



Benin McGovern-Dole Project

FINAL EVALUATION

September 2018

Endline Evaluation of Catholic Relief Services' McGovern-Dole International Food for Education and Child Nutrition Program

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Endline Evaluation of Catholic Relief Services' McGovern-Dole
International Food for Education and Child Nutrition Program

FINAL REPORT

Presented to Catholic Relief Services

Submitted by Advisem Services Inc.

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ABBREVIATIONS, ACRONYMS AND SYMBOLS

ACE	<i>Agent contractuel de l'État</i> [government contractor]
AME	<i>Association des mères d'élèves</i> [school mothers' association]
APE	<i>Association des parents d'élèves</i> [parent-teacher association]
CCS	Head of school district [<i>chef de circonscription scolaire</i>]
CFAF	African Financial Community franc
CI	<i>Cours d'initiation</i> [introductory class]
CP	<i>Cours préparatoire</i> [preparatory class]
CRS	Catholic Relief Services
DAC	Development Assistance Committee
DANA	<i>Direction de l'alimentation et de la nutrition appliquée</i> [Food and Applied Nutrition Directorate]
DAS	<i>Direction de l'alimentation scolaire</i> [School Feeding Directorate]
DEP	<i>Direction de l'enseignement primaire</i> [Primary Education Directorate]
DID	Difference-in-difference
DIP	<i>Direction de l'inspection pédagogique</i> [Pedagogical Inspection Directorate]
EGRA	Early Grade Reading Assessment
FFW	Food for Work
FGD	Focus group discussion
GoB	Government of Benin
INFRE	<i>Institut national pour la formation et la recherche en éducation</i> [National Institute for Training and Research in Education]
INGO	International non-governmental organization
IPTW	Inverse probability weighting
KII	Key informant interview
M&E	Monitoring and evaluation
MEAL	Monitoring and evaluation, accountability and learning
MEMP	<i>Ministère de l'enseignement maternel et primaire</i> [Ministry of Preschool and Primary Education]
MGD	McGovern-Dole
MTE	Mid-term evaluation
NGO	Non-governmental organization
ODK	Online Data Kit
OECD	Organization for Economic Cooperation and Development
PMF	Performance measurement framework

ABBREVIATIONS, ACRONYMS AND SYMBOLS (CONTINUED)

PMP	Performance monitoring plan
PTA	Parent-teacher association
PTR	Pupil-teacher ratio
RNG	Random number generator
ROA	Rapid organizational assessment
SILC	Savings and internal lending community
SO	Strategic objective
THR	Take-home ration
ToC	Theory of change
ToRs	Terms of Reference
UN	United Nations
UNDP	United Nations Development Programme
UNICEF	United Nations Children’s Fund
US	United States of America
USAID	United States Agency for International Development
USDA	United States Department of Agriculture
WASH	Water sanitation and hygiene
WEI	World Education, Inc.
WFP	World Food Programme

EXECUTIVE SUMMARY

The McGovern-Dole International Food for Education and Child Nutrition Program (hereafter referred to as McGovern-Dole) is a four-year project that aims to improve literacy and alleviate hunger for approximately 43,804 primary school-age children attending 144 primary schools in four communes in the Alibori and Borgou Departments of Northeast Benin. The USD 19 million project is funded by the United States Department of Agriculture (USDA). Catholic Relief Services (CRS) implements the McGovern-Dole project, in partnership with World Education, Inc. (WEI), and coordinates with government ministries and departments, principals and teachers, and parent groups.

The project's theory of change (ToC) proposes to contribute to a productive Beninese citizenry by making all girls and boys healthy and providing them with a quality and complete primary education. It posits that if the project promotes the importance of education to parents, improves teacher incentives and capacity, advocates for policy application, decentralization, and parent involvement, and provides inputs (school infrastructure, meals), then all children, boys and girls, will have a positive, healthy, quality learning experience and complete their education to be productive citizens. Based on this theory, McGovern-Dole's principal aims are: (i) to improve the literacy of school-age children, (ii) to improve the quality of literacy instruction (iii) to improve student attendance by providing take-home rations (THRs), (iv) to increase government capacity and ownership; (v) to improve the physical learning environment; and (vi) to improve health and dietary practices and raise awareness of the importance of education.

This report presents the findings of an endline evaluation of the McGovern-Dole project conducted by Advisem Services Inc. The objective of the evaluation was to assess whether the project had achieved its expected results and to measure the impact of its

interventions, to assess project design, implementation, and management, and to provide lessons learned and recommendations for CRS, USDA, project participants and other key stakeholders for future food assistance and capacity-building programs.

The evaluation used a quasi-experimental, mixed methods design with five lines of enquiry: a document and data review, surveys, key informant interviews (KIIs), focus group discussions (FGDs), and field observations. The approach was participatory, reviewing and assessing evidence from 21 participants in key informant interviews (KIIs), 217 participants in focus group discussions (FGDs), and 2,849 participants in four surveys conducted in mostly rural, but also urban settings. Field observations were also made in schools to assess the use of hand-washing stations, the physical environment, and student attentiveness. The evaluation sampled the same 48 treatment schools and 49 control schools for the surveys and FGDs as were used at baseline, reaching the target of 48 schools in each category. Although qualitative and quantitative methods were used, the primary source of information for the evaluation was statistical evidence used to inform key indicators identified in the Terms of Reference (ToRs) for this evaluation.

As described more fully in this report, this evaluation has faced several challenges. Key among them were a teacher's strike that occurred during the project, which not only delayed and curtailed field work, but also had implications for learning and capacity results.

Findings

To facilitate comparisons with other McGovern-Dole programming, the endline evaluation assessed findings using standard USDA criteria under five categories: relevance, effectiveness, efficiency, sustainability, and impact. The

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following are the key findings under each category.

Relevance

Strategies to improve children’s literacy –

McGovern-Dole had a significant McGovern-Dole effect on whether students, by the end of two grades, could read and understand the meaning of grade-level text. This strongly suggests that McGovern-Dole is improving students’ ability to read and write French. At endline, students at treatment schools had significantly higher average scores than control students—a direct contrast to the baseline. This notable change suggests McGovern-Dole interventions have had a positive impact on EGRA scores of children in treatment schools. This likely stems from increased teacher training after the mid-term evaluation (MTE). However, some challenges remain, as teachers continue to struggle with basic good practices, addressing items in the syllabus, and having enough time to complete their daily activities. Some classrooms have had a high pupil-teacher ratio, making one-on-one reading and using picture booklets difficult.

Strategies to improve enrollment and attendance –

Targets for increased school enrollment have been met for boys and almost met for girls. However, the evaluators saw no observable decrease in the number of health-related absences, which was the other measure of the relevance of these strategies. Children in treatment schools were somewhat less likely than children in control schools to have had stomach ailments or diarrhea, which could be, in part, a result of improved hygiene, such as washing their hands at school. According to the parent survey, around 60 percent of children were sick in May 2018 due to malaria, signifying that, unfortunately, the project’s hygiene interventions can have little effect on the primary cause for health-related absences.

Strategies to improve community participation and engagement –

The project’s primary strategy in this area has been to support parent-teacher associations (PTAs) or similar school governance structures. The percentage of active PTAs was already high at baseline, with PTAs at approximately 92 percent of the schools. McGovern-Dole seems to have had a significant impact on the creation of school mothers’ associations (AMEs)—almost all treatment principals surveyed reported an AME at their school, and more treatment school than control school principals said the AMEs were “very active” and “moderately active” than did principals of control schools. AMEs and APEs (school fathers’ associations) have reportedly become more intrinsic to school functioning, supporting management of the canteens, providing extra food, mobilizing resources to pay for additional teachers, and encouraging absentee students to return to class. Almost half of savings and internal lending community (SILC) members reported spending their SILC income on things related to their children’s education.

Stakeholder satisfaction – In general, the qualitative exercises revealed very positive responses by all project stakeholders. Students, families, teachers, principals and AMEs/APEs all expressed that they were very pleased with and appreciative of the project.

Effectiveness

Overall attainment of targets – Of 50 indicators studied, the project met its target for 25 and will very likely reach the target for six additional indicators at the end of this reporting period. Nine indicators that were close to being met and nine other indicators that were far from being met will unlikely be achieved.

Results in improving the literacy of school-age children –

CRS had the ambitious goal of 65 percent of boy students and 60 percent of girl students who, by the end of two grades,

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could read and understand the meaning of grade-level text. Only 13 percent of boys and 12 percent of girls met the goal. Still, increased teacher training since the MTE seems to have had a positive effect on EGRA scores. Even though EGRA targets were not met, there was significant improvement. Other results related to literacy include:

- Students in 793 classrooms were assessed using the EGRA tool, exceeding the target.
- Just over 50 percent of teachers devoted at least an average of 45 minutes a day to literacy instruction, short of the 75 percent target.
- CRS' data suggests average teacher attendance decreased at endline, although principals reported attendance close to the 95 percent target. McGovern-Dole planned to reduce teacher absenteeism by constructing housing, which has not yet been completed; it is therefore unclear how the project at this time could have had any impact on this indicator. CRS is seeking a one-year extension to complete infrastructure development, including teacher housing.
- The target of 95 percent of teachers using the national literacy curriculum and related instructional materials was met.
- Targets for teacher training and increased skills and knowledge of teachers and school administrators have been met and will be greatly surpassed if CRS continues to implement training this semester.
- McGovern-Dole provided 1,034,518 textbooks and other teaching/learning materials, surpassing its target.
- The evaluation revealed little increase in attentiveness and, in fact, a slight decrease. However, the principal measure was hunger,

and there are many other variables that can affect attentiveness.

- The percentage of parents who said their children were “hungry” during the school day was well under the 20 percent target at 7 percent. This is a significant improvement that suggests school canteens have affected this variable considerably.
- The project surpassed its target of 95 percent of students consuming school meals daily. However, the number of meals provided per semester and over the project are well below target.
- A total of 98,212 take-home rations were provided, surpassing the target of 80,703.
- In 2017, the project met its target of 80 percent of male and female students regularly attending school and will likely meet it in 2018. McGovern-Dole also aimed for a 2 percent decrease in students reporting health-related absences, but such absences at endline were more than 6 percent, up from 5 percent at baseline; this target would be difficult to meet because the baseline value was already very low.
- More than 55 percent of parents in target communities could name at least three benefits of primary education, short of the 60 percent target, but a significant improvement over 40 percent at baseline.

Results increasing the use of health and dietary practices – Almost 74 percent of school-age children were receiving a minimum acceptable diet at endline, up from 67 percent at baseline, but below the 85 percent target. Around 8 percent of parents and 6 percent of students passed a test of good health and hygiene practice, below the targets of 40 and 50 percent, respectively. The project trained 20 females and 105 males in child health and nutrition, greatly

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surpassing targets. However, only around 80 percent of food preparers have passed a test of safe food preparation and storage, short of the 100 percent target. All treatment schools have increased access to food preparation and storage tools and equipment.

The project has also increased access to clean water and sanitation services. The target of 87 schools using an improved water source is close to being met. CRS reports that 121 of the target 144 schools have adequate latrines, although principals and teachers reported fewer “functional” latrines, and many girls said they were dirty and unpleasant to use. At endline, almost 65 percent of schools had soap and water at the majority of hand-washing stations and students were commonly using them, indicating the project played a significant role in increasing availability of the services and improving the hygiene of students.

Overall, 28 nutrition or health initiatives or activities have been pursued in partnership between government and community groups, still below the target of 71. The document review identified six government staff involved in canteen and commodity management training, surpassing the target of four.

Qualitative evidence – Evidence from FGDs confirms the project’s inputs are seen as mutually reinforcing and constructive. The teacher training and regular meetings, student reading groups, and reading materials were viewed very positively, as were school meals, infrastructure improvements and awareness-raising of parents. Capacity building, especially around the canteens, has driven mobilization of parent associations. Broadly, there was a sense that access and learning objectives are being achieved. Most qualitative evidence from parents, including those who did not send children to school and who were themselves illiterate, recognized and valued the importance of education.

Efficiency

Timely achievement of project objectives – Approximately 70 percent of objectives were achieved or close to being achieved at endline. The project surpassed some targets and continues to provide services that could enhance results. Timeliness was not always consistent, however. For example, an eight-month delay prevented WEI from implementing planned training. Implementation of project activities and coordination between project partners were challenging at first but were successfully addressed over the course of the project. Some local government officials seem to expect further progress in coordinating and communicating project activities, increasing joint monitoring visits, and preventing duplication.

Monitoring of project activities – Some of the indicators for the project may not be entirely appropriate, such as those for child absences due to sickness, attentiveness, and minimal acceptable diet. Similarly, some teacher-level indicators should focus more on the CI and CP classes that were most involved in project activities. Some of the progress markers established by the project may also have been flawed.

Actioning of recommendations made in the MTE report – The MTE report identified several shortcomings in the teacher training program. The evidence suggests that positive actions have been taken since then, with more focus on teacher education and improved practice.

Sustainability

Activities/outcomes most likely to be maintained – The second phase of McGovern-Dole is to be implemented in the same schools as in the first; therefore, many activities, including the canteens, will continue for now. The evaluation also considered the degree to which results associated with the various

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components of the project will remain sustainable after the project has ended. These include:

- *Feeding programs* – Principals and teachers generally had positive attitudes about the sustainability of the canteens, with teachers being slightly less positive. To CRS staff, it is clear that the current format for the school feeding program, which provides imported food items to school canteens, is not sustainable. CRS also procures food in local markets, which is a welcome development, but financial resources to buy this food are still required. Some parents believe school gardens and/or production fields could supply food to school canteens, but this would require testing. CRS' assessment is that substituting procured food with food grown in school gardens is not feasible. Some schools have set up gardens, but these do not seem even close to being productive enough. In the evaluation team's opinion schools do not generally have the land to grow food. Some individuals have also mentioned that produce has been stolen from the gardens and animals left to graze in them.
- *Learning* – Overall, principals and teachers were generally positive about the ability to sustain improvements in learning compared to their attitudes about the canteens, but there were still many individuals who indicated the results would be little to not sustainable.
- *Health and hygiene* – Principals and teachers indicated there is a desire to put into practice methods/systems introduced by the project, as well as the will and capacity to sustain health and hygiene results, and that children will maintain their good hygiene habits. Improvements such as hand-washing stations and usage could be sustainable, although

schools will need sources of water and ash, as soap may be too expensive.

- *Capacity* – The sustainability of teachers' capacity is difficult to assess without stronger indications that pedagogical learning has been consolidated at the individual teacher level and institutionalized in the relevant Ministry units. AMEs/APEs have increased their motivation, but the canteen has been a major factor. The improvement in EGRA scores, even if low overall, shows a positive trajectory and, presumably, will motivate teachers to continue to participate in training and sharing with colleagues.

Contributing factors to sustainability –

Regression analysis of the EGRA surveys indicates that parental involvement could contribute positively to sustainability. FGDs with best performing students indicated the key role of family in academic performance. Principals and teachers often noted that for the results to be sustainable, government would need to help more. There are a series of sustainability reflections to be had at a more strategic level and a window of opportunity—particularly with the second phase of McGovern-Dole beginning—to test a few partnership models with the government and other donors

Impact

Quantitative evidence on desired effects – The evaluation team carried out DID analyses on endline indicators with appropriate baseline and endline data. Several indicators, such as average teacher attendance rate, national curriculum usage, active APEs, and time spent on literacy instruction had high values at baseline and control schools also displayed results similar to treatment schools. In contrast, the McGovern-Dole project seems to have had a significant impact on the creation of AMEs. There is also some indication of ownership by the

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AMEs/APEs, as these groups have played a key role in implementing McGovern-Dole.

The DID analysis was significant for parents reporting whether their children were hungry during the school day. Overall, treatment school parents were much less likely than control parents to report their child being hungry. The effect of the McGovern-Dole project on minimum acceptable diet was also close to being significant. Certainly, the school feeding program has had an impact, changing (at least for the period of the project) the food security of students in participating schools and influencing health and attendance. However, the project does not appear to have a statistically significant influence on attentiveness. The link between not being hungry, paying attention and learning should not be drawn too finely. While children having meals at school correlates positively with attentiveness, there were clearly other factors connected with being a McGovern-Dole school that could also be increasing students' engagement.

McGovern-Dole had a significant effect on whether parents could name three or more benefits of primary education. It also had a significant effect on whether students, by the end of two grades, could read and understand the meaning of grade-level text, illustrating that McGovern-Dole is improving the ability of students to read and write French. Although the project has not achieved its anticipated results in improving literacy, students at target schools outperformed those at control schools and demonstrated improvement from the baseline. Factors beyond the project's control may well have had negative impacts on these results.

Gender is a major consideration related to project impact. Overall, it was difficult to draw strong conclusions about the project's gender-differentiated impacts. The quantitative data provided some indication, but the surveys and FGDs did not shed much light on whether and in

what ways girls and women may benefit differently than boys and men. It may be the case that stakeholders themselves are not clear. It will be important for future programming to track how girls are being affected, how they are being counted, and how equally they are participating in activities compared to boys. Ideas about achieving greater impact for girls and women in future programming are discussed in the report.

Conclusions and lessons learned

The McGovern-Dole project was relatively successful in meeting or almost meeting its targets. Since the mid-term, and as a result of adjustments made since then, there appears to have been an improvement in children's literacy, even though the target was not met. Parents in the treatment area also seem to be much more aware of the benefits of education, likely as a result of McGovern-Dole activities. Continued focus on raising parents' awareness and increasing their involvement in their children's learning could further enhance results. The AMEs/APEs are also energized and engaged in the project and are a critical factor in successful project implementation and bridging the relationship between the schools and communities.

Infrastructure projects have also been better supported by technical staff since mid-term. Infrastructure improvements and hand-washing stations were well received by parents and community stakeholders and have likely had a moderate effect on children's well-being. The canteens also appear to have been successful in improving children's nutrition and reducing their hunger; future efforts should focus on increasing the sustainability of canteen services.

Feedback from all stakeholders was very positive. There were some suggestions for improvement and better coordination with partners, but the main comments were about

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expanding the project. This is itself is a testimony to stakeholders' satisfaction with the project. The SILCs are also very valued, although their contribution to children's literacy and school attendance is indirect and complex to assess.

Some of the less impressive results of the project could be due to the fact that several of the indicators may not have provided an adequate assessment of program achievement. There are also important factors that have affected the project, but that were beyond its control. Key among these are the high number of students enrolled in treatment schools, and the rotation of teachers.

Recommendations

The evaluation has identified some 30 recommendations for future programming, around topics including improvements to collecting data and defining and using indicators; improving the internal consistency of the project's design and the theory of change; use of the EGRA tool; securing effective government involvement; retaining and motivating teachers; improving prospects for sustainability, replicating best practices, and expanding the scope of the project; delivering and assessing teacher training, and eliminating physical discipline of students; and various improvements to hygiene programming, school meal programs and gardens, and infrastructure. More detail is provided in the body of the report.

1. INTRODUCTION

This report presents the findings of the endline evaluation of The McGovern-Dole International Food for Education and Child Nutrition Program (hereafter referred to as McGovern-Dole) in Benin, an initiative carried out by Catholic Relief Services (CRS) in partnership with World Education, Inc. (WEI), with funding support from the United States Department of Agriculture (USDA). The evaluation was performed by a team of international and national consultants from Advisem Services Inc., a consulting firm based in Canada.¹

As indicated in the Terms of Reference (ToRs) issued in September 2017 (attached as Appendix 1²), the endline evaluation aims to assess whether the McGovern-Dole project has achieved its expected results and to measure the impact of project interventions, while assessing areas of project design, implementation, management, lessons learned and replicability. The evaluation also provides lessons learned, and recommendations for CRS, USDA, project participants and other key stakeholders for future food assistance and capacity-building programs. To facilitate comparisons with other McGovern-Dole programs, the endline evaluation reports on findings using standard USDA criteria on the following dimensions: relevance, effectiveness, efficiency, sustainability, and impact.

The remainder of this report is structured as follows:

- Chapter 2 gives an overview description of the CRS McGovern-Dole project in Benin, including the context in which the project is set, and provides a brief overview of the purpose of the endline evaluation.
- Chapter 3 describes the methodology used to conduct the endline evaluation.
- Chapter 4 discusses findings drawn for each of the five dimensions examined by the evaluation team.
- Chapter 5 provides a general conclusion and outlines lessons drawn from the McGovern-Dole project experience.
- Chapter 6 lists a series of recommendations inspired by key findings of the study.

The contents of this report are derived from a review and cross-examination of information supplied by sources canvassed over the course of the endline evaluation. The opinions are strictly those of the evaluation team, as informed by a large body of evidence gathered from these various sources.

For reasons outlined in this report, the endline evaluation of the McGovern-Dole project has proven to be very challenging. Despite these difficulties, the evaluation team is grateful for advice and support provided throughout the evaluation by CRS, WEI, USDA and their dedicated staff who not only helped the consultants grasp the essence of the project but also organized field visit schedules, accommodations and

¹ The team consists of Louis-Pierre Michaud (Team Leader), Anne Bernard (International Consultant), Julie Helson (International Consultant), Hussein Faruque Aly (International Consultant), Nicaise Satoguina (National Consultant), and Dr. Issaou Gado (National Consultant).

² Due to their size, appendices to this report are supplied in a separate document.

transport. The team also wishes to acknowledge the contribution of students, teachers, parents, school staff, members of government and partners who agreed to take part in the evaluation.

2. INTRODUCTION

2.1 Context

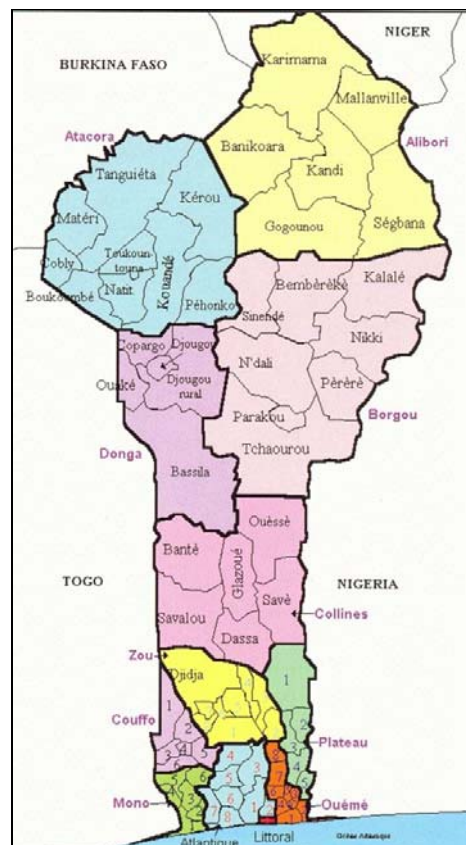
As set out in the rationale CRS developed for the project's theory of change (included with the ToRs for this assignment), Benin is one of the world's poorest countries, with an annual per capita income of US\$365, below the sub-Saharan Africa average of US\$470.³ The United Nations Development Programme (UNDP) ranks it 159 out of 174 countries on the Human Development Index. Poverty is highest in northern Benin, and significantly above average (32-36%) in all four of the north's rural departments (Borgou, Alibori, Atacora, Donga; see Image 1).

Social services are lacking in the north, as exemplified by an insufficient number of primary schools. Although the four departments represent almost 75% of Benin's land mass, fewer than half (48%) of the country's primary schools⁴ are located there, making schools very remote for many school-aged children to attend. Local customs and beliefs place little value on education, and parents—most of whom are poorly educated themselves—are generally not involved in their children's schooling. Moreover, poor nutrition—including a severe, annual hungry season—affects children's ability to learn. Borgou and Alibori, particularly, receive little assistance from either the government or non-governmental organizations (NGOs) for their school canteens.

2.2 Project Description

CRS Benin is implementing a four-year, US\$19,080,649 United States Department of Agriculture (USDA) funded McGovern-Dole International Food for Education and Child Nutrition Program (hereafter referred to as McGovern-Dole) to improve literacy and alleviate hunger for approximately 43,804 primary school-age children attending 144 primary schools in four communes in the Alibori and Borgou Departments of Northeast Benin.

Image 1
Departments and Communes of Benin



³ The statistics provided in this section are taken directly from Appendix A of the ToRs. Sources are not provided for all these data, and they will undoubtedly have changed since CRS undertook research to support the project's theory of change. For example, the latest UNDP Human Development Report (2016) ranks Benin 167 out of 188 countries; it also assigns Benin a gross national income per capita of US\$1,979 and a gross domestic product per capita of US\$1,986 (both statistics 2011 at purchasing power parity dollars).

⁴ Benin's primary school system has three cycles featuring six types of introductory, preparatory, elementary and middle-level classes labelled CI, CP, CE1, CE2, CM1 and CM2, respectively.

The project, which started on September 30, 2014, and continues through September 30, 2018, coordinates activities with several education-related ministries and departments, and works with 212 teachers, 97 parent-teacher associations (PTAs, or APEs in French) and 97 school mothers' associations (AMEs, in French) to implement the project, including the distribution of 4,420 metric tons of commodities (soy-fortified cornmeal, vegetable oil, lentils and milled rice).

The main aims of the project are: (i) to improve the literacy of school-age children, (ii) to improve the quality of literacy instruction by training teachers in early grade reading methodology, (iii) to improve student attendance by providing take-home rations (THRs) for students, (iv) to increase government capacity and ownership by working with the Ministry of Preschool and Primary Education (MEMP, in French); (v) to improve the physical learning environment by building or rehabilitating kitchens, storerooms, latrines and water stations; and (vi) to improve health and dietary practices and raise awareness of the importance of education through radio broadcasts.

The project's theory of change (ToC) is grounded in a desire to contribute to a productive Beninese citizenry by making all girls and boys healthy and providing them with a quality and complete primary education. It posits that *if* the project promotes the importance of education to parents, improves teacher incentives and capacity, advocates for policy application, decentralization, and parent involvement, and provides inputs (school infrastructure, meals), *then* all children, boys and girls, will have a positive, healthy, quality learning experience and complete their education to be productive citizens.

The project was implemented in partnership between World Education International (WEI) and Catholic Relief Services (CRS). In this partnership, CRS was the lead partner, and generally responsible for the management of the school feeding program (manage food items, distribution and storage in schools, food preparation and nutrition practices), the water and sanitation (WASH) activities, initially some of the infrastructure elements (water stations and systems, and latrines) and the formation of savings and lending groups (SILCs). WEI was responsible in general for the educational components of the project. These included capacity building, distribution of school supplies and materials, enrollment campaigns, training teachers, and training parent-teacher associations. WEI was initially also responsible for building/rehabilitation of storage rooms and kitchens. After some challenges with the infrastructure elements of the project, CRS assumed the implementation of all infrastructure elements of the project.

The McGovern-Dole project was officially launched at the end of March 2015. CRS rehabilitated the main warehouse in Cotonou in April - May 2015 whereas, in the field, construction/rehabilitation of storerooms actually started in the last quarter of FY15 due to delayed approval to begin activities. Between August and September, CRS setup of the Canteen Management Committees and identified cooks at all target schools. They were trained in food preparation and storage practices. Canteen activities began October 26, 2015 in some schools in the intervention area. The project has involved several governmental and non-governmental stakeholders, including MEMP, the School Feeding Directorate (DAS, in French), the Food and Applied Nutrition Directorate (DANA, in French), the National Institute for Training and Research in Education (INFRE, in French), the Primary Education Directorate (DEP, in French), the Pedagogical Inspection Directorate (DIP, in French), and the Ministry of Health.

Despite some challenges, including strikes⁵ and impacts of political elections, overall, the project has operated in a favorable social and economic context with the support and involvement of local authorities and the community. The evaluator team's interviews with the Ministry of Pre-primary and

⁵ The most disruptive strike occurred from January 15th, 2018 to April 25th, 2018. This was at the same time as the McGovern-Dole final evaluation.

Primary Education (MEMP), and the Departmental Directorates of Pre-primary and Primary Education (DDEMP), the regional pedagogical councils (CRPs), school directors and teachers show that there was a very receptive environment for the project. Similarly, the reinforcement of the commitment of the Government of Benin towards school feeding programs across the country show an overall support for the approach. For instance, for the 2016-17 budget, the allocation for school feeding programs increased from 1 billion XOF (in 2015-16) to 7 billion XOF (2016-17), with the goal of reaching 51% of schools with a school feeding program by 2021 (probably to be reached by 2018-19, with the assistance of partners, CRS included). There were some punctual challenges during the implementation of the project that affected the project's performance, but overall it operated within a politically enabling environment. To realize its ToC, the project carried out a series of activities, led by either CRS or WEI, including:

- The building/rehabilitation of kitchens, latrines, storerooms and water stations and systems;
- Capacity-building efforts at the local, regional or national level;
- The creation of water sanitation and hygiene (WASH)-friendly schools;
- The distribution of school furniture and equipment or school supplies and materials;
- Enrollment campaigns;
- The establishment of school gardens;
- The creation of savings and internal lending communities (SILCs);
- Efforts to increase girls' attendance at school;
- The promotion of teacher attendance;
- The provision of school meals;
- Raising awareness of the importance of education;
- The distribution of THR;
- Training in food preparation and storage practices or good health and nutrition practices, and training of PTAs and teachers;
- Early Grade Reading Assessments (EGRAs).

2.3 Evaluation Purpose

The purpose of the endline evaluation was to assess the state of completion as compared to expected results and to measure the impact of McGovern-Dole project interventions. It was also intended to identify strengths, challenges, and lessons learned and to capture the knowledge of the various stakeholders to leverage them for future projects on the same theme. It also aimed to look at whether the McGovern-Dole project had exposed any new dynamics in learning, the quality of teaching, attendance and attention of students, the school environment and the importance of education. The lessons learned and recommendations of this study will promote the improvement of the quality and impact of future interventions.

The endline evaluation was to assess the following specific indicators:

- 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 (male);
- 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 (female);
- Percentage of students in target schools who are identified as attentive during class/instruction;
- Percentage of parents in target schools who indicate that their children were “hungry” during the school day;
- Percentage of students who report a decrease in health-related absence;
- Percentage of parents in target communities who can name at least three benefits of education;
- Number of classrooms assessed using the Early Grade Literacy Assessment instrument;
- Percentage of schools with soap⁶ and water at a hand-washing station commonly used by students;
- Number of government staff in relevant ministries/offices implicated in canteen/commodity management training;
- Number of teachers who devote at least 45 minutes a day to literacy instruction;
- Number of teachers using the national literacy curriculum and the related instructional materials;
- Number of school administrators and officials in target schools who demonstrate use of new techniques or tools as a result of USDA assistance;
- Number of teachers/educators/teaching assistants in target schools who demonstrate use of new and quality teaching techniques or tools as a result of USDA assistance;
- Percentage of school-age children receiving a minimum acceptable diet.

The endline evaluation was also to assess the level of achievement of McGovern-Dole monitoring indicators, as evidenced by CRS’s monitoring data, to review the degree to which the project had achieved targets for all of the project indicators, and to identify the reasons behind any underachievement or overachievement. In addition, the endline evaluation aimed to measure the completion of the CRS management responses to recommendations from the mid-term evaluation (MTE).

The evaluation focused on the five criteria put forth in the “principles for evaluation of development assistance” endorsed by the Development Assistance Committee (DAC) of the Organization for Economic Cooperation and Development (OECD), namely relevance, effectiveness, efficiency, sustainability, and impact. It also identified key lessons learned in a cross-cutting manner to capture systematic learning that would inform future strategic decision-making for CRS, WEI, and USDA. The full set of evaluation

⁶ The project also uses a locally-accepted substitute (ash) for soap in schools.

questions, along with performance indicators, data and information sources, and data collection methods, is provided in Appendix 2. A list of definitions and terminology relevant to this study is found in Appendix 27.

3. METHODOLOGY

3.1 Design Framework

The endline evaluation adopted a quasi-experimental, mixed methods design that focused on observing, measuring and describing project-related phenomena as they occur or exist, rather than attempting to manipulate specific variables to “scientifically” demonstrate the existence of causal relationships between activities and outcomes. It used several lines of enquiry to triangulate data collected and provide solid findings and evidence to address the evaluation questions. It also drew some comparisons between the original project baseline, the MTE survey, and fresh quantitative and qualitative data gathered by the evaluation team.

The evaluation also used a participatory approach, from identification of key learning questions to design of data collection tools, and validation of data analysis findings. This process granted key stakeholders—including CRS, WEI, USDA, local government bodies, community members and school support groups, and schools—an opportunity to provide their input at all stages of the evaluation process.

3.2 Lines of Enquiry

In line with the ToRs, the methodology featured five lines of enquiry: a document and data review, surveys, key informant interviews (KIIs), focus group discussions (FGDs), and field observations.

Document and Data Review

This line of enquiry consisted of a thorough examination of program documentation supplied by CRS relevant to McGovern-Dole project activities in Benin. This evidence informed the development of the inception report and data collection tools, fed into the assessment of progress towards project objectives, and formed the basis for answering the key evaluation questions. Sources are listed in Appendix 3 and include, but are not limited to, the McGovern-Dole agreement with USDA, the performance measurement framework (PMF), and semi-annual log reports and accompanying narratives, as well as the baseline report and MTE report and supporting documentation (such as the work plan, databases, surveys, workshops, FGD guides, and EGRA).

Surveys

The evaluation team used four questionnaires/surveys, designed to gather mostly quantitative data, but also some qualitative data evidence from project beneficiaries helped and trained through the project to assess the success of:

- Literacy training (for instance, percentage of students who, by the end of two grades of primary schooling, demonstrate that they can read and understand the meaning of the grade-level text – males and females);

- School and THRs (for instance, decrease in hunger levels, better health and nutrition, and fewer days of school missed);
- Improved health and dietary practices (for instance, better health and nutrition, and fewer days of school missed);
- Increased awareness of the importance of education (for instance, fewer days of school missed).

The four different survey tools used were an EGRA survey, a parent survey, a principal survey and a teacher survey. These are found in Appendices 4 through 7 respectively, in their original French version.⁷ An extensive description of the sampling strategy associated with the surveys is supplied below (Section 3.3).

Key Informant Interviews

KIIs were conducted by one member of the evaluation team, either remotely (via Skype) or face-to-face over the course of a field mission in Kandi, Parakou, Cotonou, and Porto Novo. As shown in Table 1, the consultant interviewed a total of 21 people outside of schools or in schools, including representatives of CRS, WEI and USDA, officials from government departments and regional authorities, representatives of local partners, and school directors. A full list of participants in the KIIs (except school Directors) is supplied in Appendix 8. Protocols used to conduct interviews with various categories of informants are featured in Appendices 9 through 11.

During the field mission, the consultant who conducted the KIIs had to adapt to a number of unforeseen constraints. As a result, it was not always possible to conduct the KIIs as planned. For instance, a couple of interviews had to take place during the break of an activity that was taking place in Kandi, and as such were limited to approximately 20 minutes of conversation. Other interviews had to be cancelled, such as one that was planned with INFRE personnel who happened to be travelling at the time of the consultant's visit. One interview with MEMP became a joint conversation with DAS, as the person selected by MEMP to speak with the consultant was also the head of DAS. This meeting turned out to be particularly productive, as other team members of DAS joined and contributed to the discussions. Finally, it was originally planned to conduct three interviews with CRS officials, but as there were relevant sources of information to be gathered by various staff members, the consultant ended up conducting a total of six interviews with CRS representatives, in Kandi and Cotonou.

Focus Group Discussions

FGDs were led by the same member of the evaluation team who conducted KIIs over the course of a field mission in Kandi, Parakou, Cotonou, and Porto Novo. As shown in Table 1, there were a total of 40 FGDs in schools, involving 217 participants (97 males, 120 females), including teachers, students, best performing students, parents, and members of PTAs and other networks. Guides developed to lead the discussions are featured in Appendices 12 through 17, respectively.

⁷ All four surveys were conducted in French.

Table 1
Number of Participants in Key Informant Interviews and Focus Group Discussions

Organization/type of stakeholders involved	Number of locations	Number of KIIs or FGDs	Number of participants		
			Male	Female	Total
KIIs outside of schools (see Appendix 8)					
WEI officials (Parakou) [1]	-	2	-	-	3
USDA officials (US) [2]	-	1	-	-	2
MPEM/DAS	-	1	-	-	1
Heads of school districts (Kandi)	-	1	-	-	1
Regional circle officials (Kandi, Malanville, Gogonou)	-	1	-	-	3
Local partners (UNICEF)	-	1	-	-	1
CRS staff (Headquarters, Cotonou, Kandi)	-	6	-	-	6
Total	-	13	-	-	17
KIIs in schools					
School directors	-	4	3	1	4
FGDs in schools					
Students [3]	4	8	35	41	76
Teachers [3]	4	8	13	8	21
Parents of students [3]	4	8	15	29	44
Members of PTAs and other networks [3]	4	8	15	28	43
Parents of children not attending school	4	4	4	1	5
Best performing students [4]	4	4	15	13	28
Total	-	40	97	120	217

Notes:

1. One interview was conducted over skype, whereas the other was a joint interview with two participants in Kandi.
2. Interview conducted at the early stages of the evaluation
3. Separate FGDs were held with male and female participants.
4. Observations were also made for best performing students.

Despite challenges faced in mobilizing participants—particularly parents and members of networks—it was possible to conduct all FGDs as planned and to derive satisfactory information from them. Specifically, the plan was to set up gender-disaggregated FGDs with students, teachers, parents of students, network representatives, and parents of children not attending school. With the exception of the latter category of participants, all FGDs were successfully organized in gender-segregated groups.

The mobilization of the families of students who did not attend school was a slightly more complex process. Schools and AMEs repeatedly advised the consultant that there were no children who did not attend schools, and our first attempts to speak to these families were frustrated. The teachers, on the other hand, said that there were students who did not attend school. The evaluators understood this discrepancy of perception from the directors and AMEs and the teachers when they were conducting the FGDs in the second school (the evaluators returned to the first school to interview families of children who did not attend school on day 2). In order to identify the families of students who did not attend classes, the consultant had to visit the villages with teachers or representatives of AMEs to identify the families of students who did not attend school. This was a challenging process, requiring consultants to go

from home to home, and only a limited number of adults were identified with whom the consultant could speak. One constraint to holding disaggregated exercises was that it would have been difficult to ask males to wait while FGDs took place with females, and vice-versa. As the number of participants was low, it was decided to conduct FGDs with parents of children who did not attend schools in a single setting (that is, males and females together), and ensure active facilitation would allow all participants to contribute evenly.

Field Observations

The evaluation team conducted some field observations, including: (1) observing if water and soap (or the locally-accepted substitute ash) were available at hand-washing stations and whether hand-washing stations were properly used; (2) a general observation of the physical school environment (for instance, the state of kitchens, storerooms, latrines, drinking water and school gardens); and (3) the attentiveness of students in the classroom. Tools developed to conduct these observations are featured in Appendices 18 through 20, respectively.

Observations of hand-washing stations and the physical school environment were made by enumerators at each of the schools visited. Attentiveness of students during class/instruction was assessed in two randomly-selected classrooms (third to sixth grade, as in the baseline) at each school visited. Within each classroom, 10 randomly selected students (selected previously through “points” in the classroom) were deemed as attentive or inattentive at the time of observation, following a method similar to that used in the baseline. Girls and boys were differentiated in the recordings made, noting that an equal number of girls and boys should be observed (treatment school population of CE1, CE2, CM1, CM2 is 47.8% girls and 52.2% boys, meaning observing 5 girls and 5 boys was appropriate; no detailed control school populations were provided before field work began).

Collection of Survey and Observational Data

Surveys and observational tools were kept to a maximum length of approximately 30 to 45 minutes and primarily consisted of structured questions with pre-defined answers (with the option of an “other” response in relevant cases). Some open-ended questions were included in the surveys to obtain the opinions of the respondents. Surveys were based heavily on those used in the baseline and mid-term to ensure the comparability of results; they also included some specific questions to answer the endline evaluation questions from the ToRs.

Survey questionnaires and observational tools were uploaded to smartphones, making use of some of the equipment that CRS had available. The software utilized was Online Data Kit (ODK) and Ona for all surveys/tools, with the exception of EGRA, for which the software Tangerine was used. Due to the functionality of Tangerine, larger-sized tablets were required. Electronic surveys increased both the speed and accuracy of data collection and assisted with quality control.

3.3 Sampling Strategy

The evaluation team drew the sample for all the data collection methods from a database of treatment and control schools and associated participants provided by CRS Benin. Based on this database, and considering project information, the overall criteria applicable to the final evaluation of McGovern-Dole in Benin include:

- *Geographic location* – All of the CRS intervention schools occur in Northeast Benin, specifically in Alibori Department and its communes of Gogounou, Malanville and Kandi and in Borgou Department and its commune Kalalé. All of the CRS control schools occur in Northeast Benin, specifically in Alibori Department and its commune of Banikoara and in Borgou Department and its communes Kalalé and Bembereke. The sampling ensured that schools were selected in each of the communes.
- *Treatment versus control* – The sample provided adequate control schools for comparison. CRS provided the global population of control schools, which CRS confirmed were not receiving government assistance or international assistance from any other organization, especially in the form of canteen services. Control schools were specifically used for the surveys and observational tools.
- *Categories of beneficiaries* – The sample provided adequate representation of beneficiaries and stakeholders influenced through the project, including students, parents, teachers, principals, PTA members, government representatives, as well as key CRS, WEI and USDA personnel. These groups of individuals were reached through a combination of quantitative and qualitative methods.

The specific methods for determining the sample for each of the quantitative and qualitative methods are discussed below.

The first step for determining the sample for all of the surveys and observational tools relied on the selection of treatment and control schools to be visited. With the number of intervention schools at 143, the aim was to visit 50 treatment schools and 50 control schools, as the baseline suggested visiting 48 treatment schools and 48 control schools. Thus, the evaluation team sampled the same number of schools that had been sampled in the baseline and mid-term. Exact numbers sampled for each of the surveys and observational tools are discussed below.

For selection purposes, control schools should not have received any similar intervention and treatment school should have only received the intervention of CRS/WEI. The same control and treatment schools as used in the baseline were used for the endline evaluation. This was necessary to undertake difference-in-difference (DID) analyses used to assess the impact of project interventions.⁸ The evaluation team understood that the control schools had not received any interventions.⁹ It was confirmed during the fieldwork that none of the control schools had canteens. The evaluation team also recognized that it was

⁸ If treatment schools were randomly selected, the evaluation would first be deviating from the assumption of parallel trend necessary for DID. It would also need to apply econometric patches (such as inverse probability weighting (IPTW)), which would become an extremely complex exercise. Also, econometrics will not be able to completely control for the differences between the baseline and endline treatment samples (because these are different), and thus we would not know if the overall effect is due to the difference in treatment schools or because of the treatment. The IPTW or other econometric approaches could control for some of the differences between the baseline and endline treatment samples, but the likelihood of unobserved factors (meaning factors that we cannot adjust for) between the two samples is great. Thus, even with econometric adjustment it would still be difficult to determine whether the effect measured between the baseline and endline treatment samples is due to the treatment. Thus, the potential biases introduced by selecting a different endline treatment sample are far more problematic than the any extra effort CRS could have put on the baseline treatment sample.

⁹ The evaluation team assumed that CRS contacted all control schools to confirm this, as it did not have the contact information to validate this on its own.

unlikely that CRS could have placed extra effort on these 50 treatment schools. Therefore, the findings of the endline evaluation would represent CRS' impact at its best (for instance, this was not a double-blind experiment).

Within the beneficiary schools, there are 79 rural schools (55%) (20,180 students; 45.2%) and 64 urban schools (45%) (24,496 students; 54.8%). The evaluation team adhered closely to the past sampling regime (7 urban schools and 43 rural schools) to maintain consistency necessary for DID, resulting in 8 urban schools and 42 rural schools.¹⁰ Overall, in Alibori Department there are 30 intervention schools in the commune of Gogounou, 32 in Malanville and 67 in Kandi, and in Borgou Department and its commune Kalalé there are 14 intervention schools (see complete list in Appendix 21). For the control schools, a list was provided to the evaluation team that included a total of 104 schools in rural areas and 9 in urban areas. Additionally, there are 51 schools in Alibori Department and its commune of Banikoara, and 62 schools in Borgou Department and its communes of Kalalé (28 schools) and Bembereke (34 schools; see Appendix 21).

Ultimately, the endline evaluation used the same population of treatment and control schools as was used in the baseline study. Table 2 shows the overall population of treatment and controls schools in each department and commune, the number of treatment schools and control schools that were used in the baseline and were again selected to be used in the final evaluation, and the final distribution of schools that were sampled. One control school was removed from the list, as in March 2018 the evaluation team was informed that it now has a canteen. Three control schools that were previously one school during the baseline have now split into two schools. A replacement control school was selected from these schools. Selection between the other split schools was done using a random number generator (RNG) application.

High standards of data quality were ensured by piloting the tools (this occurred once in February 2018 for all tools, with the exception of EGRA, and again in June 2018, with all tools including EGRA), making any necessary adjustments to the tools, training the data collectors, and monitoring the implementation of data collection (for instance, conducting spot checks to observe the enumerators).

Local enumerators were hired from those in the CRS database. The evaluation team trained these enumerators on the questionnaires themselves and how to input the data and provided an opportunity for them to practice until they were comfortable with the process. The training had been programmed to extend over a period of four days; however, this was reduced to three days because of a shortened window for data collection. For the EGRA training, an EGRA expert was brought in on the evaluation team.

The evaluation team expected that the enumerators hired through the CRS database would have previous experience conducting surveys and that many would have experience implementing EGRA. Unfortunately, a small number of the enumerators hired did not attend the first or sometimes even the second day of training. However, the consultants did make time to try to bring these individuals up to speed.

¹⁰ Therefore, an appropriate stratified sample would have had very similar populations. However, it appears that at the beginning of the project there was a limited number of urban control schools. Therefore, for both the baseline and mid-term only 7 urban schools were assessed and 43 rural schools. The evaluation team adhered closely to the past sampling regime to maintain consistency but notes that the sample is very biased towards rural schools. Furthermore, the number of urban control schools available is still very limited.

Table 2
Total Number of Schools, Schools Selected to be Sampled, and Schools actually Sampled, by
Treatment/Control and Department and Commune

	Department				Commune			
	Alibori	Borgou	Gogounou	Malanville	Kandi	Banikoara	Kalalé	Bembereke
Treatment								
All schools	129	14	30	32	67	-	14	-
Selected schools	44	6	11	13	20	-	6	-
Sampled schools	42	6	9	13	20	-	6	-
Control								
All schools	51	62	-	-	-	51	28	34
Selected schools	20	30	-	-	-	20	9	21
Sampled schools	20	30	-	-	-	19	9	21
Total to be sampled in each Department or Commune	64	36	11	13	20	20	15	21
Total actually sampled in each Department or Commune	62	36	9	13	20	19	15	21

Field work had been programmed to occur over a period of 10 days, using 40 local enumerators¹¹ and four supervisors for the quantitative data gathering, as well as three facilitators, three notetakers, and one supervisor for qualitative data gathering. However, again because of a shortened window for data collection, this period was reduced to six days, and a total of 68 enumerators and 10 supervisors were hired. The shortened fieldwork period occurred because the consultants deemed it appropriate to wait for one month after the strike ended to start data collection; logistical and contractual considerations; and because the evaluation team was informed that “white exams”¹² would begin June 18th making it difficult, and perhaps impossible, to work in the schools. Each day, four enumerators completed all surveys, including EGRA, and conducted observations at the school they visited. The qualitative data gathering in the field took place over a ten-day period: four days were used for data collection in schools; two days were used for transcription and data cleaning; and the remaining KIs took an additional four days.

In the end, unfortunately, two treatment schools in Alibori, Gogounou (EPP ALAFIAROU and EPP GOUNAROU/B) were not sampled due to miscommunication. However, 48 treatment schools and 49 control schools were sampled for the surveys and field observations, thus making the goal of sampling 48 schools in each category (see Table 3). In addition, four schools were randomly selected for qualitative data collection activities (see Table 4).

¹¹ Because of the overall number of surveys (4) and observational tools (3) to be implemented in each school, the evaluation team had required four enumerators per school. CRS’ EGRA also has a long demographic section that children need to answer before moving onto the EGRA modules.

¹² These are essentially practice exams.

Table 3
Schools Selected for Survey and Observation Tool Sampling

School	Treatment or control	Rural or urban	Total population of students	School	Treatment or control	Rural or urban	Total population of students
Alibori, Gogounou							
██████████	Treatment	Rural	139	██████████	Treatment	Rural	229
██████████	Treatment	Urban	308	██████████	Treatment	Rural	193
██████████	Treatment	Rural	144	██████████	Treatment	Rural	455
██████████	Treatment	Rural	277	██████████	Treatment	Rural	402
██████████	Treatment	Rural	228	██████████	Treatment	Rural	340
██████████	Treatment	Rural	264	██████████	Treatment	Rural	369
██████████	Treatment	Rural	235	██████████	Treatment	Rural	307
██████████	Treatment	Rural	377	██████████	Treatment	Rural	757
██████████	Treatment	Rural	314	██████████	Treatment	Rural	461
██████████	Treatment	Rural	389	██████████	Treatment	Urban	527
██████████	Treatment	Rural	454	██████████	Treatment	Urban	789
Alibori, Kandi							
██████████	Treatment	Rural	331	██████████	Treatment	Rural	257
██████████	Treatment	Rural	127	██████████	Treatment	Rural	100
██████████	Treatment	Rural	428	██████████	Treatment	Urban	373
██████████	Treatment	Rural	98	██████████	Treatment	Urban	166
██████████	Treatment	Urban	316	██████████	Treatment	Rural	233
██████████	Treatment	Rural	118	██████████	Treatment	Rural	112
██████████	Treatment	Urban	363	██████████	Treatment	Rural	385
██████████	Treatment	Rural	190	██████████	Treatment	Rural	363
██████████	Treatment	Rural	434	██████████	Treatment	Rural	364
██████████	Treatment	Rural	257	██████████	Treatment	Rural	295
██████████	Treatment	Rural	277	██████████	Treatment	Rural	148
Alibori, Banikoara							
██████████	Control	Rural	55	██████████	Control	Rural	85
██████████	Control	Rural	111	██████████	Control	Rural	68
██████████	Control	Urban	221	██████████	Control	Rural	70
██████████	Control	Urban	138	██████████	Control	Rural	182
██████████	Control	Rural	87	██████████	Control	Rural	116
██████████	Control	Rural	90	██████████	Control	Rural	161
██████████	Control	Rural	105	██████████	Control	Rural	177
██████████	Control	Rural	128	██████████	Control	Rural	77
██████████	Control	Urban	106	██████████	Control	Rural	138
██████████	Control	Rural	136				
Borgou, Bembereke							
██████████	Control	Urban	272	██████████	Control	Rural	114
██████████	Control	Urban	267	██████████	Control	Rural	283
██████████	Control	Urban	206	██████████	Control	Rural	270
██████████	Control	Rural	41	██████████	Control	Rural	256
██████████	Control	Rural	195	██████████	Control	Rural	56
██████████	Control	Rural	294	██████████	Control	Rural	411

Table 3
Schools Selected for Survey and Observation Tool Sampling

School	Treatment or control	Rural or urban	Total population of students	School	Treatment or control	Rural or urban	Total population of students
[REDACTED]	Control	Rural	348	[REDACTED]	Control	Rural	235
[REDACTED]	Control	Urban	314	[REDACTED]	Control	Rural	164
[REDACTED]	Control	Rural	155	[REDACTED]	Control	Rural	358
[REDACTED]	Control	Rural	193	[REDACTED]	Control	Rural	319
[REDACTED]	Control	Rural	255	[REDACTED]	Control	Rural	34
Borgou, Kalale							
[REDACTED]	Treatment	Rural	740	[REDACTED]	Control	Rural	111
[REDACTED]	Treatment	Rural	342	[REDACTED]	Control	Rural	94
[REDACTED]	Treatment	Rural	206	[REDACTED]	Control	Rural	255
[REDACTED]	Treatment	Rural	224	[REDACTED]	Control	Rural	278
[REDACTED]	Treatment	Rural	489	[REDACTED]	Control	Rural	127
[REDACTED]	Treatment	Rural	735	[REDACTED]	Control	Rural	253
[REDACTED]	Control	Rural	280	[REDACTED]	Control	Rural	75
[REDACTED]	Control	Rural	264				

Note: This school has been split into two different schools, both urban.

Table 4
Randomly Selected Schools for Qualitative Data Collection Activities

Commune	School	Rural or urban	Total number of students
Borgou, Kalale	[REDACTED]	Rural	342
Alibori, Mallenvile	[REDACTED]	Urban	789
Alibori, Kandi	[REDACTED]	Urban	316
Alibori, Gogonou	[REDACTED]	Rural	264

General sample information is provided below for all the survey and observational tools. Details on any missing surveys can be found in Appendix 22.

EGRA Tool

During the baseline and for the data used in the MTE, students in both first grade and second grade were sampled. However, because the indicator is specifically “by the end of two grades of primary schooling, demonstrate that they can read and understand the meaning of grade-level text,” the evaluation team only sampled students in second grade. This is especially pertinent considering students may have missed schooling due to a teacher strike that occurred in Benin, which greatly influenced the conduct of this evaluation (see Section 3.5).

Students were to be selected randomly using school rosters and the RNG application. This was to ensure that the students selected to complete EGRA were representative of the second-grade student population within the schools visited. Since these schools were also selected randomly, it can be inferred

that the EGRA scores are representative of the second-grade populations in all the intervention and comparison schools.

During the first three days of field work it appears that enumerators used stratified sample selection and several different methods for selecting the first student that did not include RNG (details are included in Section 3.5). Starting the fourth day of data collection, RNG and school rosters were solely used for selecting students. Regression analyses were done post-field work to assess if any potential bias resulted from this; however, results indicated that any bias was unlikely (see Appendix 23).

At each school, the aim was to test 16 students. Generally, this goal was achieved (see Table 5), but in six schools (5 control and 1 treatment) there was no CP class¹³ and in some other schools fewer than 16 students were present in a classroom. Also, the aim was to sample an equal gender ratio, which was closely achieved by sampling 49.0% females and 51.0% males (see Table 6). Like the baseline, the consultants made use of the program Tangerine, thus undertaking EGRA data collection completely electronically.

Table 5
Programmed and Performed Sampling for EGRA Test

Type of school	Number programmed			Number done		
	Rural	Urban	Total	Rural	Urban	Total
Treatment	672	128	800	602	114	716
Control	656	128	784	540	132	672
Total	1,328	256	1,584	1,142	246	1,388

Table 6
Distribution of Students Completing the EGRA Test by Gender

Gender	Treatment		Control		All Schools	
	Number	%	Number	%	Number	%
Male	365	51.0	317	47.2	682	49.1
Female	351	49.0	355	52.8	706	50.9
Total	716	100.0	672	100.0	1388	100.0

Chi-square 1.85, $p > 0.05$, not significant.

Parent Survey

For the baseline and mid-term, 5 to 10 parents were randomly selected using the school rosters. This ensured that the sample of parents interviewed in each school was representative of the parents of enrolled students in each community. Supervisors were asked to do sample selection using RNG and students needed to contact their parents; this was to be done before enumerators visited the school. Generally, 15 to 20 parents at each school were invited to complete the survey (stratification was done by classroom). During the first three days of field work it appears that some convenience-based sampling for

¹³ In three schools this was recorded as no consent. Overall, three students appeared to not provide consent to do the test and these students were removed from the dataset.

parents occurred (details are included in Section 3.5) and RNG was not used for sample selection. Regression analyses were done post-field work to assess if any potential bias results from this; however, results indicated that any bias was unlikely (see Appendix 23). Starting the fourth day of data collection RNG and school rosters were solely used for selecting students who would then ask their parents to come for the survey.

The endline evaluation attempted to sample 10 parents per school and in 93 of the 97 sampled schools (nine parents sampled in three schools and seven in one school) was able achieve this goal. Also, in some schools more than 10 parents were sampled. Enumerators had been instructed to thank the surplus and encourage them to keep following up on their children's education, but in a few cases, it appears that more than 10 parents were surveyed.¹⁴ Table 7 below provides the programmed and performed sampling numbers. In treatment schools, slightly more females were surveyed than males; whereas, in control schools more males were surveyed than females (see Table 8).

Table 7
Programmed and Performed Sampling for Parent Survey

Type of school	Number programmed			Number done		
	Rural	Urban	Total	Rural	Urban	Total
Treatment	420	80	500	459	69	528
Control	410	80	490	422	80	502
Total	830	160	990	881	149	1,030

Table 8
Distribution of Respondents for the Parent Survey by Gender

Gender	Treatment		Control	
	Number	%	Number	%
Male	237	44.9	347	69.1
Female	291	55.1	155	29.3
Total	528	100.0	502	100.0

Chi-square 60.59, $p < 0.05$, significant; more female respondents were also sampled in the treatment area in the baseline.

Generally, parent respondents had no education (treatment: 61.5%, control schools: 73.3%), or had completed primary education (treatment: 17.4%, control schools: 9.56%) or the first cycle of secondary education (treatment: 11.2%, control schools: 8.2%), with much lower percentages reporting completing any other level of education. Overall, respondents in both treatment and control schools most commonly reported working in agriculture (treatment: 51.1%, control schools: 74.1%) and in the household (treatment: 26.7%, control schools: 11.0%).

¹⁴ The evaluation team feels it is valuable to maintain these extra data points.

Table 9 below provides the average family size, the average number of children per family, and the average number of children in the sampled school for parents completing the survey across the various strata, with treatment schools tending to have slightly lower averages than control schools.

Table 9
Average Family Size, Average Number of Children, and Average Number of Children in the Sampled School for Parents Completing the Survey

Classroom	Average family size	Average number of children	Average number of children in the sampled school
Treatment, rural	11.4	6.1	1.7
Treatment, urban	11.2	5.7	2.0
Control, rural	14.7	9.1	1.9
Control, urban	10.9	6.4	1.7
Treatment	11.4	6.1	1.7
Control	14.1	8.6	1.9
Total	12.7	7.3	1.8

Principal Survey

The evaluation was planned to survey each principal at each school, so no selection methodology was implemented. Table 10 below provides the programmed and performed sampling numbers.

Table 10
Programmed and Performed Sampling for Principal Survey

Type of school	Number programmed			Number done		
	Rural	Urban	Total	Rural	Urban	Total
Treatment	42	8	50	40	7	47
Control	41	8	49	41	8	49
Total	83	16	99	81	15	96

Respondents to the principal survey could either be the director of the school or the deputy director. In the treatment schools, 78.7% of respondents were the director and 21.3% the deputy director, while in the control schools, 95.9% of respondents were the director and 4.1% the deputy director.¹⁵ Overall, most respondents for the principal survey were males, with 83.0% being males in treatment schools and 98.0% being males in control schools (see Table 11).

¹⁵ From this point onwards in the report, respondents to the principal survey will simply be referred to as “principals.”

Table 11
Distribution of Respondents for the Principal Survey by Gender

Gender	Treatment		Control	
	Number	%	Number	%
Male	39	83.0	48	98.0
Female	8	17.0	1	2.0
Total	47	100.0	49	100.0

Chi-square 4.69, $p < 0.05$, significant

Teacher Survey

If possible, all teachers (5-6 if present; principals may teach one of the classes; one teacher may teach several classes) were surveyed at each school, so no selection methodology was implemented. Table 12, below, illustrates the programmed and performed sampling. Fewer teachers (335) were sampled than programmed (assuming an absolute maximum), but in many cases this was due to the absence of teachers at a school or because fewer than six classes were taught. Four teachers did not provide consent.¹⁶ Teachers surveyed were much more commonly males than females, with 72.1% being males from treatment schools and 72.4% being males from control schools (see Table 13).

Table 12
Programmed and Performed Sampling for Teacher Survey

Type of school	Number programmed			Number done		
	Rural	Urban	Total	Rural	Urban	Total
Treatment	210-252	40-48	250-300	150	29	179
Control	205-246	40-48	245-294	124	32	156
Total	415-498	80-96	495-594	274	61	335

Table 13
Distribution of Respondents for the Teacher Survey by Gender

Gender	Treatment		Control	
	Number	%	Number	%
Male	129	72.1	113	72.4
Female	50	27.9	43	27.6
Total	179	100.0	156	100.0

The percentages of teachers surveyed by class are quite similar between treatment and control schools (see Table 14). Please note that the number of classrooms sampled is greater than the number of teachers sampled, because sometimes teachers taught two classes and, in one case, four classes. Also, the average number of years teachers reported working at their schools was 2.66, with treatment school

¹⁶ These are not included in the 335 total.

teachers having worked slightly less time (2.53 years) compared to control school teachers (2.81 years). Also, of note is that the distribution of the highest level of education achieved is quite similar between treatment and control schools (see Table 15), which could be an important factor related to teaching quality.

Table 14
Classrooms Taught by Teachers Sampled for the Teacher Surveys

Classroom	Treatment		Control	
	Number	%	Number	%
CI	41	21.5	39	22.9
CP	43	22.5	37	21.8
CE1	34	17.8	36	21.2
CE2	40	20.9	27	15.9
CM1	28	14.7	27	15.9
CM2	5	2.6	4	2.4
Total	191	100.0	170	100.0

Table 15
Highest Level of Education Achieved by Teachers Sampled for the Teacher Surveys

Classroom	Treatment		Control	
	Number	%	Number	%
6e – Secondary School Level 1	2	1.1	1	0.6
5e – Secondary School Level 1	1	0.6	0	0.0
4e – Secondary School Level 1	1	0.6	1	0.6
3e – Secondary School Level 1	30	16.8	15	9.6
2e – Secondary School Level 2	15	8.4	24	15.4
1ère – Secondary School Level 2	28	15.6	36	23.1
Terminale Secondary School Level 2	78	43.6	56	35.9
University	22	12.3	23	14.7
Other	2	1.1	0	0.0
Total	179	100.0	156	100.0

Overall, the average number of years teachers who reported working at their schools was 2.66, with treatment school teachers having worked slightly less time (2.53 years) compared to control school teachers (2.81 years).

Overall, teachers most commonly reported themselves to be government contractors (ACE, in French) or communal teachers, regardless of whether they taught in treatment or control schools. Treatment schools had a higher percentage of intern or volunteer teachers, while control schools had a higher percentage of ACE teachers (see Table 16).

Table 16
Status of Teachers who Undertook the Teacher Survey, by Treatment and Control Schools

Classroom	Treatment		Control	
	Number	%	Number	%
Government contractor	23	12.8	12	7.7*
Permanent government worker	60	33.5	70	44.9**
Unionized worker	1	0.6	0	0.0
Communal worker	52	29.1	52	33.3**
Intern or volunteer	43	24.0	21	13.5
Other	0	0.0	1	0.6
Total	179	100.0	156	100.0

*p<0.1, **p<0.05

Hand-Washing Station Observation Tool

This tool was programmed to be implemented at each school surveyed, so no selection methodology was employed (see Table 17 for details). Enumerators made observations of the use of hand-washing stations throughout their day at the school and visited each station to determine if they had water and soap/ash and evaluate the usage of each station.

Table 17
Programmed and Performed Sampling for Hand-Washing Observation Tool

Type of school	Number programmed			Number done		
	Rural	Urban	Total	Rural	Urban	Total
Treatment	42	8	50	41	7	48
Control	41	8	49	41	8	49
Total	83	16	99	82	15	97

Physical School Environment Observation Tool

This tool was implemented at each school surveyed, so no selection methodology was implemented (see Table 18 for details). Ideally, the enumerator tasked with undertaking the principal survey also undertook a tour of the grounds (with the school principal) and completed this survey, examining the presence and state of canteens, storerooms, latrines, water systems and gardens.

Table 18
Programmed and Performed Sampling for School Environment Observation Tool

Type of school	Number programmed			Number done		
	Rural	Urban	Total	Rural	Urban	Total
Treatment	42	8	50	40	5	45
Control	41	8	49	41	8	49
Total	83	16	99	81	13	93

Student Attentiveness Observation Tool

For this component of the study, only classrooms from third to sixth grade were selected, as the students in second grade were being pulled out for EGRA testing.¹⁷ Another reason for using third to sixth grades was to maintain consistency with the baseline study. The endline evaluation utilized a methodology like the baseline study. Overall, a relatively equal percentage of each classroom was observed between treatment and control schools (see Table 19)

Table 19
Classrooms Sampled for the Classroom Observation Tool

Classroom	Treatment		Control	
	Number	%	Number	%
CE1	18	20.0	23	25.6
CE2	33	36.7	23	25.6
CM1	23	25.6	26	28.9
CM2	16	17.8	17	18.9
Other	0	0.0	1	1.1
Total	191	100.0	170	100.0

Overwhelmingly, French classes were observed in both treatment and control schools (see Table 20). Other classes observed included mathematics, communication, writing expression, and general revision.

Table 20
Subject Observed for the Classroom Observation Tool

Classroom	Treatment		Control	
	Number	%	Number	%
French	83	92.2	81	90.0
Other	7	7.8	9	10.0
Total	90	100.0	90	100.0

At each school, two classrooms were randomly selected (using the hat method and the RNG application) for observation. In some cases, enumerators were not able to complete two classes, but a total of

¹⁷ As in the baseline, it is assumed that such classrooms would have sufficient disturbance to negatively bias the results, since students would be paying attention to the movement of their peers instead of the teacher.

180 classes were observed out of a programmed 198 (see Table 21). Within the classroom, 10 students were randomly selected to be observed and classified as attentive or inattentive at the time of observation. Nine of the classrooms observed had fewer than 10 students present, 12 classrooms had fewer than five girls, and eight classrooms fewer than five boys. The random selection of students was done using templates with already chosen “points” in the classroom. Gender was also taken into consideration so that equal numbers of girls and boys would be observed, which in practice also occurred with 449 girls and 451 boys sampled in treatment schools and 451 girls and 434 boys sampled in control schools. Overall, a total of 1,763 students were observed with the student attentiveness observation tool (see Table 21).

Table 21
Programmed and Performed Sampling of Classrooms and Students for the Student Attentiveness Observation Tool

Type of school	Number of classrooms						Number of students					
	Programmed			Done			Programmed			Done		
	Rural	Urban	Total	Rural	Urban	Total	Male	Female	Total	Male	Female	Total
Treatment	84	16	100	78	12	90	500	500	1,000	451	449	900
Control	82	16	98	74	16	90	490	490	980	434	451	863
Total	166	32	198	152	28	180	990	990	1,980	885	878	1,763

If in some cases classrooms were combined because of a lack of enough teaching staff, enumerators were instructed to observe students in only the randomly-selected grade if the two grades could be distinguished from each other (for instance, teachers of combined classrooms may assign one grade to sit on the right side of the room, and the other grade to sit on the left). On one occasion in a control school, CE1 and CE2 students were mixed (recorded as “other” in Table 19 above) and because of the small sizes (5 and 8 students) of both classes, both grades were observed together.

3.4 Data Analysis

Ultimately, all data analysis had the specific goal of either answering one of the evaluation questions stated in the ToRs or addressing the 14 indicators for which the evaluation team was responsible for collecting data. Data analyses (such as DID, Chi-square tests, student t-tests, Wilcoxon tests, and regressions) were primarily focused on documenting the indicators answered by the surveys,¹⁸ but were also used to assess some of the other questions asked in the surveys. However, DID analyses did primarily focus on the McGovern-Dole indicators. DID analyses were done at the “individual level” and weighted values were only used for the attentiveness indicator (issues with the weighting scheme used in the baseline are discussed in Section 3.5).

¹⁸ Such as percentage of boy/girl students who, by the end of two grades can read and understand the meaning of grade-level text; percentage of students in target schools who are identified as attentive during class/instruction; percentage of students in schools receiving USDA assistance receiving a minimum acceptable diet; and indicators in the area of short-term hunger reduction, health-related absences reduction, and community understanding of benefits of education.

Specific econometric models were used in a few cases where deemed necessary, such as for active AMEs when assessing “minimum acceptable diet” and “child absences due to illness” (as the presence of an active AME may be correlated with health and hygiene measures) and classroom size when assessing “student attentiveness” (as classroom size could negatively affect attentiveness).¹⁹ Variables such as the gender of the respondent and school rural or urban status were always included in the models—bearing in mind that overloading the models and running tests to compare various models is never recommended, as the model should be developed with a hypothesis in mind and tested.

Other evaluation questions were answered through figures and tables developed through the survey results, as well as in appropriate cases statistical analyses, often providing supporting evidence to information derived from the qualitative exercises. For student indicators, values were developed using the weights/adjustment factors explained below, which present the inverse probability of selection. No weights/adjustment factors were used for principals, teachers or parents (see explanation in Section 3.5). All other indicators were informed by evidence provided by CRS through its bi-annual progress reports.

Cleaning of the datasets and basic analyses were performed in Excel. Other more complex analyses, such as regressions and DID analyses, were performed in R project.

Adjustment Factors

With respect to student attentiveness, classrooms were similarly adjusted for the probability of selection. The adjustment factor for classrooms is as follows: $A_{jc} = n_j / c$

where n_j is the total number of classrooms eligible for observation in school j (note that only third to sixth grades were eligible for selection), and c_j is the number of classrooms that were observed in school j . Additionally, this sample is adjusted based on the probability of selecting a student within the classroom. This adjustment factor is as follows: $A_{jcs} = n_{jc} / s_{jc}$

where n_{jc} is the number of students in classroom c in school j , and s_{jc} is the number of students observed in classroom c in school j . Thus, the final weight for classroom observation is as follows: $FW_{jcs} = A_{jc} * A_{jcs}$

With respect to the EGRA indicator, the goal was to test 16 students from each school. Because students have a different probability of selection depending on the total number of students in each class, a weight was calculated as follows: $FW_{ji} = k_{ji} / s_{ji}$.

where, k_{ji} is the total number of students in grade i from school j , and s_{ji} is the number of students sampled from grade i from school j . When the number of students is less or equal to 16 the sample weight was equal to 1.

The student adjustment factors could only be used on endline observations, and endline values will be reported as both weighted and non-weighted.

¹⁹ For DID the X is where one captures those other factors (such as the percentage of active mothers' associations) that may affect the dependent variable of interest.

$$Y_{igt} = \beta_0 + \beta_1 * group_g + \beta_2 * post_t + \beta_3 * group_g * post_t + X_{igt} \gamma + \epsilon_{igt}$$

Calculation of Indicators

The equations for all indicators in this study can be found in Appendix 24.

Calculations Made to Baseline Data

The EGRA test used for the baseline was slightly different²⁰ compared to that which was used by CRS/WEI after the baseline and thus also for the endline. Thus, EGRA sections 1 (baseline 17 questions and endline 15 questions; a proportion was developed), 2 (baseline had 19 questions and endline had 18 questions; the one question was removed) and 3 (baseline had 100 questions and endline had 90 questions; the extra 10 questions were removed) in the baseline data were adjusted to match the endline data. EGRA section 4 was completely missing from the baseline data, even though the baseline report states that section 4 on producing letter sounds “was not used” and that “the introduction of the letter sounds is a new development in the national curriculum that is beginning to be implemented.”²¹ The evaluation team believes this section should have been done to allow a baseline value to be available. Finally, the indicator associated with EGRA—improved literacy defined as obtaining 2 out of 5 points “PASS” (less than 50%) on the reading and comprehension parts, which are sections 8, 9 and 10—was devised after the baseline; thus, the evaluation team calculated the values using the baseline data.

Unfortunately, it does not appear that the baseline asked questions of parents for all school children, but instead only derived values for one child. Thus, two indicators derived from the parent survey (minimum acceptable diet and reported hunger during the school day) do not examine all school children, but only one per parent. This must be kept in mind when comparing baseline and endline results.

Additionally, and as discussed in Section 3.5 below, baseline indicator values were recalculated by the evaluation team, using the same method as the indicators were calculated in the endline (no weights for principals, teachers or parents). Baseline indicator values developed using both baseline calculations and endline calculations are presented later in this report (Section 4.2, Table 25).

Qualitative Data

Data generated through the KIIs and FGDs were analyzed through a variation of the constant comparative triangulation approach through which the analysis of each set of data was considered when analyzing the next. This serves as a means of identifying and confirming patterns and highlighting any inconsistencies, which could then be checked.

These analyses, when coupled with the survey/observational/EGRA data, provided a comprehensive picture of what the McGovern-Dole project was achieving or not achieving, for whom, and why. It enabled identification of trends in implementation experience and results based on what had been done, how and with whom, in ways expected to inform ongoing project decisions and practice. Where there were significant gaps in the emerging picture of the project, it provided enough data to support an analysis of the discrepancies as they related to variables such as gender, age, location and role. In all

²⁰ The consultants do not know the reason for this and they were solely provided the two versions. They noticed the differences between the two tests and communicated this to CRS before data collection began.

²¹ Brown, D., and J.C. Guzmán. (March 2015). *CRS Food for Education Baseline Study*. Notre Dame (Indiana), The University of Notre Dame, Notre Dame Initiative for Global Development. p. 35.

cases, a direct link was maintained from evidence (data), through findings to recommendations and lessons.

3.5 Challenges, Issues and Limitations

The following challenges, issues and limitations have been identified for this endline evaluation:

- *Inappropriate sample and statistical limitations* – From the very beginning, in the baseline process, there appeared to have been issues with sample selection. Within the beneficiary schools there are 79 rural schools (55%) and 64 urban schools (45%); therefore, an appropriate stratified sample should have been relatively equal. However, it appears that at the beginning of the project there was a limited number of urban control schools available.²² For both the baseline and mid-term only 7 urban schools were assessed and 43 rural schools. However, the evaluation team did not find the rationale explaining the choices made for baseline sample selection and can assume that it was based solely on the small number of control urban schools available (June 2017 and endline). The evaluation team adhered to the past sampling regime (sampling 8 urban schools and 42 rural schools) but noted that the sample was heavily biased towards rural schools.²³ However, because almost the same population of schools²⁴ were being sampled as in the baseline, changes in the indicators and differences between control and treatment schools can be thought of as reliable.
- *Stability of the sample* – The evaluation design paid attention to ensuring consistency of the sample of intervention schools and control schools and communities from baseline to the present assessment. However, it cannot be known with certainty that within-group stability has been maintained. Children regularly enter, drop out and transfer or are absent for long periods, thereby missing major portions of the treatment. Teachers similarly move, and family make-ups change. The evaluation team tried, with limited success, to confirm through school directors and files how much shifting of sample populations there had been and to discuss this qualitatively. As a result, variables measured in the baseline that were deemed important to indicators were examined in the endline.

²² The schools to benefit from the intervention were chosen from among “the schools made available by the government” (that is, schools in the area eligible for project implementation, without school canteens programmed and for which CRS received discharge for intervening). These available schools were 64 urban schools and 79 rural schools for intervention. For the control schools, it was found necessary to identify the schools of the surrounding communes (in order to ensure a good comparability in terms of nutritional habits, fact which influences the impact of the Project). Thus, we obtained only 7 urban schools available against 91 rural schools in the control area. For reasons of comparability: (a) 43 rural schools have been selected from the 91 rural control schools versus 43 rural schools selected from the 79 rural intervention schools; and (b) all the 7 urban control schools have been selected versus 7 urban schools chosen among the 64 urban intervention schools. At baseline, within each stratum, all these schools were randomly selected with a probability proportional to the size of the school, and all the 7 urban control schools were automatically selected.

²³ The statistical weighting cannot correct for the fact that the original sample selected may have bias. And this cannot be assessed because it is not known how the 7 urban schools selected in the baseline were representative of the actual 64 urban school in the sample. Examining whether these urban schools were representative of the total urban school population was not possible under the conditions of the endline evaluation TORs. Also, it should be noted that indicators should not be assessed at the “school level” according to the indicator definitions.

²⁴ Several schools split into two schools (A and B), two schools (A and B) merged, one control school was no longer a suitable control, etc.

- Teachers' strike* – The situation with Beninese primary school teachers appeared to be very sensitive during this endline evaluation period. On February 7, 2018, the evaluation team was informed that many teachers had been on strike for around three weeks and negotiations had not been successful. Consultants were informed that not all schools responded similarly to the strike, incorporating further variability into the sample set. Teachers/schools were still on strike at the end of February 2018, when one of the international consultants arrived in Benin after having received the go-ahead signal from CRS to proceed with the field mission. The schools re-opened in the week of the 5th of March, but the teachers Unions hardened their position allowing for only one day of classes per week, instead of the 3 days originally thought by CRS. At this point it was decided that it would not be possible to conduct the data gathering for this evaluation with such a short amount of school contact hours available every week. Ultimately, the strike went on until the very end of April 2018, and a few comments from the principal survey suggested there was still some unrest. Data collection occurred in June 2018 (see field mission schedule in Appendix 25), one full month after teachers had resumed work, yet the strike undoubtedly had an impact on the data collected. The fact that there had been a four-month long strike means that teaching and project implementation may have been affected, and the long-term absence from school was likely to have had an impact on the students' literacy capacity.
- Time limitations* – The amount of time for field work, the analysis of data and writing the report were reduced significantly from the time indicated in the ToRs due to the strike and other delays. The evaluation team made all efforts to mitigate for this challenge. Additionally, an extension of the original contract with CRS was made to attempt to ensure adequate provision of time for the field work, data analysis, report writing and addressing comments made by CRS management to the draft report. The evaluation team did suggest waiting one month after the end of the strike to begin fieldwork to ensure that students had time to recover from the prolonged absence from class. Had they conducted the EGRA examination on the first week of classes, the evaluators feel they would have had a very negative result, not reflective of the work of CRS and the schools. Also, dates of national and regional white exams communicated late given the revision done in the school calendar which narrowed the window for data collection. Overall, even though there were many issues that occurred outside of both teams control, the result was the successful completion of the final evaluation.
- Enumerators not hired for first day of training* – Stemming from the constraints mentioned in the point above, not all required enumerators/supervisors were able to attend the first day of training. For example, five enumerators showed up during the second day of EGRA training and three enumerators during the third (and last) day of EGRA training, and approximately five showed up the second day of training for the non-EGRA surveys. Ultimately, not receiving the full training could increase enumerator error, even though the evaluation team did make the effort to get these late arriving individuals up to speed.
- Convenience-based sampling in parent survey* – During the first three days of field work, it appears that convenience-based sampling for parents occurred. Supervisors were not able to make the random selection either for the first day of sampling (Friday) because the day before was the pilot, or for the second day of sampling (Monday) as enumerators/supervisors stayed in Kandi on the Friday and schools were not open to make random selection over the weekend. On Tuesday there were also some issues with not using RNG for sample selection. Thus, supervisors collaborated with school directors to choose parents who lived nearby and were available to come to the school for the survey. It should be noted that the evaluation team had agreed to redo these surveys;

however, because of the wrongly communicated sampling dates by CRS (discussed under “time limitations,” above) this was not possible. Regression analyses were done post-field work to assess whether any potential bias resulted from this; fortunately, results indicated that any bias was unlikely (see Appendix 23).

- EGRA sample selection methods* – CRS raised concerns about the sample selection method of students for the EGRA test. The work plan had indicated that RNG would be used for sample selection. The evaluation team brought on board an EGRA expert who had also consulted for WEI to help with its EGRA implementation. This expert taught stratified sample selection, which is also included as a valid selection method in the USAID EGRA Manual. CRS also expressed concern that the first student in each class was not being selected randomly; however, the EGRA expert on the evaluation method taught two methods to do this: (1) the hat technique, which involved writing student names and putting them in a hat or a box, picking one name randomly from the hat or box, seeing the position or corresponding number of that student and repeated that step to select the other students; and (2) provide numbers to each student in the first group of students (enumerator does not see the numbers), pick one number at random (1, 2, 3, etc.), and follow this selection in the other groups taking into account the step.²⁵ The evaluation team is confident that, because of the training received, these are the methods that enumerators used to make the selection of the first student. Nevertheless, sampling mistakes or errors could have been made in the field, especially by those enumerators who arrived at the end of the second day or on the final day of training. The stratified sample selection method was primarily used over the first two to three days of sampling and, at CRS’ request, RNG over the final days of sampling. The evaluation team does not believe that the issues mentioned above have resulted in any positive or negative bias on the sample selected. Regression analyses were also done post-field work to assess if any potential bias results from this; however, results indicated that any bias was unlikely (see Appendix 23).
- Sample size for each survey* – In some of the surveys the number sampled was slightly less than the number programmed to be sampled. For the teacher survey, it was because fewer than six teachers were present at a school (some schools having the director teaching in four classes), For EGRA, there were sometimes fewer than 16 pupils in the class and on six occasions there was no CP classroom at the school. For the parent survey, all parents who were called for the survey could not always all come due to the farming season (they had to work in their fields). For the attentiveness observation, some schools did not have all the CM1, CM2, CE1 and CE2 classes and in a few cases, there were time constraints. Unfortunately, two treatment schools were not sampled after a miscommunication between enumerators/supervisors and consultants when CRS called for all sampling to stop due to the non-use of RNG. The evaluation team assumes responsibility for this oversight. However, because of the very large sample sizes programmed (for EGRA and parents the maximum numbers were programmed to be surveyed instead of the minimum numbers; see Appendix 1) and the close achievements of these, the evaluation team has confidence in the results from the sample sizes obtained.
- Multiplicity of data types and sources* – The nature of the McGovern-Dole project, range of stakeholders and requirements of the ToRs have led to a multiplicity of varying data perspectives and types, both qualitative and quantitative. This presents a challenge to maintaining consistency, recognizing patterns and identifying key points of differentiation. However, the evaluation mitigated this limitation by ensuring that all tools (KII, FGD and observation protocols and surveys)

²⁵ This addresses the concern of CRS finding “pieces of paper with numbers” during their visit to some schools.

adhered to the evaluation matrix. Sources were clearly identified in the evidence matrix and emerging data were regularly analyzed through triangulation and a constant comparative approach.

- Weighting used in the baseline (and MTE)* – After close consultation with CRS headquarters and CRS Benin during the endline analyses, it was confirmed that the school weights used in the baseline should not have been attached to a sample selected using probability proportional to size methodology. Also, it should be noted that the endline study found no consistent trend between rural and urban schools (which may have been part of the reason for the development of these elaborate weighting schemes), with indicator values sometimes being more positive in rural schools and sometimes in urban schools. The baseline consultants also used “adjustment factors” (also weighting schemes) for principals, teachers, and parents, which again was inappropriate. For teachers and principals, the intent was to survey 100% of those positions in sample schools. If many of these individuals were not present on the day of the interview, the baseline weighted the observations they did have to accommodate for this. This is again incorrect, as these teachers and principals should not be construed as “representing” the teachers and principals who were not present. The limitation is that not all principals and teachers were present at the schools during sampling for both the baseline and endline. Parents in the baseline were weighted based on the school population; however, this is an assumption and the overall population of parents is unknown. The endline did not use these adjustment factors. Subsequently, baseline indicator values were recalculated by the endline consultants, using the same method as used to calculate the indicators for the endline. In Section 4.2, Table 25, baseline indicator values using both baseline calculations and endline calculations are presented. Adjustment factors (weighting) were to be used for both student-level indicators (EGRA and attentiveness). Given absenteeism, these values likely represent an upper bound, as children who were absent from school on the day of testing might also be underperformers. Unfortunately, baseline EGRA data did not have the CP class sizes for 1212 schools (the students from these schools had been provided “0s” in the baseline, and thus were essentially “deleted” or worse if these “0s” were included directly in the analyses for the sake of preserving the weighting scheme) and it was determined that it would be more appropriate to use non-weighted data rather than to eliminate all these data points. Thus, a comparison between baseline and endline section values was made using non-weighted values and DID analysis was also conducted with non-weighted values. For the baseline attentiveness values there were a total of 6 schools (10 classrooms) for which the associated data for the number of classrooms in the school could not be derived from the principal survey. To allow for the weighting and to not delete these values, it was assumed that all CE1, CE2, CM1 and CM2 classrooms were present in these schools.
- Variation in indicator calculations* – In the baseline, the parent survey only asked questions, or at least only reported on, one child per parent, even though at endline parents were found to have from one to seven children attending school. Thus, two of the indicators derived from the parent survey (increased use of health and dietary practices and reduced short-term hunger) are based on only one child per parent in the baseline survey instead of one parent being counted as many times as the number of his/her children (as was done in the endline). Also, the percentage of student absences due to illness was calculated based on the total class population instead of the total number of absences in the baseline. However, to maintain consistency the calculation was performed both as in the baseline and as the indicator definition states in the endline.

4. EVALUATION FINDINGS

The following section forms the heart of this report, summarizing the findings of multiple lines of enquiry, and melding qualitative and quantitative data. It is organized around the five evaluation criteria laid out by the Development Assistance Committee (DAC) of the Organisation for Economic Cooperation and Development (OECD) in its *DAC Principles for Evaluation of Development Assistance*; namely: relevance, effectiveness, efficiency, impact, and sustainability. Definitions of these criteria can be found at the beginning of each sub-section, and in Appendix 27 of this report.

The findings reported in this section respond to the specific questions that were posed in the ToRs for this assignment under each of these criteria, and which are listed in their entirety in the evaluation matrix provided in Appendix 2. However, many of these questions are inter-related, and some overlap. Therefore, for ease of reading and to maintain good narrative flow, the findings respond generally to all the questions under each criterion, rather than specifically to individual questions. These questions are summarized at the beginning of each sub-section.

4.1 Relevance

This section of the report discusses whether the McGovern-Dole project did the right thing with the right people in the right place. It provides evidence that speaks to the appropriateness of implementation strategies adopted by the project and to the degree of satisfaction of stakeholders involved.

4.1.1 Strategies to Improve Children's Literacy

The evaluation assessed the extent to which implementation strategies were relevant enough to improve children's literacy, measured by improved literacy of school-age children; the percentage of boy students who, by the end of two grades, could read and understand the meaning of grade-level text; and the percentage of girl students who, by the end of two grades, could read and understand the meaning of grade-level text.

EGRA Scores

The McGovern-Dole intervention had a significant effect (seen through non-weighted DID analysis) on whether students, by the end of two grades, could read and understand the meaning of grade-level text (calculated using sections 8, 9 and 10 of the EGRA test). This strongly suggests that the McGovern-Dole intervention is, in fact, improving the ability of students to read and write French.

Table 22, below, shows the results of an analysis of variance between treatment and control EGRA section scores at both baseline and endline. Using non-weighted values, for all EGRA sections at the baseline, treatment school students had significantly lower average scores than control school students, except for sections 8b and 9 where no significant difference was found. In contrast, for all EGRA sections at the endline, treatment school students had significantly higher average scores than control school students. This is a notable change and suggests that the McGovern-Dole interventions have had a positive impact on the EGRA scores of children attending the treatment schools.

Table 22

EGRA Section Scores, Including the Average Score and Percentage of the Maximum Score for CP Students Surveyed at Baseline and Endline in CRS' McGovern-Dole Project Treatment Schools and Control Schools

Test component	Passing score [1]	Max points	Baseline (CP)					Endline (CP)				
			Treatment (n=740)		Control (n=591)		Difference [3]/ statistical test treatment	Treatment (n=716)		Control (n=672)		Difference [3]/ statistical test treatment
			Average score N =	Average % max	Average score N =	Average % max		Average score N =	Average % max	Average score N =	Average % max	
1. Vocabulary	10	15	8.62	57.5	9.11	60.8	-3.3 ***	10.93	72.9	10.36	69.1	3.8 ***
2. Oral comprehension	12	18	12.05	67.0	12.64	70.2	-3.3 ***	12.67	70.4	11.69	64.9	5.5 ***
3. Letters names	45	90	7.97	8.9	11.60	12.9	-4.0 ***	18.12	20.1	12.03	13.4	6.8 ***
4. Letters sounds [2]	20	60	-	-	-	-	-	12.49	20.8	8.18	13.6	7.2 ***
5. Initial sounds	5	10	0.51	5.1	0.86	8.6	-3.6 **	4.24	42.4	2.65	26.5	15.9 ***
6. Familiar words	20	50	0.73	1.5	1.24	2.5	-1.0 **	4.36	8.7	2.05	4.1	4.6 ***
7. Invented words	10	50	0.47	0.9	1.08	2.2	-1.2 ***	3.86	7.7	1.91	3.8	3.9 ***
8a. Words in context	15	44	0.71	1.6	1.93	4.4	-2.8 ***	6.43	14.6	3.39	7.7	6.9 ***
8b. Text comprehension	3	5	0.00	0.0	0.00	0.0	0.0	0.18	3.6	0.07	1.4	2.2 ***
9. Oral comprehension	3	5	0.25	5.0	0.26	5.3	-0.3	0.55	11.0	0.35	7.1	3.9 ***
10. Dictation	15	18	1.06	5.9	2.08	11.5	-5.6 ***	5.45	30.3	4.39	24.4	5.9 ***

Legend: *** p<0.001; ** p<0.01; * p<0.05.

Notes:

1. *Evaluation des compétences fondamentales des écoliers des basses classes en lecture (EGRA) dans les écoles ciblées par le projet Food For Education Bénin*. May 2017. Page 6.

2. Section 4 was completely missing from the baseline EGRA dataset.

3. Difference = % max treatment - % max control

CRS had the ambitious goal of 65% of boy and 60% of girl students who, by the end of two grades, could read and understand the meaning of grade-level text. However, the actual method to measure this indicator was not determined until the MTE. Therefore, the evaluation team calculated the baseline values (non-weighted) for this indicator and obtained values of 0.3% for boys, 1.1% for girls and 0.7% for all children. These numbers suggest that the target devised at the beginning of the project was far too ambitious. Nevertheless, the endline values (weighted) rose to 13.0% for boys and 12.2% for girls (non-weighted 14.0% and 12.5%, respectively).

Teacher Training

The positive effect on student EGRA scores probably stems from the delivery of increased teacher training reading groups, and increased reading material distributions in the wake of the MTE, as the core features of McGovern-Dole has been training teachers in pedagogies of reading instruction, the reading groups and use of learning-to-read booklets.²⁶ According to the teacher survey, almost 100% of participants have found the teacher training excellent or good and some 97% are applying the knowledge and skills acquired. The principal survey reported a similar opinion. The students and parents had very positive feedback on the reading groups and reading materials, as evidenced through the qualitative data gathering exercises conducted.

While disrupted to some extent by the strike, which affected all 146 schools from January 16, 2018, until the last day of the school semester, class visits were conducted in all four McGovern-Dole target communes. The ensuing monitoring report indicates that most of the trained teachers were implementing new methods in their classroom practice, “leading to a qualitative change in reading and writing behavior among their learners.”²⁷ Teachers are using the national literacy curriculum to a large degree. According to progress reporting by the McGovern-Dole project, the creation of “reading days”²⁸ has fostered better reading habits among pupils, while at the same time encouraging parents to see the value of education by witnessing “their children’s reading progress [...] Parents and teachers provided vivid testimonies on improvements in the young children’s reading capacity.”²⁹

Notwithstanding the above, some challenges remain. While there were no observational data confirming changes in teachers’ behavior, and examples given of new practices were limited (for example, reading the booklet to students, demonstrating decoding, and teaching letters), documentary evidence indicates that teachers continue to struggle with basic good practices such as maintaining accurate files on school

²⁶ Literacy training delivered to the teachers used a mix of audiovisual materials, and dealt with the physical aspects of reading, including aural mechanisms (the process of hearing) and how they relate to language production, perception and vision; daily practices to promote reading (activities that use the children’s names, news of the day and date of the day); and activities that use reading booklets. The teachers also received training on nutrition, hygiene and life competencies, more specifically on hygiene and illnesses, water hygiene, cleanliness of the home environment, hand-washing, nutrition and hygiene when preparing food, and physical and clothing hygiene. Parents and AMEs referred to some of this information in the various FGDs conducted by the evaluation team.

²⁷ Karimou Guera, M. *Rapport/synthèse de l’observation des pratiques de classe et de validation des résultats de la première phase de suivi/coaching pédagogique des pratiques de classe*. pp. 6-7.

²⁸ Reading days are specially organized events at the schools, with the presence of the APE/AME, communities and teachers. A reading day includes a competition between children of the CI and CP classes of the same school, with the goal of improving the reading level of students. Reading days have been previously organized in schools in all 4 project communes.

²⁹ *FY18 Semi-Annual Narrative Report CRS BENIN McGovern Dole Award Reporting Period: October 2017-March 2018*. p. 5.

children (not a critical of the training provided to teachers) and sufficiently preparing their lessons. As a result, some teachers are struggling to apply items in the syllabus and complain about not having enough time to complete daily activities.³⁰

Further, fewer than 10% of teachers reported their students' reading and writing had improved, a shockingly low outcome-level change for a key indicator. High pupil-teacher ratio (PTR) has been a problem in some classrooms, making implementation of some one-on-one reading practices and the use of picture booklets difficult. However, it was not clear from the data gathered by the evaluation whether specific strategies for dealing with the numbers at the class or school level were being effectively devised.

Another troubling fact is that, when surveyed about whether they had “enough time” for the literacy class, teachers essentially responded by pointing at the students. For instance, teachers who felt there was not enough time blamed the fact that children had limited knowledge to begin with, were slow/needed time to comprehend, or had difficulty reading. In contrast, teachers who felt there was enough time mentioned that children could keep up and learn what they were being taught. Such attitudes are indicative of a lack of recognition by teachers of their central role as primary agents of children's learning.

Finally, principals surveyed from control schools reported teachers spending more time each day on reading with their CI and CP students compared to treatment school principals. This may be an accurate assessment and, if so, it would be important to know why—especially since McGovern-Dole principals, as well as teachers, are being trained on the importance of this instruction. However, it may be that McGovern-Dole principals because of their training are simply more rigorous as to what “counts” as teaching reading, such as actively engaging with students in reading activities versus sitting at the desk while students do silent reading. This would be a positive finding and is supported by the fact that principals mentioned they were trained on how to monitor and provide support to teachers regarding literacy training.

4.1.2 Strategies to Improve Enrollment and Attendance

The evaluation also assessed the extent to which the implementation strategies were relevant enough to improve enrollment and attendance among students, particularly girls, measured by reduced health-related absence, and increased student enrollment.

Health-Related Absences

To reduce health-related absences, the McGovern-Dole project has been actively promoting better health and hygiene. The evaluation team saw no observable decrease in the number of health-related absences. However, children in treatment schools were somewhat less likely than children in control schools to have had stomach ailments (treatment: 5.0%, control: 10.0%) or diarrhea (treatment: 3.1%, control: 6.7%), which could be, in part, a result of improved hygiene, such as washing their hands at school.

According to the parent survey, around 60% of children were sick in May 2018 due to malaria, a mosquito-borne illness that neither better health and hygiene nor better nutrition can effectively

³⁰ Karimou Guera, M. *Rapport/synthèse de l'observation des pratiques de classe et de validation des résultats de la première phase de suivi/coaching pédagogique des pratiques de classe*. pp. 6-7. Some of the issues mentioned, such as the lack of time to accommodate for literacy activities that are outside of the national curriculum like the distributed reading materials were corroborated in the FGDs with teachers.

mitigate. Mitigation measures to reduce malaria would include things such as reducing mosquito breeding areas, insecticidal sprays, and bed net usage, which were not part of the McGovern-Dole project. In the FGDs, some of the members of the AMEs and APEs mentioned that they had received some information on how to keep their home environment clean, particularly in relation to stagnant water around the house.

That said, it was positive that parents were aware of bed nets to manage malaria and were also ready to suggest these be included in the McGovern-Dole project. It was perhaps a gap in the health training that more did not appear sufficiently mobilized to manage breeding areas around their homes, which is more within their own capacity to manage—although several of the APEs/AMEs recognized that environmental hygiene around the house was an important vector. Additionally, they were keenly aware of the hygiene and sanitation elements of the project and recognized the importance of hand-washing for students and for parents before cooking.

School Enrollments

Using semester values before the strike, targets for increased school enrollment of boys had been met and almost met for girls. Since measurement at the baseline, values for both boys and girls steadily increased each reporting semester until the October 31, 2017 to March 31, 2018 semester, which is likely a result of the teacher strike that occurred. The parent associations, particularly the AMEs that the McGovern-Dole worked closely with, played an active role in mobilizing parents of school-aged children to enroll their children in school. With the AMEs knowledge of their communities and which families had school-aged children, they would actively visit the families and sensitize parents to the need of enrolling their children in school. Also, the McGovern-Dole radio ads explained the importance of education and raised parents' awareness to the need of enrolling their children in school.

4.1.3 Strategies to Improve Community Participation and Engagement

The evaluation assessed the extent to which the implementation strategies were relevant enough to improve community participation and engagement, measured by increased community understanding of benefits of education and increased engagement of local organizations and community groups.

The primary strategy set by the McGovern-Dole project in this area has been to support PTAs or similar "school" governance structures. The percentage of active PTAs was already quite high in the baseline (122 schools in the intervention area had active PTAs, which is approximately 92% of the schools). In contrast, the McGovern-Dole project does seem to have had a significant impact on the creation of AMEs (seen through DID analyses discussed in Section 4.5 of this report).

Based on the principal surveys, all principals surveyed stated that an APE existed at their school. Treatment school principals, as compared to control school principals, were more likely to express that the APE was "very active" (80.9% versus 57.1%), while control school principals were more likely to express that the APE was "moderately active," as compared to treatment school principals (40.8% versus 17.0%) (see Table 23 for extrapolated values). Only one surveyed treatment school principal and one control school principal responded that the APE was "not active" and the reason in both instances was that parents did not have enough time.

Table 23
Number (Extrapolated) and Percentage of Active APEs in Treatment and Control Schools

Active APEs [1]	Treatment	Control	Difference
Number (extrapolated, by strata)	141	110	
Percentage	98.6	97.8	0.8 [2]

Notes:

1. Considered “active” if in existence and principal reported the APE to be either very active or moderately active (same calculation as baseline).

2. Significant at 5%.

In contrast, almost all treatment principals surveyed (97.9%) stated that there was an AME at their school, but fewer control principals said there was an AME (44.9%). Thus, it appears that McGovern-Dole activities have had a very positive effect on the existence of AMEs. Also, treatment school principals expressed that the AMEs were “very active” (76.1%) and “moderately active” (23.9%), while control school principals expressed that the AMEs were “very active” (50.0%), “moderately active” (22.7%), and “not active” (22.7%; see Table 24).

Table 24
Number (Extrapolated) and Percentage of Active AMEs in Treatment and Control Schools

Active AMEs [1]	Treatment	Control	Difference
Number (extrapolated, by strata)	134	36	
Percentage	93.6	32.2	61.4 [2]

Notes:

1. Considered “active” if in existence and principal reported the AME to be either very active or moderately active (same calculation as baseline).

2. Significant at 1%.

Based on the FGDs, there has been a significant improvement of community involvement in schools engendered by the project. For instance, according to mothers in one community, McGovern-Dole “has allowed for a better collaboration [...] it has changed the vision of the school world and of its importance for children in the community.” APEs/AMEs have become a more intrinsic part of school functioning: in addition to supporting management of the canteen and provision of extra food, they have mobilized resources to pay for additional teachers and encouraged long-absent children to return to class. Critically, they appear to be making more durable commitments as well, as some 47% of SILC members reported to be spending “the additional income from SILCs directly on their children’s education, including the purchase of school supplies, contributions to school canteens, etc.”³¹

4.1.4 Stakeholder Satisfaction

The evaluation also assessed whether stakeholders (including students, PTAs, AMEs, teachers, and local authorities) were satisfied with their participation in the project—and why or why not— measured by level of satisfaction of stakeholders with their participation in the project.

³¹ FY18 Semi-Annual Narrative Report CRS BENIN McGovern Dole Award Reporting Period: October 2017-March 2018. p. 3.

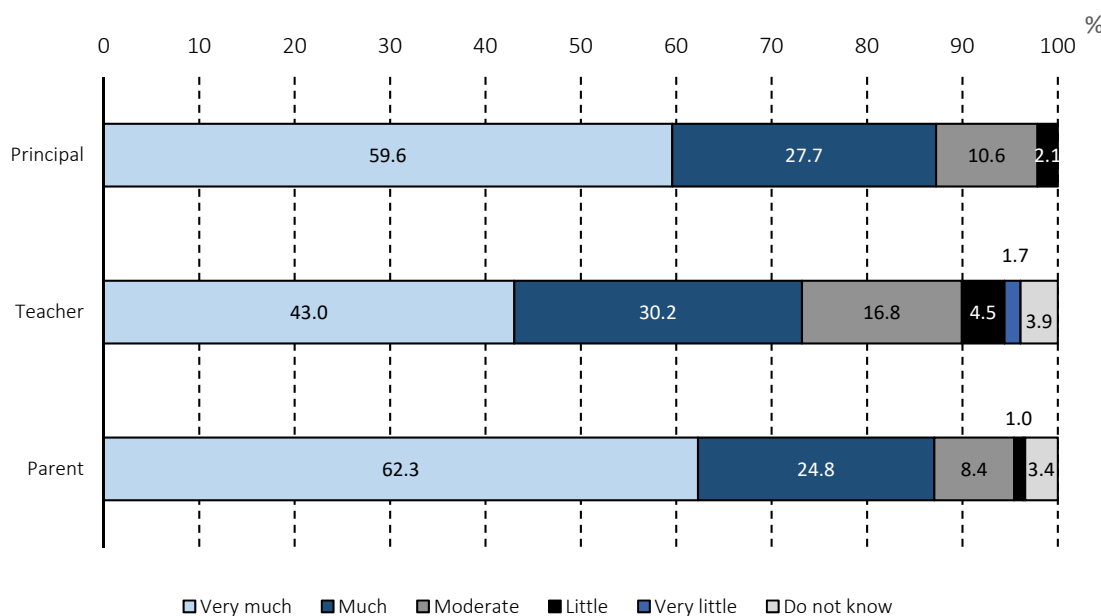
Evidence from Surveys

While the surveys did not specifically ask if individuals were satisfied with their participation in the project, some evidence can be found in responses to the surveys on quality.

Overall, all stakeholders surveyed in the treatment schools were very positive about how they thought the McGovern-Dole project improved the quality of learning in their school, with parents providing the most responses, followed by principals and then teachers (see Figure 1).

Figure 1

Perception of Surveyed Principals, Teachers and Parents on how the McGovern-Dole Project Improved the Quality of Learning in the School



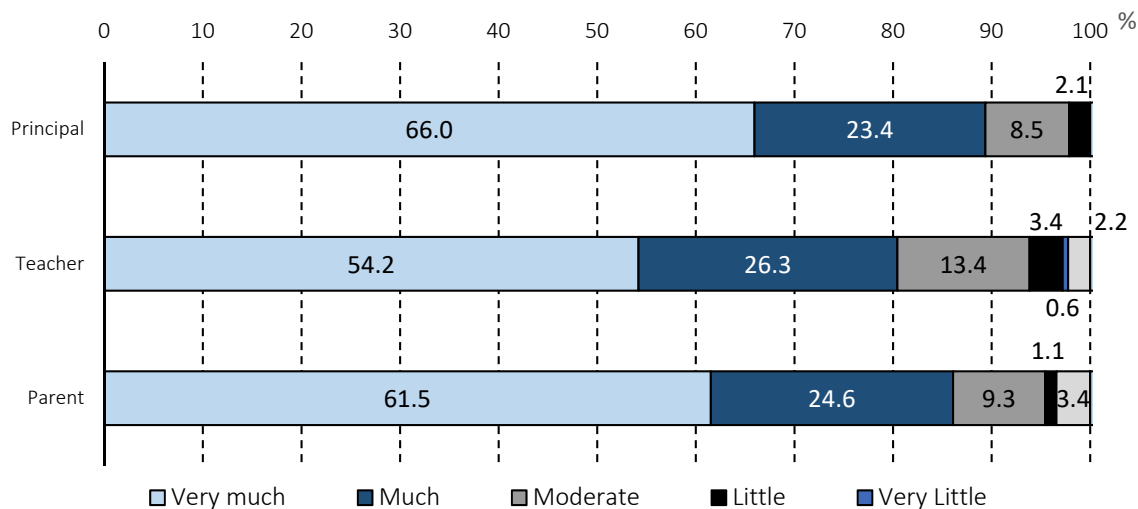
Results focusing on how the McGovern-Dole project improved the quality of health and hygiene in their school were even more positive than those for improving learning, with principals providing slightly more positive results, followed by parents and then teachers (see Figure 2).

Overall, of the parents surveyed, the largest percentage said the McGovern-Dole project had very much improved the quality of life of their family (43.8%); however, rural individuals seemed much more positive than urban individuals. Moderate percentages of individuals also said their life quality improved “much” or “moderately,” with only very small percentages stating “little” or “very little” (see Figure 3). Thus, parents generally seem to be happy with how the project has improved their family’s lives. It should be noted that for the quality questions, individuals sampled from rural schools consistently gave more positive results than those from urban schools; however, because these questions did not have associated qualitative comments, the evaluation team cannot ascertain the reason for this.

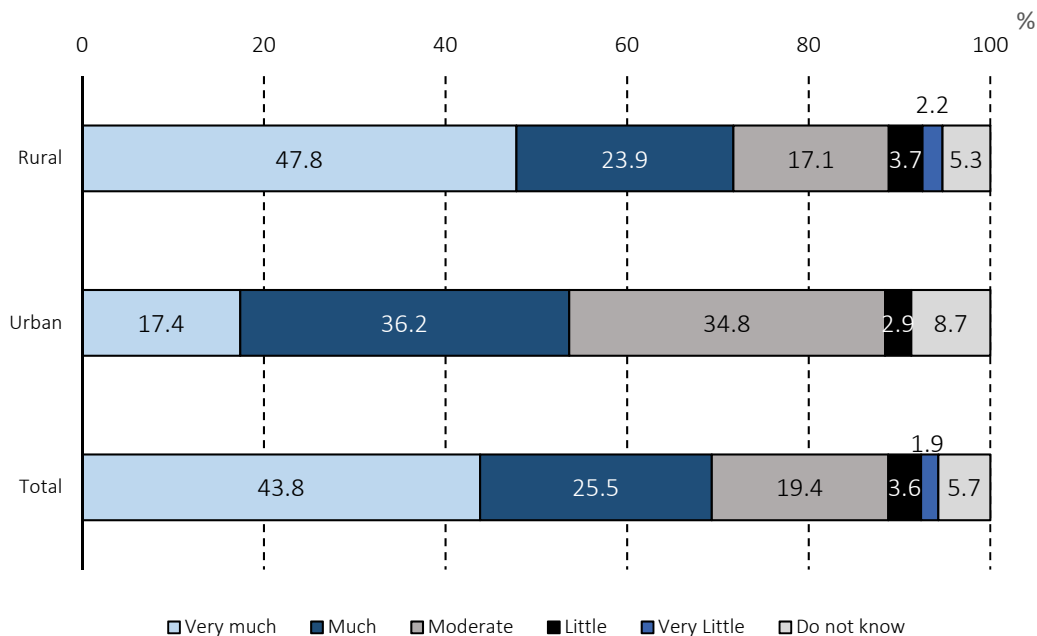
Generally, comments made by principals and teachers indicated that they were overall very satisfied with the project and its impact. Those individuals who were not satisfied with their participation in the project were teachers outside of CI and CP, who would also like to receive training.

Figure 2

Perception of Surveyed Principals, Teachers and Parents on how the McGovern-Dole Project Improved the Quality of Health and Hygiene in the School

**Figure 3**

Perception of Surveyed Parents on How the McGovern-Dole Project Improved the Quality of Life of their Family



Evidence from FGDs and Documentation

In general, the qualitative exercises have shown very positive responses by the various stakeholders to the McGovern-Dole project. Students, families, teachers and directors were all very pleased and appreciative of the project. The most important elements of the project in their view were the food/school feeding and the teacher training. The study groups in the communities (held on Wednesday afternoons) have also been very appreciated.

SILC groups are very valued by community members, although it is difficult to find a close connection between participating in SILC groups and improved learning outcomes of the project. Participants in FGDs have mentioned that participating in the SILC groups has allowed members to borrow and spend on educational materials and other education costs. Participants also referred to the SILC's direct contribution of financial resources to schools, although this seems to be anecdotal rather than verifiable. The evaluators reiterate that families are very pleased with the SILC groups, and find them very valuable.

In reviewing McGovern-Dole project documentation, the evaluation team found that SILC groups were active in all four target communes, with a total of 392 groups comprising 8,752 women and 2,210 men. Of all these group members, 25.3% applied for credit, which averaged 109.950 CFCA per request, with women requesting lower amounts than men. Most loans were made for existing income-generating activities (existing businesses or agriculture) but, on average, SILC group members invested 40.7% of the profits from SILC activities into their children's education, which is an important number to consider.

The documentation also indicates that the AMEs/APEs being very satisfied, as demonstrated by their significant contribution to the project. The AMEs/APEs have played an important liaison role between parents and communities and act as intermediaries for problem solving. The AMEs/APEs are a critical element in the school feeding program, performing a key role in the management of food items and preparation of meals. Furthermore, the AMEs play a role in ensuring children's attendance and good hygiene.

The APEs/AMEs have received considerable training from the McGovern-Dole project. Training sessions dealt with monitoring and evaluation of activities, sexually transmitted diseases and HIV/aids, monitoring of the development of activities that would assist students in retaining better what was learned in school, monitoring of the execution of micro-projects, and financial management. The AMEs also received training on nutrition and management of food items, how to prepare enriched foods, instruction about basic food groups, how to store foods, how to cook foods, and hygiene. The APEs/AMEs have demonstrated the knowledge they have acquired and put it into practice throughout the implementation of the McGovern-Dole project.

4.2 Effectiveness

This section of the report discusses whether the McGovern-Dole project achieved its expected results. It provides evidence that speaks to the overall attainment of targets, as well as the degree of achievement of specific results associated with strategic objectives to improve the literacy of school-age children and increase their use of good health and dietary practices.

4.2.1 Overall Attainment of Targets

Appendix 26 provides information that was given to the evaluation team before field work regarding the PMF for the McGovern-Dole project in Benin, as well as information that was included in the inception report regarding the tool or data sources for information, if a specific endline survey was required, who was responsible for the information, and comments.

Table 25, below, is based on the indicators supplied in the ToRs, including the list of specific indicators that needed to be addressed in the endline study.³² Examining information later provided by CRS, there have been several changes to indicators and specially to targets between the information provided in the ToRs and the USDA reporting template. These are reported directly in Table 25 or in notes found at the end of the table.

Overall, of the 50 indicators reported, the McGovern-Dole project has successfully reached its target for 25 indicators and will very likely reach the target for six additional indicators at the end of this reporting period (September 30, 2018). There are nine indicators that were close to being met but will unlikely be achieved by the end of this reporting period and nine other indicators that were rather far from being met and will unlikely be achieved. Reasons for this will be discussed below. Additionally, one indicator “McGovern-Dole illustrative: Percent of schools with soap and water at hand-washing stations commonly used by students,” was measured for the first time during the endline and does not have a target.

4.2.2 Results in Improving the Literacy of School-Age Children

It appears that the increased amount of teacher training since the MTE has had a positive effect on student EGRA scores. Even though the targets were not met, the evaluation team notes that there has been significant improvement. The target devised at the beginning of the project was much too ambitious, however.

Targets were completely met this past semester for the number of individuals benefiting directly (male and female) and indirectly from the USDA-funded McGovern-Dole intervention:

- Male direct beneficiaries included enrolled school boys (21,327); the number who have received nutrition training (607); the men who attended village general assemblies (2,112); and the male teachers/administrators who received training on new reading techniques (298), male SILC group members (individuals included above), and males who received food management committee training (individuals included above).
- Female direct beneficiaries included all enrolled school girls (20,057); the females who received nutrition training (726) in the communities; the female SILC group members (2,805); the community health workers (CHWs) and nurses who were involved in the menstrual hygiene management training (23); the female teachers/administrators trained on new reading techniques (114); and female members of groups listening to the radio broadcasts, females who received food management committee training, who were cooks, and who were members of village general assemblies (individuals included above).

³² This is based on the most up-to-date information provided to the evaluation team.

Table 25

PMF for CRS' McGovern-Dole Project in Benin, including Semester Values, the Total to Date, Baseline and Endline Values, Targets and Final Value

Result stream	Intermediate result	Expected result	Baseline (baseline value / endline value) [1]	2015		2016		2017		2018	Total to date	Endline	Target (life of project)	Final value (see legend)	Comments
				Oct 1- Mar 31	Apr 1- Sep 30	Oct 1- Mar 31	Apr 1- Sep 30	Oct 1- Mar 31	Apr 1- Sep 30	Oct 1- Mar 31					
McGovern-Dole SO 1: Improved literacy of school-age children															
65% of boy students who, by the end of two grades can read and understand the meaning of grade-level text			0.3 (non-weighted) [2]	0	0	0	0	1.2	1.2	1.2		13.0 (weighted) [3]	65	13.0	
22,621 males benefiting directly from USDA-funded interventions			0	0	4,967	22,436	25,877	25,618	28,232	24,344	24,344		22,621	24,344	
60% of girl students who, by the end of two grades, can read and understand the meaning of grade-level text			1.1 (non-weighted) [2]	0	0	0	0	1.7	1.7	1.7		12.2 (weighted) [5]	60	12.2	
22,879 females benefiting directly from USDA-funded interventions			0	0	6,421	22,237	27,201	24,385	25,257	23,725	23,725		22,879	23,725	
220,783 individuals benefiting indirectly from USDA-funded interventions			0	0	2,444	287,270	289,768	309,152	309,280	287,969	287,969		220,783	287,969	
1.1 IMPROVED QUALITY OF LITERACY INSTRUCTION	70% of teachers who devote at least an average of 45 minutes a day to literacy instruction [6]		90.5 / 91.0									50.6	70%	50.6	
	1.1.1 More consistent teacher attendance	75% average teacher attendance rate for each school and aggregated by district	92 / 93.3	0	0	92	96.7	96.7	85.15	85.15	-	94.3	95% (target increased from ToRs info)	94.3	
	1.1.2 Better access to school supplies and materials	4,230 textbooks and other teaching and learning materials provided as a result of USDA assistance	0	0	0	10,800	0	343,080	326,498	354,140	1,034,518		1,013,746 (target increased from ToRs info)	1,034,518	
	1.1.3 Improved literacy instructional materials	144 teachers using the national literacy curriculum and the related instructional materials/Changed to: Percentage of teachers using the national literacy curriculum and the related instructional materials	88.3 / 91.3	0	0	88.3	100	100	100	100	100	96.1 (CI and CP) 91.5 (principal)	95	96.1	
		1.1.4 Increased skills and knowledge of teachers	144 teachers/educators/teaching assistants trained or certified as a result of USDA assistance	0	0	0	249	0	252	0	260	260		288 (target increased)	761
			0	0	0	0	62	0	204	0	204	97.4	216	266	

Table 25

PMF for CRS' McGovern-Dole Project in Benin, including Semester Values, the Total to Date, Baseline and Endline Values, Targets and Final Value

Result stream	Intermediate result	Expected result	Baseline (baseline value / endline value) [1]	2015		2016		2017		2018	Total to date	Endline	Target (life of project)	Final value (see legend)	Comments
				Oct 1- Mar 31	Apr 1- Sep 30	Oct 1- Mar 31	Apr 1- Sep 30	Oct 1- Mar 31	Apr 1- Sep 30	Oct 1- Mar 31					
		144 teachers in target schools who demonstrate use of new and quality teaching techniques or tools										(CI and CP)	(target increased)		
	1.1.5 Increased skills and knowledge of school administrators	144 school administrators or officials trained or certified as a result of USDA assistance	0	0	0	145	0	155	0	152	155		144	452	
		106 school administrators in targeted schools who demonstrate use of new techniques or tools	0	0	0	0	73	0	56	0	73	91.5	106	129	
1.2 IMPROVED ATTENTIVENESS	75% of students in target schools who are identified as attentive during class/instruction		65.79 [7] / 69.54	0	0	65.79	65.79	80.9	80.9	80.9	-	65.9	75	65.9	
	1.2.1 Reduced short-term hunger	Less than 20% of parents in target schools indicate that their children were "hungry" during the school day	55 /47	0	0	55	55	12.09	12.09	12.09	-	7.1	20	7.1	
	1.2.1.1 Increased access to food (school feeding)	95% of students in target schools consuming daily meals at school	0	0	0	97.46	98.61	97.88	-	98.3	98.3		95	98.3	
		22,268 boy students receiving daily school meals (breakfast, snack, lunch) as a result of USDA assistance	0	0	0	20,674	20,464	23,153	21,267	20,935	23,153		22,268	20,935	
		21,536 girl students receiving daily school meals (breakfast, snack, lunch) as a result of USDA assistance	0	0	0	19,083	19,785	20,140	19,913	19,739	20,140		21,536	19,739	

Table 25

PMF for CRS' McGovern-Dole Project in Benin, including Semester Values, the Total to Date, Baseline and Endline Values, Targets and Final Value

Result stream	Intermediate result	Expected result	Baseline (baseline value / endline value) [1]	2015		2016		2017		2018	Total to date	Endline	Target (life of project)	Final value (see legend)	Comments
				Oct 1- Mar 31	Apr 1- Sep 30	Oct 1- Mar 31	Apr 1- Sep 30	Oct 1- Mar 31	Apr 1- Sep 30	Oct 1- Mar 31					
		18,756,998 daily school meals (breakfast, snack, lunch) provided to school-age children as a result of USDA assistance	0	0	0	3,280,048	1,868,453	3,495,091	1,667,000	2,566,394	12,876,986		18,756,998	12,876,986	
		80,703 take-home rations provided as a result of USDA assistance	0	0	0	28,708	20,303	29,561	19,640	18,619	98,212		80,703	98,212	
		13,884 girls receiving take-home rations as a result of USDA assistance	0	0	0	7,750	7,393	8,405	8,623	7,936	40,107		13,884	7,936	
		13,017 boys receiving take-home rations as a result of USDA assistance	0	0	0	7,154	8,010	7,486	8,974	7,646	39,270		13,017	7,646	
1.3 IMPROVED STUDENT ATTENDANCE	19,607 boy students regularly (80%) attending USDA-supported classrooms/schools 80% attendance during normal school operating hours during the school year		18,893	0	18,893	18,893	20,199	20,199	22,444	0	22,444		19,607	22,444	
	19,069 female students regularly (80%) attending USDA-supported classrooms/schools 80% attendance during normal school operating hours during the school year		18,589	0	18,589	18,589	19,216	19,216	20,692	0	20,692		19,069	20,692	
	1.3.2 Reduced health-related absences	2% of students who report a decrease in health-related absences	5 / 6.8	0	0	5	5	7.4	7.4	7.4	-	6.6 [8]	2	6.6	
	1.3.3 Improved school infrastructure	144 school kitchens rehabilitated/ constructed as a result of USDA assistance	0	0	0	67	50	3	0	0	120		144	120	
		252 cabins rehabilitated/ constructed as a result of USDA assistance											252		Removed or cabins refers to latrines
		144 storerooms rehabilitated/ constructed as a result of USDA assistance	0	0	0	137	1	0	0	0	138		144	138	

Table 25

PMF for CRS' McGovern-Dole Project in Benin, including Semester Values, the Total to Date, Baseline and Endline Values, Targets and Final Value

Result stream	Intermediate result	Expected result	Baseline (baseline value / endline value) [1]	2015		2016		2017		2018	Total to date	Endline	Target (life of project)	Final value (see legend)	Comments
				Oct 1- Mar 31	Apr 1- Sep 30	Oct 1- Mar 31	Apr 1- Sep 30	Oct 1- Mar 31	Apr 1- Sep 30	Oct 1- Mar 31					
		141 latrines rehabilitated/ constructed as a result of USDA assistance	0	0	0	0	52	62	0	0	114		252	114	
		144 wells and water stations/systems rehabilitated/ constructed as a result of USDA assistance	0	0	0	34	110	0	0	0	144		144	144	Likely refers primarily to hand-washing stations
	1.3.4 Increased student enrollment	21,536 girls enrolled in schools with USDA assistance	19,002	0	0	19,019	19,871	21,167	21,388	20,057	21,388		21,536	21,388	Will use the reporting period before the strike
		22,268 boys enrolled in schools with USDA assistance	19,694	0	0	20,498	20,944	23,064	23,288	2,1327	23,288		22,268	23,288	Will use the reporting period before the strike
	1.3.5 Increased community understanding of benefits of education	60% of parents in target communities who can name at least three benefits of primary education	31.8 / 40.4	0	0	31.8	31.8	5.4	0	0		55.3	60	55.3	
1.4 FOUNDATIONAL RESULTS	1.4.1 Increased capacity of government institutions	Students in 144 schools assessed using Early Grade Reading Assessment tool	0	0	0	264	267	0	262	0	267		288	262	EGRA testing has occurred numerous times. Not all schools have CI and CP classes.
	1.4.4 Increased engagement of local organizations and community groups	22,268 male social assistance beneficiaries participating in productive safety nets as a result of USDA assistance	0	0	0	20,674	20,464	23,153	21,267	20,935	23,153		22,268	20,935	Refers to boys receiving meals
		21,536 female social assistance beneficiaries participating in productive safety nets as a result of USDA assistance	0	0	0	19,083	19,785	20,140	19,913	19,739	20,140		21,536	19,739	Refers to girls receiving meals

Table 25

PMF for CRS' McGovern-Dole Project in Benin, including Semester Values, the Total to Date, Baseline and Endline Values, Targets and Final Value






Result stream	Intermediate result	Expected result	Baseline (baseline value / endline value) [1]	2015		2016		2017		2018	Total to date	Endline	Target (life of project)	Final value (see legend)	Comments
				Oct 1- Mar 31	Apr 1- Sep 30	Oct 1- Mar 31	Apr 1- Sep 30	Oct 1- Mar 31	Apr 1- Sep 30	Oct 1- Mar 31					
		97 parent-teacher associations (PTAs) or similar "school" governance structures supported as a result of USDA assistance	0	0	0	97	97	97	97	97	97		97	97	
		100% of schools in target communities with active PTAs or similar "school" governance structures	92.4 / 95.7 (92.2 extrapolated by strata)	0	100	100	32	32	76	-	76	97.8	100	76	
McGovern-Dole SO 2: Increased use of health and dietary practices															
95% of students in schools receiving USDA assistance receiving a minimum acceptable diet			67 / 66.8	0	0	67	89.09	89.09	98	98	-	73.7	85 (target has been reduced)	73.7	
2.1 IMPROVED KNOWLEDGE OF HEALTH AND HYGIENE PRACTICES		40% of parents in target schools who achieve a passing score on a test of good health and hygiene practices	10.09	0	10.09	10.09	10.09	10.09	8.4	8.4	-		40	8.4	
		50% of students in target schools who achieve a passing score on a test of good health and hygiene practices	3.02	0	0	3.02	3.02	3.02	6.7	6.7	-		50	6.7	
2.2 INCREASED KNOWLEDGE OF SAFE FOOD PREP AND STORAGE PRACTICES		100% of food preparers at target schools who achieve a passing score on a test of safe food preparation and storage	N.A.	0	0	50.1	62.66	62.66	92.9	80.08	-		100	80.1	
2.3 INCREASED KNOWLEDGE OF NUTRITION		4 female teachers trained in child health and nutrition as a result of USDA assistance (school gardens)	0	0	0	0	9	11	0	0	20		4	20	
		21 male teachers trained in child health and nutrition as a result of USDA assistance (school gardens)	0	0	0	0	31	74	0	0	105		21	105	

Table 25

PMF for CRS' McGovern-Dole Project in Benin, including Semester Values, the Total to Date, Baseline and Endline Values, Targets and Final Value

Result stream	Intermediate result	Expected result	Baseline (baseline value / endline value) [1]	2015		2016		2017		2018	Total to date	Endline	Target (life of project)	Final value (see legend)	Comments
				Oct 1- Mar 31	Apr 1- Sep 30	Oct 1- Mar 31	Apr 1- Sep 30	Oct 1- Mar 31	Apr 1- Sep 30	Oct 1- Mar 31					
2.4 INCREASED ACCESS TO CLEAN WATER AND SANITATION SERVICES		100% of schools using an improved water source/ changed to 87 schools using an improved water source	0	0	0	73	73	73	7	0	80		87	80	
		144 schools with improved sanitation facilities (latrines)	0	0	0	102	12	7	0	0	121		144	121	
2.6 INCREASED ACCESS TO REQUISITE FOOD PREP AND STORAGE TOOLS AND EQUIPMENT		144 target schools with improved food preparation and storage equipment	0	0	0	144	0	0	0	0	144		144	144	
2.7 FOUNDATIONAL RESULTS	2.7.1 Increased capacity of government institutions	4 government staff in relevant ministries/offices implicated in canteen/commodity management training	0	0	0	1	4	0	1	0	6 [9]		4	6	
	2.7.4 Increased engagement of local organizations and community groups	71 nutrition or health initiatives or activities pursued in partnership between government and local community groups	0	0	0	0	0	0	16	12	28		71	28	
McGovern-Dole illustrative: Percent of schools with soap and water at hand-washing stations commonly used by students [10]												64.6	No target	64.6	
Average number of students per hand-washing station at USDA-supported schools			6,330	0	0	194	46	50	50	50			50	50	

Legend:

 Target reached	 Target should be reached at final reporting period	 Fairly close to reaching target, but unlikely to be reached at final reporting period	 Far from reaching target, unlikely to be reached at final reporting period	 Inappropriate target. Far from reaching target, unlikely to be reached at final reporting period
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Notes:

1. Baseline indicator values have been re-calculated using the same method and weighting or non-weighting as used in the endline. However, both the baseline calculated indicator value and the endline calculated indicator value are included.
2. Weighted values for the baseline data are not available, as classroom size was not available for 12 schools. It was decided to report non-weighted data, rather than deleted data point.
3. Non-weighted value is 14.0% for boys.
4. For the indicators that have "double-counted" this refers to the fact that the total indicator value should really refer to value obtained during the last reporting semester. For example, for the indicator "22,621 males benefiting directly from USDA-funded interventions" the total to date would better read

5. Non-weighted value is 12.5% for girls.
6. This indicator seems to have been removed from the USDA reporting template Excel spreadsheet.
7. This was reported in the baseline report as 74.0%.
8. This indicator value is calculated as in the baseline as number of absences due to illness divided by all students; however, the actual indicator value (35.9%) calls for as number of absences due to illness divided by all absences.
9. This number is from the document review and could not be confirmed with government officials.
10. To be considered a "yes," 50% or more of hand-washing stations must have soap and water in each school and the enumerator must provide the answer "yes, very much" to whether there is evidence that students are using the stations.

"24,344" rather than "131,474," which is derived from adding all semesters together. There is double-counting because each semester many of the same students would be counted as enrolled and receiving feeding services from the canteen.

Improved Quality of Literacy Instruction

Regarding the target of 70% of teachers who devote at least an average of 45 minutes a day to literacy instruction, the baseline found that 91.0% of teachers devoted at least an average of 45 minutes a day to literacy instruction; however, the endline study found this number has decreased and that only 50.6% of teachers devoted at least an average of 45 minutes a day to literacy. In the surveys, treatment group principals reported that 86.4% of CI and 86.7% of CP teachers devoted at least an average of 45 minutes a day to literacy instruction, which does surpass the target. Daily sessions reported by teachers for literacy instruction were often 45 minutes or more; however, it was the number of sessions per week that usually led the value to being less than 225 minutes.³³ It was not asked in the baseline how many sessions a week the teachers performed literacy instructions and thus the baseline values may have been greatly overestimated.

Regarding the target of 75% average teacher attendance rate for each school and aggregated by district (target appears to have been adjusted to 95%), from examining data collected by CRS it appears that average teacher attendance had decreased over the project, starting at over 90% attendance and dropping to around 85% at endline. However, 94.3% attendance was reported by principals during the endline evaluation, meaning that the target of 95% was very close to being met. The McGovern-Dole project had planned to reduce teacher absenteeism by constructing housing, but this has not been yet accomplished. Thus, it is unclear how the project would have had any impact on this indicator. It should be noted that CRS has requested for a no-cost extension to the project to allow them to build the teacher accommodation and other infrastructure work as per the project agreement.

The original target of providing 4,230 textbooks and other teaching and learning materials (numbers in the ToRs) was reached in the third semester of the project. Subsequently it appears that the target was increased to 1,013,746 textbooks and other teaching and learning materials, and impressively this was also surpassed at 1,034,518. It is thus interesting to note that numerous treatment school teachers and principals still noted the lack of French textbooks and activity books, even in the CI and CP classes.

Originally, the target was for 144 teachers to use the national literacy curriculum and its related instructional materials—this was changed to the percentage (target of 100% in one document; target of 95% in previous biannual report) of teachers using the national literacy curriculum and the related instructional materials. Although CRS itself reports that 100% of teachers are using the national literacy curriculum and the related instructional materials, the endline found that 96.1% of CI and CP treatment school teachers (92.7% of all teachers) reported using them. Similar percentages were also found in the principal survey—principals were asked if their school followed the national curriculum (reading and writing) and used related teaching materials and 91.5% of treatment survey respondents stated yes (8.5% no). Thus, the target of 95% has been met, but it is unlikely that 100% of teachers are using the national curriculum as reported by CRS internally.

It appears that targets for training and teachers using the skills and knowledge learned have been met and will be greatly surpassed if CRS continues to implement training this semester. For example:

- WEI implemented a training of trainers, following which the training of teachers of CI (first grade) and CP (second grade) classes and their directors was organized in November 2017. The general objective of this training was to equip teachers of CI/CP classes and their principals with

³³ Consultants were informed during the pre-test of tools that a question should be added regarding the number of sessions teachers teach each week, as some taught sessions each day and others twice a week.

knowledge of the pedagogical principles of teaching, learning, and assessment of reading and writing.

- WEI also implemented other types of teacher capacity building. These were the community of practice, which was a forum of exchange of experiences and pedagogical practices between teachers who taught the same class, under the guidance of a pedagogical advisor or head of pedagogical unit; and strengthening classes with school children in CP classes on Wednesday evenings.

Endline results showed 97.4% CI and CP teachers in target schools demonstrated the use of new and quality teaching techniques or tools. Similarly, the targets for increased skills and knowledge of school administrators have been met and will be greatly surpassed if CRS implements any other training this semester. Endline results showed that 91.5% (94.5% extrapolated by strata) of school administrators in target schools demonstrated the use of new and quality teaching techniques or tools

Improved Attentiveness

The target was 75% of students in target schools being identified as attentive during class/instruction. The value at baseline was 69.5% and rose to 80.9% at mid-term; however, the MTE consultants used a different method of measuring attentiveness.³⁴ The endline value of 65.9% (using the same method as the baseline), shows that there has not been much change in attentiveness and, in fact, there was a slight decrease. This could be, in part, because of the large sizes of those classes observed, a factor which would decrease attentiveness even if the children were well fed. Detailed evidence from classroom observation analyses is supplied in Box 1, below.

Box 1

Evidence from Classroom Observation Analyses

The evaluation conducted a specific analysis of performance (attendance, attentiveness, and result) of school children who received THRs compared to other children who did not. To this end, it used the same methodology as the baseline to assess attentiveness, with the exception that the evaluators always attempted to sample equal ratios of boys and girls in each class. Several factors—including class size, whether the student eats school meals, and whether the student receives THRs—were evaluated using binary logistic regressions to assess their impact on student attentiveness. These factors were measured on a “by student” basis.

Based on classroom observations, and looking at all schools combined, the variable class size has a significantly negative coefficient ($z=-3.231$, $p=0.001$), indicating that the probability of a student being attentive decreases with the size of the class. In other words, the greater the overcrowding in a class, the less likely students are to be attentive. Interestingly, if treatment schools are examined alone the effect is not significant ($z=-1.503$, $p=0.133$) and if control schools are examined alone the effect is significant ($z=-2.030$, $p=0.042$). Considering that the average size of observed treatment school classrooms is 43.1 students (minimum=13; maximum=153) [see note] compared to 27.6 students (minimum=3; maximum=64) in observed control schools, it appears that the threshold where classroom overcrowding affects attentiveness has already been surpassed in the many of the treatment schools, but not yet in control schools.

³⁴ Unfortunately, the tool was not provided in the MTE report, thus details on how the tool differed cannot be discussed.

Box 1**Evidence from Classroom Observation Analyses**

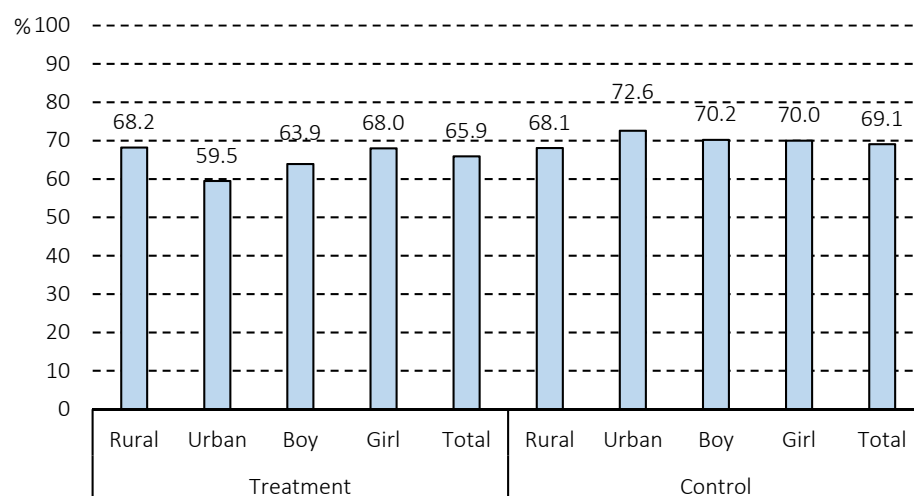
In treatment schools, the vast majority of students were reported to have eaten school meals (860 “yes” and 40 “no”). However, eating appeared to have a significantly positive coefficient ($z=3.012$, $p=0.002$), indicating that students in treatment schools were more likely to be attentive when they ate. In contrast, in control schools, the vast majority of students were reported not to have eaten school meals (27 “yes” and 836 “no”) and eating did not appear to have a significant effect on student attentiveness ($z=-1.76$, $p=0.078$). Examining all schools together, there is a relatively even distribution between the population of students who eat and do not eat (50.3% and 49.7%). In particular, this equal distribution is noticeable on the one hand between the attentive pupils who eat and who do not eat (34.8% and 35.6%) and on the other hand between the non-attentive pupils who eat and who do not eat (15.5% and 14.1%), ultimately leading to a non-significant effect of eating school meals on student attentiveness ($z=-1.135$, $p=0.256$). It should be noted that control school students, although not directly receiving “school meals,” may have eaten on their own throughout the day.

In treatment schools, a total of 482 students (53.6%) observed for attentiveness reported receiving a THR and 418 students (46.4%) reported not receiving a THR. In treatment schools, receiving the THR had a significant effect on attentiveness, with those receiving the THR being more likely to be attentive ($z=2.335$, $p=0.019$) than those who did not receive such a ration. Only three students (total of 863 students) reported receiving a THR in control schools, thus it is not appropriate to make comparison between those who did and those who did not.

In general, observed students from treatment schools were somewhat less attentive (65.9%), than students from control schools (69.1%). Boys were slightly less attentive in treatment classrooms than girls, but the opposite was true in control schools. Also, in treatment schools, students in urban schools were less attentive than those in rural schools, but the opposite was true in control schools (see Figure 4).

Figure 4

Percentages of Students Observed for Attentiveness (Weighted) who were ‘Considered to be Attentive,’ from Treatment and Control Schools and Disaggregated by Gender and Rural/Urban School Designation



Note: This is for the schools sampled. The sample method (probability proportional to size) used to select schools in the baseline means the probability of selecting a unit is positively proportional to its size. Thus, larger schools were likely sampled. Many smaller McGovern-Dole schools may not have this issue of overcrowding.

One of the goals of the McGovern-Dole project was for less than 20% of parents in target schools to indicate that their children were “hungry” during the school day. At the baseline, 47% (baseline calculation: 55%) of parents indicated that their child was hungry; this dropped to 12.1% at the mid-term, and again at the endline to 7.1%. This is a significant change since the baseline, indicating that the presence of canteens in the schools has significantly affected this variable.

CRS estimates that 98.3% of students in target schools are consuming daily meals at school, thus surpassing the target of 95%. The endline also confirms that on average more than 95% of children are consuming daily meals at school. The strike did not affect this indicator because CRS considers the maximum number of school children who have eaten at least once in the semester. However, the actual number of meals provided per semester to both boys and girls is somewhat below the target, and the overall number of meals to be provided over the life of the project is significantly below the original target (69% of the life-of-project target).

Overall, a total of 98,212 THRs have been provided because of USDA assistance, which surpasses the target of 80,703. Progress equals the total number of THRs provided to students of grades 4 to 6 who met the attendance rate requirement (>95%), plus the number of monthly food for work (FFW) rations provided to cooks. During this past semester, the FFW rations were distributed every month, but the THRs were distributed only once because of the strike. In contrast, the number of boys and girls receiving THRs because of USDA assistance each semester was consistently below the target.

Improved Student Attendance

The target of 80% for the number of students (male and female) regularly attending USDA-supported classrooms/schools was met in 2017 and will likely be reached in 2018, if school populations did not decrease too significantly.

CRS developed a target of 2% of students who report a decrease in health-related absences. Health-related absences were 6.8% (reported in the baseline report as 5%), 7.4% at mid-term and 6.6% at endline.³⁵ This target would be difficult to meet because of the already low baseline value and the issue that 60% of reported child illnesses in May 2018 were due to malaria. Because good hygiene and nutrition will not decrease the incidence of malaria, this indicator is not effectively measuring the results that are due to the McGovern-Dole project.

In terms of improved school infrastructure, some targets have not yet been met. However, plans are in place to meet the targets for kitchens and latrines (at the moment less than 50% of latrines have been constructed) before September 30, 2018. The strike did cause some delays in these activities not having been completed earlier in the year.

Targets have been met for storerooms (138 rehabilitated/constructed, 6 schools did not need this done) and wells and water stations/systems rehabilitated/constructed (refers to hand-washing stations or tippy taps). However, it should be noted that the endline study found that one school now does not have a tippy tap apparatus present at the school. Also, enumerators found 95.7% of schools had storerooms; however, there is the possibility that in the two instances where the enumerator reported no storeroom they did not make the tour of the school with the principal or a teacher and storerooms were therefore

³⁵ All of these values utilized the equation for calculation used at the baseline, which was not the correct calculation, but is being used for comparability.

difficult for them to find. The consultants believe this was an oversight on the part of the enumerators and that CRS records showing all schools having a storeroom are correct.

Using semester values before the strike, targets for increased school enrollment of boys had been met and almost met for girls. The collection of data by CRS on school children enrolled took place from December 2017 to January 2018. This past semester, due to the strike, the number of children enrolled in the school year 2017-2018 decreased, which is not usual for the project. This could be explained by the fact that some parents who would have registered their children in January after the end of the harvest would not have done so because of the strike that began in mid-January. Also, one school reported a decrease in enrollment due to flooding in the Malanville area. The last semester figures represent 93.1% of the life-of-project target (female) and 95.8% of the life-of-project target (male). However, endline school population values reported by principals indicate that enrollment may have been less than even those values collected in December 2017-January 2018.

At the baseline 40.4% of parents in target communities could name at least three benefits of primary education;³⁶ however, this decreased at the mid-term to 5.4%—a huge decrease most likely resulting from the way that the question was asked in the survey. During the endline, 55.3% of parents in target communities could name at least three benefits of primary education, which was very close to the target of 60% and a significant improvement. There is a chance this target will be reached by the end of the project if radio messages and other interventions are still occurring. Detailed evidence from the parent survey is supplied in Box 2, below.

Box 2

Evidence from the Parent Survey

Parents were first asked “Do you consider that the time your children spend in school is worthwhile?” This was slightly different from the question asked in the baseline, “Do you consider your children’s education important?” In the baseline, the parent needed to answer “yes” to then be allowed to provide reasons as to why; however, in the endline all parents were asked “Why do you consider your children’s education important?” [see note]. Overall, surveyed parents from treatment schools considered the time their children spend in school worthwhile (88.4%), slightly more so than parents from control schools (82.7%). Those individuals in urban areas considered the time their children spend in school worthwhile slightly more often than those from rural areas (see Figure 5).

Taken as a whole, surveyed parents from treatment schools could name three or more benefits of primary education (55.3%), more often than parents from control schools (38.4%) ($X^2=28.6$, $df=1$, $p<0.01$). Generally, fathers could name three or more benefits of primary education slightly more often than mothers (see Figure 6). Most commonly, surveyed parents reported that primary education would help their children find a job, give them a better life and allow their children to care for their parents. The only category that was reported more often by surveyed control school parents was that primary education would allow their children to care for them (see Table 26).

³⁶ Based on baseline calculations, 38.8% of parents (male: 46.6%, female: 26.0%) could name at least three benefits of education in the intervention areas and 46.7% (male: 48.3%, female: 41.4%) in the control areas.

Box 2

Evidence from the Parent Survey

Figure 5
Percentages of Surveyed Parents who Consider the Time their Children Spend in School is Worthwhile in Treatment and Control Schools and Disaggregated by Gender and Rural/Urban School Designation

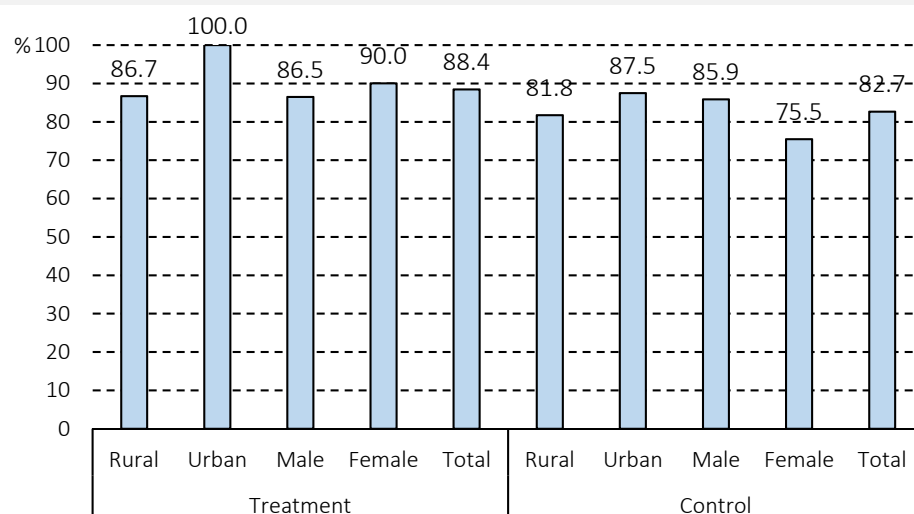
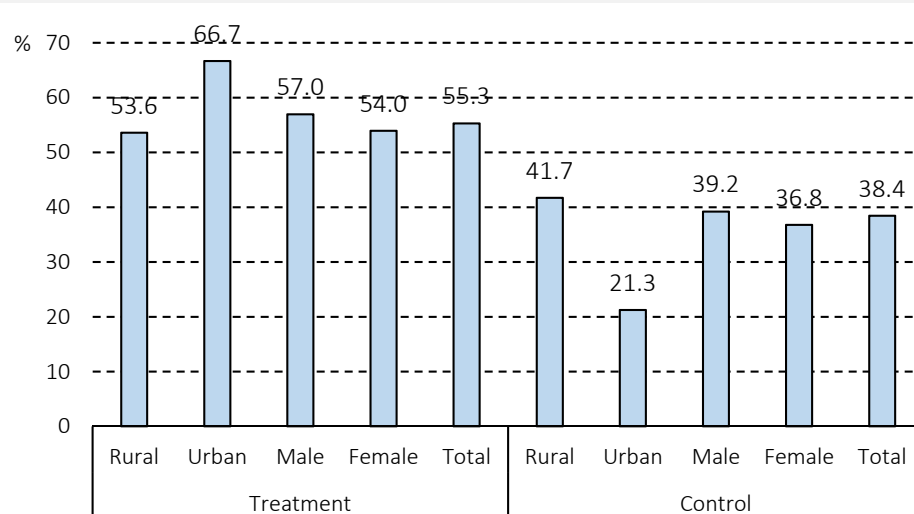


Figure 6
Percentages of Surveyed Parents who Could Name Three or More Benefits of Primary Education from Treatment and Control Schools and Disaggregated by Gender and Rural/Urban School Designation



As part of the McGovern-Dole project, CRS and WEI promoted a series of radio messages in favor of education. Parents were asked “Have you heard the radio messages promoted by McGovern-Dole (CRS, WEI) in favor of education?” Overall, a total of 75.0% of surveyed parents from treatment schools (rural: 76.0%, urban: 68.1%) stated that they had heard these radio messages, compared to only 30.7% from control schools (rural: 29.9%, urban: 35.0%).

Box 2**Evidence from the Parent Survey**

However, the fact that 30.7% of parents from control schools indicated that they had heard these radio messages means that there could be some contamination for the above indicator naming the benefits of education. Also, when asked if these radio messages had changed their opinion about education, a striking 98.3% (354 of 360) of surveyed treatment school parents and 92.7% (127 of 137) of control school parents said “yes.” Of those treatment parents who heard a radio message, 57.3% could name three benefits of education compared to 46.9% who had not heard a radio message. Similarly, of those control parents who heard a radio message, 51.3% could name three benefits of education compared to 33.7% who had not heard a radio message ($\chi^2=40.9$, $df=3$, $p<0.01$).

Table 26

Number and Percentage of Responses Regarding the Benefits of Primary Education by Surveyed Parents in Treatment and Control Schools

Benefit	Treatment		Control	
	Number	%	Number	%
Job	362	68.6	307	61.2
Care parents	261	49.4	262	52.2
Better job	162	30.7	92	18.3
Better life	326	61.7	286	57.0
Better society	90	17.0	49	9.8
Social status	59	11.2	52	10.4
Do not know	5	0.9	1	0.2
Other	37	7.0	35	7.0
Total	528	100.0	502	100.0

Note: Even if a parent did not consider the time their children spend in school to be worthwhile, they could still often provide reasons (although typically less than three) why their child’s education was important.

Foundational Results

The target of students in 144 schools assessed using the EGRA tool was achieved, as CRS reports having assessed students annually in all McGovern-Dole schools. Additional classrooms were assessed during the endline evaluation and the evaluation team believes that WEI was also doing EGRA testing in May-June 2018.

CRS met the target of 97 PTAs³⁷ or similar “school” governance structures supported as a result of USDA assistance early on in project implementation. Activity in targeted communities³⁸ included such things as listening sessions, support to organizing village assemblies, support to conducting a census of school-age children, the provision of subsidies for the construction of various infrastructures, and follow-up sessions with parents who had not enrolled their children.

³⁷ These 97 PTAs covered the 144 schools under the project, as per WEI information.

³⁸ It is not clear if several schools can be in a “targeted community.” If “targeted community” refers to schools, the evaluation team is not sure why the number 97 was selected and not all 144 schools.

Subsequently, the next target is 100% of schools in target communities with active PTAs or similar “school” governance structures. According to the McGovern-Dole project performance monitoring plan (PMP), this indicator is collected once a year. It will be done this current semester through a rapid organizational assessment (ROA) of the AMEs. The last ROA of the AMEs that WEI organized revealed that 74 out of the 97 AMEs, or 76%, could be considered as active during the reporting period, as per the definition in the PMP (organize meetings and have meeting minutes). With the strike and its implications, it may be difficult for this target to be met. However, principals surveyed in the endline also indicated that all schools have PTAs and that they would consider 98.6%³⁹ active or moderately active and 93.6% of AMEs active or moderately active.⁴⁰

4.2.3 Results Increasing the Use of Health and Dietary Practices

McGovern-Dole developed a target of 85% of school-age children receiving a minimum acceptable diet. The baseline found 67% of children receiving a minimum acceptable diet and the mid-term 89.1%, and CRS reported during the March-October 2017 semester that this rose to 98% (although it is not indicated how this was assessed). The endline found that 73.7% of school-age children were receiving a minimum acceptable diet. Thus, the values found at the endline have increased since the baseline, but nowhere near as much as what CRS reported during 2017. It should be noted that 10.7% of treatment school children had only eaten one or two times in the day and that the canteen meal is only one meal per day.

Improved Knowledge of Health and Hygiene Practices

The percentage of parents in target schools who achieved a passing score on a test of good health and hygiene practices was 10.1% at baseline and 8.4% in June 2017, whereas the percentage of students in target schools who achieved a passing score on a test of good health and hygiene practices was 3.0% at baseline and 6.7% in June 2017. Targets are 40% and 50%.

According to the PMP, this indicator is to be collected annually and this data will be collected during this semester. A refresher training of the WASH-friendly clubs (including students’ parents) was done in November 2017, during which each club developed its action plan. However, the strike situation did not allow for any implementation and monitoring of these plans. When schools reopened, the project planned to intensify its support and accompaniment of the clubs. It was also planned to train the clubs on animation/sensitization techniques.

Based on the above, it is unlikely that CRS will reach these targets, and it is also uncertain if this intensive learning will be sustainable and long-term.

Increased Knowledge of Safe Food Preparation and Storage Practices

In April 2018 it was reported that 80.1% of food preparers at target schools achieved a passing score on a test of safe food preparation and storage, falling somewhat short of the 100% target.

This information was collected through February and March 2018 during the refresher training post-test. The number of participants in this training was 494 cooks, but only 472 participated in the test. The percentage who passed decreased compared to the previous semester (92.9%). Some new cooks had joined the group, but this only partially explains the decrease. CRS decided that a more thorough analysis

³⁹ Extrapolated values by strata: 141 APEs active and 134 AMEs active.

⁴⁰ It is not clear if CRS is now solely focusing on AMEs or if APEs are still relevant.

was necessary, and this was to be undertaken in May 2018 to understand the reduced achievement of a passing score, which will then be addressed through specific on-site support activities.

Increased Knowledge of Nutrition

Twenty females and 105 males were trained in child health and nutrition as a result of USDA assistance, greatly surpassing the targets of 4 and 21, respectively. This indicator included both the creation of school gardens and the training of teachers in nutrition and child health, along with gardening techniques.

Increased Access to Clean Water and Sanitation Services

The target of 87 schools using an improved water source is close to being met, as 80 schools now have such water sources and plans are in place for the final seven. During last semester, the installation of tanks for the 47 schools of Kandi and Gogounou was completed. Final acceptance took place in April 2018. In addition, preparations were finalized for the hydrogeological study to form the basis for site selection for the seven remaining boreholes. The project also informed local government and contracted technical services for these upcoming activities to be carried out by CRS as part of the improved water source supply in the communities.

Overall, the goal is for 144 schools to have improved sanitation facilities. Currently, CRS reports that 121 schools have adequate latrines at this stage of the project. During the last semester, preparatory activities, such as signing contracts, paying first installments and recruiting the two engineers, were done. The CRS Global Technical Adviser for Shelter and Settlement was present to support the project team for the construction (reviewing the designs) of latrines in November 2017 and again in January-February 2018. The rest of the latrines are launched and will be completed during this semester.

Confirming the above results, the environmental observation tool used in the endline found 102 schools (extrapolated value; however, 73.8% of survey schools) to have a water system, and 130 schools (extrapolated value; however, 95.7% of survey schools) to have latrines. However, it should be noted that both principals and teachers reported slightly lower values of “functional” latrines. Many girl students also mentioned that the toilets were very dirty and unpleasant to use.

Increased Access to Requisite Food Preparation and Storage Tools and Equipment

All project schools received their equipment at the beginning of fiscal year 2016, meeting the target for schools receiving improved food preparation and storage equipment.

Foundational Results

According to the document review, six government staff in relevant ministries/offices have been involved in canteen/commodity management training, surpassing the target of four. The evaluation team could not confirm this information with government officials.

Overall, 28 nutrition or health initiatives or activities have been pursued in partnership between government and local community groups, which is still a long way from reaching the target of 71. During the last semester, 12 initiatives related to health, hygiene and nutrition were supported by CRS: World Hand-Washing Day, International Cooking Day, and African School Feeding Day in the four intervention areas of the project. CRS supported these community initiatives by presenting their experience on the topic or by reflecting together with the participants to assess potential challenges. These days were also

an opportunity to communicate on good hygiene and sanitation practices and to advocate for more parent and community support. The McGovern-Dole project advocated for town councils to support parents by contributing to school canteen activities. The Prefect of Alibiori Department, the highest authority in the department, proposed that a budget line be included in town council budgets to support school canteens.

McGovern-Dole Illustrative

The endline study assessed the percentage of schools with soap and water at hand-washing stations commonly used by students, and it was found 64.6% of schools had soap and water at most hand-washing stations and that students were commonly using them.

4.2.4 Evidence from FGDs

Overall, the qualitative evidence from participants in FGDs confirms that inputs of the McGovern-Dole project are perceived as mutually reinforcing and constructive, although the FGDs did not provide much by way of concrete examples. The teacher training and regular Saturday meetings, the student reading groups meeting on Wednesday afternoons, and the distribution of reading materials were viewed very positively by the majority of FGD respondents, as were the school meals, infrastructure improvements and awareness-raising of the parents. Capacity building, and especially the school canteen elements, have been a clear driving force for the mobilization of the parent associations.

Broadly, and more so than indicated by the statistics, there was a feeling that the objectives regarding access and learning are being achieved by the project although, again, there was a certain vagueness as to the specifics. Comments such as the following were indicative of most:

“The impact has been positive because our children study well and enjoy coming to school on their own will, without the parents running after them.” [Parent, Kidakperou]

“There is a high level of success of children. Children perform better and are more intelligent. They speak better and more regularly French, even among themselves. They attend school more regularly.” [Mother, Soukarou]

“The project has affected positively the participation of communities in the activities as the parents are now better interested in the education of the children, in case of a child dropping out the parents will be able to re-integrate the child in the school. And the children themselves enjoy coming to the school because of the school canteen” [Member of male network, Soukarou]

“Since the project has started the children are regulars in the school, there is stability in their health conditions, also due to the canteen. The number of children in the school has grown.” [Female teacher, Kidakperou]

Most qualitative evidence from parents, including those who did not send students to school and whose illiteracy made it difficult to support their academic performance, recognized and valued the importance of education. FGDs with best performing students indicated the key role of family in academic performance—parents and older siblings provide strong oversight and structure for children in terms of setting time to study and for chores and having breakfast before going to school.

4.3 Efficiency

This section of the report discusses whether the McGovern-Dole project used the right process to achieve and measure its expected results. It provides evidence that speaks to the timely achievement of objectives, implementation efforts and coordination between project partners, monitoring of project activities, and actioning of recommendations made in the MTE report.

4.3.1 Timely Achievement of Project Objectives

Evidence supplied in Section 4.2 suggests that approximately 70% of objectives were achieved or close to being achieved at the time of the endline evaluation. Timeliness in achieving objectives was not always consistent, but sometimes CRS continued providing assistance even after targets were met, as suggested by the following observations:

- Overall, once the McGovern-Dole project got up and running the targets were consistently met each biannual period (semester) for the number of individuals benefiting directly (male and female) and indirectly from the USDA-funded McGovern-Dole intervention.
- WEI has continued to provide new textbooks and teaching and learning materials through the life of the project, even after reaching the target. Similarly, WEI continued to provide training to both teachers and administrators even after targets were met in the middle of program implementation.
- Biannual results tended to be consistently below the targets for the number of meals provided and THRs provided per semester to both boys and girls, except for one semester for boys' meals in the middle of program implementation.
- Regular attendance targets were slightly below targets at the beginning, but by the middle of the project attendance targets were consistently being met. Also, generally the values for enrollment of girls and boys increased over the life of the project, although the strike caused a decrease towards the end.
- In the 97 communities being measured for active PTAs or similar "school governance" structures, it appears that each semester WEI promoted activities. However, whether these are considered active seems to have fluctuated greatly over the course of the project.
- Even after reaching the targets for females and males trained in child health and nutrition as a result of USDA assistance, CRS still implemented additional trainings.
- Targets at 40% and 50% for the percentage of parents and students in target schools who achieve a passing score on a test of good health and hygiene practices appear to have been very far from being met throughout the course of program implementation. This is also the case for students achieving passing EGRA scores; however, when the MTE really brought the lack of progress to light there was increased effort in this area and improvements have been made. These types of indicators likely require the constant implementation of activities that can improve them, which is something that the McGovern-Dole project did for other indicators (sometimes even when the indicator was achieved). For example, only 28 nutrition or health initiatives or activities have been pursued in partnership with government and local community groups, which is still quite a long way from reaching the target of 71. During the last semester

alone, 12 initiatives related to health, hygiene and nutrition were supported by CRS; if these activities had been done yearly or had been promoted more thoroughly, this could have helped improve the ability of students and parents to achieve a passing score on the test of good health and hygiene practices.

- Infrastructure improvements directly related to canteen services, such as storerooms and kitchens, were finished early in program implementation. This makes sense as these really needed to be in place for the implementation of the canteen, which is the backbone of the McGovern-Dole project. However, subsequent infrastructure developments more related to sanitation, such as latrines and water sources, were started in the beginning or middle of the project, but then results slowed down and currently the McGovern-Dole seems to be playing a bit of catch up to complete these improvements. Furthermore, the construction of housing for teachers was never done.

4.3.2 Implementation Efforts and Coordination Between Project Partners

Evidence from the endline evaluation suggests that implementation of project activities and coordination between project partners were challenging at first, but greatly improved over time. For instance, difficulties were experienced initially with infrastructure programs, especially those implemented by WEI. For instance, kitchens that had been built had to be demolished as they did not meet mandatory structural criteria, and some contractors involved in the early stages of infrastructure development proved to be incapable of carrying out work, or outright fraudulent in how they implemented it. The project's internal control and monitoring systems were successful at identifying and stopping malpractice on the part of contractors. Wrinkles in the hiring of technical staff to oversee infrastructure projects have now been worked out with CRS taking over this responsibility. Measures have also been taken to avoid duplication with agencies like UNICEF in the construction of latrines.

Literacy training is another area that experienced problems initially. Right from the start, there was an eight-month delay that prevented WEI from implementing training elements as per the prescribed design. Major improvements have since been made in delivering literacy training to teachers, and several innovative approaches have been identified to support student learning, such as Wednesday afternoon reading clubs. WEI has subcontracted two NGOs to assist in the implementation of capacity-building initiatives within community-based structures, such as APEs/AMEs.

With regards to food distribution, evidence from the FGDs indicates that monitoring of storage facilities and quantities of food available have been adequate. Food items would be sent from Cotonou every three months and distributed to schools. Where shortages occurred in a given school, food items would be passed from another school that held a surplus, and "repaid" when the missing food items arrived. When asked about the fact that food items are all stationed in Cotonou, stakeholders made it clear that lack of infrastructure (warehouses) and weather (Kandi is warmer) were serious constraints to keeping food items locally.

Overall, early challenges associated with implementation and partner coordination were successfully addressed. To quote one partner interviewed by the evaluation team, progress has been made, and CRS is working on making things even better:

"They used to have quarterly meetings to do planning and avoid duplication or scheduling conflicts in things like school monitoring. They are now planning to meet more frequently with a more strategic focus on using the resources, as they move into the next phase. There

were some problems with delays earlier, due in part to slow USDA action with the post-election change in administration, and this affected things like scheduling of training, but bumps have been ironed out.”

Evidence from the evaluation suggests that some local government officials would expect further progress in coordinating and communicating project activities, increasing the number of joint monitoring visits, and preventing any form of duplication. For instance:

- Government partners at the district level (MEMP and regional circle officials) and the national level (DAS) would wish for more coordination with the project teams. One partner in Kandi mentioned that he would appreciate greater collaboration when teams are visiting particular schools, to ensure these visits do not interfere with other planned activities. Other partners did not necessarily share this opinion, but still said they would like information to be shared more readily.
- Stakeholders from DAS also said they would like greater access to program information, as they have not been kept apprised of project activities. DAS would like to have their teams, whose priorities are not necessarily well represented by district-level actors, participate in monitoring visits. DAS feels they could also assist in addressing challenges faced by schools or staff who experience difficulties, to ensure timely and successful implementation of activities. As they are a part of the Ministry, DAS officials argue they can leverage internal mechanisms to ensure compliance with schools and staff members, which could be an added efficiency measure for project implementation.

4.3.3 Monitoring of Project Activities

As discussed elsewhere in this report, some of the indicators developed for the McGovern-Dole project may not be entirely appropriate, such as those for child absences due to sickness, attentiveness, and minimal acceptable diet (a child complaining of hunger during the school day would be more appropriate to measure). Similarly, certain teacher-level indicators should focus more on the CI and CP classes that were most involved in project activities.

Some of the progress markers established by the project may also have been flawed. For instance, the EGRA survey suggests that the EGRA target was greatly overestimated at the baseline stage. Echoing this view, one official from WEI indicated that the targets set at the beginning of the project were probably “too ambitious given the low quality of the schools, teaching and materials; it would have been more sensible to have benchmarks set as gains from the baseline.” Setting different progress markers would probably have been more constructive as a way for guiding teachers in their pedagogy and use of materials available to them.

4.3.4 Actioning of Recommendations Made in the MTE Report

The MTE report identified several shortcomings in the teacher training program management, implementation, and follow-up. Evidence gathered by the endline evaluation suggests that positive actions have been taken since the MTE recommended that more focus needed to be put onto teacher education and improved practice. For instance:

- WEI, along with international and national consulting teams, in 2017 developed and subsequently validated for application in Benin a “training module on early childhood reading and writing” to reinforce the capacity of CI/CP teachers.⁴¹
- Teachers and their principals have been trained on new techniques for teaching French language and reading on a generally twice-monthly basis.
- An observation tool has been developed to assess the effectiveness of this training at the level of teachers and students.

4.4 Sustainability

This section of the report discusses whether the McGovern-Dole project is going to last after program completion. It provides evidence that speaks to activities or outcomes most likely to be maintained, major contributing factors to sustainability, and government’s contribution to future sustainability.

4.4.1 Activities/Outcomes Most Likely to be Maintained

McGovern-Dole will undergo a second phase projected to be implemented in the same schools as the first phase, so many activities, including the canteens, will continue. This makes sustainability⁴² less of an issue in the short-term. Nevertheless, the evaluation considered the degree to which results associated with the various components of the project will remain sustainable after completion of the McGovern-Dole intervention.

Feeding Programs

Principals and teachers generally indicated positive attitudes about the sustainability of the canteen once the McGovern-Dole project is complete. However, 19.1% of principals and 29.6% of teachers reported thinking it was little sustainable or not sustainable at all (see Figure 7). Principals reported (58 answers; 45 respondents) that parents must/will/are prepared to take over (35.6% of respondents), that there is a need to set up farmer field schools/gardens (13.3%) and that there is a need/desire to carry on (11.1%) to sustain the canteen. However, in a few instances it was noted that parents lack resources/interest (8.9%) and that there are insufficient resources to carry on (4.4%). Teachers also reported (202 answers; 163 respondents) that parents must/will/are prepared to take over (28.8% of respondents), that there is a need to set up farmer field schools/gardens (9.2%) and that there is a need/desire to carry on (4.9%) to sustain the canteen.

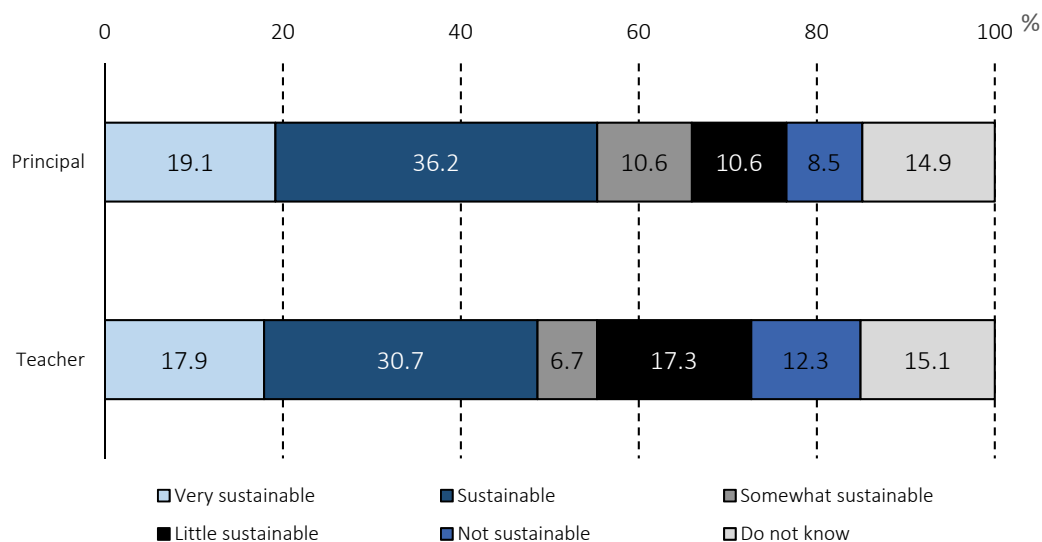
Teachers’ responses were slightly less positive than principals. Many felt parents lack the resources/interest (12.3%) and that there are insufficient resources to carry on (4.9%). They also commonly mentioned that support from McGovern-Dole /CRS will remain critical (9.2%) and investments and other contributions will be needed to move forward (6.1%). Finally, the need for help from all levels,

⁴¹ FY18 Semi-Annual Narrative Report CRS BENIN McGovern Dole Award Reporting Period: October 2017-March 2018. p. 4.

⁴² It is important to note that no clear or common understanding of what sustainability means emerged from evidence reviewed by the evaluation team. To communities, it tended to mean maintaining the inputs: a continuation of the school canteens and other substantive interventions. Sustainability for CRS is a continuation of the literacy elements of the program, and other elements that can be supported through community structures, such as the APE/AME the hygiene and sanitation elements.

including parents, APEs, NGOs (through food donations, for instance), leaders/managers, the community, and government, to maintain the canteen is also clearly expressed by the principals and teachers.

Figure 7
Perception of Surveyed Principals and Teachers on how Sustainable the Canteen will be once the McGovern-Dole Project is Completed



To CRS staff, it is clear that the school feeding program is not sustainable in its current format. CRS is quite realistic; continuing the canteen without imported food items will be difficult, but continuation of these supplies is not a sustainable endeavor. CRS is implementing a program that allows it to procure food in local markets for the project. While this is a welcome development, as it procures products locally, the financial resources to buy the food would still have to be assured. Some parents believe that school gardens and/or production fields could be established to supply food to school canteens, but this would require testing. CRS' assessment is that providing food to substitute CRS' inputs for the school feeding activities through food grown in the school gardens is not feasible. Some schools have set up gardens, but it does not seem that these are even close to being productive enough. The evaluation team was not able to conduct a thorough assessment of the production capacity of schools, but in our opinion schools do not generally have sufficient land to grow food in the required quantities to adequately substitute CRS inputs for the school feeding activities, and some individuals have mentioned that the relations with the community with regards to these school gardens have been counterproductive, with produce being stolen from them, and animals left to graze in the gardens.

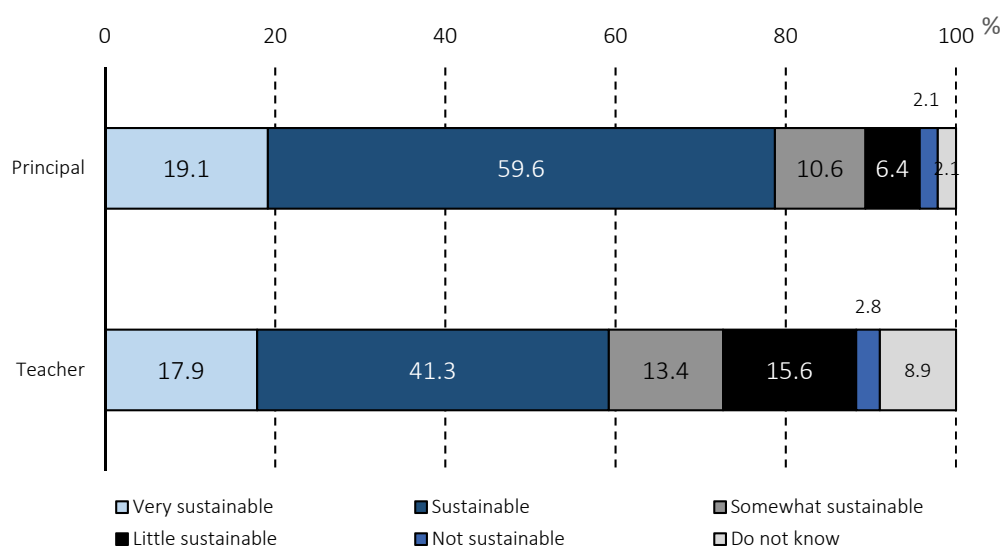
Learning

Principals and teachers were also asked to comment on the extent to which they believed their school's improvements will be sustainable in improving the quality of learning. Overall, responses pointed to individuals being somewhat more positive for sustaining the improvement in learning compared to the canteen, but there were still many individuals who indicated the results would be little to not sustainable. It should be noted that the most common response was "sustainable" (see Figures 7 and 8), pointing towards the belief that schools can maintain these results to some degree.

Regarding learning, principals indicated (53 answers; 41 respondents) that there is a desire to put into practice methods/systems inherited from the program (19.5% of respondents); however, there is a need to continue to deliver training (14.6%), which is somewhat contingent on government support (12.2%) and support from/involvement of parents (12.2%). Other ways to help sustain learning results include: motivated/knowledgeable teachers sustaining program achievements (9.8% of respondents), personnel/managers remaining at the school (7.5%), monitoring (7.5%), and ensuring teaching material/booklets are available (7.3%). Teachers also indicated (187 answers; 153 respondents) that there is a desire to put into practice methods/systems inherited from the program (15.7% of respondents) but indicated maintaining learning quality is somewhat contingent on parent support (15.0%). Other common answers provided by teachers included the need for motivated/knowledgeable teachers to sustain program achievements (9.2%), ensure monitoring (8.5%), and maintain/build awareness (7.8%).

Figure 8

Perception of Surveyed Principals and Teachers on how Sustainable the McGovern-Dole Project Improvements in Improving the Quality of Learning will be Once the McGovern-Dole Project is Completed



Health and Hygiene

Principals and teachers were also asked to comment on the extent to which they believe health and hygiene improvements⁴³ will be sustainable once the McGovern-Dole project is completed. Principals commonly indicated (49 answers; 41 respondents) that there is a desire to put into practice methods/systems inherited from the program (24.4% of respondents), there is the will/capacity to ensure results are sustained (14.6%), a desire to support the health/well-being of children (7.3%), and that children will not stop/have assimilated good hygiene habits (9.8%). Similarly, teachers mentioned (188 answers; 158 respondents) that there is a desire to put into practice methods/systems inherited from the program (20.3% of respondents) and that children will not stop/have assimilated good hygiene habits (12.7%); however, they also commonly mentioned the need to maintain/tap on awareness-building efforts (19.6%). In a few cases it was noted by principals that supplies can be bought/are not costly

⁴³ Other infrastructure improvements, such as kitchens, latrines, and storerooms, should be relatively sustainable at least for the short-term.

(7.3%), yet a few teachers commented on the lack of resources to maintain results. Once again it was relayed that the sustainability of health and hygiene improvements depends on the support of all actors (such as parents, teachers, principals, community, and government). Unfortunately, in one instance in both the principal and teacher survey it was noted that hand-washing devices have been stolen, which could explain why many stakeholders have suggested the need for fences around the schools.

Improvements such as hand-washing stations and usage could be sustainable in many cases because they are relatively simple and inexpensive, although, to be viable, a school will need to have sources of both water and ash, as buying soap may be too expensive for some schools. The hand-washing surveys show good usage of school hand-washing stations. Overall, 97.9% (47 of 48) of treatment schools visited had hand-washing stations. Only one urban treatment school visited did not have a hand-washing station. In contrast, only 26.5% (12 of 49) of control schools had hand-washing stations. These results indicate that CRS has played a significant role increasing the number of hand-washing stations at their project's schools and consequently improving the hygiene of the individuals at these schools. Treatment schools with hand-washing stations were also more likely than control schools with hand-washing stations to have both water and soap/ash present at these hand-washing stations. Enumerators also found indications of hand-washing stations being much more commonly used (for instance, saw students using the stations, the presence of used soap or ashes, used water in a bucket or on the floor) at treatment schools (very much: 70.2%; somewhat: 29.8%) compared to control schools (very much: 38.5%; somewhat: 46.2%). This was further supported by enumerators reporting to directly seeing hand-washing stations being used "a lot" at treatment schools 63.8% of the time, while only 38.5% of the time in those control schools that had hand-washing stations. In a few cases, enumerators indicated that some repairs or upkeep could be done to improve the hand-washing stations.

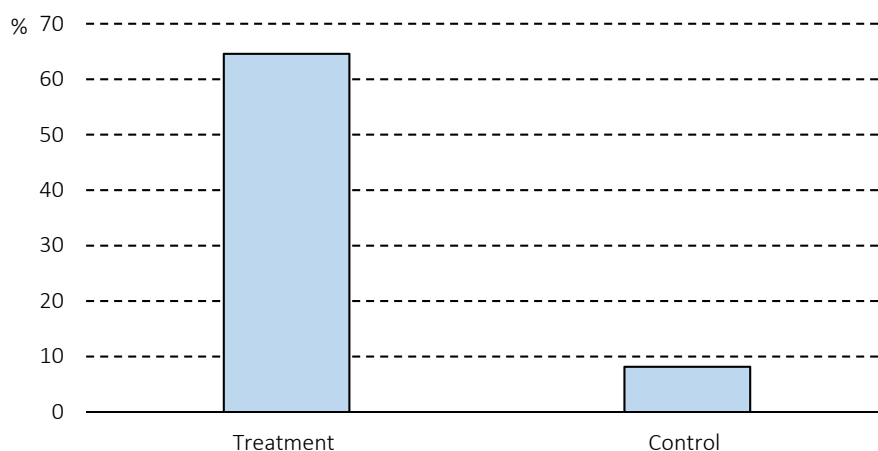
Ultimately, 64.6% of treatment schools were found to have soap and water at hand-washing stations and were commonly used by students (see Figure 9), which was significantly greater than only 8.2% of control schools ($\chi^2(1) = 31.06$, $p < 0.01$). Thus, CRS' McGovern-Dole project has greatly improved the application of one of the three key hygiene practices, namely hand-washing.

Capacity

The durability of capacity development is a core matter, of course. With respect to teachers, this is difficult to assess without stronger indications that the pedagogical learning has been consolidated at the individual teacher level and institutionalized in the relevant Ministry units. AMEs/APEs have gained motivation, but the canteen has been a major factor here. It would have been instructive to see what role they played during the strike to fill in the gap of missing classes, but no data on this are available.

With respect to literacy, EGRA regressions indicated that surveyed children who indicated that they read out loud in class every day were significantly more likely to obtain a passing indicator score than those who read once per week ($z = -2.275$, $p = 0.022$), once per month ($z = 2.288$, $p = 0.022$), or never ($z = 2.112$, $p = 0.034$), with odds ratios indicating that students who read once per week, once per month, or never are 1.5 times, 5.3 times or 4.7 times less likely to pass than those who read every day. However, no significant effect was found for the question regarding how often they are reading a single reading book in class.

Figure 9
Percentage of Schools that Were Found to Have Soap and Water at Hand-Washing Stations that were Commonly Used by Students



As described in Section 4.1 (Table 22), the component EGRA scores show a reasonably good improvement from the baseline and as compared to control schools. They are, nevertheless, still very low in terms of the targets for each of the components and far from allowing a determination that the children are emerging as independent readers. Of 11 components, students in treatment schools fell below the target on 9 of them, sometimes considerably.

A positive aspect going forward is that a second amendment to the McGovern-Dole project, issued in March 2018, is expected to allow “a stronger education component.”⁴⁴ In this vein, according to WEI, participation in reading education by technical MEMP officers has been becoming stronger, and treatment/analysis of EGRA data is beginning to be adopted for wider use in the Ministry generally.

One of the fundamental causes of children’s poor reading levels stems from Benin’s national policy requirement that they learn to read in French when most do not speak or understand it. It is promising, according to WEI, that the project team is aware of the problem this presents for children and that recognized good practice suggests initial reading be done in their mother tongue, with the second language introduced orally and gradually through text. For this reason, the second phase of the project will give greater attention to the early childhood education level, where the curriculum and pedagogical policy are less strict. Introduction to reading in these classes will be in the mother tongue, with French introduced orally towards the end of the semester.

This rethinking is also positive evidence of the project’s flexibility in responding to conditions on the ground. Many small additions have been made as the project works with teachers who are “bringing up innovations they’ve seen or developed; sharing them with peers, putting them on their phone and exchanging. They have been trying different approaches [...] and there has been no problem with that” within the project.

The improvement in scores, even if low in overall terms, is important in showing a positive trajectory and, presumably, serving as a motivator for teachers to continue to participate in training and sharing with colleagues. It is notable in this respect that WEI has been conducting EGRA tests on a somewhat rolling

⁴⁴ FY18 Semi-Annual Narrative Report CRS BENIN McGovern Dole Award Reporting Period: October 2017-March 2018. p. 1.

basis as a means of strengthening MEMP capacity with respect to assessment processes and providing feedback to schools and families based on which they can, in theory anyway, take remedial action.

It is possible that repeated exposure to the testing may have made those children more comfortable with it; this may have proven to be a learning tool for them in how to attend to directions, listen for meaning in read text, or answer comprehension questions. While this could be seen as a risk to the validity of the EGRA in a formal evaluation, its potential pedagogical value for them and teachers could be viewed as outweighing this risk.

4.4.2 Contributing Factors to Sustainability

Regression analysis of the EGRA surveys indicate that parental involvement could contribute positively to sustainability. Surveyed children who indicated that they either read or study French at home ($z=0.924$, $p=0.002$) or have a French manual or book at home ($z=0.740$, $p=0.011$) were significantly more likely to obtain a passing indicator score than those children who did not (no significant interaction between treatment and read/studying at home or between treatment and French manual/book at home). The corresponding odd-ratios indicate that students who read or study French at home have a 1.878 times greater chance to pass than those who do not and students who have a French manual or book at home have a 1.520 times greater chance to pass than those who do not. However, children indicating that they speak French at home did not have a significant impact on whether they obtained a passing score for the indicator.

4.4.3 Government Contribution

In the endline surveys, principals/teachers often noted that for the results of the project to be more sustainable, government would need to help more. There are a series of sustainability reflections to be had at a more strategic level. There has been an important political commitment to school canteens by the Government of Benin (GoB), and this is important to note. For the 2016-17 Government Budget, the budget for school feeding programs has been increased from 1 billion CFAF to 7 billion CFAF, with the goal of reaching 51% of schools by 2021. It is also important to note that due to resource constraints, the GoB is deliberately not investing in areas where other partners (notably international NGOs) are implementing school feeding programs. This means that unless planned, it will be challenging to ensure that the government will take over the school feeding activities as the second phase of McGovern-Dole ends.

DAS recognizes that there is resistance from the donors to engage in a direct support model to the school feeding programs due to the sustainability challenges, such as the continuous acquisition of food items for the programs. Having said that, some school directors have stated that they have received notification to prepare a request to implement a school feeding program in their schools, with support from the government and conversations with the DAS/MEMP noted that the government was open to experimenting with innovative solutions.

There is a window of opportunity here, particularly with the second phase McGovern-Dole at the beginning, to test a few partnership models with the government and other donors. Where possible the assumptions regarding the role of school gardens should be tested, with regards to the extent the school gardens can produce enough food to sustain or contribute to future school feeding programs; testing financing mechanisms to use local procurement to supply food items for the school feeding program, and its financing. If the project partners with DAS or other government bodies to test approaches for sustainability, it will give a greater chance of mobilizing resources from other sources to continue to

enhance sustainability for the schools in project areas, and potentially allow for replication of models in other areas too.

4.5 Impact

This section of the report discusses what are the most important changes for beneficiaries and key partners of the McGovern-Dole project. It provides quantitative evidence that speaks to the degree of achievement of the project's desired effects in terms of overall, strategic and intermediate goals. The section also provides elements to inform a judgment discussion on what all of this means.

4.5.1 Quantitative Evidence on Desired Effects

The evaluation team carried out DID analyses on endline indicators that had appropriate baseline and endline data, including teacher attendance rate, national curriculum usage, active APEs (added), active AMEs (added), time spent on literacy instruction, reported child hunger, minimum acceptable diet, benefits of education, children's absences due to illness, children's ability to read and understand grade-level text, and classroom attentiveness. DID essentially uses observational study data and studies the differential effect of a treatment on a "treatment group" versus a "control group." It calculates the effect of a treatment on an outcome by comparing the average change over time in the outcome variable for the treatment group, compared to the average change over time for the control group or in other words the difference between the treatment and control at endline, compared to between the treatment and control at baseline. It is intended to mitigate for the effects of extraneous factors that could have caused changes in the outcome.

Table 27 provides the results for all of the DID analyses. The coefficient of "interaction" is the treatment effect of the CRS project. There is no need to look at the coefficients of the two dummies variables on treatment status and post program.

Several indicators, such as average teacher attendance rate, national curriculum usage, active APEs, and time spent on literacy instruction had high values at the time of the baseline and control schools also displayed results similar to the treatment schools. In contrast, the McGovern-Dole project does seem to have had a significant impact on the creation and activity level of AMEs (increased the probability by 0.266 of there being an active AME at the school).

The DID was significant for parents reporting if their children were hungry during the school day. Overall, surveyed treatment school parents are much less likely than control school parents to report their child attending the respective schools being hungry during the school day (however, DID analysis shows an increased probability by 0.051 of a yes answer⁴⁵). Only 7.1% of children attending treatment schools were reported by their parents as being hungry, compared to 38.6% of children attending control schools. This

⁴⁵ If you look at the coefficient of "postCRS" you will see that both control and treatment groups experience the dramatic drop in the probability of reporting "yes". When you look at the coefficient of "treated", the negativeness means that being in treatment group itself already implies the lower probability of reporting "yes". The NET effect of the program is not positive.

is a drop from the baseline,⁴⁶ which found 47.0% of treatment parents and 51.6% of control parents stated that at least one of their children had reported being hungry during the school day. Thus, it appears that the McGovern-Dole project may be helping to decrease levels of child hunger, but statistically results are not as convincing.

⁴⁶ As mentioned previously in this report, the baseline was calculated differently, if one child in a family was hungry the result was positive, and data for all children in the family has not been made available. Also, the values for the baseline weighted calculations were 54.7% of treatment parents and 58.1% of control parents.

Table 27
Results of Difference-in-Difference Analyses for Various Indicators Associated with CRS' McGovern-Dole Project in Benin

Variable [1] (0)	Dependent variable [2]											
	Teacher attendance	National curriculum [3]	Active APE	Active AME	Literacy instruction	Absences sickness (girl) [4]	Absences sickness (boy) [4]	Child hunger	Minimum acceptable diet	EGRA indicator	Attentiveness (weighted)	Benefits of education
	(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	(10)	(11)	(12)
Post CRS	-0.002 (0.023)	-0.854 *** (0.044)	0.042 (0.039)	0.160 (0.082)	0.119 *** (0.025)	-0.009 (0.011)	-0.020 (0.011)	-0.524 *** (0.016)	0.105 ** (0.037)	0.057 *** (0.013)	1.020 *** (0.309)	-0.047 (0.031)
Treated	0.002 (0.024)	0.079 (0.045)	0.020 (0.039)	0.386 *** (0.082)	0.029 (0.023)	-0.003 (0.010)	0.001 (0.011)	-0.051 ** (0.019)	0.041 (0.030)	-0.018 (0.013)	-0.096 (0.304)	-0.005 (0.031)
Interaction	0.012 (0.034)	-0.080 (0.064)	-0.021 (0.055)	0.266 * (0.116)	-0.029 (0.034)	0.012 (0.015)	0.018 (0.016)	0.051 * (0.024)	-0.093 (0.054)	0.069 *** (0.018)	-0.298 (0.411)	0.175 *** (0.044)
Urban/rural	-0.014 (0.023)	-0.021 (0.044)	-0.002 (0.038)	0.020 (0.081)	-0.005 (0.021)	-0.020 * (0.009)	-0.012 (0.010)	-0.007 (0.016)	0.118 *** (0.035)	0.019 (0.012)	-0.353 (0.288)	-0.007 (0.031)
Gender child								0.017 (0.011)	-0.021 (0.025)	0.006 (0.009)	-0.281 (0.204)	-0.032 (0.022)
Class size											0.170 *** (0.004)	
Active AME						-0.002 (0.009)	-0.001 (0.009)					
Constant	0.932 *** (0.017)	0.857 *** (0.032)	0.937 *** (0.028)	0.164 ** (0.059)	0.882 *** (0.018)	0.062 *** (0.007)	0.067 *** (0.008)	0.517 *** (0.014)	0.600 *** (0.024)	0.018 (0.011)	-1.358 *** (0.300)	0.449 *** (0.024)
Observations	174	189	191	191	721	704	709	2,804	1,462	2,719	3,293	2,024
Adjusted R ²	-0.019	0.808	-0.012	0.358	0.046			0.394	0.001	0.043	0.429	0.015

Legend: *** p<0.001; ** p<0.01; * p<0.05;

Notes:

1. For each variable in column (0) its coefficient and standard deviation are given. Standard deviation is in parentheses.

2. Results are based on 5 surveys (principal, teacher, parents, EGRA, attentiveness), also the parents survey has two very different values depending on if the question addressed the actual parent or the children of parents (parents commented on all children and each were to count as an independent observation based on indicator definitions). Different values within each survey are because of missing values for a question.

3. DID can only be done using the principal survey data, as the baseline only asked this question in the principal survey and not in the teacher survey.

4. Unit of measure: number of students absent due to illness/total number of absent students. Baseline only asked for the number of students absent due to illness in the last month and not the total number of absences, thus results here are based on the baseline calculation. Values for girls and boys were asked separately.

Note: all indicators are binary except for teacher attendance and absences due to sickness.

The effect of the McGovern-Dole project on minimum acceptable diet was not significant. As noted above, certain factors such as children only eating once or twice per day cannot be controlled by the project.

The DID analysis did find that the McGovern-Dole intervention had a significant effect on whether parents could name three or more benefits of primary education (increased the probability by 0.175). Most commonly surveyed parents reported that primary education would help their children find a job, give their children a better life and allow their children to care for them.

The McGovern-Dole intervention also had a significant effect on whether students, by the end of two grades, can read and understand the meaning of grade-level text (calculated using sections 8, 9 and 10 of the EGRA test) (increased the probability by 0.069). This illustrates that the McGovern-Dole intervention is in fact improving the ability of students to read and write French.

4.5.2 Discussion

Across the several project implementation areas, the school feeding program has probably had the most obvious impact. It has changed, at least for the period of the project, the nutritional and food security of the students in participating schools and, in consequence, appears to have had an influence on health and attendance.

With regards to literacy levels, although the project has not achieved the target results it had set out to, the students have outperformed control school students, and demonstrated improvement from the baseline. Having said that, the various elements that the project does not control (such as teacher retention and number of students per class) may well have had negative impacts on the results of the project.

There is some indication of ownership exhibited by the AMEs/APEs, as these groups have played a key role in McGovern-Dole implementation. As noted in Section 4.4, however, the durability of this as an impact will be judged a year or so down the line.

The McGovern-Dole intervention does not appear to be having a statistically significant influence on attentiveness. However, as discussed below, because there are so many additional factors that can affect attentiveness outside of being better fed, such as class size, these results are suggested as cautionary.

Beyond the expected finding that increases in class size correlated negatively with attentiveness, the observation-based attentiveness data overall were not especially revealing of patterns. The differences between variables are either not major or ambiguous. Even the class-size variable should be approached with caution; for instance, there seemed to be a threshold before which the numbers did not make a difference.⁴⁷

The link between not being hungry, paying attention and learning should not be drawn too finely. While children having meals at school correlated positively with attentiveness—which is logical, assuming hunger leads to distraction—there were clearly other factors contingent on being a McGovern-Dole school: better trained teachers, materials, classroom and WASH infrastructure that could be making a

⁴⁷ There is a methodological issue here too: the larger the class size, the more difficult it probably was for the data collectors to focus on any single child's behavior, especially the more subtle ones used to grade attentiveness. Also, please note that there were class size differences at baseline, as control schools had an average size of 183 students and treatment schools 282 students.

difference to their engagement with the lesson. The canteen may have brought children to school as the data show, but there were also indications it might not have kept them there all day; children reportedly going home after lunch and not returning would cut into lesson time. Finally, the control schools did not show a correlation between eating and attentiveness, although, without canteens, it was not possible to know if children had eaten or not.

The issue of gender is also important here. While boys were found to be “slightly less attentive than girls” in the McGovern-Dole schools, the opposite was true for the control schools. Factors such as age, seating arrangements, teachers’ (and observers’) attitudes and expectations about how boys and girls “should” behave could be intervening variables to the extent girls and boys in Benin differ in how they engage with learning irrespective of the meals, numbers, content of the lesson. These are issues warranting further follow-up with respect to continued program delivery.

The positive correlation between THRs and attentiveness was not explained in the observation data; presumably, the effect would depend on how the rations were used, for whom and when. Here, too, interactive effects may matter: parents who received rations may have been more likely to support their children’s learning, make sure they attended, perhaps even helped with homework. There was, in fact, some data suggesting parents were sending children to school even when ill to collect the rations.

A small non-random sample of students answered a grid of questions on their class behavior, and while these numbers are not statistically valid, they are indicative perhaps of a trend that is positive. Both boys and girls appear to answer and listen to teachers. Neither are prone to falling asleep in class and both, especially girls, are rarely punished, which might have been a sign that teachers found them disruptive in being inattentive or losing track of the class activity. Somewhat less positive, perhaps, were the responses indicating children did not ask questions in the class, a sign of engagement and more child-centred teaching. Girls especially appeared to be reluctant.

On this last point of gender, among other things, impact concerns longer-term changes in the well-being of beneficiaries and in this respect, a crucial concern is the effect the McGovern-Dole project is having on girls and women. Overall, it was difficult to draw strong conclusions about how gender is being handled in the project. The quantitative data provide some indication, but in general answers from the survey and the FGDs did not manage to deeply interrogate the quality or impact of actions with respect to if and in what ways girls and women might be benefiting differently from boys and men. It may be the case that stakeholders themselves are not clear.

For instance, teachers are reported as not knowing the reasons for students’ absences. Thus, while fewer girls reportedly miss school because of “work,” it is not clear what this includes—only paid work, or also perhaps sibling care and household duties. For those schools that have toilets, but do not separate them by gender (some 50%), it will be important to track how girls are being affected; what they think about it and how they are being “counted” if they miss school during menstruation (that is, as sick, just missing, or perhaps not at all). Similarly, it will be important to track whether girls are making equal use of the canteens, and whether they are engaging equally in the reading classes. These will be data important for CRS and WEI to track in monitoring the equity as well as the effectiveness of the project and planning the second phase.

Again, based on a non-random sample, grid answers did show a perhaps troubling trend towards girls being appreciably less happy than boys at being in school. They indicated being less comfortable asking questions and felt much less than boys that they were helped by the teacher. Also, they were strongly ambivalent about their enjoyment of reading and writing, and especially doubtful about writing; boys, on

the other hand, were sure they enjoyed both. In general, the girls also felt their latrines were dirty and unpleasant to use more often than boys, although there is also a significant number of boys with similar observation. The data were not clear as to why these observations might have been the case; it is an implied pattern warranting further attention by the McGovern-Dole project perhaps.⁴⁸

On a more positive note, the principal survey indicates that the project has encouraged the formation and activities of AMEs in a significant way, moving from a baseline of 54% in treatment schools to 97%. This is an important pro-gender equality finding insofar as women are being given a larger space for expressing, at least potentially, their ideas, priorities and concerns, as exercising decision-making authority. It is also important to the extent women are more likely than men to notice if and how girls might be missing out of benefits and take action to address that.

Finally, as an overarching point of analysis, while schools are the ultimate focus of educational improvement, they are also part of a wider system that both supports and limits effectiveness for children. In this sense, efforts to reform educational practice are more relevant when they focus at a higher level. Focusing on a subset of schools based on areas of higher food deficit or insecurity rather than the full district, as is the case with the McGovern-Dole project, is counterproductive to a certain extent, due to issues like the extremes of overcrowded and unfilled classrooms; the equitable distribution of materials; and managing teacher deployment so as to retain trained personnel in the local system are difficult to handle at the level of the individual school.

At the same time, opportunities may be missed through a school-based focus. For example, while teachers are beginning to share ideas and experiences about their teaching and “what works” in their literacy lessons, mechanisms for sustaining such exchanges are most useful if facilitated systematically across several schools. Related to this, too, district supervisors who, according to one respondent, may appreciate and take up the new teaching methods, materials, etc., are hindered under the current arrangement in being able to act on the insights, knowledge, skills and resources for only some of their schools, leaving out others perhaps in equal need. In a meeting held in May 2018 between WEI and INFRE, INFRE Director expressed desire to work with Ministry of Education to adopt mechanisms, namely, Communities of Practice, introduced by the project, integrating them into systematic teacher exchanges across schools—beyond the life of the project.

5. CONCLUSION AND LESSONS LEARNED

5.1 Conclusion

Overall, the McGovern-Dole project was relatively successful in meeting or almost meeting its targets. Since the mid-term, and particularly as a result of adjustments made after the MTE, there appears to have been an improvement in children’s literacy, as evidenced by EGRA scores. In fact, this improvement may even have been suppressed by the effects of the strike. Parents in the treatment area also seem to be much more aware of the benefits of education, likely as a result of McGovern-Dole activities.

⁴⁸ It would be important for CRS to dig deeper into the above findings related to gender, through focus group discussions with children. Findings will help CRS devise some gender-sensitive programming aspects to help increase the quality of education for both boy and especially girl students. This will likely include specific gender-sensitive training for teachers. Also, incorporating one or two indicators that relate to the happiness, comfort and enjoyment levels of students at school should be considered for the McGovern-Dole Phase II.

Continued focus on raising parents' awareness and increasing their involvement in their children's learning could further enhance results. The AMEs/APEs are also energized and engaged in the project. They are a critical element in the implementation of the project and in bridging the relationship between the school and communities.

Infrastructure projects have also been better supported by technical staff since mid-term. Infrastructure improvements and the implementation of hand-washing stations were well received by parents and community stakeholders and have also likely had a moderate effect on the well-being of children. The canteens also appear to have been successful in improving children's nutrition and reducing their hunger, and future efforts should focus on increasing the sustainability of canteen services.

Feedback from all stakeholders was very positive and, overall, project participants seemed very satisfied with the assistance they had received. There were some suggestions for improvement and better coordination with partners, but the main comments were about expanding the project to include all the other classes for literacy training and the wider project. This is itself a testimony of stakeholders' satisfaction with the project. The SILCs are very valued, although their contribution to children's literacy and school attendance is indirect and complex to assess.

However, in some cases, particularly children's literacy, results fell short of expectations. As discussed in Section 4, some of these less impressive results could be due to the fact that several of the indicators may not have provided an adequate assessment of program achievement. There are also important elements that have affected the project, but that are not under its direct influence. Key among these are the high number of students enrolled in treatment schools, and the rotation of teachers.⁴⁹ Both these factors have had a negative effect on the efforts of the project. For example, literacy training given to a teacher who subsequently leaves a treatment school is a lost investment for the project, and high numbers of students in a classroom correlate positively with decline in students' attention.

5.2 Lessons Learned

Complex socio-economic issues in target communities can have a direct influence on the outcomes of a food-for-education project. Such issues include food security, capacity of teachers, school infrastructure, and water and sanitation in schools. While the McGovern-Dole project has addressed these issues, the endline evaluation has identified others as gaps—the impact of malaria is a key one, as well as matters related to gender broadly framed and, more specifically, menstrual hygiene as an important cause of student absence. The incidence of malaria is a larger communal issue, and it remains to be seen if there are opportunities for the next phase of the project to leverage partners' capacity and resources to subsidize and distribute bed nets in program areas. Issues related to girls and women are clearly within the mandate of the project.

Physical punishment in school, such as the use of the whip, and student bullying, are also factors that may influence the outcomes of a food-for-education project. In the qualitative exercises, particularly with girls, there was consistent mention of the pervasive use of whips in physical disciplining techniques. Out of the four schools where the qualitative exercises were conducted, in three schools there was a specific mention of being hit by a whip, and in one school there was a mention of being hit. The evaluators believe these references warrant more investigation. A first recommended step would be for CRS, from a

⁴⁹ Teacher rotation includes both teacher turnover (e.g., a teacher leaves a school after a short time period because they were not paid or have found different employment) and allocation of teachers to different schools by the Ministry of Education. Principals provided general reasons for teacher rotation at their school.

management perspective and WEI from the pedagogical, to confirm in detail the scope, severity and regularity of the “punishment”. Both are duty bearers in this case and from the perspective of the Committee on the Rights of Children, it will be important to distinguish on a continuum between actions that constitute abuse, especially if there are indicators of sexual abuse since girls appear to be particularly at risk, and those that are closer to over-harsh corporal punishment. In all cases, intervention is warranted, but the nature of the punishment will guide follow-up action and who should be involved. To the extent the behavior is mild and broadly acceptable in the community, then the intervention should be set within a participatory learning framework: parents, principals, teachers and students discussing the causes and consequences of using violence as a means of managing the classroom, options for use of positive discipline, and agreement on a plan for implementing and monitoring change. There could be also be a specific training conducted with teachers focusing on disciplining alternatives and classroom management; a training that would train teachers to manage student’s behavior through positive engagement and limit the use of physical disciplining. Altogether interventions should strive to support a change in the school culture towards the concept of child-friendly schools. Working with other stakeholders, such as UNICEF, maybe an option. Where serious abuse is happening, of course, there should be legal action.

Several factors that have a strong influence on a food-for-education project can be outside its scope of action. One is the issue of teacher rotation and specifically that when teachers are reallocated to other schools, the training the project has given them does not have the planned impact on McGovern-Dole - targeted schools. Another is the insufficient number of teachers overall, leaving it to communities to hire and pay locally based teachers—costs that can be prohibitive for families with several school-aged children.

Financial constraints can be a major obstacle to school enrollment in a food-for-education project, as evidenced by comments recorded in the majority of FGDs with families of children who had not enrolled in school. The endline evaluation found indications that these children were important labor resources, and that families could not afford to have all their children go to school when they were required to do work at home and in the fields. This was not observed in FGDs conducted in Soukarou, a community where children who were not in school were members of migrant families from Niger. These were farming (rice) and animal herding (cows) communities where parents also had no schooling and did not speak the local languages. They did not understand the radio programs, for example, and therefore had not understood the broadcast messages about the importance of education. However, they did demonstrate a very coherent and well-articulated understanding of the value of education and were being held back by economic activities that were human labor-intensive. These families preferred their children working at home, in the fields, or herding. There is also a culture of early marriage among them, with some expressing views such as “for the girls who will marry soon, why should we send them to school now? It is not important to do so.”

In some cases, the level of enrollment and classroom numbers can influence the quality of the educational experience in communes targeted by a food-for-education project. Through the McGovern-Dole school feeding program, CRS creates a powerful incentive for families to enroll their children in project schools, even if these are not the closest schools to their residence, creating at times an irregular and PTR.

In a food-for-education project, food preparation in the school canteen can prove to be difficult at times, due the small supply of AME members available daily to cook meals for the students. Food preparation is an ongoing activity for which women participating in the McGovern-Dole project received cooking oil as an incentive. While the value of volunteer contributions has been recognized by the project, further

thought should be given to the fairness of this approach if implementation is to be maintained. Perhaps there would be grounds to provide incentives that are more commensurate with the demands made on AME members who agree to spend part of their days preparing meals for children in schools.

6. RECOMMENDATIONS

1. The EGRA data (or other data) should not be used for the baseline undertaken for the second phase of McGovern-Dole (McGovern-Dole FY17) if DID is going to be used, as doing so could limit McGovern-Dole FY17 to sampling the same 49 to 50 schools as were sampled for the first phase (McGovern-Dole FY17). Including an appropriate proportion of urban and rural schools in the sample would also increase the reliability of results; although it was not found that either rural or urban schools consistently performed better. Furthermore, examining the size of schools (school population) when choosing control schools for McGovern-Dole FY17 could help to increase the reliability of future results.
2. Continuing to sample the same control schools in McGovern-Dole FY17 as in McGovern-Dole FY14 could be unethical. Sampling takes at least a day of a school's time, placing a burden on schools that receive no benefits from the project. One principal of a control school noted, "It's been four years since a CRS team has visited us, and there has been no follow-up," suggesting that control school principals may believe they are being surveyed to see if they can be included in the project. Similarly, many control school principals also expressed the desire to have a canteen at their school. Therefore, the program should consider the possibility of identifying a new set of control schools, or at least including a significantly higher number of urban control schools. If the same control schools are sampled, CRS should consider providing some sort of incentive to these schools for their time and involvement and making the reason for the surveys very clear.
3. The project should continue to use EGRA as a tool for formative evaluation of the McGovern-Dole pedagogical interventions, and to refine it as a way of supporting teachers' professional development to better gauge the link between what they do in teaching reading and the reading outcomes children realize.
4. Reported literacy values were higher from surveyed control school principals and teachers. Therefore, although already high, government officials could be encouraged to put effort into further increasing the use of national curriculum and literacy instruction in treatment schools. The percentage of students with French manuals and activity books could also easily be increased, which would promote greater learning.
5. Although McGovern-Dole has little control over the efforts of individual teachers, it could be beneficial to think of ways to incentivize hard work. Several teachers mentioned that they would like to receive canteen services and, considering that the number of meals the project provided was lower than the target, this could be an easy and inexpensive way to improve teachers' motivation. It could also help to increase teacher retention—an important objective, considering that almost 20% of treatment school principals reported that, on average, teachers remain at their school for fewer than six months. Building housing for teachers was expected to increase teacher attendance, but it has not yet been undertaken. Currently, an amendment is under review by USDA that would provide the project an additional year to complete housing construction (and other infrastructure work). Housing construction or a housing subsidy (although the latter would be less sustainable) could be considered for McGovern-Dole FY17 and indicators tracked to determine its

effect on attendance and retention. The project could also survey teachers to ask them what would increase their retention and attendance.

6. Extending meals to teachers and offering housing incentives should also reduce teacher rotation in project schools. The evaluation team could not identify the mechanisms or reasons for teacher rotation, although the clear lack of teachers in the education system could be the root cause. If teachers have a say in the rotation process (for instance, if they apply for rotation themselves) project incentives for teachers could reduce such rotation. If there are other factors influencing teacher rotation—such as those related to DDEMP planning and allocation of resources—CRS could lobby the government to reduce teacher rotation in project areas, attempting, for example, to keep teachers in a given location for at least two school years.
7. A further way to mitigate the effects of teacher rotation would be to develop an intensive short course on the key aspects of literacy training used by the program for new teachers. This training could take place at the beginning of the school year or at whenever in the school calendar there is a higher rotation of teachers. This could bring new teachers up to speed with techniques and materials and enable the teacher to start implementing them in treatment schools as early as possible.
8. Because McGovern-Dole FY17 is planned for the same schools that were involved in McGovern-Dole FY14, sustainability is not currently a key issue. However, the findings from the principal and teacher surveys indicate that promoting and perhaps intensifying activities such as school gardens could help to promote canteen sustainability. Also, CRS could work with stakeholders at all levels devise plans for canteen sustainability. Sustaining learning outcomes could be promoted by providing a space for motivated and knowledgeable teachers to sustain program achievements or by promoting a peer system of training. A first step in achieving this is through the identification and recognition of “Master Teachers,” which the project is already doing. Health and hygiene sustainability could be promoted through awareness activities and setting up awareness and monitoring communities.
9. Developing a pathway for sustainability could involve testing various options, such as school gardens, local food procurement, or financial contributions to the schools. This would need to be tested locally to develop a “proof of concept” that could be replicated at a significantly larger number of schools. The KIIs with DAS identified a great degree of openness to this type of an approach. This enthusiasm could be leveraged by negotiating with the government to gradually overtake McGovern-Dole FY17 activities, or other such opportunities.
10. Two of McGovern-Dole program goals—increasing student enrollment and increasing student attentiveness—are, on the surface, contradictory. Treatment schools and classes sampled for attentiveness had an average class size of 43.1 students and ranged from 13 to 153 students. Among the 48 schools sampled for the evaluation, the average class for CI had 68.5 students (46.7 for control classes), and for CP, 53.9 students (36.3 for control classes). In treatment schools, there were 28 classes with more than 100 students (3 in control), including one class with 166 students, and one class with 231 students. The concept and measure of attentiveness are complicated. Also, while very large classes may negatively affect attentiveness (whether students are better fed), PTR is relative and international data do not necessarily link numbers to reduced learning outcomes (attentiveness is not generally used as a variable). Having more students attend school is clearly to be desired—their distribution across classrooms and among schools is a larger matter of government policy, as is training teachers to group children more effectively, the use of teacher

aids, involving parents, and self-directed materials (along the lines of distance learning). The consequences of increased class size, therefore, need to be examined and any indicators associated with attentiveness re-thought. The consequences of using PPS sample selection and consequently selecting larger schools for evaluation should also be revisited.

11. Recognize, and find ways to promote, those McGovern-Dole “seed” initiatives that have implications for long-term sustainability of pedagogical capacities. As the data indicates, there will be teachers “somewhere in the system with better skills and confidence” and the project has “tried to make them feel they matter” by taking up their ideas and helping share them; creating stable mechanisms for continuing to do so—such as school clusters, professional development centres for teachers, and principals’ associations—is essential.
12. Consider using those most competent teachers from the 48% who have been serving two to five years and more as mentors or trainers to newer colleagues.
13. The survey data suggest teachers and principals have at least a general concept of what effective reading instruction is, as well as what constitutes “hard-working” teachers. It was not clear what indicators were being used, however. Planning a series of “reflection workshops” around these and similar instances of professional judgment specifically to explore what they mean, to share and interrogate criteria, and to begin to collect and test data to confirm and plan remedial strategies around them could be an effective way of sustaining the progress made by McGovern-Dole by building capacities within schools.
14. Pursue the plan referenced in the 2016 Progress Report to conduct post-training assessment of teachers as they work to apply their learning in the classroom. This is essential both to ensure the relevance of the training design and the effectiveness of its outcomes, as well as to enable teachers to consolidate their learning and moving them from “knowing what” to “knowing how.” Developing such assessment in collaboration with teachers themselves through peer support groups, would strengthen the process even further.
15. Students often mentioned teachers hitting them as what they most disliked about going to school. It will be important to investigate physical punishment of students and to introduce components on disciplining students into the teachers’ literacy training curriculum to eliminate these practices.
16. A sustainability model for school meals should be tested in select schools, in partnership with the DAS/Government of Benin, and CRS. Various models—including food production via school gardens and local procurement could be tested. If a model is tested and proven to work, it will be considerably easier for the government, in partnership with CRS, to seek assistance from partners to support the sustainability of the school feeding project, rather than simply supplying food items.
17. Constructing or improving water points/wells/water systems still seems to be a very important concern of treatment school principals and teachers, and McGovern-Dole FY17 should continue improving these systems.
18. Improving the functionality and cleanliness of latrines and increasing the number of female-only latrines would be beneficial. This could be done by creating a development and maintenance plan, with assistance from the schools and parents’ associations.

19. CRS should consider including the construction of classroom modules as part of McGovern-Dole FY17's infrastructure investments, as requested by some schools.
20. Indicators for McGovern-Dole FY17 should be modified to focus on achievements that can be more directly attributed to the program. For example, if training is essential for CI and CP teachers, indicators for using training methods and national curricula, and for the amount of time spent on literacy training, should focus on these grades. Currently, only the use of the national curriculum is focused on these grades. However, if CRS has a reason for examining all teachers—such as the rapid movement of teachers between grades—then indicators could be left as they are.
21. The theory of change and logic model for McGovern-Dole FY17 should more clearly separate inputs and, especially, expected outcomes related to learning from those related to nutrition and health. While the correlation between a child's well-being and learning is unquestionable at the ultimate outcome level, at the immediate and intermediate outcome level the integration of the streams obscures the learning pathway and diminishes the likelihood of successful change.
22. Unfortunately, McGovern-Dole did not have an impact on decreasing the percentage of student absences related to sickness; however, the values at baseline were already low. Even more important, according to the parent survey, around 60% of children were sick due to malaria, a mosquito-borne illness that neither better health and hygiene nor better nutrition can effectively mitigate. Measures to reduce malaria include such things as reducing mosquito breeding areas, insecticidal sprays, and bed nets, which were not part of the McGovern-Dole project. Thus, the indicator for illness-related absences is not effectively measuring results that can be attributed to McGovern-Dole. Another approach for future programming would be to measure child absences due to work. It would be important to see if these absences are consistent across the school year or related to the agricultural season. Work-related absences appear to be more common than health-related ones and improving parent's knowledge of the benefits of primary education could help decrease them.
23. With respect to radio messages and potential contamination of the indicator on the benefits of primary education, overall, 75.0% of surveyed parents from treatment schools (rural, 76.0%; urban, 68.1%) stated that they had heard these radio messages, but 30.7% of parents from control schools (rural, 29.9%; urban, 35.0%) also heard them. This should be taken into consideration when developing indicators, especially if radio messaging is one of the main influencing methods. However, influencing parents from control schools to send their children to school is a positive thing.
24. CRS should clarify the type of indicator and report final values appropriately. Some indicators are cumulative, some are measured by semester, and some are percentages—they should not be added together for a final value. For example, for the indicators that had "double-counted" in Table 25 this refers to the fact that the total indicator value would better refer to the value obtained during the last reporting semester. For example, for the indicator "*22,621 males benefiting directly from USDA-funded interventions*" the total to date would better read "24,344" rather than "131,474," which is derived from adding all semesters together. There is double-counting because each semester many of the same students would be counted as enrolled and receiving feeding services from the canteen. However, some beneficiaries may only have been counted once, such as those receiving nutrition training. A future recommendation would be to ensure that each student receiving feeding services is only counted once. In addition, the unit of measurement (number/percentage) was sometimes changed so that some indicators were

reported in different units than specified—for example, the indicator for “students in 144 schools assessed using Early Grade Reading Assessment tool” was reported as the number of classrooms assessed.

25. Meeting targets for indicators such as the percentage of parents and students in target schools who achieve a passing score on a test of good health and hygiene practices, or for students who achieve passing EGRA scores, will likely require the constant and consistent implementation of activities that can improve them.
26. Future programming should consider reducing the use of semolina (couscous) in school meal programs. If using this food item has already been agreed upon with USDA, perhaps a larger amount of it could be monetized and more of the other food staples kept for the project. Most stakeholders have spoken negatively about semolina, which is not appreciated by the students, and is more vulnerable to insects and other contaminants.
27. The most commonly heard request or recommendation from all stakeholders was to expand the scope of the program. For example, many teachers requested that more teachers and students from other classes receive training; many teachers also asked to be included in the meal program. CRS should conduct a study to determine the costs of additional teacher training and meals, specifically because the most expensive element of the project (the feeding program) is apparently being extended to students in higher classes. WEI also believes that there would be a generational impact if other classes in the school were included in the project.
28. Greater collaboration with government is recommended, particularly at local, with the CRPs and central level, with the DAS. Information sharing, greater coordination in implementation, and implementing more joint monitoring field trips would be beneficial and develop a greater sense of collaboration.
29. If the project chooses to invest more in the school gardens, particularly to grow enough food to partially cover the deficit left in some schools at the end of McGovern-Dole FY17, it should include an education component that would allow students to contribute to the school gardens and link this contribution to pedagogical outcomes, such as learning about farming or the natural environment.
30. A limited group of mothers takes responsibilities for all the cooking for the children during the school year. They receive cooking oil as an incentive, but this is not an adequate or equitable incentive commensurate with the work done. More parents could be brought in to assist with the cooking, perhaps by rotation, or more incentives could be given to the mothers who cook for the children on a regular basis.
31. Some of the members of the AMEs/APEs mentioned that they would benefit greatly from exchange visits with other schools. This could be a powerful mechanism for replicating best practices and, if logistically feasible, the project could use it as a capacity-building tool. There were exchange visits organized among AMEs across school communities in May 2018, and this would be a relevant practice to carry forward.



Endline Evaluation of Catholic Relief Services' Food for Education (FFE)
Benin Project

APPENDICES TO THE FINAL REPORT

Presented to Catholic Relief Services

Submitted by Advisem Services Inc.

Ottawa, Canada

September 2018

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ABBREVIATIONS, ACRONYMS AND SYMBOLS

ACE	Agent contractuel de l'État [government contractor]
AME	Association des mères d'élèves [school mothers' association]
APE	Association des parents d'élèves [parent-teacher association]
CCS	Head of school district [chef de circonscription scolaire]
CFAF	African Financial Community franc
CI	Cours d'initiation [introductory class]
CP	Cours préparatoire [preparatory class]
CRS	Catholic Relief Services
DAC	Development Assistance Committee
DANA	Direction de l'alimentation et de la nutrition appliquée [Food and Applied Nutrition Directorate]
DAS	Direction de l'alimentation scolaire [School Feeding Directorate]
DEP	Direction de l'enseignement primaire [Primary Education Directorate]
DID	Difference-in-difference
DIP	Direction de l'inspection pédagogique [Pedagogical Inspection Directorate]
EGRA	Early Grade Reading Assessment
FFE	Food For Education
FFW	Food for Work
FGD	Focus group discussion
GoB	Government of Benin
INFRE	Institut national pour la formation et la recherche en éducation [National Institute for Training and Research in Education]
INGO	International non-governmental organization
IPTW	Inverse probability weighting
KII	Key informant interview
M&E	Monitoring and evaluation
MEAL	Monitoring and evaluation, accountability and learning
MEMP	Ministère de l'enseignement maternel et primaire [Ministry of Preschool and Primary Education]
MGD	McGovern-Dole
MTE	Mid-term evaluation
NGO	Non-governmental organization
ODK	Online Data Kit
OECD	Organization for Economic Cooperation and Development

ABBREVIATIONS, ACRONYMS AND SYMBOLS (CONTINUED)

PMF	Performance measurement framework
PMP	Performance monitoring plan
PTA	Parent-teacher association
PTR	Pupil-teacher ratio
RNG	Random number generator
ROA	Rapid organizational assessment
SILC	Savings and internal lending community
SO	Strategic objective
THR	Take-home ration
ToC	Theory of change
ToRs	Terms of Reference
UN	United Nations
UNDP	United Nations Development Programme
UNICEF	United Nations Children’s Fund
US	United States of America
USAID	United States Agency for International Development
USDA	United States Department of Agriculture
WASH	Water sanitation and hygiene
WEI	World Education, Inc.
WFP	World Food Programme

APPENDIX 1 – TERMS OF REFERENCE

The following draft Terms of Reference were issued by USDA in September 2017.

I. Purpose of the Terms of Reference

The purpose of these Terms of Reference is to describe the tasks and responsibilities of an external consultant or firm to conduct an endline evaluation of the McGovern-Dole (MGD) International Food for Education (FFE), implemented by Catholic Relief Services (CRS) in Benin in partnership with World Education, Inc. (WEI).

II. Project Background

Catholic Relief Services in Benin (CRS Benin) is implementing a four-year, \$19,080,649 United States Department of Agriculture (USDA) funded McGovern-Dole International Food for Education and Child Nutrition Program (FFE) to improve literacy and alleviate hunger for approximately 43,804 primary school-age children attending 144 primary schools in four communes in the Alibori and Borgou Departments of Northeast Benin.

The project, which started on September 30, 2014, and continues through September 30, 2018, coordinates activities with several education related ministries and departments, works with 212 teachers, 97 parent-teacher associations and 97 mother associations to implement the program, including the distribution of 4,420 million tons of commodities (soy-fortified cornmeal, vegetable oil, lentils and milled rice).

The main aims of the project include the following: (i) to improve the literacy of school-age children; (ii) to improve the quality of literacy instruction by training teachers in early grade reading methodology; (iii) to improve student attendance by providing take-home rations for students; (iv) to increase government capacity and ownership by working with the Ministry of Education; (v) to improve the physical learning environment by building or rehabilitating kitchens, storerooms, latrines and water stations; and (vi) to improve health and dietary practices and raise awareness of the importance of education through radio broadcasts.

The official launch of the FFE Project was at the end of March 2015 and the go-ahead to start activities was given after the first semester of Fiscal Year 2015. Canteen activities began October 26, 2015 in some schools in the intervention area. CRS and WEI have involved several governmental and non-governmental stakeholders, including the Ministry of Preschool and Primary Education (MEMP); the School Feeding Directorate (DAS); the Food and Applied Nutrition Directorate (DANA); the National Institute for Training and Research in Education (INFRE); the Primary Education Directorate (DEP); the Pedagogical Inspection Directorate (DIP); and the Ministry of Health.

Despite some challenges including strikes and impacts of political elections, overall, the project has operated in a favourable social and economic context, with the support and involvement of local authorities and the community. In order to materialize the theory of change described in Appendix A, the project carried out the following activities, led by either CRS or the sub-recipient World Education, Inc. (WEI):

APPENDIX 1 – TERMS OF REFERENCE (CONTINUED)

CRS	WEI
<ul style="list-style-type: none"> • Building/rehabilitation: latrines • Building/rehabilitation: water stations and systems • Create WASH-friendly schools • Distribution: school furniture and equipment • Establish school gardens • Form savings and lending groups • Provide school meals • Take-home rations • Training: food preparation and storage practices • Training: good health and nutrition practices 	<ul style="list-style-type: none"> • Building/rehabilitation: kitchens • Building/rehabilitation: storerooms • Capacity building: local, regional, national level • Distribution: school supplies and materials • Enrollment campaigns • Increase girls' attendance at school • Promote teacher attendance • Raising awareness of the importance of education • Training: parent-teacher associations • Training: teachers • EGRA

In addition, the FFE project's strategic objectives and expected results are shown in Appendix B. In order to measure progress towards the achievement of the expected results, further sections under endline evaluations state the specific indicators to be assessed.

III. Purpose of Endline Evaluation

The purpose of the endline evaluation is to assess the state of completion as compared to expected results and to measure the impact of project interventions. It will also serve to identify the strengths, challenges, and lessons learned and capture the knowledge of the various stakeholders in order to leverage these for future projects on the same theme. It will also look at whether the project has exposed any new dynamics in learning, the quality of teaching, attendance and attention of students, the school environment and the importance of education. The lessons learned and recommendations of this study will promote the improvement of the quality and impact of future interventions.

Specific indicators that need to be assessed at the endline evaluation are the following:

- 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 (male);
- 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 (female);
- Percent of students in target schools who are identified as attentive during class/instruction;
- Percent of parents in target schools who indicate that their children were "hungry" during the school day;
- Percent of students who report a decrease in health-related absence;
- Percent of parents in target communities who can name at least three benefits of education;
- Number of classrooms assessed using the Early Grade Literacy Assessment instrument;

APPENDIX 1 – TERMS OF REFERENCE (CONTINUED)

- Percent of schools with soap¹ and water at a hand-washing station commonly used by students;
- Number of government staff in relevant ministries/offices implicated in canteen/commodity management training;
- Number of teachers who devote at least 45 minutes a day to literacy instruction;
- Number of teachers using the national literacy curriculum and the related instructional materials;
- Number of school administrators and officials in target schools who demonstrate use of new techniques or tools as a result of USDA assistance;
- Number of teachers/educators/teaching assistants in target schools who demonstrate use of new and quality teaching techniques or tools as a result of USDA assistance;
- Percent of school-age children receiving a minimum acceptable diet.

Again, the level of achievement of the monitoring indicators, as evidenced by CRS' monitoring data, should also be assessed² and the consultant is required to review where the project is with regards to the achievement of targets for all of the indicators of the project, and to identify the reasons behind any underachievement or overachievement.

In addition, the endline evaluation will measure the completion of the CRS management responses to recommendations from the mid-term evaluation.

The endline evaluation will use quantitative and qualitative methods to assess the relevance of interventions, efficiency, effectiveness, impact and sustainability of the project.

IV. Key Evaluation Questions

The endline evaluation should measure the impact on reading levels and attentiveness of children, on parents' perceptions of the importance of education, and on the level of adoption of good hygiene and sanitation practices by the beneficiaries and impact of other interventions on creating a better environment for learning (such as SILCs, gardens, latrines and WASH, kitchens).

The questions for the endline evaluation study will be built on the same criteria used in the previous studies (baseline and mid-term), while placing a particular emphasis on the project's impact. This impact may encompass either positive or negative changes that are the direct or indirect result of the project, whether intentional or not attributable to project interventions. These questions are as follows:

¹ The project also uses a locally accepted substitute (ash) for soap in schools. Please take them into account when assessing this indicator.

² The complete list of monitoring indicators is available in the performance monitoring plan (PMP).

APPENDIX 1 – TERMS OF REFERENCE (CONTINUED)

- Relevance:
 - To what extent were the implementation strategies relevant enough to improve (1) children’s literacy; (2) enrollment and attendance among students, particularly girls; and (3) community participation and engagement?
 - Are stakeholders (students, PTAs, mothers’ associations, teachers, and local authorities) satisfied with their participation in the project? Why or why not?
- Effectiveness:
 - To what extent has the theory of change of the project been verified and which evidence shows the contribution of each stakeholder to that?
 - To what extent were the objectives of the project and the yearly benchmark indicators achieved?
 - Did the project meet its intended targets?
 - To what extent have targeted schools witnessed improved quality of education/learning? Were the strategies used appropriate to achieve the intended results?
 - To what extent have members of PTAs/mothers’ associations increased their knowledge and understanding of literacy, nutrition, health and hygiene? Was the approach used to support and strengthen PTAs and AMEs effective?
 - Have targeted beneficiaries (parents) demonstrated improved understanding of the importance of education? The endline evaluation should triangulate the sharp drop from baseline to mid-term in the number of parents that can identify three benefits of education.
 - Have targeted beneficiaries (students and parents: APE/AME) demonstrated improved understanding of health and hygiene practices? Was the material and methodology used appropriate and effective?
 - To what extent did the Saving and Lending scheme complement the other project activities and support parents in meeting costs related to schooling and education?
 - Were the implementation strategies effective enough to improve (1) children’s literacy; (2) enrollment and attendance among students, particularly girls; and (3) community participation and engagement?
 - Was the management system including oversight of WEI activities effective?
 - Has program implementation been effectively monitored? How well did the M&E mechanism in place help the implementation of the project?
 - To what extent did the project collaborate with other stakeholders, and to what extent did it take their experiences into account?

APPENDIX 1 – TERMS OF REFERENCE (CONTINUED)

- To what extent/how effectively was the original skill level of teachers and other literacy partners taken into account before designing and while implementing the literacy intervention?
- Efficiency:
 - Were activities cost efficient?
 - Were objectives achieved on time?
 - How well did CRS and WEI coordinate to ensure effective implementation, and what were the impediments to maximizing effective implementation?
 - How effective and efficient were the WEI sub-recipients in furthering the objective of the program?
- Sustainability:
 - What activities and/or outcomes (both expected and unexpected) of the project are likely to be sustained? What evidence is there to suggest this?
 - What are the major factors that can influence the achievement or non-achievement of project sustainability?
 - How do government's capacities, policies, procedures, and priorities contribute to sustainability? What strategies were used to obtain long-lasting support from communities and local/central administration that will extend beyond the life of the project?
 - How has the student success rate changed since the start of USDA support to FFE schools?
 - To what extent has the country taken ownership of the school meals program?
- Impact:
 - To what extent have the different components of the projects led to an improvement in students' literacy levels and in their health and dietary practices? The endline evaluation should triangulate the regression from baseline to mid-term in the percentage of students who missed class then report a health-related absence.
 - Are there other strategies which would have worked better and had more impact?
 - What are the general contributions of the project towards the educational development in the four target communes?
 - Have the target beneficiaries (in particular PTAs and local government officials) taken ownership of the project concept and approach?
 - Are project impacts likely to be long-lasting?

APPENDIX 1 – TERMS OF REFERENCE (CONTINUED)

- To what extent has the project achieved the desired impact (in terms of overall, strategic and intermediate goals)?
- Are the observed changes attributable to the project? Did all the intended beneficiaries benefit from changes made by the project in the same way? If not, who benefited the most, who has benefited least, why?
- What are the key success factors of the project? What are the main limiting factors?
- What are the unintended effects of the project (positive or negative)?
- What are the key lessons that can be learned from the project?
- What are the key recommendations for improving the effectiveness of the program?

V. Methodology

The endline evaluation should measure the impact of the intervention on reading levels and attentiveness of children, on parents' perceptions of the importance of education, and on use of good hygiene and sanitation practices by the beneficiaries. In the previous studies (baseline and mid-term), qualitative (focus groups, interviews) and quantitative data were collected to answer the different evaluation questions in order to assign an impact to the implementation of the project. Also to attribute impact to project interventions, the “difference in difference” methodology was used. This same methodology can be used in this evaluation with the addition of qualitative data collection from students.

For the data analysis, the consultant may use his or her preferred software, but the “difference in difference” method should be applied to estimate the change attributable to the project.

Concerning application of the “difference in difference” method, in previous studies within the framework of FFE project implementation, statistically significant differences between treatment and comparison groups³ were noted on both observable characteristics and characteristics that the program will not impact—such as gender, age, size of schools, experience and education level. This evaluation should use as much as possible the same comparison group, but pay careful attention to indicators that need to be disaggregated by gender, making attempts to gather responses from equal portions of males and females at each level of data collection. Finally, respondents in the comparison area should be asked if there is any similar intervention that has been implemented during the program implementation. Any school which has experienced a similar intervention can no longer provide an adequate counterfactual. This fact is of high importance as the government and other INGOs have implemented school canteen programs in the same area, and CRS is out of the decision process regarding schools that benefit from these programs in the country.

Strong attention should be paid to the issues in this endline evaluation, and we recommend addressing the above concerns in econometric models, which can account for differences in school size, gender proportions, and potential contamination on issues addressed by the intervention. As in previous studies (baseline, mid-term), all stakeholders will be involved in the validation of data collection tools to ensure

³ In total, 50 schools of control (no FFE intervention) against 50 schools of intervention had been randomly sampled.

APPENDIX 1 – TERMS OF REFERENCE (CONTINUED)

that the results of the endline evaluation will not be contested. For that purpose, a validation workshop involving stakeholders will be held to agree on the conclusions, lessons learned and recommendations from the evaluation.

In any event, this evaluation should be as rigorous as the previous studies. Annex C provides an outline of the methodology used for the mid-term evaluation.

Other Important Aspects of the Methodology

V.1. Study Design and Sampling

The endline evaluation will use a quasi-experimental design⁴ to measure the impact of the project and to attribute the findings of the evaluation to the intervention. Sampling will be determined based on expected impact to be detected at endline. The goal is to achieve sufficient statistical power to detect the impact we expect to find. School sampling will be stratified by urban and rural schools, and will be calculated proportionally to the number of students in each school in a way that each student has an equal probability of selection into the sample, despite the different size in schools.

Stratification will be completed by classifying the schools as rural or urban, as it is assumed that urban and rural populations differ on relevant indicators, and an equal number from each category in both intervention and comparison groups should be selected. Schools then have to be selected randomly within these strata and an equal number of treatment and control groups will be considered, following the baseline's methodology.

The sampling strategy has to focus also on outcome indicators for parents. The two main outcomes of interest for parents are the percentage of parents who can name at least three benefits of primary education, and the percentage of parents who receive a passing score on a test of good health and hygiene. In past studies, the children database was used as the sampling frame to develop the sample of parents.

V.2. Data Collection Methods and Instruments

The data collection methodology used for the endline evaluation will be as comparable as possible to the baseline and mid-term evaluation data. The evaluation will also retain the same sampling methodology utilized for previous studies (baseline and mid-term). The methods should include Surveys, focus group discussions (FGDs), key informant interviews (KIIs) and observations. As an indication, FGDs should include APE/AME and parents who did not send their child to school; KIIs should include regional pedagogy advisors of the intervention zones, and directors of the Department of Maternal and primary Education of Borgou and Alibori regions; INFRE; DAS; FFE staff. As for observations, they should be related to student attentiveness during class sequences; quality of latrines, tippy taps, boreholes, etc. However, the evaluator will be responsible for adapting as necessary, given any proposed changes to the methodology and evaluation questions, all the while ensuring comparability to the baseline and MTE.

⁴ <https://www.urbanreproductivehealth.org/toolkits/measuring-success/types-evaluation-designs>.

APPENDIX 1 – TERMS OF REFERENCE (CONTINUED)

In addition, to the methodology used at baseline and MTE, the endline evaluation will include students interviewed to have some qualitative data in terms of how they have perceived the project, and how it has changed their school.

List stakeholders	Level
United States Department of Agriculture (USDA)	Donor
Students	Community
Parents: APE/AME	Community
Teachers	Community
Principals	Community
World Education as sub-recipient, WEI local partners	Departmental
Local and international partner NGO/agencies (UNICEF, WFP, etc.)	Departmental and national
Head of school district	Departmental
Ministry of Preschool and Primary Education (MEMPE)	National
Direction départementale de la santé	Departmental
School Feeding Directorate (DAS)	National
Direction de l'alimentation et de la nutrition appliquée (DANA)	National
National Institute for Training and Research in Education (INFRE)	National
Department of Public Education (DEP)	National
Pedagogical Inspection Directorate (DIP)	National

Surveys will use quantitative data collection, open-ended questionnaires to collect quantitative information while FGDs and KIIs will use interview guides. Enumerators will be trained on how to collect data using observation.

Please notice that before the field survey, USDA expects to be interviewed first. Discussions/interviews with communities will be done in local language and in French for teachers and project staff. Translation can be made by a local consultant hired by the international consultant, for any independence purpose.

According to ethical standards, the consultant must get a written authorization from the Ministry of Education before starting the field survey. All respondents will also be assured of a willing participation in the study or a willing withdrawal and the confidential treatment of all their answers.

VI. Deliverables

The consultant will produce several key deliverables:

APPENDIX 1 – TERMS OF REFERENCE (CONTINUED)

- An inception report including the methodology, sampling, data analysis plan, data collection tools (focus groups, direct observation, interview guide, individual survey guides, quantitative data collection, etc.⁵), quality assurance plan, and a detailed work plan;
- The database (qualitative and quantitative) and the dictionary of variables (including both raw and clean datasets, as well as KII transcripts and notes from FGDs);
- Program (command) used to analyze the collected data;
- Draft report with a precise summary of key findings;
- Final report with an executive summary, context, methodology, evaluation questions, recommendations, lessons learned and an annex of all standard and custom performance indicators with columns for baseline, mid-term, and final values compared to the life of project targets (some of this data can even be taken from CRS' own monitoring data);
- A standalone 2-3-page summary of the evaluation which includes the methodology, key findings, and key recommendations;
- Final report revised to integrate comments from USDA;
- Presentation of final report to stakeholders;
- Webinar to present a summary of methodology, key findings, and recommendations (for CRS staff).

The final version of the evaluation report should be free from personal identifying information; and the consultant should, with the support of CRS, ensure coordination with and involvement of all stakeholders.

VII. Evaluation Resources

This service takes into account data collection and analysis for endline evaluation (final data to be compared with the baseline and mid-term) and collection, analysis and reporting for the endline evaluation.

VIII. Timeline of Evaluation Activities

The endline evaluation will take place between January and March 2018, the same time of the year as the baseline study.⁶ The anticipated timeline of activities is presented in the table below.

⁵ As part of the inception report, the consultant will highlight for each stakeholder (i) what data/information we want to get from them (which indicators or key evaluation questions); and (ii) which tools will be used. It will also outline how specific ethic and protection requirements linked to interviewing students will be met.

⁶ The mid-term evaluation took place in November 2016.

APPENDIX 1 – TERMS OF REFERENCE (CONTINUED)

Calendar	Activities
September 2017	Preparatory workshop to discuss ToRs and partners' roles and responsibilities
September 2017	Submit draft ToRs to USDA for review
October 2017	Submit final ToRs to USDA
October 2017	USDA approval
December 2017	Contracting of the consultant
January 2018	Conduct evaluation (data collection, analysis, draft report)
February 2018	Submission of the draft report to CRS
February 2018 – at least 15 days before the end of the evaluation process	Organize a workshop to validate the draft endline evaluation report with stakeholders
March 2018	Submission of the final report – Validation by CRS
March 2018	Submit final endline evaluation report to USDA within 60 days from start of data collection

IX. Audience and Key Stakeholders

Key stakeholders should be involved in the evaluation process and participate in discussions to respond to the findings and recommendations of the evaluation. The list of stakeholders and their possible interests are described in the table below.

Stakeholder	Interest
Government of Benin – Ministry of Preschool and Primary School Education	Contribution of the project to the national strategy on education
USDA	Measurable progress towards results; major accomplishments and challenges; accountability to US government
CRS, WEI and partners	Major accomplishments, challenges, and lessons learned; improve linkages with GoB; USDA reporting and accountability requirements
Other UN and NGO agencies	General progress data; lessons learned, collaboration and synergy
Schools	Seeing progress on enrollment/attendance/learning, and school development
Communities	Seeing progress in children's education and school development as compared to others

X. Dissemination

A workshop to disseminate the results of the endline evaluation will be conducted. During this workshop the various stakeholders will be invited. Recommendations will be made for the improvement of primary

APPENDIX 1 – TERMS OF REFERENCE (CONTINUED)

education. After this workshop, the results of the evaluation will be published on the CRS SharePoint and made public.

XI. Consultant for the Endline Evaluation

CRS will competitively contract an external consultant or consulting firm to conduct the endline evaluation. CRS will name a team and point person to work and interact with the selected consultant/consultancy firm in advance of the assessment to ensure the validity of the methodology and in order to facilitate logistical arrangements.

The consultant will be led by a Team Leader who will bring significant experience in the design of evaluations for development projects in Africa (data collection, analysis, reporting, etc.). A good knowledge of school feeding projects, education and other school-related interventions will also be essential, as will the ability to respect legal and cultural requirements.

The third-party evaluator should avoid conflicts of interest or the appearance of conflicts of interest.

Team Leader Profile

- At least a Master's degree in statistics or related field (PhD preferred). At least 15 years of experience in the evidence-based evaluation of international development projects, preferably in Francophone West Africa.
- Prior experience implementing quasi-experimental methodologies.
- Prior experience evaluating literacy or school feeding interventions.
- Good knowledge of the requirements and working methods of USDA/USAID.
- Fluency in written and oral English and French.
- Availability during the evaluation period.
- Past experience with an EGRA tool is an asset.
- Ability to lead multicultural teams.

Other Members of the Consultancy Team (if a consultancy team is selected)

- At least a Master's degree in statistics or a related field.
- Fluent English and at least passable oral French.
- Experience/knowledge of school feeding, education, health/nutrition sector trends and best practices.
- Experience with survey design and data collection in African countries.

APPENDIX 1 – TERMS OF REFERENCE (CONTINUED)

- Past experience with an EGRA tool is an asset.
- Gender balance.

XII. Coordination of the Endline Evaluation

The contracted consultant will report technically and administratively to CRS. The technical focal point for CRS will be the MEAL Coordinator and the administrative focal points will be the Director of the FFE Project and the FFE Project MEAL Officer. The entire team will work together to ensure the quality of data and assessment results. All logistics aspects linked to the preparation and the evaluation itself will be organized and coordinated by the administrative focal point.

The independent evaluator will be free to draw their own conclusions free from organizational or political pressure.

At the beginning of the mission, a scoping session will be held with the MEAL Team of the project, the Project Manager, the MEAL Coordinator and the consultants team to clarify the objectives and expectations of the mission.

After submission of the interim report, the key team of the FFE project (CRS and WEI) will review the findings and provide their feedback. A second level of inputs will then be sought from CRS Regional MEAL Technical Adviser and the CRS Senior Technical Adviser for Education in the headquarters.

USDA will participate in a stakeholder call with the evaluator, will also provide comments on the draft evaluation report, and approve the final report.

XIII. Structure of Proposal and Submission Guidelines

Consultants or consultant firms wishing to apply to conduct this evaluation should send their CVs, along with a technical proposal that includes at least the following specifications:

- A description of the firm's expertise (maximum 5 pages);
- The different tasks they are planning to undertake in order to fulfill the mission (including the methodology they will use);
- A detailed budget according to the illustrated models in Appendix C;
- A sample of similar work undertaken as the lead consultant.

NB: It should be noted that these ToRs are subject to review and changes by USDA prior to contracting the consultant or consultant firm, for which negotiations with the selected consultant or firm will be required to finalize the terms of the contract.

The proposal should be sent either in a sealed envelope to CRS at the following address: Catholic Relief Services-USCCB, Benin-Togo Program, Lot 11 Les Cocotiers, 01 BP 518 RP, Cotonou, Benin, or electronically in PDF, no later than October 22, 2017, at 17:00 PM (Benin local time) to benin@global.crs.org, with copy to the CRS Head of Programming (marie.rongear@crs.org). The subject

APPENDIX 1 – TERMS OF REFERENCE (CONTINUED)

line should read: “Consultant for the endline evaluation of the CRS Benin FFE Project.” Any additional information sent beyond what has been requested will not be considered.

APPENDIX A: Theory of change

Problematic

Benin is one of the world’s poorest countries with an annual per capita income of \$365. This figure is below the sub-Saharan Africa average of \$470 and is 159th out of 174 countries ranked according to the Human Development Index of the United Nations Development Programme (UNDP).

Due to colonization heritage, the development of the northern Benin is far behind the development of the south where the colonies had their interests in the littoral. This lack of balance is seen in terms of economic poverty. All of the rural northern departments (Borgou, Alibori, Atacora, Donga) have levels of economic poverty significantly above average (32-36%). The insufficient number of primary schools is a clear example of the lack of social services in the north: less than the half (48%) of the primary schools in the country are located in these four departments whereas they represent the 73% of Benin’s superficies. This means that schools are very remote for many school-aged children to attend. In addition, the Borgou and Alibori departments are the less assisted by both the government and NGOs as far as school canteens are concerned (Ministère de l’éducation maternelle et primaire, MEMP). The inherited poverty causes a severe yearly lean season whereas an acute lack of development in the north generates poorly educated parents who are not involved in the education of their children. The population does not have basic nutrition concepts, nor does it practice the hygiene minimum standard. The children do not have enough to eat and suffer from stunting growth. Therefore, they are not learning well at school or they do not attend school at all.

There are local constraints such as social and cultural beliefs which causes parents not to know the importance of education. In addition, at national level, one notices the dysfunctional education system which causes teacher absenteeism.

Possibilities in Terms of Solutions

In order to solve the above problematic, the following actions can make a difference:

- Government’s actions: Government should actually apply the educational policies, including:
 - ◆ True decentralization of the education system;
 - ◆ Training and capacity building of parents and teachers;
 - ◆ Zero tolerance for corruption/misuse;
 - ◆ Appropriate technology for learning;
 - ◆ More incentives for teachers.

APPENDIX 1 – TERMS OF REFERENCE (CONTINUED)

- Parents' actions:
 - ◆ Change perception of education value;
- From both sides:
- Reinforce positive behaviour;
- Improve school environment;
- Negotiated school schedule.

“We wish to have productive Beninese citizens through making all girls and boys healthy and with a quality and complete primary education.”

IF we...

- Promote importance of education to parents;
- Improve teacher incentives and capacity;
- Advocate for policy application, decentralization, parent involvement;
- Provide inputs (school infrastructure, meals)

THEN...

All children, boys and girls will have a positive, healthy, quality learning experience and complete their education to be productive citizens.

Adopted Solution: the FFE project

Targets: The 38,000 primary school children in the communes of Malanville, Kandi, Gogounou and Kalale; 144 schools; 212 teachers/school administrators; 92 AMEs.

Outcomes:

- Healthy boys and girls;
- All children learn in a good quality, safe environment;
- All children improve their reading capacity;
- All children complete the learning cycle—they are literate;
- Parents involved in education;
- Reading materials available;

APPENDIX 1 – TERMS OF REFERENCE (CONTINUED)

- Improved education system;
- Good curriculum;
- Productive, educated citizens;
- Gender equality.

APPENDIX B: Strategic Objectives and Expected Results

Result stream	Intermediate result	Expected result
MGD SO 1: Improved literacy of school-age children		
<ul style="list-style-type: none"> 65% of boy students who, by the end of two grades of school can read and understand the meaning of grade-level text 22,621 males benefiting directly from USDA-funded interventions. 60% of girl students who, by the end of two grades, can read and understand the meaning of grade-level text. 22,879 females benefiting directly from USDA-funded interventions. 220,783 individuals benefiting indirectly from USDA funded interventions. 		
1.1 IMPROVED QUALITY OF LITERACY INSTRUCTION 70% of teachers who devote at least an average of 45 minutes a day to literacy instruction	1.1.1 More consistent teacher attendance	75% average teacher attendance rate for each school and aggregated by district
	1.1.2 Better access to school supplies and materials	4,230 textbooks and other teaching and learning materials provided as a result of USDA assistance
	1.1.3 Improved literacy instructional materials	144 teachers using the national literacy curriculum and the related instructional materials
	1.1.4 Increased skills and knowledge of teachers	144 teachers/educators/teaching assistants trained or certified as a result of USDA assistance
		144 teachers in target schools who demonstrate use of new and quality teaching techniques or tools
	1.1.5 Increased skills and knowledge of school administrators	144 school administrators or officials trained or certified as a result of USDA assistance
		106 school administrators in targeted schools who demonstrate use of new techniques or tools
1.2 IMPROVED ATTENTIVENESS 75% of students in target schools who are identified as attentive during class/instruction	1.2.1 Reduced short-term hunger	Less than 20% of parents in target schools indicate that their children were “hungry” during the school day
	1.2.1.1 Increased access to food (school feeding)	95% of students in target schools consuming daily meals at school
		22,268 boy students receiving daily school meals (breakfast, snack, lunch) as a result of USDA assistance
		21,536 girl students receiving daily school meals (breakfast, snack, lunch) as a result of USDA assistance
		18,756,998 daily school meals (breakfast, snack, lunch) provided to school-age children as a result of USDA assistance
		80,703 take-home rations provided as a result of USDA assistance
		13,884 girls receiving take-home rations as a result of USDA assistance
		13,017 boys receiving take-home rations as a result of USDA assistance

APPENDIX 1 – TERMS OF REFERENCE (CONTINUED)

Result stream	Intermediate result	Expected result
1.3 IMPROVED STUDENT ATTENDANCE 19,607 boy students regularly (80%) attending USDA -supported classrooms/schools 19,069 female students regularly (80%) attending USDA supported classrooms/schools	1.3.2 Reduced health-related absences	2% of students who report a decrease in health-related absences
	1.3.3 Improved school infrastructure	144 school kitchens rehabilitated/constructed as a result of USDA assistance
		252 cabins rehabilitated/constructed as a result of USDA assistance
		144 storerooms rehabilitated/constructed as a result of USDA assistance
	1.3.4 Increased student enrollment	21,536 girls enrolled in schools with USDA assistance
		22,268 boys enrolled in schools with USDA assistance
	1.3.5 Increased community understanding of benefits of education	60% of parents in target communities who can name at least three benefits of primary education
1.4 FOUNDATIONAL RESULTS	1.4.1 Increased capacity of government institutions	Students in 144 schools assessed using Early Grade Reading Assessment tool
	1.4.4 Increased engagement of local organizations and community groups	22,268 male social assistance beneficiaries participating in productive safety nets as a result of USDA assistance
		21,536 female social assistance beneficiaries participating in productive safety nets as a result of USDA assistance
		100% of schools in target communities with active PTAs or similar “school” governance structures
		92% of parent-teacher associations or similar “school” governance structures supported as a result of USDA assistance
MGD SO 2: Increased use of health and dietary practices		
● 95% of students in schools receiving USDA assistance receiving a minimum acceptable diet		
2.1 IMPROVED KNOWLEDGE OF HEALTH AND HYGIENE PRACTICES		40% of parents in target schools who achieve a passing score on a test of good health and hygiene practices
		50% of students in target schools who achieve a passing score on a test of good health and hygiene practices
2.2 INCREASED KNOWLEDGE OF SAFE FOOD PREP AND STORAGE PRACTICES		100% of food preparers at target schools who achieve a passing score on a test of safe food preparation and storage
2.3 INCREASED KNOWLEDGE OF NUTRITION		4 female teachers trained in child health and nutrition as a result of USDA assistance (school gardens)
		21 male teachers trained in child health and nutrition as a result of USDA assistance (school gardens)
2.4 INCREASED ACCESS TO CLEAN WATER AND SANITATION SERVICES		100% of schools using an improved water source
		144 schools with improved sanitation facilities (latrines)
2.6 INCREASED ACCESS TO REQUISITE FOOD PREP AND STORAGE TOOLS AND EQUIPMENT		144 target schools with improved food preparation and storage equipment
2.7 FOUNDATIONAL RESULTS	2.7.1 Increased capacity of government institutions	4 government staff in relevant ministries/offices implicated in canteen/commodity management training
	2.7.4 Increased engagement of local organizations and community groups	71 nutrition or health initiatives or activities pursued in partnership between government and local community groups

APPENDIX 1 – TERMS OF REFERENCE (CONTINUED)

APPENDIX C: Methodology of the Mid-Term Evaluation

The design must take into account how data collection will take place, and must ensure that the evaluation has the necessary rigour and scientific validity. To this end, both quantitative and qualitative methods will be used. The methodology of data collection will be based on random methods where appropriate. Data collection methods may include interviews with stakeholders, some of which may be chosen at random, observation, and focus groups among others. Project staff may also be interviewed. Like the baseline, the mid-term evaluation study will target school children, parents, teachers, PTAs, AME, and CCSs and some members of the community who have not sent their children to school. It will also collect the necessary data on the various performance indicators to help measure the progress achieved thus far through the implementation of the project. Also, as a key stakeholder, the donor, USDA, will be interviewed prior to data collection and, ideally, prior to the finalization of any data collection tools. All data collected during the mid-term evaluation should be modelled on the methodology used for the baseline study and data collection in order to enable triangulation and comparison of results across the different studies.

Within the framework of the baseline study, the quantitative portion has had two main components. The first component has consisted of surveys of principals, teachers and parents, as well as a classroom observation. The second component has consisted of an Early Grade Reading Assessment (EGRA). The qualitative component has consisted of interviews with key stakeholders such as the head of the school districts (CCS) in each intervention commune, and parents' and mothers' associations which were identified by the quantitative component as particularly active.

Sampling Design for Schools, Principals, Teachers, Students and Parents

- *Schools* – Sampling was determined based on expected impact to be detected at mid-term or online. The goal is to achieve sufficient statistical power to detect the impact we expect to find. School sampling should be stratified by urban and rural schools, and calculated proportional to the number of students in each school. In this way each student has an equal probability of selection into the sample, despite the different size in schools. Stratification should be completed by classifying the schools as rural or urban, and selecting equal numbers from each category in both intervention and comparison groups. Schools should then be selected randomly within these strata. In the baseline, treatment and control groups each consisted of seven urban schools, and 43 rural schools. The complete list of schools which were sampled at baseline included 142 intervention schools and 98 comparison schools.
- *Teachers and principals* – All teachers and principals were planned to be surveyed at each school so no selection methodology was implemented.
- *Students* – Classrooms for observation were also selected randomly. At each school, two classrooms were randomly selected for observation. Within the classroom, 10 students were again randomly selected to be observed and classified as attentive or inattentive at the time of observation. For this component of the study, only classrooms from 3rd to 6th grade were selected, as the students in 1st and 2nd grade were being pulled out for EGRA testing. Thus it was assumed that those classrooms would have sufficient disturbance to negatively bias the results, since students would be paying attention to the movement of their peers instead of the teacher.

APPENDIX 1 – TERMS OF REFERENCE (CONTINUED)

- *Parents* – The sampling strategy focused on outcome indicators for parents. The two main outcomes of interest for parents are the percentage of parents who can name at least three benefits of primary education, and the percentage of parents who receive a passing score on a test of good health and hygiene. For both indicators, the goal is 60%. Using a significance of 5%, a statistical power of 80%, it was determined that with 50 treatment and 50 control schools, and 10 parents randomly selected using the school rosters surveyed per school, the study would have power to detect a minimum change from 46% to 60%. For selection of the schools based on these calculations, the *gsample*⁷ command in STATA was used. Within each stratum, schools were randomly selected with a probability proportional to the size of the school. Since for some schools the probability was greater than the available selection probability, these probabilities were limited to 1/50.

Sampling Design for the Qualitative Component

The qualitative component focused on key stakeholders and key informants on project outcomes of interest. First, interviews were conducted with the head of school districts (CCS), in each intervention commune. Second, focus groups were conducted among parents' and women's associations (APEs and AMEs) that were identified by the principals as most active. These associations were asked to identify parents who have not enrolled their children in school and interviews were conducted with those parents as well. In this way, the qualitative interview employed a snowball method, in which key informants identify other key informants.

The whole approach and methodology used for the baseline evaluation will be made available to the selected consultant

Indicatively, the consultant will be responsible among others:

- To define criteria for selecting interviewers;
- To train support staff (interviewers) – CRS and the consultant team will work together to ensure quality of data collection and supervise data collectors: without encroaching on the consultant team's independence, the Country Program MEAL Coordinator will help in the selection and training of the interviewers, especially in their ability to conduct the interviews in respect of the local context such as the local languages. Whereas the CRS MEAL Coordinator will assist in the process of hiring and orienting/training the interviewers, the consultant will be fully responsible for overall supervision of the interviewers as well as the data collection efforts in the field. As far as the project team is concerned, examples of how it will support the effort include: ensuring that by the end of the training of the interviewers, the Ministry of Education gives authorization to undertake the data collection at schools; facilitating the logistics (vehicles, accommodations, supplies, etc.); and supporting the consultant(s) with any problem-solving related to data collection;
- To conduct field tests;

⁷ Jann, B. (2006). *gsample: Stata Module to draw a Random Sample*. Available from <http://ideas.repec.org/c/boc/bocode/s456716.html>.

APPENDIX 1 – TERMS OF REFERENCE (CONTINUED)

- To supervise data collection:
- To clean the database;
- To ensure survey coordination;
- To communicate regularly with CRS to guarantee appropriate support for the whole process.

Note: For the EGRA test, priority will be given to the enumerators who had been used for the same exercise during the baseline study.

In any case, the different collection tools and methods to be definitively chosen for the mid-term and endline evaluations should be submitted to the coordination team before all field trips. A validation of these tools will be necessary, in agreement with all stakeholders. After data collection, there should be verification of the quality of the data followed by analysis using a rigorous methodology to measure the performance of the project intervention. The consultant should submit the relevant sampling method to generalize the results and make comparisons between different categories of students. A specific analysis will be made on performance (attendance, attentiveness and result) of school children who received take-home rations (THRs) compared to other children who did not.

The consultant will provide a well-detailed report followed by a lessons-learned document and recommendations. CRS will hold a validation workshop to discuss preliminary results.

APPENDIX 2 – EVALUATION MATRIX

Questions and sub-questions	Indicators	Data Source	Data Collection Method
1. Relevance (are we doing the right thing with the right people at the right place?)			
1.1 To what extent were the implementation strategies relevant enough to improve (1) children's literacy?	<ul style="list-style-type: none"> Improved Literacy of School-Age Children % of boy students who, by the end of two grades of can read and understand the meaning of grade level text % of girl students who, by the end of two grades, can read and understand the meaning of grade level text 	<ul style="list-style-type: none"> Students Parents Teachers, principals CRS staff/WEI staff 	<ul style="list-style-type: none"> Survey FGDs KIIs EGRA
1.2 To what extent were the implementation strategies relevant enough to improve (2) enrollment and attendance among students, particularly girls?	<ul style="list-style-type: none"> Reduced Health-Related Absences Increased Student Enrollment 	<ul style="list-style-type: none"> Students Parents Teachers, principals CRS staff/WEI staff 	<ul style="list-style-type: none"> Survey School records FGDs KIIs
1.3 To what extent were the implementation strategies relevant enough to improve (3) community participation and engagement?	<ul style="list-style-type: none"> Increased community understanding of benefits of education Increased engagement of local organizations and community groups 	<ul style="list-style-type: none"> Students Parents: APE/AME Teachers, principals Local government authorities Local and international partner NGO/agencies CRS staff/WEI staff 	<ul style="list-style-type: none"> Survey FGDs KIIs Desk review
1.4 Are stakeholders (Students, PTAs, mothers' associations, teachers, and local authorities) satisfied with their participation in the project? Why or why not?	<ul style="list-style-type: none"> Level of satisfaction of stakeholders with their participation in the project 	<ul style="list-style-type: none"> Students Parents: APE/AME Teachers, principals Local government authorities Local and international partner NGO/agencies CRS staff/WEI staff 	<ul style="list-style-type: none"> Survey FGDs KIIs
2. Effectiveness (are we achieving our expected results?)			
2.1 To what extent has the theory of change of the project been verified and which evidence shows the contribution of each stakeholder to that?	<ul style="list-style-type: none"> Improved Literacy of School-Age Children Increased Use of Health and Dietary Practices Increased Capacity of Government Institutions Increased engagement of Local organizations and community groups 	<ul style="list-style-type: none"> Students Parents: APE/AME Teachers, principals Local government authorities Local and international partner NGO/agencies CRS staff/WEI staff USDA representatives 	<ul style="list-style-type: none"> Survey School records FGDs EGRA KIIs
2.2 To what extent were the objectives of the project and the yearly benchmark indicators achieved?	<ul style="list-style-type: none"> Expected results and yearly planned progress vs actual progress 	<ul style="list-style-type: none"> Students Parents: APE/AME Teachers, principals Local government authorities Local and international partner NGO/agencies CRS staff/WEI staff USDA representatives 	<ul style="list-style-type: none"> Survey FGDs KIIs Desk review
2.3 Did the project meet its intended targets?	<ul style="list-style-type: none"> Comparison of survey/desk review data with initial program targets (stated in the PMP) 	<ul style="list-style-type: none"> Students Parents: APE/AME Teachers, principals Local government authorities Local and international partner NGO/agencies CRS staff/WEI staff USDA representatives 	<ul style="list-style-type: none"> Survey FGDs KIIs Desk review

APPENDIX 2 – EVALUATION MATRIX (CONTINUED)

Questions and sub-questions	Indicators	Data Source	Data Collection Method
2.4 To what extent have targeted schools witnessed improved quality of education/learning? Were the strategies used appropriate to achieve the intended results?	<ul style="list-style-type: none"> Perception of various stakeholders of the quality of education/learning Perception of contribution/attribution of CRS/WEI interventions to the improved quality of learning 	<ul style="list-style-type: none"> Students Parents: APE/AME Teachers, principals 	<ul style="list-style-type: none"> Survey FGDs KIIs Desk review
2.5 To what extent have members of PTAs/mothers' associations increased their knowledge and understanding of literacy, nutrition, health and hygiene? Was the approach used to support and strengthen PTA and AME effective?	<ul style="list-style-type: none"> Extent to which community groups have increased their knowledge and understanding of literacy, nutrition, health and hygiene 	<ul style="list-style-type: none"> Parents: APE/AME 	<ul style="list-style-type: none"> Survey FGDs Desk review
2.6 Have targeted beneficiaries (parents) demonstrated improved understanding of the importance of education?	<ul style="list-style-type: none"> Extent to which parents demonstrate improved understanding of the importance of education 	<ul style="list-style-type: none"> Parents: APE/AME CRS staff/WEI staff 	<ul style="list-style-type: none"> Survey FGDs Desk review KIIs
2.7 Have targeted beneficiaries (students and parents: APE/AME) demonstrated improved understanding of health and hygiene practices? Was the material and methodology used appropriate and effective?	<ul style="list-style-type: none"> Increased understanding of health and hygiene practices by students and parents (APE/AME) Perception of stakeholders regarding the materials and methodology used 	<ul style="list-style-type: none"> Students Parents: APE/AME Teachers, principals CRS staff/WEI staff 	<ul style="list-style-type: none"> Survey FGDs KIIs Desk review
2.8 To what extent did the Saving and Lending scheme complement the other project activities and support parents in meeting costs related to schooling and education?	<ul style="list-style-type: none"> Perception of the impact of the saving and lending scheme to the other project activities and supporting parents in meeting costs related to schooling and education 	<ul style="list-style-type: none"> Parents: APE/AME Principals CRS staff/WEI staff 	<ul style="list-style-type: none"> Survey FGDs KIIs
2.9 Were the implementation strategies effective enough to improve (1) children's literacy, (2) enrollment and attendance among students, particularly girls, and (3) community participation and engagement?	<ul style="list-style-type: none"> Comparison of survey data with initial baseline values related to literacy, enrollment/attendance, and community participation Perception of stakeholders regarding the implementation strategies 	<ul style="list-style-type: none"> Students Parents: APE/AME Teachers, principals Local government authorities Local and international partner NGO/agencies CRS staff/WEI staff USDA representatives 	<ul style="list-style-type: none"> Survey FGDs KIIs Desk review
2.10 Was the management system including oversight of WEI activities effective?	<ul style="list-style-type: none"> Perception of various stakeholders (CRS, WEI, USDA, Government Departments, school management) on the management system including oversight of WEI activities 	<ul style="list-style-type: none"> Local government authorities CRS staff WEI staff USDA representatives 	<ul style="list-style-type: none"> FGDs KIIs Desk review
2.11 Was program implementation effectively monitored? How well did the M&E mechanism in place help the implementation of the project?	<ul style="list-style-type: none"> Perception of various stakeholders (CRS, WEI, USDA,) of the M&E mechanism. Perception of the quality and timeliness of reporting processes by the relevant stakeholders. 	<ul style="list-style-type: none"> CRS staff WEI staff USDA staff (UNICEF, WFP, etc.) Local government authorities 	<ul style="list-style-type: none"> FGDs Desk review KIIs

APPENDIX 2 – EVALUATION MATRIX (CONTINUED)

Questions and sub-questions	Indicators	Data Source	Data Collection Method
2.12 To what extent did the project collaborate with other stakeholders, and to what extent did it take their experiences into account?	<ul style="list-style-type: none"> Perception of various stakeholders (CRS, WEI, USDA, Government Departments, school management, PTAs, AMEs) on project collaboration and capacity to engage with their experiences. 	<ul style="list-style-type: none"> Parents: APE/AME Local government authorities Local and international partner NGO/agencies CRS staff/WEI staff USDA representatives 	<ul style="list-style-type: none"> FGDs KIIs Desk review
3. Efficiency (are we using the right process to achieve and measure our expected results?)			
3.1 Were objectives achieved on time?	<ul style="list-style-type: none"> Planned achievement of objectives vs actual achievement. 	<ul style="list-style-type: none"> Students Parents: APE/AME Teachers, principals Local government authorities CRS staff/WEI staff USDA representatives 	<ul style="list-style-type: none"> Survey FGDs KIIs Desk review
3.2 How well did CRS and WEI coordinate to ensure effective implementation, and what were the impediments to maximizing effective implementation?	<ul style="list-style-type: none"> Perception of relevant stakeholders (CRS, WEI, USDA, Government Departments, school management) on coordination and implementation of activities by CRS and WEI 	<ul style="list-style-type: none"> Parents: APE/AME Teachers, principals Local government authorities CRS staff WEI staff USDA representatives 	<ul style="list-style-type: none"> FGDs KIIs Desk review
3.3 How effective and efficient were the WEI sub recipients in furthering the objective of the program?	<ul style="list-style-type: none"> Perception of various stakeholders (CRS, WEI, USDA, Government Departments, school management) on the contribution of WEI activities to the overall results of the program. 	<ul style="list-style-type: none"> Parents: APE/AME Teachers, principals Local government authorities CRS staff WEI staff USDA representatives 	<ul style="list-style-type: none"> Survey FGDs KIIs Desk review
3.4 To what extent were the recommendations from the mid-term evaluation implemented?	<ul style="list-style-type: none"> Number and type of recommendations from the mid-term review implemented 	<ul style="list-style-type: none"> CRS staff USDA representatives Mid-term evaluation report 	<ul style="list-style-type: none"> KIIs Desk review
4. Sustainability (is it going to last after program completion)			
4.1 What activities and/or outcomes (both expected and unexpected) of the project are likely to be sustained? What evidence is there to suggest this?	<ul style="list-style-type: none"> Degree to which results/outcomes associated to the various components of the program are to remain after program completion 	<ul style="list-style-type: none"> Students Parents: APE/AME Teachers, principals Local government authorities CRS staff/WEI staff USDA representatives 	<ul style="list-style-type: none"> FGDs KIIs Survey
4.2 What are the major factors that can influence the achievement or non-achievement of project sustainability?	<ul style="list-style-type: none"> Perception of relevant stakeholders on the sustainability of activities and outcomes Number and type of factors that could limit or enhance program sustainability 	<ul style="list-style-type: none"> Students Parents: APE/AME Teachers, principals Local government authorities CRS staff/WEI staff USDA representatives 	<ul style="list-style-type: none"> FGDs KIIs
4.3 How do government's capacities, policies, procedures, and priorities contribute to sustainability?	<ul style="list-style-type: none"> Increased capacity of Government Institutions Number and type of factors that could limit or enhance program sustainability 	<ul style="list-style-type: none"> Local government authorities CRS staff/WEI staff USDA representatives 	<ul style="list-style-type: none"> FGDs KIIs Desk review
4.4 What strategies were used to obtain long-lasting support from communities and local/central administration that will extend beyond the life of the project?	<ul style="list-style-type: none"> Review of best practices and stakeholder perception on strategies that were used to obtain long lasting support from communities and local/central administration that will extend beyond the life of the project. 	<ul style="list-style-type: none"> Parents: APE/AME Teachers, principals Local government authorities CRS staff/WEI staff USDA representatives 	<ul style="list-style-type: none"> FGDs KIIs Desk review

APPENDIX 2 – EVALUATION MATRIX (CONTINUED)

Questions and sub-questions	Indicators	Data Source	Data Collection Method
5. Impact (what are the most important changes for our beneficiaries and key partners?)			
5.1 To what extent have the different components of the projects led to an improvement in student's literacy levels and in their health and dietary practices?	<ul style="list-style-type: none"> Measure progress in sample student beneficiaries of the project and control group (literacy and health) Student, parent and teacher perception on the relevance of various components and their impact in improved literacy and health 	<ul style="list-style-type: none"> Students Parents: APE/AME Teachers, principals Local government authorities CRS staff/WEI staff USDA representatives 	<ul style="list-style-type: none"> Survey FGDs KIIs Desk review
5.2 Are there other strategies which would have worked better and had more impact?	<ul style="list-style-type: none"> Perception of stakeholders on other strategies 	<ul style="list-style-type: none"> Students Parents: APE/AME Teachers, principals Local government authorities Local and international partner NGO/agencies CRS staff/WEI staff USDA representatives 	<ul style="list-style-type: none"> FGDs KIIs Desk review
5.3 What are the general contributions of the project towards the educational development in the four target communes?	<ul style="list-style-type: none"> Types of impacts reported by stakeholders regarding the quality of education Perception of relevant stakeholders of the general contributions of the project towards the educational development in the four target communes 	<ul style="list-style-type: none"> Parents: APE/AME Teachers, principals Local government authorities Local and international partner NGO/agencies CRS staff/WEI staff 	<ul style="list-style-type: none"> Survey FGDs KIIs Desk review
5.4 Have the target beneficiaries (in particular PTAs and local government officials) taken ownership of the project concept and approach?	<ul style="list-style-type: none"> Perception of the target beneficiaries of their ownership and leadership in the project Number of examples of program ownership displayed 	<ul style="list-style-type: none"> Parents: APE/AME Teachers, principals Local government authorities CRS staff/WEI staff 	<ul style="list-style-type: none"> FGDs KIIs
5.5 To what extent has the project achieved the desired impact (in terms of overall, strategic and intermediate goals)?	<ul style="list-style-type: none"> Review of planned results and achieved results 	<ul style="list-style-type: none"> Students Parents: APE/AME Teachers, principals Local government authorities CRS staff/WEI staff USDA representatives 	<ul style="list-style-type: none"> Survey FGDs KIIs Desk review
5.6 Are the observed changes attributable to the project? Did all the intended beneficiaries benefit from changes made by the project in the same way? If not, who benefited the most, who has benefited least, why?	<ul style="list-style-type: none"> Types of impacts reported by stakeholders regarding their quality of life Perception of stakeholders on the attribution and contribution of the project to the results. Comparison with control group 	<ul style="list-style-type: none"> Students Parents: APE/AME Teachers, principals Local government authorities CRS staff/WEI staff USDA representatives 	<ul style="list-style-type: none"> Survey FGDs KIIs Desk review
5.7 What are the key success factors of the project? What are the main limiting factors?	<ul style="list-style-type: none"> Number of best practices reported by stakeholder Perception of stakeholders on the key success and limiting factors for the project 	<ul style="list-style-type: none"> Students Parents: APE/AME Teachers, principals Local government authorities CRS staff/WEI staff USDA representatives 	<ul style="list-style-type: none"> FGDs KIIs Desk review
5.8 What are the unintended effects of the project (positive or negative)?	<ul style="list-style-type: none"> Number and type of positive and/or negative unexpected results stemming from the implementation of FFE programming Perception of the relevant stakeholders regarding the unintended effects of the project 	<ul style="list-style-type: none"> Parents: APE/AME Teachers, principals Local government authorities CRS staff/WEI staff USDA representatives 	<ul style="list-style-type: none"> FGDs KIIs Desk review

APPENDIX 2 – EVALUATION MATRIX (CONTINUED)

Questions and sub-questions	Indicators	Data Source	Data Collection Method
6. Lessons learned and best practices (what should we remember for a future program?)			
6.1 What are the key lessons that can be learned from the project? What implications for future Food for Education activities can be extracted from those lessons learned?	<ul style="list-style-type: none"> • Number and type of operational lessons learned from the program • Number and type of developmental lessons learned from the program • Perception of stakeholders on the key lessons learnt from the project. 	<ul style="list-style-type: none"> • Students • Parents: APE/AME • Teachers, principals • Local government authorities • CRS staff/WEI staff • USDA representatives 	<ul style="list-style-type: none"> • FGDs • KIIs • Desk review
6.2 What are the key recommendations for improving the effectiveness of the program?	<ul style="list-style-type: none"> • Number and type of best practices or recommendations developed by the program 	<ul style="list-style-type: none"> • Students • Parents: APE/AME • Teachers, Principals • Local government authorities • CRS staff/WEI staff • USDA representatives 	<ul style="list-style-type: none"> • FGDs • KIIs • Desk review

APPENDIX 3 – LIST OF DOCUMENTS REVIEWED

The following is a list of documents reviewed by the consulting team for this evaluation.

- Catholic Relief Services Food For Education Theory of Change.
- Evaluation Plan Food For Education 2014.
- Project Agreement between the Government of the United States of America and the Catholic Relief Services – United States Conference of Catholic Bishops for the Provision of Agricultural Commodities through the McGovern-Dole International Food for Education and Child Nutrition Program Act.
- Food For Education PMP (Performance Management Protocol).
- CRS Food For Education: Baseline Study. Report prepared by Notre Dame Initiative for Global Development (NDIGD) (Danice Brown and Juan Carlos Guzmán). March 2015, and available data and tools from this study.
- Mid-Term Evaluation of FFE: Intervening in a Demanding Context report prepared by World Education (Maurice Garnier, Pierre GBENOU and Serge Marcel Loukpe). April 2017 and available data and tools from this study.
- CRS Benin –Management Response to recommendations made in the Midterm Report.
- Development Assistance Committee of the Organisation for Economic Co-operation and Development. Principles for Evaluation of Development Assistance. Paris, OECD, 1991.
- Strategie WASH – Catholic Relief Services
- The Sustainability Through SILC Group – Catholic Relief Services
- APPRENDRE A LIRE - Manuel de formation préparé pour les Enseignants de CI et CP – CRS, WEI
- MODULES DE FORMATION DES STRUCTURES APE ET AME
- Curriculum de formation sur la nutrition par: Bio Ozias DOMAGUI, Garden & Kitchen Officer, Projet FFE
- RECUEIL DE METS LOCAUX AMELIORES - PROJET FOOD FOR EDUCATION (FFE).
- GUIDE - ENSEIGNEMENT DE L’HYGIENE ET DE LA NUTRITION A L’ECOLE PRIMAIRE BASE SUR LES COMPETENCES DE VIE.
- Progress Reports CRS/Progress Reports WEI.

APPENDIX 4 – EGRA SURVEY

Please note this is exactly the same survey that has been implemented in the past.

INSTRUMENT EGRA BENIN : FRANÇAIS - ECOLIER CI/CP

LIVRET DE MARQUAGE DE L'ENUMERATEUR

Circonscription scolaire : *Ecole*

.....

Ecolier N° *Classe*

☐ CI

☐ CP

Date d'administration du test ____/____/201 ____

Nom de l'énumérateur :

Signature

Visa du superviseur ou contrôleur

Numéro du questionnaire

Heure du début du test Heure de la fin du test

Consentement verbal obtenu: ☐ OUI

On va commencer, je vais prendre quelques questions sur toi même et ta famille.

1	Zone de vie de l'écolier	<input type="checkbox"/> Urbaine <input type="checkbox"/> Rurale			
2	Quel est ton âge? ou ta date de naissance ?			
3	Genre (regardez l'enfant et cochez)	<input type="checkbox"/> Masculin <input type="checkbox"/> Féminin			
5	Quelle était ta classe l'année passée ?	<input type="checkbox"/> CI <input type="checkbox"/> CP <input type="checkbox"/> pas à l'école (maison)			
6	As-tu fréquenté une école maternelle ?	<input type="checkbox"/> oui <input type="checkbox"/> non <input type="checkbox"/> pas de réponse			
7	Quelle(s) langue(s) parles-tu à la maison? Francias Langues nationales (preciser.....)	<input type="checkbox"/> oui <input type="checkbox"/> non <input type="checkbox"/> pas de réponse <input type="checkbox"/> oui <input type="checkbox"/> non <input type="checkbox"/> pas de réponse			
8	Lis-tu ou étudies-tu en français à la maison?	<input type="checkbox"/> oui <input type="checkbox"/> non <input type="checkbox"/> pas de réponse			
9	As-tu un manuel ou livre de lecture de français à la maison?	<input type="checkbox"/> oui <input type="checkbox"/> non <input type="checkbox"/> pas de réponse			
11	Qui t'aide avec le travail d'école à la maison ?		oui	non	Pas de réponse
Papa ?		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Maman ?		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
ton frère ou ta sœur ?		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Autre personne (préciser)		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

APPENDIX 4 – EGRA SURVEY (CONTINUED)

12	Y-a-t-il des personnes dans ta famille qui savent lire ?	Papa ?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
		Maman ?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
		ton frère ou ta sœur ?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
		Autre personne (préciser)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
14	Que fais-tu en dehors des cours	Je vais aux champs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
		Je fais les travaux Domestiques	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
		Je vends avec mes parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
		Je vais á l'école coranique	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
		Autre (préciser)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
15	Manges-tu?	Avant de venir a l'école?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
		Pendant la récréation?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
		À la cantine?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
16	Si oui à la cantine, nombre de fois par semaine	<input type="checkbox"/> une fois <input type="checkbox"/> 2 fois <input type="checkbox"/> 3 fois <input type="checkbox"/> 4 fois <input type="checkbox"/> 5 fois					
17	Avec quelle fréquence le maître te désigne-t-il pour lire au tableau ou dans le livre à l'école?	<input type="checkbox"/> <input type="checkbox"/> Tous les jours	<input type="checkbox"/> Une fois par semaine	<input type="checkbox"/> <input type="checkbox"/> Une fois par mois	<input type="checkbox"/> <input type="checkbox"/> Jamais		
18	Combien etes-vous à lire un seul de lecture en classe? Je lis le livre de lecture en classe?	<input type="checkbox"/> <input type="checkbox"/> Je ne lis pas en classe	<input type="checkbox"/> <input type="checkbox"/> Seul	<input type="checkbox"/> <input type="checkbox"/> à 2	<input type="checkbox"/> <input type="checkbox"/> à 3	<input type="checkbox"/> <input type="checkbox"/> à 4	<input type="checkbox"/> <input type="checkbox"/> plus de 4

Section 1 : VOCABULAIRE

Code	Lisez les mots du vocabulaire en français Montre-moi :	Nombre de réponses correctes
A : Partie du corps	Ta tête – ta main – ton ventre – ton pied	... /4
B : Objets scolaires	Un chiffon – une ardoise – un cahier – un crayon	... /4
C : Nature	un caillou – le sol – un bol – une table	... /4
D : Termes d'orientation dans l'espace	Ton côté droit – le dessous de la table – le coin de la table.	... /3
Total correct		.../15

Section 2: COMPREHENSION ORALE

	Démarrez (lisez ce qui suit en français)	Réponse correcte (et auto correction)
A	Prends le crayon et dépose-le (à repeater pour chaque option): <ul style="list-style-type: none"> sur la feuille derrière toi par terre dans la boîte à ta gauche 	.../1 .../1 .../1 .../1 .../1

APPENDIX 4 – EGRA SURVEY (CONTINUED)

B	Tu prends le crayon avec ta main et tu le déposes sur la table à ta droite	.../2 .../3
C	Avec ta main gauche, prends la craie et dépose-la sous la table.	.../2 .../2
D	Prends le chiffon avec la main droite et pose-le sous ta chaise.	.../2 .../2
	Total des réponses correctes	.../18

Section 3 : IDENTIFICATION DU NOM DES LETTRES



Démarrez le chronomètre dès que l'écopier commence à lire la première lettre. Suivez avec votre crayon sur votre feuille.

Ligne 1	o	e	a	s	i	è	b	A	o	U	.../10
Ligne 2	e	c	l	p	t	m	ê	v	B	R	.../10
Ligne 3	o	s	i	r	t	n	d	p	u	Q	.../10
Ligne 4	a	o	L	u	e	é	è	a	n	i	.../10
Ligne 5	e	ê	t	i	f	n	M	r	v	d	.../10
Ligne 6	b	q	g	e	s	f	j	k	é	u	.../10
Ligne 7	h	x	è	n	M	é	m	l	g	o	.../10
Ligne 8	i	o	r	f	s	t	p	n	d	v	.../10
Ligne 9	t	G	u	v	a	p	d	o	a	i	.../10

1	Mettez une croix (X) si l'exercice a été arrêté par manque de réponses correctes à la première Ligne	
2	Nombre total de lettres lues :	
3	Nombre total de lettres non lues (pas de réponse) :	
5	Temps total si toutes les lettres sont lues en moins de 60 secondes :	
6	Nombre de lettres pour lesquelles le son ou le nom a été correctement donné en 1 minute	

Section 4 : IDENTIFICATION DU SON DES LETTRES

Démarrez le chronomètre dès que l'écopier commence à lire la première lettre. Suivez avec votre crayon sur votre feuille.

Ligne 1	i	an	o	è	ou	eu	in	r	ê	è	.../10
Ligne 2	ei	p	l	t	em	am	d	ei	v	ai	.../10
Ligne 3	y	in	oi	ai	b	om	er	s	c	ez	.../10
Ligne 4	er	k	on	w	f	au	x	h	j	ed	.../10
Ligne 5	ou	r	q	ein	p	eau	f	ez	er	ei	.../10
Ligne 6	o	in	on	au	q	m	br	ei	cr	ez	.../10

1	Mettez une croix (X) si l'exercice a été arrêté par manque de réponses correctes à la première ligne	
2	Nombre total du son des lettres lues :	

APPENDIX 4 – EGRA SURVEY (CONTINUED)

3	Nombre total du son des lettres non lues (pas de réponse) :	
5	Temps total si toutes les lettres sont lues en moins de 60 secondes :	
6	Nombre de lettres pour lesquelles le son a été correctement donné en 1 minute	

Section 5 : ANALYSE PHONEMIQUE - Identification du son initial

Quel est le tout premier son dans le mot « » ? « » ? (Lire chaque mot deux fois)				
dur	/d'/	<input type="radio"/> Correct	<input type="radio"/> Incorrect	<input type="radio"/> Pas de réponse
lait	/l l l l l/	<input type="radio"/> Correct	<input type="radio"/> Incorrect	<input type="radio"/> Pas de réponse
car	/k'/	<input type="radio"/> Correct	<input type="radio"/> Incorrect	<input type="radio"/> Pas de réponse
sac	/ssssss/	<input type="radio"/> Correct	<input type="radio"/> Incorrect	<input type="radio"/> Pas de réponse
jour	/jjjjj/	<input type="radio"/> Correct	<input type="radio"/> Incorrect	<input type="radio"/> Pas de réponse
fête	/ffffff/	<input type="radio"/> Correct	<input type="radio"/> Incorrect	<input type="radio"/> Pas de réponse
tour	/t'/	<input type="radio"/> Correct	<input type="radio"/> Incorrect	<input type="radio"/> Pas de réponse
balle	/b'/	<input type="radio"/> Correct	<input type="radio"/> Incorrect	<input type="radio"/> Pas de réponse
pâte	/p'/	<input type="radio"/> Correct	<input type="radio"/> Incorrect	<input type="radio"/> Pas de réponse
voleur	/vvvv/	<input type="radio"/> Correct	<input type="radio"/> Incorrect	<input type="radio"/> Pas de réponse

1	Mettez une croix (X) si l'exercice a été arrêté par manque de réponses correctes ou incapacité de segmentation aux cinq premiers mots (auto-stop)	
2	Nombre total de sons donnés :	
3	Nombre total de sons non donnés (pas de réponse) :	
4	Nombre total de sons incorrectement donnés :	
5	Score = Nombre total de sons correctement produits:	

Section 6 : LECTURE DE MOTS FAMILIERS ISOLES



Démarrez avec le chronomètre

Ligne 1	Tu	ton	la	oui	fête	.../5
Ligne 2	Ou	vélo	tata	table	kaki	.../5
Ligne 3	Maison	peau	balai	pipe	képi	.../5
Ligne 4	École	beau	chat	grand	épi	.../5
Ligne 5	Maman	enfant	voilà	bras	elle	.../5
Ligne 6	Lune	bras	matin	non	pied	.../5
Ligne 7	Vélo	bon	craie	pipe	papa	.../5
Ligne 8	Route	canari	jolie	café	coton	.../5
Ligne 9	Tout	moi	robe	école	papa	.../5
Ligne 10	Képi	canari	mardi	jeu	livre	.../5

1	Mettez une croix (X) si l'exercice a été arrêté par manque de réponses correctes ou par incapacité de lecture à la première ligne.	
2	Nombre total de mots familiers lus :	
3	Nombre total de mots familiers non lus (pas de réponse) :	
5	Temps total si tous les mots sont lus en moins de 60 secondes :	

APPENDIX 4 – EGRA SURVEY (CONTINUED)

6	Score = Nombre de mots familiers correctement lus en 1 minute	
---	---	--

Section 7: LECTURE DE MOTS INVENTES/PSEUDOMOTS

Démarrez avec le chronomètre

Ligne 1	Ga	pité	po	mu	ki	.../5
Ligne 2	Sar	piti	dandi	nebou	sèko	.../5
Ligne 3	Topa	dio	doa	neau	kal	.../5
Ligne 4	Tasé	ita	pa	vo	tobin	.../5
Ligne 5	Kor	pata	pik	tapau	dron	.../5
Ligne 6	Fumi	pamu	rou	sula	samou	.../5
Ligne 7	Davo	ko	fa	pouta	pémi	.../5
Ligne 8	Gato	tupo	lolo	topé	dogo	.../5
Ligne 9	Kipé	kolo	dola	pi	gomi	.../5
Ligne 10	Boda	banso	lipa	roga	faba	.../5

1	Auto-stop. Mettez une croix X si l'exercice a été arrêté par manque de réponses correctes ou par incapacité de lecture à la première ligne.	
2	Nombre total de mots inventés lus :	
3	Nombre total de mots inventés non lus (pas de réponse) :	
5	Temps total si tous les mots sont lus en moins de 60 secondes :	
6	Nombre de mots inventés correctement lus en 1 minute	

Section 8 : LECTURE DU TEXTE ET COMPREHENSION

		Maintenant tu vas répondre à quelques questions sur l'histoire	Réponses de l'élève		
Texte de lecture	Mots	Questions	Correct	Incorrect	Pas de réponse
Mon école	.../ 2				
1. Mon école est jolie. Elle est à côté de ma maison.	.../11	1. Où est mon école ? (à côté de ma maison)			
2. Elle a quatre classes. Sa cour est grande et propre.	... / 10	2. Mon école a combien de classes ? (quatre)			
3. Dans la cour de mon école, on trouve des arbres.	... / 10	3. Comment est sa cour ? (grande, propre ou grande et propre)			
4. Je joue dans la cour avec mes camarades.	... / 8	4. Qu'est-ce qu'on trouve dans la cour de mon école ? arbres)			
5. J'aime mon école.	... / 3	5. Avec qui je joue ? (mes camarades)			

Arrêt précoce:

Nombre total de mots correctement lus en un minute:

APPENDIX 4 – EGRA SURVEY (CONTINUED)

Nombre total de secondes indiquées sur le chronomètre si l'ecolier a tout lu: ____

Nombre total de bonne(s) reponse(s) donnee(s): _____

Section 9 : COMPREHENSION DE L'AUDITION

Maintenant je vais te poser quelques questions sur le texte que tu as écouté.

Questions	Réponse correcte (ne pas lire)	Réponses de l'ecolier		
		Correct	Incorrect	Pas de réponse
1. De quelle fête s'agit-il dans le texte ?	(<i>tabaski</i>)			
2. Qui a invité ses amis à la maison ?	(Le papa de Moussa)			
3. Depuis quand maman est à la cuisine ?	(le matin)			
4. Que prépare maman ?	(de bon repas)			
5. A qui moussa donne t-il à manger ?	(à tout le monde)			
Réponses totales correctes	/5		

Section 10 : DICTEE OU ECRITURE DES MOTS: Baké va à l'école le matin

Feuille de marquage de l'énumérateur [à remplir à la fin de la journée après que toutes les évaluations sont terminées]

	Mot de la dictée	Correct = 2	Partiellement correct = 1	Incorrect = 0	Pas d'écriture	Note
	Baké	<input type="checkbox"/> 2	<input type="checkbox"/> 1	<input type="checkbox"/> 0	<input type="checkbox"/> <input type="checkbox"/>	
	va	<input type="checkbox"/> 2	<input type="checkbox"/> 1	<input type="checkbox"/> 0	<input type="checkbox"/> <input type="checkbox"/>	
	à	<input type="checkbox"/> 2	<input type="checkbox"/> 1	<input type="checkbox"/> 0	<input type="checkbox"/> <input type="checkbox"/>	
	l'école	<input type="checkbox"/> 2	<input type="checkbox"/> 1	<input type="checkbox"/> 0	<input type="checkbox"/> <input type="checkbox"/>	
	le	<input type="checkbox"/> 2	<input type="checkbox"/> 1	<input type="checkbox"/> 0	<input type="checkbox"/> <input type="checkbox"/>	
	matin.	<input type="checkbox"/> 2	<input type="checkbox"/> 1	<input type="checkbox"/> 0	<input type="checkbox"/> <input type="checkbox"/>	
	Nombre d'espace entre les mots	<input type="checkbox"/> 2 5 espaces	<input type="checkbox"/> 1 Moins de 5 espaces	<input type="checkbox"/> 0	<input type="checkbox"/> <input type="checkbox"/>	
	Majuscule au début de la phrase (B)	<input type="checkbox"/> 2	<input type="checkbox"/> 1	<input type="checkbox"/> 0	<input type="checkbox"/> <input type="checkbox"/>	
	Point à la fin de la phrase	<input type="checkbox"/> 2		<input type="checkbox"/> 0	<input type="checkbox"/> <input type="checkbox"/>	
	NOTE TOTALE				/18

APPENDIX 4 – EGRA SURVEY (CONTINUED)

Feuille de l'écolier pour le texte de la dictée

APPENDIX 5 – PARENT SURVEY

QUESTIONNAIRE – PARENTS

Cette section doit être remplie par l'intervieweur (le questionnaire en ligne aura un format déroulant):

Date: _____ (JJ-MM-AAAA)
 Nom de l'intervieweur: _____ (spécifier)
 Numéro d'énumérateur: _____ (spécifier)
 Département: _____ (spécifier)
 Commune: _____ (spécifier)
 Numéro d'identification unique de l'école: _____ (spécifier)
 Nom de l'école: _____ (spécifier)
 École de Contrôle ou de Traitement: _____ (spécifier)

Présentation

Bonjour. Je m'appelle _____ et j'aide à mener l'évaluation finale du programme FFE mis en œuvre par CRS. Je travaille avec Advisem et CRS. Nous menons un sondage et nous aimerions que vous y participiez. Je voudrais vous poser des questions sur les enfants de cette école. Cette information nous aidera à évaluer les activités mises en œuvre par CRS pour améliorer les services d'éducation, fournir plus de nourriture et de médicaments, et améliorer la santé et l'hygiène. Le sondage prend normalement 20 minutes. L'information que vous nous donnerez sera strictement confidentielle et ne sera pas montrée à d'autres personnes. Votre identité ne sera pas liée à vos réponses. Votre participation est volontaire et vous pouvez choisir de ne pas répondre à certaines questions, ou même à toutes les questions. Votre participation à de futurs programmes CRS ne dépend pas de vos réponses à cette enquête. Cependant, nous espérons que vous participerez à cette enquête puisque votre opinion est importante.

NB : Proposer au répondant de lui fournir les contacts de CRS s'il le désire

Maintenant, avez-vous des questions à poser sur le sondage ?

Puis-je commencer l'interview maintenant ?

Voulez-vous participer à ce sondage? 1. Oui 2. Non

NB : Commencer à administrer le questionnaire si le consentement est donné

APPENDIX 5 – PARENT SURVEY (CONTINUED)

Si le parent ne peut pas participer, s'il vous plaît donnez-en les raisons.

S'il vous plaît donnez-en les raisons pour lesquelles vous ne voulez pas participer.

:.....

N°	Questions	Réponses	Saut
1. Caractéristiques du parent			
101	Le répondant est-il de sexe masculin ou féminin? (NB : Observez, ne demandez pas)	1. Féminin 2. Masculin	
102	Quel âge avez-vous? (NB : mettre 99 si la personne ne veut pas répondre)	/_____/ ans	
103	Combien de personnes vivent dans votre ménage, y compris vous-même? (NB : mettre 99 si la personne ne veut pas répondre)	/_____/ personnes	
104	Quel est votre niveau d'éducation?	1. Aucun 2. Primaire 3. Cycle 1 secondaire 4. Cycle 2 secondaire 5. Cycle 1 supérieur. 6. Cycle 2 supérieur 7. Alfabétisé 8. Autre (à spécifier) 9. Pas de réponse	
105	Quelle est votre occupation principale?	1. Sans emploi 2. Ménagère 3. Travail agricole 4. Propriétaire foncier 5. Journalier(ière) 6. Marchand(e) 7. Travailleur(euse) de bureau 8. Artisan(e) 9. Retraité(e)	

APPENDIX 5 – PARENT SURVEY (CONTINUED)

N°	Questions	Réponses	Saut
		10. Pas de réponse 11. Autre (spécifier)	
106	Combien d'enfants avez-vous? (NB : mettre 99 si la personne ne veut pas répondre)	/_____/ enfants	
107	Combien de vos enfants sont inscrits dans cette l'école?	1. 1 2. 2 3. 3 4. 4 5. 5 6. 6 7. 7	Le nombre de '108' dépendra de cette réponse. Par exemple, si le répondant a deux enfants, 108 (1-18) s'ouvrira deux fois.
108	Je voudrais vous poser des questions sur chacun de vos enfants inscrits à l'école. Nous commencerons par votre plus jeune enfant inscrit à l'école (par exemple, CI) et terminer avec votre enfant le plus âgé inscrit à l'école (par exemple, CM2).		

N°	Questions	Réponses	Saut
1	Nom et prénoms (NB : Mettre 'pas de répondre' si la personne ne veut pas répondre)	/_____/	
2	Sexe	1. Féminin 2. Masculin	
3	Age (NB : Laissez le champ vide si aucune réponse.)	/_____/	
4	Classe	1. Cours d'Initiation (CI) 2. Cours Préparatoire (CP) 3. Cours élémentaire 1 4. CE2 5. CM1 6. CM2	
5	{nom} était-(il) (elle) malade en décembre 2017? ⁸	1. Oui 2. Non	Si 1 ➡
6	De quelle maladie a-t-il (elle) souffert?	1. Infections respiratoires aiguës 2. Diarrhée 3. Eruptions/rougeurs, maladies dermatologiques	Choisissez la maladie principale.

⁸ This reference to Decembre 2017 may need to be changed once the final dates of the data gathering exercise are determined.

APPENDIX 5 – PARENT SURVEY (CONTINUED)

		4. Anémie 5. Paludisme 6. Autre (spécifier)	
7	Est-ce que {nom} a dit qu'il (elle) avait faim à l'école la semaine dernière? <i>NB : Le jour de l'école est de 8h00 à 17h00.</i>	1. Oui 2. Non 3. Ne sait pas / Pas de réponse	
8	Est-ce que {nom} a mangé pendant la journée d'école hier? <i>NB : Le jour de l'école est de 8h00 à 17h00. Si le jour précédent n'était pas un jour d'école, demandez spécifiquement le dernier jour d'école.</i>	1. Oui 2. Non 3. Ne sait pas / Pas de réponse	
9	Combien de fois a il/elle a mangé hier; pendant la journée à l'école / la maison ou la nuit, à la maison ou à l'extérieur de la maison?	1. 0 2. 1 3. 2 4. 3 5. 4 6. 5 7. 6 8. 7 ou plus 9. Ne sait pas / Pas de réponse	Si '0', mettez 'Non' pour les questions 11-17.
10	Maintenant, j'aimerais vous poser des questions sur les liquides ou les aliments que {nom} a pris hier pendant la journée à l'école / la maison ou la nuit, à la maison ou à l'extérieur de la maison.		
11	Grains, racines et tubercules <i>Pain, Riz, Pâtes, maïs, Masa, Paté, autre nourriture à base de grains, Pomme de terre, tarot, patates blanches, ignames blanches, manioc, ou autres tubercules</i>	1. Oui 2. Non	
12	Légumineuses et noix <i>Des aliments à base de haricots, pois, lentilles, ou de noix (Y compris Alélé/Toubani)</i>	1. Oui 2. Non	
13	Produits laitiers (lait, yogourt, fromage, beurre)	1. Oui 2. Non	
14	Aliments à chair (viande, poisson, volaille et foie / abats) <i>Du foie, rognon, cœur, autres abats ou viandes provenant d'organes animaux ; viande, comme du bœuf, du porc, de l'agneau, de la chèvre, du poulet ou du canard ; Du poisson ou des crustacés frais ou séchés ; Des escargots, des insectes, ou autres petits aliments contenant des protéines</i>	1. Oui 2. Non	

APPENDIX 5 – PARENT SURVEY (CONTINUED)

15	Des œufs	1. Oui 2. Non	
16	Aliments enrichis en vitamine A, y compris l'huile végétale, les fruits et légumes. <i>Carottes ou patates douces qui sont jaunes ou oranges à l'intérieur, mangues, papayes mûres, pastèques Des légumes feuilles vert foncé (n'importe lesquels : La salade ou laitue, choux, haricot vert, épinards, crin crin, feuille de baobab, gombo, aponu. Des aliments préparés avec de l'huile de palme rouge, de noix de palme, ou de la pulpe de noix de palme.</i>	1. Oui 2. Non	
17	Autres fruits et légumes <i>Autres fruits (Goyave, Banane, Citron, Orange, Ananas) y autres légumes ; Une sauce (tomate ou oignon)</i>	1. Oui 2. Non	

109	Y-a-t-il une association de parents d'élèves à \$ {nom de l'école} ?	1. Oui 2. Non 3. Ne sait pas / Pas de réponse	Si 1 110 Si 2 111 Si 3 112
110	Si oui, Faites-vous partie de cette association?	1. Oui 2. Non 3. Ne sait pas / Pas de réponse	
111	Si non, Voudriez-vous qu'il y ait une association de parents d'élèves (APE) dans l'école?	1. Oui 2. Non 3. Ne sait pas / Pas de réponse	
112	Y-a-t-il une association de mères d'élèves (AME) à \$ {nom de l'école} ?	1. Oui 2. Non 3. Ne sait pas / Pas de réponse	Si 1 113 Si 2 114 Si 3 115 Seulement pour les femmes.
113	Faites-vous partie de cette association?	1. Oui 2. Non 3. Ne sait pas / Pas de réponse	Seulement pour les femmes.
114	Voudriez-vous qu'il y ait une association de mères d'élèves (AME) dans l'école?	1. Oui 2. Non 3. Ne sait pas / Pas de réponse	Seulement pour les femmes.
115	Pensez-vous qu'il y a des salles de classe ayant besoin de réparations à l'école?	1. Oui 2. Plus ou moins 3. Non	

APPENDIX 5 – PARENT SURVEY (CONTINUED)

		4. Ne sait pas / Pas de réponse	
116	Pensez-vous qu'il y a des latrines ayant besoin de réparations à l'école?	1. Oui 2. Plus ou moins 3. Non 4. Ne sait pas / Pas de réponse	
117	Considérez-vous que le temps que vos enfants passent à l'école en vaut la peine?	1. Oui 2. Non 3. Ne sait pas / Pas de réponse	
118	Pourquoi considérez-vous l'éducation de vos enfants comme importante? (Réponse multiple) (NB : Ne pas lire les réponses) (Seulement choisi exactement ce qui a été dit.)	1. Peut obtenir un emploi 2. Peut prendre soin des parents 3. Meilleurs emplois / opportunités économiques 4. Meilleure vie / avenir 5. Pour une meilleure société / communauté 6. Être indépendant / surmonter l'adversité / avancer 7. Autres connaissances / études 8. Meilleur statut social 9. Ne sait pas 10. Autre 1 (spécifier) 11. Autre 2 (spécifier) 12. Autre 3 (spécifier)	
119	D'après vous, quels sont les moments les plus importants pour se laver les mains? (Cochez toutes les réponses qui s'appliquent) (NB : <i>Ne pas lire les réponses; Assurez-vous de demander s'ils connaissent d'autres raisons.</i>)	1. Après défécation 2. Avant de manger 3. Après avoir lavé les enfants/et les couches culottes 4. Après le nettoyage des latrines 5. Après le nettoyage de pot 6. Avant la préparation du repas 7. Avant le repas de l'enfant 8. Après le repas 9. Ne sait pas 10. Autre (spécifier)	

APPENDIX 5 – PARENT SURVEY (CONTINUED)

120	Pour quelles raisons doit-on se laver les mains avec du savon? (Cochez toutes les réponses qui s'appliquent) (NB : <i>Ne pas lire les réponses; Assurez-vous de demander s'ils connaissent d'autres raisons.</i>)	<ol style="list-style-type: none"> 1. Prévenir la diarrhée 2. Prévenir d'autres maladies 3. Retirer les germes 4. Empêcher la saleté de se mettre dans la bouche 5. Empêcher la saleté de se mettre dans la nourriture 6. Sent bon 7. Ne sait pas 8. Autre (spécifier) 	
121	Qu'est-ce que les familles peuvent faire pour améliorer la qualité de l'eau de boisson? (NB : <i>Ne pas lire les réponses; Assurez-vous de demander s'ils connaissent d'autres manières</i>) (Réponse multiple)	<ol style="list-style-type: none"> 1. Bouillir l'eau 2. Ajouter de l'eau de Javel 3. Ajouter une solution chlorée (Sur' Eau) 4. Ajouter des comprimés de chlore (Aqua Tabs) 5. Filtrer l'eau à travers un tissu 6. La laisser reposer 7. Utiliser un filtre en Céramique 8. Utiliser un filtre bio-Sable 9. Désinfection solaire 10. Garder l'eau dans un récipient couvert 11. Rien 12. Ne sait pas 13. Autre (spécifier) 	
122	Quels produits peuvent être ajoutés à l'eau pour la rendre plus potable pour la boisson? (NB: <i>Ne pas lire les réponses Assurez-vous de demander s'ils connaissent d'autres manières</i>) (Réponse multiple)	<ol style="list-style-type: none"> 1. Liquide de chlore (Sur 'Eau) 2. Pastilles de chlore (Aqua Tabs) 3. (PuR, Water maker) 4. Autres présentation de chlore (granulés HTH, chlore, eau de Javel, autres) 5. Iode (gouttes ou comprimés) 6. Permanganate 7. Aucun 8. Ne sait pas 9. Autre (spécifier) 	

APPENDIX 5 – PARENT SURVEY (CONTINUED)

123	La dernière fois où votre enfant le plus jeune a déféqué, où l'a-t-il fait? (Une réponse)	1. Toilettes 2. A utilisé les latrines 3. A utilisé un pot 4. A utilisé une couche-culotte lavable 5. A utilisé une couche-culotte jetable 6. Est venu dans la maison/cour 7. Est allé hors des lieux 8. A fait dans ses vêtements 9. Ne sait pas 10. Autre (spécifier)	
124	La dernière fois où votre enfant le plus jeune a déféqué, où a-t-on jeté ses excréments? (Une réponse)	1. Toilettes 2. Dans les latrines 3. Enterrés 4. Fosse ou bac à ordures 5. Dans la cour 6. Hors des lieux 7. Latrines publiques 8. Dans l'évier ou le baquet 9. Dans la conduite d'eau 10. Ne sait pas 11. Autre (spécifier)	
125	Quelle sorte de toilettes votre ménage utilise-t-il généralement?	1. Toilettes modernes 2. Toilettes traditionnelles 3. En plein air	Si 3 128
126	Est-ce que vous partagez ces toilettes avec d'autres ménages?	1. Oui 2. Non 3. Ne sait pas / Pas de réponse	Si 1 127
127	Combien de ménages partagent ces toilettes, y compris vous-même? (NB : Peut être un approximatif)	/____/ ménages	
128	Avez-vous entendu les messages radiophoniques FFE (CRS, WEI) en faveur de l'éducation?	1. Oui 2. Non 3. Ne sait pas / Pas de réponse	Si 1 129
129	Ces messages radio ont-ils changé votre opinion sur l'éducation?	1. Oui 2. Plus ou moins 3. Non 4. Ne sait pas / Pas de réponse	
130	Participez-vous à un système d'épargne et de crédit?	1. Oui 2. Non 3. Ne sait pas / Pas de réponse	Si 1 131 Si 2 ou 3 132
131	Qui a organisé ce système? (Réponse multiple)	1. Gouvernement	

APPENDIX 5 – PARENT SURVEY (CONTINUED)

		2. CRS/FFE/World Education 3. SFD (système financier décentralisé) 4. Famille ou groupe d'amis 5. tontinier ambulants 6. Autre (spécifier)	
132	À quelle fin avez-vous utilisé le(s) prêt(s)? (Réponse multiple)	1. Éducation des enfants 2. Des raisons médicales 3. Funérailles 4. Besoins quotidiens (p. Ex. Nourriture) 5. Réparations à domicile 6. Entreprise 7. N'a pas pris de prêt 8. Autre (spécifier)	
133	Dans l'ensemble, comment pensez-vous que le programme FFE a amélioré la qualité de l'apprentissage dans l'école fréquentée par votre enfant / vos enfants? En utilisant une échelle de 5 (Énormément) à 1 (Très peu).	1. 5 - Énormément 2. 4 - Significativement 3. 3 - Assez 4. 2 - Un peu 5. 1 - Très peu 6. Ne sait pas / Pas de réponse	Seules les écoles de traitement
134	Dans l'ensemble, comment pensez-vous que le programme FFE a amélioré la qualité de la santé et de l'hygiène dans l'école fréquentée par votre enfant / vos enfants? En utilisant une échelle de 5 (Énormément) à 1 (Très peu).	1. 5 - Énormément 2. 4 - Significativement 3. 3 - Assez 4. 2 - Un peu 5. 1 - Très peu 6. Ne sait pas / Pas de réponse	Seules les écoles de traitement
135	Dans l'ensemble, comment pensez-vous que le programme FFE a amélioré la qualité de vie de votre famille? En utilisant une échelle de 5 (Énormément) à 1 (Très peu).	1. 5 - Énormément 2. 4 - Significativement 3. 3 - Assez 4. 2 - Un peu 5. Ne sait pas / Pas de réponse 6. 1 - Très peu	Seules les écoles de traitement
136	Si le parent ne peut pas participer, s'il vous plaît donnez-en les raisons. <i>NB : Question à répondre par l'agent enquêteur</i>		
	Raison 1 :		

APPENDIX 5 – PARENT SURVEY (CONTINUED)

137	Faites-nous part de vos commentaires, si vous en avez éventuellement?
138	En tant que l'intervieweur, veuillez fournir des commentaires supplémentaires (par exemple, problèmes, clarifications, commentaires).

Merci beaucoup d'avoir pris le temps de remplir ce sondage.

Fin du questionnaire

APPENDIX 6 – PRINCIPAL SURVEY

QUESTIONNAIRE – DIRECTEUR

Cette section doit être remplie par l'intervieweur (le questionnaire en ligne aura un format déroulant):

Date: _____ (JJ-MM-AAAA)
 Nom de l'intervieweur: _____ (spécifier)
 Numéro d'énumérateur: _____ (spécifier)
 Département: _____ (spécifier)
 Commune: _____ (spécifier)
 Numéro d'identification unique de l'école: _____ (spécifier)
 Nom de l'école: _____ (spécifier)
 École de Contrôle ou de Traitement: _____ (spécifier)

Présentation

Bonjour. Je m'appelle _____ et j'aide à mener l'évaluation finale du programme FFE mis en œuvre par CRS. Je travaille avec Advisem et CRS. Nous menons un sondage et nous aimerions que vous y participiez. Je voudrais vous poser des questions sur votre école et le personnel enseignant. Cette information nous aidera à évaluer les activités mises en œuvre par CRS pour améliorer les services d'éducation, fournir plus de nourriture et de médicaments, et améliorer la santé et l'hygiène. Le sondage prend normalement 20-30 minutes. L'information que vous nous donnerez sera strictement confidentielle et ne sera pas montrée à d'autres personnes. Votre identité ne sera pas liée à vos réponses. Votre participation est volontaire et vous pouvez choisir de ne pas répondre à certaines questions, ou même à toutes les questions. Votre participation à de futurs programmes CRS ne dépend pas de vos réponses à cette enquête. Cependant, nous espérons que vous participerez à cette enquête puisque votre opinion est importante.

NB : Proposer au répondant de lui fournir les contacts de CRS s'il le désire

Maintenant, avez-vous des questions à poser sur le sondage ?

Puis-je commencer l'interview maintenant ?

Voulez-vous participer à ce sondage? 1. Oui 2. Non

NB : Commencer à administrer le questionnaire si le consentement est donné

Êtes-vous le Directeur ou Adjoint au Directeur de l'école? 1. Directeur 2. Adjoint au Directeur

APPENDIX 6 – PRINCIPAL SURVEY (CONTINUED)

N°	Questions	Réponses	Saut
2. Caractéristiques du directeur et capacités			
101	Le répondant est-il de sexe masculin ou féminin?	0. Féminin 1. Masculin	
102	Quel âge avez-vous? (NB : mettre 99 si la personne ne veut pas répondre)	/ ___ / ___ / ans	
103	Depuis combien d'années travaillez-vous en tant que directeur (ou Directeur adjoint) de votre école actuelle?	/ ___ / ___ / ans	
104	Quel est le diplôme académique le plus élevé que vous avez obtenu en formation initiale?	1. BEPC 2. CAP (lycée technique) 3. BAC, DEAT 4. DEUG, DUES 5. Licence 6. Maîtrise 7. Master/DEA 8. Autre (à spécifier)	
105	Quel est le diplôme professionnel le plus élevé que vous avez obtenu?	1. Aucun 2. CEAP 3. CAP 4. Autre (à spécifier)	
106	Avez-vous (ou d'autres administrateurs / officiels de l'école ont) reçu une formation en renforcement de capacité depuis septembre 2014? (NB : Se concentrer uniquement sur la formation depuis septembre 2014)	1. Oui 2. Non 3. Ne sait pas	Si 2 ou 3 → Q113
107	Si oui, combien de formations avez-vous (ou d'autres administrateurs / officiels de l'école ont-ils) reçues?	/ ___ /	
108	Qui a organisé cette formation? (Réponse multiple) NB : Commenter le plus récent	a. Gouvernement b. CRS/ World Education / FFE c. Autre (à spécifier)	
109	Quelle est votre appréciation de cette formation? NB : Commenter le plus récent	a. Excellente b. Bien c. Passable d. Peu appréciée e. Médiocre	
110	Quelle est votre appréciation de cette formation? S'il vous plaît fournir vos commentaires. NB : Commenter le plus récent		
111	A-t-elle été bien organisée? NB : Commenter le plus récent	1. Oui 2. Plus ou moins 3. Non	
112	Le contenu de la formation vous a-t-il semblé utile? NB : Commenter le plus récent	1. Oui 2. Plus ou moins 3. Non	Si 3 → Q201
113	Est-ce que vous ou d'autres administrateurs / officiels de l'école utilisez (utilisent) les nouvelles techniques	1. Oui 2. Plus ou moins 3. Non	Seules les écoles de traitement

APPENDIX 6 – PRINCIPAL SURVEY (CONTINUED)

N°	Questions	Réponses	Saut
	ou les nouveaux outils enseignés dans la formation fournie par le programme FFE (CRS, WEI)?		
114	S'il vous plaît fournir un exemple (des nouvelles techniques ou les nouveaux outils).	/ ____ /	Seules les écoles de traitement
2. Renforcements des capacités des enseignants			
201	Le personnel enseignant a-t-il reçu une formation sur l'enseignement de la lecture depuis septembre 2014? (NB : Se concentrer uniquement sur la formation depuis septembre 2014)	1. Oui 2. Non 3. Ne sait pas	Si 2 ou 3 → Q211
202	Si oui, environ combien de formations ont-ils reçues?	/ ____ /	
203	Qui a organisé cette formation? (Réponse multiple) NB : Commenter le plus récent	1. Gouvernement 2. CRS/ World Education /FFE 3. Autre (à spécifier)	
204	Quelle est votre appréciation de cette formation? NB : Commenter le plus récent	1. Excellente 2. Bien 3. Passable 4. Peu appréciée 5. Médiocre	
205	Quelle est votre appréciation de cette formation? S'il vous plaît fournir vos commentaires. NB : Commenter le plus récent	<div style="border: 1px solid black; height: 100px; width: 100%;"></div>	
206	A-t-elle été bien organisée? NB : Commenter le plus récent	1. Oui 2. Plus ou moins 3. Non	
207	Le contenu de la formation vous a-t-il semblé utile? NB : Commenter le plus récent	1. Oui 2. Plus ou moins 3. Non	
208	Cette formation cadrerait-elle avec les besoins professionnels des enseignants en ce qui concerne la lecture?	1. Oui 2. Plus ou moins 3. Non	
209	Quel élément dans cette formation vous a semblé particulièrement utile pour l'enseignement de la lecture?	<div style="border: 1px solid black; height: 100px; width: 100%;"></div>	
210	Utilisent-ils les nouvelles techniques en lecture?	1. Oui 2. Plus ou moins 3. Non	
211	Combien de minutes consacrent-ils par jour pour la lecture aux enfants au CI? NB: Passer si non applicable	/ __ / __ / __ / minutes	

APPENDIX 6 – PRINCIPAL SURVEY (CONTINUED)

N°	Questions	Réponses	Saut
212	Combien de minutes consacrent-ils par jour la lecture aux enfants au CP? <i>NB: Passer si non applicable</i>	/___/___/___/ minutes	
213	Votre école suit-elle le programme national d'enseignement (écriture et lecture) et utilise-t-elle les matériels didactiques connexes?	1. Oui 2. Non 3. Ne sait pas	
214	Le personnel enseignant a-t-il suivi une formation en santé et hygiène scolaire?	1. Oui 2. Non 3. Ne sait pas	Si 2 ou 3 → Q301
215	Si oui, qui a organisé cette formation?	a. Gouvernement b. CRS/FFE c. Autre (à spécifier)	
3. Infrastructures de l'école			
301	Combien de cours compte votre école?	/___/	
302	S'il vous plaît indiquer les classes de votre école.	7. Cours d'Initiation (CI) 8. Cours Préparatoire (CP) 9. Cours élémentaire 1 10. CE2 11. CM1 12. CM2	Sélectionnez tout ce qui s'applique. Des questions spécifiques pour chaque classe apparaîtront si elles sont sélectionnées ici.
303	Le nombre de salles de classe est-il en adéquation avec le nombre de cours?	1. Oui 2. Non	
304	Dans quel état se trouvent les salles de classe de votre école?	1. Bonnes conditions 2. Conditions moyennes 3. Mauvaises conditions 4. Ne sait pas / Pas de réponse	
305	A votre avis, quelles sont les trois plus importantes priorités pour améliorer votre établissement scolaire?	a. Améliorer les salles de classe existantes b. Améliorer les latrines existantes c. Améliorer les lavabos existantes d. Construire de nouvelles salles de classes e. Construire de nouvelles latrines f. Construire de nouveaux lavabos g. Construire une clôture a. Renforcer l'effectif du personnel enseignant b. Doter (ou renforcer) la cantine scolaire h. Autre (à spécifier)	
4. Perception des directeurs			
401	Votre école a-t-elle une APE?	1. Oui 2. Non	Si 1 Q403 Si 2 Q402

APPENDIX 6 – PRINCIPAL SURVEY (CONTINUED)

N°	Questions	Réponses	Saut
		3. Ne sait pas	
402	Si non, pourquoi?	1. Restriction financière des parents 2. Restriction de temps des parents 3. Aucun intérêt des parents 4. Pas d'intérêt des écoles d'avoir une association de parents 5. Ne sait pas 6. Autre (à spécifier)	
403	Est-t-elle fonctionnelle? <i>NB : Fonctionnelle = L'APE organise des réunions et tient des procès-verbaux</i>	1. Très active 2. Modérément active 3. Pas du tout active 4. Ne sait pas	Si 3 Q404
404	Si non, pourquoi?	1. Restriction financière des parents 2. Restriction de temps des parents 3. Aucun intérêt des parents 4. Pas d'intérêt des écoles d'avoir une association de parents 5. Ne sait pas 6. Autre (à spécifier)	
405	Votre école a-t-elle une AME?	1. Oui 2. Non 3. Ne sait pas	Si 1 Q407 Si 2 Q406
406	Si non, pourquoi?	1. Restriction financière des mères 2. Restriction de temps des mères 3. Aucun intérêt des mères 4. Pas d'intérêt des écoles d'avoir une association de mères 5. Ne sait pas 6. Autre (à spécifier)	
407	Est-t-elle fonctionnelle? <i>NB : Fonctionnelle = L'AME organise des réunions et tient des procès-verbaux</i>	1. Très active 2. Modérément active 3. Pas du tout active 4. Ne sait pas	Si 3 Q408
408	Si non, pourquoi?	1. Restriction financière des mères 2. Restriction de temps des mères	

APPENDIX 6 – PRINCIPAL SURVEY (CONTINUED)

N°	Questions	Réponses	Saut
		3. Aucun intérêt des mères 4. Pas d'intérêt des écoles d'avoir une association de mères 5. Ne sait pas 6. Autre (à spécifier)	
409	Les parents des élèves suivent-ils un programme d'alphabétisation (écriture et lecture)?	1. Oui 2. Non 3. Ne sait pas / Pas de réponse	
410	Organisez-vous le suivi pédagogique de vos enseignants en lecture?	1. Oui, régulièrement 2. Oui, mais irrégulièrement 3. Non, pas du tout 4. Ne sait pas / Pas de réponse	
411	Vos enseignants sont-ils assidus à l'école?	1. Oui, toujours 2. La plupart du temps 3. Non, pas du tout 4. Ne sait pas / Pas de réponse	
412	Savez-vous si un logement est offert à vos enseignants?	1. Oui 2. Non 3. Ne sait pas / Pas de réponse	
413	Votre école a-t-elle une cantine fonctionnelle?	1. Oui 2. Non 3. Ne sait pas / Pas de réponse	Si 1 → Q415 Si 2 → Q414
414	Si non, pourquoi? <i>NB : finir de noter les raisons éventuelles avant de réaliser le saut</i> Raison :		→ Q501
415	Votre cantine a-t-elle un comité de gestion?	1. Oui 2. Non 3. Ne sait pas / Pas de réponse	
416	La cantine a-t-elle un impact sur la concentration des élèves? (impact=changement plus ou moins profond)	1. Oui, beaucoup 2. Oui, un peu 3. Non, pas du tout 4. Ne sait pas / Pas de réponse	
417	Pouvez-vous expliquer comment la cantine a eu un impact sur la concentration des élèves? Si possible, trois impacts. (impact=changement plus ou moins profond) <i>NB : l'impact peut être positif ou négatif</i> Impact 1 :		

APPENDIX 6 – PRINCIPAL SURVEY (CONTINUED)

N°	Questions	Réponses	Saut
	Impact 2 : Impact 3 :		
418	La cantine a-t-elle un impact sur l'apprentissage? (impact=changement plus ou moins profond) <i>NB : l'impact peut être positif ou négatif</i>	1. Oui, beaucoup 2. Oui, un peu 3. Non, pas du tout 4. Ne sait pas / Pas de réponse	
419	Pouvez-vous expliquer comment la cantine a eu un impact sur l'apprentissage? Si possible, trois impacts. (impact=changement plus ou moins profond) <i>NB : l'impact peut être positif ou négatif</i> Impact 1 : Impact 2 : Impact 3 :		
420	Votre école distribue-elle des rations sèches aux apprenants?	1. Oui 2. Non 3. Ne sait pas / Pas de réponse	Si 1 → Q421 Si 2 ou 3 → Q501
421	Cette distribution a-t-elle un impact sur l'apprentissage?	1. Oui, beaucoup 2. Oui, un peu 3. Non, pas du tout 4. Ne sait pas / Pas de réponse	
5. Divers équipements et matériels dont dispose l'école			
501	Avez-vous les matériels suivants pour votre cantine? <i>NB : uniquement pour les écoles sous intervention du CRS/FFE</i>	a. Au moins 2 marmites n°25 avec couvercle b. Au moins 2 Marmites n°20 avec couvercle c. Au moins 3 Bassines en Aluminium d. Au moins 3 Casseroles e. Au moins 2 Seaux métalliques f. Au moins 350 Bols/assiettes en plastique g. Au moins 350 Cuillères à soupe importées h. Au moins 350 Gobelets	1. oui 2. non /___/a /___/b /___/c /___/d /___/e /___/f /___/g /___/h
502	Combien d'élèves sont actuellement en CI?	/___/___/ élèves	Si 1 pour 413
503	Combien d'élèves sont actuellement en CP?	/___/___/ élèves	
504	Combien d'élèves sont actuellement en CE1?	/___/___/ élèves	
505	Combien d'élèves sont actuellement en CE2?	/___/___/ élèves	

APPENDIX 6 – PRINCIPAL SURVEY (CONTINUED)

N°	Questions	Réponses	Saut
506	Combien d'élèves sont actuellement en CM1?	/___/___/ élèves	
507	Combien d'élèves sont actuellement en CM2?	/___/___/ élèves	
508	Au CI combien d'élèves n'ont pas le manuel de français? <i>NB : Laisser vide (sauter) si le répondant ne sait pas (520-527).</i>	/___/___/ élèves	Doit être inférieur ou égal au nombre réel d'élèves dans la classe.
509	Au CI, combien d'élèves n'ont pas le cahier d'activité en français?	/___/___/ élèves	Doit être inférieur ou égal au nombre réel d'élèves dans la classe.
510	Au CP, combien d'élèves n'ont pas le manuel de français?	/___/___/ élèves	Doit être inférieur ou égal au nombre réel d'élèves dans la classe.
511	Au CP, combien d'élèves n'ont pas le cahier d'activité en français?	/___/___/ élèves	Doit être inférieur ou égal au nombre réel d'élèves dans la classe.
512	Au CE1, combien d'élèves n'ont pas le manuel de français?	/___/___/ élèves	Doit être inférieur ou égal au nombre réel d'élèves dans la classe.
513	Au CE2, combien d'élèves n'ont pas le manuel de français?	/___/___/ élèves	Doit être inférieur ou égal au nombre réel d'élèves dans la classe.
514	Au CM1, combien d'élèves n'ont pas le manuel de français?	/___/___/ élèves	Doit être inférieur ou égal au nombre réel d'élèves dans la classe.
515	Au CM2, combien d'élèves n'ont pas le manuel de français?	/___/___/ élèves	Doit être inférieur ou égal au nombre réel d'élèves dans la classe.
516	Au CI, combien d'élèves n'ont pas les fournitures nécessaires? <i>NB : Laisser vide (sauter) si le répondant ne sait pas (528-533).</i>	/___/___/ élèves	Doit être inférieur ou égal au nombre réel d'élèves dans la classe.
517	Au CP, combien d'élèves n'ont pas les fournitures nécessaires?	/___/___/ élèves	Doit être inférieur ou égal au nombre réel d'élèves dans la classe.
518	Au CE1, combien d'élèves n'ont pas les fournitures nécessaires?	/___/___/ élèves	Doit être inférieur ou égal au nombre réel d'élèves dans la classe.
519	Au CE2, combien d'élèves n'ont pas les fournitures nécessaires?	/___/___/ élèves	Doit être inférieur ou égal au nombre réel d'élèves dans la classe.
520	Au CM1, combien d'élèves n'ont pas les fournitures nécessaires?	/___/___/ élèves	Doit être inférieur ou égal au nombre réel d'élèves dans la classe.
521	Au CM2, combien d'élèves n'ont pas les fournitures nécessaires?	/___/___/ élèves	Doit être inférieur ou égal au nombre réel d'élèves dans la classe.
522	Les élèves dans votre école ont-ils reçu des comprimés de vermifuges durant une campagne de santé l'année dernière?	1. Oui, tous 2. Oui, mais pas tous 3. Non, aucun 4. Ne sait pas / Pas de réponse`	Si 1 ou 2 ➔ Q535
523	Combien d'élèves ont reçu/reçoivent les comprimés?	/___/___/___/ élèves	

APPENDIX 6 – PRINCIPAL SURVEY (CONTINUED)

N°	Questions	Réponses	Saut
6. Présence des enseignants à l'école			
601	Vos enseignants ont-ils été assidus à l'école au cours du trimestre dernier (18 Septembre - 20 Décembre 2017)?	1. Oui, vraiment 2. Oui, plus ou moins 3. Non 4. Ne sait pas / Pas de réponse`	
602	Combien de jours vos enseignants ont-ils été à l'école au cours du trimestre dernier (18 Septembre - 20 Décembre 2017)?	/____/ jours	
603	Combien de jours ont été perdus par l'enseignant du CI au cours du trimestre dernier (18 Septembre - 20 Décembre 2017)? <i>NB : Le directeur devrait se référer à son registre de présence. Laisser vide (sauter) si le répondant ne sait pas</i>	/____/ jours	Doit être inférieur ou égal au nombre total de jours où les enseignants auraient dû être présents en classe (602).
604	Combien de jours ont été perdus par l'enseignant du CP au cours du trimestre dernier (18 Septembre - 20 Décembre 2017)? <i>NB : Le directeur devrait se référer à son registre de présence. Laisser vide (sauter) si le répondant ne sait pas</i>	/____/ jours	Doit être inférieur ou égal au nombre total de jours où les enseignants auraient dû être présents en classe (602).
605	Combien de jours ont été perdus par l'enseignant du CE1 au cours du trimestre dernier (18 Septembre - 20 Décembre 2017)? <i>NB : Le directeur devrait se référer à son registre de présence. Laisser vide (sauter) si le répondant ne sait pas</i>	/____/ jours	Doit être inférieur ou égal au nombre total de jours où les enseignants auraient dû être présents en classe (602).
606	Combien de jours ont été perdus par l'enseignant du CE2 au cours du trimestre dernier (18 Septembre - 20 Décembre 2017)? <i>NB : Le directeur devrait se référer à son registre de présence. Laisser vide (sauter) si le répondant ne sait pas</i>	/____/ jours	Doit être inférieur ou égal au nombre total de jours où les enseignants auraient dû être présents en classe (602).
607	Combien de jours ont été perdus par l'enseignant du CM1 au cours du trimestre dernier (18 Septembre - 20 Décembre 2017)? <i>NB : Le directeur devrait se référer à son registre de présence. Laisser vide (sauter) si le répondant ne sait pas</i>	/____/ jours	Doit être inférieur ou égal au nombre total de jours où les enseignants auraient dû être présents en classe (602).
608	Combien de jours ont été perdus par l'enseignant du CM2 au cours du trimestre dernier (18 Septembre - 20 Décembre 2017)? <i>NB : Le directeur devrait se référer à son registre de présence. Laisser vide (sauter) si le répondant ne sait pas</i>	/____/ jours	Doit être inférieur ou égal au nombre total de jours où les enseignants auraient dû être présents en classe (602).
609	En moyenne, combien de temps les enseignants continuent-ils d'enseigner dans votre école?	1. Moins de six mois 2. Six mois à un an 3. Une année à deux ans	

APPENDIX 6 – PRINCIPAL SURVEY (CONTINUED)

N°	Questions	Réponses	Saut
		4. Deux ans à trois ans 5. Trois ans à quatre ans 6. Quatre ans à cinq ans 7. Plus de cinq ans 8. Ne sait pas / Pas de réponse`	
610	Quelle est la principale raison pour laquelle un enseignant part?	1. Ils ne sont pas payés 2. Un travail mieux rémunéré ailleurs 3. Ils veulent déménager dans une ville plus grande 4. Autre (à spécifier)	
611	Nombre d'enseignants de sexe masculins dans votre école ?	/ ____ /	
612	Nombre d'enseignants de sexe féminines dans votre école ?	/ ____ /	
7. Hygiène à l'école			
701	Chaque classe dispose-t-elle du dispositif de lavage des mains, incluant savon (ou cendres) et eau?	1. Oui, toutes les classes 2. Oui, mais pas toutes les classes 3. Non, aucune classe 4. Ne sait pas / Pas de réponse	
702	Vos élèves ont-ils accès à l'eau potable?	1. Oui 2. Non 3. Ne sait pas / Pas de réponse	
703	Vos élèves se lavent-ils les mains avec du savon (ou cendres) avant le repas?	1. Oui 2. Non 3. Ne sait pas / Pas de réponse`	Si 1 ou 3 ➔ Q705
704	Si non, pourquoi? <i>(Une réponse, raison principale)</i>		
705	Vos élèves se lavent-ils les mains avec du savon (ou cendres) après être allés aux toilettes?	1. Oui 2. Non 3. Ne sait pas / Pas de réponse	Si 1 ou 3 ➔ Q707
706	Si non, pourquoi? <i>(Une réponse, raison principale)</i>		
707	Vos élèves ont-ils accès à des latrines fonctionnelles?	1. Oui 2. Non	Si 2 ou 3 ➔ Q801

APPENDIX 6 – PRINCIPAL SURVEY (CONTINUED)

N°	Questions	Réponses	Saut
		3. Ne sait pas / Pas de réponse	
708	Leur nombre est-il suffisant?	1. Oui 2. Non 3. Ne sait pas / Pas de réponse	
709	Les filles ont-elles leur propre latrine?	1. Oui 2. Non 3. Ne sait pas / Pas de réponse	Si 2 ou 3 → Q801
710	Leur nombre est-il suffisant?	1. Oui 2. Non 3. Ne sait pas / Pas de réponse	
8. Impression générale			
801	Dans l'ensemble, comment pensez-vous que le programme FFE a amélioré la qualité de l'apprentissage dans votre école? En utilisant une échelle de 5 (Énormément) à 1 (Très peu).	1. 5 - Énormément 2. 4 - Significativement 3. 3 - Assez 4. 2 - Un peu 5. 1 - Très peu	(Seules les écoles de traitement)
802	Dans l'ensemble, comment pensez-vous que le programme FFE a amélioré la qualité de la santé et de l'hygiène dans votre école? En utilisant une échelle de 5 (Énormément) à 1 (Très peu).	7. 5 - Énormément 8. 4 - Significativement 9. 3 - Assez 10. 2 - Un peu 11. 1 - Très peu	Seules les écoles de traitement
803	Dans quelle mesure la cantine de votre école sera-t-elle durable une fois le programme FFE terminé?	1. Très durable 2. Durable 3. Assez durable 4. Peu durable 5. Pas durable du tout	Seules les écoles de traitement
804	S'il vous plaît fournir votre (vos) raison (s) pour cela. <i>(une réponse, raison principale)</i>		Seules les écoles de traitement
805	Dans quelle mesure les améliorations de votre école en matière d'amélioration de la qualité de l'apprentissage seront-elles durables une fois que le programme FFE terminé?	1. Très durable 2. Durable 3. Assez durable 4. Peu durable 5. Pas durable du tout	Seules les écoles de traitement
806	S'il vous plaît fournir votre (vos) raison (s) pour cela. <i>(une réponse, raison principale)</i>		Seules les écoles de traitement
807	Dans quelle mesure les améliorations apportées à votre école en matière de santé et d'hygiène seront-elles durables une fois le programme FFE terminé?	1. Très durable 2. Durable 3. Assez durable 4. Peu durable 5. Pas durable du tout	Seules les écoles de traitement
808	S'il vous plaît fournir votre (vos) raison (s) pour cela. <i>(une réponse, raison principale)</i>		Seules les écoles de traitement

APPENDIX 6 – PRINCIPAL SURVEY (CONTINUED)

N°	Questions	Réponses	Saut
809	Pendant environ combien de jours votre école a-t-elle été fermée à cause de la grève?	/ ____ /	
810	Faites-nous part de vos commentaires, si vous en avez éventuellement?		
		
		
		
812	En tant que l'intervieweur, veuillez fournir des commentaires supplémentaires (par exemple, problèmes, clarifications, commentaires).		
		

Merci beaucoup d'avoir pris le temps de remplir ce sondage.

Fin du questionnaire.

APPENDIX 7 – TEACHER SURVEY

QUESTIONNAIRE – ENSEIGNANT

Cette section doit être remplie par l'intervieweur (le questionnaire en ligne aura un format déroulant):

Date:	_____	(JJ-MM-AAAA)
Nom de l'intervieweur:	_____	(spécifier)
Numéro d'énumérateur:	_____	(spécifier)
Département:	_____	(spécifier)
Commune:	_____	(spécifier)
Numéro d'identification unique de l'école:	_____	(spécifier)
Nom de l'école:	_____	(spécifier)
École de Contrôle ou de Traitement:	_____	(spécifier)
École de Rural ou Urbain:	_____	(spécifier)

Présentation

Bonjour. Je m'appelle _____ et j'aide à mener l'évaluation finale du programme FFE mis en œuvre par CRS. Je travaille avec Advisem et CRS. Nous menons un sondage et nous aimerions que vous y participiez. Je voudrais vous poser des questions sur votre classe et vos élèves. Cette information nous aidera à évaluer les activités mises en œuvre par CRS pour améliorer les services d'éducation, fournir plus de nourriture et de médicaments, et améliorer la santé et l'hygiène. Le sondage prend normalement 20 minutes. L'information que vous nous donnerez sera strictement confidentielle et ne sera pas montrée à d'autres personnes. Votre identité ne sera pas liée à vos réponses. Votre participation est volontaire et vous pouvez choisir de ne pas répondre à certaines questions, ou même à toutes les questions. Votre participation à de futurs programmes CRS ne dépend pas de vos réponses à cette enquête. Cependant, nous espérons que vous participerez à cette enquête puisque votre opinion est importante.

NB : Proposer au répondant de lui fournir les contacts de CRS s'il le désire

Maintenant, avez-vous des questions à poser sur le sondage?

Puis-je commencer l'interview maintenant ?

Voulez-vous participer à ce sondage? 1. Oui 2. Non

NB : Commencer à administrer le questionnaire si le consentement est donné

APPENDIX 7 – TEACHER SURVEY (CONTINUED)

N°	Questions	Réponses	Saut
3. Caractéristiques de l'enseignant			
10	Le répondant est-il de sexe masculin ou féminin ?	1. Féminin 2. Masculin	
102	Quel âge avez-vous? (NB : mettre 99 si la personne ne veut pas répondre)	/ ___/___/ ans	
103	Quel est la classe la plus élevée que vous avez fréquentée ?	1. 6 ^e 2. 5 ^e 3. 4 ^e 4. 3 ^e 5. 2 ^{nde} 6. 1 ^{ère} 7. Terminale 8. Université 9. Autre (à spécifier)	
104	Quel est le diplôme académique le plus élevé que vous avez obtenu en formation initiale?	1. CEP 2. BEPC 3. CAP (lycée technique) 4. BAC, DEAT 5. DEUG, DUES 6. Licence 7. Maîtrise 8. Master/DEA 9. Autre (à spécifier)	
105	Quel est le diplôme professionnel le plus élevé que vous avez obtenu?	1. Aucun 2. CEAP 3. CAP 4. Autre (à spécifier)	
106	Depuis combien d'années enseignez-vous?	/ ___/	
107	Quel est votre statut?	1. APE 2. ACE 3. Conventionné 4. Communautaire 5. Stagiaire/volontaire 6. Autre (à spécifier)	
4. Informations sur la classe gardée par l'enseignant			
201	Quelle(s) classe(s) enseignez-vous? (Réponse multiple)	1. Cours d'Initiation (CI) 2. Cours Préparatoire (CP) 3. Cours élémentaire 1 4. CE2 5. CM1 6. CM2	
202	Votre classe compte combien de garçons	/ ___/	
203	Votre classe compte combien de filles	/ ___/	
204	Combien de garçons ont eu plus de 14 absences non justifiées de l'école le trimestre dernier (18 Septembre - 20 Décembre 2017)? NB : L'enseignant devrait se référer à son registre de présence. Laisser vide (sauter) si le répondant ne sait pas	/ ___/	Doit être inférieur ou égal au nombre réel de garçons dans la classe.

APPENDIX 7 – TEACHER SURVEY (CONTINUED)

N°	Questions	Réponses	Saut
205	Combien de filles ont eu plus de 14 absences non justifiées de l'école le trimestre dernier (18 Septembre - 20 Décembre 2017)? <i>NB : L'enseignant devrait se référer à son registre de présence. Laisser vide (sauter) si le répondant ne sait pas</i>	/ ____ /	Doit être inférieur ou égal au nombre réel de filles dans la classe.
206	Combien de garçons ont été absents en décembre 2017? <i>NB : si un enfant est absent un jour, cela est considéré comme absent: Laisser vide (sauter) si le répondant ne sait pas</i> <i>NB : L'enseignant devrait se référer à son registre de présence</i>	/ ____ /	Doit être inférieur ou égal au nombre réel de garçons dans la classe.
207	Combien de filles ont été absentes en décembre 2017? <i>NB : si un enfant est absent un jour, cela est considéré comme absent: Laisser vide (sauter) si le répondant ne sait pas</i> <i>NB : L'enseignant devrait se référer à son registre de présence</i>	/ ____ /	Doit être inférieur ou égal au nombre réel de filles dans la classe.
208	Combien de garçons ont été absents parce qu'ils étaient malades en décembre 2017? <i>(NB : si un enfant est absent un jour, cela est considéré comme absent / Laisser vide (sauter) si le répondant ne sait pas)</i> <i>NB : L'enseignant devrait se référer à son registre de présence</i>	/ ____ /	Doit être inférieur ou égal au nombre total de garçons absents.
209	Combien de filles ont été absentes parce qu'elles étaient malades en décembre 2017? <i>(NB : si un enfant est absent un jour, cela est considéré comme absent / Laisser vide (sauter) si le répondant ne sait pas)</i> <i>NB : L'enseignant devrait se référer à son registre de présence</i>	/ ____ /	Doit être inférieur ou égal au nombre total de filles absents.
210	Combien de garçons ont été absents en décembre 2017 à cause des travaux champêtres ou domestiques ? <i>(NB : si un enfant est absent un jour, cela est considéré comme absent / Laisser vide (sauter) si le répondant ne sait pas)</i> <i>NB : L'enseignant devrait se référer à son registre de présence</i>	/ ____ /	Doit être inférieur ou égal au nombre total de garçons absents.
211	Combien de filles ont été absentes en décembre 2017 à cause des travaux champêtres ou domestiques <i>(NB : si un enfant est absent un jour, cela est considéré comme absent / Laisser vide (sauter) si le répondant ne sait pas)</i> <i>NB : L'enseignant devrait se référer à son registre de présence</i>	/ ____ /	Doit être inférieur ou égal au nombre total de filles absents.
212	Combien de garçons n'ont pas mangé durant la journée scolaire ou le jour de classe le plus récent?	/ ____ /	Doit être inférieur ou égal au nombre

APPENDIX 7 – TEACHER SURVEY (CONTINUED)

N°	Questions	Réponses	Saut
	(NB : la journée d'école est de 8h à 17; Laisser vide (sauter) si le répondant ne sait pas; Déjeuner et collations)		réel de garçons dans la classe.
213	Combien de filles n'ont pas mangé durant la journée scolaire ou le jour de classe le plus récent? (NB : la journée d'école est de 8h à 17 ; Laisser vide (sauter) si le répondant ne sait pas; Déjeuner et collations)	/ ____ /	Doit être inférieur ou égal au nombre réel de filles dans la classe.
214	La salle de classe est-elle en adéquation avec le nombre d'élèves?	1. Oui 2. Plus ou moins 3. Non	
215	Dans quel état se trouve votre salle de classe ?	1. Bonnes conditions 2. Conditions moyennes 3. Mauvaises conditions 4. Ne sait pas / Pas de réponse	
216	A votre avis, quelles sont les trois plus importantes priorités pour améliorer votre salle de classe ?	a. Plus de bureaux b. Réparer des bureaux c. Plus de chaises d. Réparer des chaises e. Plus de matériel didactique nécessaire pour enseigner f. Plus de manuels de français g. Plus de cahiers d'activité en français h. Toiture i. Peinture j. Terrasse/cimentage k. Portes/fenêtres l. Autre (à spécifier)	
217	A votre avis, quelles sont les trois plus importantes priorités pour améliorer votre établissement scolaire ?	a. Améliorer les salles de classe existantes b. Améliorer les latrines existantes c. Améliorer les lavabos existantes d. Construire de nouvelles salles de classes e. Construire de nouvelles latrines f. Construire de nouveaux lavabos g. Construire une clôture h. Renforcer l'effectif du personnel enseignant i. Doter (ou renforcer) la cantine scolaire j. Autre (à spécifier)	

APPENDIX 7 – TEACHER SURVEY (CONTINUED)

N°	Questions	Réponses	Saut
5. Renforcements des capacités de l'enseignant			
301	Avez-vous bénéficié d'une formation spécifique concernant l'enseignement de la lecture ? (depuis septembre 2014) (NB : Se concentrer uniquement sur la formation depuis septembre 2014)	1. Oui 2. Non 3. Ne sait pas / Pas de réponse	Si 2 ou 3 → Q313
302	Si oui, combien de formations avez-vous reçues ?	/ ____ /	
303	Quand a eu lieu la formation la plus récente?	/ ____ / ____ / mois/année	
304	Qui a organisé cette formation? (Réponse multiple)	a. Gouvernement b. CRS/FFE/World Education c. Autre (à spécifier)	
305	Quelle est votre appréciation de cette formation ?	1. Excellent 2. Bien 3. Passable 4. Peu appréciée 5. Médiocre	
306	Quelle est votre appréciation de cette formation ? S'il vous plaît fournir vos commentaires.		
307	A-t-elle été bien organisée?	1. Oui 2. Plus ou moins 3. Non	
308	Le contenu de la formation vous a-t-il semblé utile?	4. Oui 1. Plus ou moins 2. Non	
309	Cette formation cadrerait-elle avec vos besoins professionnels en ce qui concerne la lecture?	1. Oui 2. Plus ou moins 3. Non	
310	Quels éléments dans cette formation vous ont semblé particulièrement utiles pour l'enseignement de la lecture?		
311	Utilisez-vous ces éléments qui vous ont semblé utiles dans votre enseignement?	1. Oui 2. Plus ou moins 3. Non	Si 2 ou 3 → Q312
312	Si non, quelles difficultés limitent la mise en œuvre des acquis de cette formation ? pourquoi ?		
313	Est-ce que vous utilisez les nouvelles techniques ou les nouveaux outils enseignés dans la formation fournie par le programme FFE (CRS, WEI)?	1. Oui 2. Plus ou moins 3. Non	Si 3 → Q315 Seules les écoles de traitement
314	S'il vous plaît fournir un exemple (des nouvelles techniques ou les nouveaux outils).	/ ____ /	Seules les écoles de traitement
315	Utilisez-vous le programme national d'enseignement et les matériels didactiques connexes?	1. Oui 2. Plus ou moins	

APPENDIX 7 – TEACHER SURVEY (CONTINUED)

N°	Questions	Réponses	Saut
		3. Non	
316	Pour combien de minutes avez-vous enseigné la lecture et l'écriture hier ou au cours de lecture et d'écriture la dernière fois?	/ ____ / minutes	
317	Combien de séances de lecture et d'écriture avez-vous par semaine?	1. 1 2. 2 3. 3 4. 4 5. 5 6. 6 7. 7 8. 8 9. 9 10. 10 11. Autre	
318	Pensez-vous que le temps officiellement alloué à l'apprentissage de la lecture/écriture est suffisant ?	1. Oui, largement 2. Oui, mais cela en prendrait un peu plus 3. Non, il manque beaucoup de temps 4. Ne sait pas / Pas de réponse	
319	Pourquoi pensez-vous cela?		
4. Cantine			
401	Votre école a-t-elle une cantine fonctionnelle?	1. Oui 2. Non 3. Ne sait pas / Pas de réponse	Si 1 → Q403 Si 2 → Q402
402	Si non, pourquoi ? <i>NB : finir de noter les raisons éventuelles avant de réaliser le saut</i>		→ Q501
403	Si oui, votre cantine a-t-elle un comité de gestion ?	1. Oui 1. Non 2. Ne sait pas / Pas de réponse	
404	La cantine a-t-elle un impact sur la concentration des élèves? (impact=changement plus ou moins profond)	1. Oui, beaucoup 2. Oui, un peu 3. Non, pas du tout 4. Ne sait pas / Pas de réponse	
405	Pouvez-vous expliquer comment la cantine a eu un impact sur la concentration des élèves? (impact=changement plus ou moins profond) <i>NB : l'impact peut être positif ou négatif</i> Impact 1 : Impact 2 :		

APPENDIX 7 – TEACHER SURVEY (CONTINUED)

N°	Questions	Réponses	Saut
	Impact 3 :		
406	La cantine a-t-elle un impact sur l'apprentissage? (impact=changement plus ou moins profond)	5. Oui, beaucoup 1. Oui, un peu 2. Non, pas du tout 3. Ne sait pas / Pas de réponse	
407	Pouvez-vous expliquer comment la cantine a eu un impact sur l'apprentissage? (impact=changement plus ou moins profond) <i>NB : l'impact peut être positif ou négatif</i>		
	Impact 1 : Impact 2 : Impact 3 :		
5. Matériel			
501	Dans quelle mesure disposez-vous du matériel didactique nécessaire ?	1. Le matériel est suffisant 2. Certains manquent 3. Pas de matériel 4. Ne sait pas / Pas de réponse	Si 1 3 ou 4 → Q503
502	Quels sont les matériels qui manquent ? <i>NB : citez juste les plus importants (une à trois réponses)</i>		
	Matériel 1 : Matériel 2 : Matériel 3 :		
503	Dans votre classe, combien d'élèves n'ont pas le manuel de français?	/ ____ /	
504	Dans votre classe, combien d'élèves n'ont pas le cahier d'activité en français?	/ ____ /	
505	Dans votre classe, combien d'élèves n'ont pas les fournitures nécessaires?	/ ____ /	
506	L'APE et/ou l'AME sont-elles actives en ce qui concerne l'implication des parents dans les activités éducatives	1. Oui 2. Non, pas vraiment 3. Non, pas du tout	Si 1 → Q507 Si 2 ou 3 → Q508
507	Si oui, Quel genre d'activités éducatives favorisent-elles la participation des parents?		
508	Si non, Pourquoi pensez-vous qu'ils ne le sont pas?		
509	Vos élèves se lavent-ils les mains avec du savon (ou cendres) avant le repas?	4. Oui 5. Non 6. Ne sait pas / Pas de réponse	Si 1 ou 3 → Q511
510	Si non, pourquoi ? (Une réponse, raison principale)		
511	Vos élèves se lavent-ils les mains avec du savon (ou cendres) avant le repas après être allés aux toilettes?	1. Oui 2. Non	Si 1 ou 3 →

APPENDIX 7 – TEACHER SURVEY (CONTINUED)

N°	Questions	Réponses	Saut
		3. Ne sait pas / Pas de réponse	Q513
512	Si non, pourquoi ? <i>(Une réponse, raison principale)</i>		
513	Vos élèves ont-ils accès à des latrines fonctionnelles ?	1. Oui 2. Non 3. Ne sait pas / Pas de réponse	
514	Les filles ont-elles leur propre latrine?	1. Oui 2. Non 3. Ne sait pas / Pas de réponse	
6. Impression générale			
601	Dans l'ensemble, comment pensez-vous que le programme FFE a amélioré la qualité de l'apprentissage dans votre école? En utilisant une échelle de 5 (Énormément) à 1 (Très peu).	1. 5 - Énormément 2. 4 - Significativement 3. 3 - Assez 4. 2 - Un peu 5. 1 - Très peu 6. Ne sait pas / Pas de réponse	Seules les écoles de traitement
602	Dans l'ensemble, comment pensez-vous que le programme FFE a amélioré la qualité de la santé et de l'hygiène dans votre école? En utilisant une échelle de 5 (Énormément) à 1 (Très peu).	1. 5 - Énormément 2. 4 - Significativement 3. 3 - Assez 4. 2 - Un peu 5. 1 - Très peu 6. Ne sait pas / Pas de réponse	Seules les écoles de traitement
603	Dans quelle mesure la cantine de votre école sera-t-elle durable une fois le programme FFE terminé?	1. Très durable 2. Durable 3. Assez durable 4. Peu durable 5. Pas durable du tout 6. Ne sait pas / Pas de réponse	Seules les écoles de traitement
604	S'il vous plaît fournir votre raison (s) pour cela. <i>(une réponse, raison principale)</i>		Seules les écoles de traitement
605	Dans quelle mesure les améliorations de votre école en matière d'amélioration de la qualité de l'apprentissage seront-elles durables une fois que le programme FFE terminé?	1. Très durable 2. Durable 3. Assez durable 4. Peu durable 5. Pas durable du tout 6. Ne sait pas / Pas de réponse	Seules les écoles de traitement
606	S'il vous plaît fournir votre raison (s) pour cela. <i>(une réponse, raison principale)</i>		Seules les écoles de traitement

APPENDIX 7 – TEACHER SURVEY (CONTINUED)

N°	Questions	Réponses	Saut
607	Dans quelle mesure les améliorations apportées à votre école en matière de santé et d'hygiène seront-elles durables une fois le programme FFE terminé?	1. Très durable 2. Durable 3. Assez durable 4. Peu durable 5. Pas durable du tout 6. Ne sait pas / Pas de réponse	Seules les écoles de traitement
608	S'il vous plaît fournir votre raison (s) pour cela. <i>(une réponse, raison principale)</i>		Seules les écoles de traitement
609	Faites-nous part de vos commentaires, si vous en avez éventuellement?		
610	En tant que l'intervieweur, veuillez fournir des commentaires supplémentaires (par exemple, problèmes, clarifications, commentaires).		
		

Merci beaucoup d'avoir pris le temps de remplir ce sondage.

Fin du questionnaire

APPENDIX 8 – LIST OF PARTICIPANTS IN KEY INFORMANT INTERVIEWS

The following is a list of participants in Key Informant Interviews (KIIs) outside of the schools.

Name	Role	Location	Contact information
CRS and WEI			
[REDACTED]	CRS National Team - Country representative	Cotonou	[REDACTED]
[REDACTED]	CRS National Team- Head of Programs	Cotonou	[REDACTED]
[REDACTED]	CRS National Team - Head of operation	Cotonou	[REDACTED]
[REDACTED]	CRS Project Team-Project Director	Parakou/Cotonou	Ousmane.maiga@crs.org
[REDACTED]	CRS Project Team-Project MEAL officer	Parakou/Cotonou	[REDACTED]
[REDACTED]	CRS Project Team-Project Liaison Officer	Parakou/Cotonou	[REDACTED]
[REDACTED]	Director - WEI	Parakou	[REDACTED]
[REDACTED]	Programme Representative - WEI Programme Representative - WEI	Kandi	[REDACTED]
USDA			
[REDACTED]	Analyst of the FFE and responsible for its oversight	Washington D.C, USA	[REDACTED]
[REDACTED]	MEAL officer	Washington D.C, USA	[REDACTED]
Other stakeholders			
[REDACTED]	Representative of the Directorate of School Feeding – Education Min	Cotonou/Porto Novo, Benin	[REDACTED]

APPENDIX 8 – LIST OF PARTICIPANTS IN KEY INFORMANT INTERVIEWS (CONTINUED)

Name	Role	Location	Contact information
Abiba Orou Topko	Child Development UNICEF	Parakou	██████████
Togou Bio Zime Gounou	DDEMP Head of School District – Alibori	Kandi – Alibori, Benin	██████████
Kati Didier, Odjo Annicet, Agossou Jean	CRP Kandi; CRP Mallenville; CRP Gogonou.	Kandi – Alibori, Benin	

APPENDIX 9 – GUIDE FOR INTERVIEWS WITH SCHOOL DIRECTORS

Name of School: _____

Village/Town/City: _____

Time started: _____

Time ended: _____

Facilitator: *Prior to beginning the interview, reconfirm the consent form the respondent. Read out the contents of the consent form and ask him/her whether or not they agree to be interviewed.*

Introduction:

Hello. Thank you for agreeing to take part in this focus group discussion. My name is _____ and I am here on behalf of Advisem, a consultancy firm contracted by the CRS to conduct the end-line evaluation for the Food For Education project. The purpose of the end-line study is to understand the changes that have resulted from the project. This interview with you has been requested because your point of view and is important. I know you are very busy, and appreciate your time.

This interview will take about **1 hour**.

Relevance

1. What are the main challenges preventing children from attending and learning in school?
2. What are the main health and hygiene challenges children have? How do these affect school attendance?
3. How does your school address these challenges to help children participate and learn in school?
4. Have you received any training since the beginning of the project on professional capacities? Who provided it? What did it cover? Was it useful? How?
5. Have there been any activities in your school recently to improve the quality of the school's infrastructure? If yes, what were they and were they your priorities?

Effectiveness

6. What activities have been happening in your school to improve learning and attendance and to improve their health and dietary practices?
 - Have they produced changes?
 - Could more be done, or could these have been done better/differently to improve learning and attendance?
7. Do students have particular problems with paying attention during lessons?
 - If yes, what are the indicators of this?
 - Do you or teachers know the cause?

APPENDIX 9 – GUIDE FOR INTERVIEWS WITH SCHOOL DIRECTORS (CONTINUED)

8. Is there an *Association des Parents d'Elèves* or *Association des Mères d'Elèves* (APE or AME) in this community and working with the school? Is there a Savings and Lending Group (SILC)? A canteen management committee?

- What are their roles in the school, and with children? Are they effective?
- Are they being supported effectively by the project?

Efficiency

9. From your perspective as Director, how efficient had the project been? For example,

- Have planning and the delivery of food and infrastructure inputs happened in a timely way?
- Has there been sufficient follow up to confirm that activities are implemented well and take corrective action?
- Have resources been used in a cost-effective way?
- Should anything have been done differently?

Sustainability

10. The FFE supports a wide range of activities: meals, school garden, hygiene & sanitation, take-home food, savings & loans, radio mobilizing. Are all of these equally important in your view?

- Should some be dropped to provide better focusing or concentration of resources?

11. What elements of the FFE does the School District expect to continue past the end of the project? How will these be sustained?

12. Has the government shown commitment to taking the policy action necessary to provide the “necessary conditions” for children’s learning in the areas being supported by the FFE?

- If yes, in what ways?
- If no, what needs to happen to ensure improved teacher quality and children’s nutritional status are sustained?

Impact and Lessons

13. What have been the key factors enabling the FFE to achieve results? Have there been any limiting factors?

- Are there other strategies which would have worked better?
- Have there been any negative impacts? Could they have been avoided?

14. Are there any positive or negative unexpected results of the project? How did these occur?

15. Are there any other issues about the FFE implementation and/or results that you would like to mention?

APPENDIX 10 – GUIDE FOR INTERVIEWS WITH HEADS OF SCHOOL DISTRICTS

Name of School: _____
 Village/Town/City: _____
 Time started: _____
 Time ended: _____
 Male/Female: _____
 Length of time in the position: _____
 Training in Education (yes/no; degree): _____

Facilitator: *Prior to beginning the interview, reconfirm the consent from the respondent. Read out the contents of the consent form and ask him/her whether or not they agree to be interviewed.*

Introduction:

Hello. Thank you for agreeing to take part in this focus group discussion. My name is _____ and I am here on behalf of Advisem, a consultancy firm contracted by the CRS to conduct the end-line evaluation for the Food for Education project. The purpose of the end-line study is to understand the changes that have resulted from the project. This interview with you has been requested because your point of view and is important. I know you are very busy, and appreciate your time.

This interview will take less than **1 hour**.

Background

What has been the role of the School District in the FFE?

- Have there been any challenges, constraints in this role?

Relevance

1. From the School District perspective, have the expected results of the FFE -- improved Gr1&2 literacy, attendance and parent engagement ; and improved health and dietary practices for students-- been of high priority to its key stakeholders: school directors, teachers, parents, community leaders? Have other priorities been left out?

2. Has the School District been satisfied with how the FFE has progressed in meeting its implementation objectives and realizing its results? If yes, please explain how. If no, please explain why not.

Effectiveness

3. To what extent do the inputs/activities of FFE fit with your assumptions about the relationship between nutrition and learning?

- Are the inputs the right kind, and of sufficient intensity and duration, to lead to better attendance, and then to better attentiveness and learning?

4. Were the approaches to improving reading instruction appropriate to realizing the expected improvements in learning outcomes?

APPENDIX 10 – GUIDE FOR INTERVIEWS WITH HEADS OF SCHOOL DISTRICTS (CONTINUED)

5. Have you seen a change of *Association des Parents d'Elèves* or *Association des Mères d'Elèves* (APE or AME) involvement in school management/governance since the project began? And Savings and Lending groups and canteen management groups?

6. Has the support provided to these associations been appropriate, sufficient for them to understand and take action to improve the literacy, hygiene and nutrition status of students?

Efficiency

7. From the perspective of School District how efficient has the project been: for example,
- Have planning and the delivery of food and infrastructure inputs happened in a timely way?
 - Has there been sufficient follow up to confirm that activities are implemented well and take corrective action?
 - Have resources been used in a cost-effective way?
 - Should anything have been done differently?

Sustainability

8. The FFE supports a wide range of activities: meals, school garden, hygiene & sanitation, take-home food, savings & loans, radio mobilizing. Are all of these equally important in your view?

- Should some be dropped to provide better focussing or concentration of resources?

9. What elements of the FFE does the School District expect to continue past the end of the project? How will these be sustained?

10. Has the government shown commitment to taking the policy action necessary to provide the “necessary conditions” for children’s learning in the areas being supported by the FFE?

- If yes, in what ways?
- If no, what needs to happen to ensure improved teacher quality and children’s nutritional status are sustained?

Impact and Lessons

11. What have been the key factors enabling the FFE to achieve results? Have there been any limiting factors?

- Are there other strategies which would have worked better?
- Have there been any negative impacts? Could they have been avoided?

12. Are there any positive or negative unexpected results of the project? How did these occur?

13. Are there any other issues about the FFE implementation and/or results that you would like to mention?

APPENDIX 11 – GUIDE FOR INTERVIEWS WITH SENIOR POLICY-MAKERS, PROGRAM MANAGERS AND IMPLEMENTERS OF FFE

(USDA, WEI, Ministry of Preschool and Primary Education/MEMP, Direction of School Feeding, Department of Health, Direction of Pedagogical Inspection, National Institute for Training and Research in Education...)

Name of Organization: _____

Role/Position in Organization: _____

Length of time in position: _____

Male/Female: _____

Village/Town/City: _____

Time started: _____

Time ended: _____

Facilitator: *Prior to beginning the interview, reconfirm the consent from the respondent. Read out the contents of the consent form and ask him/her whether or not they agree to be interviewed.*

Introduction:

Hello. Thank you for agreeing to take part in this focus group discussion. My name is _____ and I am here on behalf of Advisem, a consultancy firm contracted by the CRS to conduct the end-line evaluation for the Food for Education project. The purpose of the end-line study is to understand the changes that have resulted from the project. This interview with you has been requested because your point of view and is important. I know you are very busy, and appreciate your time.

This interview will take about **1 hour**.

Background

1. What has been the role of _____ in the FFE?
 - Have there been any challenges, constraints in this role?

Relevance

2. From your perspective, have the expected results of the FFE -- improved Gr1&2 literacy, attendance and parent engagement; and improved health and dietary practices of students -- been of high priority to its key stakeholders: school directors, teachers, parents, community leaders?
3. Have you been satisfied with how the FFE has progressed in meeting its implementation objectives and realizing its results?
 - Have the indicators it has used been accurate and sufficient as reflections of the changes expected?
 - If yes, please explain how. If no, please explain why not.
 - What would have been better indicators of changes resulting from the project??

APPENDIX 11 – GUIDE FOR INTERVIEWS WITH SENIOR POLICY-MAKERS, PROGRAM MANAGERS AND IMPLEMENTERS OF FFE (CONTINUED)

Effectiveness

4. To what extent do the inputs/activities of FFE fit with your assumptions about the relationship between nutrition and learning? Do you agree with the “Theory of Change” expressed by the FFE?
5. From your perspective, have the annual benchmarks been adequately set and met?
 - Has FFE shown enough flexibility in adapting the project to take into account M&E data, or changing circumstances?
6. Were the approaches to improving reading instruction appropriate to realizing the expected improvements in learning outcomes?
 - What training was available for teachers as a part of this program? Has there been any challenges with this?
7. Has the support provided to *Association des Parents d’Elèves* or *Association des Mères d’Elèves* (APE or AME), the Savings and Lending Groups (SILCs), and the Canteen Management Committees, been appropriate, sufficient for them to understand and take action to improve the literacy, hygiene and nutrition status of students?
 - The FFE indicator for parents’ increased engagement with their children’s learning is the ability to name three benefits of education. Is this an appropriate indicator?

Efficiency

8. From your perspective, how effective has the coordination been between CRS and WEI in the management of the FFE?
 - Have the responsibility areas been appropriately assigned?
 - Have they been well enough aligned to avoid duplication, gaps?
 - Have there been any particular challenges, and if so have they been satisfactorily resolved?
9. The Midterm evaluation (MTE) made a number of recommendations as to how to adapt the FFE to strengthen results, especially for SO1 on improved literacy.
 - What was your reaction to the MTE and the CRS management response - its plans to follow on the recommendations?
 - Has subsequent action been sufficient from your perspective?
 - Are the wider policy and development environments “enabling” enough for making a significant change in literacy learning and in continuous health and nutrition levels?

APPENDIX 11 – GUIDE FOR INTERVIEWS WITH SENIOR POLICY-MAKERS, PROGRAM MANAGERS AND IMPLEMENTERS OF FFE (CONTINUED)

Sustainability

10. The FFE supports a wide range of activities: meals, school garden, hygiene & sanitation, take-home food, savings & loans, radio mobilizing. Are all of these equally important in your view?

- Should some be dropped to provide better focussing of resources?

11. What elements of the FFE do you think can realistically be sustained past termination? In your experience, what are the key factors necessary for this, and are they in place?

- Has the government shown commitment to taking the policy action necessary to provide the “necessary conditions” for children’s learning i.e. improved teacher quality, children’s nutritional status?
- Is it your sense that the key stakeholders (school staff, parents, government) have taken sufficient “ownership” to ensure continuous attention, action?

Impact and Lessons

12. What have been the key factors enabling progress and results of the FFE? Have there been any limiting factors?

- Are there other strategies which would have worked better?
- Have there been any negative impacts? Could they have been avoided?

APPENDIX 12 – GUIDE FOR FOCUS GROUP DISCUSSIONS WITH TEACHERS

Name of School: _____
 Village/Town/City: _____
 Time focus group started: _____
 Time focus group ended: _____
 Number of Participants: _____
 Record number of male, female in group: ____ Male; ____ Female

(There should be a maximum of 10 participants to keep the FGD manageable)

Facilitator: As a facilitator, you should encourage all those present to share their views and ideas. Also, please review all the notes with the note taker at the end of the FGD to ensure that the main points made by FGD participants during the discussion have been captured. **Prior to beginning the FGD, you must obtain verbal consent from each of the FGD participants. Read out the contents of the consent form and ask each individual participant whether or not they agree to participate in the FGD.**

Note taker: The note taker should note down, without judgement, everything that is mentioned by FGD participants during the discussion. Please record this information in the note taking template provided to you.

Introduction:

Hello. Thank you for agreeing to take part in this focus group discussion. My name is _____ and I am here on behalf of Advisem, a consultancy firm contracted by the CRS to conduct the end-line evaluation for the Food For Education project which you have participated in. The purpose of the end-line study is to understand the changes that have resulted from the project. The colleague with me is Hussein Faruque Aly, a consultant with Advisem.

You have been asked here today since your point of view is important. I know everyone is very busy, and we appreciate your time. We are here today to talk about your perceptions on how this project has affected quality of life for you, your families, and your communities.

Ground rules:

Please feel free to talk openly. There are no right or wrong answers. Please respect the opinions of others – we don't have to agree; we are interested in hearing different viewpoints. You do not have to speak in any particular order. When you do have something to say, please do so but please speak one at a time. There are many of you in the group and it is important that I get the views from each of you, so please give everyone an equal chance to participate in the discussion.

This focus group will take less than **1.5 hours**.

APPENDIX 12 – GUIDE FOR FOCUS GROUP DISCUSSIONS WITH TEACHERS (CONTINUED)

Questions FGD Teachers

Relevance

1. What are the main challenges preventing children from attending and learning in school?
2. How would you address these challenges?
3. What are the main health and hygiene challenges your children have? How do these affect school attendance?
4. What did this project do?
5. What training have you received for teaching reading? What did it cover? Was it useful to your teaching?
6. Has the support from the project (e.g. training, materials.) changed how you are teaching reading? Are these changes effecting learning outcomes of children in any way?

Effectiveness

7. How has the project affected children's learning and attendance, and childrens' health and dietary practices? In what ways, through what actions? Could these have been more effective?
8. Have you noticed changes in the children's ability to pay attention in class since the project began? If yes, can you explain how/why? If no, what do you think can be done?

Efficiency

9. What could be done better to improve the education provided by the school?
10. Were resources of the project provided in a timely way? Was there follow-up to confirm activities were well implemented?

Impact

11. Are you satisfied with the ways you have been able to participate in the project? Why or why not?

Sustainability

12. If the project was to end tomorrow, what activities would be important to continue? Do you think this will happen? What conditions would be necessary to allow them to continue?
13. Has the project brought the parents and communities into closer collaboration with the schools? If yes, in what ways? If no, why not? Should it have tried to do this?

PTAs and Savings/Lending Groups

14. Is there an *Association des Parents d'Elèves* or *Association des Mères d'Elèves* (APE or AME) in this community? If yes, how are they working with the school? Are they effective?
15. How do you as teachers interact with either of these organisations?
16. Is there a saving and lending group in the community? If yes, has it helped provide resources for children's education or welfare?

APPENDIX 13 – GUIDE FOR FOCUS GROUP DISCUSSIONS WITH STUDENTS

Name of School: _____
 Village/Town/City: _____
 Time focus group started: _____
 Time focus group ended: _____
 Number of Participants: _____
 Record number of boys and girls in the group: ____ Boys ____ Girls

(There should be a maximum of 10 participants to keep the FGD manageable)

Facilitator: As a facilitator, you should encourage all those present to share their views and ideas. Also, please review all the notes with the note taker at the end of the FGD to ensure that the main points made by FGD participants during the discussion have been captured. **Prior to beginning the FGD, you must obtain verbal consent from each of the student FGD participants, and their parents, who will have been selected for a different FGD for parents. Please ensure that during the exercise a teacher, a parent, or the school director is present, to ensure the protection of the children. Read out the contents of the consent form and ask each individual participant whether or not they agree to participate in the FGD.**

Note taker: The note taker should note down, without judgement, everything that is mentioned by FGD participants during the discussion. Please record this information in the note taking template provided to you.

Introduction:

Hello. Thank you for agreeing to take part in this focus group discussion. My name is _____ and I am here to talk to you and learn about the Food For Education project which has been happening in your school; to understand the changes that have happened. The colleague with me is Hussein Faruque Aly, a consultant from Canada.

You have been asked here today since your point of view is important. I know everyone is very busy, and we appreciate your time. We want to understand how this project has affected quality of life for you, your families, your school and your community.

Ground rules:

Please feel free to talk openly. There are no right or wrong answers. Please respect the opinions of others – we don't have to agree; we are interested in hearing different viewpoints. You do not have to speak in any particular order. When you do have something to say, please do so but please speak one at a time. There are many of you in the group and it is important that I get the views from each of you, so please give everyone an equal chance to participate in the discussion.

This will be a participatory and fun exercise. We look forward to doing this with you. It won't take very long.

Facilitator: create three spaces in the room, each representing "always true, sometimes true, never true" in the room. As an ice breaker and to get the students comfortable, you can do the following exercise:

1) Ask students to name their favourite fruits/foods.

APPENDIX 13 – GUIDE FOR FOCUS GROUP DISCUSSIONS WITH STUDENTS (CONTINUED)

2) Choose 3. Allocate a fruit/food to each student. When you call the fruit associated with their name, they should come to the middle of the room and then return to their places

3) Test once then with “I love eating this fruit/food”, and ask students to go to always true, sometimes true, never true.

4) Once they have understood how this works, start the exercise. When the mood meter question is asked, students are requested to go to the “always true, sometimes true, and never true” areas of the room. The notetaker should take note of the number of students in each area.

A: Mood Meter

Statement	Always true	Sometimes true	Never true
I am happy in school; I like to come every day			
I come late to class			
My teacher comes every day			
My teacher comes late to class			
It is easy for me speak out in class, ask questions			
It is easy for me to understand my lessons			
I listen when the teacher is talking			
I answer the teacher’s questions in the class.			
I ask the teacher questions about the lesson			
I finish my reading assignments			
The teacher reminds me to do my work			
I fall asleep in the classroom			
I am punished for my behaviour in class			
I am hungry during the lesson			
I am sick and miss class			
I feel like running and playing at recess			
I like the meals in this school			
I eat in the school kitchen			
The teacher helps me when I have a problem in my lesson.			
The teacher gives us reading tests			
I wash my hands with soap and water before eating			
I wash my hands after using the bathroom			
The school is organized well; I feel safe here.			
The toilets are dirty; I don’t like to use them			
There is a special toilet for girls			
I enjoy writing stories			
I enjoy reading stories			
I use lessons I learn in school when I am home			
I am learning letters and words			
I have difficulty with reading			
My parents are happy that I am learning at school			
My parents give books I can read at home			

APPENDIX 13 – GUIDE FOR FOCUS GROUP DISCUSSIONS WITH STUDENTS (CONTINUED)

Statement	Always true	Sometimes true	Never true
My parents help me with my reading homework			
My parents come to the school to help the teacher			

Now we would like to ask you some questions about your school and your activities in school. Each person will have a chance to answer so please take your time. There are no right answers. If anyone does not want to answer, that is also alright.

B: FGD Questions

1. When you miss school on some days, what is the reason?
2. Tell me about your school: what do you like best? What don't you like?
3. Do you ever feel bored or confused in the lesson? What do you do then?
4. Do you have enough to eat during the day? Do you eat every day in the school kitchen?
5. Tell me about what you are reading in your lessons? Do you read books at home?
6. Tell me about the toilets and the hand-washing points in the school: Are they easy to use? Are there any problems with them?
7. Is there anything else you would like to say about your school and what you are learning?

APPENDIX 14 – GUIDE FOR FOCUS GROUP DISCUSSIONS WITH BEST PERFORMING STUDENTS

Name of School: _____
 Village/Town/City: _____
 Time focus group started: _____
 Time focus group ended: _____
 Number of Participants: _____
 Record number of boys, girls in group: ____ boys; ____ girls
 Number of Parents: _____ Fathers; _____ Mothers

(There should be a maximum of 10 – ideally up to 4 with equal number of boys and girls and their parents-participants to keep the FGD manageable)

Facilitator: As a facilitator, you should encourage all those present to share their views and ideas. When asking a question, please ensure that the students are able to speak first, expressing their thoughts fully, before engaging the parents. Also, please review all the notes with the note taker at the end of the FGD to ensure that the main points made by FGD participants during the discussion have been captured. **Prior to beginning the FGD, you must obtain verbal consent from each of the FGD participants. Read out the contents of the consent form and ask each individual participant whether or not they agree to participate in the FGD.** This exercise will take begin with the students and parents being interviewed in different groups to allow for unhindered participation from the students.

Note taker: The note taker should note down, without judgement, everything that is mentioned by FGD participants during the discussion. Please record this information in the note taking template provided to you.

Introduction:

Hello. Thank you for agreeing to take part in this focus group discussion. My name is _____ and I am here on behalf of Advisem, a consultancy firm contracted by the CRS to conduct the end-line evaluation for the Food For Education project which you have participated in. The purpose of the end-line study is to understand the changes that have resulted from the project. The colleague with me is Hussein Faruque Aly, a consultant with Advisem.

You have been asked here today since your point of view is important. I know everyone is very busy, and we appreciate your time. We are here today to talk about your perceptions on how this project has affected quality of life for you, your families, and your communities.

Ground rules:

Please feel free to talk openly. There are no right or wrong answers. Please respect the opinions of others – we don't have to agree; we are interested in hearing different viewpoints. You do not have to speak in any particular order. When you do have something to say, please do so but please speak one at a time. There are many of you in the group and it is important that I get the views from each of you, so please give everyone an equal chance to participate in the discussion.

This focus group will take about **1.5 hours**.

APPENDIX 14 – GUIDE FOR FOCUS GROUP DISCUSSIONS WITH BEST PERFORMING STUDENTS (CONTINUED)

General Background

1. What are the most important reasons for you to attend school?
2. What benefits you are getting from school now?
3. What do you enjoy the most about school?
4. What do you dislike the most?

Family Education Background

5. What level of education do your parents have?
6. What language do you speak to your family at home?
7. Do have brothers or sisters? Do they go to school?
8. Do you take any lessons outside school? Religious school, art school, sport school?

Home conditions (space to study, use of light, desks for their homework, etc)

9. Do you have classwork you do after school? For how much time a day? In one sitting or in various sittings?
10. Do you have electricity at home?
11. Does anyone at home help you with your school work?
12. Do you have chores at home; do you help your parents with their work?
13. Do you have access to TV, Radio, Newspapers, books, internet? If so, do you use this?

Daily Routine

14. Please describe your daily routine? Please do not forget to mention the following:

(Time of waking up; Waking up routine; Any meal taken before school; Walking/time distance to the school; Play time at home? How long for? Study time at home, how much time a day? In one sitting or in various sittings? Any work assisting parents at home, fields, parents work? Do you see TV or listen to radio? What language? How long for during the day)

APPENDIX 15 – GUIDE FOR FOCUS GROUP DISCUSSIONS WITH PARENTS

Name of School: _____
 Village/Town/City: _____
 Time focus group started: _____
 Time focus group ended: _____
 Number of Participants: _____
 Record number of mothers/fathers in group: Mothers____ Fathers____

(There should be a maximum of 10 participants to keep the FGD manageable)

Facilitator: As a facilitator, you should encourage all those present to share their views and ideas. Also, please review all the notes with the note taker at the end of the FGD to ensure that the main points made by FGD participants during the discussion have been captured. **Prior to beginning the FGD, you must obtain verbal consent from each of the FGD participants. Read out the contents of the consent form and ask each individual participant whether or not they agree to participate in the FGD.**

Note taker: The note taker should note down, without judgement, everything that is mentioned by FGD participants during the discussion. Please record this information in the note taking template provided to you.

Introduction:

Hello. Thank you for agreeing to take part in this focus group discussion. My name is _____ and I am here to conduct the end-line evaluation for the Food For Education project which you have participated in. The purpose of the end-line study is to understand the changes that have resulted from the project. The colleague with me is Hussein Faruque Aly, a consultant from Canada.

You have been asked here today since your point of view is important. I know everyone is very busy, and we appreciate your time. We are here today to talk about your perceptions on how this project has affected quality of life for you, your families, and your communities.

Ground rules:

Please feel free to talk openly. There are no right or wrong answers. Please respect the opinions of others – we don't have to agree; we are interested in hearing different viewpoints. You do not have to speak in any particular order. When you do have something to say, please do so but please speak one at a time. There are many of you in the group and it is important that I get the views from each of you, so please give everyone an equal chance to participate in the discussion.

This focus group will take about **1.5 hours**.

APPENDIX 15 – GUIDE FOR FOCUS GROUP DISCUSSIONS WITH PARENTS (CONTINUED)

Relevance

1. What are the main challenges preventing children from attending and learning in school?
2. How would you address these challenges?
3. What are the main health and hygiene challenges your children have? How do these affect school attendance?
4. What did this project do?
5. Has this helped address the challenges preventing children from attending and learning in school, or the health challenges children usually face?

Effectiveness

6. What are the most important changes to your children's learning and attendance since the project started?
7. Have you noticed changes in your children's ability to pay attention in class since the project began? If yes, can you explain how/why? If no, what do you think can be done?

Efficiency

8. What could be done better to improve the education provided by the school?
9. Were resources of the project provided in a timely way? Was there follow-up to confirm activities were well implemented?

Impact

10. What was the project's impact on children's learning and attendance? What was the project impact on children's health and dietary practices?
11. Are you satisfied with the ways you have been able to participate in the project? Why or why not?

Sustainability

12. If the project was to end tomorrow, what activities would be important to continue? Do you think this will happen? What conditions would be necessary to allow them to continue?
13. Has the project brought the parents and communities into closer collaboration with the schools? If yes, in what ways? If no, why not? Should it have tried to do this?

APPENDIX 16 – GUIDE FOR FOCUS GROUP DISCUSSIONS WITH PARENTS OF CHILDREN NOT ATTENDING SCHOOL

Name of School: _____
 Village/Town/City: _____
 Time focus group started: _____
 Time focus group ended: _____
 Number of Participants: _____
 Record number of mothers/fathers in group: Mothers ____ Fathers ____

(There should be a maximum of 10 participants to keep the FGD manageable)

Facilitator: As a facilitator, you should encourage all those present to share their views and ideas – *with particular attention to mothers*. Also, please review all the notes with the note taker at the end of the FGD to ensure that the main points made by FGD participants during the discussion have been captured. **Prior to beginning the FGD, you must obtain verbal consent from each of the FGD participants. Read out the contents of the consent form and ask each individual participant whether or not they agree to participate in the FGD.**

Note taker: The note taker should note down, without judgement, everything that is mentioned by FGD participants during the discussion. Please record this information in the note taking template provided to you.

Introduction:

Hello. Thank you for agreeing to take part in this focus group discussion. My name is _____ and I am here to evaluate the project which is happening in your community to provide meals to school children. We understand that your children do not attend the school. However, we are still interested in learning any ideas you might have about what the project is doing; and more generally your opinions about the role of the school in the community. The colleague with me is Hussein Faruque Aly, a consultant from Canada.

Ground rules:

You have been asked here today since your point of view is important. I know everyone is very busy, and we appreciate your time. Please feel free to talk openly. There are no right or wrong answers. Please respect the opinions of others – we don't have to agree; we are interested in hearing different viewpoints. You do not have to speak in any particular order. When you do have something to say, please do so but please speak one at a time. There are many of you in the group and it is important that I get the views from each of you, so please give everyone an equal chance to participate in the discussion.

This focus group will take at most **1.0 hours**.

Background

1. How many people are in your household? adults: children:
2. What are the main occupations of adults in the household?

APPENDIX 16 – GUIDE FOR FOCUS GROUP DISCUSSIONS WITH PARENTS OF CHILDREN NOT ATTENDING SCHOOL (CONTINUED)

3. What are the levels of education of the adults?
4. Do any of the children go to school? Boys : Girls :
5. How would you describe your childrens' health condition?
6. Do children have access to enough food during the day?
7. For children who are not going to school, what activities do they usually do during the day?

Relevance

8. What do you see as the most important reasons for children going to school?
9. What are main challenges families face in sending them?

Effectiveness

10. In what ways can government or agencies best help families send children to school?
11. Have you received any support to send your children to school? If yes, in what ways was it helpful or not helpful?

Efficiency

12. What changes could the school make that would make it easier for more children to attend?

Impact

13. Have you noticed any changes in the community since the project began: for the children or their families?

Sustainability

14. If yes, do you think these changes have made a permanent difference to the well-being of the families, or to the health and education of the children?

Savings/Lending Groups

15. Do you participate in a saving/lending group? If not, why not? If yes, has it been helpful to your family – in what ways?

Radio Messages

16. Have you heard any radio messages on the importance of education lately? Do you think they were relevant messages or shows? Have they made you reflect about your opinion of children's education?

The radio shows were broadcasted by the partner radio stations on the following languages:

- Kandi FM : Dendi et Monkolé ; Nonsina FM de Bembèrèkè : Bariba et Peulh ; Su Tii dèra FM de Nikki : Bariba et Boo

APPENDIX 17 – GUIDE FOR FOCUS GROUP DISCUSSIONS WITH MEMBERS OF PARENT-TEACHER ASSOCIATIONS, SAVINGS AND INTERNAL LENDING COMMUNITIES AND CANTEEN MANAGEMENT COMMITTEES

Name of School: _____
 Village/Town/City: _____
 Time focus group started: _____
 Time focus group ended: _____
 Number of Participants: _____
 Record number of mothers/fathers in group: Mothers ____ Fathers ____

(There should be a maximum of 10 participants to keep the FGD manageable)

Facilitator: *As a facilitator, you should encourage all those present to share their views and ideas. Also, please review all the notes with the note taker at the end of the FGD to ensure that the main points made by FGD participants during the discussion have been captured. Prior to beginning the FGD, you must obtain verbal consent from each of the FGD participants. Read out the contents of the consent form and ask each individual participant whether or not they agree to participate in the FGD.*

Note taker: *The note taker should note down, without judgement, everything that is mentioned by FGD participants during the discussion. Please record this information in the note taking template provided to you.*

Introduction:

Hello. Thank you for agreeing to take part in this focus group discussion. My name is _____ and I am here to conduct the end-line evaluation for the Food For Education project which you have participated in. The purpose of the end-line study is to understand the changes that have resulted from the project. The colleague with me is Hussein Faruque Aly, a consultant from Canada.

You have been asked here today since your point of view is important. I know everyone is very busy, and we appreciate your time. We are here today to talk about your perceptions on how this project has affected quality of life for you, your families, and your communities.

Ground rules:

Please feel free to talk openly. There are no right or wrong answers. Please respect the opinions of others – we don't have to agree; we are interested in hearing different viewpoints. You do not have to speak in any particular order. When you do have something to say, please do so but please speak one at a time. There are many of you in the group and it is important that I get the views from each of you, so please give everyone an equal chance to participate in the discussion.

This focus group will take about **1.5 hours**.

APPENDIX 17 – GUIDE FOR FOCUS GROUP DISCUSSIONS WITH MEMBERS OF PARENT-TEACHER ASSOCIATIONS, SAVINGS AND INTERNAL LENDING COMMUNITIES AND CANTEEN MANAGEMENT COMMITTEES (CONTINUED)

Relevance

1. What are the main reasons for your children to attend school?
2. What are the main health and hygiene challenges your children have to be able to attend school?
3. How has the project worked with Parents Associations (APEs/AMEs)?
4. How has the project worked with Savings and Lending Groups (SILCs)?
5. How has the project supported the parents working with the Canteens?

Effectiveness

6. What have the Parents Associations, Savings and Lending groups and others learnt through the project?
7. What was the approach used to engage with the PTAs (APEs/AMEs) and SILCs? Was it effective?
8. Has your understanding of education, health and hygiene practices changed because of the project? How?

Efficiency

9. If you were in charge of the project, what would you have done differently to engage with the PTAs (APEs/AMEs) and with the SILCs?

Sustainability

10. If the project was to end tomorrow, what activities would continue? How would these activities continue?
11. What could help activities started by the project to continue or not?
12. How did the project bring communities into closer collaboration with schools?

Impact

13. What was the projects impact on children's learning and attendance? What was the project impact on children's health and dietary practices?
14. How have parents' and the communities' participation in the school's activities been impacted by the project?
15. What is the PTAs (APEs/AMEs) role and the SILCs role in the good functioning of the school and improving the students' education?

Lessons learned and best practices

16. What have been the key lessons learnt from implementing this project?
17. What would you recommend to improve future versions of the project?

APPENDIX 18 – HAND-WASHING STATION OBSERVATION TOOL

QUESTIONNAIRE – STATIONS DE LAVAGE DES MAINS OUTIL D'OBSERVATION

Remplissez ceci vers la fin de la journée. Prenez le temps d'observer les élèves pendant leurs pauses et leurs déjeuners pour examiner l'utilisation des stations de lavage des mains. La pause déjeuner (de midi à 15h00) pourrait être un bon moment pour faire des observations. Vous aurez besoin de visiter toutes les stations pour voir si elles ont de l'eau et du savon / cendres.

Pour le projet, les "stations de lavage des mains" sont souvent "tippy taps".

Cette section doit être remplie par l'intervieweur (le questionnaire en ligne aura un format déroulant):

Date: _____ (JJ-MM-AAAA)
 Nom de l'intervieweur: _____ (spécifier)
 Département: _____ (spécifier)
 Commune: _____ (spécifier)
 Numéro d'identification unique de l'école: _____ (spécifier)
 Nom de l'école: _____ (spécifier)
 École de Contrôle ou de Traitement: _____ (spécifier)
 École de Rural ou Urbain: _____ (spécifier)

N°	Questions	Réponses	Saut
101	L'école a-t-elle des stations de lavage des mains?	3. Oui 4. Non	Si 2 Fin
102	Si oui, combien de stations de lavage des mains l'école dispose-t-elle?	/ ____ /	
103	Les stations de lavage des mains ont-elles de l'eau?	1. Toutes (100%) 2. Certaines (50% - 100%) 3. Peu (1-49%) 4. Aucune (0%)	
104	Les stations de lavage des mains ont-elles du savon (ou les cendres de remplacement localement acceptées)?	1. Toutes (100%) 2. Certaines (50% - 100%) 3. Peu (1-49%) 4. Aucune (0%)	
105	Pensez-vous que les stations de lavage des mains sont couramment utilisées ? (p. ex., voir des élèves qui utilisent des stations, la présence du savon ou des cendres utilisées, de l'eau utilisée dans un seau ou sur le sol par des élèves à l'école).	1. Oui, très bien 2. Quelque peu 3. Non pas du tout	

APPENDIX 18 – HAND-WASHING STATION OBSERVATION TOOL (CONTINUED)

N°	Questions	Réponses	Saut
106	Personnellement, avez-vous vu des élèves qui utilisaient des stations de lavage des mains ?	1. Oui, plusieurs 2. Oui, quelques uns 3. Non	
107	<p>S'il vous plaît fournir tous les commentaires pertinents.</p> <p><i>Par exemple, quand avez-vous vu des personnes qui utilisaient des stations de lavage des mains - après avoir utilisé les latrines, avant de manger? Est-ce qu'une des stations de lavage des mains avait besoin d'être réparée?</i></p> <p>.....</p>		

MGD Illustrative: Percent of schools with soap and water at hand washing stations commonly used by students.

To be considered a 'yes'; 50% or more of hand washing stations must have soap and water (Q: 103 and 104) and the enumerator must provide the answer 'yes, very much' (Q: 105) to whether there is evidence that students are using the stations.

APPENDIX 19 – PHYSICAL ENVIRONMENT OBSERVATION TOOL

QUESTIONNAIRE – OUTIL D'OBSERVATION DE L'ENVIRONNEMENT D'APPRENTISSAGE

Veuillez remplir cette page vers la fin de la journée une fois que vous avez eu l'occasion d'observer l'école. La pause déjeuner (de midi à 15h00) pourrait être un bon moment pour faire des observations. Meilleur si vous pouvez voir l'école avec le directeur ou un enseignant.

N°	Questions	Réponses	Saut
10	L'école a-t-elle une cantine?	1. Oui 2. Non	Si 2 10 ➡
10	Si oui, la cantine semble être bien équipée?	1. Oui, très bien 2. Quelque peu 3. Non pas du tout	
10	La cantine est-elle propre?	1. Oui, très propre 2. Un peu sale 3. Très sale	
10	L'école dispose-t-elle d'un magasin?	1. Oui 2. Non	Si 2 10 ➡
10	Si oui, le magasin est-il propre et bien rangé?	1. Oui, très bien rangé 2. Un peu désordonné 3. Très désordonné	
10	L'école dispose-t-elle des latrines?	1. Oui 2. Non	Si 2 11 ➡
10	Si oui, le nombre de latrines semble-t-il suffisant pour l'école? <i>NB : Il y a suffisamment de toilettes disponibles - 1 par 25 filles ou personnel féminin, et 1 toilette plus 1 urinoir (ou 50 centimètres de mur d'urinoir) par 50 garçons ou personnel masculin.⁹</i> <i>Utiliser la population connue d'étudiants et d'enseignants masculins et féminins; et peut compter le nombre de toilettes désignées. Peut estimer la longueur de mur d'urinoir.</i>	1. Oui 1. Non	
10	L'école a-t-elle des latrines spécifiquement pour les femmes?	2. Oui 3. Non	Si 2 11 ➡

⁹ Taken from UNICEF's Water, Sanitation and Hygiene (WASH) in Schools.
https://www.unicef.org/publications/files/CFS_WASH_E_web.pdf

APPENDIX 19 – PHYSICAL ENVIRONMENT OBSERVATION TOOL (CONTINUED)

N°	Questions	Réponses	Saut
10	Si oui, le nombre de latrines réservées aux femmes semble-t-il suffisant pour l'école? <i>NB : Il y a suffisamment de toilettes disponibles - 1 par 25 filles ou personnel féminin, et 1 toilette.</i> <i>Utiliser la population connue d'étudiantes et d'enseignantes féminines; et peut compter le nombre de toilettes désignées.</i>	4. Oui 1. Non	
11	Les latrines sont-elles propres?	1. Oui, très propres 2. Un peu sales 3. Très sales	
12	L'école a-t-elle accès à de l'eau potable?	1. Oui 2. Non	
13	L'école a-t-elle un jardin?	1. Oui 2. Non	Si 2 117
14	Le jardin est-il utilisé?	1. Oui 2. Non	Si 2 118
15	Si oui, Quelles sont les trois principales cultures du jardin? Culture 1 : Culture 2 : Culture 3 :		
16	Y a-t-il de l'espace pour développer davantage le jardin?	1. Oui 2. Non	
17	S'il vous plaît fournir tous les commentaires pertinents.		

APPENDIX 20 – ATTENTIVENESS OBSERVATION TOOL

QUESTIONNAIRE - OUTIL D'OBSERVATION DE L'ATTENTION DE L'ÉLÈVE

Cette section doit être remplie par l'intervieweur (le questionnaire en ligne aura un format déroulant):

Date:	_____	(JJ-MM-AAAA)
Nom de l'intervieweur:	_____	(spécifier)
Département:	_____	(spécifier)
Commune:	_____	(spécifier)
Numéro d'identification unique de l'école:	_____	(spécifier)
Nom de l'école:	_____	(spécifier)
École de Contrôle ou de Traitement:	_____	(spécifier)
Rural ou Urbain	_____	(spécifier)

Instructions pour l'énumérateur:

- Deux salles de classe (de la 3ème à la 6ème année) seront sélectionnées de façon aléatoire pour observation dans chaque école visitée (RNG) ;
- Notez que chaque classe représente un "sondage" distinct ;
- Vous devez observer un cours d'alphabétisation en français ;
- Procédez à la sélection aléatoire de 10 étudiants en utilisant les grilles de sélection aléatoire ;
- Il doit y avoir un rapport égal entre les sexes (5 filles et 5 garçons) ;
- Attentif / Inattentif: Les observations doivent être faites à un moment choisi pendant le cours. L'observateur doit observer les étudiants pendant le temps nécessaire pour affirmer s'ils sont attentifs ou non (suggestion de 3 minutes pour chaque élève).
- Demandez si l'élève reçoit une ration à emporter (take home ration) et des repas scolaires APRÈS que toutes les observations ont été faites ;

Attentif:

- Tous ou la plupart des comportements de l'élève sont liés à la réalisation active de la tâche assignée par l'enseignant ;
- L'élève écoute l'enseignant ou d'autres élèves pendant qu'ils participent ;
- L'élève prend des notes qui semblent être liées au contenu de la classe ; ou
- L'élève lève la main pour répondre à la question d'une manière sincère.

APPENDIX 20 – ATTENTIVENESS OBSERVATION TOOL (CONTINUED)

Inattentif:

- L'élève est rappelé à l'ordre par l'enseignant pour lui rappeler l'objectif de la classe ;
- L'élève fait des commentaires qui perturbent la classe ;
- L'élève parle à d'autres élèves pendant une période qu'il/elle devrait écouter ;
- L'élève "bouge" sur son siège, au point qu'il/elle perturbe les autres autour de lui/elle ;
- L'élève est endormi ;
- L'élève semble distrait ou oublie des choses évidentes dans les activités en classe ;

N°	Questions	Réponses	Saut
108	Niveau scolaire:	5. CE1 (3e année) 6. CE2 (4e année) 7. CM1 (5e année) 8. CM2 (6e année) 9. Autre (spécifier)	
109	Sujet enseigné	3. Français 4. Autre (spécifier)	
110	Nombre d'élèves	/ ____/	
111	Nombre de filles	/ ____/	
112	Nombre de garçons	/ ____/	

Élèves #	filles /garçon	Mange des repas scolaires (oui / non)	Reçoit la ration à emporter (oui / non)	Évaluation des Atténuation (Attentif / Inattentif)
1				
2				
3				
4				
5				
6				
7				
8				
9				
10				

APPENDIX 21 – COMPLETE LIST OF INTERVENTION SCHOOLS AND CONTROL SCHOOLS

Intervention Schools

N°	Department	Commune	School Name	Rural/Urban	School Population		
					Female	Male	Total
12	Alibori	Gogounou					
28	Alibori	Gogounou					
13	Alibori	Gogounou					
29	Alibori	Gogounou					
21	Alibori	Gogounou					
22	Alibori	Gogounou					
8	Alibori	Gogounou					
9	Alibori	Gogounou					
18	Alibori	Gogounou					
10	Alibori	Gogounou					
11	Alibori	Gogounou					
7	Alibori	Gogounou					
30	Alibori	Gogounou					
1	Alibori	Gogounou					
2	Alibori	Gogounou					
3	Alibori	Gogounou					
14	Alibori	Gogounou					
23	Alibori	Gogounou					
24	Alibori	Gogounou					
25	Alibori	Gogounou					
26	Alibori	Gogounou					
27	Alibori	Gogounou					
15	Alibori	Gogounou					
16	Alibori	Gogounou					
17	Alibori	Gogounou					
4	Alibori	Gogounou					
5	Alibori	Gogounou					
6	Alibori	Gogounou					
19	Alibori	Gogounou					
20	Alibori	Gogounou					
31	Alibori	Kandi					
32	Alibori	Kandi					
33	Alibori	Kandi					
37	Alibori	Kandi					
39	Alibori	Kandi					
42	Alibori	Kandi					
43	Alibori	Kandi					
46	Alibori	Kandi					
47	Alibori	Kandi					
48	Alibori	Kandi					

APPENDIX 21 – COMPLETE LIST OF INTERVENTION SCHOOLS AND CONTROL SCHOOLS (CONTINUED)

N°	Department	Commune	School Name	Rural/Urban	School Population		
					Female	Male	Total
52	Alibori	Kandi					
53	Alibori	Kandi					
54	Alibori	Kandi					
55	Alibori	Kandi					
61	Alibori	Kandi					
65	Alibori	Kandi					
69	Alibori	Kandi					
70	Alibori	Kandi					
71	Alibori	Kandi					
72	Alibori	Kandi					
73	Alibori	Kandi					
74	Alibori	Kandi					
75	Alibori	Kandi					
82	Alibori	Kandi					
85	Alibori	Kandi					
86	Alibori	Kandi					
87	Alibori	Kandi					
89	Alibori	Kandi					
90	Alibori	Kandi					
91	Alibori	Kandi					
92	Alibori	Kandi					
93	Alibori	Kandi					
94	Alibori	Kandi					
95	Alibori	Kandi					
96	Alibori	Kandi					
97	Alibori	Kandi					
34	Alibori	Kandi					
35	Alibori	Kandi					
36	Alibori	Kandi					
38	Alibori	Kandi					
40	Alibori	Kandi					
41	Alibori	Kandi					
44	Alibori	Kandi					
45	Alibori	Kandi					
49	Alibori	Kandi					
50	Alibori	Kandi					
51	Alibori	Kandi					
56	Alibori	Kandi					
57	Alibori	Kandi					
58	Alibori	Kandi					

APPENDIX 21 – COMPLETE LIST OF INTERVENTION SCHOOLS AND CONTROL SCHOOLS (CONTINUED)

N°	Department	Commune	School Name	Rural/Urban	School Population		
					Female	Male	Total
59	Alibori	Kandi					
60	Alibori	Kandi					
62	Alibori	Kandi					
63	Alibori	Kandi					
64	Alibori	Kandi					
66	Alibori	Kandi					
67	Alibori	Kandi					
68	Alibori	Kandi					
76	Alibori	Kandi					
77	Alibori	Kandi					
78	Alibori	Kandi					
79	Alibori	Kandi					
80	Alibori	Kandi					
81	Alibori	Kandi					
83	Alibori	Kandi					
84	Alibori	Kandi					
88	Alibori	Kandi					
112	Alibori	Malanville					
113	Alibori	Malanville					
114	Alibori	Malanville					
98	Alibori	Malanville					
99	Alibori	Malanville					
100	Alibori	Malanville					
103	Alibori	Malanville					
104	Alibori	Malanville					
107	Alibori	Malanville					
105	Alibori	Malanville					
106	Alibori	Malanville					
108	Alibori	Malanville					
109	Alibori	Malanville					
117	Alibori	Malanville					
110	Alibori	Malanville					
101	Alibori	Malanville					
111	Alibori	Malanville					
102	Alibori	Malanville					
129	Alibori	Malanville					
128	Alibori	Malanville					
115	Alibori	Malanville					
116	Alibori	Malanville					
118	Alibori	Malanville					
119	Alibori	Malanville					
120	Alibori	Malanville					

APPENDIX 21 – COMPLETE LIST OF INTERVENTION SCHOOLS AND CONTROL SCHOOLS (CONTINUED)

N°	Department	Commune	School Name	Rural/Urban	School Population		
					Female	Male	Total
121	Alibori	Malanville					
122	Alibori	Malanville					
123	Alibori	Malanville					
124	Alibori	Malanville					
125	Alibori	Malanville					
126	Alibori	Malanville					
127	Alibori	Malanville					
139	Borgou	Kalalé					
140	Borgou	Kalalé					
141	Borgou	Kalalé					
142	Borgou	Kalalé					
143	Borgou	Kalalé					
134	Borgou	Kalalé					
135	Borgou	Kalalé					
136	Borgou	Kalalé					
137	Borgou	Kalalé					
138	Borgou	Kalalé					
132	Borgou	Kalalé					
133	Borgou	Kalalé					
130	Borgou	Kalalé					
131	Borgou	Kalalé					
Total							

Control Schools

N°	Department	Commune	School Name	Rural/Urban	School Population		
					Female	Male	Total
1	ALIBORI	BANIKOARA					
2	ALIBORI	BANIKOARA					
3	ALIBORI	BANIKOARA					
4	ALIBORI	BANIKOARA					
5	ALIBORI	BANIKOARA					
6	ALIBORI	BANIKOARA					
7	ALIBORI	BANIKOARA					
8	ALIBORI	BANIKOARA					
9	ALIBORI	BANIKOARA					
10	ALIBORI	BANIKOARA					

APPENDIX 21 – COMPLETE LIST OF INTERVENTION SCHOOLS AND CONTROL SCHOOLS (CONTINUED)

N°	Department	Commune	School Name	Rural/Urban	School Population		
					Female	Male	Total
11	ALIBORI	BANIKOARA					
15	ALIBORI	BANIKOARA					
17	ALIBORI	BANIKOARA					
18	ALIBORI	BANIKOARA					
19	ALIBORI	BANIKOARA					
20	ALIBORI	BANIKOARA					
21	ALIBORI	BANIKOARA					
22	ALIBORI	BANIKOARA					
23	ALIBORI	BANIKOARA					
24	ALIBORI	BANIKOARA					
25	ALIBORI	BANIKOARA					
26	ALIBORI	BANIKOARA					
27	ALIBORI	BANIKOARA					
28	ALIBORI	BANIKOARA					
29	ALIBORI	BANIKOARA					
30	ALIBORI	BANIKOARA					
31	ALIBORI	BANIKOARA					
32	ALIBORI	BANIKOARA					
33	ALIBORI	BANIKOARA					
34	ALIBORI	BANIKOARA					
35	ALIBORI	BANIKOARA					
36	ALIBORI	BANIKOARA					
37	ALIBORI	BANIKOARA					
38	ALIBORI	BANIKOARA					
39	ALIBORI	BANIKOARA					
40	ALIBORI	BANIKOARA					
41	ALIBORI	BANIKOARA					
42	ALIBORI	BANIKOARA					
43	ALIBORI	BANIKOARA					
44	ALIBORI	BANIKOARA					
45	ALIBORI	BANIKOARA					
46	ALIBORI	BANIKOARA					
47	ALIBORI	BANIKOARA					
48	ALIBORI	BANIKOARA					
49	ALIBORI	BANIKOARA					
50	ALIBORI	BANIKOARA					
51	ALIBORI	BANIKOARA					
52	BORGOU	KALALE					
53	BORGOU	KALALE					
54	BORGOU	KALALE					
55	BORGOU	KALALE					

APPENDIX 21 – COMPLETE LIST OF INTERVENTION SCHOOLS AND CONTROL SCHOOLS (CONTINUED)

N°	Department	Commune	School Name	Rural/Urban	School Population		
					Female	Male	Total
56	BORGOU	KALALE					
57	BORGOU	KALALE					
58	BORGOU	KALALE					
59	BORGOU	KALALE					
60	BORGOU	KALALE					
61	BORGOU	KALALE					
62	BORGOU	KALALE					
63	BORGOU	KALALE					
64	BORGOU	KALALE					
65	BORGOU	KALALE					
66	BORGOU	KALALE					
67	BORGOU	KALALE					
68	BORGOU	KALALE					
69	BORGOU	KALALE					
70	BORGOU	KALALE					
71	BORGOU	KALALE					
72	BORGOU	KALALE					
73	BORGOU	KALALE					
74	BORGOU	KALALE					
75	BORGOU	KALALE					
76	BORGOU	KALALE					
77	BORGOU	KALALE					
78	BORGOU	KALALE					
79	BORGOU	KALALE					
80	BORGOU	BEMBEREKE					
81	BORGOU	BEMBEREKE					
83	BORGOU	BEMBEREKE					
84	BORGOU	BEMBEREKE					
85	BORGOU	BEMBEREKE					
86	BORGOU	BEMBEREKE					
87	BORGOU	BEMBEREKE					
88	BORGOU	BEMBEREKE					
89	BORGOU	BEMBEREKE					
90	BORGOU	BEMBEREKE					
91	BORGOU	BEMBEREKE					
92	BORGOU	BEMBEREKE					
93	BORGOU	BEMBEREKE					
94	BORGOU	BEMBEREKE					
95	BORGOU	BEMBEREKE					
96	BORGOU	BEMBEREKE					
97	BORGOU	BEMBEREKE					

APPENDIX 21 – COMPLETE LIST OF INTERVENTION SCHOOLS AND CONTROL SCHOOLS (CONTINUED)

N°	Department	Commune	School Name	Rural/Urban	School Population		
					Female	Male	Total
98	BORGOU	BEMBEREKE					
99	BORGOU	BEMBEREKE					
100	BORGOU	BEMBEREKE					
104	BORGOU	BEMBEREKE					
105	BORGOU	BEMBEREKE					
106	BORGOU	BEMBEREKE					
107	BORGOU	BEMBEREKE					
108	BORGOU	BEMBEREKE					
109	BORGOU	BEMBEREKE					
111	BORGOU	BEMBEREKE					
112	BORGOU	BEMBEREKE					
113	BORGOU	BEMBEREKE					
12	ALIBORI	BANIKOARA					
13	ALIBORI	BANIKOARA					
14	ALIBORI	BANIKOARA					
16	ALIBORI	BANIKOARA					
82	BORGOU	BEMBEREKE					
101	BORGOU	BEMBEREKE					
102	BORGOU	BEMBEREKE					
103	BORGOU	BEMBEREKE					
110	BORGOU	BEMBEREKE					
1	ALIBORI	BANIKOARA					
2	ALIBORI	BANIKOARA					
3	ALIBORI	BANIKOARA					
4	ALIBORI	BANIKOARA					
5	ALIBORI	BANIKOARA					
6	ALIBORI	BANIKOARA					
7	ALIBORI	BANIKOARA					
8	ALIBORI	BANIKOARA					
9	ALIBORI	BANIKOARA					
10	ALIBORI	BANIKOARA					
11	ALIBORI	BANIKOARA					
15	ALIBORI	BANIKOARA					
17	ALIBORI	BANIKOARA					
18	ALIBORI	BANIKOARA					
19	ALIBORI	BANIKOARA					
20	ALIBORI	BANIKOARA					
21	ALIBORI	BANIKOARA					
22	ALIBORI	BANIKOARA					

APPENDIX 21 – COMPLETE LIST OF INTERVENTION SCHOOLS AND CONTROL SCHOOLS (CONTINUED)

N°	Department	Commune	School Name	Rural/Urban	School Population		
					Female	Male	Total
23	ALIBORI	BANIKOARA					
24	ALIBORI	BANIKOARA					
25	ALIBORI	BANIKOARA					
26	ALIBORI	BANIKOARA					
27	ALIBORI	BANIKOARA					
28	ALIBORI	BANIKOARA					
29	ALIBORI	BANIKOARA					
30	ALIBORI	BANIKOARA					
31	ALIBORI	BANIKOARA					
32	ALIBORI	BANIKOARA					
33	ALIBORI	BANIKOARA					
34	ALIBORI	BANIKOARA					
Total							

APPENDIX 22 – DETAILS ON SURVEYS DONE BY THE EVALUATION TEAM

ID École	Director Survey	Comment (Director Survey)	# of Teacher Surveys Completed	Comment (Teacher Surveys)	# of Parent Surveys Completed	Comment (Parent Surveys)	# of Classroom Observations Completed	Comment (Classroom Observations)	Environmental Observation Survey	Comment (Environmental Observation Survey)	Handwashing Observation Survey	Comment (Handwashing Observation Survey)	# of EGRA Tests Completed	Comment (EGRA Tests)
100	Completed		2	Fewer than 6 sampled (see General Comments)	10		2		Completed		Completed		10	Fewer than 16 tested (see General Comments)
101	Completed		2	Fewer than 6 sampled (see General Comments)	10		2		Completed		Completed		13	Fewer than 16 tested (see General Comments)
102	Completed		2	Fewer than 6 sampled (see General Comments)	10		2		Completed		Completed		16	
103	Completed		2	Fewer than 6 sampled (see General Comments)	10		1	Only one class (CE2) was sampled, because this school has only 3 classes (CI, CP and CE2) and Classroom Observation only deals with CE1, CE2, CM1 and CM2	Completed		Completed		16	
104	Completed		5	Fewer than 6 sampled (see General Comments)	10		2		Completed		Completed		16	
105	Completed		2	Fewer than 6 sampled (see General Comments)	10		2		Completed		Completed		16	
106	Completed		6		10		2		Completed		Completed		16	
107	Completed		2	Fewer than 6 sampled (see General Comments)	10		2		Completed		Completed		16	
108	Completed		4	Fewer than 6 sampled (see General Comments)	10		2		Completed		Completed		16	
109	Completed		5	Fewer than 6 sampled (see General Comments)	10		2		Completed		Completed		16	
110	Completed		0	Fewer than 6 sampled (see General Comments)	10		2		Completed		Completed		16	
111	Completed		3	Fewer than 6 sampled (see General Comments)	10		2		Completed		Completed		16	
112	Completed		5	Fewer than 6 sampled (see General Comments)	10		2		Completed		Completed		16	
113	Completed		1	Fewer than 6 sampled (see General Comments)	10		1	Time limitations	Completed		Completed		16	
114	Completed		5	Fewer than 6 sampled (see General Comments)	10		2		Completed		Completed		16	
115	Completed		3	Fewer than 6 sampled (see General Comments)	10		2		Completed		Completed		16	

APPENDIX 22 – DETAILS ON SURVEYS DONE BY THE EVALUATION TEAM (CONTINUED)

ID École	Director Survey	Comment (Director Survey)	# of Teacher Surveys Completed	Comment (Teacher Surveys)	# of Parent Surveys Completed	Comment (Parent Surveys)	# of Classroom Observations Completed	Comment (Classroom Observations)	Environmental Observation Survey	Comment (Environmental Observation Survey)	Handwashing Observation Survey	Comment (Handwashing Observation Survey)	# of EGRA Tests Completed	Comment (EGRA Tests)
116	Completed		3	Fewer than 6 sampled (see General Comments)	10		2		Completed		Completed		15	Fewer than 16 tested (see General Comments)
117	Completed		2	Fewer than 6 sampled (see General Comments)	10		2		Completed		Completed		16	
119	Completed		6		10		2		Completed		Completed		16	
121	Completed		3	Fewer than 6 sampled (see General Comments)	10		2		Completed		Completed		16	
122	Not completed	The director was absent	5	Fewer than 6 sampled (see General Comments)	10		2		Completed		Completed		14	Fewer than 16 tested (see General Comments)
123	Completed		4	Fewer than 6 sampled (see General Comments)	10		2		Completed		Completed		16	
124	Completed		4	Fewer than 6 sampled (see General Comments)	10		2		Completed		Completed		16	
125	Completed		3	Fewer than 6 sampled (see General Comments)	10		2		Completed		Completed		16	
126	Completed		5	Fewer than 6 sampled (see General Comments)	10		2		Completed		Completed		16	
128	Completed		5	Fewer than 6 sampled (see General Comments)	10		2		Completed		Completed		14	Fewer than 16 tested (see General Comments)
129	Completed		6		10		2		Completed		Completed		16	
130	Completed		2	Fewer than 6 sampled (see General Comments)	10		2		Completed		Completed		16	
131	Completed		5	Fewer than 6 sampled (see General Comments)	10		2		Completed		Completed		16	
132	Completed		4	Fewer than 6 sampled (see General Comments)	10		2		Completed		Completed		16	
133	Completed		1	Fewer than 6 sampled (see General Comments)	9	Fewer than 10 sampled (see General Comments)	1	Classroom Observation was done only in one class because this school has only one 3 classes (CM1, CP and CE1) and one teacher	Completed		Completed		16	
134	Completed		4	Fewer than 6 sampled (see General Comments)	10		0	No students were present on the sampling day in the classes concerned with the observations	Completed		Completed		16	

APPENDIX 22 – DETAILS ON SURVEYS DONE BY THE EVALUATION TEAM (CONTINUED)

ID École	Director Survey	Comment (Director Survey)	# of Teacher Surveys Completed	Comment (Teacher Surveys)	# of Parent Surveys Completed	Comment (Parent Surveys)	# of Classroom Observations Completed	Comment (Classroom Observations)	Environmental Observation Survey	Comment (Environmental Observation Survey)	Handwashing Observation Survey	Comment (Handwashing Observation Survey)	# of EGRA Tests Completed	Comment (EGRA Tests)
135	Completed		5	Fewer than 6 sampled (see General Comments)	10		2		Completed		Completed		16	
136	Not completed	School not sampled (see General Comments)	0	School not sampled (see General Comments)	0	School not sampled (see General Comments)	0	School not sampled (see General Comments)	Not completed	School not sampled (see General Comments)	Not completed	School not sampled (see General Comments)	0	School not sampled (see General Comments)
137	Completed		3	Fewer than 6 sampled (see General Comments)	10		2		Completed		Completed		16	
138	Completed		5	Fewer than 6 sampled (see General Comments)	10		2		Completed		Completed		16	
139	Completed		5	Fewer than 6 sampled (see General Comments)	10		2		Completed		Completed		16	
140	Completed		6		10		2		Completed		Completed		16	
141	Completed		1	Fewer than 6 sampled (see General Comments)	10		2		Completed		Completed		0	No Grade 2 in this school
143	Completed		5	Fewer than 6 sampled (see General Comments)	10		2		Completed		Completed		16	
144	Completed		6		10		2		Completed		Completed		16	
145	Completed		5	Fewer than 6 sampled (see General Comments)	10		2		Completed		Completed		16	
146	Completed		5	Fewer than 6 sampled (see General Comments)	10		2		Completed		Completed		16	
147	Completed		4	Fewer than 6 sampled (see General Comments)	10		2		Completed		Completed		16	
148	Completed		5	Fewer than 6 sampled (see General Comments)	10		2		Completed		Completed		16	
149	Completed		4	Fewer than 6 sampled (see General Comments)	10		1		Completed		Completed		16	
151	Completed		0	This school has only one class (CM2 with only 7 students present), and the school director is the one teaching in that class	10		1	Only one class is operational officially in this school (CM2).	Completed		Completed		0	No Grade 2 in this school
152	Completed		5	Fewer than 6 sampled (see General Comments)	10		2		Completed		Completed		16	
153	Completed		2	Fewer than 6 sampled (see General Comments)	10		2		Completed		Completed		16	

APPENDIX 22 – DETAILS ON SURVEYS DONE BY THE EVALUATION TEAM (CONTINUED)

ID École	Director Survey	Comment (Director Survey)	# of Teacher Surveys Completed	Comment (Teacher Surveys)	# of Parent Surveys Completed	Comment (Parent Surveys)	# of Classroom Observations Completed	Comment (Classroom Observations)	Environmental Observation Survey	Comment (Environmental Observation Survey)	Handwashing Observation Survey	Comment (Handwashing Observation Survey)	# of EGRA Tests Completed	Comment (EGRA Tests)
154	Completed		4	Fewer than 6 sampled (see General Comments)	10		2		Completed		Completed		0	No Grade 2 in this school
155	Completed		1	Fewer than 6 sampled (see General Comments)	10		2		Completed		Completed		8	Fewer than 16 tested (see General Comments)
156	Completed		1	Fewer than 6 sampled (see General Comments)	10		1	Only CM1 was sampled because only one teacher was available (teachers in other classes were no longer present since they had not been paid)	Completed		Completed		2	Fewer than 16 tested (see General Comments)
157	Completed		3	Fewer than 6 sampled (see General Comments)	10		2		Completed		Completed		0	No Grade 2 in this school
158	Completed		5	Fewer than 6 sampled (see General Comments)	10		2		Completed		Completed		16	
159	Completed		1	Fewer than 6 sampled (see General Comments)	10		2		Completed		Completed		11	Fewer than 16 tested (see General Comments)
161	Completed		3	Fewer than 6 sampled (see General Comments)	10		2		Completed		Completed		16	
163	Completed		2	Fewer than 6 sampled (see General Comments)	10		2		Completed		Completed		16	
165	Completed		5	Fewer than 6 sampled (see General Comments)	10		2		Completed		Completed		6	Fewer than 16 tested (see General Comments)
166	Completed		2	Fewer than 6 sampled (see General Comments)	10		2		Completed		Completed		0	No Grade 2 in this school
167	Completed		5	Fewer than 6 sampled (see General Comments)	10		2		Completed		Completed		16	
168	Completed		5	Fewer than 6 sampled (see General Comments)	10		2		Completed		Completed		14	Fewer than 16 tested (see General Comments)
169	Completed		5	Fewer than 6 sampled (see General Comments)	9	Fewer than 10 sampled (see General Comments)	2		Completed		Completed		16	
170	Completed		4	Fewer than 6 sampled (see General Comments)	10		2		Completed		Completed		16	

APPENDIX 22 – DETAILS ON SURVEYS DONE BY THE EVALUATION TEAM (CONTINUED)

ID École	Director Survey	Comment (Director Survey)	# of Teacher Surveys Completed	Comment (Teacher Surveys)	# of Parent Surveys Completed	Comment (Parent Surveys)	# of Classroom Observations Completed	Comment (Classroom Observations)	Environmental Observation Survey	Comment (Environmental Observation Survey)	Handwashing Observation Survey	Comment (Handwashing Observation Survey)	# of EGRA Tests Completed	Comment (EGRA Tests)
171	Completed		2	Fewer than 6 sampled (see General Comments)	9	Fewer than 10 sampled (see General Comments)	1	Time limitations	Not completed		Completed		15	One student did not give consent.
172	Completed		5	Fewer than 6 sampled (see General Comments)	10		2		Completed		Completed		16	
173	Completed		4	Fewer than 6 sampled (see General Comments)	10		2		Completed		Completed		16	
174	Completed		0	There were no teachers present the day the survey was conducted	10		1	Time limitations	Completed		Completed		1	Fewer than 16 tested (see General Comments)
175	Not completed	School not sampled (see General Comments)	0	School not sampled (see General Comments)	0	School not sampled (see General Comments)	0	School not sampled (see General Comments)	Not completed	School not sampled (see General Comments)	Not completed	School not sampled (see General Comments)	0	School not sampled (see General Comments)
176	Completed		4	Fewer than 6 sampled (see General Comments)	10		1	Time limitations	Completed		Completed		16	
177	Completed		3	Fewer than 6 sampled (see General Comments)	10		2		Completed		Completed		16	
178	Completed		5	Fewer than 6 sampled (see General Comments)	10		2		Completed		Completed		16	
179	Completed		4	Fewer than 6 sampled (see General Comments)	10		2		Completed		Completed		16	
180	Completed		4	Fewer than 6 sampled (see General Comments)	10		2		Completed		Completed		15	Fewer than 16 tested (see General Comments)
181	Completed		3	Fewer than 6 sampled (see General Comments)	10		1	Both CE1 and CE2 classes are mixed (study together) but their teacher was absent; CM2 students went to attend the white examination, which is why Classroom Observation was done in only one class (CM1)	Completed		Completed		15	Fewer than 16 tested (see General Comments)
182	Completed		5	Fewer than 6 sampled (see General Comments)	10		2		Completed		Completed		16	
183	Completed		5	Fewer than 6 sampled (see General Comments)	10		2		Completed		Completed		15	Fewer than 16 tested (see General Comments)

APPENDIX 22 – DETAILS ON SURVEYS DONE BY THE EVALUATION TEAM (CONTINUED)

ID École	Director Survey	Comment (Director Survey)	# of Teacher Surveys Completed	Comment (Teacher Surveys)	# of Parent Surveys Completed	Comment (Parent Surveys)	# of Classroom Observations Completed	Comment (Classroom Observations)	Environmental Observation Survey	Comment (Environmental Observation Survey)	Handwashing Observation Survey	Comment (Handwashing Observation Survey)	# of EGRA Tests Completed	Comment (EGRA Tests)
														General Comments)
184	Completed		0	The school has only 3 classes (CP, CE1, CM2), and only one teacher was present	10		2		Completed		Completed		8	Fewer than 16 tested (see General Comments)
185	Completed		3	Fewer than 6 sampled (see General Comments)	10		2		Not completed	Survey not uploaded to database	Completed		16	
186	Completed		1	Fewer than 6 sampled (see General Comments)	10		2		Completed		Completed		16	
187	Completed		3	Fewer than 6 sampled (see General Comments)	10		2		Completed		Completed		16	
188	Completed		1	Fewer than 6 sampled (see General Comments)	10		2		Completed		Completed		16	
189	Completed		4	Fewer than 6 sampled (see General Comments)	10		2		Completed		Completed		16	
190	Completed		1	Fewer than 6 sampled (see General Comments)	10		2		Completed		Completed		16	
191	Completed		2	Fewer than 6 sampled (see General Comments)	7	Fewer than 10 sampled (see General Comments)	1	Only one class (CE1) was sampled, because this school has only 3 classes (CI, CE1 and CM1) and Classroom Observation only deals with CE1, CE2, CM1 and CM2, and because CM1 students were not in class on the day of sampling	Completed		Completed		0	No Grade 2 in this school
192	Completed		3	Fewer than 6 sampled (see General Comments)	10		2		Completed		Completed		16	
193	Completed		4	Fewer than 6 sampled (see General Comments)	10		2		Completed		Completed		16	
194	Completed		0	The school has only 2 teachers and one director who also teaches; the 2 teachers were not present the day the survey was conducted (working session out of the school)	10		2		Completed		Completed		16	

APPENDIX 22 – DETAILS ON SURVEYS DONE BY THE EVALUATION TEAM (CONTINUED)

ID École	Director Survey	Comment (Director Survey)	# of Teacher Surveys Completed	Comment (Teacher Surveys)	# of Parent Surveys Completed	Comment (Parent Surveys)	# of Classroom Observations Completed	Comment (Classroom Observations)	Environmental Observation Survey	Comment (Environmental Observation Survey)	Handwashing Observation Survey	Comment (Handwashing Observation Survey)	# of EGRA Tests Completed	Comment (EGRA Tests)
195	Completed		3	Fewer than 6 sampled (see General Comments)	10		2		Completed		Completed		16	
196	Completed		4	Fewer than 6 sampled (see General Comments)	10		2		Completed		Completed		15	Fewer than 16 tested (see General Comments)
197	Completed		0	The teachers were absent at sampling	10		1	This school has only 4 classes (CI, CP, CE1 and CE2), but because the classes targeted by Classroom Observation (CE1 and CE2) are mixed (i.e. study together), only one class was sampled.	Completed		Completed		2	Fewer than 16 tested (see General Comments)
198	Completed		5	Fewer than 6 sampled (see General Comments)	10		2		Completed		Completed		16	
199	Completed		4	Fewer than 6 sampled (see General Comments)	10		2		Completed		Completed		16	
200	Completed		3	Fewer than 6 sampled (see General Comments)	10		2		Completed		Completed		16	
201	Completed		4	Fewer than 6 sampled (see General Comments)	10		2		Completed		Completed		16	
220	Completed		4	Fewer than 6 sampled (see General Comments)	10		2		Completed		Completed		16	
242	Completed		5	Fewer than 6 sampled (see General Comments)	10		2		Completed		Completed		16	
250	Completed		4	Fewer than 6 sampled (see General Comments)	10		2		Completed		Completed		16	
260	Completed		5	Fewer than 6 sampled (see General Comments)	10		2		Completed		Completed		16	
264	Completed		5	Fewer than 6 sampled (see General Comments)	10		2		Completed		Completed		16	

APPENDIX 22 – DETAILS ON SURVEYS DONE BY THE EVALUATION TEAM (CONTINUED)

General Comments

Data Collection Aspect	Comment	Impact/mitigation measures
School Sampling	Two schools were not sampled. They were supposed to be sampled the day we noticed the inappropriate sampling method used, and enumerators were asked to stop collecting data until everything was sorted out.	Still had 48 treatment schools and 49 control schools; thus, greater than or equal to the number necessary (48). A total of 96 Principals were surveyed, which was greater than the 95 sampled at baseline.
Teacher Surveys	Generally, when fewer than 6 were sampled it was because the number sampled were present at the school. For example, only about 65% of schools had all 6 grades present. Also, some schools have the director teaching in up to 4 classes (sometimes no other teacher present in the school).	A total of 339 teachers were surveyed, which is somewhat less than the 399 sampled at baseline. It should be noted that the strike may have affected the number of teachers still working at the schools.
Parent Surveys	In those rare cases where 10 parents were not surveyed, it was because not all parents who had been called for the interview could come due to the agricultural season (they had to go to their fields).	Targets were almost always met. No impact on results.
EGRA Tests	There were several schools that had fewer than 16 students in the CP class	More than 1400 students were sampled. Power will be sufficient to detect change (see letter from Statlog).

APPENDIX 23 – CHECKING FOR BIAS IN DATA COLLECTION

To address concerns regarding the potential bias introduced by the non-use of RNG for sample selection for the parent and EGRA surveys, ADVISEM suggested using a specialized external firm to get a feedback on how to address those concerns and still use the data collected. This specialized firm through ADVISEM sent their suggestions to CRS. CRS agreed to a series of statistical tests. For the tests below, we utilized the basic equation and R-code (with some adjustments for aspects such as number of communes and enumerators) sent by [REDACTED] from CRS Headquarters. For example:

$$\begin{aligned} Child_sick_{ijk} = & \beta_0 + \beta_2 SuspectDay_j + \beta_4 Treated_k + \beta_3 Female_i + \beta_3 UrbanSchool_k + \delta_m E_{jm} \\ & + \alpha_p C_{kp} + \varepsilon_{ijk} \end{aligned}$$

where *Child_sick* [0,1] is the dependent variable that takes the value 1 if child *i* in family *j* in school district *k* was sick in May 2018, and 0 otherwise. *SuspectDay* is a binary variable [0,1] that takes the value 1 if parent *j* was surveyed on one of the first 3 days, and zero otherwise. *Treated* is a binary variable [0,1] that takes the value 1 if school *k* was a treated school, and zero otherwise. *Female* is a binary variable [0,1] that takes the value 1 if child *i* is female, and zero otherwise. *Urban* is a binary variable [0,1] that takes the value 1 if school *k* is classified as urban, and zero otherwise. E_{jm}^{10} is a vector of binary variables [0,1] denoting which of the *M* enumerators surveyed family *j*, excluding enumerator XX... C_{kp} is a vector of binary variables [0,1] denoting in which of the *P* communes school *k* is located, excluding commune XX... ε_{ijkmp} is the error term.

CRS Benin asked for different tests to be done on the parents' survey. Some of these tests resulted in an immense number of explanatory variables (interpretation is limited).

Below are the results of such tests.

PARENT SURVEY BIAS CHECK

After removing missing values some variables have only one modality. In addition, the number of explanatory variables is immense so the models manage " NA " in places

Model 1

Dependent variable : child_sick (If a child in the household was sick)

Call:

```
glm(formula = child_sick ~ ., family = binomial(link = "logit"),
    data = data.bias.check)
```

Deviance Residuals:

Min	1Q	Median	3Q	Max
-1.6189	-0.7982	-0.7025	0.9928	2.3122

APPENDIX 23 – CHECKING FOR BIAS IN DATA COLLECTION (CONTINUED)

Coefficients: (1 not defined because of singularities)

	Estimate	Std. Error	z value	Pr(> z)
(Intercept)	3.516e+13	1.904e+13	1.846	0.0649 .
SuspectDay1	-2.179e-01	1.696e-01	-1.285	0.1988
Treated1	-4.190e-02	3.670e-01	-0.114	0.9091
Female1	8.558e-03	1.109e-01	0.077	0.9385
UrbanSchool1	-4.119e-01	1.941e-01	-2.123	0.0338 *
commune11	-2.176e-01	5.521e-01	-0.394	0.6934
commune21	-5.148e-02	4.455e-01	-0.116	0.9080
cpmmune31	4.517e-02	2.742e-01	0.165	0.8691
commune41	4.769e-02	4.797e-01	0.099	0.9208
commune51	1.594e-02	2.333e-01	0.068	0.9455
commune61	NA	NA	NA	NA
`Enumerator 1`1	-3.516e+13	1.904e+13	-1.846	0.0649 .
`Enumerator 2`1	-3.516e+13	1.904e+13	-1.846	0.0649 .
`Enumerator 3`1	-3.516e+13	1.904e+13	-1.846	0.0649 .
`Enumerator 4`1	-3.516e+13	1.904e+13	-1.846	0.0649 .
`Enumerator 5`1	-4.539e+15	1.904e+13	-238.325	<2e-16 ***
`Enumerator 6`1	-3.516e+13	1.904e+13	-1.846	0.0649 .
`Enumerator 7`1	-4.539e+15	1.904e+13	-238.325	<2e-16 ***
`Enumerator 8`1	-3.516e+13	1.904e+13	-1.846	0.0649 .
`Enumerator 9`1	-3.516e+13	1.904e+13	-1.846	0.0649 .
`Enumerator 10`1	-3.516e+13	1.904e+13	-1.846	0.0649 .
`Enumerator 11`1	-3.516e+13	1.904e+13	-1.846	0.0649 .
`Enumerator 12`1	-3.516e+13	1.904e+13	-1.846	0.0649 .
`Enumerator 13`1	-3.516e+13	1.904e+13	-1.846	0.0649 .
`Enumerator 14`1	-3.516e+13	1.904e+13	-1.846	0.0649 .
`Enumerator 15`1	-3.516e+13	1.904e+13	-1.846	0.0649 .
`Enumerator 16`1	-3.516e+13	1.904e+13	-1.846	0.0649 .
`Enumerator 17`1	-3.516e+13	1.904e+13	-1.846	0.0649 .
`Enumerator 18`1	-3.516e+13	1.904e+13	-1.846	0.0649 .
`Enumerator 19`1	-3.516e+13	1.904e+13	-1.846	0.0649 .
`Enumerator 20`1	-3.516e+13	1.904e+13	-1.846	0.0649 .
`Enumerator 21`1	-3.516e+13	1.904e+13	-1.846	0.0649 .
`Enumerator 22`1	-3.516e+13	1.904e+13	-1.846	0.0649 .
`Enumerator 23`1	-3.516e+13	1.904e+13	-1.846	0.0649 .
`Enumerator 24`1	-3.516e+13	1.904e+13	-1.846	0.0649 .
`Enumerator 25`1	-3.516e+13	1.904e+13	-1.846	0.0649 .
`Enumerator 26`1	-3.516e+13	1.904e+13	-1.846	0.0649 .
`Enumerator 27`1	-3.516e+13	1.904e+13	-1.846	0.0649 .
`Enumerator 28`1	-3.516e+13	1.904e+13	-1.846	0.0649 .
`Enumerator 29`1	-3.516e+13	1.904e+13	-1.846	0.0649 .
`Enumerator 30`1	-3.516e+13	1.904e+13	-1.846	0.0649 .
`Enumerator 31`1	-3.516e+13	1.904e+13	-1.846	0.0649 .
`Enumerator 32`1	-3.516e+13	1.904e+13	-1.846	0.0649 .
`Enumerator 33`1	-3.516e+13	1.904e+13	-1.846	0.0649 .
`Enumerator 34`1	-3.516e+13	1.904e+13	-1.846	0.0649 .
`Enumerator 73`1	-3.516e+13	1.904e+13	-1.846	0.0649 .
`Enumerator 75`1	-3.516e+13	1.904e+13	-1.846	0.0649 .
`Enumerator 99`1	-3.516e+13	1.904e+13	-1.846	0.0649 .

Signif. codes: 0 '***' 0.001 '**' 0.01 '*' 0.05 '.' 0.1 ' ' 1

APPENDIX 23 – CHECKING FOR BIAS IN DATA COLLECTION (CONTINUED)

Model 2

Dependent variable: Diet (minimum acceptable diet score: Constructed from questions 11 through 17)

Call:

```
glm(formula = diet ~ ., family = binomial(link = "logit"), data = data.bias.check)
```

Deviance Residuals:

Min	1Q	Median	3Q	Max
-2.7609	-0.5868	0.4663	0.7757	2.3153

Coefficients: (1 not defined because of singularities)

	Estimate	Std. Error	z value	Pr(> z)
(Intercept)	-3.773e+13	2.113e+13	-1.786	0.07411 .
SuspectDay1	1.848e-01	2.012e-01	0.919	0.35833
Treated1	1.051e+00	4.190e-01	2.509	0.01211 *
Female1	7.978e-02	1.216e-01	0.656	0.51169
UrbanSchool1	-2.097e-01	2.122e-01	-0.988	0.32306
commune11	6.444e-01	6.141e-01	1.049	0.29403
commune21	6.993e-01	5.138e-01	1.361	0.17349
cpmmune31	-8.529e-01	3.003e-01	-2.840	0.00451 **
commune41	1.309e+00	5.249e-01	2.494	0.01264 *
commune51	-1.011e-01	2.583e-01	-0.392	0.69540
commune61	NA	NA	NA	NA
`Enumerator 1`1	3.773e+13	2.113e+13	1.786	0.07411 .
`Enumerator 2`1	3.773e+13	2.113e+13	1.786	0.07411 .
`Enumerator 3`1	3.773e+13	2.113e+13	1.786	0.07411 .
`Enumerator 4`1	3.773e+13	2.113e+13	1.786	0.07411 .
`Enumerator 5`1	4.541e+15	2.113e+13	214.972	< 2e-16 ***
`Enumerator 6`1	3.773e+13	2.113e+13	1.786	0.07411 .
`Enumerator 7`1	3.773e+13	2.113e+13	1.786	0.07411 .
`Enumerator 8`1	3.773e+13	2.113e+13	1.786	0.07411 .
`Enumerator 9`1	3.773e+13	2.113e+13	1.786	0.07411 .
`Enumerator 10`1	3.773e+13	2.113e+13	1.786	0.07411 .
`Enumerator 11`1	3.773e+13	2.113e+13	1.786	0.07411 .
`Enumerator 12`1	3.773e+13	2.113e+13	1.786	0.07411 .
`Enumerator 13`1	3.773e+13	2.113e+13	1.786	0.07411 .
`Enumerator 14`1	3.773e+13	2.113e+13	1.786	0.07411 .
`Enumerator 15`1	3.773e+13	2.113e+13	1.786	0.07411 .
`Enumerator 16`1	3.773e+13	2.113e+13	1.786	0.07411 .
`Enumerator 17`1	3.773e+13	2.113e+13	1.786	0.07411 .
`Enumerator 18`1	3.773e+13	2.113e+13	1.786	0.07411 .
`Enumerator 19`1	3.773e+13	2.113e+13	1.786	0.07411 .
`Enumerator 20`1	3.773e+13	2.113e+13	1.786	0.07411 .
`Enumerator 21`1	3.773e+13	2.113e+13	1.786	0.07411 .
`Enumerator 22`1	3.773e+13	2.113e+13	1.786	0.07411 .
`Enumerator 23`1	3.773e+13	2.113e+13	1.786	0.07411 .
`Enumerator 24`1	3.773e+13	2.113e+13	1.786	0.07411 .
`Enumerator 25`1	3.773e+13	2.113e+13	1.786	0.07411 .
`Enumerator 26`1	3.773e+13	2.113e+13	1.786	0.07411 .

APPENDIX 23 – CHECKING FOR BIAS IN DATA COLLECTION (CONTINUED)

```
`Enumerator 27`1 3.773e+13 2.113e+13 1.786 0.07411 .
`Enumerator 28`1 3.773e+13 2.113e+13 1.786 0.07411 .
`Enumerator 29`1 3.773e+13 2.113e+13 1.786 0.07411 .
`Enumerator 30`1 3.773e+13 2.113e+13 1.786 0.07411 .
`Enumerator 31`1 -4.466e+15 2.113e+13 -211.400 < 2e-16 ***
`Enumerator 32`1 3.773e+13 2.113e+13 1.786 0.07411 .
`Enumerator 33`1 3.773e+13 2.113e+13 1.786 0.07411 .
`Enumerator 34`1 3.773e+13 2.113e+13 1.786 0.07411 .
`Enumerator 73`1 3.773e+13 2.113e+13 1.786 0.07411 .
`Enumerator 75`1 3.773e+13 2.113e+13 1.786 0.07411 .
`Enumerator 99`1 3.773e+13 2.113e+13 1.786 0.07411 .
---
Signif. codes:  0 '***' 0.001 '**' 0.01 '*' 0.05 '.' 0.1 ' ' 1
```

Model 3

Dependent variable: using microfinance (If parents use savings/ credit for the education of their children:
Construct a binary variable [0,1])

Call:

```
glm(formula = finance ~ ., family = binomial(link = "logit"),
    data = data.bias.check[, -c(33, 41, 45, 47, 48)])
```

Deviance Residuals:

Min	1Q	Median	3Q	Max
-8.49	0.00	0.00	0.00	8.49

Coefficients: (2 not defined because of singularities)

	Estimate	Std. Error	z value	Pr(> z)
(Intercept)	9.925e+14	7.799e+07	12726982	<2e-16 ***
SuspectDay1	-3.266e+14	1.418e+07	-23039268	<2e-16 ***
Treated1	-9.171e+14	3.026e+07	-30308386	<2e-16 ***
Female1	-9.730e+13	8.441e+06	-11527334	<2e-16 ***
UrbanSchool1	-4.384e+14	1.344e+07	-32621311	<2e-16 ***
commune11	4.257e+14	4.576e+07	9303064	<2e-16 ***
commune21	-8.075e+14	3.609e+07	-22372163	<2e-16 ***
cpmmune31	1.563e+14	1.645e+07	9500222	<2e-16 ***
commune41	3.317e+15	3.368e+07	98480487	<2e-16 ***
commune51	4.602e+14	1.632e+07	28199069	<2e-16 ***
commune61	NA	NA	NA	NA
`Enumerator 1`1	-3.516e+15	7.587e+07	-46348035	<2e-16 ***
`Enumerator 2`1	-3.814e+15	7.457e+07	-51148269	<2e-16 ***
`Enumerator 3`1	-1.118e+14	7.985e+07	-1399802	<2e-16 ***
`Enumerator 4`1	-1.892e+15	7.269e+07	-26030310	<2e-16 ***
`Enumerator 5`1	-2.078e+14	9.706e+07	-2140540	<2e-16 ***
`Enumerator 6`1	-7.105e+15	7.571e+07	-93849550	<2e-16 ***
`Enumerator 7`1	-7.948e+15	1.026e+08	-77506929	<2e-16 ***
`Enumerator 8`1	-8.867e+14	7.150e+07	-12401533	<2e-16 ***
`Enumerator 9`1	-1.052e+15	7.709e+07	-13641627	<2e-16 ***
`Enumerator 10`1	3.436e+15	7.220e+07	47584364	<2e-16 ***

APPENDIX 23 – CHECKING FOR BIAS IN DATA COLLECTION (CONTINUED)

```

` Enumerator 11`1 -1.043e+14 7.194e+07 -1449420 <2e-16 ***
` Enumerator 12`1 4.998e+15 8.045e+07 62119034 <2e-16 ***
` Enumerator 13`1 -4.218e+15 8.117e+07 -51957301 <2e-16 ***
` Enumerator 14`1 -1.224e+15 7.117e+07 -17203608 <2e-16 ***
` Enumerator 15`1 1.614e+15 7.134e+07 22627656 <2e-16 ***
` Enumerator 16`1 -2.739e+15 8.332e+07 -32869263 <2e-16 ***
` Enumerator 17`1 4.488e+15 7.267e+07 61762733 <2e-16 ***
` Enumerator 18`1 1.902e+15 7.446e+07 25541491 <2e-16 ***
` Enumerator 19`1 -2.409e+14 7.149e+07 -3369615 <2e-16 ***
` Enumerator 20`1 -1.382e+15 7.222e+07 -19133014 <2e-16 ***
` Enumerator 21`1 -4.329e+14 7.213e+07 -6001214 <2e-16 ***
` Enumerator 23`1 7.123e+14 7.316e+07 9736163 <2e-16 ***
` Enumerator 24`1 1.307e+15 7.223e+07 18091495 <2e-16 ***
` Enumerator 25`1 2.035e+14 7.719e+07 2636579 <2e-16 ***
` Enumerator 26`1 -2.310e+15 7.285e+07 -31708260 <2e-16 ***
` Enumerator 27`1 2.562e+14 7.988e+07 3207404 <2e-16 ***
` Enumerator 28`1 -1.046e+15 7.826e+07 -13363835 <2e-16 ***
` Enumerator 29`1 1.591e+15 7.472e+07 21292997 <2e-16 ***
` Enumerator 31`1 -2.965e+15 7.972e+07 -37188346 <2e-16 ***
` Enumerator 32`1 -6.357e+14 7.293e+07 -8716778 <2e-16 ***
` Enumerator 33`1 3.085e+15 8.743e+07 35290709 <2e-16 ***
` Enumerator 73`1 NA NA NA NA

```

Signif. codes: 0 '***' 0.001 '**' 0.01 '*' 0.05 '.' 0.1 ' ' 1

Model 4

Dependent variable: Quality learning (If parents felt that the FFE program improved the quality of children's learning)

t test of coefficients:

	OR	2.5 %	97.5 %	p
1/(Intercept)	1.4799e+40	9.8865e-70	2.2154e+149	0.470814
1/SuspectDay1	4.8430e+14	1.4229e-137	1.6483e+166	0.849354
1/Female1	2.3877e-64	NA	NA	NA
1/UrbanSchool1	1.9357e-111	1.9357e-111	0.0000e+00	< 2.2e-16 ***
1/commune21	1.0624e+05	NA	NA	NA
1/cpmmune31	5.0449e-37	9.0327e-80	2.8177e+06	0.096066 .
1/commune41	3.5033e+60	4.4154e-92	2.7796e+212	0.434681
1/commune51	2.6907e+44	2.6728e+44	2.7088e+44	< 2.2e-16 ***
1/commune61	2.9293e-34	2.8102e-34	0.0000e+00	< 2.2e-16 ***
1/` Enumerator 1`1	2.8225e+57	8.6443e-95	9.2157e+208	0.457376
1/` Enumerator 2`1	1.5546e+49	6.3976e+48	3.7778e+49	< 2.2e-16 ***
1/` Enumerator 3`1	4.0844e+13	4.0844e+13	4.0844e+13	< 2.2e-16 ***
1/` Enumerator 4`1	7.6061e+14	7.6061e+14	7.6061e+14	< 2.2e-16 ***
1/` Enumerator 5`1	2.6784e+11	2.6784e+11	2.6784e+11	< 2.2e-16 ***
1/` Enumerator 6`1	3.8261e+04	NA	NA	NA
1/` Enumerator 8`1	5.0105e+30	4.9771e+30	5.0441e+30	< 2.2e-16 ***
1/` Enumerator 9`1	8.3703e+13	NA	NA	NA

APPENDIX 23 – CHECKING FOR BIAS IN DATA COLLECTION (CONTINUED)

1/` Enumerator 10`1	1.3830e+63	1.3268e+63	1.4415e+63	< 2.2e-16	***
1/` Enumerator 11`1	2.8737e+56	2.8737e+56	2.8737e+56	< 2.2e-16	***
1/` Enumerator 12`1	6.2754e+46	6.2754e+46	6.2754e+46	< 2.2e-16	***
1/` Enumerator 13`1	8.2894e+12	8.2894e+12	8.2894e+12	< 2.2e-16	***
1/` Enumerator 14`1	5.0891e-85	5.0891e-85	0.0000e+00	< 2.2e-16	***
1/` Enumerator 15`1	8.6467e+113	1.5481e+71	4.8294e+156	1.751e-07	***
1/` Enumerator 16`1	5.7847e+35	NA	NA	NA	
1/` Enumerator 17`1	5.1497e+34	5.1497e+34	5.1497e+34	< 2.2e-16	***
1/` Enumerator 18`1	5.5398e+17	5.5398e+17	5.5398e+17	< 2.2e-16	***
1/` Enumerator 19`1	3.2040e+22	3.2040e+22	3.2040e+22	< 2.2e-16	***
1/` Enumerator 20`1	2.0136e+27	2.0136e+27	2.0136e+27	< 2.2e-16	***
1/` Enumerator 21`1	1.5453e-245	NA	NA	NA	
1/` Enumerator 22`1	2.3836e+14	NA	NA	NA	
1/` Enumerator 23`1	3.6913e+42	3.6913e+42	3.6913e+42	< 2.2e-16	***
1/` Enumerator 24`1	6.0494e+41	6.0491e+41	6.0498e+41	< 2.2e-16	***
1/` Enumerator 25`1	4.5648e-136	4.5648e-136	0.0000e+00	< 2.2e-16	***
1/` Enumerator 26`1	8.0023e+30	8.0023e+30	8.0023e+30	< 2.2e-16	***
1/` Enumerator 27`1	4.6616e+10	4.6616e+10	4.6616e+10	< 2.2e-16	***
1/` Enumerator 28`1	4.9584e+07	NA	NA	NA	
1/` Enumerator 29`1	9.9895e+16	9.9895e+16	9.9895e+16	< 2.2e-16	***
1/` Enumerator 30`1	4.0936e+05	NA	NA	NA	
1/` Enumerator 31`1	4.4746e+02	4.4746e+02	4.4746e+02	< 2.2e-16	***
1/` Enumerator 32`1	4.2848e+24	NA	NA	NA	
1/` Enumerator 34`1	6.2377e-157	NA	NA	NA	
1/` Enumerator 73`1	1.5645e-173	1.5645e-173	0.0000e+00	< 2.2e-16	***
1/` Enumerator 75`1	1.0535e+06	NA	NA	NA	
1/` Enumerator 99`1	4.6587e+02	NA	NA	NA	
2/(Intercept)	8.0240e+17	8.4457e+12	7.6233e+22	1.792e-12	***
2/SuspectDay1	8.8315e-136	5.2099e-151	0.0000e+00	< 2.2e-16	***
2/Female1	1.0649e+00	7.6884e-02	1.4750e+01	0.962592	
2/UrbanSchool1	4.8695e-21	4.8660e-21	0.0000e+00	< 2.2e-16	***
2/commune21	2.2557e-160	NA	NA	NA	
2/cpmmune31	1.0438e+121	8.2233e+110	1.3249e+131	< 2.2e-16	***
2/commune41	3.6471e-91	NA	NA	NA	
2/commune51	3.0332e+72	2.6356e+57	3.4908e+87	< 2.2e-16	***
2/commune61	3.0808e+74	3.0785e+74	3.0830e+74	< 2.2e-16	***
2/` Enumerator 1`1	3.8302e+238	5.8358e+200	2.5139e+276	< 2.2e-16	***
2/` Enumerator 2`1	3.8890e+52	NA	NA	NA	
2/` Enumerator 3`1	2.7452e+00	2.7452e+00	2.7452e+00	< 2.2e-16	***
2/` Enumerator 4`1	9.6714e+52	9.6643e+52	9.6784e+52	< 2.2e-16	***
2/` Enumerator 5`1	9.9477e+05	NA	NA	NA	
2/` Enumerator 6`1	9.3193e+53	9.3193e+53	9.3193e+53	< 2.2e-16	***
2/` Enumerator 8`1	2.4720e-14	NA	NA	NA	
2/` Enumerator 9`1	3.2370e+00	3.2370e+00	3.2370e+00	< 2.2e-16	***
2/` Enumerator 10`1	9.0299e+48	9.0299e+48	9.0299e+48	< 2.2e-16	***
2/` Enumerator 11`1	3.1451e+21	3.1451e+21	3.1451e+21	< 2.2e-16	***
2/` Enumerator 12`1	6.5608e+37	NA	NA	NA	
2/` Enumerator 13`1	4.1763e+06	NA	NA	NA	
2/` Enumerator 14`1	9.2387e-83	NA	NA	NA	
2/` Enumerator 15`1	4.9002e-94	NA	NA	NA	
2/` Enumerator 16`1	4.6875e-01	NA	NA	NA	
2/` Enumerator 17`1	4.2190e+07	NA	NA	NA	

APPENDIX 23 – CHECKING FOR BIAS IN DATA COLLECTION (CONTINUED)

2/` Enumerator 18`1	2.7612e+16	NA	NA	NA	
2/` Enumerator 19`1	3.5711e-94	NA	NA	NA	
2/` Enumerator 20`1	1.3743e-104	1.3743e-104	0.0000e+00	< 2.2e-16	***
2/` Enumerator 21`1	7.2836e-247	7.2836e-247	0.0000e+00	< 2.2e-16	***
2/` Enumerator 22`1	4.3787e+03	4.3787e+03	4.3787e+03	< 2.2e-16	***
2/` Enumerator 23`1	5.8243e+128	3.1425e+118	1.0795e+139	< 2.2e-16	***
2/` Enumerator 24`1	8.2414e+38	NA	NA	NA	
2/` Enumerator 25`1	7.3496e-04	5.7902e-14	9.3289e+06	0.543250	
2/` Enumerator 26`1	2.5347e+07	NA	NA	NA	
2/` Enumerator 27`1	6.2617e-04	6.2617e-04	6.0000e-04	< 2.2e-16	***
2/` Enumerator 28`1	2.5983e-07	2.5983e-07	0.0000e+00	< 2.2e-16	***
2/` Enumerator 29`1	4.4282e+239	1.3847e+227	1.4161e+252	< 2.2e-16	***
2/` Enumerator 30`1	3.8859e-02	3.8859e-02	3.8900e-02	< 2.2e-16	***
2/` Enumerator 31`1	3.0002e+00	3.0002e+00	3.0002e+00	< 2.2e-16	***
2/` Enumerator 32`1	1.0384e+18	1.0384e+18	1.0384e+18	< 2.2e-16	***
2/` Enumerator 34`1	1.4658e-104	1.4658e-104	0.0000e+00	< 2.2e-16	***
2/` Enumerator 73`1	4.1988e-160	4.1988e-160	0.0000e+00	< 2.2e-16	***
2/` Enumerator 75`1	3.0708e-50	3.0708e-50	0.0000e+00	< 2.2e-16	***
2/` Enumerator 99`1	6.1629e-04	6.1629e-04	6.0000e-04	< 2.2e-16	***
3/(Intercept)	3.0985e+30	1.1213e+28	8.5619e+32	< 2.2e-16	***
3/SuspectDay1	7.3371e+55	3.4766e+39	1.5484e+72	1.981e-11	***
3/Female1	4.7527e+00	8.0365e-01	2.8108e+01	0.085631	.
3/UrbanSchool1	6.1461e-101	2.7546e-103	0.0000e+00	< 2.2e-16	***
3/commune21	2.2755e-28	2.2755e-28	0.0000e+00	< 2.2e-16	***
3/cpmune31	6.2202e-64	1.2006e-75	0.0000e+00	< 2.2e-16	***
3/commune41	2.0465e+160	1.6735e+132	2.5026e+188	< 2.2e-16	***
3/commune51	7.7413e+24	3.5840e+22	1.6721e+27	< 2.2e-16	***
3/commune61	1.3818e-64	2.7024e-76	0.0000e+00	< 2.2e-16	***
3/` Enumerator 1`1	4.4473e-252	4.4473e-252	0.0000e+00	< 2.2e-16	***
3/` Enumerator 2`1	6.5033e-111	6.5033e-111	0.0000e+00	< 2.2e-16	***
3/` Enumerator 3`1	2.3163e-99	2.3163e-99	0.0000e+00	< 2.2e-16	***
3/` Enumerator 4`1	4.0611e+77	6.7834e+72	2.4314e+82	< 2.2e-16	***
3/` Enumerator 5`1	4.5295e-39	4.5295e-39	0.0000e+00	< 2.2e-16	***
3/` Enumerator 6`1	1.1653e-40	9.5289e-69	0.0000e+00	0.005326	**
3/` Enumerator 8`1	1.7507e-22	NA	NA	NA	
3/` Enumerator 9`1	6.7954e+119	2.5184e+119	1.8336e+120	< 2.2e-16	***
3/` Enumerator 10`1	2.5623e-19	NA	NA	NA	
3/` Enumerator 11`1	4.9579e+15	4.9579e+15	4.9579e+15	< 2.2e-16	***
3/` Enumerator 12`1	8.1888e-52	8.1888e-52	0.0000e+00	< 2.2e-16	***
3/` Enumerator 13`1	3.1867e-61	3.1867e-61	0.0000e+00	< 2.2e-16	***
3/` Enumerator 14`1	8.6697e-243	8.6697e-243	0.0000e+00	< 2.2e-16	***
3/` Enumerator 15`1	1.2993e+149	5.3214e+134	3.1725e+163	< 2.2e-16	***
3/` Enumerator 16`1	6.9735e+96	2.7172e+96	1.7897e+97	< 2.2e-16	***
3/` Enumerator 17`1	4.8753e+112	1.6184e+112	1.4686e+113	< 2.2e-16	***
3/` Enumerator 18`1	1.9233e-67	1.9233e-67	0.0000e+00	< 2.2e-16	***
3/` Enumerator 19`1	2.4376e+147	9.1435e+146	6.4985e+147	< 2.2e-16	***
3/` Enumerator 20`1	5.8462e+121	2.2035e+121	1.5510e+122	< 2.2e-16	***
3/` Enumerator 21`1	2.6035e-24	2.3150e-31	0.0000e+00	5.536e-11	***
3/` Enumerator 22`1	3.1125e+126	8.6346e+125	1.1220e+127	< 2.2e-16	***
3/` Enumerator 23`1	2.2206e-52	2.2206e-52	0.0000e+00	< 2.2e-16	***
3/` Enumerator 24`1	4.5849e-22	NA	NA	NA	
3/` Enumerator 25`1	1.5744e-24	1.3365e-31	0.0000e+00	4.178e-11	***

APPENDIX 23 – CHECKING FOR BIAS IN DATA COLLECTION (CONTINUED)

3/` Enumerator	26`1	2.6758e+101	6.3188e+100	1.1331e+102	< 2.2e-16	***
3/` Enumerator	27`1	1.1115e+122	3.3981e+121	3.6357e+122	< 2.2e-16	***
3/` Enumerator	28`1	4.0172e+42	7.7204e+41	2.0903e+43	< 2.2e-16	***
3/` Enumerator	29`1	6.8042e+83	2.9411e+77	1.5741e+90	< 2.2e-16	***
3/` Enumerator	30`1	1.6526e-115	1.6526e-115	0.0000e+00	< 2.2e-16	***
3/` Enumerator	31`1	1.6960e-45	1.6960e-45	0.0000e+00	< 2.2e-16	***
3/` Enumerator	32`1	2.7322e-54	2.7322e-54	0.0000e+00	< 2.2e-16	***
3/` Enumerator	34`1	0.0000e+00	0.0000e+00	0.0000e+00	< 2.2e-16	***
3/` Enumerator	73`1	9.2685e+44	4.3590e+42	1.9708e+47	< 2.2e-16	***
3/` Enumerator	75`1	1.6770e+199	5.3993e+198	5.2088e+199	< 2.2e-16	***
3/` Enumerator	99`1	2.2800e+212	2.2800e+212	2.2800e+212	< 2.2e-16	***
4/(Intercept)		2.9703e+67	2.7100e+56	3.2557e+78	< 2.2e-16	***
4/SuspectDay1		2.3201e+55	1.1121e+39	4.8405e+71	2.942e-11	***
4/Female1		2.2893e+00	4.2649e-01	1.2288e+01	0.334031	
4/UrbanSchool1		4.5663e-101	2.1296e-103	0.0000e+00	< 2.2e-16	***
4/commune21		1.0435e+112	2.0828e+111	5.2280e+112	< 2.2e-16	***
4/cpmmune31		5.3312e-52	3.8179e-72	0.0000e+00	6.085e-07	***
4/commune41		1.4188e+22	1.5058e-40	1.3369e+84	0.483574	
4/commune51		2.7206e+36	4.8739e+25	1.5186e+47	3.036e-11	***
4/commune61		1.3833e-52	9.9834e-73	0.0000e+00	4.503e-07	***
4/` Enumerator	1`1	1.3200e+33	4.5809e-24	3.8033e+89	0.250242	
4/` Enumerator	2`1	1.1122e-92	NA	NA	NA	
4/` Enumerator	3`1	2.3683e+50	5.6932e+49	9.8517e+50	< 2.2e-16	***
4/` Enumerator	4`1	1.4772e+30	1.5927e+25	1.3701e+35	< 2.2e-16	***
4/` Enumerator	5`1	1.6303e-71	NA	NA	NA	
4/` Enumerator	6`1	4.7921e+62	1.7120e+48	1.3414e+77	< 2.2e-16	***
4/` Enumerator	8`1	2.6079e+20	8.7584e+19	7.7654e+20	< 2.2e-16	***
4/` Enumerator	9`1	1.7355e+72	6.4316e+71	4.6829e+72	< 2.2e-16	***
4/` Enumerator	10`1	1.7019e+22	5.5954e+21	5.1764e+22	< 2.2e-16	***
4/` Enumerator	11`1	5.0647e+56	1.2996e+56	1.9739e+57	< 2.2e-16	***
4/` Enumerator	12`1	2.0950e+56	5.4133e+55	8.1076e+56	< 2.2e-16	***
4/` Enumerator	13`1	1.4826e+84	3.6190e+83	6.0734e+84	< 2.2e-16	***
4/` Enumerator	14`1	4.7067e-72	2.5255e-79	0.0000e+00	< 2.2e-16	***
4/` Enumerator	15`1	3.4613e+101	9.0008e+86	1.3311e+116	< 2.2e-16	***
4/` Enumerator	16`1	2.3150e-51	NA	NA	NA	
4/` Enumerator	17`1	2.0232e+65	6.9224e+64	5.9131e+65	< 2.2e-16	***
4/` Enumerator	18`1	2.2639e+103	6.6409e+102	7.7179e+103	< 2.2e-16	***
4/` Enumerator	19`1	8.1957e-38	NA	NA	NA	
4/` Enumerator	20`1	3.0893e-16	NA	NA	NA	
4/` Enumerator	21`1	6.1024e-296	6.1024e-296	0.0000e+00	< 2.2e-16	***
4/` Enumerator	22`1	1.4359e+78	2.9089e+77	7.0876e+78	< 2.2e-16	***
4/` Enumerator	23`1	3.2948e-73	3.2948e-73	0.0000e+00	< 2.2e-16	***
4/` Enumerator	24`1	2.4208e-48	NA	NA	NA	
4/` Enumerator	25`1	8.3782e-72	4.8186e-79	0.0000e+00	< 2.2e-16	***
4/` Enumerator	26`1	4.8475e+53	1.2225e+53	1.9221e+54	< 2.2e-16	***
4/` Enumerator	27`1	4.6632e+74	1.4256e+74	1.5253e+75	< 2.2e-16	***
4/` Enumerator	28`1	7.8283e-06	1.3486e-06	0.0000e+00	< 2.2e-16	***
4/` Enumerator	29`1	1.3912e+36	9.5855e+29	2.0191e+42	< 2.2e-16	***
4/` Enumerator	30`1	4.1145e+59	7.9581e+58	2.1272e+60	< 2.2e-16	***
4/` Enumerator	31`1	1.6048e+173	1.6048e+173	1.6048e+173	< 2.2e-16	***
4/` Enumerator	32`1	1.1010e+33	3.1530e+32	3.8443e+33	< 2.2e-16	***
4/` Enumerator	34`1	0.0000e+00	0.0000e+00	0.0000e+00	< 2.2e-16	***

APPENDIX 23 – CHECKING FOR BIAS IN DATA COLLECTION (CONTINUED)

4/`Enumerator 73`1	3.2610e-04	2.4460e-06	4.3500e-02	0.001300	**
4/`Enumerator 75`1	7.4667e+150	2.4040e+150	2.3191e+151	< 2.2e-16	***
4/`Enumerator 99`1	1.0561e-73	1.0561e-73	0.0000e+00	< 2.2e-16	***
5/(Intercept)	5.2201e+63	2.1928e+53	1.2427e+74	< 2.2e-16	***
5/SuspectDay1	1.2648e+55	6.0950e+38	2.6244e+71	3.623e-11	***
5/Female1	1.3003e+00	2.5697e-01	6.5796e+00	0.750931	
5/UrbanSchool1	4.0955e-101	1.9047e-103	0.0000e+00	< 2.2e-16	***
5/commune21	5.8011e+109	1.1579e+109	2.9064e+110	< 2.2e-16	***
5/cpmmune31	9.0071e-52	4.7786e-72	0.0000e+00	8.038e-07	***
5/commune41	1.1544e+21	1.6622e-41	8.0170e+82	0.504431	
5/commune51	1.3750e+36	1.8228e+25	1.0372e+47	7.438e-11	***
5/commune61	6.2941e-53	3.3565e-73	0.0000e+00	4.495e-07	***
5/`Enumerator 1`1	4.3637e+39	2.4540e-18	7.7595e+96	0.174757	
5/`Enumerator 2`1	1.7223e+73	7.0875e+72	4.1852e+73	< 2.2e-16	***
5/`Enumerator 3`1	2.8111e+55	6.7578e+54	1.1694e+56	< 2.2e-16	***
5/`Enumerator 4`1	1.1424e+34	7.4879e+29	1.7430e+38	< 2.2e-16	***
5/`Enumerator 5`1	2.5312e+92	NA	NA	NA	
5/`Enumerator 6`1	8.7544e+67	1.9437e+54	3.9429e+81	< 2.2e-16	***
5/`Enumerator 8`1	1.2589e+25	4.2042e+24	3.7694e+25	< 2.2e-16	***
5/`Enumerator 9`1	2.8578e-187	2.8578e-187	0.0000e+00	< 2.2e-16	***
5/`Enumerator 10`1	2.6961e+27	8.5717e+26	8.4803e+27	< 2.2e-16	***
5/`Enumerator 11`1	5.1256e+59	1.3152e+59	1.9976e+60	< 2.2e-16	***
5/`Enumerator 12`1	1.1332e+62	2.9280e+61	4.3854e+62	< 2.2e-16	***
5/`Enumerator 13`1	7.7091e+87	1.8818e+87	3.1581e+88	< 2.2e-16	***
5/`Enumerator 14`1	1.1054e-66	3.7790e-73	0.0000e+00	< 2.2e-16	***
5/`Enumerator 15`1	1.6632e+106	2.6954e+92	1.0262e+120	< 2.2e-16	***
5/`Enumerator 16`1	4.8582e+53	1.8930e+53	1.2468e+54	< 2.2e-16	***

Model 5

Dependent variable: Health Quality (If parents felt that the FFE program improved the child's health)

	OR	2.5 %	97.5 %	p	
2/(Intercept)	2.5977e+00	1.1225e+00	6.0120e+00	0.0257613	*
2/SuspectDay1	5.8728e-07	1.7692e-07	0.0000e+00	< 2.2e-16	***
2/Treated1	2.5977e+00	1.1225e+00	6.0120e+00	0.0257613	*
2/Female1	5.8016e+00	3.3306e-01	1.0106e+02	0.2278653	
2/UrbanSchool1	6.2658e+05	2.1832e+05	1.7983e+06	< 2.2e-16	***
2/commune11	1.0000e+00	1.0000e+00	1.0000e+00	1.0000000	
2/commune21	2.7681e+00	2.7681e+00	2.7681e+00	< 2.2e-16	***
2/cpmmune31	9.7666e+00	1.5762e+00	6.0516e+01	0.0143281	*
2/commune41	1.6117e-03	1.6117e-03	1.6000e-03	< 2.2e-16	***
2/commune51	4.1902e+01	1.7984e+01	9.7626e+01	< 2.2e-16	***
2/commune61	1.4228e+00	1.9603e-01	1.0327e+01	0.7273227	
2/`Enumerator 1`1	7.8077e+04	NA	NA	NA	
2/`Enumerator 2`1	4.8535e-02	4.8535e-02	4.8500e-02	< 2.2e-16	***
2/`Enumerator 3`1	3.9575e+02	3.9575e+02	3.9575e+02	< 2.2e-16	***
2/`Enumerator 4`1	2.1887e-10	2.1887e-10	0.0000e+00	< 2.2e-16	***
2/`Enumerator 5`1	9.3276e+01	9.3276e+01	9.3276e+01	< 2.2e-16	***
2/`Enumerator 6`1	6.1858e-04	6.1858e-04	6.0000e-04	< 2.2e-16	***

APPENDIX 23 – CHECKING FOR BIAS IN DATA COLLECTION (CONTINUED)

2/` Enumerator 7`1	1.0000e+00	1.0000e+00	1.0000e+00	1.0000000	
2/` Enumerator 8`1	7.8889e-02	7.8889e-02	7.8900e-02	< 2.2e-16	***
2/` Enumerator 9`1	1.2329e+20	4.8469e+19	3.1360e+20	< 2.2e-16	***
2/` Enumerator 10`1	3.2483e+04	3.2483e+04	3.2483e+04	< 2.2e-16	***
2/` Enumerator 11`1	1.0753e+02	1.0753e+02	1.0753e+02	< 2.2e-16	***
2/` Enumerator 12`1	5.6938e+00	5.6938e+00	5.6938e+00	< 2.2e-16	***
2/` Enumerator 13`1	7.9738e+00	7.9738e+00	7.9738e+00	< 2.2e-16	***
2/` Enumerator 14`1	2.9258e+04	3.6571e+03	2.3407e+05	< 2.2e-16	***
2/` Enumerator 15`1	9.0766e+10	3.5222e+10	2.3390e+11	< 2.2e-16	***
2/` Enumerator 16`1	2.5732e+00	2.5732e+00	2.5732e+00	< 2.2e-16	***
2/` Enumerator 17`1	4.1601e+00	4.1601e+00	4.1601e+00	< 2.2e-16	***
2/` Enumerator 18`1	4.1372e+00	NA	NA	NA	
2/` Enumerator 19`1	1.2296e+05	1.2296e+05	1.2296e+05	< 2.2e-16	***
2/` Enumerator 20`1	3.0832e+03	3.0832e+03	3.0832e+03	< 2.2e-16	***
2/` Enumerator 21`1	1.7619e-22	1.7619e-22	0.0000e+00	< 2.2e-16	***
2/` Enumerator 22`1	5.6704e-01	NA	NA	NA	
2/` Enumerator 23`1	2.9092e+01	2.9092e+01	2.9092e+01	< 2.2e-16	***
2/` Enumerator 24`1	5.3124e+06	5.3124e+06	5.3124e+06	< 2.2e-16	***
2/` Enumerator 25`1	2.1356e+04	2.3119e+03	1.9727e+05	< 2.2e-16	***
2/` Enumerator 26`1	4.1827e+01	4.1827e+01	4.1827e+01	< 2.2e-16	***
2/` Enumerator 27`1	5.6014e+00	NA	NA	NA	
2/` Enumerator 28`1	1.3500e-03	NA	NA	NA	
2/` Enumerator 29`1	8.3086e+02	NA	NA	NA	
2/` Enumerator 30`1	8.1439e-02	8.1439e-02	8.1400e-02	< 2.2e-16	***
2/` Enumerator 31`1	4.4605e-01	4.4605e-01	4.4600e-01	< 2.2e-16	***
2/` Enumerator 32`1	1.2442e-02	1.2442e-02	1.2400e-02	< 2.2e-16	***
2/` Enumerator 33`1	1.0000e+00	1.0000e+00	1.0000e+00	1.0000000	
2/` Enumerator 34`1	1.1960e-13	NA	NA	NA	
2/` Enumerator 73`1	9.2997e-24	9.2997e-24	0.0000e+00	< 2.2e-16	***
2/` Enumerator 75`1	5.9059e-02	5.9059e-02	5.9100e-02	< 2.2e-16	***
2/` Enumerator 99`1	7.7523e-01	NA	NA	NA	
3/(Intercept)	1.3641e+02	7.6074e+01	2.4460e+02	< 2.2e-16	***
3/SuspectDay1	3.6941e+01	1.2699e+01	1.0746e+02	3.476e-11	***
3/Treated1	1.3641e+02	7.6074e+01	2.4460e+02	< 2.2e-16	***
3/Female1	5.2441e+00	9.1953e-01	2.9907e+01	0.0621087	.
3/UrbanSchool1	9.1588e-09	2.1898e-09	0.0000e+00	< 2.2e-16	***
3/commune11	1.0000e+00	NA	NA	NA	
3/commune21	8.8040e-01	8.8040e-01	8.8040e-01	< 2.2e-16	***
3/cpmune31	1.9905e-03	4.3769e-04	9.1000e-03	8.882e-16	***
3/commune41	1.1226e+04	2.2405e+03	5.6245e+04	< 2.2e-16	***
3/commune51	1.4455e+04	5.8890e+03	3.5479e+04	< 2.2e-16	***
3/commune61	4.7970e-04	1.2677e-04	1.8000e-03	< 2.2e-16	***
3/` Enumerator 1`1	5.9081e-07	5.9081e-07	0.0000e+00	< 2.2e-16	***
3/` Enumerator 2`1	1.3654e-09	NA	NA	NA	
3/` Enumerator 3`1	8.3899e-03	NA	NA	NA	
3/` Enumerator 4`1	2.4127e-12	2.4127e-12	0.0000e+00	< 2.2e-16	***
3/` Enumerator 5`1	6.2363e-03	NA	NA	NA	
3/` Enumerator 6`1	1.3466e+09	3.2316e+08	5.6114e+09	< 2.2e-16	***
3/` Enumerator 7`1	1.0000e+00	1.0000e+00	1.0000e+00	1.0000000	
3/` Enumerator 8`1	1.4832e+06	3.7461e+05	5.8724e+06	< 2.2e-16	***
3/` Enumerator 9`1	3.8324e-07	3.8324e-07	0.0000e+00	< 2.2e-16	***
3/` Enumerator 10`1	8.9589e-08	8.9589e-08	0.0000e+00	< 2.2e-16	***

APPENDIX 23 – CHECKING FOR BIAS IN DATA COLLECTION (CONTINUED)

3/` Enumerator	11`1	7.4458e-05	7.4458e-05	1.0000e-04	< 2.2e-16	***
3/` Enumerator	12`1	2.7666e-07	2.7666e-07	0.0000e+00	< 2.2e-16	***
3/` Enumerator	13`1	1.8397e-07	1.8397e-07	0.0000e+00	< 2.2e-16	***
3/` Enumerator	14`1	7.6150e-04	1.0505e-04	5.5000e-03	1.207e-12	***
3/` Enumerator	15`1	1.8993e+11	7.8703e+10	4.5836e+11	< 2.2e-16	***
3/` Enumerator	16`1	2.9995e+10	1.2653e+10	7.1108e+10	< 2.2e-16	***
3/` Enumerator	17`1	2.7198e+10	1.0732e+10	6.8928e+10	< 2.2e-16	***
3/` Enumerator	18`1	1.7039e-07	1.7039e-07	0.0000e+00	< 2.2e-16	***
3/` Enumerator	19`1	1.5291e-02	1.5291e-02	1.5300e-02	< 2.2e-16	***
3/` Enumerator	20`1	5.5419e+13	2.8862e+13	1.0641e+14	< 2.2e-16	***
3/` Enumerator	21`1	2.2377e-04	3.7755e-05	1.3000e-03	< 2.2e-16	***
3/` Enumerator	22`1	6.6477e+09	2.0398e+09	2.1664e+10	< 2.2e-16	***
3/` Enumerator	23`1	5.8766e+08	2.0985e+08	1.6457e+09	< 2.2e-16	***
3/` Enumerator	24`1	3.7123e-02	3.7123e-02	3.7100e-02	< 2.2e-16	***
3/` Enumerator	25`1	2.0657e-21	2.0657e-21	0.0000e+00	< 2.2e-16	***
3/` Enumerator	26`1	5.9839e+07	1.3927e+07	2.5712e+08	< 2.2e-16	***
3/` Enumerator	27`1	3.7690e+10	1.1311e+10	1.2560e+11	< 2.2e-16	***
3/` Enumerator	28`1	3.1004e+05	6.2501e+04	1.5380e+06	< 2.2e-16	***
3/` Enumerator	29`1	6.7215e+09	2.9095e+09	1.5528e+10	< 2.2e-16	***
3/` Enumerator	30`1	5.8288e-08	5.8288e-08	0.0000e+00	< 2.2e-16	***
3/` Enumerator	31`1	8.0640e-04	8.0640e-04	8.0000e-04	< 2.2e-16	***
3/` Enumerator	32`1	5.7462e-08	5.7462e-08	0.0000e+00	< 2.2e-16	***
3/` Enumerator	33`1	1.0000e+00	NA	NA	NA	
3/` Enumerator	34`1	7.5521e-25	7.5521e-25	0.0000e+00	< 2.2e-16	***
3/` Enumerator	73`1	1.7448e-01	3.2005e-02	9.5120e-01	0.0436088	*
3/` Enumerator	75`1	1.1016e+09	3.2107e+08	3.7798e+09	< 2.2e-16	***
3/` Enumerator	99`1	2.4493e+21	2.4493e+21	2.4493e+21	< 2.2e-16	***
4/(Intercept)		4.6132e+03	2.6412e+03	8.0577e+03	< 2.2e-16	***
4/SuspectDay1		2.6663e+01	1.0320e+01	6.8888e+01	1.205e-11	***
4/Treated1		4.6132e+03	2.6412e+03	8.0577e+03	< 2.2e-16	***
4/Female1		1.3316e+00	2.5857e-01	6.8576e+00	0.7320038	
4/UrbanSchool1		2.8929e-09	1.0159e-09	0.0000e+00	< 2.2e-16	***
4/commune11		1.0000e+00	1.0000e+00	1.0000e+00	NA	
4/commune21		4.4186e-07	4.4186e-07	0.0000e+00	< 2.2e-16	***
4/cpmmune31		1.5833e-01	3.4681e-02	7.2290e-01	0.0173669	*
4/commune41		2.6284e+06	9.2015e+05	7.5081e+06	< 2.2e-16	***
4/commune51		1.0012e+06	4.4614e+05	2.2466e+06	< 2.2e-16	***
4/commune61		2.5058e-02	7.5633e-03	8.3000e-02	1.622e-09	***
4/` Enumerator	1`1	3.8272e+01	1.8329e+01	7.9912e+01	< 2.2e-16	***
4/` Enumerator	2`1	1.1520e+05	3.6422e+04	3.6438e+05	< 2.2e-16	***
4/` Enumerator	3`1	3.3705e-09	3.3705e-09	0.0000e+00	< 2.2e-16	***
4/` Enumerator	4`1	1.7338e+02	3.5017e+01	8.5842e+02	2.670e-10	***
4/` Enumerator	5`1	9.1842e-09	9.1842e-09	0.0000e+00	< 2.2e-16	***
4/` Enumerator	6`1	1.1390e+05	3.9839e+04	3.2566e+05	< 2.2e-16	***
4/` Enumerator	7`1	1.0000e+00	1.0000e+00	1.0000e+00	NA	
4/` Enumerator	8`1	1.9051e+02	6.7073e+01	5.4111e+02	< 2.2e-16	***
4/` Enumerator	9`1	5.1497e+02	2.0245e+02	1.3099e+03	< 2.2e-16	***
4/` Enumerator	10`1	6.4045e+06	3.3337e+06	1.2304e+07	< 2.2e-16	***
4/` Enumerator	11`1	7.1947e+10	3.9365e+10	1.3150e+11	< 2.2e-16	***
4/` Enumerator	12`1	1.4842e+10	7.0657e+09	3.1175e+10	< 2.2e-16	***
4/` Enumerator	13`1	4.6596e+08	1.6024e+08	1.3549e+09	< 2.2e-16	***
4/` Enumerator	14`1	1.8174e-08	1.6943e-09	0.0000e+00	< 2.2e-16	***

APPENDIX 23 – CHECKING FOR BIAS IN DATA COLLECTION (CONTINUED)

4/` Enumerator 15`1	1.3076e+07	5.4795e+06	3.1203e+07	< 2.2e-16	***
4/` Enumerator 16`1	6.4912e+05	2.3703e+05	1.7776e+06	< 2.2e-16	***
4/` Enumerator 17`1	3.3726e+06	1.6542e+06	6.8759e+06	< 2.2e-16	***
4/` Enumerator 18`1	6.0416e+08	2.5187e+08	1.4492e+09	< 2.2e-16	***
4/` Enumerator 19`1	1.3174e-14	1.3174e-14	0.0000e+00	< 2.2e-16	***
4/` Enumerator 20`1	8.5245e-21	8.5245e-21	0.0000e+00	< 2.2e-16	***
4/` Enumerator 21`1	1.2664e-32	1.2664e-32	0.0000e+00	< 2.2e-16	***
4/` Enumerator 22`1	1.3673e+05	3.3808e+04	5.5298e+05	< 2.2e-16	***
4/` Enumerator 23`1	8.7356e+03	2.2687e+03	3.3636e+04	< 2.2e-16	***
4/` Enumerator 24`1	3.7367e-14	3.7367e-14	0.0000e+00	< 2.2e-16	***
4/` Enumerator 25`1	2.3209e-08	1.7381e-09	0.0000e+00	< 2.2e-16	***
4/` Enumerator 26`1	2.0616e+03	4.8491e+02	8.7648e+03	< 2.2e-16	***
4/` Enumerator 27`1	3.8741e+05	1.1626e+05	1.2910e+06	< 2.2e-16	***
4/` Enumerator 28`1	2.1355e+01	4.3442e+00	1.0497e+02	0.0001647	***
4/` Enumerator 29`1	1.5872e+05	6.8705e+04	3.6669e+05	< 2.2e-16	***
4/` Enumerator 30`1	4.4099e+05	1.1230e+05	1.7318e+06	< 2.2e-16	***
4/` Enumerator 31`1	1.3241e+15	1.3241e+15	1.3241e+15	< 2.2e-16	***
4/` Enumerator 32`1	2.5591e+09	1.1243e+09	5.8250e+09	< 2.2e-16	***
4/` Enumerator 33`1	1.0000e+00	1.0000e+00	1.0000e+00	NA	
4/` Enumerator 34`1	1.5737e-15	2.0356e-16	0.0000e+00	< 2.2e-16	***
4/` Enumerator 73`1	6.7913e-06	1.0213e-06	0.0000e+00	< 2.2e-16	***
4/` Enumerator 75`1	2.7814e+04	9.1911e+03	8.4172e+04	< 2.2e-16	***
4/` Enumerator 99`1	9.8332e-09	9.8332e-09	0.0000e+00	< 2.2e-16	***
5/(Intercept)	5.5280e+05	3.3552e+05	9.1080e+05	< 2.2e-16	***
5/SuspectDay1	4.6940e+01	1.9958e+01	1.1040e+02	< 2.2e-16	***
5/Treated1	5.5280e+05	3.3552e+05	9.1080e+05	< 2.2e-16	***
5/Female1	1.2099e+00	2.5004e-01	5.8548e+00	0.8127377	
5/UrbanSchool1	2.6835e-09	1.0060e-09	0.0000e+00	< 2.2e-16	***
5/commune11	1.0000e+00	1.0000e+00	1.0000e+00	NA	
5/commune21	9.6352e+05	9.6352e+05	9.6352e+05	< 2.2e-16	***
5/cpmune31	6.5913e-04	1.7276e-04	2.5000e-03	< 2.2e-16	***
5/commune41	4.3862e+03	1.6791e+03	1.1458e+04	< 2.2e-16	***
5/commune51	2.9511e+03	1.3754e+03	6.3319e+03	< 2.2e-16	***
5/commune61	6.7247e-05	2.3278e-05	2.0000e-04	< 2.2e-16	***
5/` Enumerator 1`1	2.0367e+00	9.7542e-01	4.2527e+00	0.0582627	.
5/` Enumerator 2`1	5.9960e+04	1.8957e+04	1.8965e+05	< 2.2e-16	***
5/` Enumerator 3`1	1.0124e+07	1.0124e+07	1.0124e+07	< 2.2e-16	***
5/` Enumerator 4`1	1.9358e+00	4.1025e-01	9.1345e+00	0.4040378	
5/` Enumerator 5`1	5.0310e+07	5.0310e+07	5.0310e+07	< 2.2e-16	***
5/` Enumerator 6`1	4.6087e+03	1.8405e+03	1.1541e+04	< 2.2e-16	***
5/` Enumerator 7`1	1.0000e+00	1.0000e+00	1.0000e+00	NA	
5/` Enumerator 8`1	1.2196e+01	5.0576e+00	2.9411e+01	2.561e-08	***
5/` Enumerator 9`1	2.8864e-16	2.8864e-16	0.0000e+00	< 2.2e-16	***
5/` Enumerator 10`1	5.8910e+05	3.0664e+05	1.1318e+06	< 2.2e-16	***
5/` Enumerator 11`1	1.9111e+08	1.0457e+08	3.4930e+08	< 2.2e-16	***
5/` Enumerator 12`1	1.6814e+09	8.0046e+08	3.5318e+09	< 2.2e-16	***
5/` Enumerator 13`1	1.3720e+06	4.7182e+05	3.9894e+06	< 2.2e-16	***
5/` Enumerator 14`1	4.6120e-09	8.4916e-10	0.0000e+00	< 2.2e-16	***
5/` Enumerator 15`1	3.2834e+05	1.6361e+05	6.5892e+05	< 2.2e-16	***
5/` Enumerator 16`1	6.2437e+04	3.0761e+04	1.2673e+05	< 2.2e-16	***
5/` Enumerator 17`1	2.0831e+04	9.2284e+03	4.7024e+04	< 2.2e-16	***
5/` Enumerator 18`1	2.4175e+07	1.0079e+07	5.7989e+07	< 2.2e-16	***

APPENDIX 23 – CHECKING FOR BIAS IN DATA COLLECTION (CONTINUED)

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5/` Enumerator 19`1 1.1580e+09 1.1580e+09 1.1580e+09 < 2.2e-16 ***
5/` Enumerator 20`1 2.8674e+08 1.4933e+08 5.5059e+08 < 2.2e-16 ***
5/` Enumerator 21`1 3.1509e-10 6.5613e-11 0.0000e+00 < 2.2e-16 ***
5/` Enumerator 22`1 1.2695e+04 4.8773e+03 3.3042e+04 < 2.2e-16 ***
5/` Enumerator 23`1 1.9477e+03 8.3545e+02 4.5405e+03 < 2.2e-16 ***
5/` Enumerator 24`1 3.4840e+08 3.4840e+08 3.4840e+08 < 2.2e-16 ***
5/` Enumerator 25`1 4.1508e-09 5.6373e-10 0.0000e+00 < 2.2e-16 ***
5/` Enumerator 26`1 3.7028e+02 1.3693e+02 1.0013e+03 < 2.2e-16 ***
5/` Enumerator 27`1 3.3598e-16 3.3598e-16 0.0000e+00 < 2.2e-16 ***
5/` Enumerator 28`1 3.1540e-01 6.5119e-02 1.5276e+00 0.1516900
5/` Enumerator 29`1 8.1034e-19 8.1034e-19 0.0000e+00 < 2.2e-16 ***
5/` Enumerator 30`1 6.5132e+03 1.6585e+03 2.5577e+04 < 2.2e-16 ***
5/` Enumerator 31`1 1.5744e-10 1.5744e-10 0.0000e+00 < 2.2e-16 ***
5/` Enumerator 32`1 3.1569e+07 1.3870e+07 7.1857e+07 < 2.2e-16 ***
5/` Enumerator 33`1 1.0000e+00 1.0000e+00 1.0000e+00 NA
5/` Enumerator 34`1 1.7579e-16 3.9424e-17 0.0000e+00 < 2.2e-16 ***
5/` Enumerator 73`1 7.3581e-07 1.9225e-07 0.0000e+00 < 2.2e-16 ***
5/` Enumerator 75`1 1.0952e+02 2.6312e+01 4.5589e+02 1.089e-10 ***
5/` Enumerator 99`1 4.1945e-13 4.1945e-13 0.0000e+00 < 2.2e-16 ***
---
```

Signif. codes: 0 '***' 0.001 '**' 0.01 '*' 0.05 '.' 0.1 ' ' 1

Conclusion: Of the 5 tests, 3 found that 'SuspectDay' was significant; however, almost all variables in these tests were significant (interpretation is not reliable). Thus, there is little proof that sampling was performed the first days had an influence on the data collected.

EGRA TEST BIAS CHECK

Model 1

Dependent variable: s2_comp_SUM (oral comprehension)

t test of coefficients:

	Estimate	Std. Error	t value	Pr(> t)	
(Intercept)	13.90216	0.98810	14.0696	< 2.2e-16	***
SuspectDay1	0.88377	0.56019	1.5776	0.1148822	
Treated1	0.65844	0.81402	0.8089	0.4187277	
Female1	-0.13726	0.16400	-0.8370	0.4027527	
UrbanSchool1	1.18801	0.36239	3.2783	0.0010709	**
commune11	0.91127	1.17512	0.7755	0.4382013	
commune21	1.87300	0.90063	2.0797	0.0377451	*
cpmmune31	0.20781	0.64391	0.3227	0.7469536	
commune41	-0.53313	0.81593	-0.6534	0.5136142	
commune51	0.82002	0.44685	1.8351	0.0667081	.
` Enumerator 1`1	-6.43111	1.15533	-5.5665	3.131e-08	***

APPENDIX 23 – CHECKING FOR BIAS IN DATA COLLECTION (CONTINUED)

```

`Enumerator 2`1 -2.20906 1.18257 -1.8680 0.0619747 .
`Enumerator 3`1 -3.63363 1.24143 -2.9270 0.0034802 **
`Enumerator 4`1 -0.63419 0.75164 -0.8437 0.3989613
`Enumerator 5`1 -3.69300 1.33951 -2.7570 0.0059123 **
`Enumerator 6`1 -4.83851 0.95562 -5.0632 4.692e-07 ***
`Enumerator 7`1 -2.57085 0.54775 -4.6935 2.959e-06 ***
`Enumerator 8`1 -2.21277 0.96262 -2.2987 0.0216741 *
`Enumerator 9`1 -1.86007 0.66039 -2.8166 0.0049237 **
`Enumerator 10`1 -2.07285 0.89653 -2.3121 0.0209226 *
`Enumerator 11`1 -3.06639 0.99265 -3.0891 0.0020485 **
`Enumerator 12`1 -3.34912 0.68072 -4.9200 9.720e-07 ***
`Enumerator 13`1 -2.14212 0.54598 -3.9234 9.169e-05 ***
`Enumerator 14`1 -3.10663 0.57966 -5.3594 9.807e-08 ***
`Enumerator 15`1 -1.88782 0.46988 -4.0177 6.201e-05 ***
`Enumerator 16`1 -3.31841 0.70620 -4.6989 2.882e-06 ***
`Enumerator 17`1 -3.10786 0.95876 -3.2415 0.0012179 **
`Enumerator 18`1 -3.44753 0.62242 -5.5389 3.653e-08 ***
`Enumerator 19`1 -3.09489 1.41503 -2.1872 0.0289021 *
`Enumerator 20`1 -2.88938 0.66233 -4.3624 1.384e-05 ***
`Enumerator 21`1 -1.69173 0.88014 -1.9221 0.0548003 .
`Enumerator 22`1 -4.32691 0.73417 -5.8936 4.765e-09 ***
`Enumerator 23`1 -4.44414 0.65260 -6.8099 1.466e-11 ***
`Enumerator 24`1 -11.88493 0.90953 -13.0671 < 2.2e-16 ***
`Enumerator 25`1 -5.73340 1.20546 -4.7562 2.184e-06 ***
`Enumerator 26`1 -3.54611 0.70547 -5.0266 5.662e-07 ***
`Enumerator 27`1 -2.09294 0.79352 -2.6375 0.0084471 **
`Enumerator 30`1 -2.99373 1.81626 -1.6483 0.0995240 .
`Enumerator 31`1 -5.39556 1.57166 -3.4330 0.0006149 ***
`Enumerator 32`1 -4.24990 1.28122 -3.3171 0.0009338 ***
`Enumerator 33`1 -4.05531 1.15994 -3.4961 0.0004873 ***
`Enumerator 34`1 -3.04248 1.04281 -2.9176 0.0035859 **
`Enumerator 35`1 -2.25552 1.05741 -2.1331 0.0331000 *
---
Signif. codes:  0 '***' 0.001 '**' 0.01 '*' 0.05 '.' 0.1 ' ' 1

```

Model 2

Dependent variable: s5_initial_SUM (letters names)

	Estimate	Std. Error	t value	Pr(> t)	
(Intercept)	3.892802	1.275284	3.0525	0.0023137	**
SuspectDay1	-0.629739	0.519902	-1.2113	0.2260055	
Treated1	1.383699	0.882879	1.5673	0.1172888	
Female1	-0.070689	0.229152	-0.3085	0.7577630	
UrbanSchool1	0.207232	0.463999	0.4466	0.6552205	
commune11	2.240939	1.303231	1.7195	0.0857477	.
commune21	0.147243	1.204229	0.1223	0.9027023	
cpmmune31	1.663487	0.815308	2.0403	0.0415128	*
commune41	-2.224506	1.105734	-2.0118	0.0444403	*
commune51	0.551612	0.620867	0.8885	0.3744550	
`Enumerator 1`1	-0.160773	1.199725	-0.1340	0.8934160	

APPENDIX 23 – CHECKING FOR BIAS IN DATA COLLECTION (CONTINUED)

```

` Enumerator 2`1  0.025059  1.073084  0.0234  0.9813728
` Enumerator 3`1  0.735805  1.244672  0.5912  0.5545099
` Enumerator 4`1  0.924767  1.121661  0.8245  0.4098226
` Enumerator 5`1  -2.122250  0.854293  -2.4842  0.0131040 *
` Enumerator 6`1  -2.075423  0.942891  -2.2011  0.0278957 *
` Enumerator 7`1  0.970701  0.856549  1.1333  0.2573021
` Enumerator 8`1  -1.936167  0.888702  -2.1786  0.0295304 *
` Enumerator 9`1  -0.676205  1.047691  -0.6454  0.5187621
` Enumerator 10`1 -0.846384  1.321083  -0.6407  0.5218433
` Enumerator 11`1  1.591705  1.222878  1.3016  0.1932732
` Enumerator 12`1 -1.016320  1.221886  -0.8318  0.4056893
` Enumerator 13`1  1.132671  0.897880  1.2615  0.2073482
` Enumerator 14`1  0.651566  0.802610  0.8118  0.4170440
` Enumerator 15`1  0.338454  1.099075  0.3079  0.7581720
` Enumerator 16`1 -1.639729  0.941545  -1.7415  0.0818183 .
` Enumerator 17`1 -0.552320  1.020463  -0.5412  0.5884280
` Enumerator 18`1 -0.561884  0.980811  -0.5729  0.5668234
` Enumerator 19`1 -3.537780  0.812688  -4.3532  1.443e-05 ***
` Enumerator 20`1 -1.443587  1.036077  -1.3933  0.1637523
` Enumerator 21`1 -3.740045  1.090610  -3.4293  0.0006233 ***
` Enumerator 22`1 -3.243121  0.759448  -4.2704  2.088e-05 ***
` Enumerator 23`1 -1.183182  1.085933  -1.0896  0.2761040
` Enumerator 24`1 -0.304840  1.139989  -0.2674  0.7891972
` Enumerator 25`1 -5.525635  0.657999  -8.3976 < 2.2e-16 ***
` Enumerator 26`1 -0.090383  1.123029  -0.0805  0.9358664
` Enumerator 27`1  1.316379  0.984347  1.3373  0.1813458
` Enumerator 30`1  0.081197  1.593057  0.0510  0.9593573
` Enumerator 31`1 -4.607252  1.425471  -3.2321  0.0012585 **
` Enumerator 32`1 -2.779682  1.151748  -2.4134  0.0159349 *
` Enumerator 33`1 -3.707804  0.973809  -3.8075  0.0001467 ***
` Enumerator 34`1 -3.534264  0.994389  -3.5542  0.0003922 ***
` Enumerator 35`1 -4.429429  0.763947  -5.7981  8.341e-09 ***
---
Signif. codes:  0 '***' 0.001 '**' 0.01 '*' 0.05 '.' 0.1 ' ' 1

```

Model 3

Dependent variable: s8a_read_SUM (words in context)

t test of coefficients:

	Estimate	Std. Error	t value	Pr(> t)	
(Intercept)	14.756851	3.430766	4.3013	1.820e-05	***
SuspectDay1	-1.015291	1.303478	-0.7789	0.4361697	
Treated1	2.199840	2.117258	1.0390	0.2989887	
Female1	0.130863	0.515119	0.2540	0.7994999	
UrbanSchool1	0.095593	1.258195	0.0760	0.9394494	
commune11	4.934107	3.080250	1.6019	0.1094219	
commune21	-0.600096	2.421391	-0.2478	0.8043026	
cpmmune31	-0.071441	1.627953	-0.0439	0.9650032	

APPENDIX 23 – CHECKING FOR BIAS IN DATA COLLECTION (CONTINUED)

```

commune41      -4.957515    2.741750 -1.8082 0.0708043 .
commune51      3.382285    1.894977  1.7849 0.0745069 .
`Enumerator 1`1 -9.899627    3.492823 -2.8343 0.0046613 **
`Enumerator 2`1 -8.072868    3.350794 -2.4092 0.0161188 *
`Enumerator 3`1 -7.676446    4.169888 -1.8409 0.0658519 .
`Enumerator 4`1 -6.971190    4.173911 -1.6702 0.0951151 .
`Enumerator 5`1 -15.184071    1.889107 -8.0377 1.981e-15 ***
`Enumerator 6`1 -11.970951    2.686185 -4.4565 9.020e-06 ***
`Enumerator 7`1 -9.374520    2.640069 -3.5509 0.0003972 ***
`Enumerator 8`1 -14.393021    2.621371 -5.4906 4.778e-08 ***
`Enumerator 9`1 -13.860139    2.427472 -5.7097 1.390e-08 ***
`Enumerator 10`1 -10.841071    3.024970 -3.5839 0.0003506 ***
`Enumerator 11`1 -8.485190    3.272450 -2.5929 0.0096193 **
`Enumerator 12`1 -7.077972    2.635059 -2.6861 0.0073182 **
`Enumerator 13`1 -7.064810    2.817239 -2.5077 0.0122683 *
`Enumerator 14`1 -8.804728    2.211394 -3.9815 7.212e-05 ***
`Enumerator 15`1 -9.278583    3.868546 -2.3985 0.0165987 *
`Enumerator 16`1 -13.058036    2.350452 -5.5555 3.329e-08 ***
`Enumerator 17`1 -12.354703    2.923977 -4.2253 2.546e-05 ***
`Enumerator 18`1 -4.067975    4.525027 -0.8990 0.3688156
`Enumerator 19`1 -11.597070    3.227933 -3.5927 0.0003390 ***
`Enumerator 20`1 -12.985156    2.694287 -4.8195 1.602e-06 ***
`Enumerator 21`1 -15.451675    2.176778 -7.0984 2.033e-12 ***
`Enumerator 22`1 -12.571624    2.737009 -4.5932 4.772e-06 ***
`Enumerator 23`1 -14.822108    2.439006 -6.0771 1.589e-09 ***
`Enumerator 24`1 -13.946455    2.261567 -6.1667 9.192e-10 ***
`Enumerator 25`1 -17.783107    2.120779 -8.3852 < 2.2e-16 ***
`Enumerator 26`1 -11.309141    2.508919 -4.5076 7.125e-06 ***
`Enumerator 27`1 -6.299550    3.003501 -2.0974 0.0361434 *
`Enumerator 30`1 -3.335954    8.391929 -0.3975 0.6910474
`Enumerator 31`1 -15.290893    4.029928 -3.7943 0.0001546 ***
`Enumerator 32`1 -12.318228    2.664161 -4.6237 4.131e-06 ***
`Enumerator 33`1 -13.792000    2.808966 -4.9100 1.022e-06 ***
`Enumerator 34`1 -14.707154    2.680259 -5.4872 4.870e-08 ***
`Enumerator 35`1 -17.320293    2.173474 -7.9689 3.376e-15 ***
---
Signif. codes:  0 '***' 0.001 '**' 0.01 '*' 0.05 '.' 0.1 ' ' 1

```

Model 4

Dependent variable: "s1_vocab_SUM" (vocabulary)

t test of coefficients:

	Estimate	Std. Error	t value	Pr(> t)	
(Intercept)	8.3488639	0.7152931	11.6719	< 2.2e-16	***
SuspectDay1	0.2935529	0.3612680	0.8126	0.4166120	
Treated1	0.9808847	0.5477761	1.7907	0.0735705	.
Female1	0.0036326	0.0935183	0.0388	0.9690211	
UrbanSchool1	0.6845097	0.2445223	2.7994	0.0051930	**

APPENDIX 23 – CHECKING FOR BIAS IN DATA COLLECTION (CONTINUED)

```

commune11      1.4588835  0.8055673  1.8110 0.0703627 .
commune21      1.5499299  0.6774081  2.2880 0.0222897 *
cpmmune31     -0.0144713  0.4500238 -0.0322 0.9743518
commune41     -0.0235190  0.5398507 -0.0436 0.9652570
commune51      0.9839253  0.2424836  4.0577 5.240e-05 ***
`Enumerator 1`1 -1.3236019  0.8099686 -1.6341 0.1024625
`Enumerator 2`1  0.8016780  0.7004000  1.1446 0.2525775
`Enumerator 3`1  0.6069129  0.7570059  0.8017 0.4228512
`Enumerator 4`1  2.2222929  0.5131319  4.3308 1.595e-05 ***
`Enumerator 5`1  0.3783440  0.6439971  0.5875 0.5569706
`Enumerator 6`1  0.7261370  0.3630701  2.0000 0.0457011 *
`Enumerator 7`1  1.4860777  0.4368473  3.4018 0.0006889 ***
`Enumerator 8`1  1.7958444  0.4846239  3.7056 0.0002194 ***
`Enumerator 9`1 -0.2410620  0.4975463 -0.4845 0.6281085
`Enumerator 10`1 1.1857225  0.5667240  2.0922 0.0366033 *
`Enumerator 11`1 0.5187170  0.6581437  0.7882 0.4307463
`Enumerator 12`1 1.1446516  0.3772581  3.0341 0.0024583 **
`Enumerator 13`1 1.5689139  0.3129753  5.0129 6.072e-07 ***
`Enumerator 14`1 0.7906671  0.4369907  1.8093 0.0706196 .
`Enumerator 15`1 1.5313529  0.5494025  2.7873 0.0053893 **
`Enumerator 16`1 0.5527062  0.4575355  1.2080 0.2272559
`Enumerator 17`1 1.0117620  0.5210098  1.9419 0.0523538 .
`Enumerator 18`1 1.2126656  0.3671638  3.3028 0.0009823 ***
`Enumerator 19`1 1.0706636  0.5071520  2.1111 0.0349445 *
`Enumerator 20`1 1.3657793  0.3972586  3.4380 0.0006038 ***
`Enumerator 21`1 0.4406971  0.5797954  0.7601 0.4473330
`Enumerator 22`1 -0.1698804  0.5324478 -0.3191 0.7497337
`Enumerator 23`1 0.1675107  0.3612763  0.4637 0.6429635
`Enumerator 24`1 0.3925018  0.6430066  0.6104 0.5416887
`Enumerator 25`1 0.0503872  0.7772891  0.0648 0.9483235
`Enumerator 26`1 0.5860403  0.4224684  1.3872 0.1656153
`Enumerator 27`1 1.3212287  0.4733314  2.7913 0.0053229 **
`Enumerator 30`1 0.2681305  1.3306765  0.2015 0.8403384
`Enumerator 31`1 -1.0044973  0.7322181 -1.3719 0.1703362
`Enumerator 32`1 0.3704312  0.8819957  0.4200 0.6745580
`Enumerator 33`1 0.5591793  0.5942257  0.9410 0.3468619
`Enumerator 34`1 0.3518568  0.7726001  0.4554 0.6488810
`Enumerator 35`1 -0.2240954  0.5163728 -0.4340 0.6643724
---
Signif. codes:  0 '***' 0.001 '**' 0.01 '*' 0.05 '.' 0.1 ' ' 1

```

Model 5

Dependent variable: "s3_letter_name_SUM"

t test of coefficients:

```
(Intercept)      23.063855   4.370864   5.2767 1.530e-07 ***
```

APPENDIX 23 – CHECKING FOR BIAS IN DATA COLLECTION (CONTINUED)

SuspectDay1	-1.858538	1.342427	-1.3845	0.1664459	
Treated1	6.417933	2.585247	2.4825	0.0131663	*
Female1	0.064272	0.713375	0.0901	0.9282241	
UrbanSchool1	1.493297	1.532672	0.9743	0.3300772	
commune11	9.154932	4.337700	2.1105	0.0349944	*
commune21	0.612493	3.307938	0.1852	0.8531324	
cpmmune31	2.336145	3.136809	0.7448	0.4565511	
commune41	-4.632406	3.317449	-1.3964	0.1628308	
commune51	4.492778	2.492324	1.8026	0.0716665	.
`Enumerator 1`1	-12.398987	4.248240	-2.9186	0.0035741	**
`Enumerator 2`1	-11.913692	3.544698	-3.3610	0.0007983	***
`Enumerator 3`1	-7.430752	5.304219	-1.4009	0.1614696	
`Enumerator 4`1	-7.520495	4.106112	-1.8315	0.0672406	.
`Enumerator 5`1	-22.117710	2.175056	-10.1688	< 2.2e-16	***
`Enumerator 6`1	-16.229327	3.199506	-5.0724	4.474e-07	***
`Enumerator 7`1	-7.355904	3.525610	-2.0864	0.0371277	*
`Enumerator 8`1	-16.694141	2.755106	-6.0593	1.770e-09	***
`Enumerator 9`1	-17.614253	2.682240	-6.5670	7.304e-11	***
`Enumerator 10`1	-19.135273	4.068039	-4.7038	2.815e-06	***
`Enumerator 11`1	-10.896625	4.171891	-2.6119	0.0091035	**
`Enumerator 12`1	-13.195669	2.916368	-4.5247	6.579e-06	***
`Enumerator 13`1	1.209189	3.648779	0.3314	0.7403972	
`Enumerator 14`1	-1.673040	2.344747	-0.7135	0.4756430	
`Enumerator 15`1	-2.501691	5.160244	-0.4848	0.6278961	
`Enumerator 16`1	-13.695904	2.854149	-4.7986	1.775e-06	***
`Enumerator 17`1	-12.107860	3.804049	-3.1829	0.0014914	**
`Enumerator 18`1	-3.859019	3.920838	-0.9842	0.3251770	
`Enumerator 19`1	-8.140101	3.768039	-2.1603	0.0309247	*
`Enumerator 20`1	-13.148041	3.579286	-3.6734	0.0002487	***
`Enumerator 21`1	-10.266254	3.214648	-3.1936	0.0014376	**
`Enumerator 22`1	-11.506495	4.897583	-2.3494	0.0189459	*
`Enumerator 23`1	-13.445673	2.845357	-4.7255	2.535e-06	***
`Enumerator 24`1	-18.367550	2.993559	-6.1357	1.112e-09	***
`Enumerator 25`1	-20.246401	3.172686	-6.3815	2.405e-10	***
`Enumerator 26`1	-16.142684	2.953465	-5.4657	5.485e-08	***
`Enumerator 27`1	-12.897966	3.235065	-3.9869	7.052e-05	***
`Enumerator 30`1	-3.692135	9.468903	-0.3899	0.6966556	
`Enumerator 31`1	-22.565893	2.367039	-9.5334	< 2.2e-16	***
`Enumerator 32`1	-14.198837	4.340197	-3.2715	0.0010969	**
`Enumerator 33`1	-19.613808	3.163487	-6.2001	7.485e-10	***
`Enumerator 34`1	-16.519419	3.900419	-4.2353	2.437e-05	***
`Enumerator 35`1	-24.540514	2.173822	-11.2891	< 2.2e-16	***

Signif. codes: 0 '***' 0.001 '**' 0.01 '*' 0.05 '.' 0.1 ' ' 1					

Model 6

Dependent variable: "s4_letter_sound_SUM"

APPENDIX 23 – CHECKING FOR BIAS IN DATA COLLECTION (CONTINUED)

t test of coefficients:

	Estimate	Std. Error	t value	Pr(> t)	
(Intercept)	12.34456	4.07310	3.0307	0.002486	**
SuspectDay1	-1.80126	1.58094	-1.1394	0.254754	
Treated1	4.10244	2.20175	1.8633	0.062641	.
Female1	-0.37687	0.59081	-0.6379	0.523658	
UrbanSchool1	-0.16928	1.43256	-0.1182	0.905956	
commune11	5.55886	3.93987	1.4109	0.158497	
commune21	-0.77054	3.10715	-0.2480	0.804181	
cpmmune31	0.55733	2.20492	0.2528	0.800486	
commune41	-6.93034	3.06399	-2.2619	0.023864	*
commune51	2.41071	2.25357	1.0697	0.284933	
`Enumerator 1`1	-0.81282	3.46373	-0.2347	0.814503	
`Enumerator 2`1	0.82705	3.55993	0.2323	0.816323	
`Enumerator 3`1	0.60008	3.88465	0.1545	0.877259	
`Enumerator 4`1	5.91420	4.32868	1.3663	0.172078	
`Enumerator 5`1	-7.85466	2.48943	-3.1552	0.001639	**
`Enumerator 6`1	-4.32079	2.98845	-1.4458	0.148457	
`Enumerator 7`1	-2.75683	3.40538	-0.8096	0.418341	
`Enumerator 8`1	-6.75770	3.05242	-2.2139	0.027003	*
`Enumerator 9`1	-6.26101	2.99414	-2.0911	0.036707	*
`Enumerator 10`1	-3.91319	4.46517	-0.8764	0.380979	
`Enumerator 11`1	4.02825	3.55784	1.1322	0.257745	
`Enumerator 12`1	-0.99942	2.63832	-0.3788	0.704890	
`Enumerator 13`1	2.90841	2.53469	1.1474	0.251402	
`Enumerator 14`1	0.47311	2.56699	0.1843	0.853802	
`Enumerator 15`1	-0.87601	4.05956	-0.2158	0.829184	
`Enumerator 16`1	-6.64838	2.68536	-2.4758	0.013416	*
`Enumerator 17`1	-6.28647	3.27694	-1.9184	0.055272	.
`Enumerator 18`1	7.87158	4.99450	1.5761	0.115248	
`Enumerator 19`1	-3.61647	2.84579	-1.2708	0.204013	
`Enumerator 20`1	-2.61773	3.46096	-0.7564	0.449565	
`Enumerator 21`1	-7.91169	2.55334	-3.0986	0.001985	**
`Enumerator 22`1	-6.10749	3.38796	-1.8027	0.071657	.
`Enumerator 23`1	-4.86471	2.95592	-1.6458	0.100048	
`Enumerator 24`1	-3.43001	3.47777	-0.9863	0.324180	
`Enumerator 25`1	-9.42406	3.01189	-3.1290	0.001792	**
`Enumerator 26`1	-2.68155	2.76147	-0.9711	0.331693	
`Enumerator 27`1	-0.92783	2.90879	-0.3190	0.749795	
`Enumerator 30`1	3.59482	7.35504	0.4888	0.625094	
`Enumerator 31`1	-11.04406	4.01585	-2.7501	0.006037	**
`Enumerator 32`1	-8.35954	2.78940	-2.9969	0.002777	**
`Enumerator 33`1	-5.98219	3.51074	-1.7040	0.088617	.
`Enumerator 34`1	-4.39027	4.42429	-0.9923	0.321224	
`Enumerator 35`1	-11.27085	2.40326	-4.6898	3.011e-06	***

Signif. codes: 0 '***' 0.001 '**' 0.01 '*' 0.05 '.' 0.1 ' ' 1

Model 7

APPENDIX 23 – CHECKING FOR BIAS IN DATA COLLECTION (CONTINUED)

Dependent variable: Indicator (65% of boy students who, by the end of two grades can read and understand the meaning of grade level text, based on EGRA sections 8, 9 and 10) (is a binary variable of 1=pass, 0=fail)

z test of coefficients:

	Estimate	Std. Error	z value	Pr(> z)
(Intercept)	-1.539557	1.195297	-1.2880	0.197742
SuspectDay1	-0.421996	0.509779	-0.8278	0.407783
Treated1	0.687357	0.994352	0.6913	0.489402
Female1	-0.048225	0.199660	-0.2415	0.809142
UrbanSchool1	0.242401	0.413772	0.5858	0.557988
commune11	1.516437	1.205515	1.2579	0.208422
commune21	0.010083	1.084771	0.0093	0.992584
cpmmune31	-0.057198	0.489009	-0.1170	0.906886
commune41	-1.611754	0.857674	-1.8792	0.060215
commune51	0.633911	0.504009	1.2577	0.208487
`Enumerator 1`1	-1.750809	1.400189	-1.2504	0.211150
`Enumerator 2`1	0.133456	1.011498	0.1319	0.895033
`Enumerator 3`1	-15.815768	0.902150	-17.5312	< 2.2e-16 ***
`Enumerator 4`1	-0.217049	0.992704	-0.2186	0.826927
`Enumerator 5`1	-1.667877	0.639405	-2.6085	0.009094 **
`Enumerator 6`1	-1.765976	1.111447	-1.5889	0.112083
`Enumerator 7`1	-0.414671	0.625192	-0.6633	0.507158
`Enumerator 8`1	-2.246486	1.094933	-2.0517	0.040198 *
`Enumerator 9`1	-2.870425	1.130264	-2.5396	0.011098 *
`Enumerator 10`1	-1.692624	0.847060	-1.9982	0.045691 *
`Enumerator 11`1	-0.523170	0.823547	-0.6353	0.525256
`Enumerator 12`1	-0.511219	0.604347	-0.8459	0.397607
`Enumerator 13`1	-0.313542	0.624944	-0.5017	0.615870
`Enumerator 14`1	-0.698869	0.638498	-1.0946	0.273713
`Enumerator 15`1	-0.341635	0.770600	-0.4433	0.657523
`Enumerator 16`1	-2.539632	0.900374	-2.8206	0.004793 **
`Enumerator 17`1	-0.931992	1.090859	-0.8544	0.392902
`Enumerator 18`1	0.425581	0.627216	0.6785	0.497440
`Enumerator 19`1	-0.935734	0.870572	-1.0748	0.282442
`Enumerator 20`1	-1.735813	0.860562	-2.0171	0.043688 *
`Enumerator 21`1	-18.264736	0.848255	-21.5321	< 2.2e-16 ***
`Enumerator 22`1	-1.081488	0.689656	-1.5682	0.116845
`Enumerator 23`1	-2.447330	1.163032	-2.1043	0.035355 *
`Enumerator 24`1	-1.276504	0.815084	-1.5661	0.117325
`Enumerator 25`1	-18.215383	0.773266	-23.5564	< 2.2e-16 ***
`Enumerator 26`1	-0.793533	0.754356	-1.0519	0.292829
`Enumerator 27`1	0.084176	0.738801	0.1139	0.909288
`Enumerator 30`1	0.917537	1.305387	0.7029	0.482127
`Enumerator 31`1	-1.453022	1.360084	-1.0683	0.285370
`Enumerator 32`1	-1.708470	1.126150	-1.5171	0.129244
`Enumerator 33`1	-1.433385	0.909631	-1.5758	0.115075
`Enumerator 34`1	-1.287536	0.905459	-1.4220	0.155035

APPENDIX 23 – CHECKING FOR BIAS IN DATA COLLECTION (CONTINUED)

`Enumerator 35`1 -3.355790 1.182424 -2.8381 0.004539 **

Signif. codes: 0 '***' 0.001 '**' 0.01 '*' 0.05 '.' 0.1 ' ' 1

Conclusion: Of the 7 tests, none found that 'SuspectDay' was significant. This, it can be said that how sampling was performed the first days had little and probably no influence on the data collected.

APPENDIX 24 – INDICATOR CALCULATIONS

Indicator	Definition	Source	Description	Calculation	Comments
Improved Literacy: % boy students who, by the end of two grades of can read and understand the meaning of grade level text. % girl students who, by the end of two grades of can read and understand the meaning of grade level text.	The national education curriculum defines reading comprehension standards for each grade. The project will use these standards to design an early-grade assessment to test reading levels. Unit of Measure: percent grade 2 boys / girls (<u>a statistical sample that is representative of that population is adequate</u>)	EGRA (sections 8, 9 and 10)	Improved literacy defined as obtaining 2 out of 5 points 'PASS' (less than 50%) on the reading and comprehension parts (sections 8, 9 and 10) of the test (same as Mid-term). Usually, 3 points out of 5 is considered to be the lowest acceptable performance to be considered "competent" in any academic performance in Benin, so the selection of 2 points out of 5 is very conservative.	$I_{1,2} = \frac{\sum_i^{N_s} A_{s_{ij} EGRA} * pass_{ij}}{\sum_i^{N_s} A_{s_{ij} EGRA}}$ N_s = Total sample size across all schools $pass_{ij}$ = is a binary variable {0,1} taking the value one if student i obtained 2 out of 5 points 'PASS' <i>*Evaluate girls and boys in the same way, just separating the sample</i>	Not calculated in baseline. Advisem conducted baseline calculations. However, baseline calculation could not be weighted due to lack of class size data for all schools.
Improved Attentiveness: % of students in target schools who are identified as attentive during class / instruction	DEFINITION: A <u>statistically representative sample of target Students observed</u> for attentiveness Unit of Measure: Percent	Classroom Observation	Percentage of students identified as attentive divided by all students observed. Will be disaggregated by gender.	$I_{3,4} = \frac{\sum_i^{N_s} A_{s_{ij} cl} * att_{ij}}{\sum_i^{N_s} A_{s_{ij} cl}}$ N_s = Total sample size across all schools att_{ij} = is a binary variable {0,1} taking the value one if student was attentive and 0 if the student was inattentive <i>*Evaluate girls and boys in the same way, just separating the sample</i>	

APPENDIX 24 – INDICATOR CALCULATIONS (CONTINUED)

Indicator	Definition	Source	Description	Calculation	Comments
Reduced Short-Term Hunger: % of parents in target schools indicate that their children were “hungry” during the school day	<p>DEFINITION: Percent of parents whose children (taken from a statistically representative sample) state they were “hungry” during the school day.</p> <p>Unit of Measure: Percent (one parent is counted as many times as the number of his/her hungry children)</p>	Parent Survey (section 108; Q 7)	<p>Percent of parents who indicate that a child was hungry at school the week before.</p> <p>One parent counted as many times for the number of their hungry children</p>	$I_5 = \frac{P_a}{P_o} * 100$ <p> P_a = # parents whose children were hungry P_o = # questioned parents I_5 = % of parents whose children were hungry </p>	Baseline incorrectly derived one value for each parent (a binomial indicator of responded that any of his or her children were hungry during the school day last week. Not possible to correctly answer indicator from baseline as only one value was obtained (not for each child).
Reduced Health-Related Absences: % of students who report a decrease in health-related absences	<p>DEFINITION: Statistically representative sample of students who self-report on health-related absences</p> <p>Unit of Measure: Percent (number of students absent due to illness/total number of absent student)</p>	Teacher Survey (Qs 206-209)	This will be calculated by determining the percentage of students absent due to illness divided by the total number of absent students and the total number of students in the classroom (to have comparable results with the baseline).	$I_6 = \left(\left(\frac{H_{ai}}{H_a} \right) \div T \right) * 100$ <p> I_6 = % of health-related absences in school j H_{ai} = # students absent due to illness in a class H_a = Total # absent students (or total # of students in class) in a class T = Total # of teachers interviewed </p>	Not calculated correctly in baseline (number of students in class c of school j who had health related absences divided by is the total number of students in class c of school j). However, to have comparable results the endline will calculate this way.
Increased Community Understanding of Benefits of Education: % of parents in target communities who can name at least three benefits of primary education	<p>DEFINITION: Percent of parents who can name at least 3 benefits of schooling (socio-economic, personal/socialization of children, society gains, etc.)</p> <p>Unit of Measure: Percent, disaggregated by sex, target community</p>	Parent Survey (Q 118)	<p>Each parent will be classified as having met the goal (by naming three or more reasons), or not (by naming less than three reasons). Other responses were checked and removed only if they did not answer the question.</p> <p>Disaggregation by sex.</p>	$I_7 = \frac{P_a}{P} * 100$ <p> I_7 = % of parents in who can name these benefits P_a = # of parents who can name these benefits P = all parents surveyed </p>	Baseline also include a negative answer if the respondent said that his or her child’s education is not important. However, this question is not utilized in the endline.

APPENDIX 24 – INDICATOR CALCULATIONS (CONTINUED)

Indicator	Definition	Source	Description	Calculation	Comments
Increased Capacity of Government Institutions: Students in 144 schools assessed using Early Grade Reading Assessment tool	DEFINITION: Number of classrooms in target schools where children's literacy levels are assessed by INFRE-trained enumerators using Early Grade Literacy Assessment Instrument. Unit of Measure: Number	EGRA	Will be derived through program records.	Will be derived through program records.	
Increased Use of Health and Dietary Practices: % of students in schools receiving USDA assistance receiving a minimum acceptable diet	DEFINITION: Percent of statistically representative sample of students (male/female) receiving a minimum acceptable diet from USDA supported canteen activities and family meals. Dietary diversity is defined as the number of individual food items or food groups consumed over a given period of time. It is measured by counting the number of food groups rather than food items consumed. At the individual level it reflects dietary quality (mainly micronutrient adequacy of the diet). Unit of Measure: Percent	Parent Survey (Section 108, Qs 9, 11-17)	Foods were classified into the seven food groups as specified by USDA. Parents will also be asked how often their children ate the day before. Any answer greater than 7 times will be classified as 7 times. A minimum acceptable diet is defined as eating 4 or more of these food groups, and a minimum frequency of 3 times a day.	$I_9 = \frac{D_a}{D} * 100$ $I_9 =$ % of students in school j with minimum acceptable diet $D_a =$ # of parents in who testify their children eat 4+ food groups and 3 times a day $D =$ # of parents surveyed (parent needs to be counted as many times as children they have)	Note that baseline results provided only contains one value per parent. Final evaluation correctly focuses on each school child of the parent.
Percent of schools with soap and water at hand washing stations commonly used by students	DEFINITION: This indicator allows to verify the application of one of the three key hygiene practices Observation: -Presence of water at hand washing station -Presence of soap or ash -Signs of use Unit of measure: Percent	Observational Tool (Q: 103, 104 and 105)	To be considered a 'yes'; 50% or more of hand washing stations must have soap and water and the enumerator must provide the answer 'yes, very much' to whether there is evidence that students are using the stations.	$I_{10r} = \frac{N_{10r}}{N_r} * 100$ $I_{10u} = \frac{N_{10u}}{N_u} * 100$ $I_{10} = \left(\frac{41}{48} * I_{10r} \right) + \left(\frac{7}{48} * I_{10u} \right)$ $I_{10r} =$ % of rural schools with soap and water at hand washing. $N_{10r} =$ # rural schools with soap and water at hand washing. $N_r =$ total # of rural schools	First time being measured.

APPENDIX 24 – INDICATOR CALCULATIONS (CONTINUED)

Indicator	Definition	Source	Description	Calculation	Comments
				I_{10u} = % of urban schools with soap and water at hand washing. N_{10u} = # urban schools with soap and water at hand washing. N_u = total # of urban schools I_{10} = Percent of schools with soap and water at hand washing	
Increased capacity of Government Institutions: Number of government staff in relevant ministries/offices implicated in canteen /commodity management training	DEFINITION; Relevant government staff with an active role in training canteen committees in proper handling of commodities Unit of Measure: Number	Project reports. If possible, confirmed through KIIs.	Confirmation will be determined through questioning in KIIs. However, will be dependent on the ability of consultants to meet with these individuals.	Project reports.	
Improved Quality of Literacy Instruction: % of teachers who devote at least an average of 45 minutes a day to literacy instruction (in the PMP - 45 minutes twice a day to literacy)	DEFINITION: Measure the number of teachers devoting time and attention to daily literacy instruction Unit of Measure: Number of teachers	Project records as PMP states Project M&E & literacy staff in collaboration with DIP School Inspectors & INFRE pedagogical experts are responsible for data collection. Will be confirmed through: Teacher Survey (Qs 315 and 316)	Teachers were asked to report how long their last literacy instruction period was and how many times per week they teach literacy. The indicator relates to 225 minutes of literacy instruction a week. Baseline: had passed the target of 70%.	$I_{12} = \frac{T_a}{T} * 100$ I_{12} = % teachers average of 45 minutes a day in school j T_a = # of teachers average of 45 minutes a day T = total # teachers surveyed	Percentage is a more appropriate estimation as the consultants will not know the global population of teachers.

APPENDIX 24 – INDICATOR CALCULATIONS (CONTINUED)

Indicator	Definition	Source	Description	Calculation	Comments
Improved Literacy Instructional Materials: Number of teachers correctly using the national literacy curriculum and the related instructional materials	Number of teachers of 1 st and 2 nd grades using the national literacy curriculum. Will be reported as a percentage.	Project records as PMP states Project M&E & literacy staff in collaboration with DIP School Inspectors & INFRE pedagogical experts are responsible for data collection. Will be confirmed through: Teacher Survey (Q 314) Or Principal Survey (Q 213)	Teachers will have to respond 'yes' to this question to be a positive answer, not 'somewhat' or 'no'. Principals have to respond 'yes' to this question to be a positive answer, not 'no'.	$I_{13} = \frac{T_c}{T} * 100$ <p>T_c = Number of teachers (1st and 2nd grade) correctly using the national literacy curriculum and the related instructional</p> <p>T = total # teachers (1st and 2nd grade) surveyed</p> <p>I_{13} = % of 1st and 2nd grade teachers correctly using the national literacy curriculum and the related instructional</p>	Target is assumed to be 144 teachers in each of the two grades.
Improved Average Teacher Attendance Rate Average teacher attendance rate for each school	DEFINITION: Teacher attendance based on sign-in registers kept by the director at each school, Unit is the number of days present in the school year. The rate is the number of days present in the school year divided by total number of school days in the school year, and then the average attendance per school and for all schools in the program.	Principal Survey (Qs 603 to 608)	Done by trimester like in the baseline. Had to use the September – December 2017 trimester due to the strike.	$r_{jt} = \frac{67 - a_{jt}}{67}$ $r_j = \frac{\sum_{t=1}^{n_{jt}} r_{jt}}{n_{jt}}$ $I_{14} = \frac{r_j}{P} * 100$ <p>The principal reported the number of days () teacher t was absent. The reported number of days was subtracted from the total number of days last trimester (67) and divided by the total number of days to achieve the rate reported r_{jt}.</p> <p>Teacher attendance rates (r_j) were then averaged by school by</p>	

APPENDIX 24 – INDICATOR CALCULATIONS (CONTINUED)

Indicator	Definition	Source	Description	Calculation	Comments
				<p>summing all the rates and dividing by the number of teachers surveyed in school (njt).</p> <p>P = number of principals surveyed</p> <p>I_{14} = average teacher attendance rate (reported as a %)</p>	
<p>Increased Skills and Knowledge of Teachers:</p> <p>Number of teachers in target schools who demonstrate use of new and quality teaching techniques or tools.</p> <p>Will focus on CI and CP teachers.</p>	<p>Number of teachers /teaching assistants who are using improved techniques and tools in their classrooms as a result of USDA assistance.</p> <p>Successful application requires that teachers, educators, teaching assistants have incorporated the learned methods into their curriculum and are actively applying these methods in their daily classroom instruction.</p> <p>Unit of Measure: number</p> <p>Will be reported as a percentage, because we do not know total population.</p>	<p>Project records as PMP states Project and INFRE trained and supervised enumerators and field managers are responsible for data collection</p> <p>Will be confirmed through: Teacher Survey. <u>Self reflection</u> of teachers (Q 313).</p> <p>Verified through Principal Survey (Q 210)</p>	<p>Teachers will have to respond 'yes' to this question to be a positive answer, not 'somewhat' or 'no'.</p> <p>Principals will have to respond 'yes' to this question to be a positive answer, not 'somewhat' or 'no'.</p>	$I_{15} = \frac{T_d}{T} * 100$ <p>T_d = Number of teachers (1st and 2nd grade) who demonstrate use of new and quality teaching techniques or tools</p> <p>T = total # teachers (1st and 2nd grade) surveyed</p> <p>I_{13} = % of 1st and 2nd grade teachers who demonstrate use of new and quality teaching techniques or tools</p>	

APPENDIX 24 – INDICATOR CALCULATIONS (CONTINUED)

Indicator	Definition	Source	Description	Calculation	Comments
Increased Skills and Knowledge of School Administrators: Number of school administrators in targeted schools who demonstrate use of new techniques or tools	DEFINITION: Number of school administrators who are applying the new knowledge and skills received in USDA supported training and certification programs. School administrators should demonstrate the use of at least One new technique or technology in their standard practices or quality assurance of instruction, Unit of measure: number	Project records as PMP states INFRE, WEI Training Coordinator, NGO field agents are responsible for data collection Will be confirmed through: Director Survey. <u>Self reflection</u> of directors (Q 113).	Principals will have to respond 'yes' to this question to be a positive answer, not 'somewhat' or 'no'. A 'please give an example' question has been added so principals provide proof.	$I_{16} = \frac{P_d}{P} * 100$ <p>P_d = Number of principals who demonstrate use of new and quality teaching techniques or tools</p> <p>P = total # principals surveyed</p> <p>I_{16} = % of principals who demonstrate use of new and quality teaching techniques or tools</p>	

APPENDIX 25 – FIELD MISSION SCHEDULE

Below is the schedule for the evaluation team's field visit in Benin.

Day#	Date			Qualitative			Qualitative		
				Consultant	Activity	Location	Consultant	Activity	Location
00	Feb	Sunday	25	██████	Inception report and evaluation discussions	Cotonou	██████	Inception report and evaluation discussions	Cotonou
00	Mar	Wed	7	██████	Departure	Cotonou			
1	June	Saturday	2	██████	Departure for Cotonou		██████		
2		Sunday	3	██████	Departure Cotonou-Kandi		██████		
3		Monday	4	██████	Training of Facilitators	Kandi	██████	Training of Enumerators	Kandi
4		Tuesday	5	██████	Conducting Exercises	██████, Gogonou, Kalale	██████	Training of Enumerators	Kandi
5		Wednesday	6	██████	Conducting Exercises	██████, Kandi, Alibori,	██████	Training of Enumerators	Kandi
6		Thursday	7	██████	Conducting Exercises	██████, Bourgou-Kalale	██████	Training of Enumerators	Kandi
7		Friday	8	██████	Conducting Exercises	██████, Mallenville	██████	Data Gathering in Kandi, Debriefing, cleaning Data, addressing challenges /	Kandi
8		Saturday	9	██████	Transcribing Exercises	Kandi	██████	Debriefing, cleaning Data, addressing challenges / Data Gathering.	
9		Sunday	10	██████	Transcribing Exercises	Kandi	██████	Preparations for Field Work	
10		Monday	11	██████	KIs	Kandi	██████	Data Gathering	All regions

APPENDIX 25 – FIELD MISSION SCHEDULE (CONTINUED)

Day#	Date			Qualitative			Qualitative		
				Consultant	Activity	Location	Consultant	Activity	Location
11		Tuesday	12	██████	KIIs/Travel to Cotonou	Parakou/Kandi	██████	Data Gathering	All regions
12		Wednesday	13	██████	KIIs	Cotonou/Porto Novo	██████	Data Gathering	All regions
13		Thursday	14	██████	KIIs	Cotonou/Porto Novo. Debriefing with CRS/Travel out	██████	Data Gathering	All regions
14	June	Friday	15	██████	Travel		██████	Travelling to Cotonou	
15		Saturday	16				██████	Debriefing, cleaning Data, addressing	Cotonou
16		Sunday	17				██████	Debriefing, cleaning Data, addressing	Cotonou
17		Monday	18				██████		
18		Wednesday	27				██████	Travels overnight to Kandi	
19		Thursday	28				██████	Data Gathering	All regions
20		Friday	29				██████	Data Gathering	All regions
21		Saturday	30				██████	Travel Kandi-Cotonou	

APPENDIX 26 – PERFORMANCE MEASUREMENT FRAMEWORK AND INFORMATION AVAILABLE AT THE INCEPTION REPORT STAGE AND BEFORE FIELD WORK

Result Stream	Intermediate Result	Expected Result	Tool or Data Source for Information	Specific Endline Survey	Responsibility for Information	Comments
MGD SO 1: Improved Literacy of School-Age Children						
		<ul style="list-style-type: none"> 65% of boy students who, by the end of two grades can read and understand the meaning of grade level text 	EGRA	Yes	Evaluation team	
		<ul style="list-style-type: none"> 22,621 males benefiting directly from USDA-funded interventions 	Project records	No	CRS	
		<ul style="list-style-type: none"> 60% of girl students who, by the end of two grades, can read and understand the meaning of grade-level text 	EGRA	Yes	Evaluation team	
		<ul style="list-style-type: none"> 22,879 females benefiting directly from USDA-funded interventions 	Project records	No	CRS	Will be verified through FGDs with students
		<ul style="list-style-type: none"> 220,783 individuals benefiting indirectly from USDA-funded interventions 	Project records	No	CRS	Will be verified through FGDs with students
1.1 IMPROVED QUALITY OF LITERACY INSTRUCTION	70% of teachers who devote at least an average of 45 minutes a day to literacy instruction		Program observation, interviews, sites visits. Who: Project M&E and literacy staff with DIP School Inspectors and WERE pedagogical experts	Yes, but should also be validated through means in PMP	CRS / Evaluation team	Will be verified through Teacher Survey.
	1.1.1 More consistent teacher attendance	75% average teacher attendance rate for each school and aggregated by district	Teacher attendance registers.	No (End of Program)	CRS	Will be verified through Director Survey and FGDs with teachers, students, and KIs with school administrators.
	1.1.2 Better access to school supplies and materials	4,230 textbooks and other teaching and learning materials provided as a result of USDA assistance	Project records	No	CRS	
	1.1.3 Improved literacy instructional materials	144 teachers using the national literacy curriculum and the related instructional materials	Project records	No	CRS / Evaluation team	Will be verified through Teacher Survey.
	1.1.4 Increased skills and	144 teachers/educators/teaching assistants trained or	Project training records and reports	No	CRS	Perceived quality of training will be assessed

APPENDIX 26 – PERFORMANCE MEASUREMENT FRAMEWORK AND INFORMATION AVAILABLE AT THE INCEPTION REPORT STAGE AND BEFORE FIELD WORK (CONTINUED)

Result Stream	Intermediate Result	Expected Result	Tool or Data Source for Information	Specific Endline Survey	Responsibility for Information	Comments
	knowledge of teachers	certified as a result of USDA assistance				through FGDs with teachers.
		144 teachers in target schools who demonstrate use of new and quality teaching techniques or tools	Program observation, interviews, sites visits	Yes, but should also be validated through means in PMP	CRS / Evaluation team	Will be verified through Teacher Survey. <u>Self reflection</u> of teachers, FGDs with Teachers and classroom observation.
	1.1.5 Increased skills and knowledge of school administrators	144 school administrators or officials trained or certified as a result of USDA assistance	Project training records and reports	No	CRS	Will be verified through Director Survey. Perceived quality of training will be verified by KIIs with school directors.
		106 school administrators in targeted schools who demonstrate use of new techniques or tools	Program observation, interviews sites visits.	Yes, but should also be validated through means in PMP)	CRS	Will be verified through Director Survey. <u>Self reflection</u> of directors, and in KIIs with school directors
1.2 IMPROVED ATTENTIVENESS	75% of students in target schools who are identified as attentive during class/instruction		Attentiveness Observation Tool	Yes	Evaluation team	
	1.2.1 Reduced short-term hunger	Less than 20% of parents in target schools indicate that their children were “hungry” during the school day	Parent Survey (Chart in the survey)	Yes	Evaluation team	Will be verified through FGDs with parents
	1.2.1.1 Increased access to food (school feeding)	95% of students in target schools consuming daily meals at school	School registers; reported biannually	No	CRS	Will be verified through FGDs with students and Parents
		22,268 boy students receiving daily school meals (breakfast, snack, lunch) as a result of USDA assistance	School registers; reported biannually	No	CRS	Will be verified through FGDs with students.
		21,536 girl students receiving daily school meals (breakfast, snack, lunch) as a result of USDA assistance	School registers; reported biannually	No	CRS	Will be verified through FGDs with students.
		18,756,998 daily school meals (breakfast, snack, lunch) provided to school-	School registers;	No	CRS	

APPENDIX 26 – PERFORMANCE MEASUREMENT FRAMEWORK AND INFORMATION AVAILABLE AT THE INCEPTION REPORT STAGE AND BEFORE FIELD WORK (CONTINUED)

Result Stream	Intermediate Result	Expected Result	Tool or Data Source for Information	Specific Endline Survey	Responsibility for Information	Comments
		age children as a result of USDA assistance	reported biannually			
		80,703 take-home rations provided as a result of USDA assistance	School registers; reported biannually	No	CRS	
		13,884 girls receiving take-home rations as a result of USDA assistance	School registers; reported biannually	No	CRS	
		13,017 boys receiving take-home rations as a result of USDA assistance	School registers; reported biannually	No	CRS	
1.3 IMPROVED STUDENT ATTENDANCE	19,607 boy students regularly (80%) attending USDA-supported classrooms/schools 80% attendance during normal school operating hours during the school year		Individual student data from school/teacher attendance records	No (End of Program)	CRS	
	19,069 female students regularly (80%) attending USDA-supported classrooms/schools 80% attendance during normal school operating hours during the school year		Individual student data from school/teacher attendance records	No (End of Program)	CRS	
	1.3.2 Reduced health-related absences	2% of students who report a decrease in health-related absences	Teacher Survey	Yes	Evaluation team	Will be verified through FGDs with Teachers and Parents, as well as Parent Survey.
	1.3.3 Improved school infrastructure	144 school kitchens rehabilitated/constructed as a result of USDA assistance	Project Records	No	CRS	School observations
		252 cabins rehabilitated/constructed as a result of USDA assistance	Project Records	No	CRS	Will be verified through interviews with School Director and students
		144 storerooms rehabilitated/constructed as a result of USDA assistance	Project Records	No	CRS	Will be verified through FGDs with Networks (PTAs, SILCs, and Canteen Management Committees)

APPENDIX 26 – PERFORMANCE MEASUREMENT FRAMEWORK AND INFORMATION AVAILABLE AT THE INCEPTION REPORT STAGE AND BEFORE FIELD WORK (CONTINUED)

Result Stream	Intermediate Result	Expected Result	Tool or Data Source for Information	Specific Endline Survey	Responsibility for Information	Comments
	1.3.4 Increased student enrollment	21,536 girls enrolled in schools with USDA assistance	School enrollment registers	No	CRS	
		22,268 boys enrolled in schools with USDA assistance	School enrollment registers	No	CRS	
	1.3.5 Increased community understanding of benefits of education	60% of parents in target communities who can name at least three benefits of primary education	Parent Survey	Yes	Evaluation team	Will be verified through FGDs with Parents.
1.4 FOUNDATIONAL RESULTS	1.4.1 Increased capacity of government institutions	Students in 144 schools assessed using Early Grade Reading Assessment tool	EGRA	Yes	Evaluation team	Will be verified through interviews with relevant Government stakeholders and project records
	1.4.4 Increased engagement of local organizations and community groups	22,268 male social assistance beneficiaries participating in productive safety nets as a result of USDA assistance	Project records	No	CRS	Will be verified through FGDs with networks
		21,536 female social assistance beneficiaries participating in productive safety nets as a result of USDA assistance	Project records	No	CRS	Will be verified through FGDs with networks
		92 parent-teacher associations (PTAs) or similar “school” governance structures supported as a result of USDA assistance	Project records	No	CRS	Will be verified through FGDs with Networks and KIs with School Directors
		100% of schools in target communities with active PTAs or similar “school” governance structures	Project records	No	CRS	Will be verified through FGDs with Networks

APPENDIX 26 – PERFORMANCE MEASUREMENT FRAMEWORK AND INFORMATION AVAILABLE AT THE INCEPTION REPORT STAGE AND BEFORE FIELD WORK (CONTINUED)

Result Stream	Intermediate Result	Expected Result	Tool or Data Source for Information	Specific Endline Survey	Responsibility for Information	Comments
MGD SO 2: Increased Use of Health and Dietary Practices <ul style="list-style-type: none"> 95% of students in schools receiving USDA assistance receiving a minimum acceptable diet 			Parent Survey	Yes	Evaluation team	
2.1 IMPROVED KNOWLEDGE OF HEALTH AND HYGIENE PRACTICES		40% of parents in target schools who achieve a passing score on a test of good health and hygiene practices	Pre- and post-test results. Reported Biannually.	No	CRS	Will be verified through FGDs with Parents
		50% of students in target schools who achieve a passing score on a test of good health and hygiene practices	Not in PMP Pre- and post-test results	No	CRS	Will be verified through FGDs with Students
2.2 INCREASED KNOWLEDGE OF SAFE FOOD PREP AND STORAGE PRACTICES		100% of food preparers at target schools who achieve a passing score on a test of safe food preparation and storage	Pre- and post-test results. Reported Biannually.	No	CRS	
2.3 INCREASED KNOWLEDGE OF NUTRITION		4 female teachers trained in child health and nutrition as a result of USDA assistance (school gardens)	Project records	No	CRS	
		21 male teachers trained in child health and nutrition as a result of USDA assistance (school gardens)	Project records	No	CRS	
2.4 INCREASED ACCESS TO CLEAN WATER AND SANITATION SERVICES		100% of schools using an improved water source 100% of schools using an improved water source	Project records	No	CRS	Will be verified through school observation
		144 schools with improved sanitation facilities (latrines)	Project records	No	CRS	Will be verified through school observation
2.6 INCREASED ACCESS TO REQUISITE FOOD PREP AND STORAGE TOOLS AND EQUIPMENT		144 target schools with improved food preparation and storage equipment	Way bill; delivery note	No	CRS	Will be validated through Director Survey.
2.7 FOUNDATIONAL RESULTS	2.7.1 Increased capacity of government institutions	4 government staff in relevant ministries/offices implicated in canteen/commodity management training	Project records	Yes - KIs with Government Officers	Evaluation team	Input from CRS

APPENDIX 26 – PERFORMANCE MEASUREMENT FRAMEWORK AND INFORMATION AVAILABLE AT THE INCEPTION REPORT STAGE AND BEFORE FIELD WORK (CONTINUED)

Result Stream	Intermediate Result	Expected Result	Tool or Data Source for Information	Specific Endline Survey	Responsibility for Information	Comments
	2.7.4 Increased engagement of local organizations and community groups	71 nutrition or health initiatives or activities pursued in partnership between government and local community groups	Project records	No	CRS	Will be verified through FGDs with Networks
MGD illustrative: Percent of schools with soap and water at hand-washing stations commonly used by students ¹¹			Observational Tool	Yes	Evaluation team	

¹¹ To be considered a “yes,” 50% or more of hand-washing stations must have soap and water in each school and the enumerator must provide the answer “yes, very much” to whether there is evidence that students are using the stations.

APPENDIX 27 – TERMINOLOGY AND DEFINITIONS

Below are the main terms and concepts the evaluation team used in organizing the data collection and analysis, presenting conclusions and framing recommendations. The first set are those used by the evaluation community in general—from DAC/OECD, the UN and development agencies—and refer to criteria against which to assess implementation and results and to explain those results (for instance, why they are/are not happening). The second set specifically relate to/are taken from the FFE project, where possible quoted directly from key documents, but otherwise based on the evaluation team’s interpretation of references in them.

SET A

- *Appropriateness* – Concerns the technical aspects or methods of a project, such as the extent to which FFE’s design and activities are consistent with good education, health and hygiene practice and likely therefore to result in solutions to the problems it is trying to address or objectives/changes it is trying to realize. Appropriateness also takes into account specific contextual, capacity and resource factors, such as an approach may be technically appropriate in the US, but not in Benin given the surrounding conditions.
- *Effectiveness* – Concerns the success of a project in realizing its expected results (for instance, have the policy leaders, implementers and partners fulfilled their roles, responsibilities and functions in ways that have contributed, or are likely to contribute, to the well-being of beneficiaries, communities, the government, the development needs of the sector?).
- *Efficiency* – Concerns the extent to which a project’s resources (inputs) have been well-balanced against the cost and quality of activities delivered, and results achieved. It concerns time, effort, funds and reputation, and is measured by both value-for-money and also by stakeholders’ perception of whether the activity was “worth the effort” (meaning would they do it again?).
- *Indicator* – Also called evidence, indicators are the measures that a project and its partners, donors and beneficiaries agree will be used to confirm that a result (outcome) is being/has been achieved. Outcomes typically have multiple indicators reflecting their different aspects. Indicators are not targets; targets define the extent (number, scope, degree) an indicator is expected to reach during the project (benchmarks) or by its end (ideally set against baselines). Indicators are set at the beginning, but can be changed if found to be inadequate or inappropriate as evidence of results.
- *Impact* – This is related to positive and negative, primary and secondary long-term effects produced by a development intervention, directly or indirectly, intended or unintended.
- *Informed and timely action* – Also called knowledge management, this concerns the extent to which a project has designed and consistently applied from the outset good quality results-based monitoring and evaluation regime; and has used these data to guide, adapt and improve resources and action in a flexible and responsive way.
- *Innovation/creativity* – This is related to informed action above in that it concerns the extent to which a project has been able to adapt to new information and changing circumstances in ways that increase the likelihood of outcomes being realized (for instance, has it been able to

APPENDIX 27 – TERMINOLOGY AND DEFINITIONS (CONTINUED)

experiment with variations of the design, been ready to take risks to achieve added value, and/or generated and used lessons learned from its ongoing experience?).

- **Outcome** – An outcome is a describable or measurable change that is produced through a project’s inputs or outputs. Outcomes can be described by degrees of change (as immediate, intermediate or ultimate, for instance). *Immediate outcomes* are the weakest changes realized by project beneficiaries, and may not be sustainable. However, they contribute to *intermediate outcomes* that are more substantial and reflect a significant change in beneficiary thinking or capacities. Such changes are likely to be sustained because the individuals have consolidated them in some way. Intermediate outcomes then contribute to *ultimate outcomes* (usually one per project) that are changes in the wider environment. Ultimate outcomes are usually outside the control of the project, but concern the change towards which the project aims to contribute. Often an ultimate outcome is framed as the rationale for the project.
- **Output** – Outputs are products of the project itself, in terms of actions taken and completed, such as modules developed, teachers trained, materials written. They exist within the boundaries, and are due to the capacities and resources, of the project. They do not say anything about the effects on beneficiaries—whether they changed beneficiaries or not:
 - If CRS staff make the planning and management decisions about the food supply, the fact that food is supplied in a timely, sufficient way is an output (produced by the project), whereas if planning and management decisions are made by the AMEs or APEs following training, then it is an outcome (a change in beneficiaries—their knowledge, skills, commitment, etc.).
 - If teachers are trained on the modules by the WEI, this is an output (an activity completed by the project), whereas if those teachers later demonstrate their new learning in their teaching methods, then it is an outcome (a change in beneficiaries, their knowledge and skills).
 - If use of these skills is modest and teachers do not adapt them to different classroom situations, it is an immediate outcome, subject to decay if there is no follow-up to support the teachers in the classroom. If their use of the skills is continuing to strengthen over time, to be adapted, to be talked about with other teachers, it is an intermediate outcome—consolidated and so likely to be sustained because teachers have internalized commitment to it. The ultimate outcome in this case might be “All Benin children, boys and girls, have a positive, healthy, quality learning experience and complete their education to be productive citizens.”
- **Partnership and collaboration** – Though different in intensity and management, these both concern the extent to which, in design and implementation, the project has worked with others to create and strengthen joint action, share risk and resources, and ensure a comprehensive approach. Collaborative relationships and partnerships should add value and foster local ownership and sustainability.
- **Relevance** – Concerns the extent to which the project goals are consistent with/contribute to the expressed priorities, identified needs or interests of the target beneficiaries, the implementing agents, and national and/or sector policies. It refers to the importance of a project to stakeholders and the wider community, not to its technical aspects. In fact, an activity that is technically poor

APPENDIX 27 – TERMINOLOGY AND DEFINITIONS (CONTINUED)

may still succeed where those involved care about what it is trying to do, and are committed to it because it addresses their core concerns. The opposite is also true.

- *Sufficiency* – Concerns the extent to which inputs (activities and resources) of a project have gone on long enough, have gone deep enough, and have been comprehensive enough to bring about the intended changes. Even where the activity has been technically “right” (for instance, a teachers’ training workshop), it may have been too limited in duration, coverage or reach to make a difference (for instance, to allow learning to be consolidated).
- *Sustainability* – This addresses the extent to which the actions/strategies of a project overall, and/or its different components, seem likely to have a lasting influence at the individual, local, national or regional levels following termination of the assistance. It concerns whether the changes achieved are stable enough to be maintained in the face of pressure to return to the status quo. Critical questions to be answered by a project from the outset are what it expects to be sustained and whether it is ensuring that the conditions/factors needed to so do are in place/being created.
- *Theory of change* – This explains the underlying assumptions of a project, how and why it expects its inputs to produce its results, and what actions will lead to what changes and under what conditions. The ToC, then, outlines the mechanisms of change, as well as the assumptions, risks and context that support or hinder it. While a ToC is related to the “programme logic” or “logic model” of a project, it is more fundamental because it precedes and informs them. ToCs always exist, but are often unstated; are not always recognized by the project designers, managers and partners; and are not always agreed by all stakeholders when they do put them into the open. It is often the failure to make everyone’s ToC explicit, and reconcile differences, that causes a project to fail in the end as people work along different tracks.

SET B

- *Attentive/attentiveness* – According to the MTE, “[t]he baseline study used the concept of *attentiveness* which includes an element of behavior, such as paying attention. The concept used in this study relies on behavior only, i.e., what students actually do that is relevant to learning to read.”¹² The baseline defined attentiveness through two sets of descriptors for attentive/inattentive. Because the MTE tool was not provided, and to maintain consistency between baseline and endline results, the consultants will use the baseline definition.
- *Indicators* – The FFE documents were not always clear about what is the expected outcome (result) and what are indicators and targets. For example, according to the baseline report: “The *two main outcomes* of interest for parents are the percentage of parents who can name at least three benefits of primary education, and the percentage of parents who receive a passing score on a test of good health and hygiene. *For both indicators*, the goal is 60%.” In this case, it makes sense to consider naming benefits and passing tests as indicators, but then “of what”? Are the outcomes in this case (a) parents more mobilized and sending children to school, and/or more children

¹² *Mid-Term Evaluation of FFE: Intervening in a Demanding Context*. Report prepared by World Education (Maurice Garnier, Pierre GBENOU and Serge Marcel Loukpe). April 2017.

APPENDIX 27 – TERMINOLOGY AND DEFINITIONS (CONTINUED)

attending school; and (b) children are healthier and/or fewer children are absent due to illness, fatigue?

- *Reading competence* – Is defined in the MTE as obtaining 2 out of 5 points on the reading and comprehension parts of EGRA. This indicator specifically states that Grade 2 students should be assessed.
- *Sustainability* – According to the baseline report, the FFE “will ensure sustainability by leveraging community-based activities to engage parent-teacher associations (Associations des parents d’élèves) and school mothers’ associations (Associations des mères d’élèves) in the management of school canteens and other activities.”¹³ It is not clear in the documents what “leveraging” means in this case, or what indicators are being used to confirm it.

Sustainability is also implied in the FFE intention to “increase government capacity and ownership” by supporting the INFRE to “design improved teacher training” and “train pedagogical advisors [...] who will in turn directly train and monitor an estimated 212 teachers and 141 officials to assess literacy levels and share new and effective teaching methods.”¹⁴ “Ownership” is often used as an indicator of sustainable change/outcomes.

- *Theory of Change* – Based on the MTE, which refers to the FFE concept of “enabling conditions,” the project reflects what could be considered a reasonable ToC, meaning that an *appropriately nourished student* practising *good hygiene* and who engages in *healthy behaviour* will be “ready to learn.” That student will not usually *miss school* and, when in school, he or she will *be attentive, participate and learn*. A second possible ToC, implied by the baseline, is that “[t]he project will improve literacy through provision of school lunches which will increase student attentiveness and reduce student absences.”¹⁵
- *Reduced short-term hunger* – Defined as the percentage of parents whose children (taken from a statistically representative sample) state they were “hungry” during the school day.
- *Reduced health-related absences* – This indicator is to be calculated as a percentage, examining the number of students absent due to illness divided by the total number of absent students. This will be determined through the attendance records kept by teachers, which are reported to record the reason for a student’s absence.
- *Increased community understanding of benefits of education* – This is defined as the percentage of parents who can name at least three benefits of schooling (socio-economic, personal/socialization of children, society gains, etc.).
- *Minimum acceptable diet* – This indicator examines the percentage of students receiving a minimum acceptable diet from USDA-supported canteen activities and family meals. Dietary diversity is defined as the number of individual food items or food groups consumed over a given

¹³ Brown, D., and J.C. Guzmán. (March 2015). *CRS Food for Education Baseline Study*. Notre Dame (Indiana), The University of Notre Dame, Notre Dame Initiative for Global Development. p. 11.

¹⁴ *Ibid.*

¹⁵ *Idem.* p. 11.

APPENDIX 27 – TERMINOLOGY AND DEFINITIONS (CONTINUED)

period of time. It is measured by counting the number of food groups rather than food items consumed. At the individual level it reflects dietary quality, mainly micronutrient adequacy of the diet. According to the baseline report the USDA classifies foods into seven food groups:

- Grains, roots and tubers;
- Legumes and nuts;
- Dairy products (milk, yogurt, cheese);
- Flesh foods (meat, fish, poultry and liver/organ meats);
- Eggs;
- Vitamin-A enriched foods, including vegetable oil, fruits and vegetables;
- Other fruits and vegetables.

A minimum acceptable diet is defined as eating four or more of the seven food groups, and a minimum frequency of three times a day.

- *Increased capacity of government institutions* – This indicator refers to the number of relevant government staff with an active role in training canteen committees in proper handling of commodities.
- *Percent of schools with soap and water at hand washing stations commonly used by students* – This indicator allows to verify the application of one of the three key hygiene practices, namely:
 - The presence of water at hand washing stations;
 - The presence of soap or ash; and
 - Signs of use.