



WFP SCHOOL FEEDING PROGRAM IMPACT EVALUATION IN BUNIR



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Attachments	Tools, Datasheets, Surveyed-schools-list

Request from:	Departments <input type="checkbox"/>	Coordination <input checked="" type="checkbox"/>	AME Manager <input type="checkbox"/>
Type of assessment:	Appraisal <input type="checkbox"/>	Monitoring <input checked="" type="checkbox"/>	Evaluation <input checked="" type="checkbox"/>
Project code:	WFP-SFB-12		
Donor:	WFP		
Project title:	School feeding program		
Project Duration	First shift (March 2011 to December 2011) Second Shift (January 2012 to May 2012)		
Assessed activity:	Oil and HEBs distributions		
Main Objective:	To evaluate impacts of oil and HEBs distributions		
Specific Objectives:	<ul style="list-style-type: none"> • To assess the impacts of oil and HEBs distributions on enrolment. • To assess the impacts of oil and HEBs distributions on attendance. • To assess the relevance of the intervention by looking into the impacts. • To monitor the output. • To assess the quality of the food items by taking beneficiaries feedback. • To assess the beneficiaries satisfaction from the food items. • To assess average monthly savings from oil distributions. • To assess the role of PTCs and their involvement in the program. 		
Location:	District Bunir		
Sample size:	216 interviews were conducted with 90% confidence level and 10% margin error		
Period of field assessment:	17 th April 2012 to 30 th May 2012		

1. Background

District Bunir is one of the Districts in Malakand Division affected by both Militancy and flood 2010. The history of the conflict 2009 can be linked with the Islamic movement “Tehrek Shariat Muhammadi” led by Mulana Sufi Muhammad in nineties. The aim of the movement was to impose Sharia law (Islamic law). This was a difficult task as to make amendments to the constitution, proper legislation needs to be done. The followers of the movement urged for immediate action from the Government and raised arms, a military operation was launched in nineties and the militants were defeated, for the time being the intensity of the movement was broken. In 2007, the same movement with different label “Tehrek Taliban” led by the son in law of Sufi Muhammad was started. This was the brutal and violent movement this region has ever seen in its history. In the beginning the movement was limited to District Swat but later on the silent supporters in Bunir, and Dir Districts of Malakand Division accepted the leadership of Mulla Fazalullah and became part of his violent movement. In April 2009 militants from Swat marched towards Bunir, and were welcomed there by the supporters of the movement. During militancy, the militants targeted schools. Many schools were blasted particularly girls schools. An open threat was given by Taliban regarding female education. In the beginning they imposed complete ban on women education as there was no writ of the Government those days, later they agreed for the primary education.

Even after allowing primary education for women at primary level, the parents were reluctant to send the girls to the schools as there was always threat from the militants to blast the schools. The girls were badly affected psychologically due to constant fear and insecurity and were not ready to attend schools and put their lives at risk.

There was no threat to male students for attending the schools, but male schools were also targeted for blasting and many schools were destroyed, so constant fear also existed in male students.

In addition to conflict and poor security situation in the area, flood 2010, and inflation in Pakistan further added to the problems of the people and the vulnerable segments of the population prefer to send their children particularly male for labor. Women education was mostly affected by conflict whereas male education was severely affected by conflict, natural disaster and inflation.

It should be noted that in addition to child labor there is an alternate education system called “Madrasa” offering free education and food, so some parents prefer to send their children to Madrasa.

The above mentioned reasons resulted in dropouts or low attendance in the schools. In order, to control the dropouts, to atleast keep the enrolment to the existing status and attracting

more students to the schools, increasing attendance percentage, HUIRA as an implementing partner of WFP started a project “school feeding program”.

2. Methodology

To study the impacts of the school feeding project, an impact assessment study was conducted by HUIRA, M&E unit which is an autonomous unit within HUIRA, dedicated to improving the relevance, quality and accountability of HUIRA’s programs by facilitating Project Cycle Management and conducting research and assessments to inform and influence policy and practice.

Total 539 schools were benefiting from the project, in which 391 were male and 148 were female schools. 54 schools were selected for the survey with sample of 90% confidence level, and error margin of 10%. This sampling covers 10% of the targeted schools. 39 male and 15 female schools were targeted in the survey.

Feedback was taken through FGDs from school management, PTC, Students, and parent of the students. Four different tools were designed for data collection from the stakeholders, which are attached as Annexes. In each school four questionnaires were filled.

Two teams were made for data collection, one male and one female. There were three monitors in male team and 2 monitors in female team for data collection. Each monitor will survey not more than 2 schools per day to ensure quality of data collection. Two vehicles, one for male and one for female were arranged for the teams.

An orientation session for the survey was arranged by the M&E manager at HUIRA head office, where tools and methodology was thoroughly explained to the monitors. An exercise of questionnaire filling was done to get hands on the tools and identify any problem if exist, this was actually pretesting of the tools.

Excel Datasheets were designed for data entry; the hardcopies were submitted to the database unit for data entry after verification from the M&E Manager. M&E Manager on completion of data entry analyzed the data and made final report.

3. Time period

April, 2011 to March 2012 was the time period considered for the assessment. The enrolment and attendance percentage was compared for the months April, 2011 and March 2012 while for the rest of the events all months from April, 2011 to March 2012 were considered.

4. Surveyed schools

The table below outlines the breakdown of the schools assessed during the survey in four subdivisions. The list of assessed schools is attached as Annex.

Surveyed schools breakdown		
Subdivision	GPS	GGPS
Daggar	11	4
Gagra	13	4
Totalai	6	3
Mandan	9	4
Total	39	15

5. Main findings

Indicator specific findings

- The percentage increase in enrolment in male students from nursery to class 5th was 16% in Totalai, 7% in Mandan, 5% in Gagra. There was no change recorded for Daggar.
- **Overall 6% increase is recorded in boy's enrolment in the four assessed subdivisions.**
- The percentage increase in enrolment in female students was 20 in Mandan, 16 in Gagra, 6 in Totalai while 13% decrease is recorded in Daggar.
- **Overall 6% increase is recorded in girl's enrolment in the four assessed subdivisions.**
- In male schools, an increase of 1% in attendance was reported in Daggar, 5% in Gagra, 2% in Mandan, 1% in Totalai.
- **Overall percentage increase in boy's attendance in the four assessed subdivisions is 2%.**
- In female schools, an increase of 2% in attendance was reported in Gagra, 2% decrease was reported in Daggar and Mandan, whereas no change recorded in Totalai.
- **Overall attendance percentage in female schools in the four assessed subdivisions was retained and no increase/decrease recorded.**

General findings

- In 100% schools in the four subdivisions, attendance record was found good.
- The distribution record maintained in 99% schools was good; in 1% it was fair.
- In female schools 100% PTCs were reported active, while in male schools 95% PTCs were reported active.
- 100% PTCs in female schools were reported involved in distributions, 95% PTCs in male schools were involved in distributions for monitoring.

- According to 11% respondents NGO was providing food items to their children, 8% were saying government, 33% WFP, and 48% HUIRA.
- 100% respondents rated the quality of oil as good.
- 100% respondents rated the quality of HEBs as good.
- On average 967.PKR were saved monthly after getting oil.
- On average the oil fulfills the requirement of the family for 17 days.
- 100% parents reported that they will not send their kids to the school even if the school feeding program stops.
- 100% students in the four assessed subdivision reported taking HEBs on daily basis.
- 100% students in the four assessed subdivisions reported eating HEBs.
- 100% students in the four assessed subdivisions reported liking HEBs.
- 60% students response was that WFP is providing food items to them, 22% response was that HUIRA is providing food items to, 8% said government is providing, 4% said NGO is providing, and 6% said that they don't know who is providing food items to them.

6. School Management

This section outlines information taken from the school management.

6.1. Oil distributions

Number of oil distributions varies in the range from 1 to 5 in the schools. Table 6.1 shows the percentage of schools for different number of distributions. 5 distributions are conducted in 5% schools, 4 in 33%, 3 in 33%, 2 in 23%, and 1 in only 6% schools.

6.1. Oil Distributions						
Subdivision	School	Oil distributions				
		1	2	3	4	5
Daggar	Boys schools	0%	9%	64%	18%	9%
	Girls schools	25%	75%	0%	0%	0%
Gagra	Boys schools	0%	0%	69%	23%	8%
	Girls schools	0%	0%	75%	25%	0%
Mandan	Boys schools	0%	11%	56%	11%	22%
	Girls schools	25%	75%	0%	0%	0%
Totalai	Boys schools	0%	17%	0%	83%	0%
	Girls schools	0%	0%	0%	100%	0%
Overall average		6%	23%	33%	33%	5%

6.2. HEBs distributions

The number of HEBs distributed since April 2011 till March 2012 varies in the range from 3 to 6. Maximum schools received HEBs 4 times and the percentage of schools recorded is 61%. Minimum schools received HEBs 1 time and the percentage of schools recorded for it is 2%.

6.2. HEBs distribution						
Subdivision	School	Frequency of HEBs distributions				
		1	3	4	5	6
Daggar	Boys schools	0%	0%	91%	9%	0%
	Girls schools	0%	0%	75%	25%	0%
Gagra	Boys schools	0%	0%	92%	0%	8%
	Girls schools	0%	0%	75%	25%	0%
Mandan	Boys schools	0%	0%	89%	11%	0%
	Girls schools	0%	25%	50%	25%	0%
Totalai	Boys schools	17%	0%	17%	67%	0%
	Girls schools	0%	0%	0%	0%	100%
Overall Percentage		2%	3%	61%	20%	14%

6.3. Student's attendance record

In 100% schools in the four subdivisions, attendance record was found good.

6.3. Students attendance record				
Subdivision	School	Good	Fair	Bad
Daggar	Boys schools	100%	0%	0%
	Girls schools	100%	0%	0%
Gagra	Boys schools	100%	0%	0%
	Girls schools	100%	0%	0%
Mandan	Boys schools	100%	0%	0%
	Girls schools	100%	0%	0%
Totalai	Boys schools	100%	0%	0%
	Girls schools	100%	0%	0%
Overall average		100%	0%	0%

6.4. Distribution record

The distribution record maintained in 99% schools was good; in 1% it was fair.

6.4. Distribution record				
Subdivision	School	Good	Fair	Bad
Daggar	Boys schools	100%	0%	0%
	Girls schools	100%	0%	0%
Gagra	Boys schools	92%	8%	0%
	Girls schools	100%	0%	0%
Mandan	Boys schools	100%	0%	0%
	Girls schools	100%	0%	0%
Totalai	Boys schools	100%	0%	0%
	Girls schools	100%	0%	0%
Overall average		99%	1%	0%

6.5. Male school's enrolment comparison

Table 6.5 compares the enrolment of male students from nursery to class 5th and percentage change in all four assessed subdivisions.

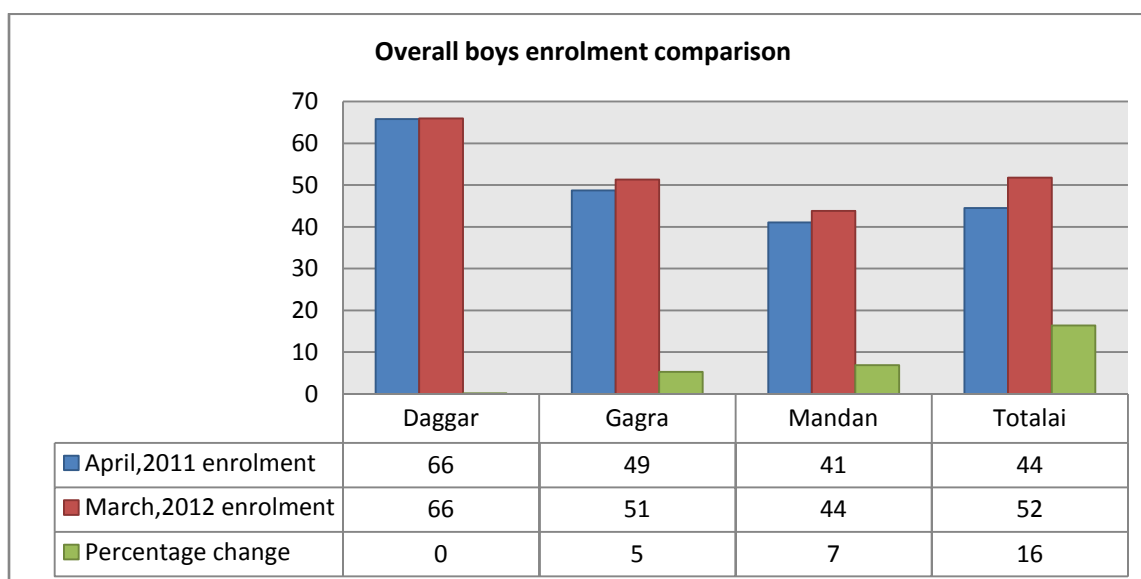
6.5. Boys school's enrolment comparison					
Subdivision	School	Class	Apr-11	Mar-12	Percentage change
Daggar	Boys schools	Nursery	92	77	-20
		1st	73	75	3
		2nd	53	61	13
		3rd	55	61	10
		4th	59	59	0
		5th	62	62	0
Gagra	Boys schools	Nursery	69	66	-5
		1st	54	65	18
		2nd	46	46	1
		3rd	46	44	-5
		4th	39	45	13
		5th	38	41	7
Mandan	Boys schools	Nursery	58	58	0

		1st	42	53	22
		2nd	33	37	10
		3rd	32	37	12
		4th	35	32	-9
		5th	46	46	0
Totalai	Boys schools	Nursery	43	57	25
		1st	53	53	0
		2nd	52	51	-2
		3rd	50	50	0
		4th	41	47	12
		5th	28	53	47

6.6. Overall boy's enrolment comparison

The chart below compares the percentage change in enrolment in the four assessed subdivisions. The percentage increase in the enrolment in male students from nursery to class 5th is 16% in Totalai, 7% in Mandan, 5% in Gagara. There was no change recorded for Daggar.

Overall 6% increase is recorded in boy's enrolment in the four assessed subdivisions.



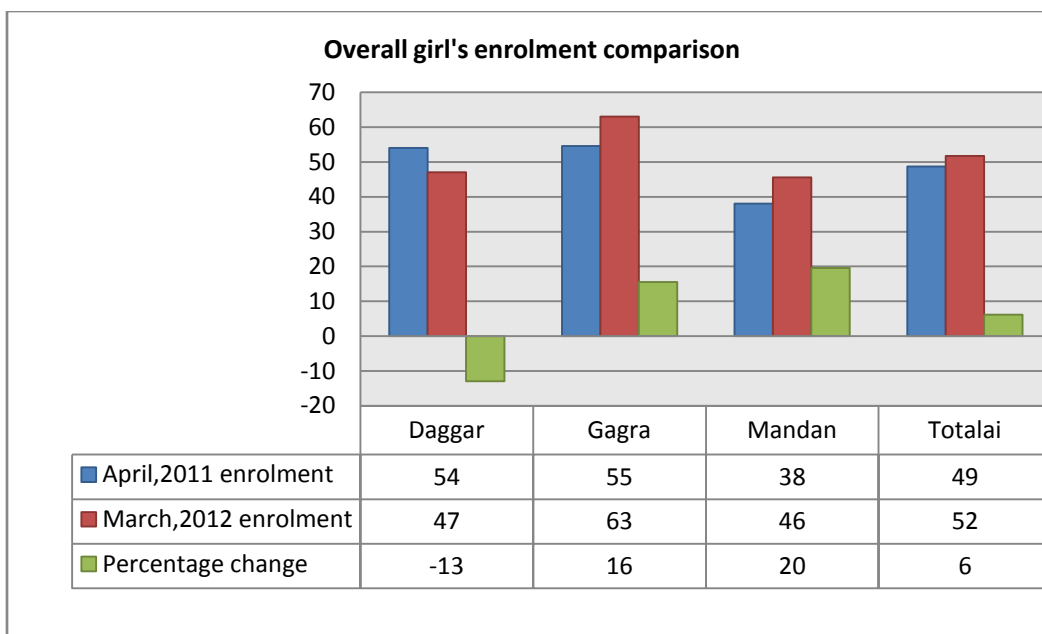
6.7. Female school's enrolment comparison

Table 6.5 compares the enrolment of female students from nursery to class 5th and percentage change in all four assessed subdivisions.

6.7. Girls school's enrolment comparison					
Subdivision	School	Class	Apr-11	Mar-12	Percentage change
Daggar	Girls schools	Nursery	73	53	-37
		1st	37	59	38
		2nd	59	43	-37
		3rd	54	31	-72
		4th	61	47	-32
		5th	41	49	16
Gagra	Girls schools	Nursery	77	81	5
		1st	61	68	9
		2nd	54	87	38
		3rd	54	49	-9
		4th	48	51	7
		5th	34	43	20
Mandan	Girls schools	Nursery	57	29	-99
		1st	54	80	32
		2nd	37	69	47
		3rd	29	37	21
		4th	28	31	9
		5th	24	29	16
Totalai	Girls schools	Nursery	71	42	-69
		1st	69	66	-4
		2nd	37	69	47
		3rd	42	53	21
		4th	43	43	2
		5th	31	37	15

6.8. Overall girls' enrolment comparison

- The chart below compares the change in enrolment in girl's schools. The percentage increase in enrolment is 20 in Mandan, 16 in Gagra, 6 in Totalai while 13% decrease is recorded in Daggar. Overall 6% increase is recorded in girl's enrolment in the four assessed subdivisions.



6.9. Attendance percentage in boys' schools

Table 6.9 compares the attendance percentage of male students in April 2011 with March 2012. An increase in attendance percentage is recorded in all four subdivisions. An increase of 1% in attendance was reported in Daggar, 5% in Gagra, 2% in Mandan, 1% in Totalai. Overall percentage increase in attendance in the four assessed subdivisions is 2%.

6.9. Attendance percentage comparison in boys schools					
Subdivision	School	Class	Attendance percentage in April 2011	Attendance percentage in March 2012	Percentage change
Daggar	Boys schools	Nursery	94	98	3
		1st	94	96	3
		2nd	96	95	-1
		3rd	95	97	1
		4th	97	97	0
		5th	86	86	1
Overall Daggar			94	95	1
Gagra	Boys schools	Nursery	95	98	4
		1st	98	99	1
		2nd	87	99	12
		3rd	91	100	9
		4th	99	99	0
		5th	96	99	3
Overall Gagra			94	99	5
Mandan	Boys	Nursery	85	95	9

	schools	1st	97	92	-5
		2nd	91	92	1
		3rd	92	91	-1
		4th	92	92	0
		5th	86	92	7
Overall Mandan			90	92	2
Totalai	Boys schools	Nursery	97	99	2
		1st	96	99	2
		2nd	99	100	1
		3rd	98	100	2
		4th	100	100	0
		5th	99	100	2
Overall Totalai			98	100	1
Overall Four Subdivisions			94	96	2

6.10. Attendance percentage in girls' schools

Table 6.10 compares the attendance percentage of female students in April 2011 with March 2012. An increase of 2% in attendance was reported in Gagra, 2% decrease was reported in Daggar and Mandan, whereas no change recorded in Totalai. Overall attendance percentage was retained and no increase/decrease recorded.

6.10. Attendance percentage comparison in girls schools					
Subdivision	School	Class	Attendance percentage in April 2011	Attendance percentage in March 2012	Percentage change
Daggar	Grils schools	Nursery	94	87	-7
		1st	93	88	-5
		2nd	95	98	3
		3rd	93	90	-3
		4th	90	90	0
		5th	97	96	-1
Overall Daggar			94	92	-2
Gagra	Grils schools	Nursery	98	97	-1
		1st	95	97	3
		2nd	97	97	0
		3rd	98	97	-1
		4th	98	97	0
		5th	74	83	9

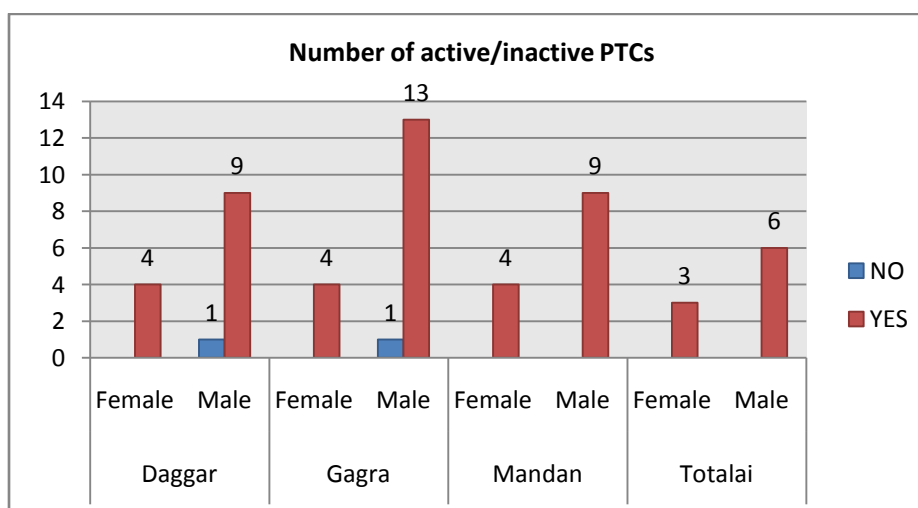
Overall Gagra			93	95	2
Mandan	Grils schools	Nursery	98	79	-19
		1st	97	98	0
		2nd	96	97	1
		3rd	95	99	3
		4th	93	97	4
		5th	97	95	-2
Overall Mandan			96	94	-2
Totalai	Grils schools	Nursery	98	99	0
		1st	98	99	1
		2nd	99	98	-1
		3rd	97	99	2
		4th	98	99	0
		5th	97	98	0
Overall Totalai			98	98	0
Overall Four Subdivisions			95	95	0

7. PTCs

The information in this section is taken from members of the PTCs in FGDs with a pre designed tool for it.

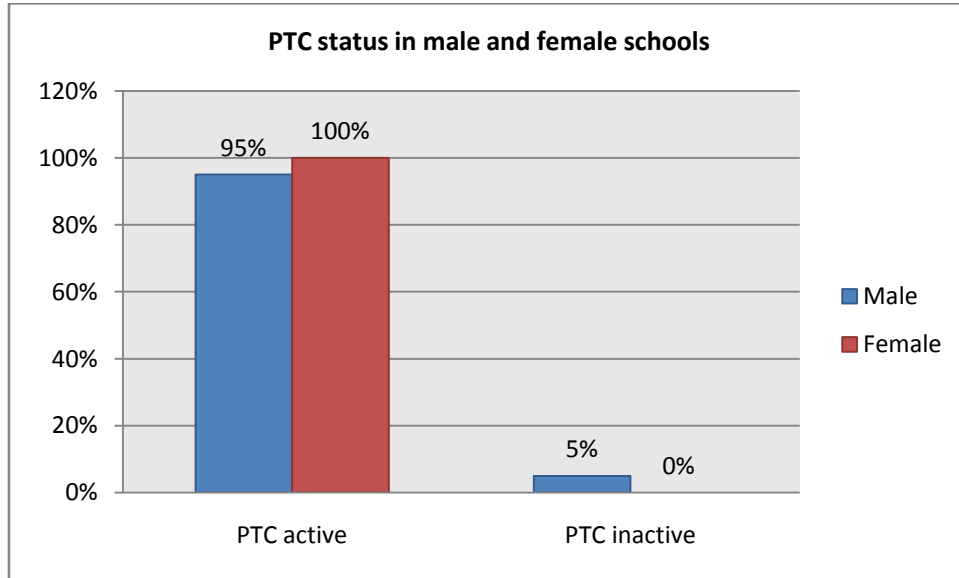
7.1. Number of active and inactive PTCs

The chart below shows the number of PTCs active/inactive in the four assessed subdivisions. PTC in one male school in Daggar and one in Gagra were reported inactive.



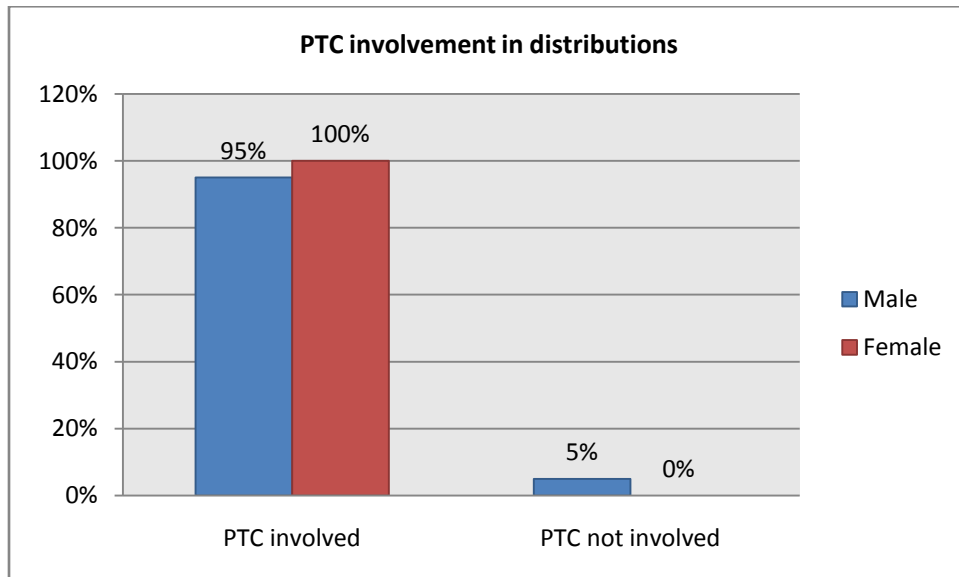
7.2. PTCs status in male and female schools

In female schools 100% PTCs were reported active, while in male schools 95% PTCs were reported active.



7.3. PTCs involvement in distributions

100% PTCs in female schools were reported involved in distributions, 95% PTCs in male schools were involved in distributions.



7.4. Role of PTCs during distributions

100% of the active PTCs involved in distributions were reported having role of monitoring in distributions.

7.5. Distribution organization

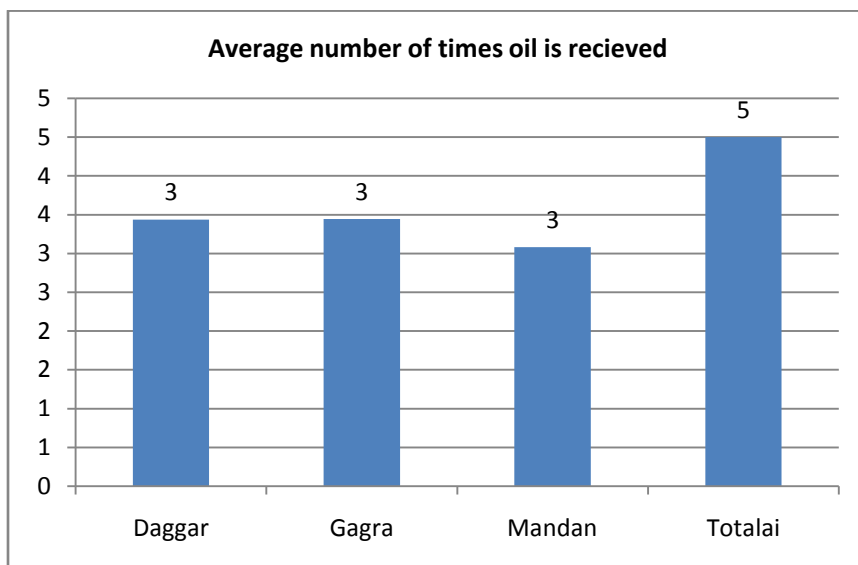
Distributions in 96% schools were reported well organized.

8. Parents, non PTC members

Information in this section was taken from parents of the students who were not PTC members.

8.1. Average number of times oil is received

On average oil was received 5 times by the children of the respondents in Totalai while 3 times in Gagra, Daggar, and Mandan.

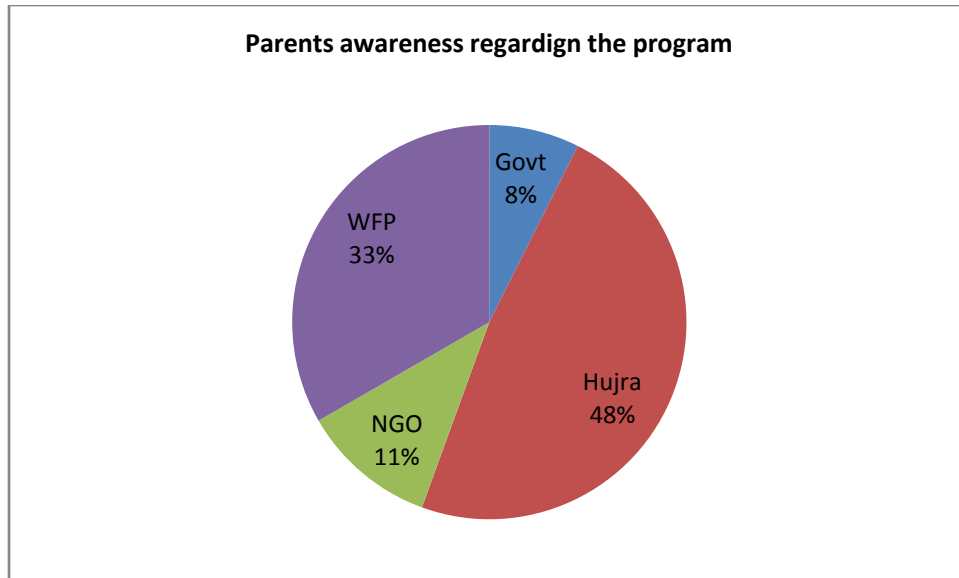


8.2. Average number of household members

The average number of household members of the respondents in the four assessed subdivisions is 8.

8.3. Parent's awareness regarding the program

The graph below presents the percentage of awareness of the parents regarding the program. According to 11% respondents NGO was providing food items to their children, 8% were saying government, 33% were saying WFP, and 48% were saying HUIRA.



8.4. Quality of cooking oil

100% respondents rated the quality of oil as good.

8.5. Quality of HEBs

100% respondents rated the quality of HEBs as good.

8.6. Satisfaction from existing food items

100% respondents were satisfied from the package and didn't demand for replacing the food items with other, however there was a demand for increase in the amount of oil.

8.7. Average monthly savings from oil

On average 967.PKR were saved monthly after getting oil. It should be noted that average saving amount includes all the children belonging to the same household, so more than one pack of oil can be received in the same household.

8.8. Oil fulfilling household need for average number of days

On average the oil fulfill the requirement of the family for 17 days. The number of days should not be considered for one can, as brothers/sisters are taking more than one can to the household.

8.9. Parent's willingness to send their kids to school

100% parents reported that they will not send their kids to the school even if the school feeding program stops.

9. Students

The information in this section is taken from the students of class 4th and 5th.

9.1. Percentage of students getting HEBs

100% students in the four assessed subdivision reported taking HEBs on daily basis.

9.1. Percentage of students getting HEBs				
Subdivision	School	Daily	Once in week	Once in month
Daggar	Boys	100	0	0
	Girls	100	0	0
Gagra	Boys	100	0	0
	Girls	100	0	0
Mandan	Boys	100	0	0
	Girls	100	0	0
Totalai	Boys	100	0	0
	Girls	100	0	0

9.2. Percentage of students eating HEBs

100% students in the four assessed subdivisions reported eating HEBs.

9.2. Percentage of students eating HEBs			
Subdivision	School	Eating	Not eating
Daggar	Boys	100	0
	Girls	100	0
Gagra	Boys	100	0
	Girls	100	0
Mandan	Boys	100	0
	Girls	100	0
Totalai	Boys	100	0
	Girls	100	0

9.3. Percentage of students liking HEBs

100% students in the four assessed subdivisions reported liking HEBs.

9.3. Percentage of students who like HEBs			
Subdivision	School	Like	Dislike
Daggar	Boys	100	0
	Girls	100	0
Gagra	Boys	100	0
	Girls	100	0
Mandan	Boys	100	0
	Girls	100	0
Totalai	Boys	100	0
	Girls	100	0

9.4. Student's awareness regarding food items provision

60% students response was that WFP is providing food items to them, 22% response was that HUIRA is providing food items to, 8% said government is providing, 4% said NGO is providing, and 6% said that they don't know who is providing food items to them.

