



**WFP EVALUATION**

# Impact Evaluation of the Home-Grown School Meal Programme in The Gambia

Results workshop

January 2025

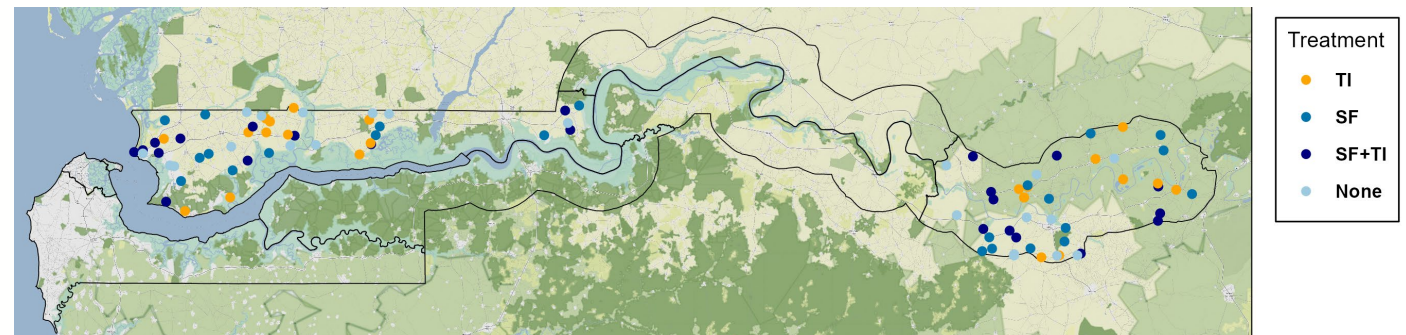
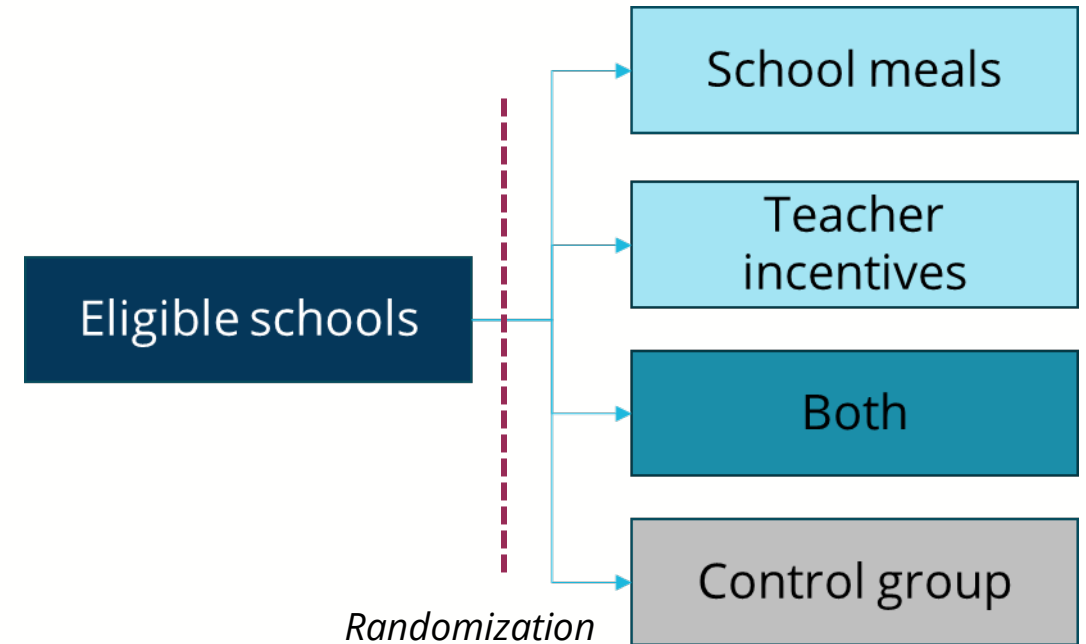
WFP  
World Food Programme

SAVING LIVES  
CHANGING LIVES

**DIME**  
DRIVING GLOBAL IMPACT

# Study design

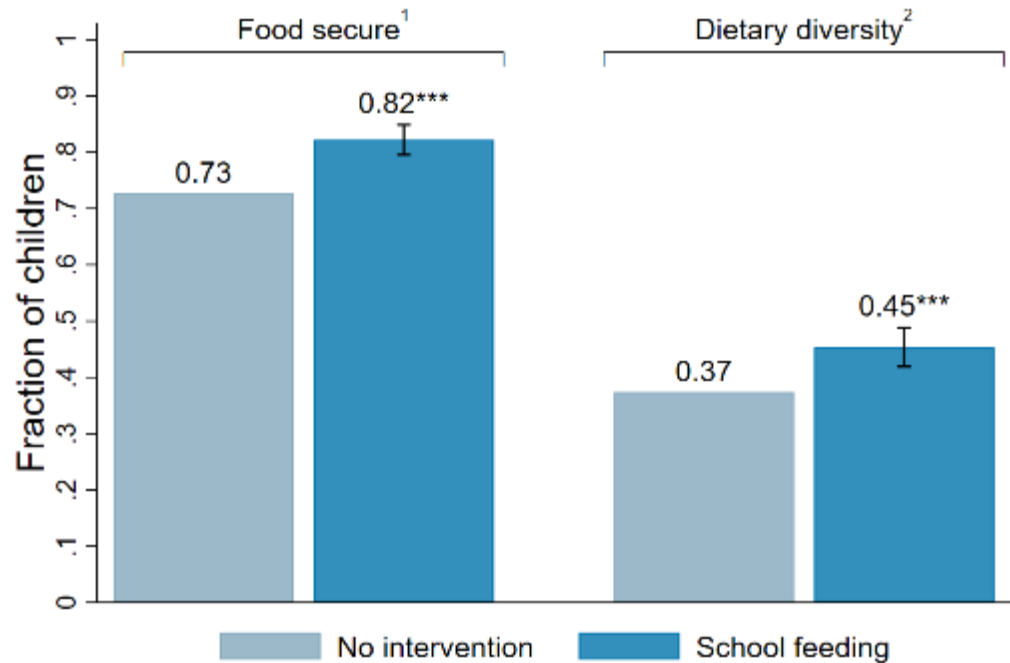
- **Objectives:** rigorously assess the impacts of school feeding on children's outcomes and pilot whether teacher interventions can enhance impacts on educational outcomes
- **Study sample:**
  - 92 schools in Regions 3 & 6
  - Focus on grade 3
  - Includes 2175 children and 114 teachers
- **Data:** Combines high frequency child surveys and digitized administrative records
- **Timeline:** Jan-July 2023



# School meals directly translate into enhanced food security and dietary diversity

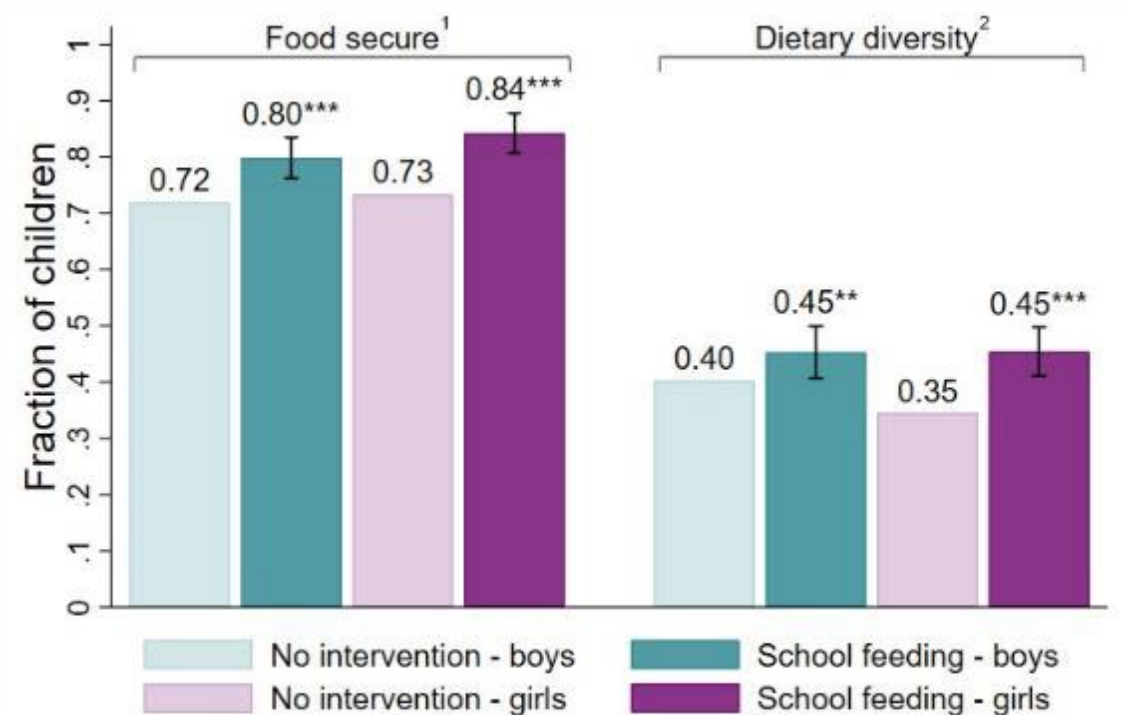
School meals directly translate into **higher food security** and **dietary diversity** scores

Impacts on dietary diversity are **2x larger for girls**



<sup>1</sup> Food Insecurity Experience Scale (FIES) reversed (5-8)

<sup>2</sup> Above median child individual dietary diversity score (6-9)



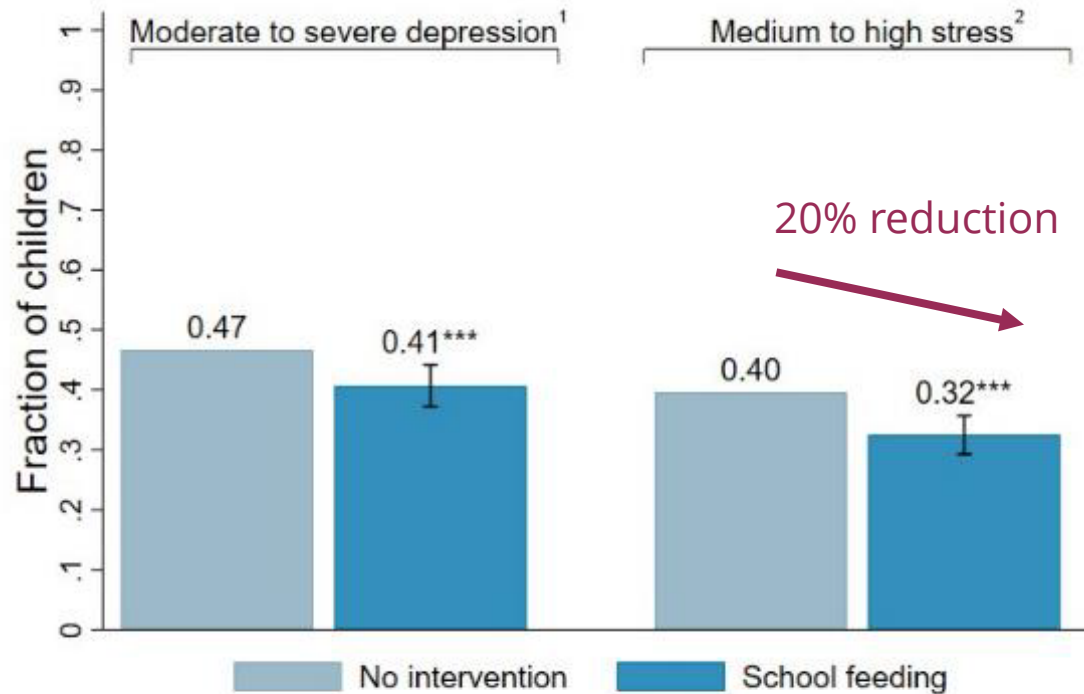
<sup>1</sup> Food Insecurity Experience Scale (FIES) reversed (5-8)

<sup>2</sup> Above median child individual dietary diversity score (6-9)

# Mental well-being improved substantially

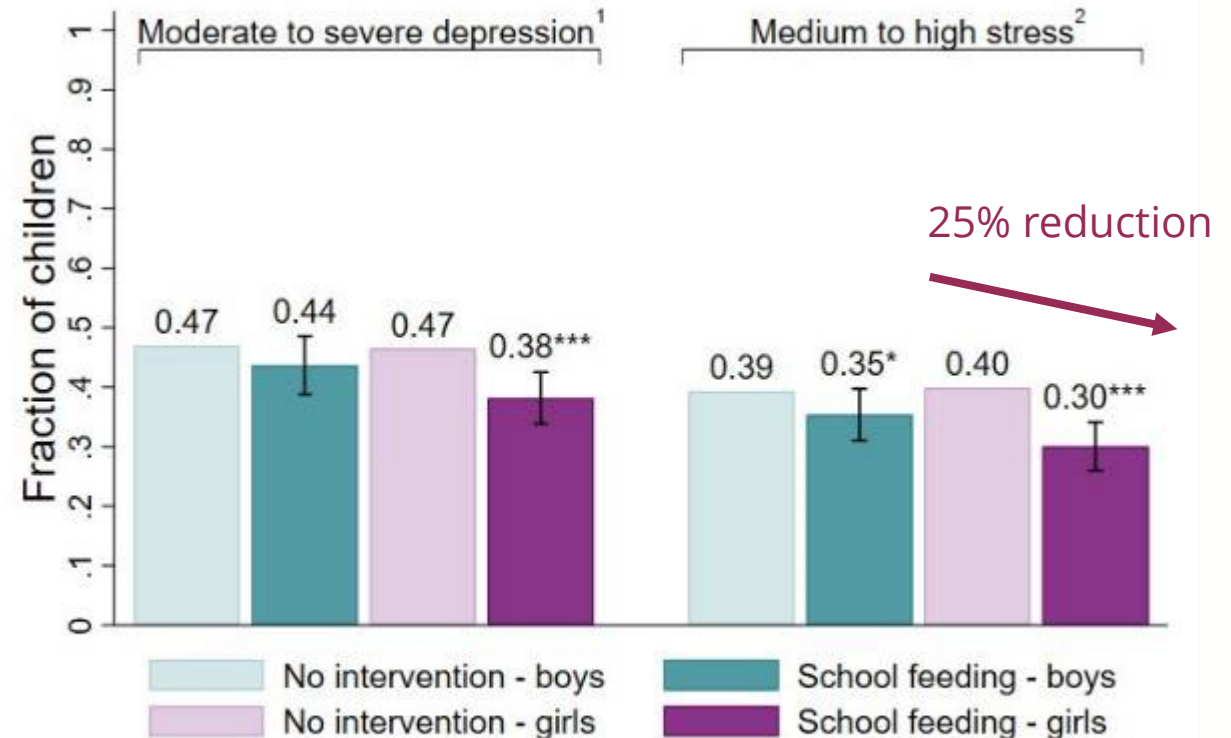
Mental **well-being** improved because of lower stress and depression

In line with the nutrition results, impacts are **higher amongst girls**



<sup>1</sup> Patient Health Questionnaire for Adolescents (PHQ-A) reversed (0-16)

<sup>2</sup> Perceived Stress Scale for Children (PSS-C) reversed (0-26)



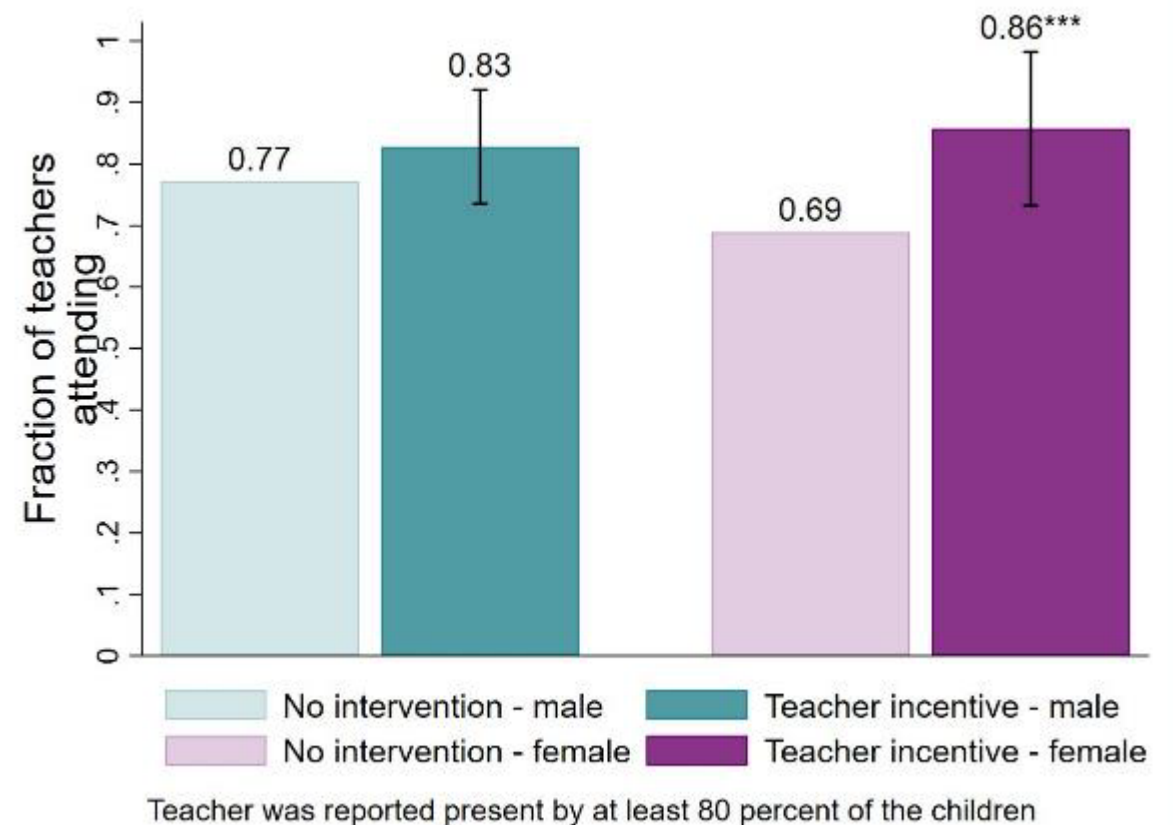
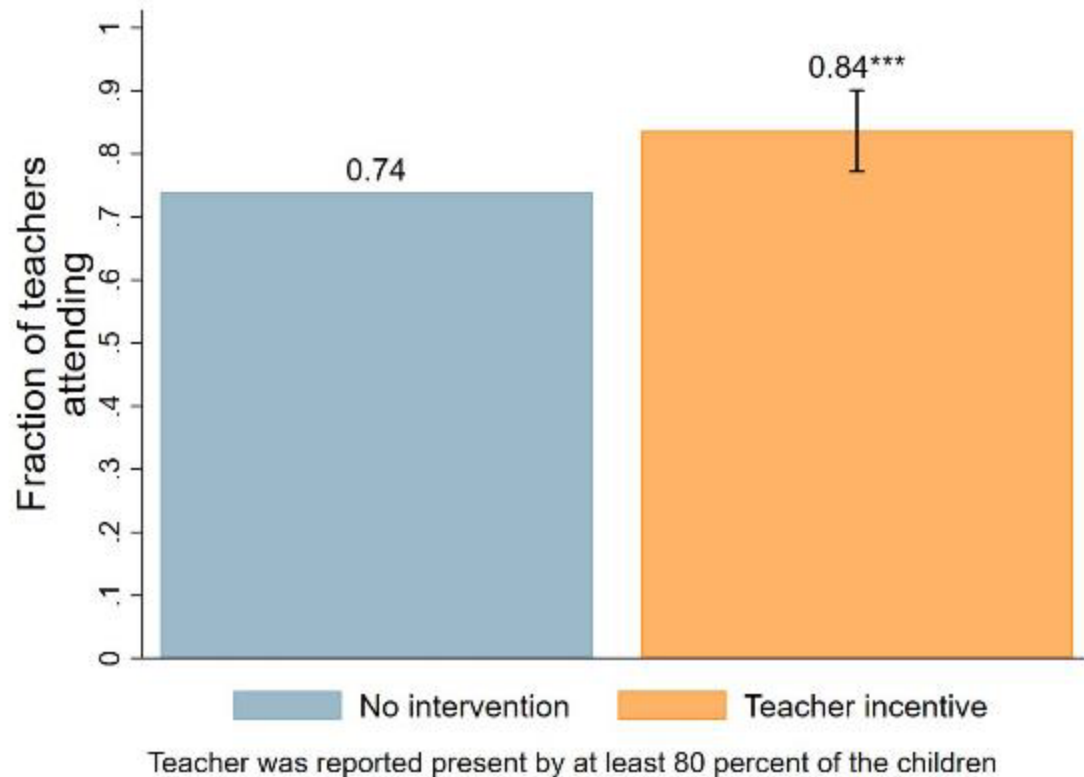
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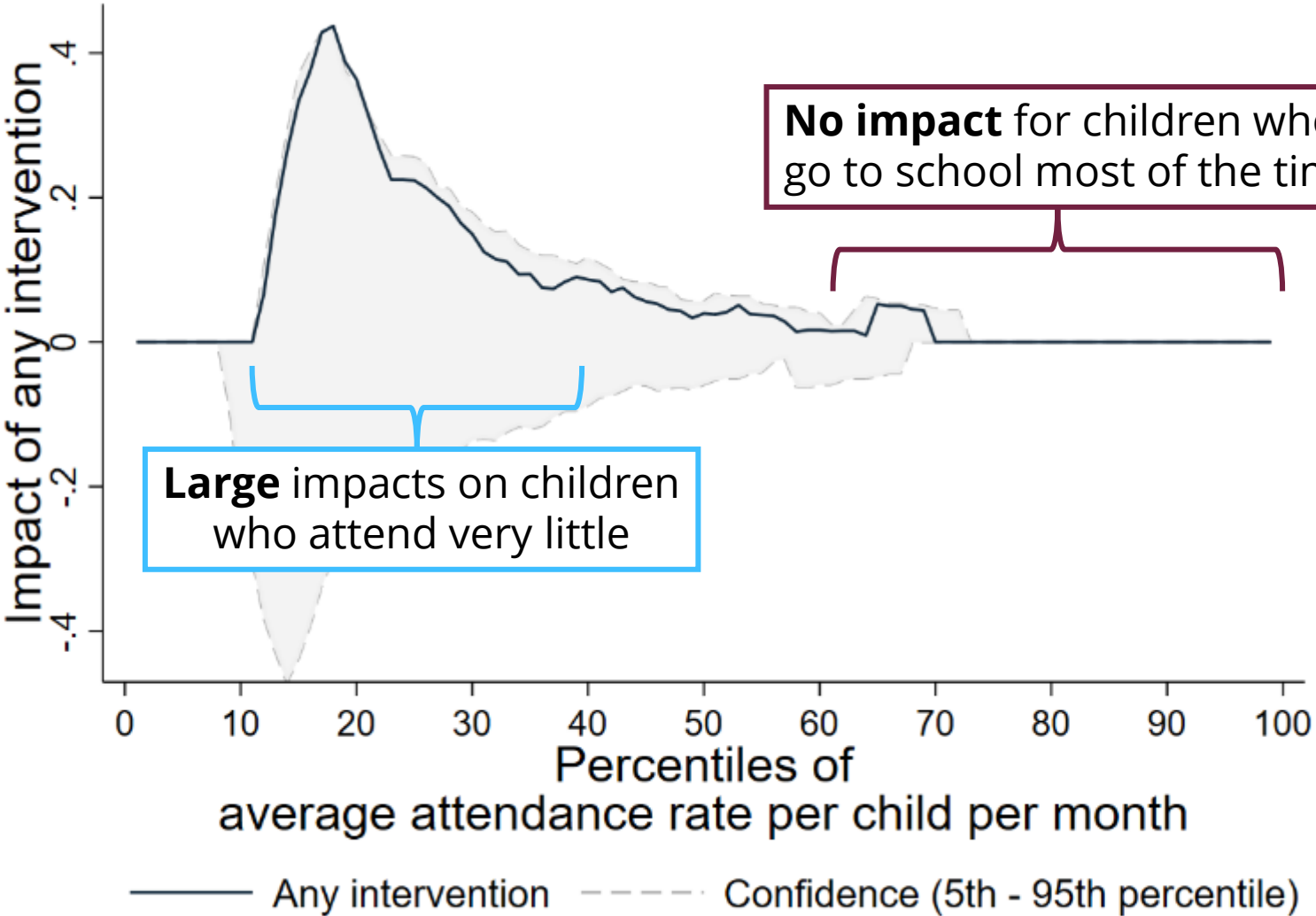
# Accountability system/teacher incentives effective way to increase teacher presence

Teacher incentives increase teacher attendance (and retention)

Impacts are driven by **female** teachers



# School meals & teacher incentives increased child attendance for those with low attendance



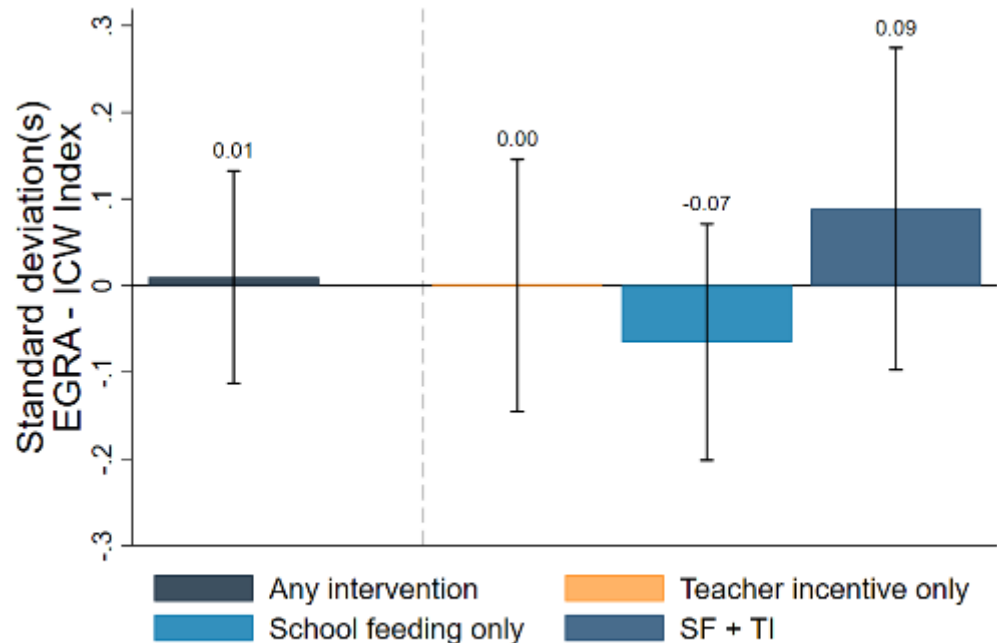
**No impact** for children who go to school most of the time

**Large** impacts on children who attend very little

**Both interventions** improve attendance the same way

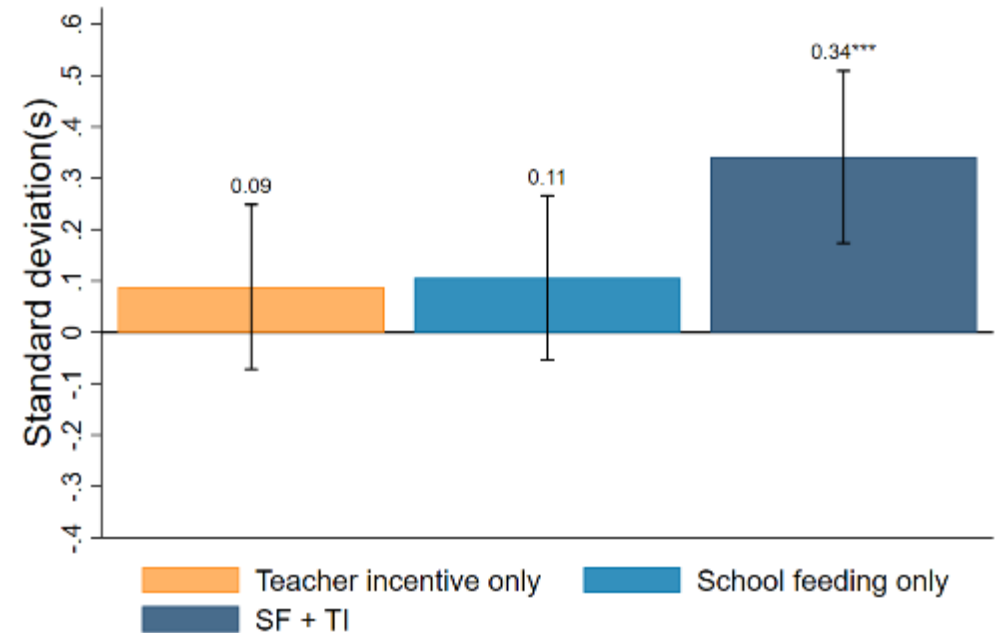
# Combining the interventions improves performance on very basic reading tasks

Limited impacts on EGRA literacy scores



Inverse covariance of the core subtasks of the Early Grade Reading Assessment  
These standardised measures are rescaled for the control mean to be zero.

Combining interventions improves basic reading skills (ability to read color names)



Read colours task of the Stroop Colour and Word Test  
These standardised measures are rescaled for the control mean to be zero.



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**Thank you!**