 6: Locations Visited during Field Work

Schools and Communities Visited by Qualitative Team

Districts	Upazilas	Unions	Name/Type of School	Date of Visit
Kurigram	Kurigram Sadar	Panchgachi	Panchgachi GPS	08.04.11
	Kurigram Sadar		RNG	08.04.11
	Chilmari	Austamirchar	Mudafat Kalikapur RNG	09.04.11
	Rajibpur	Kodalkati	Bodar pur GPS	09.04.11
	Nageswari	Nageswari	AID Comilla NGO	10.04.11
	Nageswari	Balloverkhash	Dha-Pa-Mollahpara GPS	10.04.11
Gaibanda	Sundarganj	Chonchibari	Dhubni Chonchibari GPS	11.04.11
	Sundaganj	Saporhati	Khamar Pasgachi M. Para Community school	11.04.11
	Sundaganj	Chonchibari	Shibram Model GPS	11.04.11
	Fulchari	Udakhali	Pochim Salua Non-Registered	12.04.11
	Shaghata	Holdiya	Dokhin Bera RNG	12.04.11
	Govindaganj		Caritas school (indigenous community)	13.04.11
				13.04.11
Patuakhali	Golachipa	Ratandi Taltoli	Choyani RNG	17.04.11
		Chiknikandi	Uttar Kochua RNG	17.04.11
		Golkhali	Kalirchar GPS	18.04.11
	Dashmina	Dashmina	Uttar Dashmina GPS	18.04.11
	Kalapara	Latachapli	Latachapli GPS	19.04.11
		Mithagonj	Majherpara Community	19.04.11
Barguna	Bamna	Bamna	Amtoli GPS	20.04.11
		Dowatola	West Dowatola Community	20.04.11
	Patharghata	Charduani	Ganpara GPS	21.04.11
		Patharghata	Koralia RNG	21.04.11

Annex 7: List of Individuals Interviewed

Name	Title	Organization
Christa Rader	Representative and Country Director	WFP Bangladesh
Michael Dunford	Deputy Country Director	WFP Bangladesh
Britta Schumacher	Head of Programme	WFP Bangladesh
Rezaul Karim	Head, Programme Implementation Section	WFP Bangladesh
M. Zahirul Islam	Head, Food for Education Unit	WFP Bangladesh
Monira Parveen	Head, Nutrition Unit	WFP Bangladesh
Nusha Yamina Choudhury	Head, vulnerability analysis and mapping unit (VAM)	WFP Bangladesh
Wannee Piyabongkarn	Head, Operations Support Section	WFP Bangladesh
Mie Kataoka	Head, Logistic and Procurement Section	WFP Bangladesh
Debora Di Dio	Programme Officer	WFP Bangladesh
Anwarul Kabir	Head, WFP Rangpur Sub Office	WFP Bangladesh
Shaheen Sultana	Programme Officer, WFP Rangpur	WFP Bangladesh
Salma Yasmin	Assistant Programme Officer, WFP Rangpur	WFP Bangladesh
Md. Mamunur Rashid	Assistant Programme Officer, WFP Rangpur	WFP Bangladesh
Hafiza Khan	Head, WFP Khulna Sub Office	WFP Bangladesh
Radwon Bhuiyan	Assistant Programme Officer, WFP Khulna	WFP Bangladesh
Satya Ranjan Tarafdar	Assistant Programme Officer, WFP Khulna	WFP Bangladesh
A.M.M. Samsad	Programme Manager (Project Development)	RDRS Bangladesh
Md. Zakir Hossain Akanda	Deputy Secretary	Ministry of Primary and Mass Education, Government of Bangladesh
Bablu Kumar Saha	Deputy Secretary, Director (Planning and Development)	Directorate of Primary Education, Government
Dilruba Begum	District Primary Education Officer, Department of Primary Education Office, Gaibanda district	Directorate of Primary Education, Government
Fazle Siddique Md. Yahya	Deputy Director (P&D), PEDP-II	Directorate of Primary and Mass Education, Government
Md. Hasan Atikar Rahman and staff	Upazila Education Officer, Sundarganj, Gaibanda	Ministry of Education
Nikhil Chandra Halder	District Education Officer, Barguna District	Ministry of Education

Rasheda K. Choudhury	Executive Director & Former Advisor Caretaker Government	Campaign for Popular Education
Dr. Manzoor Ahmed	Senior Advisor	Institute of Educational Development, BRAC University
Yumiko Yamakawa	Chair of PEDP-II and Primary Education Advisor	Japan International Cooperation Agency/Directorate of Primary Education
Sayed Sarwer Hussein	Agricultural Specialist & USDA Focal Person for WFP SFP	United States Department of Agriculture, Foreign Agricultural Service
Amanda Jennings	Second Secretary, Development Cooperation, Australian Agency for International Development	Australian High Commission
Shahriar Islam	Programme Officer, Australian Agency for International Development	Australian High Commission
Dr. Md Mohsin Ali	Nutrition Specialist	UNICEF Bangladesh
Wajiha Khatun	Research Investigator, Clinical Sciences Division	ICDDR,B
Md. Firoz Rahman	District Coordinator, Patuakhali and Barisal	Muslim Aid
Sk. Hassanuzzaman	Head of Disaster Cell	Shushilan
M. Mujibur Rahman	Adviser	Shushilan
Ekramul Kabir	Programme Director	Land o' Lakes
Farah Kabir	Country Director	Action Aid
Teleconferences:		
Caroline Heider	Director, Office of Evaluation	WFP Rome
Sally Burrows	Senior Evaluation Officer	WFP Rome
Nancy Walters	SF Unit	WFP Rome
Edith Heines	Programme Advisor, Mother and Child Health/Nutrition	WFP Rome
Maria Dettori	SFP design Service	WFP Rome

Annex 8: Bibliography

Documents Cited

Ahmed AU. 2004. Impact of Feeding Children in School: Evidence from Bangladesh. International Food Policy Research Institute, Washington, D.C.

Ahmed AU & Arends-Kuenning M. 2003. Do crowded classrooms crowd out learning? Evidence from the Food for Education Programme in Bangladesh. International Food Policy Research Institute (IFPRI) discussion paper 149 (May). *Food and Nutrition Bulletin*, 24(4), pp. 377-8. Available at: http://www.ncbi.nlm.nih.gov/pubmed/14870628.

Ahmed, M., Nath, SR. et. al. 2005. Education Watch 2003/4. Quality with equity: The primary education agenda. CAMPE, Dhaka.

Bhattacharjee, L., Saha, SK. And Nandi, BK. In collaboration with the Project Team, Department of Agricultural Extension, Ministry of Agriculture, The People's Republic of Bangladesh and FAO Regional Office for Asia and the Pacific (2007). *Food-based nutrition strategies in Bangladesh, Experience of integrated horticulture and nutrition development.*

Black, R., L. Allen, Z. Bhutta, L. Caulfield, M. de Onis, M. Ezzati, C. Mathers, and J. Rivera. 2008. Maternal and child undernutrition: Global and regional exposures and health consequences. *The Lancet* 371 (9608): 243–260

Chowdhury AMR, Nath SR, Choudhury RK & Ahmed M. 2001. Education Watch 2000. A question of quality: state of primary education in Bangladesh. CAMPE, Dhaka.

CREATE. 2007. Access to education in Bangladesh: Country analytic review of primary and secondary education. BU-IED, Dhaka.

FAO/WHO. 2003. *Diet, nutrition and the prevention of chronic diseases. Report of a joint FAO/WHO. Expert Consultation.* WHO Technical Report Series 916. Geneva. World Health Organization.

Institute of Public Health Nutrition, Ministry of Family Health and Welfare (2007). National Strategy for Anemia Prevention and Control in Bangladesh.

Mustafa S. 2010.FFE Activity of the WFP: Outcome Survey Report. WFP, Rome.

Nath SR & Chowdhury AMR. 2008. Education Watch 2008. State of primary education in Bangladesh. Progress made, challenges remained. CAMPE, Dhaka.

Natural Disasters Risks Index. 2010. Maplecroft Global Risks Portfolio, Bath, UK.

Nga TT, Winichagoon P, Dijkhuizen MA, Khan NC, Wasantwisut E, Furr H & Wieringa F. 2009. Multi-Micronutrient–Fortified Biscuits Decreased Prevalence of Anemia and Improved Micronutrient Status and Effectiveness of Deworming in Rural Vietnamese School Children. 2009. *The Journal of Nutrition*. Vol 139, pp 1013-1021.

Raynor J & Wesson K. 2006. The Girls' Stipend Programme in Bangladesh. Journal of Education for International Development. Vol 2: 2. Accessed December 2010 at: http://www.equip123.net/IEID/articles/3/Girls'StipendPrograminBangladesh.pdf

Ryan JG & Meng X. 2004. The contribution of IFPRI research and the impact of the Food for Education programme in Bangladesh on school outcomes and earnings. Impact Assessment Discussion Paper No. 22. International Food Policy Research Institute, Washington, D.C. Available at: http://impact.cgiar.org/.

Save the Children UK. 2009. How the Global Food Crisis is Hurting Children The Impact of the Food Price Hike on a Rural Community in Northern Bangladesh. Save the Children UK, London.

Stoltfus, R., L. Mullany, and R. Black. 2004. Iron deficiency anaemia. In *Comparative quantification of health risks: Global and regional burden of disease attributable to selected major risk factors*, ed. M. Ezzati, A. Lopez, A. Rodgers, and C. Murray. Geneva: World Health Organization.

UNDP. 2009. Human Development Report. Available at: http://hdr.undp.org/en/reports/global/hdr2009/

UNDP. 2010. Human Development Report. Available at: http://hdr.undp.org/en/reports/global/hdr2010/.

WFP. 2010. Impact Evaluation of WFP SFPs in Kenya (1999-2008): A Mixed-Methods Approach. Vol 1. Commissioned by the Office of Evaluation of the WFP, Rome.

WFP (2005) Food and Nutrition Handbook. WFP, Rome.

WHO/World Bank. School deworming at a glance.

Winch, R. 2009. International approaches to SF: Country experiences from Mali, Chile, and India. Global Child Nutrition Foundation.

Documents Reviewed

Adelman SW, Gilligan DO & Lehrer K. 2008. How Effective are Food for EducationProgrammes? A Critical Assessment of the Evidence from Developing Countries. IFPRI Food Policy Review. International Food Policy Research Institute, Washington, D.C.

Ahmed AU. 2005. Comparing Food and Cash Incentives for Schooling in Bangladesh. International Food Policy Research Institute, Washington, D.C.

Ahmed AU & del Ninno C. 2002. The FFE Programme in Bangladesh: An Evaluation of its Impact on Educational Attainment and Food Security. International Food Policy Research Institute, Washington, D.C.

Ahmed AU, Quisumbing AR, Nasreen M, Hoddinott JF & Bryan E. 2009. Comparing Food and Cash Transfers to the Ultra Poor in Bangladesh. IFPRI Research Monograph. International Food Policy Research Institute, Washington, D.C.

Baulch B. 2010. The Medium-Term Impact of the Primary Education Stipend in Rural Bangladesh. IFPRI Discussion Paper 00976. International Food Policy Research Institute, Washington, D.C.

Bundy D, Burbano C, Grosh M, Gelli A, Jukes M & Drake L. 2009. Rethinking SF: Social Safety Nets, Child Development, and the Education Sector. The World Bank, Washington, D.C.

Cavallero A, Gelli A, Licia M, Mirabile M, Molinas L & Regnault de la Mothe M. 2010. New Benchmarks for Costs and Cost-Efficiency of SF in Areas of High Food Insecurity. WFP, Rome.

Coates J & Hassan . 2002. SF in Vulnerable Rural Areas and Urban Slums in Bangladesh: A Baseline Report to the WFP. WFP, Rome.

Dijkhuizen P, Afsar N & Quddus A. 2006. Report of the 2006 Mission on Atta, School Biscuits and Blended Food. WFP, Dhaka.

DRN. 2004. Joint Evaluation of Effectiveness and Impact of the Enabling Development Policy of the WFP. Bangladesh Country Study Vol 1. Development Researchers' Network, Rome.

FAO (2010) Fats and fatty acids in human nutrition, Report of an expert consultation, FAO Food and Nutrition Paper 91, FAO, Rome (final report).

Galloway R, Kristjansson E, Gelli A, Meir U, Espejo F & Bundy D. 2009. SF: outcomes and costs. *Food and Nutrition Bulletin* 30(2), pp.171-82. Available at: http://www.ncbi.nlm.nih.gov/pubmed/19689096.

Gardener J, Wustefeld M, Taher M & Genequand MM. 2010. CP Bangladesh CP 10410.0 (2007-2010). Final Report. WFP, Rome.

Gelli A. 2006. Food for Education Works: A Review of WFP FFE Programme Monitoring and Evaluation 2002-2006. WFP, Rome.

Gelli A, Al-Shaiba N, & Espejo F. 2009. The Costs and Cost-Efficiency of Providing Food Through Schools in Areas of High Food Insecurity. *Food and Nutrition Bulletin* 30(1) pp. 68-76.

Greenhalgh T, Kristjansson E & Robinson V. 2007. Realist Review to Understand the Efficacy of SFPs. *BMJ (Clinical research ed.)*, 335(7625), pp.858-61. Available at: http://www.pubmedcentral.nih.gov/articlerender.fcgi?artid=2043412&tool=pmcentrez&rendertype=abstract [Accessed January 31, 2011].

Iannotti, L., Cunningham, K., Ruel, M. IFPRI, Nov 2009. Improving Diet Quality and Micronutrient Nutrition, Homestead Food Production in Bangladesh, 2020 Vision Initiative.

Jacoby H. 1997. Is There an Intrahousehold Flypaper Effect? Evidence from a SFP. Food Consumption and Nutrition Division Discussion Paper No. 31. International Food Policy Research Institute, Washington, D.C.

Kristjansson B, Petticrew M, MacDonald B, Krasevec J, Greenhalgh T, Wells GA, MacGowan J, Farmer AP, Shea B, Mayhew A, Tugwell P & Welch V. 2009. SF for Improving the Physical and Psychosocial Health of Disadvantaged Students (Review). The Cochrane Collaboration. John Wiley & Sons, Ltd.

Meng X & Ryan J. 2007. Does a Food for Education Programme Affect School Outcomes? The Bangladesh Case. Discussion Paper No. 2557. Institute for the Study of Labour, Bonn.

Rogers BL, Coates J & Osei AK. 2004. WFP Bangladesh SFP Mid Term Evaluation Final Report. WFP, Rome.

Sulaiman M. 2010. Assessing impact of asset transfer on children's education: A case of BRAC's ultra poor programme in Bangladesh. Paper commissioned for the Education for All Global Monitoring Report 2010: Reaching the Marginalized.

van Stuijvenberg ME, Dhansay MA, Smuts CM, Lombard CJ, Jogessar VB & Benade AJS. 2001. Long-term evaluation of a micronutrient-fortified biscuit used for addressing micronutrient deficiencies in primary school children. Public Health Nutrition Vol 4: 6 pp. 1201-1209.

WFP. 2005. Bangladesh Self-Evaluation of WFP CP (2001-2005). WFP, Rome.

WFP. 2006. Food for Education Works: A review of WFP FFE programme monitoring and evaluation 2002-2006. WFP, Rome.

WFP. 2006a. CP Bangladesh 10410.0 (2007-2010). WFP, Rome.

WFP. 2006b. Lesson from 30 Years: A Brief History of WFP in Bangladesh. World Food Programme, Rome.

WFP. 2007a. Baseline Survey Report on FFE Activity. WFP, Rome.

WFP. 2007b. Full Report of the Thematic Evaluation of the WFP SF in Emergency Situations. Ref. OEDE/2007/06. WFP, Rome.

WFP. 2008. WFP Strategic Plan (2008-2010). WFP, Rome.

WFP. 2009. WFP SF Policy. WFP, Rome. Available at: http://www.wfp.org/eb.

WFP. 2010. SF in Bangladesh. Power Point Presentation. WFP, Rome.

WFP/UNICEF. 2005. The Essential Package. WFP, Rome.

WFP, UNICEF, Institute of Public Health Nutrition, Ministry of Health and Family Welfare, Government of the People's Republic of Bangladesh (2009) Bangladesh Household Food Security and Nutrition Assessment Report.

WFP/UNICEF. The Essential Package: Twelve Interventions to Improve the Health and Nutrition of School-Age Children. WFP, Rome.

World Bank. 2006. From Schooling Access to Learning Outcomes: An Unfinished Agenda. World Bank, Washington, D.C.

Vermeersch C & Kremer M. 2004. School Meals, Education Achievement and School Competition: Evidence from a Randomized Evaluation.

Acronyms

BMI	Body Mass Index
CP	Country Programme
CREATE	Consortium for Research on Educational Access, Transitions and Equity
DPE	Directorate of Primary Education
EB	Executive Board
EMOP	Emergency Operation
EPS	Educational Progression Score
EP	Essential Package
FAO	Food and Agriculture Organization of the United Nations
FFE	food for education
FFT	food for training
FFW	food for work
GDF	Gross Domestic Product
GPS	Government Primary School
NW	Northwestern
NGO	Non-Governmental Organization
PEDP	Primary Education Development Programme
PRRO	Protracted Relief and Recovery Operation
PRS	Poverty Reduction Strategy
PRSP	Poverty Reduction Strategy Paper
PTA	Parent Teacher Association
RNGPS	Registered Non-Government Primary School
RNI	Recommended Nutrient Intake
SF	School Feeding
SFP	School Feeding Programme
SMC	School Management Committee
SPR	Standardized Project Report
SSC	Secondary School Certificate
TOR	Terms of Reference
UN	United Nations
UNDP	United Nations Development Programme
UNICEF	United Nations Children's Fund
VAM	vulnerability analysis and mapping
WFP	World Food Programme

Office of Evaluation
www.wfp.org/evaluation

WFP
World Food Programme
wfp.org