

USDA McGovern-Dole International Food for Education and Child Nutrition Programme's Support (2014-2016) to WFP Laos Country Programme

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Acronyms and Abbreviations

CLPM	Correct Letters Per Minute
CWPM	Correct Words Per Minute
DDS	Dietary Diversity Score
EDC	Enterprise & Development Consultants
EGRA	Early Grade Reading Assessment
FFE	Food For Education
FTF	Feed the Future
FWPM	Familiar Words Per Minute
IWPM	Invented Words Per Minute
MGD	McGovern Dole
MMS	Mid-Morning Snacks
ODK	Open Data Kit
ORF	Oral Reading Fluency
PDR	People's Democratic Republic
PMP	Performance Monitoring Plan
PPS	Probability Proportional to Size
SE	Standard Error
SFP	School Feeding Programme
SO	Strategic Objective
SRS	Simple Random Sampling
TCLR	Total Correct Letters Read
TFWR	Total Familiar Words Read
TIWR	Total Invented Words Read
USDA	United States Department of Agriculture
WFP	World Food Programme

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Executive Summary

Background and Objectives

The World Food Programme (WFP) started the School Feeding Programme (SFP) in Lao People's Democratic Republic (PDR) in 2002. Recently, the country programme received a US\$27 million donation from the United States Department of Agriculture (USDA) to support 150,602 children during the period 2014-2016. WFP's school meal programme in Laos incorporates three kinds of food supplementation: mid-morning snacks (MMS), lunch for primary school students, and take home ration (THR) for incomplete sentence

The objective of the consultancy was to undertake a baseline survey of the Lao PDR SFP in order to calculate USDA's SFP performance indicators (PIs) and other school related variables across the sampled schools. In order to do this, the baseline survey collected data on education and food security variables at the individual, household and school levels. It also collected data on a range of other variables including school infrastructure, school location, teacher attendance, etc. that could potentially affect or explain programme outcomes.

Methodology

The baseline survey methodology followed a quantitative data collection approach, consisting of a cross-sectional survey of a sub-sample of programme primary schools and beneficiaries. In October 2015, data was collected from 85 formal schools across ten districts of six provinces (Pongsaly, Oudomxay, Luang Namtha, Salavan, Sekong, and Attapeu). For practical and technical reasons, the baseline team and WFP agreed to focus primary data collection in MMS (45 schools) and lunch interventions (40 schools) in primary schools. The reference period for the school survey was the academic year 2014-15, starting in September 2014 and ending in August 2015.

From each school, ten students, ten parents, one storekeeper and one teacher were selected to be interviewed. The response rate exceeded 95 percent. School level attendance, enrolment, food utilisation and distribution data was collected using the school questionnaire. The parents' questionnaire was primarily used to obtain household demographic status and student's dietary diversity. The pupils' questionnaire was used to collect information on the participation in school feeding programme and factors affecting attendance. The storekeeper and cook questionnaire was used to assess the food storage and preparation at school level, in addition to the knowledge and practices related to school meal preparation and distribution. The Early Grade Reading Assessment (EGRA) test was administered to ten students from the third grade in each school. School-level information was collected through a School Questionnaire, which involved interviews with school principals and a review of school records.

Key Findings and Recommendations

Students' literacy levels are extremely poor, with only 1.9 percent of students demonstrating at least 75 percent comprehension compared with a target of 25 percent. To make a substantial progress towards the final target over the intervention period, we recommend that the SFP develop a strong partnership with the Ministry of Education and Sports (MoES), advocating for the use of available resources to improve the teaching and learning environment and to implement strategies to improve primary school pupils' reading and comprehension skills.

Child inattentiveness is also a significant problem, with 19 percent of children being identified as inattentive by teachers. There is an interesting gender disparity, with inattentiveness being more common among boys (22 percent) than girls (16 percent).

Mean dietary diversity is low, at an average of 5.0 for both boys and girls. This might be due to the programme intentionally targeting vulnerable and food insecure areas. Due to the crucial contributions of the community to supplement the lunch programme, we recommend working closely with local communities and schools to strengthen this support.

Water and sanitation facilities at the school were poor. Only 44 percent of schools had access to drinking water near or at school. Although 85 percent of schools have toilet facilities for students, only 25 percent of schools have separate toilet facilities for girls. We recommend that WFP work closely in partnership with the key actors to improve water and sanitation facilities, specifically for girls.

Facilities for food storage and preparation are generally adequate (97 percent of schools have a dedicated store-room and 92 percent have a kitchen). However, less than half of store-keepers (45 percent) and only one third of food preparers (33 percent) have received training on safe food handling and hygiene practices. As a consequence, knowledge of good hygiene is poor, with only 8.2 percent of food preparers passing a test on safe food preparation and storage practices. We recommend increasing the coverage of safe practices training and offering refresher courses.

This poor knowledge on health and hygiene also extends to the students. None of the students tested obtained a passing score of 80 percent on a test on good health and hygiene practices. Thirty-two percent of students could not identify a single good health and hygiene practice. Less than one percent of the students could correctly identify at least 50 percent of the practices. Reported teacher attendance appear to be high, with 94 percent average attendance and 84 percent of teachers attending at least 90 percent of the school days in the last academic year. From the available school records, student attendance also appears to be very high, with 97 percent attendance on average and 100 percent with regular attendance (i.e. students who attended ≥ 80 percent of class days). However, student attendance observed during the day of the survey was 87 percent (see below for further findings related to school level data quality).

The discrepancy between school records and baseline attendance observations suggests that school level record keeping and data quality is poor. In fact only 65 percent of schools had

complete monthly records for teacher and student attendance over the last academic year. As both regular programme monitoring and evaluations will rely on school records, accurate record keeping is an important issue if the data are to be considered reliable and valid. However, WFP has recently rolled out a new template for proper school record keeping and has strengthened their school monitoring visits. If implemented properly, this system will improve the school level records, resulting in more reliable and better quality data availability for the mid-term and final evaluations. We recommend that WFP raise this critical issue of inaccurate school records at senior level in the Ministry of Education and Sports (MoES) and continues to work closely with the MoES, District Education Offices, and the schools to ensure compliance.

1 Background

Globally, more than 20 million children receive school meals from the World Food Programme (WFP) every year (WFP, 2015). Through its school feeding programme (SFP), WFP works with governments and development partners to support education reduce malnutrition and promote overall development. WFP's school meal programme in Laos incorporates three kinds of food supplementation: mid-morning snacks (MMS) for whom?, lunch for primary school students, and take home ration (THR) for informal boarders¹ mainly from secondary schools. Students in MMS schools receive daily snacks consisting of 80 grammes of corn soya blend (CSB), widely known as super cereal; 15 grammes of vitamin A fortified vegetable oil; and 15 grammes of sugar². Students in lunch schools receive 100 grammes of rice and 10 grammes of vegetable oil on each school day throughout the school year³. THR students receive 40 kilogrammes of rice twice per academic year. The supplements are produced by cooks and storekeepers selected locally by Village School Meals Committees (VSMC), and firewood and cooking water should be contributed by the community.

Although the direct objective of school meals is to attract and keep students in school, the indirect benefits of SFP can reach far beyond school boundaries (WFP, 2013). Indeed, one of the SFP's aims is to improve child literacy by increasing children's enrolment and attendance in schools. In addition, by emphasising girls' education, the SFP can help to narrow the gender gap. In addition, through the provision of a regular nutritious meal (often combined with deworming and micronutrient fortification), the SFP aims to improve children's nutritional status. Finally, the SFP can have direct and indirect safety net effects, protecting children's food security during times of crisis and offsetting household education and food costs (WFP, 2013). However, none of these objectives can be achieved by the provision of school meal alone and; generally are the effect of systematic incorporation of additional strategic programme interventions that reduce economic, social and cultural constraints to health and learning (Finan, 2010).

WFP has maintained a country office in Lao PDR since 2000, launching the Laos SFP in partnership with the Ministry of Education (MoE) in 2002 (WFP, 2005). During the academic year 2014-15 WFP implemented the SFP in 1,634 schools in 32 districts within seven provinces. In total, 1,435 schools are primary schools in which meals are offered to 142,609 children (in 90 of these schools, 1,315 children are also offered THR), and 199 are secondary schools that provide THR to 28,145 informal boarders. In 2014, the WFP Lao PDR Country Programme received a US\$27 million donation from USDA to continue and expand upon the SFP for the 2014-15 and 2016-17 school years. With the USDA grant, WFP plans to target an average of 150,602 children in year one, 142,204 in year two, and around 113,252 children during the final year of the programme.

¹ Informal boarders are students who do not have access to schooling in their home villages. They are therefore living on their own either in school hostels or in a small hut near the school. Sometimes the informal boarders might also stay with their relatives near the schools.

² The sugar is funded by the Australian government.

³ There are around 166 school days per academic year.

Between 2015 and 2017, WFP will gradually shift away from the MMS programme towards a lunch programme, in an effort to align the intervention with the Government of Lao's (GoL's) School Meal Policy, which will eventually enable the government to take over the programme. During the design phase, WFP had plans to shift 200 primary schools to the lunch programme in 2015, 268 in 2016, and 300 in 2017. However, during the baseline in September 2015 the survey team established that WFP have identified 261 schools to move from MMS to Lunch intervention. Under the lunch programme, WFP provides 100 grammes of rice and 10 grammes of vegetable oil per student per school day. Other food ingredients (e.g. vegetables, plant, animal or animal proteins, and spices) and non-food inputs (e.g. firewood and water) are expected to be contributed by the community. In addition to the primary school meal programme, WFP will provide a take home ration (THR) of 40 kilogrammes of rice to informal boarder (IB) students, predominantly from secondary schools that do not receive WFP lunches, twice per year.

The aims of this baseline evaluation were to:

1. Present baseline values for the key WFP SFP performance indicators (PIs)
2. Determine whether these indicators vary across schools
3. Present school related variables that may be affecting variation in indicators across schools

2 Methodology

2.1 Sampling Approach

The baseline survey focused on quantitative data collection using a cross-sectional survey of the programme schools and beneficiaries. This was complemented by extensive desk research during the design phase including a review of existing programme documents. It was agreed with WFP that the evaluation would focus only on primary schools delivering MMS or lunch to pupils.

A total of 85 primary schools were sampled across ten districts⁴, which spanned six provinces⁵ of Lao PDR, 45 of which are implementing MMS and 40 of which have shifted to lunch interventions. For more information on the sampling strategy, please refer to Annex 1.

In the sample, the ratio of female to male school enrolment was 0.95 (i.e. for every 100 boys enrolled, there were 95 girls enrolled), similar to the population level enrolment ratio for all primary schools supported by WFP in Lao PDR. The ratio of female to male programme participation was slightly different (0.93 for MMS and 0.98 for lunch) across the two intervention groups.

2.2 Data Collection

2.2.1 Questionnaires

The reference period for the school survey was the academic year 2014-15, which began in September 2014 and ended in August 2015. Data collection was undertaken in October 2015. Quantitative data was collected in each sampled school using the following seven questionnaires (please refer to **Annex 2** for samples of each questionnaire):

- **The School Questionnaire** was used to collect school-level information through interviews with the head teacher, direct observation of the school facilities and data gathered from school records.
- **The Student Questionnaire** was administered to a sample of ten randomly selected pupils in each school included in the baseline survey.
- **The Household Questionnaire** was administered to parents of the ten randomly selected pupils (one parent per pupil).
- **The Early Grade Reading Assessment (EGRA)** was administered to ten randomly selected students from the third grade of each school (see Annex 4 for more details on EGRA).

⁴ Phongsaly, Boontai, Hoon, Beng, Xay, Viengphoukha, Lao Ngam, Thateng, Sanxai, Sanamxai.

⁵ Phongsaly, Oudomxay, Luang Namtha, Salavan, Sekong, Attapeu.

- **The Teacher Questionnaire** was administered to one teacher from each school, and data was also collected through interviews.
- **The Cook Questionnaire** was administered to one cook from each school, and data was collected through interviews.
- **The Storekeeper Questionnaire** was administered to the person responsible for the storage of SFP food in each school, and data collection also included direct observation of the storeroom.

The questionnaires were developed by Kimetrica and translated into Lao. Questionnaires were designed to inform USDA MGD school performance indicators (see **Annex 3**). In addition, key student and school variables that may influence performance indicators (such as school facilities) were collected.

2.2.2 Implementation

Enterprise & Development Consultants (EDC), a local consulting firm from Laos, pre-tested the questionnaire in target districts and implemented the surveys under Kimetrica’s supervision. An ODK eco-system was used for the survey and data was collected using Android powered tablets. A combination of Kobo and Enketo Smart Paper was used to collect data using ODK Collect, which allowed both online and offline data collection.

Data collected through tablets were directly uploaded to the server whenever a 3G or Wi-Fi network was available. This permitted the data to be monitored on a near real-time basis by both Kimetrica and EDC, enabling immediate feedback to the data collection team. When an internet connection was not available, data were collected offline and uploaded when the team returned to the district headquarters or another location with an internet connection. On a few occasions data overload on the mobile phones meant that the enumerators had to collect data using paper questionnaires, which were later entered into the database. The training and quality assurance methods employed are further outlined in **Annex 1**.

2.2.3 Successful completion

Of the 85 selected schools, two were found to be inaccessible during the screening (verified by MoES and WFP) and were replaced by backup schools. The response rate for students, EGRA and parents were 100, 97 and 95 percent respectively (see Table 1). In seven schools there were not enough grade 3 students to fulfil the EGRA quota of ten students per school. To minimise non-response, a second household visit was made to households in which parents were not found during the first visit. Nevertheless, the survey team was unable to reach 40 parents.

Table 1: Baseline target and successful completion of individual interviews

District	No of schools	Target sample (individual)	Successful interviews conducted		
			Students	Parents	EGRA
Phongsaly	5	50	50	47	48
Boontai	6	60	60	39	60
Hoon	13	130	130	122	130
Beng	10	100	100	100	89
Xay	10	100	100	97	100
Viengphoukha	6	60	60	55	54
Lao Ngam	12	120	120	120	120
Thateng	12	120	120	120	120
Sanxai	5	50	50	50	50
Sanamxai	6	60	60	60	59
Total	85	850	850	810	830

2.2.4 Constraints

Poor availability and quality of longitudinal data due to poor record keeping at the school level was one of the major challenges for the baseline survey team in Laos. To determine the level of data availability at the school level (student enrolment, student and teacher attendance, and food utilisation at school level), additional questions were added to the school questionnaire.

Almost half of the schools (48 percent) did not have any record of teacher attendance, and over a third (35 percent) of schools did not have any student attendance records for the previous academic year. A quarter of the schools could not produce any enrolment records for previous years. Overall, roughly a third of the schools could produce proper records of teacher and student attendance, enrolment⁶. The rest of the schools had only partial records available.

Availability of food utilisation data was even poorer, with around 40 percent of utilisation data not available. Due to partial record keeping, monthly utilisation data is unreliable even for schools with available utilisation data.

For this reason, a complete dataset was not available for all 85 schools. The actual sample size for each of the indicators calculated is reported in **Annex 3**.

2.3 Data Cleaning and Analysis

During data cleaning, range and consistency checks were performed to identify outliers and to ensure that responses were consistent with previous information. Outlying values were verified with the field team and errors were identified.

Indicator values were calculated for all schools and were disaggregated by intervention type (MMS or lunch) and sex (male or female). In general, school level data was not disaggregated by province due to the small sample size. Rather, geographical differences were explored by

⁶ Overall, 35 percent of schools had complete teacher and student attendance records for the last academic year; and 34 percent schools had proper enrolment records for previous five academic years

disaggregating by north and south. Where appropriate, individual level data (e.g. on parents, pupils, EGRA) were disaggregated both by north/south and by province. The indicators calculated from the student and household surveys were calculated by summarising all individual samples.

3 Key Findings

3.1 School Performance Indicators

This section covers the main findings related to the SFP performance indicators jointly identified by WFP and USDA (please refer to **Annex 3** for detailed results presented in tabular format).

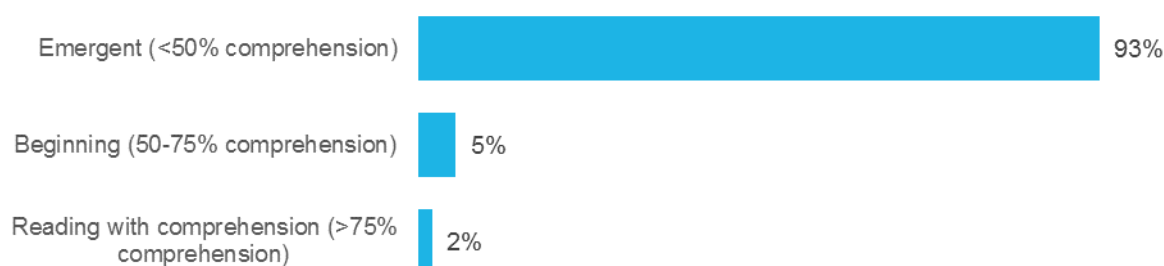
3.1.1 MGD SO1: Improved Literacy of School-age Children

Indicator 1: Percentage of students who, by the end of two grades of primary schooling, demonstrate that they can read and understand the meaning of grade-level text

Students' literacy levels were measured using the Literacy Boost Test developed by Save the Children for Lao PDR, along with five sub-tests (see **Annex 4** for detailed results and description of each test). All five tests were administered to determine possible explanations for potential low performance. Administering these tests during the baseline survey will allow programme implementers to measure any changes in literacy levels over time as well as to investigate the deeper causes of these changes.

Students were categorised into emergent (score of less than 50 percent), beginner (score between 50 and 75 percent) and reader (score greater than 75 percent) based on their comprehension sub-test score, as recommended by the Literacy Boost guidelines. As demonstrated in Figure 1, 93 percent of students are classified as emergent and only two percent are readers, demonstrating comprehension. These results are similar to those found by Save the Children in a similar study (2013).

Figure 1: Baseline reading comprehension tier in WFP supported schools



This indicator does not demonstrate significant differences between groups when disaggregated by sex and geographical location (North/South). However, there are more readers in schools receiving MMS (2.9 percent) than in those receiving lunches (0.8 percent). Although this difference is statistically significant, it is marginal and both are low.

3.1.2 MGD 1.1.1: More Consistent Teacher Attendance

Indicator 2: Average teacher attendance rates

The average teacher attendance rate over the academic year is high, at 94 percent. This is consistent across sex and intervention type.

Indicator 3: Percent of teachers attending at least 90 percent of the school days

Eighty-four percent of teachers regularly attend school (attend more than 90 percent of school days). This is slightly higher in schools that receive MMS (87 percent) than in lunch-only schools (80 percent).

3.1.3 MGD 1.1.4: Increased Skills and Knowledge of Teachers

Indicator 4: Percent of teachers/educators/teaching assistants trained or certified in teaching techniques during the last one year

Only 23 percent of the teaching staff reported having received training in teaching techniques over the last year. This is slightly higher for female teaching staff and for those at schools receiving MMS (both 26 percent).

Indicator 5: Percent of teachers/educators/teaching assistants in target schools who demonstrate use of new and quality teaching techniques or tools as identified by their supervisor/mentor/coach

The head teachers reported that all of the teachers are applying their new skillsets.

3.1.4 MGD 1.2: Improved Attentiveness

Indicator 6: Percentage of students in classrooms identified as inattentive by their teachers

On average, 19 percent of students were classified as inattentive by two out of three of their teachers. Inattentiveness is slightly more of a problem for boys than girls (22 percent compared to 16 percent) and for students in schools receiving only lunch compared to MMS (26 percent compared to 16 percent).

3.1.5 MGD 1.3: Improved Student Attendance

Complete information on monthly student attendance over the last academic year was available from 35 percent of the schools, and an additional 16 percent of the schools had partial data on attendance. Overall, data for only 367 students (out of 850 in the sample) were available for indicators 7 and 8.

Student attendance was measured ~~in~~ in two ways:

1. The school attendance records of ten pupils per school for the last academic year. Both average attendance and regular school attendance (defined as greater than or equal to 80 percent attendance) were calculated.
2. The average school attendance on the day of the survey was computed from the number of students present at school on the day of the survey compared to the number of students enrolled in each school. Although just a snapshot of the day, this indicator can be used to triangulate the reliability of school records.

Indicator 7: Average student attendance

Average student attendance is high at 97 percent. It is similar for both sexes and intervention types.

Indicator 8: Percent of students regularly attending school (at least 80 percent of the school days)

The percent of children who regularly attended school is almost 100 percent.

Indicator 9: Student attendance on the day of the survey

School attendance on the day of the survey was lower than the average and regular attendance rates, at 89 percent. This value is determined from all children at the schools rather than historical information on 10 students.

3.1.6 MGD 1.3.4: Increased Student Enrolment

The baseline survey team aimed to collect enrolment data from school records for the past five academic years in order to examine trends in student enrolment in WFP supported schools (Table 2). Around of quarter (26 percent) of the schools could not produce any enrolment records during the baseline survey. About 40 percent of schools had records for at least one of the years, and 34 percent had complete enrolment records for all five years.

Indicator 9: Average percent change in school enrolment

There were only minor changes in enrolment rates between academic year 2014-15 and academic year 2015-16: on average, student enrolment dropped marginally, by 0.7 percent. However, student enrolment also declined slightly, by 2.4 percent during academic year 2014-15 compared to the year before; and previous academic year observed less than one percent raise and fall in student enrolment compared to the years before.

Indicator 10: Average enrolment ratio of girls to boys at target schools

The female to male enrolment ratio was 0.95 during academic year 2015-16, indicating that the number of girls enrolled was 5 percent less than number of boys enrolled. There was no variation by school location, however, school lunch schools had better gender equity (ratio 0.98) compared to MMS schools (ratio 0.93), and the ratio has remained fairly consistent over the past four years.

Table 2: Change in enrolment and gender ratio over last five academic years

Enrolment indicators	Year 2012-13	Year 2013-14	Year 2014-15	Year 2015-16
Annual percent change in student enrolment				
All schools	-0.4	0.6	-2.4	-0.7
MMS schools	1.4	-0.9	0.5	0.2
Lunch schools	-1.7	2.0	-5.1	-1.8
Male students	-1.0	-0.3	-2.6	-0.4
Female students	0.3	1.7	-2.1	-1.0
Girls : Boys enrolment ratio				
All schools	0.92	0.95	0.95	0.95
MMS schools	0.85	0.88	0.92	0.93
Lunch schools	0.98	1.00	0.98	0.98

Indicator 11: Average student dropout rate

The average dropout rate over the last academic year is less than one percent. It is slightly higher for boys (1.2 percent) than for girls (0.5 percent), but the difference is not statistically significant. Schools providing lunch interventions reported markedly higher (1.4 percent) dropout rates than schools providing MMS (0.1 percent). However, overall, the dropout rate is very low in the sample schools compared to the national average of 5.5 percent (UNESCO, MoES 2014). The observed differences between MMS and lunch schools and also the overall low dropout rate might be either due to underreporting of the student dropout at school level, or to a lower number of dropouts at sample schools.

Indicator 12: Repetition rate

Overall, 7.8 percent of students had to repeat in the same grade during last academic year. This rate is significantly higher for boys (9.5 percent) than for girls (6.0 percent). Although MMS school dropout rates are marginally higher (9.1 percent) than lunch schools (6.7 percent), the difference is not statistically significant. Overall, the repetition rate in the sample schools is slightly higher than the national average of 6.9 percent (UNESCO, MoES 2014).

3.1.7 MGD 1.3.5: Increased Community Understanding of Benefits of Education

Indicator 13: Percent of parents in programme schools who can name at least three benefits of primary education

Less than half of the parents interviewed (45 percent) could name at least three benefits of primary education. There is a significant difference in the parents' understanding of educational benefits depending on whether their child(ren) attend an MMS school (38 percent could name three benefits) or a lunch school (53 percent). School location also affects parents' knowledge of educational benefits, with 42 percent in the north being able to name three compared to 50 percent in the south.

The three most common responses were that primary education: (i) improves literacy rates, (ii)

increases the chances of the pupil's future self-reliance and (iii) helps to break the cycle of poverty.

3.1.8 MGD SO2: Increased Use of Health and Dietary Practices

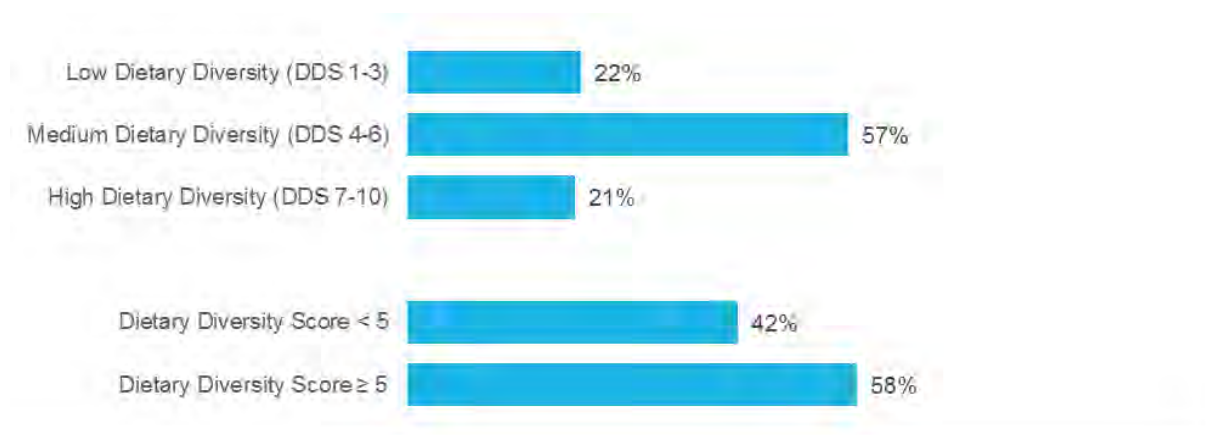
Indicator 14: Average dietary diversity score (DDS) of school-aged children

The quality of students' diets was assessed in terms of dietary diversity. Following the Feed the Future guidance (2014), the evaluation team collected complete information on all of the food and drink consumed by each child during the 24 hours prior to the interview for 810 school children through interviews with parents. Details on dietary diversity estimation and the main results for this score are outlined in Annex 5.

The mean dietary diversity score (DDS) was quite low at 5.0 (out of a maximum score of 10), which holds for both boys and girls when disaggregated by sex. It varies slightly between north (5.2) and south (4.8); and between MMS (5.3) and lunch (4.7) schools. Both differences are statistically significant.

Students' food intake status was measured by categorising individual dietary diversity scores into various classes. One categorizes DDS in terms of high, medium and low dietary diversity scores, whereas another classifies students into two groups: those that consumed more or less than 5 food items. As presented in Figure 2, only one in every five children exhibit high dietary diversity. A similar proportion (22 percent) exhibit low dietary diversity. Approximately three in five students had consumed 5 or more food groups in the 24 hours preceding the survey. Results do not vary significantly between male and female students or between intervention types along either method of classification.

Figure 2: Student dietary diversity scores



3.1.9 MGD 2.1: Improved knowledge of health and hygiene practices

Indicator 15: Percent of students in target school who achieve a passing score on a test of good health and hygiene practices as a result of USDA assistance

None of the students obtained a passing score of 80 percent on a test on good health and hygiene practices. While about 25 percent of students could identify at least three good health and hygiene practices, 32 percent of students could not identify a single good health and hygiene practice. Less than one percent of the students could correctly identify at least 50 percent of the practices.

Three most commonly identified practices were: (i) hand washing with soap after using latrine, before eating / preparing food / feeding a child; (ii) drinking clean water from a safe source (e.g. tube well, or treated water collected from river/lake); and (iii) keeping the school building and compound clean.

3.1.10 MGD 2.2: Increased knowledge of safe food preparation and storage practices

Indicator 16: Percent of food preparers in target school who achieve a passing score on a test of safe food preparation and storage practices

Eighty-five cooks from the sample schools were tested on their knowledge and attitudes regarding safe food preparation and storage practices. Only 8 percent of food preparers achieved at least a score of 80 percent. Results did not vary by intervention type or school location. On average, the cooks could correctly answer five questions (out of ten); 54 percent of the cooks answered more than 50% of the questions correctly.

3.2 School Variables

The questionnaires also recorded information on key school and student characteristics that may indirectly affect the WFP SFP school performance indicators. A summary of the school variables is given in Annex 3.

3.2.1 School Facilities

On average there is one teacher for every 27 students. This is worse than the national average of 24 students per teacher in primary schools but better than the national target of 33 students per teacher (UNESCO, MoES 2014, and NationMaster 2015). On average, there are 28 students per classroom, also better than the national benchmark of 33 students per classroom (Benveniste et al. 2007). Three-quarters of the schools have a library, and all of the libraries had supplementary books for students.

Fewer than half of the schools have a source of drinking water nearby. This is slightly lower than the national average of 56 percent of schools having a supply of drinking (UNICEF, 2014).

About 85 percent of schools have a toilet facility for students. This is much better than the national average of 53 percent of primary schools with toilet facilities for students (UNICEF, 2014). However, within schools only a quarter have separate facilities for male and female students, which means that most girls have to share a toilet with male students. Schools in the northern provinces have significantly better access to toilets (90 percent) compared to the southern provinces 77 percent. However, schools in the south were more likely to have separate facilities for boys and girls 41 percent) than those in the north (16 percent).

The average distance to the nearest market is 17 km, to the nearest education office is 21 km, and to the nearest food distribution centre is 70 km.

3.2.2 Food Preparation and Storage Facilities

Nearly all of the schools have a dedicated store-room for the food, one quarter of which were built with USDA assistance. In 80 percent of the schools, food is stored off the ground, and nearly all schools (92 percent) have a kitchen. On average, training in safe food preparation and storage practices as a result of USDA assistance was 45 percent for storekeepers and 33 percent for food preparers. Staff in schools providing lunch are better trained (70 percent for storekeepers and 45 percent for food preparers compared to 22 percent of storekeepers and food prepares in MMS schools). None of the schools use smoke reducing or energy saving stoves.

On average, only nine percent of schools have a dining area for meal consumption, though this is higher in schools that serve lunch (40 percent). Forty-six percent of the schools reported receiving voluntary food contributions from farmer groups, and almost 40 percent have developed an informal partnership for food supplies.

3.2.3 Teacher Training History and Background

Information on teachers' backgrounds and training histories was collected from 579 teachers (57 percent female) in the 85 sample schools using the school questionnaire (see Annex 6).

Regardless of gender and intervention type, head teachers have, on average, 17 years of teaching experience. Regular teachers have an average of 10 years of teaching experience. This varies slightly by gender: male teachers have 12 years of teaching experience, whereas their female colleagues have, on average, 9.5 years of experience. Teachers at MMS schools tend to have more experience (11 years) than those at lunch schools (8.9 years). Two thirds (67 percent) of the teachers have a technical/vocational diploma and 31 percent have a higher diploma. Less than one percent of the teachers have a bachelor or higher level of educational qualification.

Very few of the teachers (7 percent) reported having received training on the school meal programme. Fifteen percent reported having received training on health, hygiene and nutrition in the last academic year.

4 School Feeding Attainment

Retrospective monthly information on the meals that the schools provided to the students was explored in an effort to calculate a School Feeding Attainment (SFA) score, a measure of how much food was prepared at the school compared to the food requirements based on student attendance. If there was enough variation in the provision of food at the school level, the SFA could be used to estimate and attribute the effects of the programme, if any, using a regression analysis (for full details about the regression approach, please refer to Annex B of final “Evaluation Plan”).

Unfortunately, the data available at school level on feeding and food utilisation at baseline was not robust enough for a comprehensive analysis, with many missing data points due to the poor record keeping of most schools. About half of the sample (45 schools) did not have any monthly record of food utilisation. Of the remaining schools, even when school authorities claim to have provided food on every school day, many had only partial data, such as records for only a few days. This raised the question on the reliability of the data that is available and led us to abandon the idea of conducting any impact analysis during the baseline.

5 Conclusion and Recommendations

The literacy comprehension of students is poor, with only 1.9 percent demonstrating greater than 75 percent comprehension on the literacy boost questionnaire on grade level text. This very low baseline status suggests that there is much work to be done to meet the final target of 25 percent of students (both male and female) that can read and understand grade level text. Without any targeted measure to improve literacy through enhanced classroom instruction methods, it will be very difficult to progress towards the final target. Targeted strategies need to be devised to enhance pupil's literacy skills. Within the existing structure and resource of the school feeding programme it will be difficult for WFP to allocate resources for an EGRA intervention. Hence, we recommend that WFP builds and maintains a strong partnership with the Ministry of Education and Sports (MoES) in order to use available resources to create a better teaching and learning environment and to develop strategies and take actions to improve primary school pupils' reading and comprehension abilities.

Mean dietary diversity is low, at an average of 5.0 for both boys and girls. This might be due to the programme intentionally targeting vulnerable and food insecure areas. MMS schools have slightly better dietary diversity scores than lunch schools, and northern schools have higher scores than those in the south. Community contributions can play a crucial role in improving dietary diversity. WFP has already identified activities to encourage community contribution, such as receiving food from farmer groups and forming partnerships with farmer groups. We recommend working closely with local communities and schools to mobilise contributions of food items to the school meal programme. This is particularly important for the success of the lunch programme, as WFP only provides rice and oil, leaving the rest of the food and non-food items dependent on community contribution.

The school level water and sanitation situation needs improvement. While toilet facilities are generally available for students, they are not often separated by gender, and access to a safe source of drinking water near or at school is mediocre at best. We recommend that the SFP work closely in partnership with the key actors already identified in the results framework (MoES, Ministry of Health, UNICEF, WHO) and other donors and non-government organisations to improve the water and sanitation facilities at schools.

The facilities for food preparation and storage are quite good. However, there is a great need for storekeepers and food preparers to be trained on safe practices and hygiene. We recommend increasing training coverage and offering refresher courses in order to improve the hygienic condition of the food served to pupils, to ensure proper stock management and to improve the record keeping of food utilisation in schools.

Furthermore, student knowledge of good hygiene is extremely poor. We recommend WFP to work with the government and partners for proper implementation of activities (e.g. raising awareness on nutrition and hygiene, training on good health and nutrition practices, production

of supplementary reading materials etc.) identified in the result framework.

Schools in Northern provinces tend to perform better on key indicators including literacy and dietary diversity. This may partially be explained by the fact that Northern provinces also tend to have better school facilities, smaller class sizes, lower student dropout rates and lower repetition rates. In addition, findings from secondary literature show that, the selected provinces in the south (Attapeu, Salavan and Sekong) are slightly poorer than their northern counterparts (Pongsaly, Oudomxay and Luang Namtha) (Epprecht et. al, 2008).⁷.

School level record keeping and data quality for enrolment and food receipts are very poor. Record keeping and maintenance must be improved to ensure that ongoing regular programme monitoring and future evaluations are reliable and valid. WFP has recently rolled out a new template for proper school level record keeping and has strengthened their monitoring visits to schools. If implemented properly, this system will ensure that proper data will be available for on-going monitoring as well as for the mid-term and final evaluations in order to analyse programme effects. We recommend WFP to raise this critical issue of inaccurate school records at senior level in the Ministry of Education and Sports (MoES) and continue to work closely with the central, local and school level actors to ensure proper record keeping at school level.

⁷ As per a recent report by the Swiss National Centre of Competence in Research (NCCR) North-South, University of Bern, and International Food Policy Research Institute (IFPRI), even though poverty rate is generally higher in the northern provinces than in the southern provinces, in this particular sample of provinces (i.e. where WFP is implementing SFP in Lao PDR), the opposite is true. The report shows that headcount poverty rates in the provinces covered by the sample were: 44 percent in Attapeu, 55 percent in Salavan, 42 percent in Sekong, 51 percent in Pongsaly, 45 percent Oudomxay and 23 percent in Luang Namtha (Epprecht et. al, 2008)

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Annex 1: Survey Approach and Methodology

A1.1. Sampling Strategy

A1.1.1. Sample Size Determination

The sample size was calculated considering the effect size and predictors, along with the more widely used power and significance/probability level. Holding the power at 0.8 and probability at 0.5 and assuming that the programme has an effect of at least 0.357F7F7F8, [check](#) incorporating four predictors in each model would require data from a minimum of 39 schools8F8F8F9 [check](#) for each of the interventions (MMS and lunch). However, as the distribution of performance or impact indicator values between the programme schools was unknown, we decided to maximise the sample size within the available budget. Feasibility and logistical factors were also considered. The maximum sample size from both a logistical and financial point of view was thus 85 primary schools. The sample was divided between intervention types, with 45 primary schools receiving MMS and 40 receiving lunch.

A1.1.2. School Sampling

WFP provided information on the number of supported schools in each district along with enrolment data and intervention types for the academic year 2015-16. As per the agreement with WFP, it was decided to evaluate two intervention (MMS and lunch) delivered at primary school level. So, based on this information provided, 45 schools were selected from six districts providing MMS and another 40 schools were selected from four districts providing lunches. This total of 85 primary schools (MMS and lunch combined) were randomly selected from ten districts of six Provinces using a stratified multistage sampling technique. The schools within these districts [were](#) then selected using probability proportionate to size (PPS). For the baseline, 45 MMS schools were selected from a list of 1,315 MMS school and 40 lunch school were selected from a separate list of 261 schools providing lunch intervention. .

⁸ Sullivan, G. M., & Feinn, R. (2012). Using effect size-or why the P value is not enough. *Journal of Graduate Medical Education*, 4(3), 279–282.

⁹ Soper, D. S. (2013). A-priori sample size calculator for multiple regression [software]. Retrieved from <http://www.danielsoper.com/statcalc>

Table 3: Number of sampled schools and households by geographical distribution and intervention type

Location	Province	District	Intervention type	Total no. of schools	Total no. of schools in sample	Total no. of target households
North	Pongsaly	Phongsaly	MMS	52	5	50
		Boontai (Boun tay)	MMS	56	6	60
	Oudomxay	Hoon (Houn)	MMS	102	13	130
		Xay	MMS	84	10	100
	Beng	Lunch	68	10	100	
Luang Namtha	Viengphouka-Done	Lunch	46	6	60	
South	Attapeu	Sanxai	MMS	37	5	50
		Sanamxai	MMS	40	6	60
	Salavan	Lao Ngam	Lunch	63	12	120
	Sekong	Thateng	Lunch	51	12	120
				Total	85	850

A1.1.3. Sampling of Students and Their Families

In each primary school, a total of ten pupils were selected from grades one to five for interviews using simple random sampling (SRS). The selected students' parents (or close relatives of the parents) were included for the household interview. Another ten students were selected from grade three for EGRA using the same SRS process. The procedure is detailed below, with the sampling unit being the whole school for the sample of ten students and only grade 3 for the EGRA:

- If available, the student register was obtained from each classroom or from the school principal; otherwise the total number of students in the class was counted.
- Sampling difference was defined as the number of students to be interviewed (in our case, ten were to be selected from third grade for EGRA).
- A random number was selected between one and the sample difference using a random number table.
- This figure was then used to count from the class lists and select each "X"th student to be part of the sample.
- If a student was absent or refused to participate, the next number on the class list was selected. If that student was absent or refused, the following number was selected. This provided the sample of ten students distributed across the school/grade 3 class. The number of refusals and absences in the school report were recorded.
- Students were pulled out from their classes in small groups, one student per enumerator, in order to minimize class disruption.

A1.2. Training and Quality Assurance

A1.2.1. Training

Enumerator training was conducted in three phases. In first phase, the local survey firm was provided with the draft questionnaire and draft enumerator guide in order to check if the questionnaire was contextually appropriate and to familiarize the enumerators with the general questions.

In the second phase, the enumerators and supervisors were introduced to the digital version of the questionnaire and taught how to navigate through it, review and edit responses, and upload the finalised form. An expert from Kimetrica provided a three-day, hands on training to the team in Laos to confirm that they were comfortable with the system.

Finally, a five-day training was conducted with 24 enumerators and supervisors during the last week of September 2015. The final training covered both the paper and digital versions of the finalised questionnaire and ensured that all of the enumerators were competent in interviewing and observation skills. Kimetrica's project coordinator provided necessary clarification as to the objective of the survey and what each of the questionnaires were designed to measure.

A1.2.2. Quality Control Mechanisms

Data quality was assured through intensive enumerator training and maintenance of a strict data collection protocol. The baseline survey team ensured the accuracy, validity and reliability of the survey data by employing various quality assurance mechanisms at every stage of the baseline survey, as outlined below:

- **Direct monitoring by Kimetrica:** The whole data collection process was directly monitored by the survey manager to ensure that the local survey firm was following the agreed quality control steps. The survey manager maintained a presence in the field throughout the data collection period, actively taking part in training enumerators and pre-testing the questionnaire. Kimetrica's project coordinator also visited during the first week of data collection and to monitor the progress and quality.
- **Recruitment of qualified enumerators and supervisors:** EDC recruited experienced and trusted enumerators. Those with previous experience in collecting data using mobile phones/tablets and working in SFP evaluation were given preference.
- **Direct observation:** A team of supervisors was selected to observe interviews and provide feedback on training techniques. Kimetrica's survey manager provided guidance on how to observe interviews and report on interview observation. The survey manager also participated in direct observation and provided feedback.
- **Re-interviewing:** The survey manager re-interviewed a sample of the respondents in order to validate the accuracy of the data collected.
- **Non-response:** Every effort was made to avoid non-response. Schools were not informed of the survey in advance to avoid data fabrication. However, the data collection team, with the support from District Education Offices and WFP local staff,

prepared the survey schedule in such a way that the schools would be in session when they were visited. At the household level, efforts were made to ensure that the data collection team revisited households in which parents could not be reached on the first day. Supervisors kept track of all pending interviews using survey control sheets and sent enumerators back later to complete data collection.

- **Cross-checking:** Every questionnaire was cross-checked by other team members and/or supervisors prior to being uploaded.
- **Logical and consistency checking:** As data was collected using android tablets, logical and consistency checks were put in place to minimise human error. Uploaded data was regularly reviewed by the survey manager to check for consistency.

Annex 2: Sample Questionnaires

The seven data collection tools are summarised in Table 4.

Table 4: Tools used and types of information collected in baseline survey

Tools used	Types of information collected
School Questionnaire	School enrolment, attendance, and dropout rates; teachers' academic qualifications, training, and attendance; school building and facilities; school-level food delivery, utilisation and stock management.
Student Questionnaire	Pupil participation in the school feeding programme; eating practices; factors affecting school attendance and performance.
Household Questionnaire	Household level information on demographic composition, level of education, school participation, occupation, employment and income; individual level dietary intake data from 24-hour recall; participation in the school feeding program.
Early Grade Reading Assessment (EGRA)	Letter recognition, familiar word reading, invented word decoding, oral reading fluency and comprehension; major factors affecting reading and comprehension skills of early grade students.
Teacher Questionnaire	Teachers' socio-economic status, training history, teaching techniques and participation in school feeding programme.
Cook Questionnaire	Cooks' knowledge, attitudes, and practices with regards to health, hygiene, and nutrition.
Storekeeper Questionnaire	Commodity stock management; and availability, quality and maintenance of storage facility.

Complete questionnaires are provided on the following pages.

School Questionnaire

USDA McGovern Dole, Australian Aid and WFP supported Food for Education Programme in Lao PDR: Baseline Survey 2015

Did the respondent give consent to take part in this survey?	1. Yes 2. No (End of Survey)
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Section 1: Interview detail

#	Question	Response	Code
SCQ 101	Province		
SCQ 102	District		
SCQ 103	School Name		
SCQ 103_A	School Code		This code should be auto generated by the tablet programme.
SCQ 105	Latitude		
SCQ 106	Longitude		
SCQ 107	Respondent name		
SCQ 108	Can we please have your contact number? <i>(either telephone/cell phone number. if available mobile number is preferred)</i>		
SCQ 109	What is your role in this school?	—	1. Head Teacher/Principal (skip to SCQ 111) 2. Deputy Head Teacher /Principal 3. Teacher 4. Administrative officer 5. Other (specify)
SCQ 110	Director/Head Master's name (only if Respondent is not the Head Teacher)		
SCQ 111	What is the school ownership type?	—	1. Government Primary School 2. Registered Non-Government Primary School 3. Government Secondary School 4. Registered Non-Government Secondary School 5. Religious school (primary/pre-primary) 6. Religious school (secondary) 7. Community/ NGO Primary School 8. Community/ NGO pre-primary School 9. Others (specify)
SCQ 112	What is the school category (gender)?	—	1. Boys School 2. Girls School 3. Mixed gender School

SCQ 113	Date of the Interview	___/___/___	Day/Month/Year (e.g. 15 / 04 / 2015)
SCQ 114	Supervisor Code		
SCQ 115	Supervisor Name		
SCQ 116	Enumerator Code		Please add code of supervisor in
SCQ 117	Enumerator Name		Please add name of supervisor in

Section 2: School Feeding Program

Question	Response	Code	
SCQ 201	From when this school is receiving support from the School Feeding Programme (WFP/Government)? <i>(This question encompasses any component of the school feeding programme starting from September 2014. This is to assess how many months before the baseline they started intervention)</i>	_____ Years Months	Put "99" for years and Months, if the school have not received any support yet, but will receive (skip to SCQ203)
SCQ 202	What type of support did your school receive (or currently receiving) from the School Feeding Programme / School Meal programme? <i>(Ask the Headmaster about all the options mentioned here, and at the also check if there is any additional support)</i> <i>(Circle all that apply)</i>	<ol style="list-style-type: none"> 1. Snacks (Mid-Morning Snacks) for the students 2. Lunch (Cooked Lunch) for students 3. Meals for teachers / support staff 4. Take Home Ration for students 5. Rations for teachers 6. Rations / CASH for support staff / Cook / Storekeeper 7. Cash for buying Vegetables and Fruits 8. Textbooks 9. Other print materials (i.e. supplementary books for students) 10. school gardening support 11. Infrastructure support (kitchen/toilet/store room etc.) 12. Water supply / tippy tap 13. Training for teachers / administrators / support staff 14. Training for students / parents / others 15. Teaching materials / guidelines 16. other (specify) 	
SCQ 203	What are the avenues or communication channels through which parents and pupils get information about School Meal Programme or make complaints about the programme? <i>(Circle all that apply)</i>	<ol style="list-style-type: none"> 1. None 2. Regular formal / planned meetings with Village Education Development Committee (VEDC) 3. Regular meetings with School Administrators 4. Suggestion Box 5. Helpline 6. Informal communication (verbal) with teachers / VEDC members 7. Don't know / refuse to answer 8. Other (specify) _____ 	
SCQ 204	Does the school have a Village Education Development Committee (VEDC)?	_____	<ol style="list-style-type: none"> 1. Yes 2. No (SKIP to 210)

SCQ 205	How many members does the Village Education Development Committee (VEDC) have?		Total number of VEDC members
SCQ 206	How many female members does the Village Education Development Committee (VEDC) have?		Number of Female VEDC members
SCQ 207	What is the level of participation and engagement of the Village Education Development Committee (VEDC) in the School Feeding Programme (SFP)?	—	1. High 2. Medium 3. Low
SCQ 208	What is the level of participation and engagement of the Village Education Development Committee (VEDC) C in other aspects of school management?	—	1. High 2. Medium 3. Low
SCQ 209	Did the Village Education Development Committee (VEDC) members receive any training intervention from WFP?		1. Yes 2. No 3. Don't know
SCQ 210	What is the distance by road (km) to the nearest food market (regular/permanent market) from the school?		Put "999" if there is a market but distance in Km is not known (Skip to SCQ 211) Put "888" if there is no permanent market
SCQ 210A	What is the distance by road (km) to the nearest trade fair (irregular temporary market) from the school?		Kilometers
SCQ 211	How long does it take to go to the nearest food market (regular/permanent market) from the school?		Number of minutes
SCQ 212	What is the distance by road (Km) from school to the nearest educational office?		Kilometers
SCQ 213	What is the distance by road (Km) from school to the food distribution center / Warehouse? (<i>Approximate distance in Km</i>)		Kilometers
SCQ 214	Does the school buy food items (e.g. corns, rice, vegetable, fruits) from local farmers / farmer's group for students (for school meal)?		1. Yes 2. No
SCQ 215	Does the school get voluntary contributions of food items from farmers/ farmers groups for students (for school meal)?		1. Yes 2. No
SCQ 216	Does the school have any formal / informal partnership with Farmer's group?		1. Yes 2. No (<i>Skip to SCQ 217_A</i>)
SCQ 217	How many farmer's groups does the school have partnership with?		Number of partnership
SCQ 217_A	Does the school have a vegetable garden?		1. Yes 2. No

SCQ 218. Non-food contribution

#	Non-food item contribution by School/Parents	Contributed during academic year 2014-15? 1. Yes 2. No (<i>go to Next</i>)	Who Contributed? 1. School 2. Parents 3. External Donors 4. Combination (specify)	Approximate % of requirement met. 1. More than 100% 2. 100% 3. 50% 4. 25% 5. 10% 6. <10%
	SCQ 218_1	SCQ 218_2	SCQ 218_3	SCQ 218_4
1	Water			
2	Firewood			
3	Cooking Utensils			
4	Cleaning Products			
5	Plates and cutlery for pupils			
6	Cooks Salary			
7	Volunteering as cook			
8	Storekeeper Salary			
9	Labor for construction/ rehabilitation of kitchens			
10	Labor for construction/ rehabilitation of storage rooms			
11	Labor for construction/ rehabilitation of dining area for the children			
12	Timber for construction/ rehabilitation of kitchen/storage room			
13	Other (specify) _____			

Section 3. School Facilities

Question	Response	Code
SCQ 301	Number of classrooms _____	
SCQ 302	Does the school have a Library or a place where books are stored? _____	1. Yes 2. No (<i>go to SCQ 304</i>)
SCQ 303	If yes, how many supplementary books does the school have? _____	Number of supplementary book
SCQ 304	Does your school have a storage room/facility to store food items? _____	1. Yes 2. No

SCQ 305	If not, where is the food stored?		1. In a class room 2. In teacher's room 3. In the kitchen 4. Open space 5. Other (specify)
SCQ 306	Is the food stored off the ground?		1. Yes 2. No
SCQ 307	Does your school use raised wooden pallets for commodities' storage (i.e. store food items off the ground)?		1. Yes 2. No
SCQ 308	Does your school have a kitchen?	_____	1. Yes 2. No
SCQ 309	If not, where is the food normally prepared?	_____	1. In a classroom 2. Open space / School yard 3. Other
SCQ 310	Does your school use smoke reducing/Energy saving stoves?	_____	1. Yes 2. No
SCQ 311	Does the school have a dining area for the school meals		1. Yes 2. No
SCQ 312	Does the school have a source of drinking water for students near or at school?		1. Yes (<i>SKIP to SCQ 312B</i>) 2. No
SCQ 312A	If NO, how does the students get drinking water during school hours? (Multiple Response)		1 Buy Bottled water from shops 2. Children carry water from home 3. Get water from neighbours 4. Other (Specify)
SCQ 312B	If YES, What is the main source of DRINKING water? (single response)	_____	1. Piped water into dwelling, plot, or yard 2. Public tap/standpipe 3. Tube well/borehole 4. Protected dug well 5. Protected spring 6. Rainwater collection 7. Unprotected spring 8. Cart with small tank/drum 9. Tanker truck 10 Surface water (river, dam, lake, pond, stream, canal, or irrigation channel) 11. Other (Specify)
SCQ 313	How many classrooms have been rehabilitated / constructed with WFP/USDA support? (from August 2014 till now)		Put number of classrooms rehabilitated / constructed Put "0" if none
SCQ 314	How many kitchens has been rehabilitated / constructed with WFP/USDA support? (from August 2014 till now)		Put number of Kitchens rehabilitated / constructed Put "0" if none
SCQ 314A	Did your school receive any Smoke reducing/ Energy Saving Stove from WFP/USDA in last one year?		1. Yes 2. No
SCQ 315	How many storage rooms has been rehabilitated / constructed with WFP/USDA support? (from August 2014 till now)		Put number of Store rooms rehabilitated / constructed Put "0" if none

SCQ 316	How many wells and water stations/systems has been rehabilitated / constructed with WFP/support? <i>(from August 2014 till now)</i>		Put number of toilets rehabilitated / constructed Put "0" if none
SCQ 317	Does the school have toilets for the students? ONLY FOR OBSERVATION	_____	1. Yes 2. No (Skip to section 4)
SCQ 318	How many toilets have hand washing facilities within or nearby? ONLY FOR OBSERVATION	_____	Put number of toilets with hand washing facilities. Put "0" if none of the toilets have hand washing facilities.
SCQ319	Do female students have separate toilets from male students? ONLY FOR OBSERVATION	_____	1. Yes 2. No

#	What type of toilet does the school have	Does your school 'have this type of toilet? 1. Yes 2. No (go to next type)	Number of boys' toilets	Number of girls' toilets	Number of mixed toilets
	SCQ 320	SCQ 321	SCQ 322	SCQ 323	SCQ 324
1	Flush or pour/flush facilities connected to a: (Piped sewer, septic, pit latrine)				
2	Flush or pour/flush toilets without a sewer connection				
3	Pit latrines with a slab				
4	Pit latrines without slab/open pit				
5	Ventilated improved pit latrines				
6	Composting toilets				
7	Bucket latrines				
8	Hanging toilets/latrines				
9	Latrine out of order				

Section 4: Teacher-Head Teacher

Teacher ID	Teacher's Name (start with Head teacher's information)	Sex 1. Male 2. Female	Age (yr)	Educational Qualification 1. MSc or higher 2. Bachelor 3. Higher Diploma 4. Technical/Vocational Diploma 5. Higher Secondary 6. Secondary 7. Primary 8. Informal Education 9. Other (Specify)	Position in the school 1. Head teacher/principal 2. Deputy head teacher 3. Teacher (permanent/regular) 4. Teacher (paid but temporary) 5. Teacher (volunteer without pay) 6. Other (specify)	Years of teaching experience	Years of experience in their current role (e.g. as a head teacher / senior teacher, etc.)	Full time / Part time 1. Full-time 2. Part-time	Teachers training history (in last 1 year) 1. Yes; 2. No					Use of training (teaching)received (1. Yes; 2. No)		
									safe food preparation and storage practices	Commodity Management	Teaching / Learning techniques (at least 2 days or 16 hours)	Training related to lunch and snack programme	Health hygiene and nutrition	If trained, does s/he demonstrate use of new and quality teaching techniques or	If trained, does s/he demonstrate improved literacy instruction identified by his / her supervisor/ head teacher	If trained, whether the teacher is using technique of commodity management and keeping records?
SCQ 401	SCQ 402	SCQ 403	SCQ 404	SCQ 405	SCQ 406	SCQ 407	SCQ 408	SCQ 409	SCQ 410	SCQ 411	SCQ 412	SCQ 413	SCQ 414	SCQ 415_1	SCQ415_2	SCQ415_3
					1											

SCQ 400A	Does the school have record of teacher attendance for last academic year?		1. Yes full record 2. Yes, but partial record 3. No record found at school
SCQ 400B	Does the District Education Office have record of teacher attendance for last academic year?		1. Yes full record by month 2. Yes, but partial record by month 3. Yes, only annual attendance 4. No record found
SCQ 400C	Is the data available from either school / district education office record?		1. Yes 2. No (SKIP whole Teacher Attendance)
SCQ 400D	If yes, which data source is used to fill up the teacher attendance history?		1. Official record from School 2. Official record from District Edu. Office 3. Mixed / Both

Teacher ID	Name of the Teacher (Optional)	Sex 1. Male 2. Female	Teacher Attendance History (Put the number of days he/she attended school. Put 88, if data is not available and 99 if not applicable, i.e. if he / she was not working in that certain month)												
			Sept 2014	Oct 2014	Nov 2014	Dec 2014	Jan 2015	Feb 2015	Mar 2015	Apr 2015	May 2015	Jun 2015	Jul 2015	Aug 2015	Sep 2015
	Q416A	Q416B	Q417	Q418	Q419	Q420	Q421	Q422	Q423	Q424	Q425	Q426	Q427	Q428	Q429

Section 5: Observation School Survey

#	Grade of students	Enrollment (current academic year, i.e. 2015-16)		Total number of students present on the survey day (head count)	
		Male	Female	Male	Female
	SCQ 501	SCQ 502	SCQ 503	SCQ 504	SCQ 505
1	Primary Grade - 1				
2	Primary Grade -2				
3	Primary Grade -3				
4	Primary Grade -4				
5	Primary Grade -5				
6	Secondary				

		Observation RECORD
SCQ 506	Teachers present in school during survey (FROM OBSERVATION)	
SCQ 507	How many teachers eat lunch with food coming from the same pot used to feed the pupils? (FROM OBSERVATION)	

		The enumerator weighs commodities cooked on each school survey day (distinguish between commodities provided by WFP and by School/Parent contribution) (Kilograms)		
No.	Items	Observation, Measure & Record		
		WFP	School/Parents	Other, sources
		SCQ 508	SCQ 509	SCQ 509A
1	Rice			
2	Flour (Corn Soya Blend / CSB)			
3	Oil (vitamin A fortified) - liter			
4	Sugar			
5	Meat (animal Flesh)			
6	Organ Meat (liver, kidney etc.)			
7	Fish			
8	Eggs (pcs)			
9	Milk (liter)			
10	Vegetables			
11	Fruits			
12	Condiments			
13	Others			

No	Non-food item contribution by School/Parents	Observation record 1. Yes ; 2. No
		SCQ 510
1	Water	
2	Firewood	
3	Cooking Utensils	
4	Cleaning Products	
5	Plates and cutlery for pupils	
6	Cooks Salary	
7	Volunteering as cook	
8	Storekeeper Salary	
9	Labor for construction/ rehabilitation of kitchens	
10	Labor for construction/ rehabilitation of storage rooms	
11	Labor for construction/ rehabilitation of dining area for the children	
12	Timber for construction/ rehabilitation of kitchen/storage room	
13	Other (specify)_____	

Student Code	Student name (All sampled students)	Sex (1=Male; 2=Female)	According to the teachers, is he/she generally attentive in the class? (1. Yes; 2. No; 99. Not applicable/no more teacher)			Measure the food the child have received as mid-morning snacks / Lunch (Grams)
			Opinion of Teacher 1	Opinion of Teacher 2	Opinion of Teacher 3	Measurement Record
	SCQ511	SCQ512	SCQ513	SCQ514	SCQ515	SCQ516

SCQ 600A	Does the school have record of Student Enrolment for past academic years?		1. Yes full record for past 5 years 2. Yes only for last academic year 3. No record found at school
SCQ 600B	Does the District Education Office have record of student enrolment for past academic years?		1. Yes full record for past 5 years 2. Yes only for last academic year 3. No record found
SCQ 600C	Is the data available from either school / district education office record?		1. Yes 2. No (SKIP whole section 6)
SCQ 600D	If YES, which data source is used to fill up the student enrolment history?		1. Official record from School 2. Official record from District Edu. Office 3. Mixed / Both

Section 6: School record (teachers & Students)

#	Academic year	Total number of students (ENROLLMENT) <i>"put 999 if data not available"</i>				Number of students promoted to next class (PASSED) <i>"put 999 if data not available"</i>				Number of students remaining at the same class (REPETITION) <i>"put 999 if data not available"</i>				Number of students discontinuing studies (DROPOUT) <i>"put 999 if data not available"</i>			
		Pre-Primary		Primary		Pre-Primary		Primary		Pre-Primary		Primary		Pre-Primary		Primary	
	SCQ601	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls
	SCQ 602	SCQ 603	SCQ 604	SCQ 605	SCQ 606	SCQ 607	SCQ 608	SCQ 609	SCQ 610	SCQ 611	SCQ 612	SCQ 613	SCQ 614	SCQ 615	SCQ 616	SCQ 617	
1	2014-15																
2	2013-14																
3	2012-13																
4	2011-12																
5	2010-11																

Section 7: Attendance Record; Record of school days (working days and holidays)

#	Months	Total Number of School Days	Off days (Public Holidays / Weekends)	Seasonal closure due to weather / Local festival or any other reason decided by District education office / National Government)
	SCQ701	SCQ702	SCQ703	SCQ704
1	September 2014			
2	October 2014			
3	November 2014			
4	December 2014			
5	January 2015			
6	February 2015			
7	March 2015			
8	April 2015			
9	May 2015			
10	June 2015			
11	July 2015			
12	August 2015			
13	September 2015			

SCQ 700A	Does the school have record of Student attendance for last academic year?		1. Yes full record 2. Yes, but partial record 3. No record found at school
SCQ 700B	Does the District Education Office have record of student attendance for last academic year?		1. Yes full record by month 2. Yes, but partial record by month 3. Yes, only annual attendance 4. No record found
SCQ 700C	Is the data available from either school / district education office record?		1. Yes 2. No (SKIP whole student Attendance)
SCQ 700D	If YES, which data source is used to fill up the student attendance history?		1. Official record from School 2. Official record from District Edu. Office 3. Mixed / Both

#	Student code	Sex (1=Male; 2=Female)	Student Grade (1 = Grade 1; 2 = Grade 2; 3 = Grade 3; 4 = Grade 4; 5 = Grade 5)	Student attendance and school days missed (collected from school record) (Put the number of days he/she attended school. Put 88 if data is not available and 99 if not applicable, i.e. if he / she was not enrolled in this school)												
				Sept 2014	Oct 2014	Nov 2014	Dec 2014	Jan 2015	Feb 2015	Mar 2015	Apr 2015	May 2015	Jun 2015	Jul 2015	Aug 2015	Sept 2015
	SCQ 705	SCQ 706	SCQ 707	SCQ 708	SCQ 709	SCQ 710	SCQ 711	SCQ 712	SCQ 713	SCQ 714	SCQ 715	SCQ 716	SCQ 717	SCQ 718	SCQ 719	SCQ 720
1																
2																
3																
4																
5																
6																
7																
8																
9																
10																

SCQ 800	What is the source of information for food utilization at school level?		1. Record filled up by school and kept at school 2. Record fill up by schools but given to WFP 3. District Education Office
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Section 8: Food utilization history

SL	Months	Number of students enrolled			Number of students receiving daily school meals/snacks					Student attendance (cumulative attendance number)		Total number of school meals/snacks provided to Students	How much money (KIP) did the school spend in this month to buy food from farmers for students?
		Total	Male	Female	Total	Male	Female	New ¹	Continuing ²	Male	Female		
#	SCQ 801	SCQ 802	SCQ 803	SCQ 804	SCQ 805	SCQ 806	SCQ 807	SCQ 808	SCQ 809	SCQ 810	SCQ 811	SCQ 812	SCQ 813
1	September 2014												
2	October 2014												
3	November 2014												
4	December 2014												
5	January 2015												
6	February 2015												
7	March 2015												
8	April 2015												
9	May 2015												
10	June 2015												
11	July 2015												
12	August 2015												
13	September 2015												

¹ New students are those who have started receiving school meals/snacks from this month

² Continuing students are those who have received food previously as well as continuing to receive in the current month

SCQ 900A	What type of school meal did the school offer during the last academic year (2014-15)?		1. MMS; 2. MMS + THR; 3. Lunch
SCQ 900B	What type of school meal did the school offer during the current academic year (2015-16)?		1. MMS; 2. MMS + THR; 3. Lunch

Section 9. Food Delivery Record

(Quantity of food received in the last 13 months)

SL	Food delivery record (School level information) (Put the amount in Kilogram (Kg) where amount is requested. Put zero "0" if no amount is received/lost this month or carryover from last month; Put 9999 if data is not available; Put 99 if it's not applicable)																													
	August 2014						September 2014						October 2014						November 2014						December 2014					
	Amount Carryover stock from last month	Amount of Food loss in this month	Amount of Food received this month (skip to 907 if amount is "0")	Actual delivery date	Expected delivery date (planned)	Amount Carryover stock from last month	Amount of Food loss in this month	Food amount received (skip to 912 if amount is "0")	Actual delivery date	Expected delivery date (planned)	Amount Carryover stock from last month	Amount of Food loss in this month	Food amount received (skip to 917 if amount is "0")	Actual delivery date	Expected delivery date (planned)	Amount Carryover stock from last month	Amount of Food loss in this month	Food amount received (skip to 922 if amount is "0")	Actual delivery date	Expected delivery date (planned)	Amount Carryover stock from last month	Amount of Food loss in this month	Food amount received (skip to 927 if amount is "0")	Actual delivery date	Expected delivery date (planned)					
#	SCQ 901	SCQ 902	SCQ 903	SCQ 904	SCQ 905	SCQ 906	SCQ 907	SCQ 908	SCQ 909	SCQ 910	SCQ 911	SCQ 912	SCQ 913	SCQ 914	SCQ 915	SCQ 916	SCQ 917	SCQ 918	SCQ 919	SCQ 920	SCQ 921	SCQ 922	SCQ 923	SCQ 924	SCQ 925	SCQ 926				
1	Rice – (KG)																													
2	Flour (CSB) – (KG)																													
3	Oil– (liter)																													
4	Sugar– (KG)																													
5	Others– (KG)																													

SL	Food delivery record (School level information) (Put the amount in Kilogram (Kg) where amount is requested. Put zero "0" if no amount is received/lost this month or carryover from last month; Put 9999 if data is not available)																		
	January 2015					February 2015					March 2015				April 2015				
	Amount Carryover stock from last month	Amount of Food loss in this month	Food amount received (skip to 932 if amount is "0")	Actual delivery date	Expected delivery date (planned)	Amount Carryover stock from last month	Amount of Food loss in this month	Food amount received (skip to 937 if amount is "0")	Actual delivery date	Expected delivery date (planned)	Amount Carryover stock from last month	Amount of Food loss in this month	Food amount received (skip to 942 if amount is "0")	Actual delivery date	Expected delivery date (planned)	Amount Carryover stock from last month	Amount of Food loss in this month	Amount of Food received this month (skip to 947 if amount is "0")	Actual delivery date
SCQ 927	SCQ 928	SCQ 929	SCQ 930	SCQ 931	SCQ 932	SCQ 933	SCQ 934	SCQ 935	SCQ 936	SCQ 937	SCQ 938	SCQ 939	SCQ 940	SCQ 941	SCQ 942	SCQ 943	SCQ 944	SCQ 945	SCQ 946
#	SCQ 901																		
1	Rice – (KG)																		
2	Flour (Corn Soya Blend / CSB) – (KG)																		
3	Oil (vitamin A fortified) – (Liter)																		
4	Sugar– (KG)																		
5	Others– (KG)																		

SL	Food delivery record (School level information) (Put the amount in Kilogram (Kg) where amount is requested. Put zero "0" if no amount is received/lost this month or carryover from last month; Put 9999 if data is not available)																								
	May 2015					June 2015					July 2015					August 2015					Sept 2015				
	Amount Carryover stock from last month	Amount of Food loss in this month	Food amount received (skip to 952 if amount is "0")	Actual delivery date	Expected delivery date (planned)	Amount Carryover stock from last month	Amount of Food loss in this month	Food amount received (skip to 957 if amount is "0")	Actual delivery date	Expected delivery date (planned)	Amount Carryover stock from last month	Amount of Food loss in this month	Food amount received (skip to 962 if amount is "0")	Actual delivery date	Expected delivery date (planned)	Amount Carryover stock from last month	Amount of Food loss in this month	Food amount received (skip to 967 if amount is "0")	Actual delivery date	Expected delivery date (planned)	Amount Carryover stock from last month	Amount of Food loss in this month	Food amount received (END of Survey "0")	Actual delivery date	Expected delivery date (planned)
#	SCQ.947	SCQ.948	SCQ.949	SCQ.950	SCQ.951	SCQ.952	SCQ.953	SCQ.954	SCQ.955	SCQ.956	SCQ.957	SCQ.958	SCQ.959	SCQ.960	SCQ.961	SCQ.962	SCQ.963	SCQ.964	SCQ.965	SCQ.966	SCQ.967	SCQ.968	SCQ.969	SCQ.970	SCQ.971
1	Rice – (KG)																								
2	Flour (CSB) – (KG)																								
3	Oil– (liter)																								
4	Sugar– (KG)																								
5	Others– (KG)																								

Parent/household Questionnaire

USDA McGovern Dole, Australian Aid and WFP supported Food for Education Programme in Lao PDR: Baseline Survey 2015

Take Consent

Did the respondent give consent to take part in this survey?	1. Yes 2. No (End of Survey)
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Section 1: Interview detail

#	Question	Response	Code
HHQ 101	Province		
HHQ 102	District		
HHQ 103	School Name		
HHQ 103_A	School Code	This code should be auto generated by the tablet programme.	
HHQ 104	Student Code (sample code)	It is very important that enumerators do not put wrong codes. Supervisors must check.	
HHQ 105	Student name (sample student)		
HHQ 106	Respondent Name		
HHQ 107	Relationship of the respondent with the student	1 = Father 2 = Mother 3 = Both 4 = other Family member / Legal guardian	
HHQ 108	Household address (House Number, Unit)		
HHQ 109	Household size (number of HH members)		
HHQ 110	Number of pupils in pre-primary and primary school within the HH		
HHQ 111	Date of Interview		
HHQ 112	Supervisor Code		
HHQ 113	Supervisor Name		
HHQ 114	Enumerator Code		
HHQ 115	Enumerator Name		

Section 2: Socio-Demographic Characteristics of All Household Members

I would like to ask you some questions about you and your household members. [Ask the name and then ask other questions about the head of household and repeat for all other members]

QUESTIONS	CODES
HHQ 203: Relationship- What is your / their relationship to the household head?	1= head, 2 = spouse, 3 = child, 4 = grandchild, 5 = sibling, 6 = parent, 7 = parent-in-law, 8 = son/daughter-in-law, 9= Grandparent, 10=Uncle/aunty, 11 = other (specify)
HHQ 204: Sex - Are they male or female?	1= male, 2 = female
HHQ 205: Marital Status - What is your / their marital status?	1=unmarried, 2=married, 3=widow/er, 4=divorced/abandoned
HHQ 206: Education - What is the last school class the household head / they passed?	0= no schooling, 1-12=last Grade passed, 13= higher diploma; 14= technical/ vocational diploma; 15= Bachelor or equivalent, 16= Master or equivalent, 17=Pre-primary/Just enrolled, 18= Don't know, 19=Other (and specify)
HHQ 207: Main Occupation - What is your / their main occupation?	0 = Unemployed, 1 =Paddy farmer, 2 =Upland farmer, 3 =Cash crop farmers, (e.g. rubber, coffee, etc.), 4 =Casual labor (agricultural, industrial), 5 =Hunting, 6 =Fishing / Aquaculture, 7 =Petty trade/business, 8 =Official/employee (public/private service), 9 =Livestock / Poultry rearing, 10 =Vegetable/crop garden, 11 =Cottage industry/handicraft /artisan, 12 =Domestic maid, 13 =Rickshaw/van/boat/push cart, 14 =Transport worker (e.g. bus/truck), 15 =Begging, 16 =Rag picker/scavenging, 17 =Housewife, 18 =Student, 19 = Too old or too young to work, 21 =Other (and specify)
HHQ 208: Average Monthly Income – What is his/her average monthly income either in cash or kind or both? (mention the amount in KIP)	

SL	Name	Relationship	Sex	Marital Status	Education	Occupation	Monthly Income
<i>HHQ 201</i>	<i>HHQ 202</i>	<i>HHQ 203</i>	<i>HHQ 204</i>	<i>HHQ 205</i>	<i>HHQ 206</i>	<i>HHQ 207</i>	<i>HHQ 208</i>
1	<i>Start with Student</i>						
2	<i>Then Household head</i>	1					
3							
4							
5							
6							
7							
8							
9							
10							
11							
12							

Section 3: Questions are related exclusively to the pupil through whom this HH member was selected

#	Questions	Response	Code
HHQ 301	Which class/grade does <u>(NAME of the CHILD)</u> attend?		Mention grade level / number
HHQ 302	Which part of the day does <u>(NAME of the CHILD)</u> spend in the school?		1 = Morning 2 = Afternoon 3 = Whole day (both AM and PM)
HHQ 303	In the past 5 school days, how many days did <u>(NAME of the CHILD)</u> eat breakfast at home?		0 to 5
HHQ 304	In the past 5 school days, how many days did <u>(NAME of the CHILD)</u> eat lunch at home?		0 to 5
HHQ 305	In the past 5 school days, how many days did <u>(NAME of the CHILD)</u> eat dinner at home?		0 to 5
HHQ 306	In the past 5 school days, how many days did you give <u>(NAME of the CHILD)</u> a school tiffin/lunch/snacks? <i>(verify with other family members if parents can't answer)</i>		0 to 5
HHQ 307	In the past 5 school days, how many days did <u>(NAME of the CHILD)</u> have mid-morning snacks / lunch at school? <i>(verify with other family members if parents can't answer)</i>		0 to 5
HHQ 308	On school days, when school meals are provided, do you reduce the portion of food provided to the pupil compared to the weekend?		1. Yes 2. No (skip to 310)
HHQ 309	If yes, on average how much do you reduce the portion compared to the week end?		1. 1% - 25% 2. 26% -50% 3. 51% -75%
HHQ 310	In the past 5 school days, was there a time when the school didn't provide any food to <u>(NAME of the CHILD)</u> ?		1. Yes 2. No 3. I don't know
HHQ 311	If not, how did the child eat on those days?		1. Child brought own food and eats (or ate) at school 2. Gave cash to child to buy lunch 4. Child came home for lunch and then went back to school 5. Child remained home and ate at home 6. No lunch / Skipped meal 7. Eat with friend/s 8. Other (Specify)
HHQ 312	During the past 30 days except the school holidays, did <u>(NAME of the CHILD)</u> miss any school days?		1. Yes 2. No (skip to 318) 3. Don't Know (skip to 318)
HHQ 313	What are the reasons for missing the school days? <i>(Multiple Response)</i>		1 = Transportation issue 2 = child work on farm or livestock tending 3 = child looking after siblings or domestic work 4 = lack of food at home 5 = because of insecurity, fear of going to school 6 = sickness / illness 7 = ceremonies/festivals and family events 8 = School Punishment 9= No specific reason, the child just skipped the school 10 = Other (specify)
HHQ 314	How many days did he/she miss due to lack of food at home / hunger?		Number of days. Put "00" if no days were missed due to this reason
HHQ 315	How many days did he/she miss due to illness?		Number of days. Put "00" if no days were missed due to this reason
HHQ 316	How many days did he/she miss from school to help family with income generating activities?		Number of days. Put "00" if no days were missed due to this reason
HHQ 317	How many days did he/she miss from school to help family with household work in the field?		
HHHQ 318	How many days did he/she miss for domestic work?		Number of days. Put "00" if no days were missed due to this reason
HHQ 319	Do you think, there is any benefit of primary education?		1. Yes 2. No (skip to HHQ 320)

HHQ 320	<p>If Yes, can you mention some benefits of primary education?</p> <p><i>(Please do not tell the answers to the respondent, just record his/her answers, if the respondent have given only one or two answer, then probe whether he or she can think more benefits, and try to list at least 3 benefit; however if they can't mention, move on to the next question)</i></p> <p><i>(Multiple Response)</i></p>	<ol style="list-style-type: none"> 1. Improves literacy rate 2. Social Skill Development 3. Increases ability to learn new skills (adoption of technology) 4. Girls remain more in school and early marriages are delayed 5. Improves cohesion in the community 6. Helps break the cycle of poverty 7. Increases the chances of the pupils' future economic self-reliance 8. Through girls' education, improves the general wellbeing of households (nutrition, health etc.) 9. Other (specify)
HHQ 320A	<p>Can you name a few behavior / practices that are important for good health / hygiene</p> <p><i>(Please do not tell the answers to the respondent, just record his/her answers, if the respondent have given only one or two answer, then probe whether he or she can think more benefits, and try to list at least 3 benefit; however if they can't mention, move on to the next question)</i></p> <p><i>(Multiple Response)</i></p>	<ol style="list-style-type: none"> 0. Can't mention / Don't know 1. Regular and proper use of latrine for at community and school 2. Maintain and use sanitary latrine 3. Hand washing with soap after using latrine, before eating / preparing food / feeding a child 4. Use and maintain tippy tap for hand washing 5. Drinking clean water from a safe source (e.g. tube well, or treated water collected from river/lake) 6. Maintain a waste disposal system (Water drainage, garbage pits, waste basket/dust bins) 7. Keep the School building and compounds clean 8. Maintaining hygienic environment during food preparation, handling and distribution 9. Using clean and hygienic utensils during food preparation, handling and distribution 10. Other (Specify)
HHQ 320B	<p>Can you name a few local sources from where you can get information good health practices?</p> <p><i>(if the responded have given one answer and doesn't give more answer, do not need to push him/her for more answer.)</i></p> <p><i>(Multiple Response)</i></p>	<ol style="list-style-type: none"> 0. No response given 1. Local health clinic / hospital 2. School Health and hygiene Brochures 3. NGO/GoL Community health workers 4. Poster and Pamphlet 5. Notice board/ wall magazine / Wall paintings/hording board 6. Radio / Television 7. Video/Documentary Street Drama Show 8. Newspaper / Magazine 9. Other (specify)
HHQ 321	<p>Do you know about school feeding programme?</p> <p><i>(Please explain to the parents what school feeding programme means. They might not know the name school feeding programme, but be aware that food is provided at school)</i></p>	<ol style="list-style-type: none"> 1. Yes 2. No (skip to 322)
HHQ 322	<p>If Yes, what are the benefits of school feeding program to you and to the community/society</p> <p><i>(Please do not tell the answers to the respondent, just record his/her answers, if the respondent have given only one or two answer, then probe whether he or she can think more benefits, and try to list at least 3 benefit; however if they can't mention, move on to the next question)</i></p> <p><i>(Multiple Response)</i></p>	<ol style="list-style-type: none"> 1. Improves school attendance 2. Promotes performance 3. Improves child nutrition levels 4. Reduces Hunger 5. Less expense on Food 6. Others (Specify)
HHQ 323	<p>How can you get information about school feeding programme or make complaints if necessary?</p>	<ol style="list-style-type: none"> 1. Don't know 2. Regular meetings with VEDC 3. Regular meetings with School Administrators 4. Suggestion Box 5. Helpline 6. Informal communication (verbal) with teachers / VEDC members 7. My child (student) 8. Other (specify)
HHQ 324	<p>Does the school have Parent Teacher Association or similar governance structure?</p>	<ol style="list-style-type: none"> 1. Yes 2. No (skip to 325) 3. Don't Know (skip to 325)
HHQ 325	<p>If Yes, are you part of any Parent Teacher Association?</p>	<ol style="list-style-type: none"> 1. Yes 2. No
HHQ 326	<p>Are you aware of the existence of the Village Education Development Committee (VEDC)?</p>	<ol style="list-style-type: none"> 1. Yes 2. No (skip to HHQ 327)

HHQ 327	If Yes, what is your perception of the Village Education Development Committee (VEDC) involvement in the SFP?		1= High 2= Medium 3= Low
HHQ 328	In the past 30 days, were there any cases of physical and/or emotional threats to the safety of your child that he/she was exposed to when going to and coming back from school or at school?		1. Yes 2. No (skip to Section 4) 3. Don't Know (skip to Section 4)
HHQ 329	If Yes, please indicate the type of threats: <i>(Multiple Response)</i>		1. Rape 2. Sexual Harassment 3. Robbed 4. Animal Attacks 5. Bullying / Teasing 6. Abuse of drugs 7. Punishment at school 8. Others (specify)

Section 4: Dietary Diversity

(Questions are related exclusively about the pupil through which this HH member was selected)

SL	Food Items (In the last 24 hours (during the day and night), did (CHILD NAME) eat any of these food items? Ask about every single items and record the answer. If any items are consumed less than one tea spoon, record response "2. NO"; Only count them "1.YES" if consumed ≥ 1 teaspoon.)	1=Yes 2=No 9 = Don't know
STQ 401	STQ 402	STQ 403
1	Food made from grains, such as bread, rice, noodles, porridge, or [other local grain food]	
2	White potatoes, white yams, manioc, cassava, [other local root crops] or any other foods made from roots	
3	Any foods made from beans, peas, or lentils, such as [add any local legume names]	
4	Any foods made from nuts or seeds such as [add any local nut/seed names]	
5	Milk	
6	Cheese, yogurt, or other milk products	
7	Eggs	
8	Any liver, kidney, heart, or other organ meats from domesticated animals, such as cattle, swine, goat, chicken, or duck	
9	Any liver, kidney, heart, or other organ meats from wild animals, such as [names of local commonly-consumed wildlife]	
10	Any meat, such as beef, pork, lamb, goat, chicken, or duck	
11	Any flesh from wild animals, such as [names of local commonly-consumed wildlife]	
12	Fresh or dried fish, shellfish, or seafood, shrimps, crabs	
13	Grubs, snails, frogs or insects such as worms Grasshoppers, larvae, [add any local insect names]	
14	Any dark green leafy vegetables such as [local dark green leafy vegetables] Bamboo shoots, pumpkin shoots, long bean	
15	Pumpkin, carrots, squash, or sweet potatoes that are yellow or orange inside or [other local yellow/orange foods]	
16	Ripe mangoes, ripe papayas or [other local vitamin A-rich fruits] guava	
17	Foods made with red palm oil, red palm nut, or red palm nut pulp sauce (Vitamin A rich oil)	
18	Any other vegetables	
19	Any other fruits	
	Additional food items	
20	Any oil, fats, or butter, ghee, or foods made with any of these	
21	Sweets: sugar, honey, sweetened soda or sweetened juice drinks, sugary foods such as chocolates, candies, cookies and cakes	
22	Condiments for flavor, such as chilies, spices, herbs, fish powder or [add any local condiment names]	

Student Questionnaire

USDA McGovern Dole, Australian aid and WFP supported Food for
Education Programme in Lao PDR: Baseline Survey 2015

Take Consent

Did the respondent give consent to take part in this survey?	1. Yes 2. No (End of Survey)
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Interview detail

#	Question	Response	Code / instructions
STQ 101	Province		
STQ 102	District		
STQ 103	School Name		
STQ103_A	School Code		
STQ 104	Student Code		Be careful to put the right number.
STQ 105	Student name		
STQ 106	Sex		1=Male 2=Female
STQ 107	Age (months)		Probe and get the correct age.
STQ 108	Current Grade/Class		
STQ 109	Father' name		
STQ 110	Mother's name		
STQ 111	Date of Interview	___/___/___	Day/Month/Year (e.g. 15 / 04 / 2012)
STQ 112	Supervisor Code		
STQ 113	Supervisor Name		
STQ 114	Enumerator Code		
STQ 115	Enumerator Name		

Section 2

These questions are applicable for regular school days. If the child didn't go to school before the interview date, ask about last school day.

Ask about last 24 hours	Did you have a meal /snack? (1. Yes; 2. No) If no, Skip to STQ_206	Was this meal enough for you? (1. Yes; 2. No) <i>(ask the student if s/he was still hungry after the meal)</i>	What was the timing in relation to the school hours? 1. Before school 2. During school hours (8 am – 4 pm) 3. After school	If during school hours, where did this meal come from? 1. Meal provided by school 2. Bring own food and eat at school 3. Pay for lunch e.g. kiosk or school canteen 4. Went home for lunch and then came back 5. Other (specify)	If didn't have this meal, what was the main reason? 1. this is not part of regular consumption practice 2. not hungry 3. Didn't have food 4. illness 5. not enough time 6. Other (specify)
STQ 201	STQ 202	STQ 203	STQ 204	STQ 205	STQ 206
Early morning (Breakfast time)					
Mid - morning					
Mid-day (lunch time)					
Mid – afternoon					
Evening (dinner time)					

Question	Response	Code
STQ 207 In the past 5 school days, how many days did you eat breakfast before going to school?		0 to 5
STQ 208 In the past 5 school days, how many days did you eat a meal after going to school (and before going to bed)?		0 to 5
STQ 209 How long does it take to get to school?		Number of minutes
STQ 210 How do you travel to school?		1= walking 2=by bicycle, 3=by car, 4=by bus, 5=by motorbike, 6 = other local transport (put rickshaw / Van / other local option) 7=other
STQ 211 How many days per week do you take extra lessons after school?		Put the number of days. Put "0" if doesn't take extra lessons
STQ 212 How many days per week do you work at home before going to school?		Put the number of days. Put "0" if doesn't work
STQ 213 How many days per week do you work at home after coming home from school?		Put the number of days. Put "0" if doesn't work
STQ 214 Does the meal (lunch/snack) provided act as an incentive for going to school every day?		1=Yes 2=No
STQ 215 If no meal is provided do you return home before the end of the school day?		1=Yes 2=No 3 = Don't know / not sure / didn't happen
STQ 216 Normally, if you become aware that the school food is finished, do you go to school the next day?		1=Yes 2=No 3 = Not sure / Don't know
STQ 217 In the last 30 days how many school days have you missed due to illness?		Put the number of days. Put "0" if didn't miss a day

<p>STQ 218</p>	<p>Can you name a few behavior / practices that are important for good health / hygiene</p> <p><i>(Please do not tell the answers to the respondent, just record his/her answers, if the respondent have given only one or two answer, then probe whether he or she can think more benefits, and try to list at least 3 benefit; however if they can't mention, move on to the next question)</i></p> <p><i>(Multiple Response)</i></p>	<p>0. Can't mention / Don't know</p> <ol style="list-style-type: none"> 1. Regular and proper use of latrine for at community and school 2. Maintain and use sanitary latrine 3. Hand washing with soap after using latrine, before eating / preparing food / feeding a child 4. Use and maintain tippy tap for hand washing 5. Drinking clean water from a safe source (e.g. tube well, or treated water collected from river/lake) 6. Maintain a waste disposal system (Water drainage, garbage pits, waste basket/dust bins) 7. Keep the School building and compounds clean 8. Maintaining hygienic environment during food preparation, handling and distribution 9. Using clean and hygienic utensils during food preparation, handling and distribution 10. Other (Specify)
<p>STQ 219</p>	<p>Can you name a few local sources from where you can get information good health practices?</p> <p><i>(if the responded have given one answer and doesn't give more answer, do not need to push him/her for more answer.)</i></p> <p><i>(Multiple Response)</i></p>	<p>0. No response given</p> <ol style="list-style-type: none"> 1. Local health clinic / hospital 2. School Health and hygiene Brochures 3. NGO/GoL Community health workers 4. Poster and Pamphlet 5. Notice board/ wall magazine / Wall paintings/hording board 6. Radio / Television 7. Video/Documentary Street Drama Show 8. Newspaper / Magazine 9. Other (specify)

EGRA Questionnaire

USDA McGovern Dole, Australian aid and WFP supported Food for Education Programme in Lao PDR: Baseline Survey 2015

Take Consent

Did the respondent give consent to take part in this survey?	1. Yes 2. No (End of Survey)
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Interview detail

#	Question	Response	Code
STQ 101	Province		
STQ 102	District		
STQ 103	School Name		
STQ103_A	School Code		
STQ 104	Student Code		Be careful with student codes
STQ 105	Student name		
STQ 106	Sex		1=Male 2=Female
STQ 107	Age (months)		(If necessary verify the age with teachers)
STQ 108	Current Grade/Class		Only grade 3
STQ 109	Father' name		
STQ 110	Mother's name		
STQ 111	Date of Interview	___/___/___	Day/Month/Year (e.g. 15 / 04 / 2012)
STQ 112	Supervisor Code		
STQ 113	Supervisor Name		
STQ 114	Enumerator Code		
STQ 115	Enumerator Name		

Section 2

Question	Response	Code
STQ 201	How long does it take for you to get to school?	Number of minutes
STQ 202	Do you have anyone at home (family members / relatives / neighbors but not private teachers) to help you with reading?	1. Yes 2. No 3. Don't know
STQ 203	What is the level of your father's education?	0= no schooling, 1-12=last Grade passed, 13= Bachelor or equivalent, 14= higher diploma; 15 = technical/ vocational diploma; 16= Master or equivalent, 17=Pre-primary/Just enrolled, 18= Don't know, 19=Other (and specify)
STQ 204	What is the level of you Mother's education?	
STQ 205	Do you read any extracurricular book?	1. Yes 2. No (Skip to 207)
STQ 206	If yes, did you read any story within last 7 days?	Number

STQ 207	How many days per week do you take extra lessons after school?		Put the number of days. Put "0" if doesn't take extra lessons
STQ 208	How many days per week do you work at home before going to school?		Put the number of days. Put "0" if doesn't work
STQ 209	How many days per week do you work at home after coming home from school?		Put the number of days. Put "0" if doesn't work
STQ 210	What kind of roof does your house have?		1. Grass/leaves / straw 2. Plastic / polyethylene 3. Bamboo 4. Wood 5. Tile 6. Metal (Iron / Tin) 7. Don't know 8. Others, please specify
STQ 211	What kind of walls does your house have?		1. Mud / clay 2. Grass / leaves / Straw 3. Bamboo 4. Wood 5. Brick & Cement 6. Metal (Iron / Tin) 7. Brick & wood (brick for ground floor and wooden first floor) 7. Don't know 8. Others, please specify
STQ 212	Does your home have any of these items? <i>(circle all that apply)</i>		1. Radio 2. Electricity 3. Refrigerator 4. Bicycle 5. Latrine 6. Mobile phone 7. Television 8. Motorbike 9. Car 10. Tractor (tok tok) 11. None of the above items
STQ 213	What type of water do you usually drink at home? <i>(circle all that apply)</i>		1. Well 2. Pumped / tube well 3. Piped water 4. Pond 5. River 6. Stream 7. Treated water from factory (can be in the bottle, plastic container) 8. Rain water 9. Spring water 10. Tap water from gravity-fed water system (Nam Lin) 11. Other (specify)
STQ 214	In past 30 days (in a week) how many times did you get sick?		Put number of time s/he got sick <i>If "00" move to SCQ 216</i>
STQ 215	In past 30 days (in a week) how many days did you skipped school due to illness?		
STQ 216	In past 7 days, how many days did you come to school?		0 - 5 days <i>If "00" move to SCQ 301</i>
STQ 217	In the past 7 days, how many days were you at school full day (morning and afternoons) last week?		0 - 5 days
STQ 218	How many days did you receive meal from school?		0-5 days <i>(response ≤ SCQ216)</i>

Section 3: Student Reading & Understanding skills

(Applicable only for students at the end of grade 2 / beginning of grade 3)

#	Questions	Response	Code / hints
STQ 301	Which ethnic group do you belong to?		1. Hmong – Eiw Mien 2. Mon - Khmer 3. Lao - Tai 4. Chinese - Tibetan 5. Other (Specify)
STQ 302	What language do you speak at home?		1. Hmong – Eiw Mien 2. Mon - Khmer 3. Lao - Tai 4. Chinese - Tibetan 5. Other (Specify)
Achievement in different section of the test			
Letter Recognition <i>(The full set of letters of the alphabet is listed in random order, 5 letters to a row, using a clear, large, and familiar font)</i>			
STQ 303	Letters read in first 60 seconds		<i>(skip to STQ 307 if response is "00")</i>
STQ 304	Number of incorrect letters in first 60 seconds <i>(if the words are skipped then they will also be counted as mistake)</i>		Number of mistakes
At the end of 1 minute, circle the letter the child is reading and allow the student to finish the letters if he/she is reading. Continue marking which letters are read incorrectly with a slash (/).			
STQ 305	Total letters read		Number
STQ 306	Total number of incorrect letters <i>(if the words are skipped then they will also be counted as mistake)</i>		Number of mistakes
Familiar Word Recognition <i>(20 simple selected words, 5 words to a row, using a clear, large, and familiar font)</i>			
STQ 307	Familiar Words read in 60 seconds		Number of words <i>(skip to STQ 311 if response is "00")</i>
STQ 308	Total incorrect words in 60 seconds <i>(if the words are skipped then they will also be counted as mistake)</i>		Number of mistakes
At the end of 1 minute, circle the word the child is reading and allow the student to finish the passage. Continue marking which words are read incorrectly with a slash (/).			
STQ 309	Total familiar Words read		Number of words
STQ 310	Total incorrect words <i>(if the words are skipped then they will also be counted as incorrect words)</i>		Number of mistakes
Decoding Words (Invented word reading) <i>(20 invented words, 5 words to a row, using a clear, large, and familiar font)</i>			
STQ 311	Non-sense Words read in 60 seconds		Number of words <i>(skip to STQ 315 if response is "00")</i>
STQ 312	Total incorrect Non-sense words in 60 seconds <i>(if the words are skipped then they will also be counted as incorrect words)</i>		Number of mistakes

At the end of 1 minute, circle the word the child is reading and allow the student to finish the passage. Continue marking which words are read incorrectly with a slash (/).

STQ 313	Total Non-sense Words read		
STQ 314	Total incorrect Non-sense words <i>(if the words are skipped then they will also be counted as incorrect words)</i>		Number of mistakes

Fluency and Accuracy

STQ 315	Total Words read in 60 Second from the paragraph		Number of words <i>(skip to STQ 320 if response is "00")</i>
STQ 316	Total incorrect words in 60 seconds <i>(if the words are skipped then they will also be counted as incorrect words)</i>		Number of incorrect words

At the end of 1 minute, circle the word the child is reading and allow the student to finish the passage. Continue marking which words are read incorrectly with a slash (/).

STQ 317	Total words read from the paragraph		
STQ 318	Total incorrect words		

Reading Comprehension

STQ 319	Total number of correct answers given		
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Listening Comprehension

STQ 320	Total number of correct answers given		
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Teacher Questionnaire

USDA McGovern Dole, Australian Aid and WFP supported Food for
Education Programme in Lao PDR: Baseline Survey 2015

Take Consent

Did the respondent give consent to take part in this survey?	1. Yes 2. No (End of Survey)
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Interview detail

#	Question	Response	Code
TEQ 101	Province		
TEQ 102	District		
TEQ 103	School Name		
TEQ 104	School Code		
TEQ 105	Teacher Code		Carefully put teacher's code and don't make mistake
TEQ 106	Date of Interview	___/___/___	Day/Month/Year (e.g. 15 / 04 / 2015)
TEQ 107	Supervisor Code		
TEQ 108	Supervisor Name		
TEQ 109	Enumerator Code		
TEQ 110	Enumerator Name		

Section 2: Teacher Activities and Classroom Environment

#	Question	Response	Code	Comments from pre-test
TEQ 201	What is your name?			
TEQ 202	Sex of the teacher		1. Male 2. Female	
TEQ 203	For how many years have you been teaching?		Number of years	
TEQ 204	How many years have you been teaching at this school?		Number of years	
TEQ 205	What position do you hold at this school?		1. Head teacher/ principal 2. Deputy head teacher 3. Teacher (permanent/ regular) 4. Teacher (paid contract) 5. Teacher (volunteer) 6. Other (specify)	

TEQ 206	What is your highest education qualification?		<ol style="list-style-type: none"> 1. MSc or higher 2. Bachelor 3. Diploma 3. Higher/Advanced diploma (San Soung) 4. Technical/vocational Diploma (San Kang) 5. Higher Secondary 6. Secondary 7. Primary 8. Untrained 9. Other 	
TEQ 207	Which grade do you teach? <i>(Multiple Response)</i>		<ol style="list-style-type: none"> 1. Grade 1 2. Grade 2 3. Grade 3 4. Grade 4 5. Grade 5 6. Pre-primary 	
TEQ 208	What subject do you teach at school? <i>(Multiple Response)</i>		<ol style="list-style-type: none"> 1. Literature / Language (Lao) 2. Literature / Language (English / other foreign language) 3. Science 4. Mathematics 5. Social science/World around us (Loke om tua) 6. Religion 7. History 8. Arts / Painting 9. Life skills 10. Others 	
TEQ 209	Do you have any formal training on teaching from government / non-government institutes?		<ol style="list-style-type: none"> 1. Yes 2. No 	
TEQ 210	In the last 30 days, how many days did you spend for teaching at school?		Number of days Put "00" if none	
TEQ 211	In the last 30 days how many times were you absent from school?			For enumerators: [Check in conjunction with 210]
TEQ 212	Do you tutor students outside school hours?		<ol style="list-style-type: none"> 1=yes, with pay 2=yes, without pay 3 = Both 4= Don't tutor 	
TEQ 213	In the last 30 days, how many days did you spend for private tutoring outside school?		Number of days Put "00" if none	
TEQ 214	Do you have another job / work outside the school other than tutoring?		<ol style="list-style-type: none"> 1=Yes 2=No 	
TEQ 215	What proportion of students in your classroom has the required textbook/s for the class?		<ol style="list-style-type: none"> 1=None, 2=1-25% 3=26-50 % 4=51-75 % 5=76-99% 6 = 100 % 7 = Don't know 	

TEQ 216	What proportion of students in your classroom has a desk and chair?		1=None, 2=1-25% 3=26-50 % 4=51-75 % 5=76-99% 6 = 100 % 7 = Don't know	
TEQ 217	Do you think the provision of school meals significantly impacts the decision of children to come to school?		1. Yes 2. No 3. Don't Know	
TEQ 218	According to you, if WFP SFP would stop today, what would be the consequence on pupil attendance?		1. No consequence, attendance will remain the same 2. Attendance will drop slightly (10%) 3. Attendance will drop significantly (10%-30%) 4. Attendance will drop drastically (over 30%)	
TEQ 219	According to you, if WFP SFP would stop today, what would be the consequence on pupil Enrollment?		1. No consequence, Enrollment will remain the same 2. Enrollment will drop slightly (10%) 3. Enrollment will drop significantly (10%-30%) 4. Enrollment will drop drastically (over 30%)	
TEQ 220	In your observation, what percent of students in classrooms can be identified as inattentive?			
TEQ 221	What do you do to engage students and parents to improve the learning outcome? (Multiple response)		1. Rewarding certificates to students to take to home 2. Sending letters to parents explaining about children's reading performance 3. Join special tutoring class 4. Doing nothing	

Section 3: Teacher Compensation & Income

#	Question	Response	Code
TEQ 301	What is your monthly income from school?		Income in KIP (salary + benefits)
TEQ 302	How much do you earn monthly from tutoring outside school hours?		Income in KIP
TEQ 303	How much do you earn monthly from other sources?		Income in KIP
TEQ 304	Do you think your salary is sufficient to cover your living expenses?		1=Yes 2=No
TEQ 305	Do you get your salary on time every month?		1=Yes 2=No
TEQ 306	If there is a delay in getting monthly salary, how long does it usually take?		Number of days

Storekeeper Questionnaire

USDA McGovern Dole, Australian Aid and WFP supported Food for
Education Programme in Lao PDR: Baseline Survey 2015

Take Consent

Did the respondent give consent to take part in this survey?	1. Yes 2. No (End of Survey)
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Interview detail

#	Question	Response	Code
SKQ 101	District		
SKQ 102	School Name		
SKQ 103	Respondent name		
SKQ 104	Sex of the Respondent:	___	1. Male 2. Female
SKQ 105	Date of Interview	___/___/___	Day/Month/Year (e.g. 15 / 04 / 2015)
SKQ 106	Supervisor Code		
SKQ 107	Supervisor Name		
SKQ 108	Enumerator Code		
SKQ 109	Enumerator Name		

Section 2: School feeding program information

#	Question	Response	Code
STQ 201	Does your school have a dedicated food store room?		1. Yes 2. No
STQ 202	Is the food store room lockable? ASK QUESTION +OBSERVATION		1. Yes 2. No
STQ 203	Is the store room properly ventilated? DIRECT OBSERVATION		1. Yes 2. No
STQ 204	Is there any evidence of presence of rodents in the store? ASK QUESTION +OBSERVATION		1. Yes 2. No
STQ 205	Is there any evidence of presence of insects (weevil and others)? ASK QUESTION +OBSERVATION		1. Yes 2. No
STQ 206	Is there any evidence of mold and excess of humidity? ASK QUESTION +OBSERVATION		1. Yes 2. No
STQ 207	Is there any evidence of spillage or leakage? ASK QUESTION +OBSERVATION		1. Yes 2. No
STQ 208	Is the food stored off the ground? ASK QUESTION +OBSERVATION		1. Yes 2. No (go to Q210)

STQ 209	If yes, does the school use improvised raised pallets for commodities' storage? ASK QUESTION +OBSERVATION		1. Yes 2. No
STQ 210	Does the school have a pest/insects management plan?		1. Yes 2. No
STQ 211	Does the school carry out pest/insects control measures?		1. Yes 2. No
STQ 212	Are you trained in safe food preparation and storage practices?		1. Yes 2. No (Skip to 214)
STQ 213	If Yes, how many times have you received training in last one year?		
STQ 214	Have you received a book about Warehouse management in Lao language within the last 12 months		1. Yes 2. No
STQ 215	Do you maintain proper record of the food items? (Ask Question + Observation)		1. Yes 2. No
STQ 216	Have you received your incentive ration for being a storehouse manager		1. Yes 2. No (End of interview)
STQ 217	Do you consider your ration as enough		1. Yes 2. No
STQ 218	What did you do with your ration		1. Consumed it 2. Exchanged it for other foods/ goods (bartering) 3. Sold it at the market 4. Gave it away (gift)

Cook Questionnaire

USDA McGovern Dole, Australian Aid and WFP supported Food for Education Programme in Lao PDR: Baseline Survey 2015

Take Consent

Did the respondent give consent to take part in this survey?	1. Yes 2. No (End of Survey)
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Interview detail

#	Question	Response	Code
Q 101	District		
Q 102	VDC		
Q 103	School Name		
Q 104	Respondent name		
Q 105	Sex of the Respondent:	___	1. Male 2. Female
Q 106	Date of Interview	___/___/___	Day/Month/Year (e.g. 15 / 04 / 2015)
Q 107	Supervisor Code		
Q 108	Supervisor Name		
Q 109	Enumerator Code		
Q 110	Enumerator Name		

Section 2: School feeding program information

#	Question	Response	Code
Q201	Are you trained in safe food preparation and storage practices (confirm with any records, if available)?		1. Yes 2. No (go to Q203)
Q202	If Yes, how many times have you received training in 2014?	_____	
Q203	Have you received a cookbook?		1. Yes 2. No
Q204	Do children wash their hands before the meal?		1. Yes 2. No
Q205	Have you received a food ration to cook for the children in schools?		1. Yes 2. No
Q206	What did you receive as an incentive ration?		1. Rice 2. Flour 3. Cash 4. Nothing
Q207	How much food did you receive as an incentive ration in last month?		Put the amount in KG
Q208	Do you use smoke reducing stoves?		1. Yes 2. No
Q209	Have you received any training in using smoke reducing stoves		1. Yes 2. No
Q210	Have you received smoke reducing stoves		1. Yes 2. No

Q211	Are the cooks clean and well groomed? DIRECT OBSERVATION		1. Yes 2. No
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Section 3: Safe Food Preparation Practices (for Cook)

#	Question	Response	Code
Q301	Do you have a uniform or apron for use in the kitchen?		1. Yes 2. No
Q302	When do you clean your kitchen?		1. Every morning before food preparation, often during the day and after use 2. After food preparation 3. At the end of the week 4. Other (specify)
Q303	Which is the best source of water for cleaning and cooking food?		1. Piped water, rain water and boreholes which are well protected 2. Water from the river/streams 3. Water from a pond 4. Bottled water 5. Other
Q304	When do you usually wash your hands for food preparation?		1. Before handling food and often during food preparation 2. After using the latrine 3. After finishing food preparation 4. Never (Skip to 306) 5. Other (specify)
Q305	How do you wash your hand?		1. Only with Water 2. Water with Soap 3. Water with Mud 4. Water with Ash 5. Other (Specify)
Q306	How do you ensure that food is clean before cooking?		1. Rinse it in water and cook 2. Remove foreign matters then cook 3. Use clean containers to collect it from the store, remove foreign matters and then wash it with clean water thoroughly before cooking
Q307	When do you wash your cooking utensils (cooking pots, lids, scoops, knives, plates etc.) with clean water and soap		1. After use 2. Prior to using them 3. Prior to, after using them and drying them in a rack before storage
Q308	Are there measures in place to prevent food from contamination from pests and rodents? Name them:	1. _____ 2. _____	
Q309	What is the most important thing to check in food before cooking?		1. Expiry date, packaging, color of the food, presence of pests 2. Source of food 3. Colour of the package
Q310	How do you store cooked food prior to serving the pupils?		1. Store cooked food in covered cooking pots in a clean, safe place before serving the pupils 2. Store cooked food in open containers 3. Store cooked food outside the kitchen without covers

Annex 3: Baseline Values of Key Indicators, with Calculations

Table 5: WFP Laos SFP performance indicators and their calculation by sex, geographical location and intervention type

Result level	Indicator	Source and measurement	Effective sample size	Avg. value	Value by sex		Value by geographical location		Value by intervention type	
					Male	Female	North	South	MMS	Lunch
MDG SO1	Percent of students who, by the end of two grades of primary schooling, demonstrate that they can read and understand the meaning of grade-level text	Pupils reading and understanding ability was assessed using the literacy boost questionnaire developed by Save the Children Laos. Questionnaire was administered to 830 students from Grade 3. The assessment had five sub-tests and students were categorised into emergent, beginner and reader with comprehension ability based on comprehension sub-test score, as recommended in Literacy Boost guideline. Students demonstrating >75% comprehension are given here.	830	1.9 ³	1.7	2.2	2.5	1.1	2.9	0.8
MGD 1.1.1	Average teacher attendance rate (Mean ± SE)	Teacher attendance was assessed using monthly school records of every teacher's attendance and comparing this data against the number of school days per month in the academic year September 2014-August 2015.	321	94 (±0.4) ²	94 (±0.5)	94 (±0.6)	95 (±1.0)	92 (±0.8)	94 (±0.9)	93 (±0.9)
	Percent of teachers attending at least 90 percent of the school days	Regular teacher attendance was defined as attending more than or equal to 90 percent of school days; teacher attendance was assessed using monthly school records of all the teacher from sample schools and the number of working days per month for the academic year September 2014-August 2015.	321	84 ²	83	85	92	74	87	80
MGD 1.1.4	Percent of teachers/educators/ teaching assistants trained or		575	23 ^{ns}	20	26	26	19	26	20

Result level	Indicator	Source and measurement	Effective sample size	Avg. value	Value by sex		Value by geographical location		Value by intervention type	
					Male	Female	North	South	MMS	Lunch
	certified in teaching techniques during the last one year									
	Percent of teachers/ educators/ teaching assistants in target schools who demonstrate use of new and quality teaching techniques or tools as identified by their supervisor/mentor/coach	Teachers, educators, teaching assistants who have successfully completed a pre- or in-services training programme to teach in schools or equivalent non-school based settings over the past one year were then assess whether they are using the learned techniques. Use of techniques were assess by asking their supervisors whether the teacher is using the techniques he/she learned in the classroom.	134	100	-	-	-	-	-	-
MGD 1.2	Percent of students in classrooms identified as inattentive by their teachers	Inattentiveness of students was collected based on the majority view of three teachers on the attentiveness of ten sampled students from each school	850	19 ^{1,3}	22	16	19	19	13	26
MGD 1.3	Average student attendance (Mean ± SE)	Student attendance was assessed using monthly school records of ten sample students from every school and comparing this data against the number of school days per month in the academic year September 2014-August 2015.	367	97 (±0.2) ²	97 (±0.3)	97 (±0.3)	99	94	98 (±0.2)	96 (±0.4)
	Percent of students regularly (at least 80 percent of the school days) attending school	Student attendance was measured using the attendance record of ten randomly selected students from every sample school for the last academic year (September 2014-August 2015).	367	99.5 ^{ns}	99.5	99.4	100	99	99.5	99.3
	Student attendance on the day of the survey	The proportion of enrolled students present at school during the survey day was calculated using direct observation to count the number of students present and comparing it against the number of	85	89 (±1.4) ²	88 (±1.4)	89 (±1.4)	94 (±1.1)	81 (±2.4)	90 (±2.2)	87 (±1.6)

Result level	Indicator	Source and measurement	Effective sample size	Avg. value	Value by sex		Value by geographical location		Value by intervention type	
					Male	Female	North	South	MMS	Lunch
		enrolled students. The mean proportion of students in attendance is presented here.								
MGD 1.3.4	Annual percent change in students enrolled in WFP supported school	Enrolment figures from the past five academic years were collected from school records –where available; student numbers of each academic year were then compared with the previous academic year. Percent change of enrolment in the current academic year (2015-16) compared to the last academic year (2014-15) is presented here.	79	-0.7 ^{nt}	-0.4	-1.0	-1.5	0.9	0.2	-1.8
	Average enrolment ratio of girls to boys at target schools	Total number of male and female students per school was recorded for past five academic year from the school records during the baseline survey. Ratio was calculated based on enrolment figures for the past academic years. Girl-boy enrolment ratio for last academic year (2014-15) is presented here.	79	0.95 ^{nt}	-	-	0.95	0.95	0.93	0.98
	Average dropout rate (Mean± SE of percent)	Dropout figures from the past academic years were collected from school records –where available. Dropout rate was calculated per school from number of students discontinuing their studies and enrolment figures for the same academic year. Dropout rate for last academic year (2014-15) is presented here.	66	0.8 (±0.2) ^{2,3}	1.2 (±0.4)	0.5 (±0.2)	0.18 (±0.1)	1.86 (±0.6)	0.1 (±0.1)	1.4 (±0.4)
	Repetition rate (Mean± SE of percent)	Total number of male and female students repeating in the same grade per school was recorded the baseline survey data collection. Repetition rate was calculated per school from number of repeating students and enrolment figures for the same academic year. Repetition rate for last academic	68	7.8 (±0.8) ¹	9.5 (±1.2)	6.0 (±0.6)	7.3 (±1.1)	8.4 (±1.2)	9.1 (±1.3)	6.7 (±1.0)

Result level	Indicator	Source and measurement	Effective sample size	Avg. value	Value by sex		Value by geographical location		Value by intervention type	
					Male	Female	North	South	MMS	Lunch
		year (2014-15) is presented here.								
MGD 1.3.5	Percent of parents in programme schools who can name at least three benefits of primary education	Data was collected through interviews with parents and asking them about the benefits of primary education.	810	45 ^{2,3}	48	43	42	50	38	53
MGD SO2	Average dietary diversity score (DDS) of school-aged children (Mean ± SE)	Dietary history of pupils was measured through interviewing parents using a 24 hours recall method. Mean Dietary Diversity Score (±SE) is presented here.	810	5.0 (±0.06) ^{2,3}	5.0 (±0.09)	5.0 (±0.09)	5.2 (±0.09)	4.8 (±0.08)	5.3 (±0.09)	4.7 (±0.08)
MGD 2.1	Percent of students in target school who achieve a passing score on a test of good health and hygiene practices as a result of USDA assistance	The good health and hygiene practices were identified in collaboration with WFP during the questionnaire development phase and included into the questionnaire to test the baseline knowledge of students enrolled in WFP supported schools. Students in target schools receiving at least a score of 80 percent on the test of good health and hygiene practices were considered as passed.	850	0.0	-	-			-	-
MGD 2.2	Percentage of food preparers at target schools who achieve a passing score (80 percent correct answer) in a test of safe food preparation and storage practices	Percentage was calculated by testing cooks on safe food preparation and storage. The test contained ten questions, each worth one point. Respondents were asked to choose the best response for each question. The questions were developed in collaboration with the country office, to assess the baseline knowledge level and practices of food preparers on safe food preparation and storage practices.	85	8.2 ^{ns}	-	-	8.0	8.6	8.9	7.5

ns = No significant difference between gender (sex), geographical location or intervention types. 1 = Only significant difference between boys and girls. 2 Only significant difference between north and south. 3 Only significant difference between intervention types

Table 6: Key school variables by geographical location (north or south) and intervention type

Indicator	Source and measurement	Baseline questionnaire name	Questionnaire ID	Effective sample size	Average value	Values by geographical location		Values by intervention type	
						North	South	MMS	Lunch
Student teacher ratio in target schools	Number of students currently enrolled and number of teachers appointed in the school were counted using school records. Student:teacher ratio is presented here.	School Questionnaire	SCQ 301; SCQ 401	85	27 (± 1.3) ¹	21.6 (± 1.2)	34.5 (± 2.1)	26 (± 1.6)	27 (± 2.1)
Student classroom ratio in target schools	Number of students currently enrolled and number of classrooms available in the school were counted using school records and direct observation. Student:classroom ratio is presented here.	School Questionnaire	SCQ 301; SCQ 502-503	85	28 (± 1.2) ¹	25.0 (± 1.5)	32.6 (± 1.6)	28 (± 1.6)	28 (± 1.7)
Percent of school with library facilities	The availability of library room or library corner at school was identified through head teacher interview and direct observation.	School Questionnaire	SCQ 302	85	74 ¹	58	97	71	78
Percent of schools with dedicated storage rooms	Interview of the storekeeper and verification by direct observation.	Storekeeper questionnaire	SKQ 201	85	97.5 ^{ns}	96	100	95.6	100
Percent of store rooms rehabilitated / constructed as a result of USDA assistance	Interview of the head teacher.	School Questionnaire	SCQ 315	85	25 ^{1,2}	8.0	49	11	40
Percent of schools where food is stored off the ground	Interview of the storekeeper and verification by direct observation.	Storekeeper questionnaire	SKQ 208	85	80 ¹	98	54	73	88

Indicator	Source and measurement	Baseline questionnaire name	Questionnaire ID	Effective sample size	Average value	Values by geographical location		Values by intervention type	
						North	South	MMS	Lunch
Percent of school with a kitchen	Interview of the head teacher and direct observation.	School Questionnaire	SCQ 308	85	92 ^{ns}	94.	89	91	93
Percent of schools using smoke reducing/Energy saving stoves	Interview of the head teacher.	School Questionnaire	SCQ 310	85	0.0	-	-	-	-
Percent of schools received Smoke reducing/ Energy Saving Stove from WFP/USDA in last one year	Interview of Cook	Cook Questionnaire	SKQ 210	85	0.0	-	-	-	-
Percent of schools with a dining area for the school meals	Interview of the head teacher.	School Questionnaire	SCQ 311	85	9.4 ^{1,2}	2.0	20	2.2	18
Percent of storekeepers trained in safe food preparation and storage practices as a result of USDA assistance	Storekeeper interview	Storekeeper Questionnaire	SKQ 212-213	85	45 ^{1,2}	26	60	22	70
Percent of storekeepers received a book about Warehouse management in Lao language within the last 12 months	Storekeeper interview	Storekeeper Questionnaire	SKQ 214	85	55 ¹	46	69	56	55
Percent of cook / food preparers trained in safe food preparation and storage practices as a result of USDA	Interview of one food preparer / cook per school.	Cook Questionnaire	SKQ 201-202	85	33 ^{1,2}	24	46	22	45

Indicator	Source and measurement	Baseline questionnaire name	Questionnaire ID	Effective sample size	Average value	Values by geographical location		Values by intervention type	
						North	South	MMS	Lunch
Percent of schools with a source of drinking area near or at school	Interview of the head teacher and also direct observation	School questionnaire	SCQ 312	85	44 ^{ns}	42	46	42	45
Percent of schools with toilet facility for students	Interview of the head teacher and also direct observation	School questionnaire	SCQ 317	85	85 ^{ns}	90	77	84	85
Percent of schools with separate toilet for female students	Interview of the head teacher and also direct observation	School questionnaire	SCQ 319	85	25 ¹	16	41	26	24
Average distance (km) to nearest food market	Interview of the head teacher	School questionnaire	SCQ 210	85	17 (±1.7) ^{1,2}	20 (±2.6)	12 (±1.7)	19 (±2.9)	13 (±1.4)
Average distance (km) to nearest education office	Interview of the head teacher	School questionnaire	SCQ 212	85	21 (±1.9) ^{1,2}	24 (±2.8)	17 (±2.3)	25 (±3.3)	15 (±1.4)
Average distance (km) to the food distribution centre	Interview of the head teacher	School questionnaire	SCQ 213	60	70 (±7.5) ^{ns}	64.7 (±7.7)	77.3 (±18)	79 (±14)	60 (±3.2)
Percent of schools that have developed a partnership to supply food to schools	Interview of the head teacher	School questionnaire	SCQ 216	85	39 ¹	50	23	40	38
Percent of schools receiving food from farmer groups	Interview of the head teacher. The food received here are voluntary contribution by the farmers / farmer groups	School questionnaire	SCQ	85	46 ²	50	40	20	75

ns = No significant difference between gender (sex), geographical location or intervention types. 1 = Only significant difference between boys and girls. 2 Only significant difference between north and south. 3 Only significant difference between intervention types

Annex 4: Assessment of Literacy Level using EGRA

One of the two strategic objectives (SOs) of the MGD supported Food For Education (FFE) programme in Lao PDR is to improve the literacy of school-aged children. WFP and USDA have identified the indicator *“Percent of students who, by the end of two grades of primary schooling, demonstrate that they can read and understand the meaning of grade level text”* to measure the reading ability of children. USDA recommended this indicator to be measured by any assessment system (e.g. ASER, EGRA) with adequate psychometric validity and reliability. After discussing the proposal with WFP and its implementing partners, the assessment team chose to use Early Grade Reading Assessment (EGRA)¹⁰, using the method and questionnaire developed by Save the Children for their Literacy Boost programme in Lao PDR. EGRA was chosen over other methods, as the tools/questionnaire were available to be implemented in Laos without developing the tools for Lao language (which would be beyond the scope of this baseline survey).

A4.1. EGRA Sub-tests and Measurement Approach

EGRA was designed as a method-independent approach to measure a child’s initial reading ability. Through a series of tests, EGRA measures various skills that are necessary building blocks for children to read fluently and comprehend text. A summary of the various EGRA sub-tests administered during the baseline survey and their measurement approaches are given in [Table 7](#).

The letter knowledge sub-test used a page showing a list of 33 letters of the Lao alphabet. Pupils were asked to say the sounds of as many letters as they could. The test was discontinued if a pupil was unable to correctly read less than five words in the first one minute. The score for this sub-test is the number of letters a pupil correctly named in one minute, a measure known as correct letters per minute (CLPM). If the pupil was still reading after the first one minute, the enumerator would continue to count the letters that the pupil read correctly, which comprised the score for total letters correctly read (TLCR).

In the vocabulary sub-test, pupils were presented with a list of the 20 most frequently occurring words in the students’ textbook. For this survey, the team used the words from the literacy boost EGRA assessment developed by Save the Children Laos who had selected the words from a list of 50 words from EGRA assessment launched in 2013. The children were asked to read as many words as they could. Pupils who could not read at least 5 words correctly in the first one minute were stopped and the sub-test was discontinued. The score for this sub-test consisted of the number of familiar words read correctly in one minute (FWPM), and, for the students who read beyond the one-minute mark, the total number of familiar words correctly read (TFWR).

¹⁰ During the preparation of EGRA instrument and report production the assessment team drew ideas and principals extensively from the Early Grade Reading Assessment Toolkit prepared by RTI for World Bank with funding from USAID. EGRA toolkit and relevant reports can be downloaded from www.eddataglobal.org.

Table 7: EGRA sub-tests and their measurement approaches

EGRA sub-test	Measurement approach
Letter knowledge	Number of Lao letters correctly identified. (A chart of 33 Lao letters were shown to every pupil, who was asked to read them.)
Vocabulary	Number of frequently used words correctly read. (20 commonly used words were shown to every pupil, who was asked to read them.)
Invented-word decoding	Number of invented words (nonsense words) correctly read. (20 invented words were shown to students, who were asked to read them to the best of their ability).
Oral reading fluency and accuracy	Number of words read correctly per minute on a grade-level passage to determine fluency. The number of words students could read correctly from the passage, irrespective of the time it took, was served as a measure of accuracy. (A passage was given to each student, who was asked to read it to the best of his/her ability.)
Comprehension	Number of comprehension questions answered correctly based on a grade-level passage that the student read. If the student could not read the passage, it was read by enumerators and the same questions were asked to measure the listening comprehension ability.

In the invented-word decoding sub-test, students were presented with a list of 20 invented words and asked to read as many as possible. This sub-test was administered to assess sight-recognition skills and decoding, i.e. a child’s ability to decode and read words he/she has never seen before. The score of this sub-test was the number of invented words read correctly per minute (IWPM) and also total number of invented words correctly read (TIWR). Pupils who could not read at least five invented words correctly in the first one minute were stopped and the sub-test was discontinued.

Oral reading fluency (ORF) is a measure of both reading accuracy and speed. A child’s ORF correlates with the skills previously discussed, since children need to have mastered letter sounds, phonemic awareness and word reading in order to read fluently, accurately and quickly. A child’s ORF in turn affects how well they are able to understand what they are reading. In this EGRA sub-test, pupils were presented with and asked to read a passage, taken from the literacy boost EGRA subtest, aloud. The final score was the number of words read aloud correctly per minute.

The reading comprehension sub-test identified how well pupils understood the oral reading fluency passages. After the pupil had read for one minute, the test administrator asked the child questions pertaining to the portion of the story read. The administrator did not ask any questions of pupils who did not read any words correctly; these pupils automatically received a reading comprehension score of zero. For those students who were unable to read five words of the passage within the first one minute, the test taker read the passage to the student before

asking the comprehension questions.

A4.2. Reliability and Validity of the Test Instruments

Internal consistency, or reliability, of the five sub-test instruments was measured by calculating Cronbach's alpha¹¹. The results indicate a strong overall reliability. In our analysis, $\alpha = 0.84$, which is considered very good given the widely accepted threshold of $\alpha > 0.8$. We also calculated the contribution of each sub-test to the overall consistency by removing one of the sub-tests from the model and estimating the value of α in order to make sure that each of the sub-tests positively contributed to the overall reliability.

A4.3. EGRA Administration

The objective of the EGRA was to assess the reading skill of students after two grades of primary schooling. Therefore, as per the USDA guidelines, only students from grade three were sampled for the test. Before administering the EGRA test, administrators were asked to read the students explicit information about the test and how it would be used. Pupils were asked to provide their consent to participate in the assessment. Consent was also taken from parents and teachers before conducting tests. The administration of the EGRA test also included a "stop" rule, which required assessors to discontinue the administration of a sub-test if a pupil was unable to respond correctly to any of the items at any point. This rule was applied in all EGRA tests and was established to avoid frustrating pupils who did not understand the task or lacked the skills to respond.

A4.4. Background Characteristics of the Sample

The background characteristics for the 830 students who took the test are summarized in [Table 8](#), along with the pupils' assessments of their parents' literacy levels. Male (50 percent) and female (50 percent) students have similar background characteristics. The average age of the students is around eight years (9.1 years), with girls on average two months younger than boys. A majority of the students (58.3 percent of boys and 59 percent of girls) identified themselves as being of the Mon-Khamer ethnic group and less than one in five (17.9 percent) students in the sample belong to the Lao/-Tai ethnic group. Most students (77 percent) do not speak Lao at home. Results of interviews with the students show that, on average, it takes ten minutes for the students to go to school from home (no significant difference between boys and girls).

During the baseline survey, 58 percent of the students reported having someone at home to help them with reading. However, only one in every five children (21 percent) take extra lessons outside of school hours, and very few (12 percent) read extracurricular books. More than 80

¹¹ Cronbach's alpha is a measure of the internal consistency of a test or scale. It is expressed as a number between 0 and 1 and describes the extent to which all of the items in a test (in this case, the EGRA sub-tests) measure the same concept or construct and is connected to inter-relatedness of the items within the test. RTI considers a value of $\alpha > 0.8$ to be very good for EGRA instruments (RTI International. *Nigeria Northern Education Initiative: Results of the Early Grade Reading Assessment in Hausa. September 2011*).

percent of students reported that they work at home outside of school hours, and around 60 percent help with household activities every day. Involvement in regular household activities is significantly higher among girls than boys.

Table 8: Background demographic characteristics of EGRA pupils

Background characteristics of pupils	Percent / Mean (SE)		
	Total (N=830)	Boys (N=418)	Girls (N=412)
Gender (sex)	-	50	50
Average age (months) ^{ns}	109 (±0.6)	110 (±0.8)	108 (±0.8)
Ethnicity ^{ns}			
Hmong – Eiw Mien	10.4	10.6	10.2
Mon - Khmer	58.6	58.3	59.0
Lao - Tai	17.9	17.7	18.0
Chinese - Tibetan	13.1	13.4	12.9
Language spoken at home ^{ns}			
Hmong – Eiw Mien	10.4	10.6	10.2
Mon - Khmer	53.0	51.3	54.6
Lao - Tai	23.4	24.7	22.1
Chinese - Tibetan	13.3	13.4	13.1
Average distance to school (time in minutes)*	9.6 (±0.2)	9.0 (±0.3)	10.1 (±0.3)
Availability of people at home to help with reading (yes) ^{ns}	58.0	54.7	61.4
Reading extracurricular book (yes) ^{ns}	21.0	21.8	20.1
Students who take extra lessons outside school hours ^{ns}	11.6	10.3	12.9
Number of days per week that student helps with household activities before going to school *			
Never	17.2	22.2	12.1
Some days	22.3	23.4	21.1
Everyday	60.5	54.3	66.7
Number of days per week that student helps with household activities after school hours *			
Never	17.8	22.2	13.3
Some days	20.5	21.8	19.2
Everyday	61.7	56.0	67.5

* statistically significant difference between male and female

ns- no significant difference between male and female

A4.5. Findings from EGRA Sub-tests

Letter Knowledge:

The average scores for the letter-knowledge sub-test are presented in [Table 9](#). Overall, 21 percent of the students could not read a single letter correctly. On average, children could correctly read 14 letters from the list and approximately 12 letters per minute. There was no significant difference between boys and girls. However, students from MMS schools read three more letters correctly per minute than students from lunch schools.

Table 9: Letter recognition subtest scores (Mean \pm SE) by gender and intervention type

Letter recognition Subtest	Intervention type	Mean (SE) score of Letter recognition subtest			p-value
		Total (N=830)	Male (N=418)	Female (N=412)	
Correct letters per minute (CLPM)	MMS	13.8 (\pm 0.5)	14.1 (\pm 0.7)	13.6 (\pm 0.6)	0.610
	Lunch	9.2 (\pm 0.4)	9.0 (\pm 0.6)	9.5 (\pm 0.7)	0.555
	Total	11.7 (\pm 0.3)	11.6 (\pm 0.5)	11.9 (\pm 0.5)	0.671
	p-value	<0.001	<0.001	<0.001	-
Total correct letters read (TCLR)	MMS	15.6 (\pm 0.5)	16.4 (\pm 0.7)	15.0 (\pm 0.7)	0.148
	Lunch	13.1 (\pm 0.5)	13.4 (\pm 0.7)	12.8 (\pm 0.8)	0.548
	Total	14.5 (\pm 0.4)	14.9 (\pm 0.5)	14.0 (\pm 0.5)	0.216
	p-value	0.001	0.004	0.034	-

Vocabulary:

Approximately, three quarters of the students (73 percent) could not identify a single common word correctly during the baseline survey. [Table 10](#) presents the mean scores by intervention type and gender. On average, pupils could correctly read 3.3 words total, at a speed of 2.9 words per minute. There was no significant difference between the performance of boys and girls. However, mean scores again differed by intervention types. Pupils from MMS schools could read 4.6 words on average, compared to 1.8 words for students from the lunch schools.

Invented-word decoding:

Very few students (17 percent) could correctly identify any invented words correctly. [Table 11](#) summarises total invented words correctly read and invented words correctly read per minute scores by intervention type and gender. The results of this EGRA sub-test reveal that the sample students could decode less than two words (1.5 words) from the list, on average, at a rate of 1.3 words per minute. Scores did not vary between boys and girls; however, again, students from MMS schools performed better than students from lunch schools.

Table 10: Familiar word reading sub-test scores (Mean ± SE) by gender and intervention type

Familiar word reading Subtest	Intervention type	Mean (SE) score of familiar word reading subtest			p-value
		Total (N=830)	Male (N=418)	Female (N=412)	
Familiar words per minute (FWPM)	MMS	4.1 (±0.3)	3.7 (±0.4)	4.4 (±0.5)	0.294
	Lunch	1.4 (±0.2)	1.2 (±0.2)	1.7 (±0.3)	0.165
	Total	2.9 (±0.2)	2.5 (±0.3)	3.3 (±0.3)	0.051
	p-value	<0.001	<0.001	<0.001	-
Total familiar words read (TFWR)	MMS	4.6 (±0.3)	4.1 (±0.5)	5.0 (±0.5)	0.202
	Lunch	1.8 (±0.2)	1.6 (±0.3)	2.1 (±0.4)	0.298
	Total	3.3 (±0.2)	2.9 (±0.3)	3.8 (±0.3)	0.47
	p-value	<0.001	<0.001	<0.001	-

Table 11: Invented word reading subtest scores (Mean ± SE) by gender and intervention type

Invented word reading sub-test	Intervention type	Mean (SE) score of Invented word reading subtest			p-value
		Total (N=830)	Male (N=418)	Female (N=412)	
Invented words per minute (IWP)	MMS	1.7 (±0.2)	1.6 (±0.3)	1.8 (±0.3)	0.647
	Lunch	0.8 (±0.1)	0.8 (±0.2)	0.7 (±0.2)	0.750
	Total	1.3 (±0.1)	1.2 (±0.2)	1.3 (±0.2)	0.652
	p-value	<0.001	0.021	0.005	-
Total invented words read (TIWR)	MMS	1.9 (±0.2)	1.8 (±0.3)	2.0 (±0.3)	0.605
	Lunch	1.1 (±0.2)	1.2 (±0.3)	1.0 (±0.3)	0.652
	Total	1.5 (±0.1)	1.6 (±0.2)	1.3 (±0.2)	0.749
	p-value	0.006	0.124	0.019	-

Oral reading fluency (ORF):

As illustrated in [Figure 3](#), 84 percent of the students could not read a single word from connected text (paragraph), and very few (10 percent) could read at least 35 words. Only three percent of students could correctly read at a rate of at least 35 words per minute. There were no significant differences between boys and girls.

Figure 3: Fluency and accuracy of students at baseline

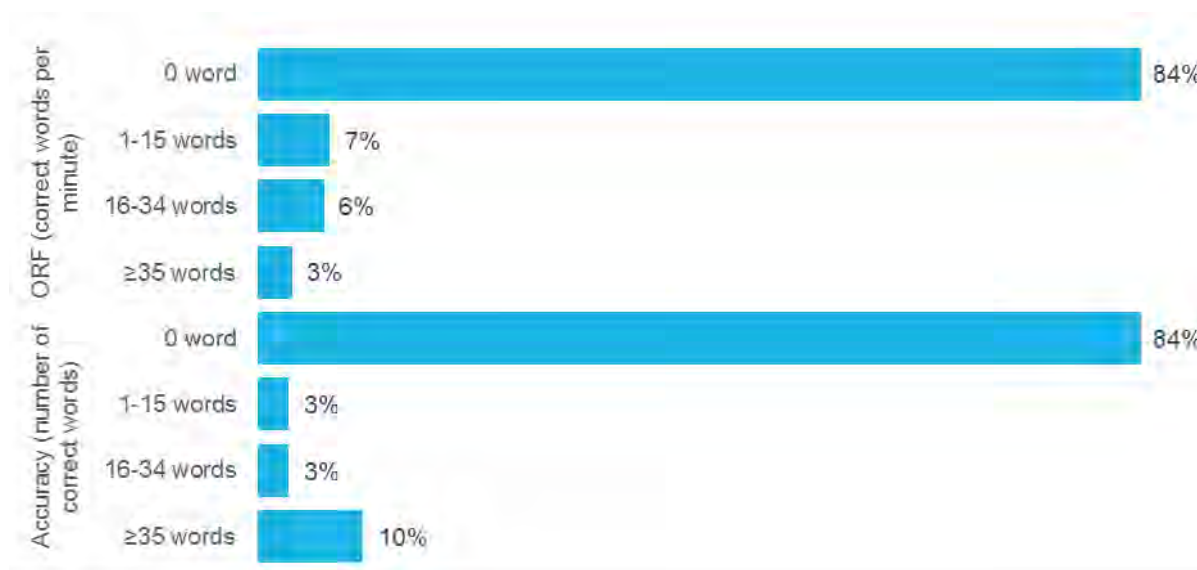


Table 12 Table 12 summarises the TWCR and WCRM scores from the paragraph by intervention type and gender. On average, students could read only 3.6 words per minute correctly and could correctly identify 7.2 words from the whole paragraph. There was no significant difference between male and female students in terms of number of correct words identified. However, fluency of female students was slightly better than male students. There was marked variation of scores between students from lunch and MMS schools, with MMS students reading 9.8 words on average (accuracy) and 5 words per minute (fluency), compared to lunch students, who could read only 4.1 words and 1.9 words per minute.

Table 12: Reading fluency and accuracy subtest scores (Mean \pm SE) by gender and intervention type

Fluency and accuracy sub-test	Intervention type	Mean (SE) score of reading fluency and accuracy subtest			p-value
		Total (N=830)	Male (N=418)	Female (N=412)	
Oral reading fluency (ORF)	MMS	5.0 (\pm 0.5)	4.4 (\pm 0.7)	5.7 (\pm 0.8)	0.223
	Lunch	1.9 (\pm 0.4)	1.3 (\pm 0.4)	2.6 (\pm 0.7)	0.089
	Total	3.6 (\pm 0.3)	2.8 (\pm 0.4)	4.4 (\pm 0.6)	0.028
	p-value	<0.001	<0.001	0.007	-
Accuracy	MMS	9.8 (\pm 1.0)	9.1 (\pm 1.5)	10.5 (\pm 1.5)	0.507
	Lunch	4.1 (\pm 0.8)	3.6 (\pm 1.0)	4.8 (\pm 1.2)	0.453
	Total	7.2 (\pm 0.7)	6.4 (\pm 0.9)	8.0 (\pm 1.0)	0.222
	p-value	<0.001	0.002	0.005	-

Comprehension:

As would be expected as a result of the students' poor fluency and accuracy, reading comprehension scores are also low (Table 13 Table 13). On average, pupils could answer only 0.5

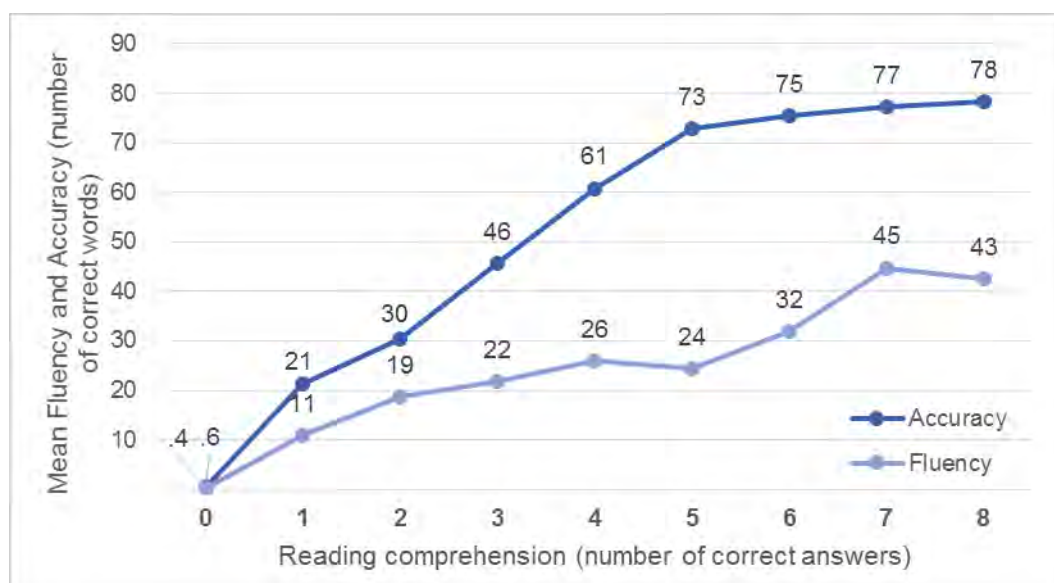
questions correctly. There was no statistically significant difference by gender. As mentioned previously, very few children were able to read the passage to themselves, so most were tested for listening comprehension. On average, students could answer 1.6 listening comprehension questions correctly. There was no significant difference by sex, but students from lunch schools demonstrated slightly better listening comprehension than students from the MMS schools.

Table 13: Comprehension subtest scores (Mean ± SE) by gender and intervention type

Comprehension	Intervention type	Mean (SE) score of comprehension subtest			p-value
		Total (N=830)	Male (N=418)	Female (N=412)	
Reading Comprehension	MMS	0.7 (±0.1)	0.6 (±0.1)	0.8 (±0.1)	0.462
	Lunch	0.3 (±0.1)	0.2 (±0.1)	0.3 (±0.1)	0.279
	Total	0.5 (±0.1)	0.4 (±0.1)	0.6 (±0.1)	0.150
	p-value	<0.001	0.002	0.008	-
Listening Comprehension	MMS	1.3 (±0.1)	1.2 (±0.1)	1.3 (±0.1)	0.551
	Lunch	2.0 (±0.1)	2.1 (±0.2)	1.8 (±0.2)	0.338
	Total	1.6 (±0.1)	1.7 (±0.1)	1.6 (±0.1)	0.562
	p-value	<0.001	<0.001	0.028	-

Looking at the relationship between ORF and comprehension offers further insight as to how children learn and shows the link between accuracy, fluency and comprehension (Figure 4). It is clear that reading comprehension is highly correlated with reading fluency and accuracy. These results are in line with the underlying assumption that students who can read with accuracy and speed can also better understand the meaning of the text.

Figure 4: Mean reading comprehension scores (number of correct answers given) against mean fluency and accuracy (number of words correctly read by students)

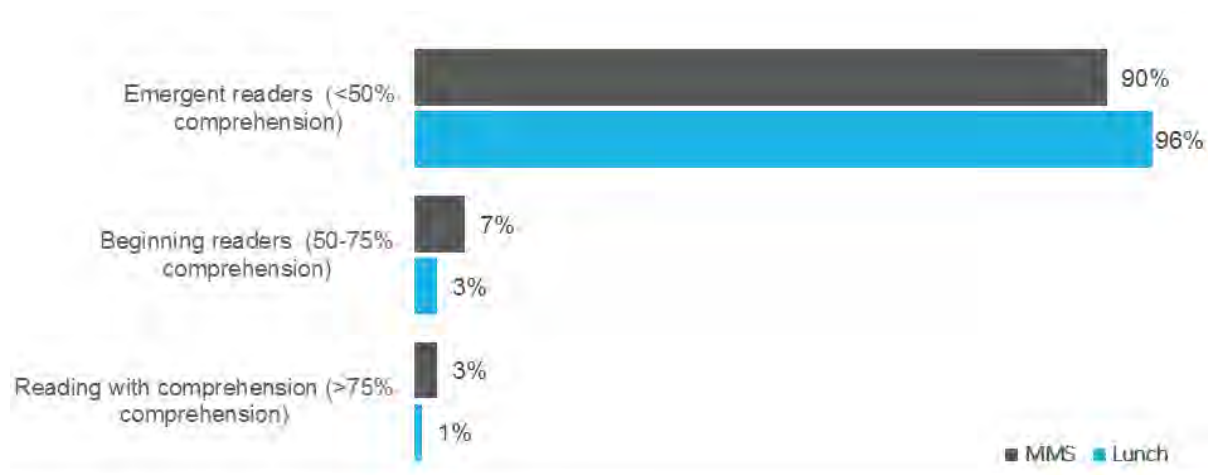


The baseline survey classified students into three tiers: emergent (non-readers), beginning, and

reading with comprehension based on their reading comprehension skills. As per the literacy boost classification style, students with reading comprehension scores greater than 75 percent were classified as readers with comprehension. This was the indicator used to assess the percentage of students who can read and understand grade level text.

Figure 5 shows the reading comprehension skills by intervention type. In this sample, we see that 90 percent of students at MMS schools and 96 percent of students at lunch schools are non-readers and thus have very low reading and comprehension skills. On average, only two percent of the students could read with a comprehension level of at least 75 percent. Students from MMS schools performed slightly better than students from lunch schools at baseline. Although this difference is statistically significant, it is not practically meaningful.

Figure 5: Baseline reading with comprehension tiers by intervention type



Annex 5: Dietary Diversity Data and Analysis

Dietary diversity was used to measure the of quality school-age children's diets in WFP supported schools. It is assumed that the FFE programme will have an effect on dietary diversity through the provision of school meals and by increasing children's and families' knowledge of child health and nutrition.

Volume 11 of the Feed the Future (FTF) Guidance Series (Feed the Future, 2014) was used to inform and guide the process of measuring dietary diversity during the baseline survey. Data was collected through interviews with parents. Food consumption patterns and dietary intake were measured using a 24-hour recall period. Parents were asked if the child had consumed any of the 19 listed food items during the previous 24 hours. If the amount was less than one teaspoon, the response was counted as not having been consumed. These responses were later converted into ten food groups, identified by the FTF guidance document:

1. Grains, roots and tubers
2. Legumes and beans
3. Nuts and seeds
4. Dairy products
5. Eggs
6. Flesh foods including organ meat and miscellaneous small animal protein
7. Vitamin A-rich dark green leafy vegetables
8. Other vitamin A-rich vegetables and fruits
9. Other vegetables
10. Other fruits

Individual dietary diversity scores (DDS) were calculated by combining the number of food items consumed across these ten food groups.

Table 14~~Table 14~~ shows the consumption frequencies for all 19 food groups, while Table 15~~Table 15~~ shows the aggregated consumption frequencies for the ten FTF food groups.

More than 92 percent of parents reported that their ~~child~~student consumed grains, roots and tubers as staple foods, while a quarter (27 percent) of them had consumed legumes and beans during the previous 24 hours. Only one in every five children (20 percent) consumed milk or dairy products and almost half had consumed eggs (46 percent). Four out of every five students had consumed flesh foods (82 percent). Three quarters of the students had consumed vitamin A rich dark green vegetables (73 percent), and half had consumed other vitamin A rich vegetables and fruits (51 percent). There were no significant differences between boys and girls.

Table 14: Food item consumption frequencies

SL	Food items	Percent		
		Total (N=810)	Boys (N=430)	Girls (N=380)
1	Food made from grains, such as bread, rice, noodles, porridge	90.5	90.2	90.8
2	White potatoes, white yams, manioc, cassava, other local root crops or any other foods made from roots	23.3	21.2	25.8
3	Any foods made from beans, peas, or lentils	26.9	27.9	25.8
4	Any foods made from nuts or seeds	24.1	22.8	25.5
5	Milk	11.4	11.2	11.6
6	Cheese, yogurt, or other milk products	14.1	13.3	15.0
7	Eggs	46.4	45.3	47.6
8	Any liver, kidney, heart, or other organ meats from domesticated animals, such as cattle, swine, goat, chicken, or duck	12.8	13.5	12.1
9	Any liver, kidney, heart, or other organ meats from wild animals	4.6	4.9	4.2
10	Any meat, such as beef, pork, lamb, goat, chicken, or duck	49.0	50.2	47.6
11	Any flesh from wild animals	18.0	18.4	17.6
12	Fresh or dried fish, shellfish, or seafood	46.5	47.9	45.0
13	Grubs, snails or insects	12.3	13.3	11.3
14	Any dark green leafy vegetables	72.7	75.3	69.7
15	Pumpkin, carrots, squash, or sweet potatoes that are yellow or orange inside	40.5	42.8	37.9
16	Ripe mangoes, ripe papayas or other local vitamin A-rich fruits	18.9	19.3	18.4
17	Foods made with red palm oil, red palm nut, or red palm nut pulp sauce - Vitamin A rich	1.4	1.4	1.3
18	Any other vegetables	72.2	70.2	74.5
19	Any other fruits	11.5	11.6	11.3

No statistically significant difference between boys and girls

Table 15: Consumption frequencies for the ten FTF food groups

SL	Food items (10 FTF food groups)	Percent		
		Total	Boys	Girls
1	Grains, roots and tubers	92.3	92.1	92.6
2	Legumes and beans	26.9	27.9	25.8
3	Nuts and seeds	24.1	22.8	25.5
4	Dairy products	20.4	19.3	21.6
5	Eggs	46.4	45.3	47.6
6	Flesh foods including organ meat and misc. small animal protein	82.1	84.2	79.7
7	Vitamin A-rich dark green leafy vegetables	72.7	75.2	69.7
8	Other vitamin A-rich vegetables and fruits	51.1	53.7	48.2
9	Other vegetables	72.2	70.2	74.5
10	Other fruits	11.5	11.6	11.3

No statistically significant difference between boys and girls

The average dietary diversity score of pupils was approximately 5.0 out of 10 (Table 16). There was no statistically significant difference between boys and girls. However mean scores varied significantly by intervention type and province. Students from MMS schools have a slightly higher DDS than students from lunch schools. When disaggregated by province, Luang Namtha had the highest DDS (6.1) and Sekong had the lowest (3.2).

Table 16: Mean DDS by sex, intervention type, and province

	Mean dietary diversity score (SE)		
	Total	Boys	Girls
Overall dietary diversity score	5.0 (±0.06)	5.0 (±0.09)	5.0 (±0.09)
Intervention type ^a			
Mid-morning snacks (MMS)	5.3 (±0.09)	5.5 (±0.13)	5.1 (±0.13)
Lunch	4.7 (±0.08)	4.5 (±0.11)	4.9 (±0.13)
Province ^b			
Pongsaly	5.3 (±0.24)	5.7 (±0.36)	5.0 (±0.32)
Oudomxay	5.0 (±0.09)	5.1 (±0.18)	4.8 (±0.12)
Luang Namtha	6.1 (±0.20)	5.9 (±0.28)	6.2 (±0.29)
Salavan	5.3 (±0.13)	5.1 (±0.17)	5.5 (±0.19)
Sekong	3.2 (±0.09)	3.2 (±0.12)	3.2 (±0.13)
Attapeu	5.8 (±0.17)	5.8 (±0.22)	5.9 (±0.27)

a. Statistically significant difference between intervention types

b. statistically significant difference between provinces

The level of dietary diversity was assessed by categorising the score for each child. Two approaches were used. In the first, students' scores were divided into three groups: low dietary diversity ($DDS \leq 3$), medium dietary diversity (DDS between 4 and 6), and high dietary diversity ($DDS \geq 7$). In the second, only two classifications were used: $DDS < 5$ and $DDS \geq 5$. The results of this analysis are given in [Table 17](#).

The baseline survey found that around one in five children (21 percent) had had a high DDS, and a similar number had a low DDS (22 percent). Most students (57 percent) had medium DDS. Overall, 58 percent of students had consumed at least five different food items during the last 24 hours. There was no significant difference between the results for boys and girls; however students from MMS schools show significantlydietary diversity than those from lunch schools.

Table 17: Dietary diversity status of pupils by sex and intervention type

Dietary diversity category	Total (%)	Sex (%)		Intervention (%)	
		Boys	Girls	MMS	Lunch
Three groups					
Low Dietary Diversity (1-3)	22.1	22.4	21.8	16.4	28.1
Medium Dietary Diversity (4-6)	56.5	54.8	58.4	56.0	57.0
High Dietary Diversity (7-10)	21.4	22.8	19.7	27.5	14.9
Two groups					
$DDS < 5$	42.3	40.6	44.2	36.2	48.6
$DDS \geq 5$	57.7	59.4	55.8	63.1	51.4

No statistically significant difference between boys and girls

Statistically significant difference between intervention types (MMS / Lunch)

Annex 6: Teacher Training History and Background

Training teachers on new and quality teaching techniques and tools had not begun when the baseline survey was conducted. As such, it was agreed that teachers would be asked about previous in-service or on-the-job training rather than training received through the programme. Data on teachers' training was collected for all of the teachers in the sample schools (579 teachers) using the school questionnaire and interviews with the head teacher. This data was verified through interviews with teachers. Detailed findings are presented in [Table 18](#).

Table 18: Background characteristics of teacher and training history

Background characteristics of teachers	Mean (SE) or percent				
	Total	Male	Female	MMS	Lunch
Percent of female teachers ²	57	-	-	62	50
Age (years)					
Mean age ^{1,2}	31 (±0.3)	34 (±0.6)	29 (±0.4)	32 (±0.4)	30 (±0.5)
Age groups ^{1,2}					
<30 years	53	35	66	48	59
30-45 years	40	54	31	44	36
>45 years	7	11	3	8	6
Educational qualification ^{ns}					
Bachelor	0.9	0.4	1	0.9	0.8
Higher diploma	31	29	33	30	33
Technical/ vocational diploma	67	69	66	68	66
Higher secondary and others	0.9	1.6	0	0.9	0.4
Teaching experience (years)					
Average years of teaching experience ^{1,2}	9.9 (±0.3)	12 (±0.6)	8.5 (±0.4)	11 (±0.4)	8.9 (±0.5)
Experience categories ^{1,2}		22			
<5 years	28	33	33	24	34
5-10 years	37	45	41	37	38
>10 years	34		26	39	28
Experience of the head teacher ^{ns}	17 (±1.0)	16 (±1.0)	17 (±2.6)	17 (±1.4)	16 (±1.3)
Training history					
Safe food preparation and storage practices ²	7.7	8.9	6.7	3.7	13
Commodity management ²	6.2	8.1	4.9	2.2	12
Teaching/learning techniques ^{ns}	23	20	26	26	20
Training on school meal program ²	7.0	8.1	6.1	2.2	13
Health hygiene and nutrition ^{ns}	15	14	16	12	18

^{ns} No significant difference between gender (sex) or intervention types. ¹ Only significant difference between boys and girls. ² Only significant difference between intervention types. ^{1,2} significant difference between both gender (sex) and intervention types.