



# Benin McGovern-Dole International Food for Education and Child Nutrition Program KEUN FAABA II

Final Evaluation

2/18/2023

# Final Evaluation Report - Keun Faaba II in Benin McGovern-Dole Program

Program: McGovern-Dole International Food for Education and Child Nutrition

Agreement Number: FFE-680-2017/027-00

Funding Year: Fiscal Year 2017

Project Duration: 6 years

Implemented by: Catholic Relief Services

Evaluation Authored by: Evaluation Technology for Development (Et4d)



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# List of Acronyms

Acronym	Full Term
AAM	Assessor Accuracy Measurement
AG	General Assembly ( <i>Assemblée Générale</i> )
AME	Mothers' Association ( <i>Association des Mères d'Élèves</i> )
APE	Parents' Association ( <i>Association des Parents d'Élèves</i> )
ATPC	Community-Led Total Sanitation ( <i>Assainissement Total par la Communauté</i> )
CCS	Head of School Districts ( <i>Chef de Circonscription</i> )
CI	Grade 1 ( <i>Cours d'Initiation</i> )
CLNPM	Correct Letter Names per Minute
CLSPM	Correct Letter Sounds per Minute
CLTS	Community-Led Total Sanitation (idem ATPC)
COGES	Canteen Management Committee ( <i>Comité de Gestion des Cantines Scolaires</i> )
CP	Grade 2 ( <i>Cours Préparatoire</i> )
CP	Educational Adviser ( <i>Conseiller Pédagogique</i> )
CRP	Education District Officer ( <i>Chef de Région Pédagogiques</i> )
CRS	Catholic Relief Services
CSAS	Head of School Food Service ( <i>Chef Service Alimentation Scolaire</i> )
CWPM	Correct Words per Minute
DANA	Direction of Food and Applied Nutrition
DAS	Direction of School Feeding
DDEMP	Departmental Direction of Preschool and Primary Education ( <i>Direction Département de l'Éducation Maternelle et Primaire</i> )
DDHAB	Departmental Direction of Basic Hygiene and Sanitation ( <i>Direction Département de l'Hygiène et de l'Assainissement de Base</i> )
DDS	Departmental Direction of Health ( <i>Direction Département de la Santé</i> )
DEC	Development Experience Clearinghouse
DEM	Direction of Preschool
DEP	Direction of Primary Education
DHAB	Direction of Hygiene and Basic Sanitation ( <i>Direction de l'Hygiène et de l'Assainissement de Base</i> )
DLM	Handwashing device ( <i>Dispositif de lavage des mains</i> )

<b>Acronym</b>	<b>Full Term</b>
<i>EGRA</i>	Early Grade Reading Assessment
<i>EQ</i>	Evaluation Question
<i>ET</i>	Evaluation Team
<i>FCR</i>	Finding Conclusion Recommendation
<i>FGD</i>	Focus Group Discussion
<i>FY</i>	Fiscal Year
<i>GBV</i>	Gender-Based Violence
<i>GCNF</i>	Global Child Nutrition Forum
<i>GoB</i>	Government of Benin
<i>HMI</i>	Health Micro Insurance Product
<i>INFRE</i>	National Institute for Training and Research in Education
<i>ITSH</i>	Internal Transport Storage and Handling
<i>KF</i>	Keun Faaba
<i>KII</i>	Key Informant Interviews
<i>LRP</i>	Local and Regional Procurement
<i>MECREF</i>	Feedback Response Mechanism ( <i>Mécanisme de Collecte et de Réponse aux Feedbacks</i> )
<i>MEMP</i>	Ministry of Preschool and Primary Education
<i>MGD</i>	McGovern-Dole
<i>MoH</i>	Ministry of Health
<i>MS</i>	Ministry of Health ( <i>Ministère de la Santé</i> )
<i>MSG</i>	Mono Sodium Glutamate
<i>MT</i>	Metric Tons
<i>MTE</i>	Midterm Evaluation
<i>ORF</i>	Oral Reading Fluency
<i>PfD</i>	Partners for Development
<i>PMP</i>	Performance Monitoring Plan
<i>PNASI</i>	Programme National d’Alimentation Scolaire Intégré
<i>PPS</i>	Probability Proportion Sample
<i>SILC</i>	Saving and Internal Lending Communities

<i><b>Acronym</b></i>	<b>Full Term</b>
<i>SOW</i>	Statement of Work
<i>THR</i>	Take-Home Ration
<i>TL</i>	Team Lead
<i>TOR</i>	Terms of Reference
<i>UP</i>	Unité Pédagogique
<i>URP</i>	Union Régionale des Producteurs
<i>USDA</i>	U.S. Department of Agriculture
<i>WASH</i>	Water Sanitation and Hygiene
<i>WBG</i>	World Bank Group
<i>WEI</i>	World Education, Inc.

# Executive Summary

## Project Background and Purpose

Catholic Relief Services (CRS) is implementing a six-year (2018–2023) United States Department of Agriculture (USDA) McGovern-Dole International Food for Education and Child Nutrition Program (MGD) award. The project's local name is Keun Faaba, which means “supporting education.” The key objective of the McGovern-Dole program is to reduce hunger and improve literacy in primary education. Keun Faaba provides school meals, teacher training, health, sanitation and hygiene interventions, as well as other activities. The project was scheduled to end in September 2022, but USDA granted Keun Faaba II a no-cost extension until December 2022 for the school-feeding component, and until June 2023 for the hygiene component. In January 2023, the schools' canteens will be taken over by the government program PNASI (Programme National d'Alimentation Scolaire Intégré). Project funding is just over US\$21 million. CRS Benin worked with sub-recipients World Education Inc. (WEI), Caritas Kandi, the Regional Union of Producers (Union Régionale des Producteurs Borgou-Alibori, URP-BA) and Partners for Development (PfD). The intended beneficiaries of the McGovern-Dole program are about 46,118 individuals, including primary and preschool schoolchildren, primary school teachers and administrators, parents/caregivers, community farm producers and government officials. Keun Faaba II targeted 144 preschools and primary schools in 97 communities within the two departments of Borgou and Alibori. The project intervened in the same primary schools and preschools as did the previous project phase.

This final evaluation took place in November-December 2022 with the aim to ascertain 1) the impact of program interventions and activities, as well as the level of achievement against the planned results; 2) the implementation strengths, challenges, lessons learned and recommendations; 3) the impacts of the project on beneficiaries.

## Evaluation Questions, Design, Methods and Limitations

The final study is an impact evaluation with a quasi-experimental design. Six Development Assistance Committee criteria guide the evaluation: relevance, coherence, effectiveness, efficiency, impact and sustainability. Seventeen detailed evaluation questions can be found within the main report. The methodology is consistent with the mixed-methods approach used at baseline and midterm and combines key informant interviews (KIIs), focus group discussions (FGDs) and document review with results from an Early Grade Reading Assessment (EGRA), surveys, school observations and attendance data. A total of 100 schools (50 project schools and 50 control schools), selected via two-stage cluster sampling, made up the quantitative sample. A total of 5,098 individuals were surveyed, among them 300 teachers, 1,205 parents and 3,593 children. A total of 29 KIIs and 16 FGDs were performed.

Evaluation Technology for Development (Et4d), an evaluation firm based in the United States, led all the evaluations (baseline, midterm, finale). The evaluation team (ET) managed to mitigate certain study limitations through the triangulation of multiple data sources and methods. However, the validity of the control group is limited by the intervention of another NGO, as well as the fact that control schools now form part of Keun Faaba III. The ET benefited from a close relationship with CRS, established during the previous two evaluations.

## Findings and Conclusions

### Performance-Measurement Plan Update

Analysis of eight key project indicators shows a few minor changes since the midterm evaluation. The only indicator showing a significant improvement is percentage of children receiving a minimum acceptable diet (8). Percentage of schools with soap and water at a handwashing station commonly used by students (4), and average student attendance (7) remain high but show a slight decrease since midterm.

The three indicators relating to education—percentage of students who can read and understand the meaning of grade-level text (1), percentage of parents who report spending time on literacy activities with their students in the preceding three days (2), and Literacy Achievement Index (6)—have either remained the same or have slightly worsened since baseline.

**Table 1: Key Keun Faaba II indicators with baseline and midterm measures**

	Indicator	Baseline Value	Midterm Value <sup>1</sup>	Final Value	Endline Target
1	MGD INDICATOR 1: percentage of students who, by the end of two grades of primary schooling, demonstrate that they can read and understand the meaning of grade level text <b>Benchmark: 60%</b> (3/5 correct answers)	1%	0.8%	0.5%	10%
2	Percentage of parents who report spending time on literacy activities with their students in the preceding three days	31.1%	31.0%	31.0%	45%
3	Percentage of students in target schools who are identified as attentive during class/instruction	67.6%	73.8%	71.7%	75%
4	Percentage of schools with soap and water at a handwashing station commonly used by students	54.4%	94.1%	84.8%	68%
5	Percentage of students in target schools who achieve a passing score on a test of good health and hygiene practices <b>Passing Score: 70%</b>	34%	29.5%	25%	40%
6	Literacy Achievement Index	35	33	30.2	45
7	MGD INDICATOR 2: Average student attendance rate in USDA-supported classrooms/schools	88.2%	90%	88.9%	95%
8	Percentage of children receiving a minimum acceptable diet <sup>2</sup>	68.9%	51.6%	76.2%	75%

<sup>1</sup> Green coloring indicates that results are improving or rank above the BL value. Bright green (#4 and #8) indicates that the value has surpassed the endline target. Yellow indicates maintenance of baseline results. Red indicates a decrease.

<sup>2</sup> Because of a change in the indicator calculation methodology, the indicator values are not comparable with the baseline value

## Relevance

Findings demonstrate that the Keun Faaba proves highly relevant in terms of intervention objectives. The project design responded to the needs of beneficiaries. The project approach is comprehensive and builds on previous projects. Keun Faaba's intervention in education, particularly in literacy, proves highly relevant to the Government of Benin's (GoB) action plan, since its pedagogical approach served as an inspiration for the new curriculum implemented in 2021. The improvement of attendance and enrollment, especially for girls, also rank among the GoB's key objectives. Community engagement lay at the heart of the project's success, constituting as well a key element of its sustainability. Survey results further demonstrate generally high parental and teacher satisfaction with Keun Faaba activities. Findings caution, however, against the overly simplistic view that improved school attendance will translate to improved educational outcomes. Rather, many other supporting factors also need to be in place for students to thrive.

## Coherence

Close analysis of relevant project and policy documents combined with findings from targeted interviews demonstrate strong relationships between the Keun Faaba project and 1) the CRS 2030 strategy 2) other CRS interventions in Benin and in West Africa and 3) the Government of Benin's policy on school feeding programs, literacy and hygiene. The government sees Keun Faaba as an extension of its reach. The limited scope of the Keun Faaba project allows CRS and its partners to provide inspiration and innovation, further enhancing the Government of Benin's strategy.

## Effectiveness

While Keun Faaba II completed all the activities planned to improve education in the schools and in the communities, this did not lead to an improved quality of education and learning. In part, this likely results from increased classroom sizes and from teachers not fully implementing the pedagogical approach. On the other hand, relatively high attendance and enrollment demonstrate that parents have understood the importance of education. Findings indicate an increased emphasis on handwashing stations at school, and Hygiene Clubs' essential role in Keun Faaba's approach; 69 schools were certified as WASH-friendly. Keun Faaba II's infrastructure plan was completed, but due to the delays in building boreholes, the project had to request a no-cost extension. Awareness of national, regional and local authorities, as well as of parents about the issue of gender and protection has increased, and girls now enroll in school at the same rate as boys.

## Efficiency

The final evaluation's examination of project efficiency regarding time and financial resources showed the project to be in a good financial position. With a general burn rate of 84 percent as of September, the project could request a no-cost extension. The project managed to catch up on the delays identified at midterm with sanitary and water infrastructure, though only toward the end of the project. Internal factors hindering efficiency included contracting challenges, changes in infrastructure design, and turnover in the country headquarters position. External factors also significantly complicated project implementation, including political insecurity, flooding, and, of course, COVID-19. Keun Faaba II shared knowledge and experiences with all levels of the project hierarchy and ensured capacity-building with project staff, partners and beneficiaries. This broad-based approach fostered program efficiency.

## Impact

The overall school-feeding activity has proved a success, with school gardens and community farms warranting special mention, as well as the transition to PNASI, expected for January 2023. The final evaluation identifies successful strategies that may have contributed to project results, including the consultative process informing the WASH strategy. Literacy results, on the other hand, show that project schools have lost the advantage they had at baseline over control schools and that comprehension scores have not improved. Key success factors of the project include Keun Faaba's planning and review process, the technical expertise and level of engagement of its staff and of the government. Survey data and EGRA results in particular demonstrate no meaningful distinction in how the project's various components affect girls and boys.

## Sustainability

Findings from the final evaluation demonstrate an exceptionally high likelihood of sustainability for most activities, achieved through a high level of ownership by the beneficiaries (PTA and local authorities) and the institutionalization of the project strategy, in particular its school-feeding strategy and pedagogical approach. While the hygiene strategy is on the right path toward institutionalization, more effort might be needed, as parents' involvement in these areas was found insufficient at project end. The sustainability of activities related to community involvement in supporting children's education appears more questionable.

## Recommendations

### Collaborating, Learning and Adapting

Pursue an open and generous approach to capacity-building and experience-sharing with local partners and improve CRS's knowledge-management system.

### Management, Strategy and Partnerships

Pursue the implementation of the Protection and Gender Strategy, but consider adding an inclusion component. Pursue the implementation of the Hygiene and Nutrition Strategy, but consider adding an environment component. Keep strengthening the role of local authorities, so that they act as a full vector of community mobilization and support the schools.

### Programming

Institute systematic meetings with PNASI to share best practices, lessons learned or new experimentation. Work with the Ministry of Agriculture and the World Food Program (WFP) to develop best practices for school gardens and reinforce the institutionalization of these practices.

Advocate for the adoption of a WASH strategy by the GoB. Establish partnerships to ensure water access for every school, since both hygiene and school gardens require water to function. Provide capacity-building to community members for infrastructure maintenance to avoid future degradation.

Advocate for the creation of additional classrooms and the allocation of teaching staff to schools with canteens, which experience less absenteeism and higher enrollment, and improve school advisor (CP) monitoring by the national authorities to ensure schools receive regular visits.

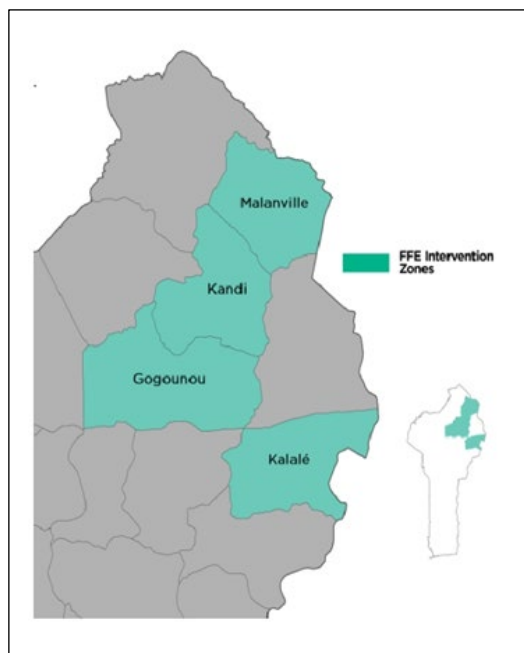
Reinforce the capacity of institutional and community stakeholders in gender and child protection and continue offering opportunities to parents to discuss gender and child protection issues so as to consolidate the progress accomplished.

# 1. Introduction and Purpose

## 1.1. Project Context

Benin is one of the poorest and least developed countries in the world, with low inclusive growth and an economy focused on agriculture, considered the main pillar of development, job creation and wealth.<sup>3</sup> The country's annual gross domestic product (GDP) per capita of US\$1,428 in 2021<sup>4</sup> places it below the sub-Saharan Africa average of US\$1,646.<sup>5</sup> The United Nations Development Program (UNDP) ranks Benin 158 out of 189 countries on the Human Development Index.<sup>6</sup> Poverty is highest in northern Benin, where Catholic Relief Services (CRS) implements its McGovern-Dole program.

Figure 1: Intervention map



French is the official government language of Benin and the only language of instruction. Indigenous languages such as Fon and Yoruba are commonly spoken, however, and Benin has more than 50 indigenous languages in total. In the northern region, the four most common languages are Bariba, Dendi, Peulh and Mokole. It is important to note that almost none of the children entering primary school speak French at home.

The north lacks social services, exemplified by an insufficient number of primary schools. Although the two targeted departments (regions)<sup>7</sup> in northern Benin represent 45 percent of Benin's land mass, and only 16 percent of the country's primary schools students<sup>8</sup>, resulting in schools' extreme remoteness for many school-aged children. Local customs and beliefs place little value on education, and parents—most of them poorly educated themselves—generally remain uninvolved in their children's education.<sup>10</sup> Moreover, malnutrition constitutes a major public health problem in Benin, with a

high rate of stunting (31.3% in 2020); 9 percent of the population was food insecure in 2017.<sup>11</sup> A severe annual dry season (December to April) compounds this situation, affecting children's ability to grow and

<sup>3</sup> World Food Program. 2022. PNASI Final Evaluation Report, page 1.

<sup>4</sup> The statistics provided in this section come from the latest World Bank Database (2021), <https://data.worldbank.org/indicator/NY.GDP.PCAP.CD?locations=BJ>

<sup>5</sup> The statistics provided in this section come from the latest World Bank Database (2021), <https://data.worldbank.org/indicator/NY.GDP.PCAP.CD?locations=ZG>

<sup>6</sup> UNDP Human Development Report: Benin (2020), <http://hdr.undp.org/sites/default/files/Country-Profiles/BEN.pdf>

<sup>7</sup> Northern Benin includes four departments (or regions): 1) Atakora, 2) Alibori, 3) Donga and 4) Borgou.

<sup>8</sup> Benin's primary school system has three cycles featuring six types of introductory, preparatory, elementary and middle-level classes with the following levels: Grades 1-2 (*Cours d'initiation* – CI, *Cours préparatoire* – CP), Grades 3-4 (*Cours élémentaire* – CE1, CE2) Grades 5-6 (*Cours moyen* – CM1-CM2).

<sup>9</sup> <https://benin.opendataforafrica.org>

<sup>10</sup> Advisem Services, Inc. (2018). Endline Evaluation of Catholic Relief Services' Food for Education (FFE) Benin Project.

<sup>11</sup> World Food Program. 2022. PNASI Final Evaluation Report, page 1.

learn. Borgou and Alibori Departments, in particular, receive little assistance from either the government or non-governmental organizations (NGOs) to support their school canteens.

In 2017, the government decided to boost and expand the national school feeding program, implemented by the technical services of the Ministry of Preschool and Primary Education (MEMP) since 2000. It entrusts the World Food Program (WFP) with the implementation of the PNASI (Programme National d'Alimentation Scolaire Intégré), an integrated multisectoral approach in the schools.<sup>12</sup> As of April 2022, the WFP supported school feeding operations in 3,848 schools serving 667,329 schoolchildren, 46 percent of them girls. In May 2022, the coverage increased to about 1 million children between the ages of 6 and 12.<sup>13</sup> The canteens managed by CRS do not form part of PNASI, but the country's canteen coverage accounts for them.

## 1.2. Project Description

Catholic Relief Services (CRS) is implementing a five-year (2017–2022) United States Department of Agriculture (USDA) McGovern-Dole International Food for Education and Child Nutrition Program award. The project's local name is Keun Faaba (which means "Supporting Education" in Bariba, the most commonly spoken language in the project's implementation zone). The Keun Faaba project consists of three phases; the present evaluation covers the second one (Keun Faaba II). The key objective of the McGovern-Dole program is to reduce hunger and improve literacy in primary education. Keun Faaba provides school meals, as well as teacher training, health, sanitation and hygiene interventions, as well as other activities. Keun Faaba II is currently in its fourth year. Project funding is just over US\$21 million, with nearly US\$16 million identified as operating costs.

The Keun Faaba II project has four objectives: to 1) improve the literacy of school-age children by increasing the quality of literacy instruction, attentiveness and student attendance; 2) improve student attentiveness by providing school meals; 3) improve student attendance by raising awareness of the importance of education, creating enrollment campaigns and training parent-teacher associations; 4) increase the use of health and dietary practices by improving knowledge about health and hygiene, increasing knowledge of safe food-preparation and food-storage practices and nutrition and increasing access to clean water, sanitation services and requisite food-preparation and storage tools and equipment.

The following activities are being implemented to achieve Keun Faaba II objectives:

1. Building/Rehabilitation: latrines
2. Building/Rehabilitation: wells and water stations/systems
3. Capacity-Building: local, regional and national level
4. Creation of WASH-friendly schools
5. Distribution: school supplies and materials
6. Establishment of activities to promote literacy
7. Establishment and maintenance of school gardens
8. Establishment of community farms
9. Promotion of teacher attendance

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<sup>12</sup> World Food Program. 2022. PNASI Final Evaluation Report, page 1.

<sup>13</sup> World Food Program. 2022. WFP Benin Country Brief, page 1.

10. Provision of school meals
11. Provision of take-home rations
12. Raising awareness about the importance of education
13. Training: food-preparation and food-storage practices
14. Training: good health and sanitation practices
15. Training: parent-teacher associations
16. Training: teachers and school administrators

CRS Benin is working with sub-recipients World Education Inc. (WEI), Caritas Kandi, the Regional Union of Producers Borgou-Alibori (Union Régionale des Producteurs Borgou-Alibori, URP-BA) and Partners for Development (Pfd). WEI, in turn, works with two additional local organizations, Derana and Alafia. CRS also leads the project implementation in partnership with the Ministry of Preschool and Primary Education (MEMP), the Direction of Food and Applied Nutrition (DANA), the Departmental Direction of Preschool and Primary Education (DDEMP),<sup>14</sup> the National Institute for Training and Research in Education (INFRE), the Ministry of Health and the Direction of the Family and Social Affairs (DGFAS) of the Ministry of Work and the Public Function and Social Affairs, Ministry of Agriculture, Livestock and Fisheries.

The intended beneficiaries of the McGovern-Dole program are about 46,118 individuals, including primary and preschool schoolchildren, parents/caregivers, community farm producers and government officials. Keun Faaba II targets 144 preschool and primary schools in 97 communities within the two departments of Borgou and Alibori. The project intervenes in the same schools as did the first project phase. In addition to partners in the government ministries and departments listed above, Keun Faaba works closely with school principals, teachers and parent groups to promote improved literacy instruction, attentiveness and attendance.

### 1.3. Theory of Change and Results Framework

An articulated theory of change (TOC) and a results framework guide the work of CRS and its partners as they implement the Keun Faaba project. The TOC builds on monitoring and evaluation (M&E) data, stakeholder consultations and analyses of progress, as well as on successes and lessons learned from the previous Food for Education (FFE) I project. The full theory of change is included in Annex 1 alongside the results framework diagram. The TOC's main statement argues that

- **if** teachers are rationally assigned to the project's underserved departments in northern Benin; and **if** they are trained using effective adult education principles and practices (learning needs assessments, relevance, immediacy), and **if** they have access to improved literacy materials, and **if** they are given post-training supportive supervision,
- **if** canteen management committees and cooking teams are trained in school canteen management and food preparation and safety and demonstrate application of knowledge and skills, and **if** cooking teams access protein-rich, diverse, and micronutrient-rich food from imports, local purchases and school gardens and farms,
- **if** potable water systems are installed, and **if** school committees are trained to maintain these, and **if** more students have access to improved latrine facilities, and **if** training of students and teachers in

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<sup>14</sup> Since baseline, DDEMP has incorporated two key offices in charge of school feeding programs: the Direction of School Feeding (DAS) and its regional services (SAS).

hygiene behaviors using an evidence-based curriculum takes place, and **if** WASH structures are available at all schools (tippy-taps, etc.) and **if** Community Led Total Sanitation and Participatory Health and Sanitation Transformation activities are held in communities,

- **if** evidence-based social and behavior change activities targeting influential individuals and groups, using multiple communication channels (mass media, census campaigns, interpersonal communication, small group dialogue, peer learning) are carried out that address key determinants affecting household decision-making on school enrollment and retention and parent engagement in school activities, and **if** teachers and administrators are trained in child protection measures and **if** students are trained in age-appropriate life skills, and **if** AMEs/APEs are further trained to advocate, and **if** parents are trained in improved communication and positive parenting skills and **if** communication is improved between parents and students and among communities, teachers and school administrators,
- **if** national and local governments prioritize increased spending for training teachers, constructing classrooms, and school mandates, and **if** national and local governments integrate WASH and menstrual hygiene management activities in their transition plans, and **if** school district officials are equipped with the skills necessary to provide quality teacher training and supportive supervision in literacy instruction, and **if** parents and community producer groups are provided with the agriculture skills and accompaniment necessary for increased economic incentive to support school feeding,
- **THEN** there will be sustained delivery of quality literacy education in a healthy and enabling school, home and community environment for children in Benin's poorest school districts.

As part of the project design, CRS identifies two critical assumptions that undergird its theory of change and the achievement of Keun Faaba's strategic objectives. These assumptions focus on amenable climatic conditions and successful mitigation efforts for teachers' strikes. More specifically, the TOC details these assumptions as 1) "climatic conditions, such as drought, flooding and severe winds, will not have extensive negative impacts on household income and food security nor extensively damage school infrastructure"; and 2) "the effect of teachers' strikes on project outputs and outcomes will be mitigated by careful implementation planning and accelerated project implementation (e.g. teacher training) when necessary."

## 1.4. Purpose of the Evaluation

The final evaluation is both retrospective and prospective in nature. Its purpose is to 1) measure the impact of program interventions and activities and to determine its level of achievement against the planned results; 2) identify implementation strengths, challenges, lessons learned and recommendations for CRS, implementing partners, the Government of Benin (GoB) and the USDA for future food-assistance and education programs; 3) understand the project's impact on beneficiaries. The final evaluation also established the values of key indicators that form part of the program's performance-monitoring plan and were collected at baseline and midterm.

The main audience for this evaluation is CRS and its implementing partners, including Benin's relevant ministries, World Education, Caritas, Partners for Development and Regional Producers Union-Borgou/Alibori, as well as the donor, USDA. The evaluation partially informs the USDA's learning agenda in that there is insufficient evidence that school-meal programs positively impact student learning and cognition.

## 2. Evaluation Design and Methodology

### 2.1. Evaluation Questions

The evaluation questions (EQs) and sub-questions are based on the Organization for Economic Co-operation and Development (OECD) Development Assistance Committee (DAC) evaluation criteria. The final evaluation addresses six categories: relevance, coherence, effectiveness, efficiency, impact and sustainability. The detailed EQs that guide the process are presented below, with definitions of each criterion provided as additional context.<sup>15</sup> The questions address various facets of Keun Faaba II's results framework, and the associated findings provide an indication of the project's progress toward achieving its strategic objectives of improved literacy in school-age children and an increased use of health and dietary practices. Questions also attend to equity issues and the project's potential unintended consequences. The evaluation team (ET) adjusted some of the initial EQs to enhance the quality of the report and include key components that have arisen since the initial formulation of the Terms of Reference (TOR) in 2017. Additional justification is provided in section 2.6, "Evaluation Limitations," and in Annex 6, in which a table provides a comparison between the initial and the current EQs, as well as the justification for the modifications.

**Relevance - DAC definition:** The extent to which the intervention objectives and design respond to beneficiaries', global, country and partner/institution needs, policies and priorities, and will continue to do so if circumstances change.

#### 1. *Relevance*

- 1.1. To what extent were the implementation strategies relevant enough to improve (a) children's literacy, (b) student enrollment and attendance, particularly girls', (c) teacher attendance and (d) community engagement? (EQ01)
- 1.2. Are stakeholders (PTAs, mothers' associations, teachers and local authorities) satisfied with their participation in the project? Why or why not? (EQ02)

**Coherence - DAC definition:** The intervention's compatibility with other interventions in a country, sector or institution.

#### 2. *Coherence*

- 2.1. To what extent is this intervention coherent with (a) the CRS Vision 2030, (b) other CRS Benin interventions and (c) other CRS McGovern-Dole projects? (EQ03)
- 2.2. To what extent is the intervention coherent with the government policy on (a) school feeding, (b) literacy and (c) WASH? (EQ04)

**Effectiveness - DAC definition:** The extent to which the intervention achieved, or is expected to achieve, its objectives and its results, including any differential results across groups.

#### 3. *Effectiveness*

- 3.1. To what extent have targeted schools witnessed improved quality of education/learning? (EQ05)

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<sup>15</sup> See OECD Home: Evaluation Criteria:  
<https://www.oecd.org/dac/evaluation/daccriteriaforevaluatingdevelopmentassistance.htm>

- 3.2. To what extent have targeted beneficiaries (members of PTAs/mothers' associations, parents, students, teachers) increased their knowledge, understanding and practice of (a) literacy, (b) the importance of education, (c) the importance of gender and child protection concepts, (d) nutrition and (e) health and hygiene? (EQ06)

**Efficiency - DAC definition:** The extent to which the intervention delivers, or is likely to deliver, results in an economic and timely manner.

#### **4. Efficiency**

- 4.1. Was the project implemented as planned (timeline and budget)? If not, why not? Were activities cost-efficient? Were objectives achieved on time? Was the project implemented in the most efficient way compared to alternatives? (EQ07)
- 4.2. Were there factors hindering the efficient implementation of project activities (a) internal and (b) external? (EQ08)
- 4.3. How did the project improve the efficiency of its partners? Was the program efficient at leveraging the knowledge acquired through other programs? Was the project efficient at taking into account beneficiaries' feedback? (EQ09)

**Impact - DAC definition:** The extent to which the intervention has generated, or is expected to generate, significant positive or negative, intended or unintended higher-level effects.

#### **5. Impact**

- 5.1. To what extent are the activities and outputs of the project consistent with the overall goals and the attainment of anticipated results? (EQ10)
- 5.2. To date, which strategies have demonstrated success, and which have not been successful in achieving the project objectives and results? What best practices have been identified so far? (EQ11)
- 5.3. (a) What were the key success factors of the project? (b) What were the project's major limitations? And how did Keun Faaba II address these? (EQ12)
- 5.4. Has the project affected girls and boys differently? If so, how? (EQ13)
- 5.5. Has the project had any unintended negative<sup>16</sup> and positive effects? (EQ14)

**Sustainability - DAC definition:** The extent to which the intervention's net benefits continue or are likely to continue.

#### **6. Sustainability**

- 6.1. Have the target beneficiaries (in particular PTAs and local government officials) taken ownership of the project concept and approach? (EQ15)
- 6.2. Are beneficiaries prepared for the departure of CRS? What project activities and/or outcomes (both expected and unexpected) are likely to be sustained? What evidence is there to suggest this? (EQ16)
- 6.3. What are the major factors that can influence the achievement or non-achievement of sustainability? (EQ17)

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<sup>16</sup> Question asked to ensure the project is doing no harm and to update our TOC understanding of the program's full effect.

## 2.2. Evaluation Design

The final study is an impact evaluation with a quasi-experimental design that also benefits from a convergent mixed-methods approach in which qualitative data from key informant interviews (KIIs), focus group discussions (FGDs) and document review join with quantitative data to respond to the above evaluation questions. The methodology is the same as that used at baseline and midterm. Evaluation Technology for Development (Et4d), an evaluation firm based in the United States, led both the baseline and midterm studies. This study was conducted in November 2022, about 48 months after the baseline evaluation (conducted from November to December 2018), and 22 months after the midterm evaluation (MTE) (conducted between January and February 2021). The diverse methods as well as the range of participant stakeholders allow for triangulation, enhancing the reliability and comprehensiveness of the evaluation's findings. The design also follows a two-pronged methodology that addresses both the assessment of midterm indicators and the exploration of EQs.

The evaluation team used an informed-consent statement at the beginning of all data collection to assure respondents that their participation was voluntary, as well as to explain the purpose of the study, the specifics of data usage and the low risk of participation given the data's non-sensitive nature and the short time requirement for participation. Minimal personal identifiable information was collected to minimize the risk of respondent identification.

## 2.3. Sampling Methods

This section describes the basic sampling strategy employed by the ET. We provide an overview of both quantitative and qualitative samples.

### Quantitative Sample

Control schools were the same ones chosen at baseline and midterm, with two exceptions.<sup>17</sup> The baseline selection of schools utilized a probability-proportionate-to-size (PPS)<sup>18</sup> sampling method to randomly select a sample of both project and control schools from the CRS project-implementation area. Recall that Keun Faaba II's 144 schools in 97 communities served as the initial sampling frame. At baseline, the ET excluded from the population schools with fewer than 120 students enrolled. These schools were either likely to be new schools with only a few active grades or the number of students required for the sample were not likely available. CRS provided a list of potential control schools, from which the schools were randomly selected, also using a PPS approach and taking into consideration the urban/rural ratio of the project. As Table 2 indicates, control schools were all located in different communes from project schools. As such, the local populations would often speak different languages and socioeconomic conditions might differ slightly, which could explain some differences between groups in the evaluation results.

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<sup>17</sup> For the final evaluation, two schools (one control school and one treatment school) were replaced because they did not have a CE1 school.

<sup>18</sup> Probability proportionate to size is a sampling method in which the probability of selecting a unit is directly proportional to the unit's measure of size, in this case, the number of students per school.

**Table 2: Distribution of control and treatment schools by zone and commune**

Departments	Rural	Urban	Total
<b>Control Schools</b>	27	23	50
<b>Banikoara</b>	7	8	15
<b>Bembereke</b>	6	5	11
<b>Nikki</b>	0	10	10
<b>Sinende</b>	14	0	14
<b>Project Schools</b>	24	26	50
<b>Gogounou</b>	4	8	12
<b>Kalalé</b>	4	2	6
<b>Kandi</b>	8	11	19
<b>Malanville</b>	8	5	13
<b>Total</b>	51	49	100

We applied two-stage cluster sampling, with project and control schools as the primary sampling unit and pupils as the secondary one. The baseline sample included a total of 49 project schools and 50 control schools, plus an additional 10 replacement schools in each category. The schools in the midterm sample remained the same as for the baseline sample. One hundred schools (50 project schools and 50 control schools) and a total of 1,526 students in Grade 3 were randomly selected to participate in the Early Grade Reading Assessment (EGRA) using a random-number generator. At the school level, a randomized selection of 10 parents were surveyed. Similarly, at each school visited, two teachers participated in the teacher questionnaire. (See Table 3 for more information.) To better assess Keun Faaba II's teacher-training initiatives, selection prioritized Grade 1 and 2 teachers and, in the case of their absence, any other teacher within the school who did not serve as the school principal. For the classroom observation, two classes from each of the Grades 4, 5 and 6 were randomly sampled. After drawing the classroom and assigning a number to every child, 10 children were randomly sampled using a random-number generator. Data collectors paid attention to gender equity, so that once the maximum (five students) was reached for one gender, selection focused solely on the other. The design privileged older students as the ones most likely able to respond to questions about hygiene and nutrition. Principals (also described as "school directors") also participated in the midterm data collection. Where possible, data collectors surveyed all cooks and storekeepers supporting the Keun Faaba II project who were present at the time of a school visit. Annex 2 provides additional details of the quantitative sample.

**Table 3: Final quantitative sample broken down by respondent/survey tool (includes project and control schools)**

Questionnaire	Male	Female	Total
<b>Principal</b>	87	13	100
<b>Teacher</b>	121	79	200

Questionnaire	Male	Female	Total
Parent	598	417	1015
EGRA + child survey	806	791	1597
Attention + child survey	1001	998	1999
Cooks	2	140	142
Storekeepers	42	6	48
School observation	N/A	N/A	100
Attendance	N/A	N/A	100

### Qualitative Sample

The sampling of qualitative participants was purposeful and focused both on beneficiaries and implementers. To the extent possible, selection criteria emphasized that interview and focus group participants should be knowledgeable stakeholders who have actively taken part in the project and could therefore best offer valuable input. At the beneficiary level, the evaluation team sought representativeness in terms of geography, ethnicity, gender and age. A parent's level of engagement in the school, such as participating in the parents' association (APE) and mothers' association (AME) and/or school-management committee also constituted an important criterion for selection, so as to obtain the richest data possible. IAs indicated in Tables 4 and 5, in total, the qualitative data-collection component solicited the views of 154 individuals, including 58 women. The team conducted 33 key informant interviews (KIIs) and 12 focus group discussions (FGDs). (See Annex 3 for a more detailed summary.)

**Table 4: Summary of key informant interviews by category and gender**

Category	Number KII	Female Total	Male Total	Participant Total
Donor	1	1	0	1
International Officials (WFP, Educo)	2	2	3	5
National Officials (DANA, DEMP, INFRE)	3	0	5	5
Regional Officials (DDEMP-CRP, DDEMP-DAS)	6	1	9	10
Program Staff (CRS and Partners)	17	5	17	22
<b>Grand Total</b>	<b>29</b>	<b>9</b>	<b>34</b>	<b>43</b>

**Table 5: Summary of focus group discussions by category and gender**

Category	Number of FGD	Female Total	Male Total	Participant Total
Parent (APE/AME)	4	19	13	32
Parent (Farmers)	4	12	19	31

Category	Number of FGD	Female Total	Male Total	Participant Total
Student Hygiene clubs	4	15	17	32
Teaching Staff	4	3	13	16
Grand Total	16	49	62	111

The next section provides more details about the data-collection methods used.

## 2.4. Data-Collection Methods

### Instruments

The final evaluation of the Keun Faaba II project followed a convergent mixed-methods design that implemented four principal data-collection methods: 1) document review, 2) qualitative interviews, 3) questionnaires, and 4) the Early Grade Reading Assessment (EGRA). The ET conducted a document review that began with files shared by CRS and expanded to additional documents encountered during data collection (see Annex 4 for a full list). In addition, the ET developed interview protocols based on the evaluation questions. Input from CRS during the inception phase helped further hone these protocols. The questionnaires the ET employed covered five categories of stakeholders: teachers, principals, parents, students and cooks. Midterm tools served as the foundation for these questionnaires and provided assurances of cultural appropriateness, since they had already been tested in the field. Additional questions were added to allow a full response to the EQs and to take into account the aspect of sustainability. The additional questions in the student, parent and cook questionnaires were translated into four local languages and thoroughly tested during training. These processes ensured the contextualization and cultural appropriateness of questions. Finally, the ET also employed the same EGRA tool used at baseline to allow for the comparison with measures at the beginning of the program. Like at baseline, the assessment items were in French, while the instructions were translated into four local languages. An evaluation-framework matrix detailing the data-collection method used for each EQ can be found in Annex 5.

The ET employed great sensitivity during data collection to ensure diversity within the sample, particularly along gender lines. Three EQs, in particular, required the application of a gender lens and merit specific emphasis here:

- Relevance 1.1b: To what extent were the implementation strategies relevant enough to improve student enrollment and attendance, particularly that of girls?
- Effectiveness 3.2c: To what extent have targeted beneficiaries increased their knowledge and understanding of the importance of gender and child protection concepts?
- Impact 5.4: Has the project affected girls and boys differently? If so, how?

The use of a gender lens carried into the analysis and reporting phases as well. In addition to disaggregation by other variables, all quantitative data were disaggregated by gender. To the extent relevant for qualitative stakeholders, analysis also took into account gender.

**Table 6: Detailed overview of instruments**

<b>Name of Instrument</b>	<b>Description</b>	<b>Application <sup>19</sup></b>
<b>EGRA</b>	Subtasks include vocabulary, letter name, letter sound, familiar words, invented words, story reading, comprehension	Project schools, control schools
<b>Student Questionnaire EGRA</b>	Survey questions on demography, absenteeism, homework, nutrition, socioeconomic status	Project schools, control schools
<b>Student Questionnaire Hygiene</b>	Survey questions on demography, nutrition, hygiene, health and nutrition practices, test of knowledge, socioeconomic status	Project schools, control schools
<b>Principal Questionnaire</b>	Survey questions on demography, school characteristics, parent associations, teacher absenteeism, health and hygiene, participation in Keun Faaba II, sustainability	Project schools, control schools
<b>Teacher Questionnaire</b>	Survey questions on demography, class characteristics, absenteeism, training, parental engagement and help for homework, health and hygiene	Project schools, control schools
<b>Parent Questionnaire</b>	Survey questions on demography, child characteristics, child health, hygiene and nutrition practices, engagement and help for homework, participation in Keun Faaba II, sustainability	Project schools, control schools

## Fieldwork

Data collection took place over four weeks in November 2022 and was mostly done in person, with the exception of KIIs, which the team conducted remotely. Before data collection, the ET held an enumerator training workshop in Parakou between November 14 and 28, 2022, attended by 42 enumerators and 5 supervisors preselected to participate in the training. Forty-five candidates were then selected for data collection. Females made up about two-fifths of the fieldwork team (17, or 38 %). In addition, two-thirds (32, or 71 %) of the data collectors had participated in the midterm evaluation, allowing for continuity between data points. Data collectors were selected taking into account gender, language spoken, previous experience and familiarity with technology.

Training covered an introduction to the project and to data-collection tools and methods, practical application among trainees, field practice, debriefing and quiz sessions, constructive feedback and logistics. Training also allowed data collectors to become familiar with two data-collection applications: Tangerine (for EGRA)<sup>20</sup> and SurveyCTO (for all other survey tools).

Qualitative and quantitative data collection occurred simultaneously, though quantitative data collection proved more intensive. The ET began KIIs with critical stakeholders on November 8, before

<sup>19</sup> Where applicable, questionnaires administered to project schools included project-specific questions.

<sup>20</sup> Tangerine® is a mobile data-collection app used to collect EGRA data and developed by RTI.

deployment, and continued until December 5, after the international colleagues' departure from Benin. In addition to taking notes, evaluators recorded interviews and audio files, which they later uploaded to Trint, a subscription-based transcription service. The ET later carefully reviewed and refined transcripts. School-level data collection began on November 21 and continued through December 2, lasting two weeks. As internet connectivity allowed, data collectors were expected to upload data daily to SurveyCTO and Tangerine's servers.

### Evaluation Team

The ET comprised six team members, five of whom took part in the CRS Keun Faaba II MTE and therefore had a profound understanding of the program and its context. [REDACTED] acted as Project Director and served as the point of contact between CRS Benin and the ET. She coordinated the activities of the key consultants and monitored project deliverables and timelines. She also led the mixed-methods analysis and report writing, with input from [REDACTED] the Field Coordinators. [REDACTED] an experienced psychometrician, served as the Technical Lead for the evaluation. He oversaw all sampling and statistical aspects of the project. [REDACTED] advised the project team on education-specific requirements, led the EGRA enumerator training and oversaw data collection and quality control throughout. She also wrote the education section of the report. M [REDACTED] advised the project team on WASH and nutrition instrument design and wrote the related section of the report. [REDACTED] both Beninese researchers and field technicians, seconded [REDACTED] as Field Coordinator, and performed KIIs and FGDs in the regions of intervention. (For team members' complete backgrounds, see Annex 8.)

### Quality Control and Review Board

The final evaluation ensured utmost adherence to international ethical standards for research involving human subjects through several mechanisms. CRS had received ethical approval for the study through the National Statistics Counsel (Conseil National de la Statistique) for the MTE, so that no further approval was required. The ET ensured compliance with best practices throughout the evaluation process, including how monitoring, evaluation and research were planned and conducted. Such an approach proves particularly critical with regard to activities involving children and vulnerable groups. The ET ensured the protection of participant confidentiality through a consistently applied informed-consent process. The ET also paid attention to administrative, technical and physical safeguards to protect the confidentiality of the data in its storage and disposal. In the written report, identities of individuals are masked, though the unique positions of some (e.g., leadership in national departments or Keun Faaba II partner organizations) may make these individuals identifiable. This possibility was discussed with interview participants during the informed-consent process.

Enumerators were carefully trained to ensure compliance with the Ethical Conduct for Research Involving Humans, including respect for human dignity, respect for free and informed consent, respect for vulnerable persons, respect for privacy and confidentiality and respect for justice and inclusiveness, recognizing the potential for harm and maximizing the benefits for all involved. CRS sought school-visit permission from national authorities for the ET, and enumerators received permission from the principals to conduct interviews with students. The enumerator training reviewed appropriate ethical conduct. Enumerators also worked in pairs to ensure accountability.

The international consultants assisted the teams throughout the data-collection process to ensure its smooth operation and to address any issues the teams encountered, especially in terms of managing the schedule due to unplanned school closures because of an impromptu government visit.

The ET also enacted a number of techniques throughout the evaluation process to ensure data quality control. For example, Tangerine data were downloaded daily and analyzed to ensure respect for the three-second rule.<sup>21</sup> Data from SurveyCTO were also downloaded daily for quality checks. This process sought to ensure that no data went missing by comparing the school summary sheet, which showed all surveys and assessments completed by the team, and the actual data available on the server. Team members ensured the quality of qualitative data by listening to audio recordings from interviews alongside transcripts to ensure fidelity. The ET also reviewed the uploading of qualitative data to SurveyCTO and subsequently into an Excel database to ensure conformity with transcripts.

## 2.5. Data-Analysis Methods

The convergent mixed-methods design of the evaluation permitted simultaneous analysis of quantitative and qualitative data. The sections below lay out these distinct processes. It is also worth noting that the ET paid close attention to instances in which findings from the two strands seemed to contradict each other. As applicable, analysis within the later findings section explores such cases, providing possible explanations.

### Quantitative Analysis

Before conducting statistical analysis, survey weights were computed and added to the datasets, and all analysis took into consideration the survey design. Recall that the schools remained the same from baseline but that a different cohort of students was used for the analysis. The ET did not perform an impact analysis using a difference-in-differences approach (DiD) as originally planned because of the lack of reliability of the control group. Covariates were added to the regression analysis to control for characteristics that could influence students' learning. For performing comparisons between control and project schools, an independent sample t-test was performed with continuous outcome, and a chi-square test with categorical outcome. For the comparisons between two groups of indicators, evaluators used linear regression for continuous outcome and logistic regression for dichotomous outcome. (See Annex 9 for more details on statistical weighting.)

### Qualitative Analysis

All qualitative interviews and focus groups were transcribed on a rolling basis throughout fieldwork. The transcriptions were then input into SurveyCTO and, finally, transferred to Excel for a thematic analysis guided by the EQs. This process allowed for the rapid sorting of the data by interview question as well as by stakeholder profile (type of stakeholder, gender, location, etc.). The ET used a tally-sheet matrix in Excel, which included themes and patterns that arose from the interviews across all KIIs and FGDs, to tally the number of times the same theme occurs, by stakeholder group, geographic area, and sex (when possible). This approach enabled the ET to look for trends within and across subgroups. The evaluation team next generated preliminary findings that informed the creation of formal codes. This approach allowed data collected from each source to be analyzed separately and then examined in relation to

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<sup>21</sup> The three-second rule refers to enumerators moving on to the next question item after a child is not able to answer within three seconds.

other sources to determine convergence and divergence, as well as general trend trajectories. The ET also took into account outliers, recognizing that the qualitative sample was not representative and, moreover, that outlying cases may provide important insights for the larger population. This may hold particularly true in the case of beneficiaries and other stakeholders who are, for a variety of reasons, harder to reach. Finally, the team identified illustrative quotes to provide further context for report findings and to take full advantage of the profuse description that a mixed-methods analysis makes possible.

## 2.6. Evaluation Limitations

The final evaluation process encountered a number of challenges and limitations. Table 7 presents these issues alongside mitigation strategies employed by the ET.

**Table 7: Limitations, challenges and mitigation strategies**

Limitation/Challenge	Mitigation Strategy
<b>Response bias:</b> Many stakeholders participating in the evaluation have an interest in seeing the project succeed. Those most engaged with CRS partners may be positively biased toward the programming, particularly if they are currently receiving financial support.	Elicit explicit examples from evaluation participants, stressing confidentiality and the importance of objectivity to improving the program as a whole. Additionally, the ET draws on multiple data sources, triangulating findings to answer EQs.
<b>Security and access:</b> The security situation in Benin remains volatile. For this reason, international researchers were not able to complete any fieldwork and relied entirely on the local researchers.	The ET recruited additional local researchers who received extra training to ensure their capacity to perform FGDs and KIIs in local communities. The supervisors provided notification of their position every day, and the ET worked closely with CRS to monitor potential safety risks.
<b>Timeframe and EQs:</b> The CRS team—in particular the COP, acting COP and M&E manager—were not available during the inception to thoroughly review the EQs, which had been defined in 2017, and did not take into account the recent evolutions of the project, such as the transfer of 144 schools to PNASI, the new community-feedback mechanism or the community farms. Some of the EQs were also identical to the midterm questions and thus highly unlikely to yield different results.	When possible, the ET made some adjustments to the EQs to deliver a report, which would capture important lessons learned and provide more relevant recommendations. For the questions identical to the midterm ones and yielding the same responses, a summary of the midterm result was provided and the question was extended to other areas of interest.
<b>Incomplete stakeholder mapping:</b> While the ET communicated a list of stakeholders to CRS, no additional key stakeholders were added. As a result, key stakeholders playing an important role in the sustainability plan (e.g. local authorities, Ministry of Health) were not interviewed.	The ET relied on document review and the KIIs performed with CRS and its partners to evaluate the level of ownership and engagement for sustainability by local authorities and the Ministry of Health.

Limitation/Challenge	Mitigation Strategy
<b>Selection/Sampling bias:</b> As with most qualitative research, because of a purposive sampling, the results are not generalizable.	This limitation characterizes a qualitative approach. Analysis accentuates the fact that qualitative findings, while not strictly representative, may be transferable and connect to the experiences of others, thereby providing valuable insights applicable to other stakeholders.
<b>Control group:</b> Given the nature of the project and educational programming, it is impossible to definitely ascertain the control group's isolation from other variables. In fact, three communes (40 out of 50 schools) have received support with educational activities from Educo since 2019. Even some of the Keun Faaba II schools seem to have received some support from Educo. Additionally, the control schools all have become project schools since September 2022 under MDG21.	Analysis takes into consideration these limitations. Results indicate correlations but cannot connote causation. Moreover, findings report comparisons between endline and baseline measures in addition to (or instead of) project/control comparisons. This analysis helps provide a more holistic understanding of possible project contributions.
<b>Inter-rater reliability:</b> Inter-rater reliability (IRR) can be a concern when gathering data as a team of data collectors.	The evaluation team paid special attention to IRR during training and frequent answers were pre-coded for questionnaires. Assessor Accuracy Measurement (AAM ) was performed for EGRA. Enumerators scoring above 90 percent in the AAM exercise were retained for data collection.
<b>Recall bias:</b> Students and other stakeholders might face difficulties recalling certain details of their behaviors, for instance, what they ate the previous day. The nutrition tool also asks students about categories of food, which might not be an easy concept.	The team mitigated this limitation by providing guidance to enumerators during the training on how to help the students remember what they ate and convert their food intake into food categories.
<b>Attentiveness evaluation:</b> Gauging student attentiveness required classroom observation by trained enumerators. This approach may cause distraction for the students in the room.	This is a common issue with classroom observation. We mitigated it through triangulation and by asking both teachers and principals about student attentiveness.

### 3. Findings

The findings section is informed by both an update of critical project indicators from baseline and responses to EQs. The indicators section provides a skeletal overview of project developments. The EQ section offers a more comprehensive treatment, including a greater contextualization of the findings to help explain indicator results.

This final evaluation addresses a series of questions based on six of the OECD DAC criteria of 1) relevance, 2) coherence, 3) effectiveness, 4) efficiency, 5) impact and 6) sustainability. Each question is

answered individually below, making reference to previously mentioned results as necessary. This analysis reflects the mixed-methods approach that guided this impact evaluation, as both quantitative and qualitative data sources inform findings. Where relevant, analysis explores contradictions between and complexities among findings.

### 3.1. Performance-Measurement Plan Update – Indicator Review

The final evaluation report provides an update on eight key indicators from baseline. As applicable, the analysis draws on findings from related indicators to contextualize results. Table 8 provides an overview of these indicators and their baseline, midterm and final values. The last column provides a point of comparison across time points. (For more information about the data-collection tools that informed the various sources, see Annex 7.)

**Table 8: Key Keun Faaba II indicators with baseline and midterm measures**

	Indicator	Baseline Value	Midterm Value <sup>22</sup>	Final Value	Endline Target
1	MGD INDICATOR 1: percentage of students who, by the end of two grades of primary schooling, demonstrate that they can read and understand the meaning of grade-level text <b>Benchmark: 60%</b> (3/5 correct answers)	1%	0.8%	0.5%	10%
2	Percentage of parents who report spending time on literacy activities with their students in the preceding three days	31.1%	31.0%	31.0%	45%
3	Percentage of students in target schools who are identified as attentive during class/instruction	67.6%	73.8%	71.7%	75%
4	Percentage of schools with soap and water at a handwashing station commonly used by students	54.4%	94.1%	84.8%	68%
5	Percentage of students in target schools who achieve a passing score on a test of good health and hygiene practices <b>Passing Score: 70%</b>	34%	29.5%	25%	40%
6	Literacy Achievement Index	35	33.0	30.2	45
7	MGD INDICATOR 2: Average student attendance rate in USDA-supported classrooms/schools	88.2%	90%	88.9%	95%
8	Percentage of children receiving a minimum acceptable diet <sup>23</sup>	68.9%	51.6%	76.2%	75%

<sup>22</sup> Green coloring indicates that results are improving or are above the BL value. Bright green (#4) indicates that the value has surpassed the endline target. Yellow indicates the maintenance of baseline results, while red indicates a decrease.

<sup>23</sup> Because of a change in the indicator calculation methodology, the indicator values are not comparable with the baseline value.

Final evaluation results only show minor changes since the midterm evaluation. The only indicator exhibiting a significant improvement is percentage of children receiving a minimum acceptable diet (8). Percentage of schools with soap and water at a handwashing station commonly used by students (4) and average student attendance (7) remain high but show a slight decrease since midterm.

The three indicators relating to education—percentage of students who can read and understand the meaning of grade-level text (1), percentage of parents who report spending time on literacy activities with their students in the preceding three days (2) and the Literacy Achievement Index (6)—have remained identical or have slightly worsened since baseline, but changes are not statistically significant. Considering the turmoil caused by the Covid 19 pandemic, the stability of the result could be seen as a success.

## 3.2. Relevance

According to the OECD, the DAC criteria of *relevance* addresses the “extent to which the intervention objectives and design respond to beneficiaries’, global, country, and partner/institution needs, policies, and priorities, and continue to do so if circumstances change.”<sup>24</sup> Two EQs comprise this section. The first EQ focuses on the relevance of the Keun Faaba II strategy to improve literacy, student attendance and enrollment, teacher attendance, and community engagement, while the second question focuses on stakeholders’ satisfaction with their participation. Similar questions were included in the MTE, with very comprehensive answers provided, so the present report will consider only key findings, focusing on the changes that occurred in the project’s final two years.

*EQ1 (a) To what extent were the implementation strategies relevant enough to improve children’s literacy?*

Keun Faaba II’s first strategic objective is to improve literacy among school-age children. Six activities specifically support teaching and learning: capacity-building at local, regional and national levels (#3); distribution of school supplies and materials (#5); establishment of activities to promote literacy (#6); promotion of teacher attendance (#9); raising awareness about the importance of education (#12); training of teachers and school administrators (#16).<sup>25</sup>

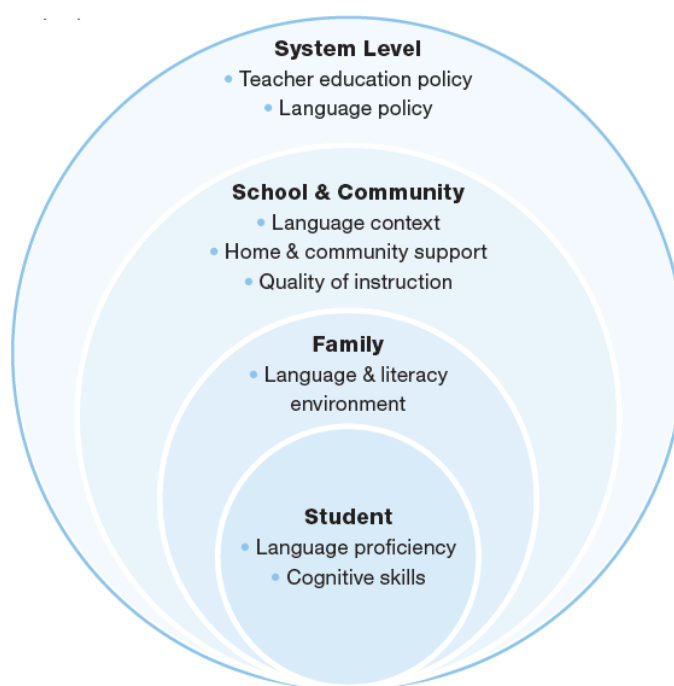
Figure 2 represents the different factors that contribute to literacy acquisition. Learning ultimately occurs at the student level, but it is embedded in and influenced by multiple context layers ranging from the family, school and community to systemic factors. Keun Faaba II’s multidimensional approach aims to address the various different factors contributing to literacy acquisition.

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<sup>24</sup> This and subsequent definitions were informed by the following resource: OECD Home: Evaluation Criteria, <https://www.oecd.org/dac/evaluation/daccriteriaforevaluatingdevelopmentassistance.htm>

<sup>25</sup> Catholic Relief Services. 2017. Agreement USDA-CRS- FFE-680-2017-027-00-A, page 4.

**Figure 2: Factors contributing to literacy acquisition<sup>26</sup>**



*Capacity-Building: local, regional and national levels (System level):* The reading method, which World Education, Inc. (WEI) strove to implement in the project schools, is based on the concept of decodability; students learn how to read by learning the combination of letters, initially adding one letter per lesson. The latest research on early-grade reading shows that this method—also referred to as “phonics”—makes for the most effective way to teach reading.<sup>27</sup> The National Institute for Training and Research in Education (INFRE) has recently begun engaged in revising Benin’s reading curriculum, validating the value of the approach initially implemented by WEI. In all discussions with department-level chiefs of pedagogical, with the teachers as well as with INFRE, stakeholders shared similar views as during the midterm evaluation, emphasizing that the phonics method promoted by Keun Faaba II has the potential to improve students’ learning. However, it is important to note that the Ministry of Primary Education has chosen to retain French as the language of instruction, which may play a role in students’ challenges.

*Training: teachers and school administrators (School level):* During the initial phase of Keun Faaba II, WEI focused on teacher training, specifically the use of WEI materials and teaching approaches, but in the second phase, they placed more emphasis on the training of education advisors (CP), who duplicated the trainings for teachers during community-of-practice meetings (UP). A strong focus was put on the formative assessment of the students and remediation strategies. The great majority of teachers interviewed, 95.3 percent, considered the training helpful for improving the quality of students’ learning.

<sup>26</sup> USAID. 2016. Landscape Report on Early Grade Literacy, page 7.

<sup>27</sup> USAID. 2016. Landscape Report on Early Grade Literacy, page 18.

Following the disappointing results of the midterm EGRA evaluation, WEI also decided to prioritize teacher supervision to ensure the proper implementation of its method.<sup>28</sup> Directors and CPs were trained in coaching practices designed to reinforce the quality and adequacy of the supervision provided to teachers. While a WEI representative expressed some concerns about the effectiveness of the coaching, 100 percent of teachers interviewed indicated that they had been coached by their directors and that they found the coaching and advice provided useful.

*Distribution of school supplies and materials (School level):* Keun Faaba II distributed booklets approved by INFRE and the Ministry of Preschool and Primary Education (MEMP) to Grade 1 and Grade 2 students for use in and out of school. Yet because INFRE and MEMP started deploying a new reading curriculum in 2021-2022,<sup>29</sup> WEI phased out the distribution of booklets earlier than originally anticipated.

*Promotion of teacher attendance (School level):* See section EQ1 (c) To what extent were the implementation strategies relevant enough to improve teacher attendance?

*Establishment of activities to promote literacy (Community level) :* Keun Faaba II also promoted literacy through activities outside of school, including a weekly story hour featuring storytelling and the promotion of study groups and community libraries that support children and their families' reading practices. These strategies were improved following the MTE recommendations, which stipulated that "the project needs to further strengthen community-engagement initiatives to support reading. Efforts need to be made to regain momentum for these activities that waned after school closures. Most notably, an improved communication strategy is necessary for ensuring that the most marginalized parents and students are aware of the activities." Additional details about community-based activities will be shared in section EQ6 (a) "To what extent have beneficiaries increased their knowledge and understanding of literacy?"

*Raising awareness about the importance of education (Family level):* Keun Faaba II incorporated activities to increase awareness about the importance of education through multilevel advocacy that included engagement with local opinion leaders, radio programming and associated listening groups. Both the education district officers (CRPs) and the teachers deemed this strategy relevant. Additional information is provided in section EQ6 (b) "To what extent have beneficiaries increased their knowledge and understanding of literacy?"

*EQ1 (b) To what extent were the implementation strategies relevant enough to improve student enrollment and attendance, particularly for girls?*

Monitoring data indicate that enrollment has increased during the course of the project, with the number of individuals benefiting from the Keun Faaba II food-security project rising from 42,992 in 2019 to 51,126 in 2022; 24,675 of the latter were female.<sup>30</sup>

The data collected by the ET during their school visits indicated that while attendance did not improve, it has remained high during the course of Keun Faaba II, with 89 percent of students present during the final evaluation. As shown in Figure 3, however, the commune of Malanville lags behind, with only

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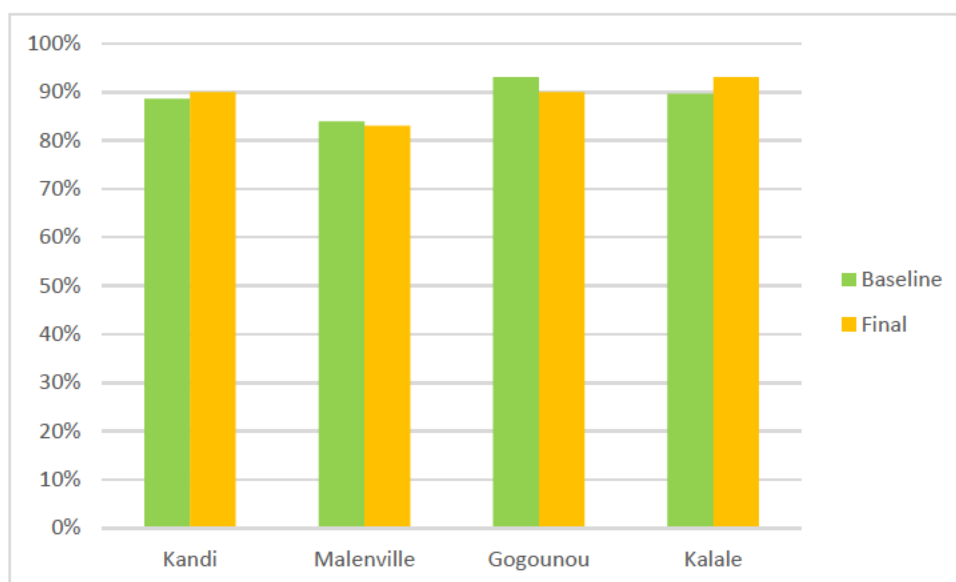
<sup>28</sup> World Education. 2022. Final Activity Report WEI, page 104.

<sup>29</sup> Additional information regarding the new reading curriculum can be found in EQ4 (b)–Coherence: To what extent is the intervention coherent with the government policy on literacy?

<sup>30</sup> Catholic Relief Services. 2022. Semi Annual Indicators April-September 2022.

83 percent of students attending school.<sup>31</sup> The analysis indicated no significant difference by gender and difference between baseline and final evaluation is not significant.

Figure 3: Attendance per commune baseline vs final



Based on the CRS's cooperative agreement,<sup>32</sup> Keun Faaba II should improve student attendance through raising awareness about the importance of education, enrollment campaigns and through training parent-teacher associations. While these three activities did add to improve enrollment and slightly increased attendance, both beneficiaries and teachers noted that their main incentive for going to school was the meal provided.

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*"Some children travel three kilometers to come to school and stay there. The canteen motivates these children much more than the quest for knowledge."*

– Male Teacher (Kalalé)

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Keun Faaba also aims to improve student attendance through the provision of take-home rations offered to both male and female students in Grades 4, 5 and 6 who achieve 95 percent or better attendance rates during a three-month period.

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*"In Grades 4, 5 and 6, children are rewarded for their presence in school. At the end of each quarter, Keun Faaba gives four liters of oil. All these provisions motivate parents to watch over the presence of their children, but also, the children know not that they can't make their parents miss the oil endowment. This is a very good attendance-incentive strategy."*

– Male Teacher (Gogounou)

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<sup>31</sup> Malenville has a high percentage of Peulh community members, who generally do not value education as much as other communities

<sup>32</sup> Catholic Relief Services. 2017. Agreement USDA-CRS- FFE-680-2017-027-00-A. page 3.

To specifically improve the attendance of girls, Keun Faaba II implemented a variety of activities that impacted girls differently based on their age. Younger girls were assigned a mentor who was a Grade 5 or 6 female student. The mentor's main mission was to ensure the young girls got to school safely and to encourage them. Older girls received assistance when menstruating to make sure she did not miss school during that time. More information on Keun Faaba II activities regarding gender will be provided in EQ6 (c) "To what extent have beneficiaries increased their knowledge and understanding of the importance of gender and child protection concepts?"

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*"Apart from the canteen component, which is already a motivating factor for both girls and boys, the menstrual-hygiene component has been an additional motivator to keep girls in school."*

*– Male Staff Member, CRS*

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Additional information concerning the activities performed to raise awareness about the importance of education, which included enrollment campaigns and the training of parents, will be disclosed in section EQ6 (b) To what extent have beneficiaries increased their knowledge and understanding of the importance of education?

*EQ1 (c) To what extent were the implementation strategies relevant enough to improve teacher attendance?*

In the initial project's design, WEI intended for the community to play a role in controlling teacher attendance, with the possibility of reporting issues to their regional education advisor.<sup>33</sup> With parents reluctant to report problems with school staff, however, this strategy was discontinued. Teacher attendance has thus mainly been incentivized by annual merit certificates. While merit certificates intend to reward teachers specifically for applying the instruction strategy taught during training, their level of attendance also featured as a component of their evaluation by the CRPs and CPs. Over the life of the project (LOP), a total of 40 teachers received a merit certificate, representing 111.1 percent of the LOP target.<sup>34</sup>

When asked about teacher absenteeism at their school, 95.6 percent of directors indicated that it was not a problem. While not significant, the data shows that during the first two months of the 2022-2023 school year, teachers were absent 15.5 percent of the time for project schools and 20.4 percent of the time for control schools. The main two reasons given by teachers to explain their absences were sickness (project 63.7 percent vs control 44.4 percent) and administrative issue to be resolved (project 22.7 percent vs control 41.1 percent).

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<sup>33</sup> Catholic Relief Services. 2017. Agreement USDA-CRS- FFE-680-2017-027-00-A, page 6.

<sup>34</sup> Catholic Relief Services. 2022. Semi Annual Indicators April-September 2022.

**Table 9: Teacher absenteeism per class and per school type<sup>35</sup>**

	Control	Project	p-value
<b>Grade 1</b>	18.7%	17.6%	0.838
<b>Grade 2</b>	20.5%	14.9%	0.379
<b>Grade 3</b>	20.4%	14.3%	0.302
<b>Grade 4</b>	17.9%	14.5%	0.638
<b>Grade 5</b>	20.6%	15.3%	0.454
<b>Grade 6</b>	24.6%	16.2%	0.888
<b>Total</b>	<b>20.4%</b>	<b>15.5%</b>	<b>0.325</b>

The promotion of teacher attendance also included an initiative with the MEMP to advocate for revisions to the teacher-placement policy that would help reduce teacher mobility in Grades 1 and 2. More stability for the teachers should strengthen the implementation of new instructional practices. WEI expressed satisfaction with its advocacy efforts, which resulted in less teacher mobility during the final two years of Keun Faaba II. The data collected confirmed lower teacher mobility in project schools than in control schools. However, only 33 percent of Grade 1 and 2 teachers have taught the same class for more than two years (versus 11 percent in control schools).

**Table 10: Number of years teachers of Grades 1 and 2 have been teaching in this section**

	Project	Control
<b>- 1 year</b>	65%	83%
<b>1 year</b>	3%	6%
<b>2 years</b>	8%	1%
<b>3 years</b>	7%	7%
<b>4 years</b>	12%	1%
<b>5 years</b>	1%	1%
<b>+ 5 years</b>	5%	1%

*EQ1 (d) To what extent were the implementation strategies relevant enough to community engagement?*

Community engagement lay at the heart of the project's success. Parents contributed to the canteen by preparing meals and making condiments<sup>36</sup> available. They also volunteered their time for the community farms, and the communities led total-sanitation initiatives (CLTS), the maintenance of the gardens during the summer months, the construction of teacher houses and even the search for ways to feed the children in the morning.

The process to engage the communities started with building strong AMEs and APEs during Keun Faaba I, which provided a vantage point for Keun Faaba II. Additionally, field agents hired by the three NGOs<sup>37</sup> and by CRS were individuals from the region who spoke the local languages, facilitating interactions with beneficiaries. The approach used to involve the communities was very participatory,

<sup>35</sup> Absenteeism cannot be compared with baseline, because the periods are not identical.

<sup>36</sup> Condiments include salt and spices but also vegetables such as onions or peppers.

<sup>37</sup> Alafia, Derana, Caritas.

leading to the communities taking greater ownership of diverse activities. Parents are aware that all the activities together provide a better future for their children, and that all children benefit from these activities.

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*The Keun Faaba project leads the community to understand that all achievements belong to the community. At the beginning of each school year, we organize the budgeting sessions: we define by month the amount that the community will have to contribute. This decision comes from the community itself, which makes proposals.*

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*– Female CRS Field Agent (Kandi)*

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Keun Faaba II did not prescribe any specific way to raise community contributions; each community chose the option that suited them best. Field agents merely facilitated the discussions and shared experiences from other localities. Over the course of the project, the financial contributions to the canteen, which originally appeared a challenge, yielded acceptable results, with an increase of 5.2 percent between FY21 and FY22,<sup>38</sup> The overall contributions, however,<sup>39</sup> only reached 55.3 percent of the LOP goal due to a slow start and a lack of contributions to infrastructure.<sup>40</sup>

Activities that required volunteers yielded more nuanced results. While we have no example of a community giving up school-feeding activities because of a lack of volunteers,<sup>41</sup> other activities such as garden maintenance during summer or the community farms initially experienced challenges in mobilizing volunteers.

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*“In some communities, we have to beg people to come and work on the farm. During the visits we saw that it was always the same people who worked. The burden was mostly on members of the committee, members of the parents' associations who carried out the implementation.”*

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*– Male URP Member (Parakou)*

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During FGDs with members of the community farm, however, the issue of a lack of volunteers never surfaced, and participants demonstrated enthusiasm and pride in their work and accomplishments in all four FGDs.

Regarding the school gardens, only 16.6 percent of directors indicated encountering obstacles during the implementation, and 50 percent specified that the school garden was maintained during the summer school closure.

*EQ2: Are stakeholders (PTAs, mothers' associations, teachers and local authorities) satisfied with their participation in the project? Why or why not?*

The MTE included the identical EQ, and while the level of satisfaction was already high then, the final evaluation shows another slight increase in satisfaction. Stakeholders unanimously replied positively to

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<sup>38</sup> These contributions (cash or in-kind) support additional school canteen needs for condiments, firewood, water, soap, etc. and also include amounts mobilized by the 12 community farms

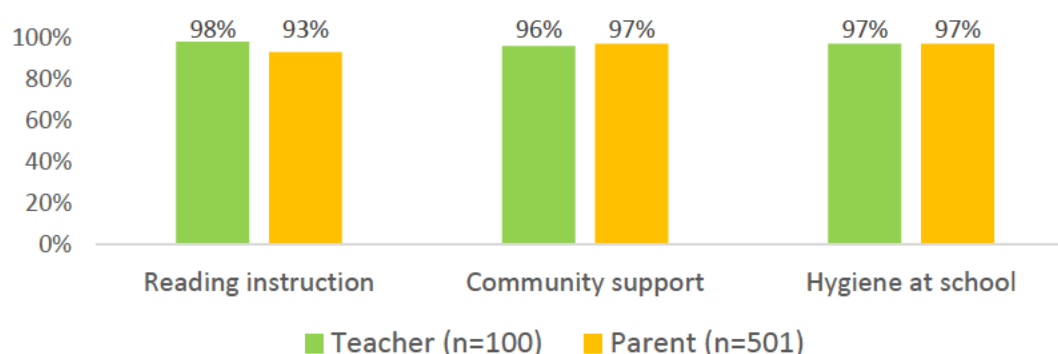
<sup>39</sup> In addition to canteen contributions, the global contribution includes donations to infrastructure construction and the government's deworming contribution to the canteen.

<sup>40</sup> Catholic Relief Services. 2022. Semi Annual Indicators April-September 2022.

<sup>41</sup> Cooks and storekeepers.

this question, and the quantitative data presented in Figure 4 also show an extremely high level of satisfaction among teachers and parents.

Figure 4: percentage of respondents very satisfied with Keun Faaba activities by type



### 3.3. Coherence

According to the OECD, the DAC criterium of *coherence* addresses the compatibility of the intervention with other interventions in a country, sector or institution. The Keun Faaba II final evaluation addresses two specific areas of intervention: 1) those internal to CRS, and 2) the Government of Benin's policies.

In regard to the coherence internal to CRS, the ET looked at CRS Vision 2030, other CRS interventions in Benin and other CRS McGovern-Dole interventions. For the coherence with the GoB, the ET looked mainly at the school-feeding policy, but also included the education policy and the hygiene policy.

*EQ3 (a) To what extent is this intervention coherent with the CRS Vision 2030?*

The MTE also included this same question. Since neither CRS Vision 2030 nor Keun Faaba's strategy have been modified since May 2021, the answers provided to this question by the stakeholders and found during document review have remained identical. The ET therefore provides below a summary of the section included in the MTE report.<sup>42</sup>

The CRS Vision 2030 strategy lays out five goals for the coming decade:

1. All people live in just and peaceful societies.
2. All people survive and thrive in the face of disasters.
3. All people achieve dignified and resilient livelihoods in flourishing landscapes.
4. All children reach their full health and development potential in safe and flourishing families.
5. All youth are empowered to thrive.

Participants in all six pertinent interviews agreed that the Keun Faaba project aligns with the CRS Vision 2030 strategy. They cited Keun Faaba's emphasis on partnership and collaboration at the school, community, regional and national levels, as well as the fact that Keun Faaba II targets vulnerable populations.

<sup>42</sup> Et4d. 2021. Midterm Evaluation Keun Faaba II, page 41.

<sup>43</sup> Catholic Relief Services. 2020. CRS Communication on Engagement - Vision 2030, page 15.

*EQ3 (b) To what extent is this intervention coherent with other CRS Benin interventions?*

CRS Benin does not currently have any other significant active programs beside Keun Faaba II and III. However, since 2012 several programs have directly or indirectly brought value to Keun Faaba or built staff capacity of the staff in some relevant areas. For instance, in 2012, CRS Benin developed a Health Micro Insurance Product (HMI), which used the SILC approach (Saving and Internal Lending Communities).<sup>44</sup> SILC groups were deployed during Keun Faaba I as a way to raise contributions for school feeding. These groups remained active during Keun Faaba II, and new SILC groups are being supported in the Keun Faaba III project. In 2018, through its Community Health against Malaria program, CRS developed its capacity in digital data collection, and similar tools were used during Keun Faaba II for monitoring purposes. The Farm to Fork USDA program, also known as Local Regional Procurement (LRP),<sup>45</sup> implemented by CRS in 2017-19, experimented with the creation of cooperatives, and URP, the main partner in this program, managed to use the acquired know-how to form cooperatives for the community farms. The project BeninCaju, implemented in 2016-2022 and also using the SILC approach, developed methods and tools to facilitate the understanding of the value chain for agricultural products. PfD used BeninCaju's value-chain documentation to build the capacity of its local partner URP.<sup>46</sup>

*EQ3 (c) To what extent is this intervention coherent with other CRS McGovern-Dole projects?*

While the Terms of Reference (TOR) did not include any question about the coherence between Keun Faaba and other McGovern-Dole projects implemented by CRS, collaboration with other McGovern-Dole projects often cropped up in discussion with the implementing partners. The ET therefore decided to enhance the report with this additional section.<sup>47</sup>

CRS currently has 18 active McGovern-Dole projects, 10 of them in West Africa. The Chiefs of Party (COP) of McGovern-Dole projects are connected through a team messaging group, which acts as a support group. Members can ask each other questions, share documentation, guides, job descriptions or TOR. They also review each other's proposals, TOR or strategies. Keun Faaba II's COP has provided intensive support to start a new McGovern-Dole project in Burundi. Key CRS staff members consider this efficiency-fostering process highly valuable, even essential.

CRS has also organized visits to enhance its practice. For instance, URP went to Burkina Faso to learn from their experience with community farms, while members of CRS Togo came to Parakou to learn from CRS Benin's experience with LRP.

The experiences and lessons learned from the regional McGovern-Dole projects are further consolidated by CRS Regional Technical Advisors (RTA), who in turn can provide guidance to the country offices. For instance, Keun Faaba II received the support of the WASH RTA for the development of its WASH strategy. CRS management revealed that the RTA's intervention proved key to the strategy's enhancement. RTAs can also provide essential capacity-building to the local team, including through webinars.

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<sup>44</sup> Catholic Relief Services. 2012. Delivering Health Micro Insurance in Benin, page 1.

<sup>45</sup> Catholic Relief Services. 2019. LRP CRS Benin evaluation.

<sup>46</sup> Catholic Relief Services. 2016. Baseline Study for the Cashew Integration & Acceleration Program (BeninCaju).

<sup>47</sup> See the Evaluation Limitations section for the justification of this addition.

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*The RTA facilitates the sharing of good practices, s/he organizes webinars, s/he shares information to contribute the experience on a large scale. If there are initiatives at the central level, experiences are shared.*

*– Male CRS Staff Member (Parakou)*

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*EQ4 (a) To what extent is the intervention coherent with the government policy on school feeding?*

The MTE also included the same question.<sup>48</sup> Overall, neither the government policy nor Keun Faaba II's strategy have been modified since May 2021, and when asked whether or not Keun Faaba interventions are coherent with the government's school-feeding policy, interview responses were unanimously positive. Benin's school-feeding policy has as its main goals to keep children in school, reduce absenteeism and improve health through better nutrition, which also constitute the main objectives of Keun Faaba II.

Nonetheless, because the schools' canteens, currently under the control of CRS, will be transferred to PNASI in January 2023, CRS, PNASI and the MEMP have collaborated to prepare for the transfer. Their discussions brought to the fore differences in implementation approaches, leading to some reformulations of Keun Faaba, which were taken into account in the Keun Faaba III strategy. Subsequently, the ET will focus on establishing points of convergence and divergence between PNASI and Keun Faaba II drawing on interviews with key staff from CRS, MEMP and the WFP, as well as on the debriefing reports from joint school visits.<sup>49</sup>

**Table 11: Comparison of Keun Faaba II and PNASI's activities**

Activity	Keun Faaba II (KF2)	PNASI (WFP)	Synthesis
<b>Areas in intervention</b>	School feeding	School-feeding commodities	KF2 and PNASI share the same fundamental components, but while KF2 provided funding for gardens, school hygiene and infrastructure (kitchen, storage, boreholes), PNASI only encourages the community to address these issues.
	School-feeding management	School-feeding management	
	Improved dietary practices	Improved dietary practices	
	Hygiene	Hygiene	
	Garden and <b>community farm</b>	Garden ( <i>encouraged</i> )	KF2 includes unique activities such as the creation of hygiene clubs, the improvement of early grade reading in schools and in the community and THR.
	Infrastructure	Infrastructure ( <i>encouraged</i> )	
	Water	Water ( <i>encouraged</i> )	
	<b>Hygiene club and menstruation</b>	Local procurement	PNASI includes unique activities such as local procurement and capacity-building for MEMP staff.
	<b>THR for students</b>	MEMP capacity-building	
	<b>Literacy (school &amp; community)</b>		PNASI encourages other partners to get involved in the activities they cannot cover.
<b>COGES</b>	KF2 and PNASI both have set up Canteen Management Committees (COGES). While slight differences exist, the main aspect raised by the WFP was the institutionalization of a replacement for key positions such as vice president, vice treasurer, etc.  PNASI seems to leave more responsibility to the school directors for monitoring the consumption of the commodities.		

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<sup>48</sup> Et4d. 2021. Midterm Evaluation Keun Faaba II. Page 42

<sup>49</sup> Catholic Relief Services. 2022. Report on Joint School Visit CRS-WFP. Page 4

<b>Menu</b>	KF2's menus are planned and remain identical every week, while PNASI's menus are established based on the commodities available and the communities' preferences.
<b>Type of food</b>	The commodities distributed differ. Some of KF2's products are not traditionally grown in Benin, such as lentils or green peas. PNASI is providing iodized salt that MGD do not and encourage community to do so.
<b>Infrastructures</b>	KF2 systematically built kitchens and storage, while PNASI does not. However, PNASI does encourage the community to build proper kitchens and storage. PNASI has promoted the design of CRS infrastructure.
<b>Water access</b>	KF2 ensured water access for all schools. While recognizing the importance of water, PNASI does not provide funding.
<b>Garden</b>	KF2 provided support to the school gardens in the form of tools, seeds, fertilizer or capacity-building. PNASI recognizes the importance of a school garden to improve children's nutrient intake, but it only provides recommendations.
<b>Volunteers</b>	In both projects, cooks and storeroom managers are volunteers, usually the mothers of students. KF2 distributes four liters of oil to each cook on a monthly basis. While PNASI does not provide any form of compensation to the volunteers, it encourages the community to find ways to remunerate the cooks.
<b>Ration</b>	The rations differ slightly and seem to be marginally higher with KF2.
<b>Inventory management</b>	The documents used by each project differ. KF2 has to follow the protocols recommended by USDA. Both processes aim to control the commodity inventories and to ensure that no goods are diverted. PNASI gives more responsibility to the principals.
<b>Commodity theft</b>	KF2 and PNASI address the issue of commodity theft differently. PNASI relies on the DDEMP to intervene, and sanctions can be severe. KF2 who used to request from the person who committed the larceny to replace the stolen goods, is now also letting DDEMP address the issue directly.
<b>Contribution</b>	Both programs rely on parents to provide condiments. All schools can choose how to raise the contributions, which includes the possibility of a daily contribution of 25 XOF, a lump sum, goods, levy on the cotton harvest, or work on a community farm.
<b>Procurement</b>	KF2 only included commodities imported from the USA, while PNASI encourages local and regional procurement. PNASI is considering eventually allowing cash transfer so that schools can buy commodities directly on the local market and reduce logistics costs. KF3 is considering some level of local procurement.
<b>Indicators</b>	While each project has its own indicators, the WFP, CRS and the GoB (PNASI) collaborated to harmonize their indicators.

The differences in implementation listed above have not significantly hampered the transfer process, which we will expand on in the report's sustainability section.

#### *EQ4 (b) To what extent is the intervention coherent with the government policy on literacy?*

Initially the TOR (see Annex 12) did not include the analysis of the coherence with the MEMP policy for literacy, but the ET believed that to understand the sustainability strategy followed by Keun Faaba II, it was essential to understand the coherence of its early-grade reading (EGR) project with the MEMP policy.

We described Keun Faaba II's literacy strategy in detail in section EQ1 (a) "To what extent were the implementation strategies relevant enough to improve (a) children's literacy." EGR education policy constitutes a system-level component (Figure 2). While Keun Faaba II did not originally align with the MEMP reading curriculum, WEI managed to convince INFRE to let them use a more efficient approach to teaching reading based on decodability (phonics). While INFRE gained confidence that this approach could lead to better outcomes in student learning, it requested support from the Work Bank to finance a full revision of its curriculum. The new curriculum is now in its second year of national deployment. Additionally, Keun Faaba II facilitated INFRE's revision of its evaluation tool kit, which now includes

EGRA, an evaluation tool used for all Keun Faaba II evaluations. INFRE was able to perform its own first pilot at national level with a sample of schools during the 2021-2022 school year.

#### *EQ4 (c) To what extent is the intervention coherent with the government policy on WASH?*

Initially the TOR did not include any analysis of the coherence with the school hygiene policy of the Direction of Hygiene and Basic Sanitation (DHAB). However, the ET believed that to understand the sustainability strategy followed by Keun Faaba II, it was essential to understand how Keun Faaba II strove to be coherent with government policy.

Keun Faaba II articulated a WASH strategy in September 2019 in response to recommendations from the baseline evaluation. According to the 2021 work plan, the strategy was launched in January 2020, providing an opportunity for local authorities to commit to supporting Keun Faaba II's WASH activities. CRS embedded its strategy in the national policy, promoted by the Ministry of Health,<sup>50</sup> but whose components were not systematically implemented at the regional level. An interview with CRS management revealed the national strategy to have three pillars, with CRS adding a further two—1) hygiene in meal preparation and 2) menstrual hygiene. In collaboration with the Departmental Direction of Basic Hygiene and Sanitation (DDHAS), the DDEMP and the Departmental Direction of Health (DDS), CRS developed a guide on how to include nutrition, hygiene and health instruction in the existing curriculum. This document is referred to as the “Infusion Guide.”<sup>51</sup> CRS also systematized the creation of hygiene clubs in the schools, which are supported by the DDEMP and the DDS, who grant the certificate of conformity to the schools based on a defined set of hygiene-related criteria.

Unfortunately, the ET had not anticipated the need to meet national health and hygiene authorities. Therefore, we could not confirm that the strategy implemented in Alibori and Borgou in collaboration with regional authorities was likely to be adopted at the national level.

### **3.4. Effectiveness**

The DAC criteria of *effectiveness* is defined as “the extent to which the intervention achieved, or is expected to achieve, its objectives and its results, including any differential results across groups.” Effectiveness focuses more closely on outputs and attributable results than impact. Two questions inform the analysis of the effectiveness of Keun Faaba II. They explore the improvement of learning (mostly based on the EGRA results) and the improvement of beneficiaries' knowledge, understanding and practice of 1) literacy, 2) the importance of education, 3) gender and protection, 4) nutrition and 5) health and hygiene. In the questions originally included in the TOR, beneficiaries included either members of PTAs/mothers' associations or beneficiaries. Unfortunately, respondents did not manage to differentiate between parents and members of PTAs/mothers' associations, therefore the ET reformulated the questions and consolidated all types of beneficiaries.

#### *EQ5 To what extent have targeted schools witnessed improved quality of education/learning?*

As described under EQ1 (a), Keun Faaba II put in place numerous activities aimed at improving literacy in the target communities. Teachers and school principals have been trained on teaching and supervision techniques to improve literacy outcomes. Additionally, Keun Faaba II included several literacy-

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<sup>50</sup> An updated version of the policy has been recently published. Government of Benin. 2022. National Law on Public Hygiene in Benin.

<sup>51</sup> Catholic Relief Services. 2020. Infusion Life Skills Guide.

promotion efforts that took place after school, including a bi-monthly story hour, a weekly radio hour featuring storytelling based on project booklets and books and the promotion of listening groups and community libraries to support children's and their families' reading practices. Moreover, following recommendations from the MTE, a stronger focus was placed on study groups led directly by AMEs/APEs. WEI had led the educational activities in concert with Derana and Alafia until February 2022, at which time project support ended and communities directly managed the activities themselves.

This section and the following ones (EQ6a and EQ6b) examine the effectiveness of these activities, first drawing on results of the EGRA assessment and questionnaire findings, then using qualitative data to provide additional nuance. Teachers, parents and students all responded to related survey questions, and a selection of these individuals participated in FGDs.

### Improved literacy of school-aged children

The literacy of school-age children was measured as the percentage of students who, by the end of grade 2,<sup>52</sup> demonstrated that they could read and understand the meaning of grade-level text. This is a measurement of student reading comprehension. As shown in Section 3.1 of this report, only 0.5 percent of the students assessed managed to reach the comprehension benchmark by answering three out of five comprehension questions. Table 12 below shows results for each subtask. Data show that students' results decrease as the complexity of the subtask increases. Students could answer on average 51.9 percent of vocabulary questions (where students were asked to identify some pictures and say the name in French or to complete simple instructions in French). Yet they only managed to read 12.9 correct letter sounds per minute (CLSPM) and 4.3 correct words per minute (CWPM) in the reading passage. Additionally, they could only correctly answer 1.4 percent of comprehension questions after reading the passage. In the listening comprehension subtask, students managed to answer 17 percent of the questions correctly. These results show that students continue to struggle with the French language (as demonstrated by vocabulary and listening-comprehension results) and with reading skills.

**Table 12: EGRA mean scores by subtasks**

	<b>Project schools Baseline</b>	<b>Project schools Midline</b>	<b>Project schools Endline</b>
<b>Vocabulary (%)</b>	58.6	53.7	51.9
<b>Listening comprehension</b>	20.4	18.6	17.0
<b>Letter name (CLPM)</b>	10.6	10.2	7.8
<b>Letter sound (CLSPM)</b>	12.8	15.3	12.9
<b>Familiar word (CWPM)</b>	4.6	4.9	3.2
<b>Non-word (CWPM)</b>	3.3	3.4	2.4
<b>Reading passage (CWPM)</b>	1.9	5.9	4.3
<b>Reading comprehension (%)</b>	2.6	2.3	1.4

<sup>52</sup> For the final evaluation as well as for the baseline evaluation, the beginning of Grade 3 was considered an acceptable proxy for the end of Grade 2.

According to the results presented in Annex 11, boys outperformed girls in all subtasks except letter sound and reading comprehension (where the two groups obtained the same results) in project schools. In control schools, girls outperformed boys in the letter sound subtask and obtained the same score in letter names. The boys obtained better results in all the other subtasks. It is however to be noted that these results are not statistically significant. Additionally, urban students outperformed rural students in both project and controls schools (results are significant for vocabulary, listening comprehension and familiar words subtasks only). The ET included additional details on EGRA results in Annex 11. While results of the EGRA evaluation conducted by WEI before the end of the project show mild improvements in some of the scores,<sup>53</sup> results of the endline evaluation did not show any improvement and remain in line with conclusions drawn by international studies conducted in Benin. The provisional PASEC<sup>54</sup> 2019 report for Benin, for example, states that students in Benin are not meeting international standards, mentioning the Alibori region as requiring special attention, as students have “low scores affected by an insufficient level of the majority of learners.”<sup>55</sup> Some contextual factors could explain the lack of improvements such as the Covid 19 pandemic, during which the assessed children did not have access to pre-school, or the massive hiring of unqualified teachers to face the lack of qualified teachers. Additionally, the students tested did not benefit from the implementation of Benin’s new reading curriculum, which is currently being deployed across the country.

#### Perception of learning by project stakeholders

In partial contrast with results obtained from the EGRA assessment, stakeholders interviewed during qualitative data collection shared the belief that the quality of instruction in Keun Faaba II schools has improved and that students have improved their reading skills. Two out of four CRPs interviewed gave this opinion, one that cropped up as well as during all the FGDs with parents and teachers.

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*“During class visits, you see an improvement in learner performance, and when the teacher conducts the lesson, you see active learner participation.”*

– Male Local Authority (Kandi)

*“It should be noted that it is thanks to the project that the most stubborn children have become more docile, those who do not like to read now read very well.”*

– Female Parent (Gogounou)

*“At the level of the learners, there is also a great improvement, especially with the decodables. . . . With the decodables, reading is easier for the children.”*

– Male Teacher (Malanville)

*“The strategy used by the Keun Faaba project means that children in CI and CP can read and write very early. And it is only in the CRS schools that you can notice this. These children are better able to express themselves in French.”*

– Male Teacher (Kalalé)

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<sup>53</sup> World Education. 2022. EGRA Report.

<sup>54</sup> PASEC: Programme d'analyse des systèmes éducatifs de la confemen is a Program for the Analysis of Education Systems implementing evaluations aimed at reporting on the performance of the education systems in member countries.

<sup>55</sup> DEMP. 2019. PASEC Report Quality of Education System in Benin, p. 214.

## Teaching quality

Teachers, when asked about their experience implementing the trainings in the classroom, mentioned among the challenges the difficulty of applying some of the techniques in the project context. They noted how difficult it was to support students in classrooms with many students (53.2%), that student assessment took too much time (33.2%) and that remedial strategies offered seemed unrealistic in the local context (19%). While concurring in the assessment of positive improvements in the quality of education, project partners and educational stakeholders additionally mentioned teachers' capacity to follow the instructions received during the trainings as factors that influenced learning outcomes in project schools. Even if the project did not embark in a formal assessment of the trainings' fidelity of implementation,<sup>56</sup> local education stakeholders did participate in monitoring visits through which designed to support teachers in implementing the newly acquired techniques.

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*There are teachers who follow the strategy, the recommendations, and succeed. But there are others who always do as they please and, in these contexts, we do not have the expected results. We will give some figures. The observation is that I believe that more than 60 percent of schools are successful in implementing these strategies and achieving the results.*

– Male Local Authority (Kandi)

*But what is lacking is the professional conscience of those who are trained, the teachers who are trained and in charge of applying it. One thing is to give the knowledge, another thing is to apply it. So, if those who are applying it do not do it as they have received it, the results will be costly.*

– Male Project Partner (Parakou)

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## EQ6 (a) To what extent have targeted beneficiaries increased their knowledge and understanding of literacy?

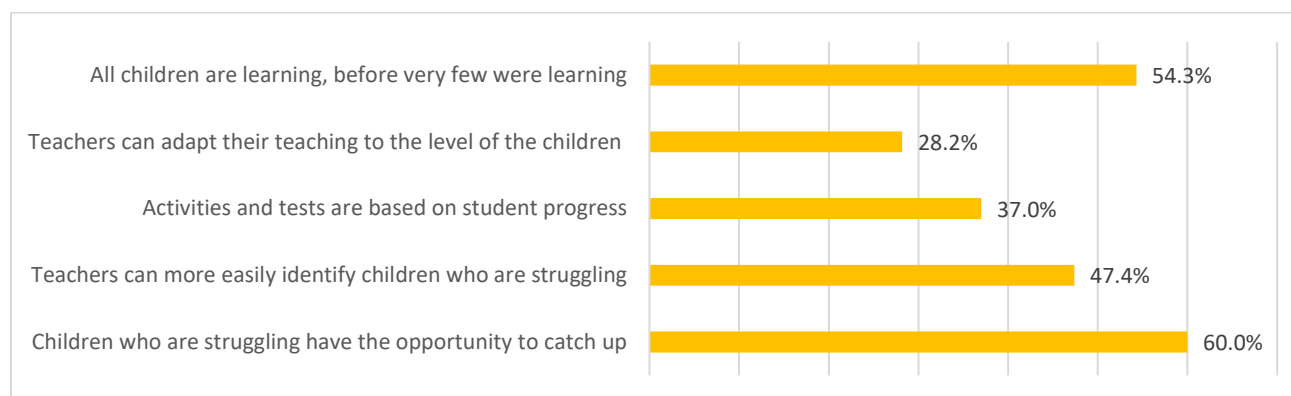
Keun Faaba II operates in an area where many teachers are aspiring teachers (36.4%)<sup>57</sup> or are employed by the community (11.6%), with only 5.2 percent being permanent teachers and 45.1 percent contractual. To cater to the needs of this differentiated audience, the project put in place trainings to support all teachers. During the endline evaluation, beneficiaries responded affirmatively when asked whether project activities had improved their knowledge and understanding of literacy. Most school directors (85%) confirmed that all teachers teaching CI and CP during the previous school year had received the trainings organized by the project. All principals in project schools suggested that the trainings improved teaching quality. Teachers agreed with this assessment, with 81 percent declaring the trainings useful and 15.7 percent declaring them somewhat useful. Teachers were also asked how the trainings supported literacy instruction. Their responses are presented in Figure 5.

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<sup>56</sup> When a practice or program is implemented as intended by the developers, it is referred to as “fidelity of implementation.”

<sup>57</sup> Aspiring teachers are young high school or college graduates without any formal teacher training.

**Figure 5: Ways trainings help improve literacy instruction according to teachers**



National and local authorities interviewed during the final evaluation demonstrated appreciation for the work done by the project in supporting literacy instruction in the project area.

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*We have several types of teachers in the field: some have gone through a teacher-training college and others only have the BAC but no professional training (we call them “aspirants to the teaching profession”). The trainings that we organized within the framework of the project made it possible for these teachers to be operational by giving them the essentials that a teacher needs. Following this training, we did an evaluation of the teachers. And among the teachers who had won these awards, we found that these aspiring teachers really implemented these innovations in a professional manner.*

— Male National Authority (Cotonou)

*Teacher training is a success. The government is in the process of revising the training programs, and today the teachers trained with CRS are a reference and they have more experience for having been sufficiently trained in these methods.*

— Male Local Authority (Kalalé)

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In their FGDs during endline evaluation, parents mentioned several extracurricular activities instated by the project that helped promote literacy: story hour (mentioned in two out of four FGDs) was seen as an important activity that helped strengthen the link between school and community, particularly because parents could support it, as it was conducted in the local language. Additionally, parents in three focus groups mentioned that both the story hours and the study groups proved helpful, as they allowed parents to observe and imitate the practices implemented by more literate parents or members of the community. As an unintentional effect of these activities, parents in two FGDs mentioned that they also proved helpful as strategies to boost parents’ literacy. During the final evaluation, parents were asked which activities were still taking place in their communities, and results confirm the project’s strong focus on study groups and story hours, with 48.1 percent and 47.1 percent of parents, respectively, mentioning these among continuing activities. These activities were mentioned at least once in all but one school visited at the time of the final evaluation, meaning that study groups and story hours are continuing after the end of the support provided by Alafia and Derana.

Parents in all FGDs confirmed the importance of radio broadcasts (see further under response to EQ6b) to improve their understanding of education and of how to support their children. Local and national

authorities as well as the project partners share this view. It should be noted that one of the local authorities interviewed remained unaware of parents' implication in literacy activities.

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*"I think the project has helped us know how to support our children. We knew that education is important, but we didn't know the strategies to make the children understand. But thanks to the project we know what to say, what to do to the children to have a good result."*

— Female Parent (Gogounou)

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*EQ6 (b) To what extent have targeted beneficiaries increased their knowledge and understanding of the importance of education?*

Keun Faaba II included activities to increase the knowledge and understanding about the importance of education at multiple levels. Multiple activities focused on increasing awareness about the importance of education at the community level. These include radio programs, listening groups and the engagement of local opinion leaders. WEI worked with two subrecipient NGOs, Alafia and Derana, on all the activities. At the beginning of each school year, AMEs and APEs were engaged to support the process of enrollment by ensuring that all children in the communities were actually enrolled in schools. This work helped bring to school children not enrolled previously.<sup>58</sup> Additionally, radio broadcasts aired in local languages in collaboration with local radio stations. The programs covered topics related to the importance of education and parental involvement in the schooling of their children. The great majority of parents (80.8%) interviewed confirmed having listened to the radio programs, and they also agreed on the utility of this activity (80.2% of parents think it somewhat or very useful). Yet only 36.5 percent of parents reported having participated in the listening groups organized by Alafia and Derana in the project communities. This result might be due to the fact that listening groups ended long before data collection took place, so that some participants might not recall their participation in this activity.

Parents understand the importance of education for girls and boys (98% think it important or very important), but many still struggle to directly engage in education activities with their children. While 71.4 percent declared telling stories to their children at least sometimes each month, only 57.3 percent helped with homework and only 31 percent did it in the three days preceding the interview. When asked why they did not support their children's learning, they responded that they did not know how to help (31.1%), were illiterate (66.2 percent) or did not know French well enough to help (37.8 percent). Data from students' interviews confirm these values, with 51.2% of students declaring that they get help from somebody at home for their homework, though mainly from elder brothers and sisters (51.9%). Responses from qualitative interviews confirm the value parents ascribe to education and school attendance. In all FGDs with parents, respondents (mothers in particular) reported being motivated to send their children to school and recognized the importance of literacy even beyond school results.

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*We have understood that the one who has not been able to study is a loss. When someone studies, he has a great advantage compared to the one who has not studied. When we go to the hospital and they give us prescriptions, if you have a child who has studied, you can call them, so that they can verify with you the expenses incurred. This way, the teasing that we used to experience is over.*

— Female Parent (Malanville)

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<sup>58</sup> World Education. 2022. Final Activity Report WEI, p. 62.

Teachers and school principals agree that parental involvement increased during the life of the project, even if the ET did not find any improvement in time spent by parents in education activities. All principals (100 percent) believe that the project's activities allowed parents to gain a greater understanding of the importance of their involvement in their children's education, and 95.1 percent of teachers expressed satisfaction with project activities related to parents' support of education. In all the FGDs with teachers, respondents mentioned the increase of enrollment and attendance as a consequence of the project and of parents' ameliorated understanding of education. This finding is, however, not uniform across all project communities, with Malanville lagging. Teachers additionally noted a frequent decrease in attendance in the afternoon, after students have received their lunch.

All the CRPs interviewed agreed that there was enhanced interest in education, to which increased enrollment and attendance testified. They also recognize the importance of the provision of the school meal to the increase in attendance. Project partners declared that the strategy used during Keun Faaba II proved successful in promoting increased enrollment and attendance and that parental involvement through AMEs, APEs and communities would continue during Keun Faaba III. For Keun Faaba III, the project will involve municipalities and communities even more in the promotion of education and in the follow-up to attendance and enrollment to ensure municipalities' full ownership and responsibility.

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*"At the community level, a number of activities have been deployed along with a series of awareness-raising activities to make people aware of their role in the management of the school and in the education of their children. But overall, we can say that what has been done to improve reading gives hope. If we look at the way in which we have been able to reach the communities on the question of their role in the education of their children, I think that we have made progress. "*

*Male CRS Staff Member (Parakou)*

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*EQ6 (c) To what extent have targeted beneficiaries increased their knowledge and understanding of the importance of gender and child protection concepts?*

One of the key recommendations of the MTE was to articulate a clear gender and child protection strategy. While Keun Faaba II considered gender in all its activities, it did not issue a clear, coherent strategy, but rather a range of scattered activities. Additionally, child protection issues were mostly addressed by WEI, while it should have been a cross-cutting activity. In 2022, CRS performed an exhaustive gender study, which led to the development of a gender action plan.<sup>59</sup> While management is aware that the development of the strategy might not directly impact Keun Faaba II, it should be taken over by Keun Faaba III.

Activities supporting the improvement of beneficiaries' knowledge and understanding of the importance of gender started with several capacity-building initiatives for the staff of all implementation partners, government partners as well as members of parents' associations. To expand its outreach in the communities, WEI predominantly relied on radio broadcasts, followed by discussions at the community level. A total of 805 participants took part in a gender training or discussion, including 319 women.<sup>60</sup>

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<sup>59</sup> Catholic Relief Services. 2022. Gender Study and Gender Action Plan.

<sup>60</sup> World Education. 2022. Final Activity Report WEI, page 81.

Activities supporting the improvement of the beneficiaries' knowledge and understanding of the importance of child protection followed a similar pattern of capacity-building. The initial training for partners, which took place in June 2021, looked at protection in a broad sense, and included gender as well as child protection.<sup>61</sup> Similarly, WEI also used radio broadcasts followed by discussions at the community level. In March 2021, a total of 949 participants took part in a discussion on children's rights, including 362 women,<sup>62</sup> and in October 2021, further discussion took place with members of parents' associations. The latter has a general focus on protection, including gender-based violence (GBV).

The capacity-building activities initiated by Keun Faaba II were reinforced by concurrent efforts undertaken in Benin by UNICEF, Médecins du Monde and UN Women to fight GBV. In 2021, the Ministry of Social Affairs also created the National Women's Institute, whose mission is to work for the advancement of women at the political, economic, social, legal and cultural levels in both the public and private spheres and to combat all forms of discrimination and violence against women.<sup>63</sup>

To ensure the implementation of the CRS protection policy, field agents of all implementing partners were trained to encourage the population to reach out to social services in case they became aware of a child-protection issue. In case sensitive complaints arrived directly through the CRS community-feedback response mechanism (MECREF), a special protocol was applied to protect the incriminated parties. CRS is currently engaged in efforts to develop a Child Protection Advocacy Plan.<sup>64</sup>

Analysis of qualitative data from interviews with parents reveals that attitudes toward gender are slowly changing. In three out of four FGDs, parents shared that the project had made their attitudes toward gender evolve and that they now strove to distribute chores more equitably rather than limiting themselves to cultural traditions and standards.

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*"We have stopped girls' early marriages, and especially we tell them that their education is the future of their parents, uncles, aunts and others. So they have to go to school to be able to become a personality and help parents; it's not just the boys who can do it."*

*– Male Parent (Kandi)*

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Additional information regarding the implementation of Keun Faaba's gender strategy is included in section EQ13.

*EQ6 (d) To what extent have targeted beneficiaries increased their knowledge, understanding and practice of nutrition?*

In its recent evaluation of PNASI,<sup>65</sup> the WFP and the GoB identified persisting high rates of malnutrition, characterized by high levels of growth retardation (31.3% in 2020) and micronutrient deficiencies (iron, zinc, vitamin A). This suggests that the impact of school feeding on children's nutritional status remains limited. In this context, Keun Faaba II adopted an integrated approach to contribute to the global effort on improving the communities' knowledge and practice of good nutrition. This approach consisted of

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<sup>61</sup> Catholic Relief Services. 2021. Training of Local Authorities on Children's Protection.

<sup>62</sup> World Education. 2022. Final Activity Report WEI, page 79.

<sup>63</sup> Government of Benin. 2021. DECREE N°2021-391 Establishment and Approval of the Statutes of the National Women's Institute.

<sup>64</sup> Catholic Relief Services. 2022. TOR Advocacy Plan for Child Protection.

<sup>65</sup> World Food Program. 2022. PNASI Final Evaluation Report, page 1.

trainings and awareness sessions on nutrition concepts for students, cooks and parents, school feeding using healthy nutrients and recipes, as well as establishing school gardens and farms to supply vegetables for school meals.

#### School canteens

At endline, all project schools surveyed had functioning school canteens and, according to school principals, 64 percent of the surveyed schools boasted highly active canteen-management committees. As the project ends, cooks and school principals have listed a number of issues that could impact the school canteens in the future, especially the quality of the meals served: 1) the lack of foods available (mentioned by 36.2% of principals and 18.2% of cooks), 2) the lack of contribution from the community (35.6% of principals and 19.1% of cooks), 3) the lack of utensils (25.2% of principals and 31.0% of cooks) and 4) the lack of food diversity (24.8% of principals and 8.7% of cooks). It will be crucial for PNASI to continue building on some of the project's efforts such as community engagement and school gardens or farms, as these could alleviate some of the issues cited.

#### Knowledge of nutrition concepts

At baseline, it was recognized that parents had low knowledge of nutrition because of little awareness of proper nutrition concepts and limited access to nutritious foods. While some AME members were trained in nutrition, no sharing with others occurred beyond the training period. To overcome this limitation, Keun Faaba II trained a total of 756 AME and APE members<sup>66</sup> on nutrition and broadcast a radio session on nutrition that was followed by several talking sessions attended by more than 1,000 persons.<sup>67</sup> Topics discussed included how to improve the quality of school meals, food groups, avoiding unhealthy ingredients such as taste enhancers/Monosodium Glutamate (MSG), malnutrition and food hygiene.

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*In the culinary aspects, the project taught us to favor the use of mustard instead of Maggi cubes (taste enhancers). We believe these are best practices that will stay for good in our daily behaviors.*

*— Male and Female Farm Managers (Kalalé)*

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CRS worked to eliminate incorrect beliefs about nutrition and helped parents understand the importance of nutrition for brain development. As a result of these various activities, the project was able to increase parents' understanding of nutrition. In fact, more than half of the school principals interviewed (57.4%) believe parents really increased their knowledge of nutrition thanks to the project, while 24.1 percent believed this was partly achieved and 16.1 percent thought it was not really achieved or not achieved at all.

Also, as the project was running, project staff and the communities managed to identify recipes that matched the nutritional needs of students and local tastes. This helped parents understand the importance of not always eating the same things and diversifying meals.

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<sup>66</sup> Catholic Relief Services. 2021. Semi Annual Performance Report April-September 2021, page 3.

<sup>67</sup> World Education. 2022. Final Activity Report WEI, page 80.

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*We thought about how to harmonize the way of cooking lentils, and progressively, we identified that semolina goes better with lentils than with peas. And this was followed by everyone, in all of our areas of intervention, because at the beginning we used peas with semolina, but with time, we saw that it doesn't work well together.*

*– Female Canteen Facilitator (Kandi)*

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#### Practice of proper nutrition concepts

At school, significantly more students reported that they had eaten at the canteen the day before the interview (92.5% vs. 87.7% at midline), but overall, no change was reported to the weekly frequency of eating at the canteen or having breakfast before going to school (still high, with about 80 to 85 percent of students eating five days a week at the canteen and having breakfast before school). The few who reported not eating at the canteen the previous week (2.2%) explained that this was because they did not like the food served or went back home to eat. CRS also supported take-home rations for most students (81%), which family members could use. On the other hand, qualitative data suggests that the quality of school meals has improved through the training of cooks and the addition of ingredients sourced from school gardens and community farms.

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*The project made it possible to understand the number of times children should eat during the day, the diversification of meals, and drinking clean water.*

*– Female Parent (Kandi)*

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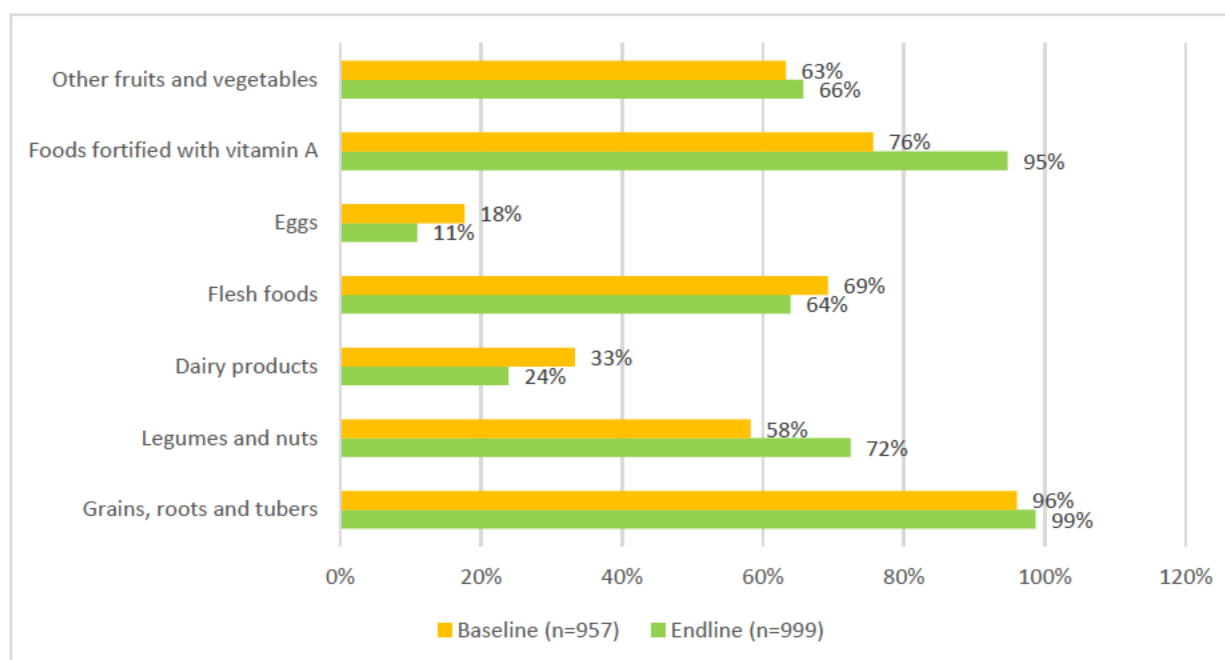
In terms of minimum dietary diversity (i.e, consuming at least four food groups out of the seven presented below and eating three meals per day), results increased significantly between midline and endline: from 51.6% to 76.2%, which is a great improvement and exceeds the endline target of 75%. Several factors may explain this. Firstly, the midline was conducted in January, that is in a period where food stocks start declining (dry season) while endline (and baseline) were conducted in November when families still have food stocks available. Secondly, when comparing consumption of the various food groups by students in control and project schools at endline, it appears project school students more often reported consuming legumes and nuts (72.4% vs. 50.7% in control schools) or dairy products (23.9% vs. 14.8% in control schools) than control schools' students. School meals included peas and lentils provided by the project which most likely explains this improvement. In some cases, a glass of milk was also provided. Thirdly, there is a possibility of social bias among students when answering questions on food consumption as they have learned along the project life that having a diversified diet is important for health.

Note that it is not possible to compare the overall value of the project indicator on dietary diversity between baseline and endline as the baseline methodology was different for this particular indicator<sup>68</sup>. However, one can note the important increase in consumption of foods fortified with vitamin A (such as vegetable oil, vegetables and fruits). This is very encouraging given that vitamin A deficiency and anemia constitute the most critical deficiencies observed by WFP among schoolchildren.

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<sup>68</sup> At baseline, students were not asked if they consumed 3 meals a day while at midline and endline, this question was asked and included in the calculation of the dietary diversity indicator.

**Figure 6: Proportion of students consuming each food group the day prior to the interview**



Interestingly, during qualitative interviews, several stakeholders reported that in some locations, the project also influenced practices at home, for example, the use of local vegetables, improved cooking techniques to preserve food quality or small food-transformation activities.

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*The dambou and the cabbage, it was well mastered. There are even communities which, beyond the school environment, do it at home. So it is already an impact. The impact was not only at the school level, but the impact was also at the community level.*

– Female Field Agent (Kandi)

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The endline survey included an additional question on meal frequency the day before the interview. The great majority of students (with no significant difference between boys and girls) had had three meals or more (85.8%), while 13.6 percent had had two meals and 0.5 percent had had only a single meal. While this result could be improved, it is more a question of household income, making it more difficult to tackle by the project.

#### Status of school gardens/community farms

The school garden intervention was included in the project's WASH and Nutrition Strategy to increase the use of local foods in school meals. Capacity-building in improved farming practices, visits to model school gardens and parents' increased understanding of the importance of a balanced diet progressively supported the development of the activity throughout the project's life. Some communities were also taught food-transformation techniques to help them turn part of the harvests into longer lasting products. As a result, at endline, close to half of the schools surveyed reported having a school garden (46.6%), significantly higher than the average in PNASI-managed schools (32% in 2021)<sup>69</sup>. Interestingly,

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<sup>69</sup> World Food Program. 2022. PNASI Final Evaluation Report, page 76.

some school gardens started thanks to parents' initiatives, as in Madecali (Malanville).<sup>70</sup> Some beneficiaries reported also applying the new farming practices on their own farms.

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*Today we even use some practices at home in our fields. This is the case for how to fight worms or insects that develop on corn that has already been harvested. Indeed, we no longer use products to fight against these, but we eliminate them one by one, by hand, until they end. We also use compost in our own fields.*

*– Female Member of Community Farms (Kalalé)*

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In other schools, lacking access to water, arable land or simple local will figure as the main reasons for not having school gardens. Existing gardens met with a number of difficulties, including maintenance during holidays (only about half of school principals reported that the school garden was maintained during holidays), access to water, lack of fencing (which invited animals to enter and damage the crops) and vandalism. Interestingly, similar issues were highlighted in WFP's evaluation of the PNASI program,<sup>71</sup> along with the fact that, while school gardens make for an interesting component in diversifying school meals during the rainy season, the contribution is much reduced during the dry season when gardens produce less. To overcome garden-management issues during holidays, the project initiated "management books," which allowed some school gardens to be maintained during the long school holiday period of 2021. But further efforts are needed to generalize this practice and involve more parents in the management of the school gardens. Indeed, simple actions are required to sustain the school gardens, ones easily ensured by stronger community support (e.g. building fences, year-round garden maintenance, avoiding vandalism). At endline, only 4.9 percent of parents from schools that have a school garden claimed involvement in these gardens.

The establishment of 12 community farms by the project served as an experiment, one that received mostly positive feedback in qualitative interviews. These farms have been able to provide commodities to school canteens, generate income to support the schools, set aside funds for next-season expenses and compensate the time spent by parents on the farms. Interestingly, many more parents reported being involved in the community farms than in school gardens (26.7% of parents from schools that have a community farm claimed involvement in it) which could be because parents can earn some income from these farms (compensation for their time) and because community farms are more business-oriented. By the end of the project, most were in the process of forming cooperatives to legalize their status and sustain their activity.

*EQ6 (e) To what extent have targeted beneficiaries increased their knowledge, understanding and practice of health and hygiene?*

Keun Faaba II placed a strong emphasis on hygiene and health, which translated into the implementation of a WASH strategy prepared during the second year of project implementation. This comprehensive strategy emphasizes WASH infrastructure, the training of teachers, the sensitization of children, the establishment of hygiene clubs and parental involvement. After four years of implementation, responses to the WASH strategy from the main actors were positive: more than 80 percent of teachers and parents reported being very satisfied with the school's hygiene activities and 13 percent were quite satisfied. According to principals and teachers, the most successful activities were

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<sup>70</sup> Catholic Relief Services. 2021. Success Story: School Gardens Madecali Malanville.

<sup>71</sup> World Food Program. 2022. PNASI Final Evaluation Report, page 21.

the sensitization of students by teachers, the hygiene clubs, having functioning handwashing stations next to classes, the training of hygiene clubs and access to drinking water in the classrooms.

Note that with the COVID-19 pandemic, most schools, including control schools, received external support for WASH and hygiene. For this reason, a comparison between project and control schools seems irrelevant and will be avoided in the EQ.

#### WASH infrastructures

The infrastructure component of the WASH strategy has undoubtedly contributed to better hygiene practices at school and, consequently, initiated changes at home as well. A total of 85 latrines were built or rehabilitated, 137 schools have improved water access and all schools are equipped with handwashing stations. Table 13 summarizes principals' answers about WASH infrastructure in their schools.

**Table 13. School WASH infrastructure according to principals**

	<b>Baseline</b>	<b>Endline</b>	<b>P-value</b>
<b>School has access to water</b>	71.9%	89.6%	0.0006
<b>The water accessed is clean</b>	81.6%	95.8%	0.0008
<b>School has latrines</b>	96.1%	100%	Not significant
<b>The number of latrines is really sufficient</b>	37.6%	40.8%	0.612
<b>Latrines are well functioning</b>	77.4%	85.1%	0.208
<b>School has girl-only latrines</b>	37.4%	92%	0.000
<b>The number of girl-only latrines is really sufficient</b>	NA	36.3%	
<b>School has handwashing stations next to latrines</b>	72.4%	28.8% <sup>72</sup>	0.000
<b>All handwashing stations have soap</b>	75.7%	66.9%	0.201

Access to water (a precondition to any hygiene intervention) has reached close to 90 percent of target schools, a significant improvement since baseline (71.9%), especially for areas with particularly fraught water access. While at endline all schools were equipped with latrines, including, in most cases, with girl-only latrines, their number and functionality remain a problem (no significant difference since the baseline). Despite this minute progress, Keun Faaba II has put into practice interesting initiatives such as purposively selecting local contractors and municipalities for the infrastructure work to increase ownership by communities and ease maintenance work. Urinal blocks were also built to decongest latrines. In practice, keeping the latrines clean usually proves the most challenging component, mostly because latrines are not cleaned frequently enough (72.9% of schools clean latrines weekly), combined with vandalism at some schools. Also, 73.1 percent of students reported that villagers also used the school latrines, making maintenance even more challenging. Despite this, CPs, school principals and the ET have witnessed significant improvements: 58.0 percent of school principals reported latrines as really clean, versus 39.9 percent at baseline. Note that with regards to vandalism, some schools have decided

<sup>72</sup> The ET was not able to visit schools to assess the reason for this decrease. One possible reason could be that at baseline, a lot of tippy-taps were built but didn't exist anymore at endline (damaged and not replaced, especially in school where more durable DLM were built later).

to allocate one of the school latrines to the community to avoid this issue. For handwashing stations, similar issues were observed as for latrines: While all schools are equipped with either Tippy Taps or hand washing device (DLM), their number remains insufficient, and maintenance is often an issue. Indeed, the proportion of schools with handwashing stations next to latrines hovers at a mere 28.8 percent. The proportion of schools with DLMs in good condition is 62.7 percent, and the proportion of DLMs with soap is 66.9 percent. To overcome this, Keun Faaba II promoted the construction of a stronger type of hand washing devices (using concrete) which can be used by several students at the same time.

#### Hygiene clubs and WASH-friendly schools

A key feature of the project's WASH strategy is the establishment of hygiene clubs in each school (only 31% of control schools had such clubs at endline), meant to ensure that students follow proper behavior aligned with the lessons learned in class. Along with this, the WASH-friendly school competition further motivated schools to comply with hygiene standards. According to principals, 77 percent of the hygiene clubs are very active, and membership is gender-balanced (3.6 boys and 3.4 girls on average).

Members of hygiene clubs interviewed expressed great pride for their work and believed they could make a difference, especially for cleaning the school premises and making sure handwashing stations are in place and used.

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*We have set up the tip-tap. We put water in it so that the school children can use it for washing their hands. Also, at times we do awareness sessions to teach children how to wash their hands. We have also installed in each class officials responsible for ensuring the cleanliness of the classrooms, in particular ensuring that paper pieces are not thrown here and there. We also dug a pit to burn the collected papers every afternoon. We also ensure the cleanliness of the latrines by washing them every Wednesday and Friday evening.*

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- Girls and boys members of a hygiene club (Kalale)

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However, three out of four clubs complained that they didn't have enough tippy taps, which is especially true where the number of students is high. Difficulties to make hygiene rules respected was also mentioned by two hygiene clubs (out of four). These students explained that latrines were not used properly or that some students were not willing to participate in school cleaning activities. Similar feedback was collected from school principals: 41 percent claimed that the clubs faced difficulties getting rules applied (see Table 14 below).

**Table 14. Difficulties encountered by hygiene clubs – as reported by school principals**

Difficulty encountered	Proportion of principals
Students do not respect hygiene rules	45.1%
Intimidation	25.4%
Scared of older/stronger students	22.4%
Difficulty to distribute tasks between boys and girls	21.2%

Qualitative interviews and FGDs often refer to hygiene clubs as the main agents for ensuring a clean school environment, including clean latrines, and functioning tippy taps are available. While this is key to

allow students to improve their hygiene practices, actually impacting on students practices was perceived as more challenging as mentioned above. The high number of students in schools is clearly a challenge for members of hygiene clubs, especially in regards to handwashing supervision for example.

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*Yes, hygiene clubs worked well given there is follow-up from us. From teachers and parents. So we have really seen the actions and impact of the project. Because when you go in target schools, all tippy taps are functioning [...]. And latrines are cleaned regularly,*

*- Male CP in (Gogounou)*

*Some schools were able to make tippy tabs on their own initiative. There were prizes for schools that had clean yards, clean environment. All this proves that hygiene clubs work.*

*- Male head of school feeding services (Kandi)*

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Lastly, while 93.7 percent of project school principals said there were no specific problems for girl members to have rules respected, in control schools, problems related to an equal distribution of tasks between boys and girls, boys' unwillingness to listen to girls or intimidation proved more frequent. This suggests that Keun Faaba II succeeded in institutionalizing the hygiene clubs among all students, boys and girls.

#### Knowledge and understanding of health and hygiene

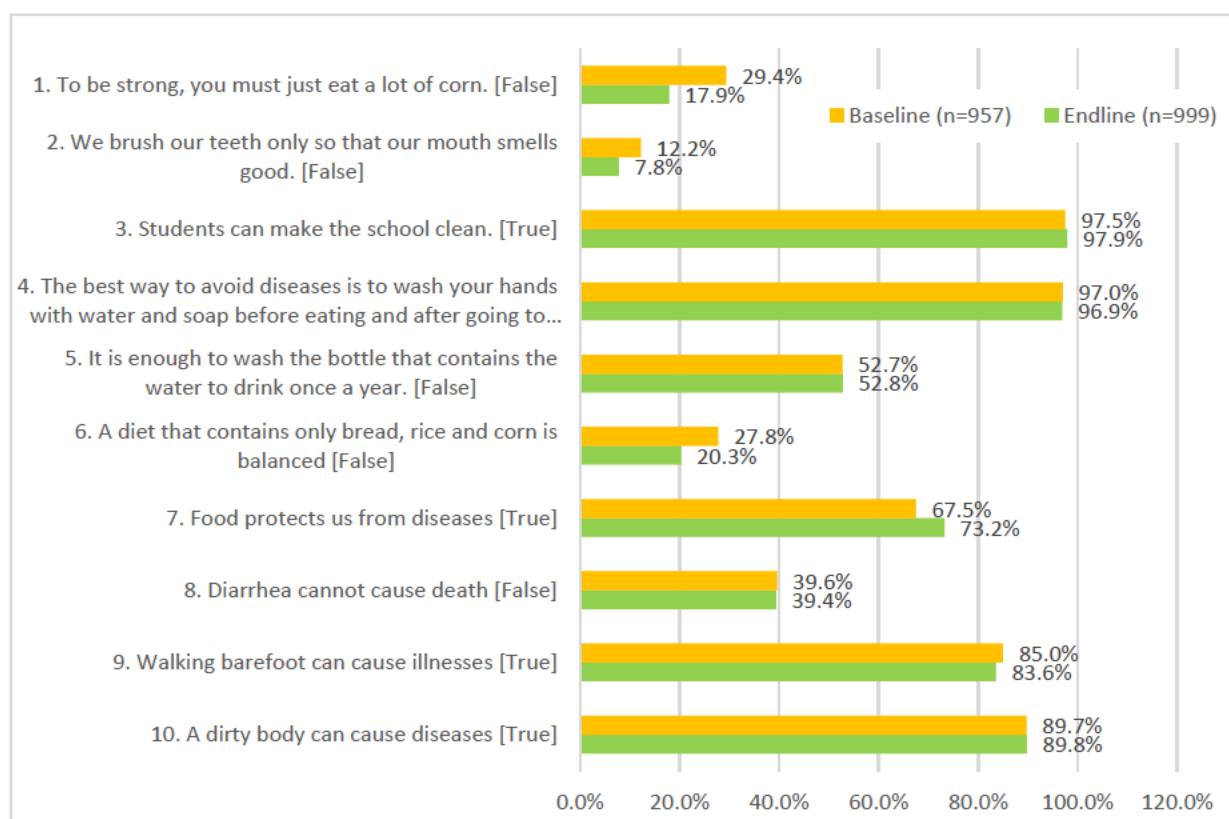
The project managed to improve beneficiaries' understanding of health and hygiene practices through constant interaction with the community, training, event organization and radio messages followed by talking sessions. An Infusion Guide was prepared to support teachers in integrating key hygiene and health messages into their regular teaching materials. An innovation of the Keun Faaba II project was the inclusion of Menstrual Hygiene Management (MHM) as one of the topics raised with parents (both fathers and mothers) and students.<sup>73</sup>

As a result, 81.6 percent of the teachers interviewed believed that most or nearly all students in their schools know hygiene rules (this stood at 52.3% at baseline, which represents a statistically significant difference). However, the short test on hygiene and health practices given to students does not reflect these findings. Indeed, a significant decrease occurred in the proportion of students who successfully passed the test: it went from 34 percent to 25 percent at endline. As presented below, lower scores came in for three questions in particular: number 1, on eating corn to become strong, which is often considered true; number 2, on brushing teeth, which is mostly considered useful for mouth smell; and number 6, on understanding what makes a balanced diet.

Figure 7. Students results on the health and hygiene test

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<sup>73</sup> A total of 911 persons joined discussion sessions on MHM after listening to a radio talk about this issue (World Education. 2022. Final Activity Report WEI).



The deployment of the WASH strategy in schools,<sup>74</sup> along with intensive exposure to messages on handwashing (COVID-19 pandemic) had a spillover effect on parents and communities. In fact, 83.3 percent of school principals believe that parents increased their knowledge on hygiene and health. Students also constitute a major channel of influence as they bring the acquired knowledge home. Parents' understanding could be observed through their involvement in providing jerricans for Tippy Taps or helping their children get organized for cleaning tasks.

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*When I take the example of building the handwashing devices (DLM), which I really appreciate, it is the parents who provide the jerricans and other elements to build these DLMs. So, if they had not understood the importance of hygiene, they wouldn't have acted positively.*

– Male CP (Gogounou)

*There are also the testimonies from mothers' associations (AME) in the community. What the child learns at school, he then becomes the relay at home and in the community. It was found that to fetch water at home, if their hands are not clean, then spontaneously they will wash hands before offering water to a visitor.*

– Male CP (Gogounou)

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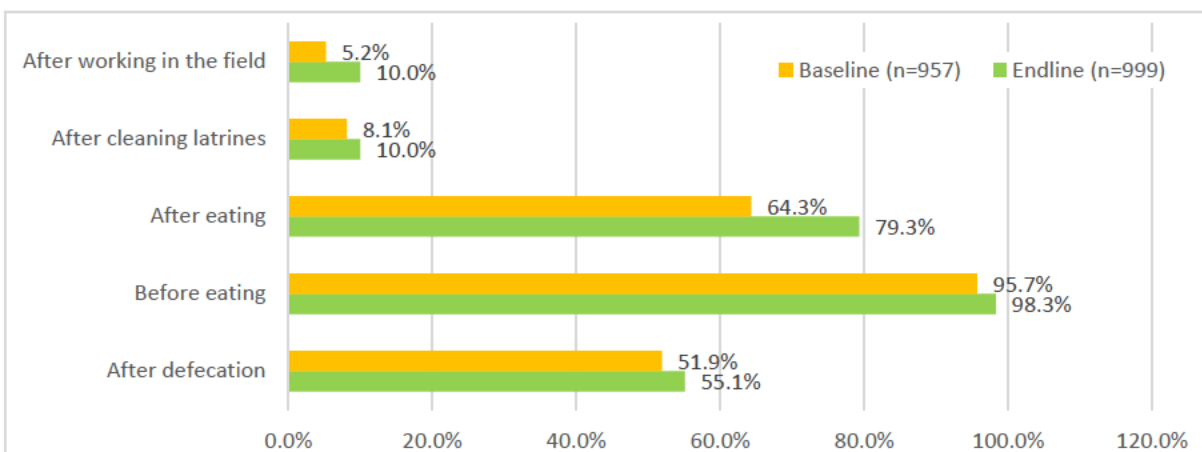
<sup>74</sup> Talking sessions on handwashing gathered more than 1,000 parents, and more than 500 of them joined talking sessions on clean water (World Education. 2022. Final Activity Report WEI).

### Practice of hygiene

Overall, both parents and teachers reported an improved practice of hygiene by students: 73.2 percent of parents believed their children had significantly changed their hygiene practices since project start and 62.1 percent of teachers believed nearly all or most of their students put into practice hygiene practices (vs. 48.9% at baseline, which is statistically significant). The reasons mentioned for not applying these practices resemble those reported at baseline: 1) not understanding the risks, 2) thinking it useless, 3) students are too young.

In regard to handwashing at school specifically, the proportion of schools with soap and water at handwashing stations commonly used by students increased very significantly (from 54.4% at baseline to 84.9%). The availability of soap was greatly supported by the production of liquid soap, which the project introduced. Aside from helping schools afford soap, this intervention has also become a source of income for some communities and is used by some parents for their families. However, finding the ingredients sometimes constitutes a problem. Students' frequency of handwashing per day remains similar to the baseline number: mostly three to four times a day (three-quarters of students), while only about 13.5 percent wash their hands six times or more. As presented below, the occasions most frequently reported for handwashing resemble those at baseline, except for two occasions, which prove significantly more frequent at endline: before and after eating. While this is positive, the insufficient number of children reporting washing hands after defecation remains alarming (55.1% at endline—not significantly more than baseline). In fact, according to school principals, significantly fewer children wash their hands with soap after defecation than at baseline. While this seems concerning, the ET could not verify this assessment objectively through observation. Note that the principals thought children did not wash their hands at this critical moment mostly because of a lack of water or soap. This contradicts the ET's finding that more than 80 percent of schools had soap and water available at handwashing stations on the day of school observation. Note that this value might be biased by the visit of the ET and not be representative of a random school-day.

Figure 8. Occasion for handwashing for children – as reported by students

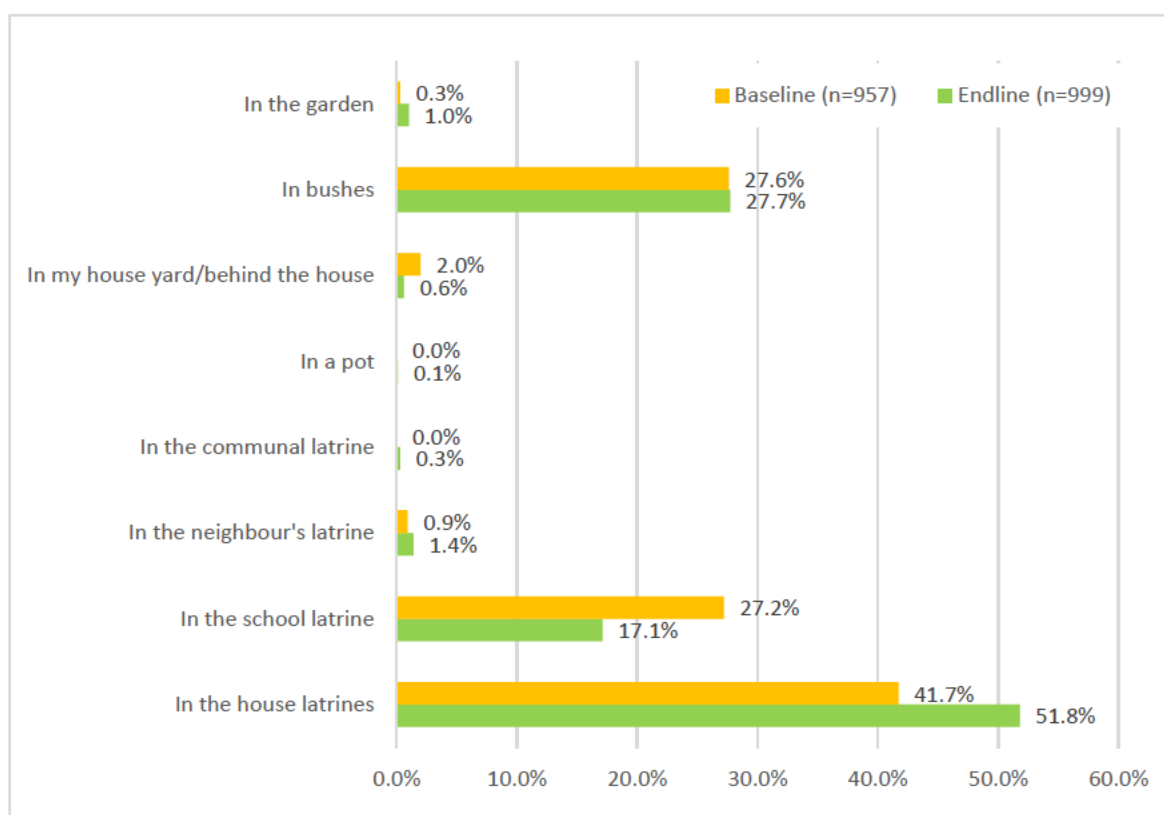


Aside from this, the use of soap remains high for most students (more than 90% of students reported using soap).

With regard to the practice of open defecation, the CLTS program could be implemented in one rural commune only. Indeed, while stakeholders perceived the CLTS program very well (78.4% of parents

reported high satisfaction with this activity), the project faced more difficulties in urban areas, where communities appeared less receptive to the approach. To assess the actual reduction of open defecation, students were asked where they last defecated (see Figure 9 below). Significantly more students reported defecating in the home latrine than in the school latrine, which could suggest that more families have latrines at endline. However, open defecation has remained as frequent as at baseline (27.7% of students at endline). And in fact, parents reported much higher rates of open defecation by their children (44.9% at endline), which raises further concern on the efficiency of the project's intervention in this specific area.

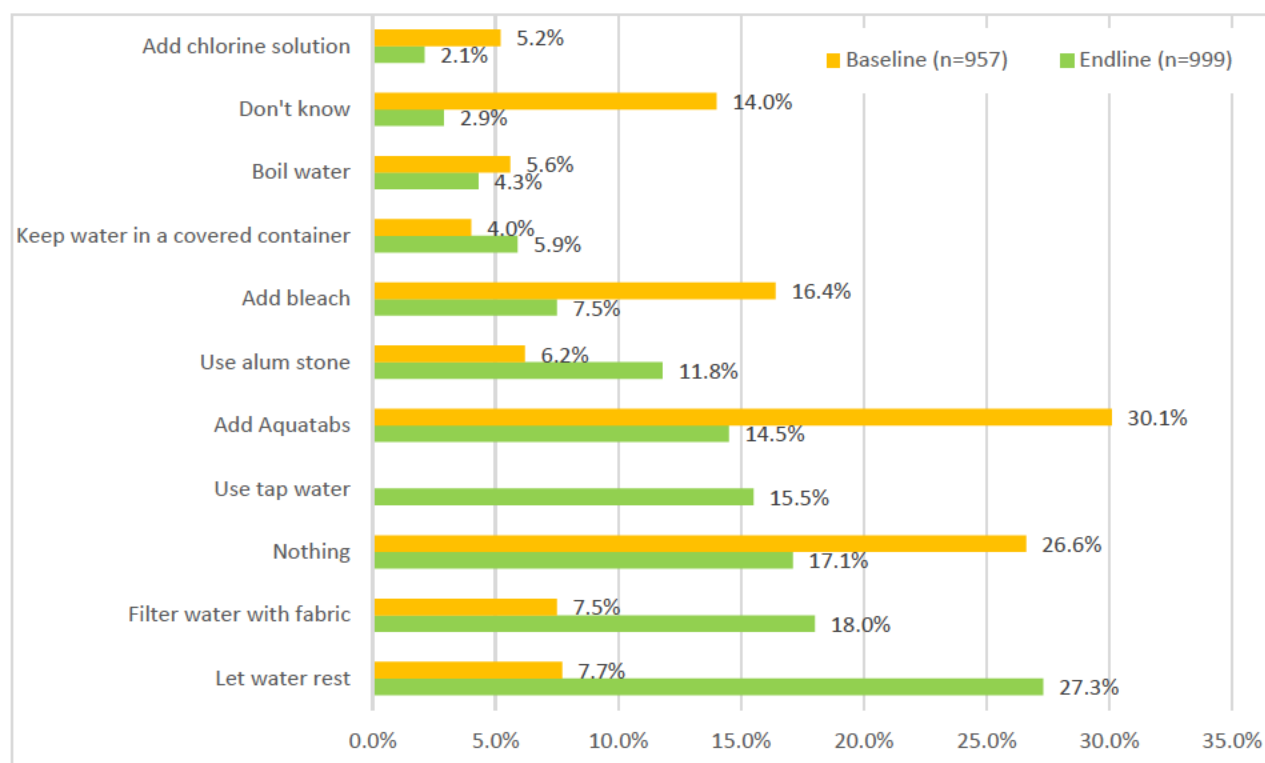
**Figure 9. Students' responses regarding where they last defecated**



Keun Faaba II also helped students and parents understand the importance of clean water to avoid health issues<sup>75</sup>. As a result, 98.6 percent of parents said their child knows that they should only drink potable water. However, when students were asked about water treatment at home, the answers provided did not reflect improved practices. As shown below, at endline, the most common answers are "let the water rest," "filter water with fabric," "do nothing," "use tap water" and "add Aquatabs." In fact, less than a third of the students provided "acceptable answers" (boiling water, using Aquatabs, bleach, chlorine solution), significantly less than what was reported at baseline (more than 50%).

<sup>75</sup> A radio broadcast on water collection, transport, storing and treating was done, followed by discussion/exchange sessions with beneficiaries.

**Figure 10. Water treatment used at home – reported by students**



At schools, results proved more encouraging, with 95.8 percent of principals reporting that their school had access to clean water (mostly transported and stored in buckets), with most of them making this water available in each class (94.9% of surveyed schools). Also, both school principals and students reported that water containers for storage and transport were cleaned daily in more than 90 percent of schools. Note that this was already the case at baseline (no significant difference).

In addition, during qualitative interviews, stakeholders claimed that hygiene practices in school kitchens had improved thanks to the training of cooks on food preparation. And while the project had difficulties at midterm to ensure that all cooks could get a medical checkup, this was not the case at endline, with all cooks having benefited from this service, including some with the financial support of parents.

### 3.5. Efficiency

The final evaluation also sought to assess the efficiency of the Keun Faaba II project, that is, “the extent to which the intervention delivers, or is likely to deliver, results in an economic and timely way.” Three EQs address efficiency; they focus on the project’s fidelity to the original implementation timeline and budget, as well as the internal and external factors hindering any efficient implementation of project activities. The ET added a further question on the improvement of partners’ efficiency and the project’s capacity to take into account feedback from beneficiaries. The midterm evaluation addressed the question regarding the internal and external factors in great detail, so the ET included only abbreviated answers for factors that have remained identical.

*EQ7 Was the project implemented as planned (timeline and budget)? If not, why not? Were activities cost-efficient? Were objectives achieved on time? Was the project implemented in the most efficient way compared to alternatives?*

Qualitative fieldwork and document review provide insights into CRS and partners' efficiency related to timeline and budget. In particular, the ET reviewed semi-annual reports, project work plans and contractual documents to inform analysis of the project's efficiency in terms of both time and financial resources.

#### Timeline

Findings show that the project has encountered significant delays due to internal and external factors (see EQ8). The contract start date for the 2017 McGovern-Dole Keun Faaba award was September 28, 2017. Table 15 indicates delays of major project milestones. The project launch and the execution of the baseline amendment were both delayed for 21 months. Technically, the baseline amendment was executed at the end of Project Year 3. In addition, the FY2021 work plan categorizes FY2020 activities as startup. Multiple reasons influenced the delay in startup, including a teacher strike in 2018, incomplete infrastructure activities during Phase 1, delayed baseline data collection, contracting delays and obstacles to recruitment. COVID-19 further exacerbated these complications and resulted in further delay, particularly in the construction of boreholes.

**Table 15: Comparison of original and actual project milestone dates**

Project milestone	Original date	Actual date	Delay
Project launch	March 2018	December 2019	21 months
Baseline data collection	February 2018	November 2018	9 months
Baseline report	April 2018	February 2019	10 months
Fully executed baseline amendment	July 2018	April 2020	21 months

Discussions with Keun Faaba's COP emphasized the nuanced nature of these delays' impact. Previous activities that constituted continuations of the MGD2014 project, for example, started in January 2019, while only new activities that required baseline data experienced longer delays. These activities included the community farms, CLTS and some education activities.

Ultimately CRS partners managed to make up for lost time and implemented all their activities. This includes school education (WEI), community activities (Alafia/Derana), CLTS (Caritas) and the community farms (PfD/URP). While CRS was not able to make up for the various delays in some of its own activities, USDA agreed on a no-cost extension of three months for the school-feeding activity and of nine months for the WASH and infrastructure activities.

### Financial analysis

Review of project financial reports shows a general burn rate 84 percent as of September 2022,<sup>76</sup> which is excellent considering that the project was supposed to end in September 2022.

In addition, interviews with key management staff of CRS and its partners indicate that the project has stayed on budget and that some partners, such as Caritas and URP, did not spend 100 percent of their planned budget by the end of their contract.

According to the COP and finance manager, budget realignment was necessary to address infrastructure challenges, infrastructure changes in borehole technology,<sup>77</sup> a revised administrative staffing budget and to adjust certain activity line items, especially for COVID-related modifications.

USDA expressed general satisfaction with Keun Faaba's project management in spite of the delayed timeline for implementation and the request of a no-cost extension. One of the USDA technical staff interviewed said,

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*We had to grant a no-cost extension that started at the beginning of this fiscal year. That is relatively common with our projects. Most of our projects that started at about the same time have been similarly extended because of the difficulties in completing activities during the height of the COVID pandemic. USDA does not have any negative perception of that extension.*

*– Female USDA Technical Staff (USA)*

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### Other approaches

The project implemented some alternative approaches to improve Keun Faaba's efficiency. These include:

- Changing borehole technology from solar to manual, which is cheaper and better aligned with government policy.
- Using locally available construction workers in the communities to build small infrastructure items such as latrines;<sup>78</sup> (additional information in section EQ11)
- Changing the type of latrine used for CLTS in urban settings; (additional information in section EQ11)
- Creating a cooperative for each community farm; (additional information in section EQ16)
- Constructing collective DLMS; (additional information section EQ6e)
- Changing the approach to improving teacher attendance. (additional information in section EQ1c)

#### *EQ8 (a) Were there internal factors hindering the efficient implementation of project activities?*

The identification of the following internal and external factors draws from qualitative interviews as well as an analysis of project documents. In addition, school principals were asked to cite internal factors that hindered project implementation. It is worth noting that 35.6 percent of school principals indicated no internal hindering factors. Figure 11 shows the internal factors mentioned most frequently by principals.

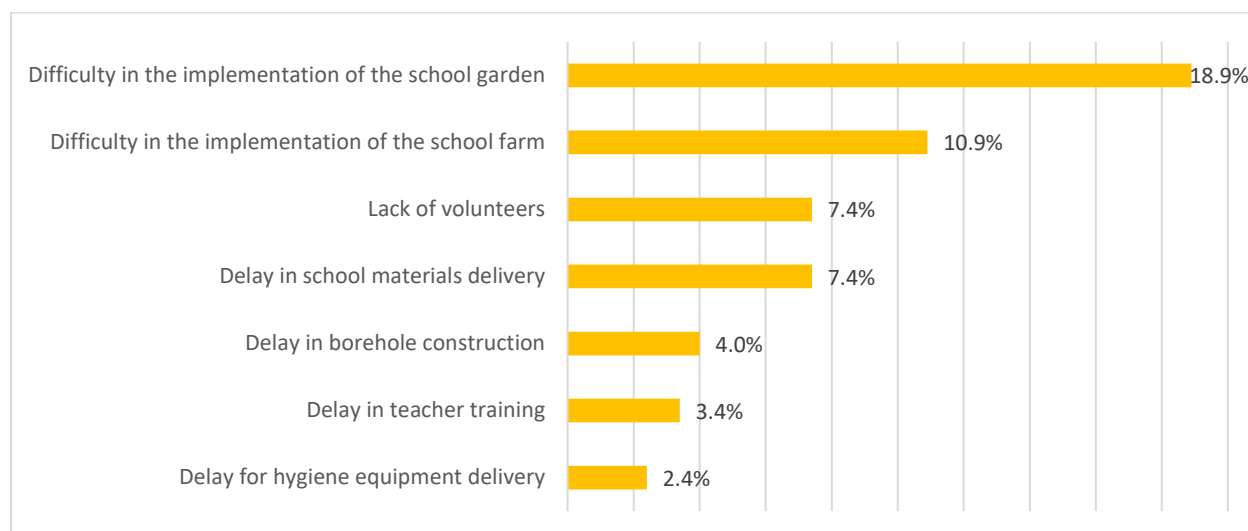
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<sup>76</sup> Burn rate for indirect cost is 78 percent, for activities, 89 percent and for internal transport storage and handling (ITSH), 87 percent.

<sup>77</sup> Manually operated water pumps, rather than budgeted solar operated pumps.

<sup>78</sup> Catholic Relief Services. 2020. Procurement Contractors Infrastructure.

**Figure 11: Internal factors mentioned by school principals**



#### Contracting challenges

The MTE mentioned slow contracting processes with partners, and while no new contract was issued during the past two years, partners recall the frustration of the initial time-consuming process. Issuing contracts with local enterprises for infrastructure has remained difficult through the entire period of implementation, but CRS was finally able to complete the construction of the boreholes (where feasible) during the last quarter of FY22.

#### Recruitment challenges and staff rotation

Difficulties recruiting competent people to fill key positions have also posed a challenge for CRS. Most notably, the WASH Team was finally constituted in June 2020, in Year 3 of the project. Even with the assistance of a staffing agency, recruitment proved challenging.

While in Kandi most of the key program staff, including the COP, remained stable with the exception of the monitoring staff, a lot of rotations occurred in the Cotonou office. The following quote from the COP manager underlines the challenges the project faced when new personnel comes in.

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*There has been a lot of movement in the country headquarters positions, so for each new person who comes , we have to explain everything again; it creates a lot of negative inertia.*

*– Male CRS Staff (Parakou)*

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#### Problems with new finance and procurement system

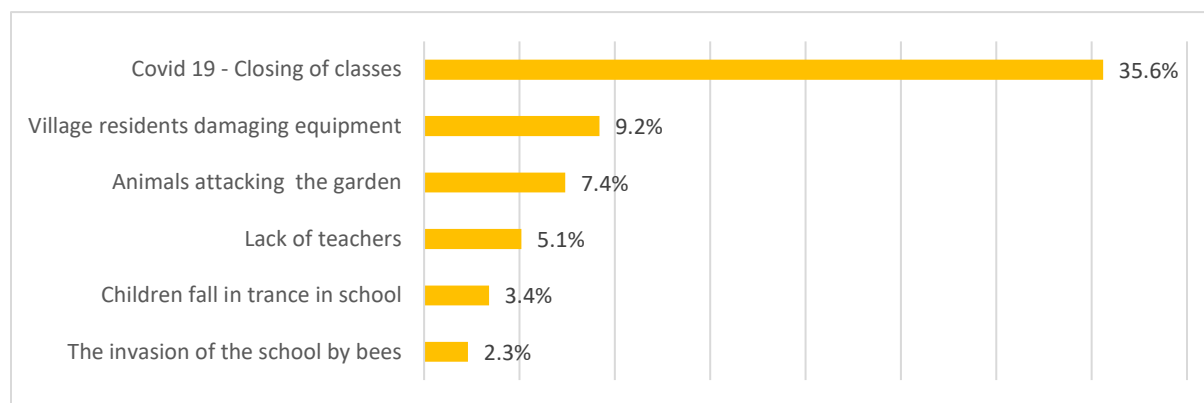
CRS implemented a new financial system, Insight, across all its programming in April 2020. The system has led to difficulties transmitting reports to USDA in Washington, DC, as well as to month-long delays issuing payments to vendors. In 2022, a similar update was implemented with the procurement system, which led to six weeks of blackout, when activities had to be put on hold.

#### EQ8 (b) Were there external factors hindering efficient implementation of project activities?

In addition to the internal factors discussed above, several external factors hinder or threaten to hinder project implementation. When asked which external factors hindered the efficient implementation of

project activities, 46.6 percent of school principals indicated no external hindering factors. Figure 12 shows the external factors mentioned most frequently by principals.

**Figure 12: External factors mentioned by school principals**



#### Rains and floods affecting programming

Many stakeholders interviewed, both in Cotonou and in the field, identified rains and flooding as an external factor that complicated project efficiency. Difficulties might accrue from attempting to build latrines during the rainy season. These floods also led to further delays in infrastructure activities.

#### Security concerns

All project staff identified security as a factor hindering the efficient implementation of activities. Insecurity affected the project first in Malanville (2020), then in Kalalé (2022). These incidents led CRS to apply precautionary measures: CRS-branded vehicles are not allowed to travel in these two communes.

#### COVID-19 as chief disruptor

When CRS and partner staff were asked which external factors hindered program implementation, COVID-19 emerged as by far the most common answer. Since the MTE, the main issue was that the GoB all participants be vaccinated for any official meeting. This requirement, which happened in September 2021, resulted in delays and lower levels of participation in live meetings.

#### Geography and localization

FGDs with farmers, as well as KII with URP mentioned the distance and difficulty to access farms, which diminishes the quality and the quantity of support that farmers can receive.

#### International political situation

The war in Ukraine resulted in higher prices for food and gas as well as supply-chain issues, which impacted the project. The community farms were especially affected because the GoB limited the acquisition of fertilizer, leaving URP unable to acquire a sufficient amount to ensure crop quality for 2022.

#### Lack of literate volunteers

WEI and its subgrantees indicated that some community activities designed to support literacy, such as the story hour, the study group or the library, proved difficult to organize because of the lack of literate individuals with the capacity to support these community-based activities. To support parents volunteer WEI provided a recorded version of the story on a USB drive, which could be played on a radio.

*EQ9 How did the project improve the efficiency of its partners? Was the project efficient at leveraging the knowledge acquired through other projects? Was the project efficient at taking into account beneficiaries' feedback'?*

During the course of the final evaluation, the ET witnessed the value that CRS conferred to its partners (WEI, Alafia, Derana, PfD, URP, CARITAS Kandi, and GoB partners), as well as how, by treating its beneficiaries as partners, Keun Faaba fostered the efficiency of its programs.

A CRS partnership principle is to “promote sustainability by reinforcing partners’ capacity to identify their vulnerabilities and build on their strengths.”<sup>79</sup> In Benin, CRS intentionally built the capacity of its partners by 1) cross-cutting themes such as gender and protection, 2) monitoring, evaluating and planning, 3) digital data collection, as well as 4) community-feedback mechanisms. URP indicated that they have changed some of their policies<sup>80</sup> and processes thanks to the support provided by CRS. They have even deployed their new skills with other local organizations, therefore expanding the impact of the program.

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*Currently, we are in the process of providing our members with training on accountability. We found that the lack of accountability is part of the reason why grassroots people are not 100 percent motivated. The support we received from CRS made it easy for us to organize this training.*

*– Male URP Staff (Parakou)*

*McGovern-Dole projects are a partnership that includes the entire implementation chain and therefore includes communities with mutual capacity-building of people or entities that are together in this chain.*

*– Male CRS Staff (Parakou)*

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The community-feedback mechanism, also referred to as MECREF, developed in Benin<sup>81</sup> complies with the Feedback, Complaints and Response Mechanisms Guide<sup>82</sup> issued by CRS. It has three main objectives:

1. Provide participants with direct feedback on the level of achievement of program objectives;
2. Receive complaints about the modus operandi, timing, location and services provided to participants under the programs;
3. Identify, report and address cases of abuse and fraud during the implementation of programs (see previous mention in section EQ6c).

The five channels used for collecting feedback are 1) phone calls, 2) suggestion boxes, 3) community meetings, 4) field visits and 5) periodic satisfaction surveys.

CRS started the implementation of MECREF in 2021.<sup>83</sup> Partners and CRS staff believe that by actively promoting community feedback and liability, Keun Faaba managed to improve efficiency and build the pathway to sustainability. Since its launch, CRS has received 165 feedbacks, 98 of which through phone calls.

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<sup>79</sup> Catholic Relief Services. 2020. Partnership and Capacity Strengthening Strategy.

<sup>80</sup> Development of their own protection policy.

<sup>81</sup> Catholic Relief Services. 2019. Community Feed Back Mechanism in Benin.

<sup>82</sup> Catholic Relief Services. 2021. Feedback, Complaints and Response Mechanisms Guide, page 2.

<sup>83</sup> Catholic Relief Services. 2021. Semi Annual Performance Report October-March 2021, page 4.

### 3.6. Impact

The next DAC criterium this final evaluation addresses is *impact*, defined by the OECD as “the extent to which the intervention has generated, or is expected to generate, significant positive or negative, intended or unintended, higher-level effects.” Five EQs inform the findings, as do the results of the performance-measurement indicator review above.

*EQ10 To what extent are the activities and outputs of the project consistent with the overall goals and the attainment of the anticipated results?*

Analysis of qualitative data from interviews with implementing partners, along with the Performance Monitoring Plan (PMP) indicators,<sup>84</sup> confirm that activities and outputs of the project are consistent with the overall goals. The activities are deemed complementary, and by strengthening each other, they facilitated the attainment of the anticipated results.

While all activities were deemed aligned with the objectives and outputs proved satisfactory, some of them did not yield the expected outcomes and results were not satisfactory. In particular, this concerns literacy, for which we shared extensive details in section EQ5.

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*The project activities are in line with the objectives of the project, and they are complementary, even if they have not always achieved the objectives planned, especially for the education component.*

*– Female CRS Staff (Cotonou)*

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The outcomes for some of the hygiene activities, such as school certification, also provided mixed results due to some challenges with the infrastructure (boreholes). However, with the no-cost extension, CRS should be able to attain the anticipated results and even improve some of the existing DLM with more durable equipment, which will allow more children to wash their hands at the same time (see section EQ6e for more details).

Two CRS staff members mentioned that activities around child protection remained at the periphery and might not have received enough attention, since the focus was only on mentoring and capacity-building through radio broadcasts and community discussion, while advocacy efforts were limited by COVID-19. The strategy was refined in the later stage of the project, leaving limited time for implementation.

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*Activities related to protection issues have been limited. This work on protection was carried out jointly by CRS and WEI. The activity may not have been conducted as planned. There was advocacy work to be done, which was difficult to implement because of COVID. The protection component has been given more importance in design than in implementation.*

*– Male CRS Staff (Parakou)*

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Interviewees also revealed that the quarterly meeting that involved a systematic review of all the activities in the presence of all implementing partners has enabled them to identify potential challenges and to act quickly to ensure activities remained on track and aligned with the project’s objectives.

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<sup>84</sup> Catholic Relief Services. 2022. Semi Annual Indicators April-September 2022.

*EQ11 To date, which strategies have demonstrated success, and which have not been successful in achieving the project objectives and results? What best practices have been identified so far?*

The ET drew from interviews, survey data and the PMP<sup>85</sup> to evaluate the success of each strategy. It is worth noting that the same question was included in the MTE and that the answers provided by stakeholders remained similar. We structured our analysis around the three main components of Keun Faaba: 1) school feeding, 2) education 3) hygiene. Within each component the ET looked at what strategy was the most and the least successful.

#### School feeding

The following activities are included in the school-feeding component of Keun Faaba:

- Training: food preparation and storage practices
- Provide school meals
- Provide take-home rations
- Establish and maintain school gardens
- Establish community farms

Evidence suggests that school feeding overwhelmingly proved the most successful component of Keun Faaba II. Each one of the 144 schools was endowed with a complete infrastructure complex that included a storage unit, a covered kitchen, improved ovens and cooking utensils. The cooks were trained and attended a refresher training each year to improve their knowledge in nutrition. Many of the cooks, 78.2 percent, have voluntarily held their positions for more than four years. Community engagement and mobilization increased steadily over the years. Additionally, the supply chain ran smoothly, commodities were delivered on time and meals were provided as planned, with the exception of the period during which the schools closed because of COVID-19. Take-home rations were delivered to students as well as cooks and storekeepers, but a temporary delay occurred in the 2021 delivery. The number of functional gardens during the April-September 2022 semester was 80, or 88.8 percent of the LOP target. However, this period is the one when the school gardening activities slow down due to school vacations and the communities' rainy-season farming activities. Twelve community farms were established and proved functional during the final three years of the project. In 2021, 21.6 mt of food (maize, rice, sorghum, soybean) were harvested.

#### Education

The following activities are included in the education component of Keun Faaba:

- Raising awareness about the importance of education
- Distribution: school supplies and materials
- Establish activities to promote literacy
- Promote teacher attendance
- Training: teachers and school administrators
- Training: parent-teacher associations
- Capacity-building: local, regional and national levels

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<sup>85</sup> Catholic Relief Services. 2022. Semi Annual Indicators April-September 2022.

Keun Faaba successfully implemented all the activities planned for the education component. Through increased awareness about the importance of education, and the incentive provided by the school-feeding program, attendance and enrollment both increased. Between April and September 2022, a total of 49,232 students (23,305 girls and 25,927 boys) were enrolled in target primary schools. This figure represents 120.3 percent of the LOP target.<sup>86</sup>

To enhance students' learning experience, the project distributed school supplies and materials. Over the period of implementation by WEI, a total of 492,539 teaching materials were provided, representing 80.3 percent of the LOP target.<sup>87</sup> An average of 288 teachers were trained per semester (with a maximum value of 317), representing 108.27 percent of the LOP target.<sup>88</sup> In all 97 communities, PTSS received training via discussions that took place based on the content of previous radio broadcasts and via specific training designed to promote literacy such as story hour, study group or the library.

The child-protection strategy focused on the mentorship of young girls by older female students and the capacity-building intervention based on radio broadcasting followed by discussions. While these activities were performed successfully, their impact on behavior changes can take time, and in the context of Benin, where the government and many NGOs are also active in protection, it would not be valid to attribute changes only to the impact of Keun Faaba's activities.

WEI was also successful in building capacity at the regional and national levels, in particular with the improvement of pedagogy used to teach reading and the EGRA tools used for reading evaluation (see additional information in sections EQ1a and EQ4b).

Unfortunately, despite properly implementing all planned activities, Keun Faaba did not have any impact on students' reading level, which did not figure among successes mentioned by CRS staff.

#### Hygiene and water supply

The following activities are included in the hygiene component of Keun Faaba:

- Training: good health and sanitation practices including CLTS
- Create WASH-friendly schools
- Building/rehabilitation: latrines
- Building/rehabilitation: wells and water stations/systems
- Capacity-building: local, regional and national levels

The WASH strategy, a main focus of school certification, proved a success. CRS successfully developed a framework to establish, evaluate and certify the schools with the involvement of the regional and local authorities. A total of 69 schools have been certified as hygiene-friendly/clean and healthy schools. This represents 82.1 percent of the LOP target. CRS is expecting additional schools, which did not have access to water until the second half 2022, to reach the certification level during the 2022-23 school year. To improve good health and sanitation practices, CRS also included an activity aimed at helping girls remain in school even during menstruation. Most stakeholders described this activity as positive, with the

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<sup>86</sup> Catholic Relief Services. 2022. Semi-Annual Indicators April-September 2022.

<sup>87</sup> It should be noted that following the rollout of the revised MEMP programs to Grade 1, it was deemed inappropriate to multiply and distribute booklets to Grade 1 classrooms during the 2021-2022 school year because they no longer fit the program. This explains why the target was not achieved.

<sup>88</sup> Catholic Relief Services. 2022. Semi-Annual Indicators April-September 2022.

exception of one parental FGD, which did not believe that menstruation-related activities should take place in school settings.

CRS also successfully introduced a new health and hygiene curriculum with the assistance of the regional education authority via the Infusion Guide, which is now used by teachers in the Alibori and Borgou regions.

The infrastructure component, while very successful for the school-feeding component, yielded mixed results for the hygiene component, mostly in terms of the date of completion. The number of latrine cabins built or rehabilitated during the course of the project is 85, or 110.4 percent of the LOP target. All schools have some form of handwashing stations, either Tippy Taps, buckets with metal structures or concrete collective water-distribution systems. Nevertheless, based on the ET's observations, the maintenance of the handwashing stations remains problematic in some communities. Project staff and project documents also point to the success of training provided to mothers' associations, which taught them to fabricate liquid soap.<sup>89</sup>

Data collected by the MEAL team in May 2022 and recent updates indicate a total of 137 (89 in FY21) schools with an improved water source. This indicator was boosted by the completion of 44 boreholes and the connection of seven schools to the network of the National Water Company of Benin (SONEB).

While the ET collected limited data on CLTS, which only took place in the commune of Gogounou, and was evaluated more extensively during the midterm evaluation, several stakeholders mentioned CLTS as one of the most successful activities, and 66 communities were certified (of an initial goal of 60).

#### *EQ12(a) What were the key success factors of the project?*

To identify the key success factors of the project, the evaluation team relied largely on interview data, document review and the additional synthesis of findings presented above.

In section EQ3, which relates to the coherence of Keun Faaba II with other CRS interventions, we identify several *cross-fertilization opportunities* that allowed for successful design improvements. Additionally, Keun Faaba benefited from its own previous experience with McGovern-Dole 14, which contributed many lessons learned and allowed the implementation team to be well prepared for the second phase. The excellent alignment of Keun Faaba's strategy with government policy (EQ4), in particular for school feeding, also facilitated discussions and fostered collaboration with the government at the national level.

Almost all staff members mentioned the *monthly staff meeting and the quarterly review* of activities as essential management tools that helped ensure the project remained aligned with its objectives and issues and challenges were addressed in a timely manner, reinforcing the project's efficiency.

The *technical expertise* of each of the implementing partners, as well as their knowledge of the local context, were valued and respected. Partners mutually recognized that each of them brought skills, resources, knowledge and capacities, which fostered the overall quality of the project. All team members exhibited a high *level of engagement* and a strong desire to succeed.

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<sup>89</sup> Catholic Relief Services. 2022. Success Story: Liquid soap production: a Pathway for sustainable school Hygiene and Sanitation promotion.

The communities perceive Keun Faaba as a holistic project that addresses several of their *essential needs*: education, nutrition and hygiene. The school canteen can relieve parents from having to feed their kids for lunch and frees mothers for other activities. As a result, the population is very grateful and mobilized to support the project.

All staff members mentioned the *engagement of the government* at the national, departmental, communal and local levels in the design and implementation phases as a key success factor. By developing a common vision, the IP and the authorities built the foundation to work together, while making sure that the IP was playing more of an advisory role than an implementation role. One of the best examples of this strategy was the Hygiene-Friendly School certification process.

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*The dynamic of collaboration with the various government entities is an important success factor. Initially, there was a strong tension between the project and the technical services of basic hygiene and sanitation. This is no longer the case thanks to the certification mechanism with which it was associated.*

*– Male CRS Staff (Parakou)*

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The *government's expertise and level of engagement* in school feeding has been internationally recognized through the Global Child Nutrition Forum (GCNF),<sup>90</sup> which was organized in October 2022 in Cotonou with CRS, WFP, and the GoB as co-organizers, supporting GCNF and brought together 255 participants from 44 nations. The *constructive collaboration between CRS and WFP*<sup>91</sup> was apparent during the forum and should facilitate the transfer of Keun Faaba II's schools to PNASI.

*EQ12 (b) What were the project's major limitations? And how did Keun Faaba II address them?*

The response to EQ8 already described a number of obstacles, risks and challenges to Keun Faaba II's implementation. Internal factors included 1) contracting challenges, 2) recruitment challenges and staff rotation, and 3) the renewal of the finance and procurement systems. External factors included 1) flooding, 2) security, 3) COVID-19, 4) localization, 5) the international political situation and 6) lack of literate volunteers.

Beyond the internal and external factors, one of the challenges encountered resulted mostly from a contradiction within the *theory of change and conflicting goals*. Indeed, one of the objectives of the project was to increase students' attendance and enrollment, which resulted in sharp increases in classroom size<sup>92</sup>. While this is considered a positive result for the project, it has a negative impact on learning. Simply put, teachers cannot efficiently use the appropriate pedagogy in classes attended by more than 100 children. In the project sample, 72 percent of schools have more than 50 students in third grade and data show that the literacy index is 31.5 in these classes. The remaining 28% of classrooms with less than 50 students show a literacy index of 34.3. Even if this difference is not significant ( $p=0.31$ ), data additionally show a significant ( $p=0.01$ ) correlation of -0.25 between class size and literacy index. This means that for every additional student, the literacy index drops by 0.25 points. As shown in table 16, enrolment increased by 27.7 percent in project schools versus 13.8% in control schools.

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<sup>90</sup> Global Child Nutrition Foundation. 2022. Global Child Nutrition Forum Communiqué.

<sup>91</sup> WFP is in charge of the implementation of PNASI, the governmental school-feeding program.

*In our areas, most classes have more than 100 students, and up to 175, for an infrastructure that was planned for 50, so students are sitting on the floor. There are also children who should be in kindergarten. Parents themselves take school as a daycare so they can be free and go about their business.*

– WEI Staff (Female, Cotonou)

**Table 16: Enrolment per school project vs control, baseline vs endline**

	Project		Control	
	Mean	Std Dev	Mean	Std Dev
<b>Baseline</b>	322	130	304	67
<b>Endline</b>	411	148	346	88
<b>Increase</b>	27.7%		13.8%	

In terms of behavioral change, while a lot of progress was made with regard to understanding the importance of education or personal hygiene, in particular handwashing, communities still seem to lack an understanding of the importance of keeping their environment clean and local authorities have no concept of *sustainable waste management*. This was mostly a limitation for CLTS, but to some extent, it also affected the schools' capacity to keep their premises clean.

The final significant challenge that Keun Faaba encountered was *commodity theft*. While a USDA staff member indicated that commodity theft seemed more prevalent in Keun Faaba II than in other McGovern-Dole projects, she also suspected that CRS might have been more efficient at identifying and reporting such incidents. Indeed, the MECREF system described in section EQ9 facilitated the identification of such issues, and CRS had been implementing a well-designed process involving the DDEMP to address them, especially when school staff might be implicated.

#### *EQ13 Has the project affected girls and boys differently? If so, how?*

This EQ was also included in the midterm evaluation, and analysis of both qualitative and quantitative data similarly revealed modest, if any, differences in the ways in which the project may have affected girls and boys. The project indeed provided equal opportunity to boys and girls, and the analysis did not reveal any significant difference in enrollment or attendance. Parents also highlighted that education was equally important for girls and boys. The gender study completed in 2022 confirmed that “the provisions of the school promote the equal participation of girls and boys, and equal access to all school resources. All the groups set up for the execution of the specific school related tasks are mixed regardless of the work (sweeping the schoolyard, maintenance of latrines, filling of water jars, maintenance of handwashing devices and work in school gardens).”<sup>93</sup> FGDs with students revealed more nuanced findings. Three out of four hygiene clubs still distributed some chores based on gender, following traditions observed in the community.

The gender study also revealed that the distribution of tasks between boys and girls still leaves a larger proportion of family chores to girls. To raise awareness about this issue, and to ensure girls received

<sup>93</sup> Catholic Relief Services. 2022. Gender Study and Gender Action Plan, page 15.

enough time to study after school, WEI broadcast a radio program on gender equity, followed by discussions within the communities, in which 805 parents participated.<sup>94</sup>

The WEI activity report indicates that “even if these communities are attached to their customs, they have understood that it would be beneficial to involve boys in domestic chores. This will have the advantage of giving girls the same chances of success in school.”<sup>95</sup>

In one FGD, a parent shared how the project had changed her state of mind about gender equity:

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*When they come back from school, all my children, girls and boys, are subjected to the same activities. I no longer make distinctions. I even take my boy to the market to shop. It is no longer a question of the girl doing domestic chores while the boy learns his lessons. They all do domestic work with me, and once it's done, they go and learn.*

— Female Parent (Kalalé)

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While FGDs with teachers and students confirmed that respect for girls increased over the course of the project, in three FGDs with members of hygiene clubs, female students shared that it sometimes remained difficult for them to assign tasks to boys, and that they often still needed the assistance of their teacher.

To encourage young girls to attend school, and to provide them with some protection in case of bullying, WEI instituted the mentorship of girls in Grades 1 and 2 by girls from Grades 5 and 6.<sup>96</sup> This approach, while deemed very successful by project staff, never cropped up in parent FGDs.

Keun Faaba II also included a specific strategy to help girls remain in school during menstruation, as well as access to latrines dedicated to girls. We reviewed this strategy in previous sections (EQ1b and EQ6a)

#### *EQ14 Has the project had any unintended negative or positive effects?*

This EQ was included in the midterm evaluation, but with a unique focus on negative effects. For the final evaluation, the ET added a focus on unintended positive effects. Of 35 interviews, participants in 29 interviews or focus groups indicated that they were not aware of any unintended negative consequences. Among the six respondents who provided an answer, three mentioned the very large classroom size, two mentioned tensions between recipients and non-recipients of oil distribution and one mentioned the time spent by the school principal dealing with canteen-related issues.

Regarding unintended positive consequences, while the question did not ask specifically, some spillover effects were mentioned in the answers provided to other questions. They included the following:

1) some parents learned new techniques while working on the community farms or in the school gardens and later successfully applied them to their own farms (making fertilizer, eliminating pests, etc.); 2) some children started their own small gardens at home; 3) some parents built their own improved oven; 4) some parents or children built their own handwashing devices; 5) some children convinced their parents to follow proper hygiene rules at home; and 6) some parents started selling liquid soap, which they had learned to produce with CRS support.

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<sup>94</sup> World Education. 2022. Final Activity Report WEI, page 81.

<sup>95</sup> World Education. 2022. Final Activity Report WEI, page 80.

<sup>96</sup> World Education. 2022. Final Activity Report WEI, page 85.

### 3.7. Sustainability

The final DAC criterium addressed by this final evaluation is *sustainability*, defined by the OECD as “the extent to which the net benefits of the intervention continue, or are likely to continue.” Three EQs guide findings and cover the project’s progress toward sustainability.

*EQ15 Have the target beneficiaries (in particular PTAs and local government officials) taken ownership of the project concept and approach?*

The ownership of the project concept and approach by beneficiaries constitutes the foundation of future sustainability. The ET assessed the level of community ownership, in particular that of PTA volunteers, through beneficiary FGDs and principal surveys. For local government officials, the ET looked at findings from KIIs with partners, staff and government authorities at the national and regional levels. Unfortunately, as mentioned in the limitations section, the evaluation did not include any KIIs with local authorities (mayors, community leaders, religious leaders).

To foster the ownership of its strategy by beneficiary communities (parents and teachers), Keun Faaba considered community members as partners. The IPs strove to engage with the communities, guiding and supporting them through discussions rather than imposing preset solutions. For example, at the beginning of each year, field agents helped the communities establish their yearly budget, making suggestions if needed on different modalities used to raise the contributions. However, the Canteen Management Committee (COGES) took the final decision based on the desires of its members and constraints imposed by the local context. Similarly, the new approach used for the construction and maintenance of small infrastructure items, which is based on greater community involvement, has been successfully implemented since 2020 and has led to a greater ownership.<sup>97 98</sup>

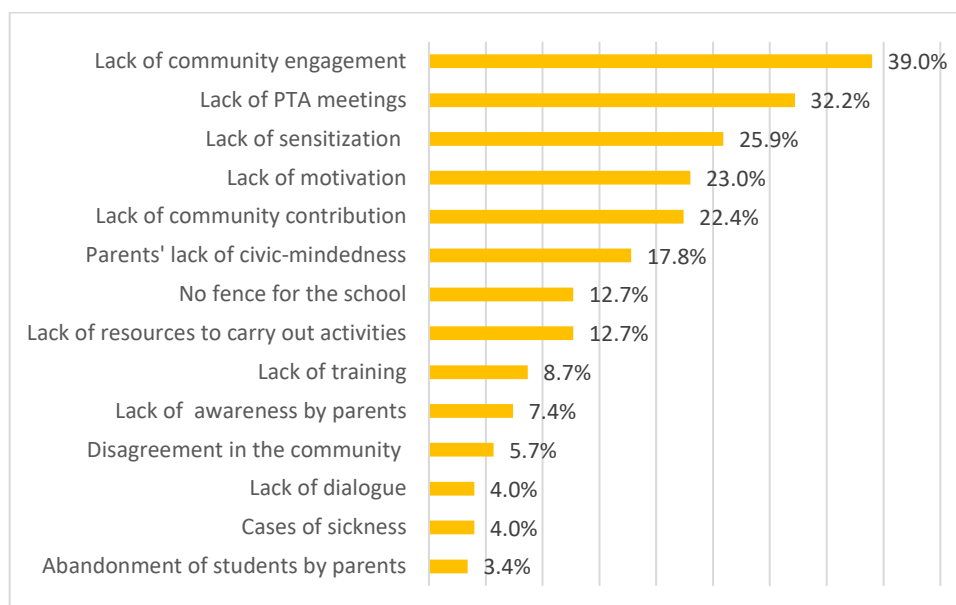
While Keun Faaba’s approach has undoubtedly contributed to communities’ strengthened sense of ownership, some difficulties remain to ensure the sustainability of activities. Figure 13 shows the main difficulties encountered by principals to mobilize their community, which reveals that the lack of engagement remains high, with 39 percent of principals considering it a challenge.

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<sup>97</sup> Members of the community can be contracted to build the infrastructure instead of enterprises

<sup>98</sup> Catholic Relief Services. 2020. Procurement Contractors Infrastructure, page 3.

**Figure 13: Difficulties encountered by principal in community mobilization**



The school staff and, in particular, principals play a key role in fostering ownership among parents; their engagement and leadership prove essential to sustaining community motivation. One education advisor, who supported this view, said:

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*When the school has a good principal with good vision, it is a good start. Emphasizing the quality of the director is a fundamental aspect in the management of school canteens and the mobilization of communities around education. When the director goes one way, he can persuade the communities, usually the communities join, but when the director relegates an aspect to the background, usually things have a hard time taking off.*

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*– Male DDEMP Pedagogical Advisor (Malanville)*

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To foster ownership of Keun Faaba's strategy among regional and communal authorities, CRS engaged with them in the design phase of the activity to ensure that they would form part of the process from its early stages.<sup>99</sup> The WASH strategy in particular very successfully implemented this approach. The DDEMP and the Departmental Direction of Basic Hygiene and Sanitation (DDHAB) took part in the training sessions and played an active role in the implementation of the strategy and the certification of Hygiene-Friendly Schools.

With regard to school-based infrastructure, CRS worked with the local authorities to make sure that a maintenance committee was in place and encouraged them to allocate a budget for maintenance, in particular for the boreholes. While some schools, such as EPP Peonga, manage to sell the water, this remains the exception.

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<sup>99</sup> Catholic Relief Services. 2019. Strategy WASH-Nutrition

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*The authorities at the local level are very familiar with the package of activities that we carried with WASH. During the month of October, we participated in the communal councils of the four communes to inform them of action plans drawn up by the local authorities (mairies), so that the actions could be sustained.*

*– Female CRS WASH staff (Kandi)*

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Other components of the project have demonstrated strong ownership, such as CLST-certified villages or the community farms that have obtained cooperative status.

*EQ16 Are beneficiaries prepared for the departure of CRS? What activities and/or outcomes (both expected and unexpected) of the project are likely to be sustained? What evidence is there to suggest this?*

To be sustainable, activities require strong ownership as well as some level of institutionalization and the appropriate capacity and resources necessary to run the activities without project assistance. For the three main components of Keun Faaba (school feeding, education, hygiene), the ET drew from interviews with IP, the GoB, beneficiaries, as well as an interview with the WFP, which plays a key role in the Keun Faaba's sustainability strategy. Since ownership was developed in EQ15, this section will focus on institutionalization.

#### *School feeding*

As mentioned in the section related to the coherence of the intervention with the GoB's policy on school feeding (EQ4a), Keun Faaba's strategy is sufficiently well aligned with PNASI to allow for the transfer of the 144 schools into the government program. We can therefore affirm that school feeding will remain after the end of Keun Faaba II. The WFP and the MEMP are currently working on the institutionalization of school feeding, and a new law was drafted in November 2022.

Discussions related to the transfer of CRS schools to PNASI began following the midterm evaluation. They were followed by a joint visit to WFP and CRS schools in March 2022, which led to the identification of the differences between the two programs.<sup>100</sup> After the GoB officially approved the transfer, a workshop took place with PNASI to develop a communication plan aimed at facilitating the transfer of the 144 schools.<sup>101</sup> At the time of the evaluation, most of the actions planned remained to be executed. While the WFP had expressed the wish for CRS and WFP field agents to execute the communications plan together at the school level, this outcome seems unlikely, since there is no overlap in their working contracts.<sup>102</sup> To facilitate the transfer, CRS will provide an inventory of the infrastructure, the equipment and potentially the commodities, if any are left. While the initial month of the transfer could prove slightly tumultuous, neither CRS nor WFP staff expressed any real concern, and a CRS staff member indicated that some schools were trying to set aside some commodities in case initial PNASI food deliveries were not effective in January 2023.

During FGDs with teachers and parents, participants confirmed that cooks were well trained and have acquired a lot of new competencies that will enable them to continue with the school-feeding activities. Additionally, COGES are strongly engaged and demonstrate a strong desire to pursue this activity. During

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<sup>100</sup> Catholic Relief Services. 2022. Report on Joint School Visit CRS-WFP, page 1.

<sup>101</sup> Catholic Relief Services. 2022. Transition Communication Plan.

<sup>102</sup> Since the evaluation the situation has evolved and WFP was not able to take over as planned, and schools will be covered until April 2023, leaving more time for field agents of CRS and WFP to work together.

the cook and storekeeper interviews, 91.2 percent of participants indicated that they would keep their position when their canteen transfers to PNASI.

Some components of school feeding, while considered important by PNASI, do not receive any support from the program and will be the sole responsibility of the schools, the communities and the local authorities. This includes the school farms, the gardens and kitchen and storage infrastructure. While communities have expressed their willingness to continue with the gardens and the farms, and to maintain their infrastructure, some CRS staff members have expressed concerns, in particular with the communities' capacity to maintain the small infrastructure, such as the improved oven. CRS is aware of this issue, and CRS infrastructure team organized a TOT session with Field agents on how to build and maintain improved stove, the training is being with communities.<sup>103</sup>

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*When we built the kitchen, we didn't think about training the communities on how to maintain the improved stove, and some are showing signs of structural damage. We should have anticipated teaching mom's cooks how to repair or build improved stoves.*

*– Male CRS infrastructure staff (Parakou)*

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## Education

WEI likewise designed its education intervention to lead to some form of institutionalization to ensure its sustainability. As mentioned in the section related to the coherence of the intervention with the GoB's policy on literacy, WEI's intervention actually led to the revision of the curriculum, and some key pedagogical approaches of the new curriculum resemble the WEI approach used during the implementation of Keun Faaba. EGRA and the tools used by Keun Faaba for its internal and external reading evaluation have also been integrated into INFRE's evaluation tool kit.

Concerning community-led activities,<sup>104</sup> to prepare for withdrawal of the project, WEI organized sessions with each community to identify project-sustainability activities from December 2021 to February 2022.<sup>105</sup> The report indicates that communities plan on supporting these activities. During the FGDs, when parents were asked which activities they could maintain without the support of an NGO, no parent mentioned any activity related to education.

## Hygiene

As mentioned in the section related to the coherence of the intervention with the GoB's policy on WASH and in the previous section on ownership, CRS managed to work with the DDEMP and the DDHAB to institutionalize some of its practices. The Infusion Guide has been deployed in project elementary schools at the regional level, and communal authorities are in charge of the school certification.

The community's capacity to take over the WASH activity has made significant progress, and because the importance of proper hygiene behavior such as handwashing is now mostly understood, the community seems more likely to maintain the small equipment, such as handwashing stations. However, the student hygiene club and school certification will continue to play key roles, thus requiring continuous support.

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<sup>103</sup> Since this evaluation, CRS has the chance to continue activities until the end of June 2023 in this component to consolidate with communities the sustainability plan around gardens and farms.

<sup>104</sup> Story hour, study group, library and student-attendance control.

<sup>105</sup> World Education. 2022. Final Activity Report WEI, page 98.

Regarding other hygiene-related infrastructure such as the latrines and boreholes, the schools will need the support of the local authorities, especially for maintenance and to fight vandalism. PNASI's latest evaluation indicates that in the government strategy the role of the local authorities (*mairies*) has evolved to become more important in the field of financial mobilization and support for infrastructure (advocacy for rehabilitation or construction of a water point).<sup>106</sup>

#### *EQ17 What are the major factors that can influence achievement or non-achievement of sustainability?*

To identify the factors that can influence achievement or non-achievement of sustainability, the ET relied largely on interview data and additional findings presented above.

The ET identified three types of factors 1) ownership of practices by parents, teachers and the local authorities, 2) institutionalization of the practices and 3) external factors

*Ownership* can facilitate beneficiaries' engagement and mobilization. A high level of ownership is essential to achieve sustainability, as beneficiaries will care about the activity and not give up even if circumstances change and they do not receive the same level of support. This was addressed in detail in EQ15.

*Institutionalization* implies that a law or a decree makes the practice official, consequently making it more difficult to interrupt even in the case of political changes. This was addressed in detail in EQ16.

*External factors* could influence the non-achievement of sustainability. Possible scenarios mentioned by stakeholders include an escalation of insecurity, a lack of funding,<sup>107</sup> climate issues affecting access to water and high food demands from neighboring countries, which would affect PNASI's local sourcing strategy.

## 4. Conclusions and Lessons Learned

The section on conclusions and lessons learned draws on the findings and the methodology section. It is structured around three main components: 1) Collaborating, Learning and Adapting (CLA); 2) Management, Strategy and Partnerships; 3) Programs (School Feeding, Hygiene, Literacy, Intersectional)

### *Collaborating, Learning and Adapting*

1. Keun Faaba II created a **knowledge value chain**. It ensured that knowledge and experiences were shared with all levels of the hierarchy and that capacity-building took place with project staff, partners and beneficiaries. This broad-based approach fostered program efficiency.
2. Keun Faaba II successfully **leveraged knowledge** and experiences from other projects, including other McGovern-Dole projects implemented by CRS. CRS Regional Technical Advisors proved key in facilitating the development of sectorial strategies and reinforced capacity-building among CRS projects.
3. **Sharing success stories** proved an efficient way to generate enthusiasm among beneficiaries and to spread good practices. Keun Faaba II shared success stories with

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<sup>106</sup> World Food Program. 2022. PNASI Final Evaluation Report, page 38.

<sup>107</sup> Currently PNASI is financed through the WFP, whose top five donors are the governments of Benin, the Netherlands, Germany, Switzerland, and China.

beneficiaries via radio broadcasts. Similarly, the MEMP shared its successful school-feeding experience with other countries by organizing the Global Child Nutrition Forum in Benin.

4. While CRS has proven to be a **knowledge organization** and has embraced the concept of knowledge sharing, more can be done to capture and organize the content generated. During the inception phase of the final evaluation, CRS also did not dedicate enough time to review the EQs with the evaluator, which limited the evaluation's potential impact.
5. The deployment of MECREF allowed community members to give feedback. Addressing beneficiaries' concerns increased their taking ownership and engagement.

#### *Management, Strategy and Partnerships*

6. To strengthen the project's implementation, Keun Faaba II developed two **strategies** (Hygiene and Nutrition, Protection and Gender), which were broken down into action plans. This approach proved more successful than having a series of scattered activities. It was essential to energizing and motivating stakeholders (CRS and partners) as it improved their sense of purpose.
7. Keun Faaba II established the **planning of activities**, reviewed monthly with CRS staff and quarterly with the partners. Planning workshops ensured that challenges and issues were addressed in a timely manner and that activities showed cohesion. A similar approach was deployed at the community level. An included monitoring mechanism encouraged stakeholders to complete their assigned planned tasks.
8. Over the course of the implementation, Keun Faaba II managed to improve its **relationships** with its implementing partners (in particular WEI) and the local authorities, in particular the DDHAB. The quality of the collaboration among all partners greatly contributed to the remarkable progress achieved in terms of institutionalization. Respectful and empowering leadership generated dynamism and engagement with the team throughout Keun Faaba II's implementation.
9. To improve the mobilization and engagement of its beneficiaries, Keun Faaba II considered **beneficiaries as partners** and focused on capacity-building rather than sensitization, recognizing communities as the primary source of solution to local problem. Keun Faaba II also successfully used **competition** as a way to motivate the adoption of new behaviors and the successful implementation of fresh activities.

#### *Program: School Feeding*

10. The **alignment of Keun Faaba II with GoB school-feeding policy** (PNASI) and the active participation of CRS in policy improvement has ensured buy-in from the Government of Benin and should lead to the approval of school-feeding legislation. It is worth noting that while the 144 schools are in the process of being taken over by PNASI, differences between the two programs could hamper the transition process.
11. **Knowledge on nutrition** has improved among parents, and putting these new principles into practice to prepare school meals is progressively helping mothers change their

cooking habits. The proportion of students reaching minimum dietary diversity has increased significantly, which is very encouraging.

12. While the **community farms** only managed to harvest three crops during the course of Keun Faaba II, results are highly encouraging, and communities are showing a strong desire to pursue this activity. **School gardens** have also proven successful, even if a lack of fencing and potential neglect during the summer can still cause problems.

#### *Program: Hygiene*

13. CRS successfully implemented the **WASH-friendly school certification**, even if the timely involvement of the regional authority proved difficult to accomplish. While CRS successfully provided **water access** in most schools, for many of them this only occurred in the final quarter of the implementation, leaving insufficient time for schools to receive certification.
14. Results in terms of **knowledge about and the practice of hygiene** are mixed. While all stakeholders provided overall positive qualitative feedback in this area, test results in health and hygiene did not reflect this improved understanding, and neither did the practice of key concepts such as proper water treatment, ending open-defecation or handwashing after defecation. Hygiene clubs are key to ensure functioning tippy taps are in place and clean school premises but some clubs still face difficulties imposing themselves as mentors for other students.
15. While progress was made in the general **cleanliness of the school** premises, latrines continue to experience vandalization and villages still face waste-management issues, in particular in urban areas, which could threaten the **Open-Air Defecation-Free (ODF)** status.

#### *Program: Infrastructure*

16. CRS successfully adapted its **infrastructure strategy** by replacing national or regional contractors with locally available capacity. By adapting this strategy, CRS managed to complete its infrastructure program, even if most boreholes were built during the program's final quarter.
17. School-feeding infrastructure such as **kitchens, storage and improved ovens** were built, and all stakeholders appreciate the model. While the overall quality of most infrastructure seems good, some degradation is starting to appear, and communities do not have the capacity for necessary maintenance.

#### *Program: Education*

18. Keun Faaba II successfully participated in the **revision of the reading curriculum** and the improvement of the **evaluation tool kit (EGRA)**, which, based on INFRE's recent evaluation, should lead to improved results.
19. While WEI implemented all its planned activities in terms of teacher training, the distribution of reading materials and coaching, reading results are highly disappointing. Keun Faaba II did not have any positive impact on **reading achievements**.

20. While school feeding constitutes a highly efficient tool to improve enrollment, attendance and children's health, it will not impact reading without a concomitant improvement of the education component (pedagogy, teacher involvement, etc.). Additionally, a **higher number of children in the classroom** will negatively impact learning unless the infrastructure is improved and the number of teachers increases.
21. **Community activities around literacy** were successfully implemented, but the ET could not establish whether parents would continue these activities in the future.
22. Communities are now aware of the **importance of education** for active community citizenship. Yet parents remain reluctant to keep their children in school if they are not learning.

*Program: Intersectional*

23. National, regional and local authorities, as well as parents have increased their knowledge around the issue of **gender and protection**, and girls now enroll in school at the same rate as boys. Yet more needs to be done to ensure children's safety and the equitable distribution of chores in school. Additionally, issues related to inclusion of children with disabilities remain unaddressed.

## 5. Recommendations

Recommendations derive from the conclusions and are therefore organized around the same components. All recommendations are meant to improve the implantation of Keun Faaba III, so they do not include any recommended timelines or stakeholder responsibilities.

*Collaborating, Learning and Adapting*

1. Improve the CRS knowledge-management system to facilitate the organizational use of content such as TOR, strategies and training guides to improve project efficiency. (Conclusion 2)
2. Pursue a highly open and generous approach to capacity-building and experience-sharing with local partners and consider leaving the small equipment used for capacity-building, such as tablets and computers, at the end of the project. (Conclusion 1)
3. Provide training on the use of MECREF to the evaluation team, so that data collectors can encourage beneficiaries to use MECREF instead of asking them to report a request or a concern. Share experience with MECREF through webinars or evaluation conferences with other CRS or McGovern-Dole projects as an example of best practices. (Conclusion 5)
4. For future evaluations, reassess EQs before publishing terms of reference, to ensure that 1) questions remain relevant, 2) emerging issues are investigated and 3) questions have not already been thoroughly addressed in a recent evaluation. Additionally, provide a list of stakeholders, including an exhaustive list of people who have contributed to project implementation. (Conclusion 4)
5. Pursue the use of radio broadcasts in local languages, followed by discussion at the community level on strategies for behavioral change. For greater inclusiveness, use images or videos to facilitate learning for illiterate populations. (Conclusion 3)

### *Management, Strategy and Partnerships*

6. Pursue the implementation of the Protection and Gender Strategy, but consider adding an inclusion component. Collaborate more closely with the Ministry of Social Affairs to ensure the CRS gender strategy aligns with and reinforces government policy. (Conclusions 6 & 23)
7. Pursue the implementation of the Hygiene and Nutrition Strategy, but consider adding an environment component to address issues such as waste management, with a particular focus on plastic bags, reduced energy usage or tree planting. (Conclusion 6 & 15)
8. Keep strengthening the role of local authorities so that they act as a full vector of community mobilization and support the schools in terms of kitchen and sanitation infrastructure. (Conclusion 8)
9. Find ways to motivate participants to adopt new behaviors or successfully implement new activities. This can include competition between schools or the recognition of parents for years of volunteering. (Conclusion 9)
10. Resolve and discuss any budget issues with implementing partners at the onset of project implementation to avoid resentment, which could hamper project success. (Conclusion 8)

### *Program: School Feeding*

11. Institute systematic meetings with PNASI to share best practices, lessons learned or new experiments such as cash transfer or NutriFood. Provide opportunities for CRS staff to work with the WFP team at the regional level to share practices but also gain awareness of differences to facilitate future transition from CRS to PNASI. Investigate to which extent CRS could use some PNASI training tools. For instance, PNASI has developed online training for their field agents and a full training kit on nutrition for cooks and children. (Conclusions 8 & 10)
12. Work with the Ministry of Agriculture and the WFP to develop best practices for school gardens and reinforce the institutionalization of this practice. Look into the experience of the World Vegetable Center, which developed a model of school gardens. (Conclusion 12)

### *Program: Hygiene*

13. Advocate for the GoB's adoption of a WASH strategy in all elementary schools. This could include WASH-friendly school certification, an Infusion Guide, menstrual hygiene and canteen hygiene. Use the recently updated national policy on public hygiene to support this action. (Conclusion 13)
14. Establish partnerships ensure water access for every school, since hygiene and school gardens require water to function. (Conclusion 13)
15. Strengthen the role of the hygiene clubs to be able to enforce hygiene practices among students: increase teachers' support to clubs, conduct hygiene sensitization sessions facilitated by students and teachers together, teachers to request rolling participation of all classes in school cleaning tasks, under the supervision of the hygiene club. (Conclusion 14)

### *Program: Infrastructure*

16. Provide capacity-building to community members for infrastructure maintenance, in particular improved ovens, as soon as the infrastructure is built to avoid future degradation. (Conclusion 17)

17. Share infrastructure models for kitchen/storage to help PNASI schools build similar infrastructure. Develop a building kit with plans, material list, construction instructions and TOR to contract building enterprises. Local authorities willing to build such infrastructure could use the kit. (Conclusion 17)
18. Organize a webinar with other McGovern-Dole projects managed by CRS to share best practices on infrastructure-building processes (TOR, contractor selection, contracting process, community involvement in construction). Perform a process-performance analysis to better understand what led to the significant delay in infrastructure implementation. (Conclusion 16)

#### *Program: Education*

19. Advocate for the creation of additional classrooms and the allocation of teaching staff to schools with canteens, which exhibit less absenteeism and higher enrollment. (Conclusion 18)
20. Advocate for children to be allowed to bring their manuals home, or to have the possibility of buying the manual, to encourage young students to practice at home, much as is the case with WEI materials provided. (Conclusion 19)
21. Reduce awareness-raising activities on the importance of education and instead strengthen links between PTAs and local authorities to facilitate the transition of school-enrollment activities to local authorities through the systematic identification of school-age children. (Conclusion 22)
22. Advocate for the improved monitoring of school advisors (CP) by the national authorities to ensure regular school visits. (Conclusion 19)
23. Support government efforts in the implementation of the new reading program, through teacher training and development of reader (Conclusion 18)
24. Pursue parents' capacity-building efforts to improve the quality and frequency of discussions or interactions with their children to improve their vocabulary and oral expression. Extra support might be needed in Peulh communities. Pursue community support to encourage reading activities outside of schools by increasing the availability of books through libraries or digital books. (Conclusion 21)
25. Improve communication between teachers, parents and students to ensure that all are aware of what is their role and how by working together they can achieve higher academic results. (Conclusion 19)

#### *Program: Intersectional*

26. Reinforce the capacity of institutional and community stakeholders in gender and child protection and continue providing opportunities to parents to discuss gender- and child-protection issues to consolidate the progress accomplished. Make sure that tasks are equally shared between boys and girls under the supervision of the hygiene clubs. (Conclusion 23)

# Annex 1: Keun Faaba II Theory of Change and Results Framework

Building on M&E data, stakeholder consultations and analyses of progress, successes, and lessons learned from FFE I, FFE II will continue to focus on improved literacy of school-age children and improved health and nutrition practices, while expanding its reach to the communities as a force for sustainable change. The project's theory of change is as follow:

- **if** teachers are rationally assigned to the project's underserved departments in northern Benin; and **if** they are trained using effective adult education principles and practices (learning needs assessments, relevance, immediacy), and **if** they have access to improved literacy materials, and **if** they are given post-training supportive supervision,
- **if** canteen management committees and cooking teams are trained in school canteen management and food preparation and safety and demonstrate application of knowledge and skills, and **if** cooking teams access protein-rich, diverse, and micronutrient-rich food from imports, local purchases and school gardens and farms,
- **if** potable water systems are installed, and **if** school committees are trained to maintain these, and **if** more students have access to improved latrine facilities, and **if** training of students and teachers in hygiene behaviors using an evidence-based curriculum takes place, and **if** WASH structures are available at all schools (tippy-taps, etc.) and **if** Community Led Total Sanitation and Participatory Health and Sanitation Transformation activities are held in communities,
- **if** evidence-based social and behavior change activities targeting influential individuals and groups, using multiple communication channels (mass media, census campaigns, interpersonal communication, small group dialogue, peer learning) are carried out that address key determinants affecting household decision-making on school enrollment and retention and parent engagement in school activities, and **if** teachers and administrators are trained in child protection measures and **if** students are trained in age-appropriate life skills, and **if** AMEs/APEs are further trained to advocate, and **if** parents are trained in improved communication and positive parenting skills and **if** communication is improved between parents and students and among communities, teachers and school administrators,
- **if** national and local governments prioritize increased spending for training teachers, constructing classrooms, and school mandated, and **if** national and local governments integrate WASH and menstrual hygiene management activities in their transition plans, and **if** school district officials are equipped with the skills necessary to provide quality teacher training and supportive supervision in literacy instruction, and **if** parents and community producer groups are provided with the agriculture skills and accompaniment necessary for increased economic incentive to support school feeding,
- **THEN** there will be sustained delivery of quality literacy education in a healthy and enabling school, home, and community environment for children in Benin's poorest school districts.

The evidence base for these theories of change (the "because" for the above statements) comes from research, industry best practices, conceptual frameworks (including CRS' Integral Human Development Framework, CRS' Effective Learning Framework, and UNICEF's Maternal and Child Undernutrition Framework) and CRS and its partners' experience with regards to nutrition and cognitive development,

causal frameworks for improved quality of literacy instruction, adult education principles, and evaluations and best practices from the current and past CRS-led FFE projects in Benin, including the effects of improved WASH facilities and behaviors, and good nutrition on increased Beninese children's learning, the ability of community farms to sustain school feeding years after project support ends, and government education policy improvements influenced by advocacy.

In response to needs, challenges, risks, constraints and opportunities listed in Attachment C: Strategic Analysis, Keun Faaba II has prioritized teacher training, providing nutritious school meals, school construction, social and behavior change communication for education and nutrition, and capacity strengthening at community, regional and national levels for handover and sustainability. Keun Faaba II activities will include the following outputs:

- increasing the relevance and quality of teacher training and post-training supervision,
- advocating for government policies to rationally assign teachers to underserved areas, construct classrooms, construct latrines in schools, and promote WASH and menstrual hygiene management activities,
- extending evidence-based behavior change approaches for community WASH infrastructure and practices,
- promoting nutrition (awareness of importance, increased dietary diversity through school gardens and climate-smart crops in community farms),
- accelerating changes in cultural and social norms that inhibit household decision-makers from enrolling children (in particular girls) in school and retaining boys and girls in school,
- integrating child protection measures, in particular those pertaining to girls, and,
- strengthening community-based structures for project sustainability (to manage canteens and maintain WASH infrastructure, to extend school gardens and establish community farms, to improve capacities to achieve self-identified school improvement goals and resolve education-related issues and problems, and increase parent associations', in particular women's, voice and influence with education stakeholders).

Critical assumptions are external conditions necessary for the success of the project, with a high probability of occurring, over which implementers have little or no comparison, and thus will be carefully monitored. The following two critical assumptions were identified for FFE II:

**Climate conditions:** Climatic variability (including recurring droughts and periodic flooding), worsened by climate change, occurs in the Niger River basin, specifically in the Malanville area (Okpara et al 2013); flooding recently occurred in northern Benin in September 2016. These severe climatic shocks can affect crop production, lowering revenue of families to pay for needed school supplies or making opportunity costs for children to attend school higher, and also destroy school infrastructure (in particular community-constructed classrooms using local materials) such as school buildings and latrines. Strong seasonal winds (Harmattan) are also common across the north of Benin and have sometimes resulted in damaged community infrastructure, including schools. Thus, the critical assumption is that **climatic conditions, such as drought, flooding and severe winds, will not have extensive negative impacts on household income and food security nor extensively damage school infrastructure.** (Reference: <http://dx.doi.org/10.5772/55186>)

**Teacher strikes and absences:** Benin's powerful unions are a legacy of the 1972-1989 period when Marxism-Leninism was adopted as the national ideology. Teacher's strikes (related to pay, policies, repression and/or other issues) regularly occur in Benin and can last for months. At various times, these strikes provoked severe repression by the government. Strikes and related actions disrupt education activities and affect student outcomes. In addition, teachers are sometimes pulled out of the classroom to work on political campaigns by politicians or to fulfill civic duties by the government. Benin held a presidential election in 2016 won by Patrice Talon in March. The critical assumption is that **the effect of teacher's strikes on project outputs and outcomes will be mitigated by careful implementation planning and accelerated project implementation (e.g. teacher training) when necessary.** (Reference: <http://www.irinnews.org/report/76873/benin-school-year-risks-being-written-teacher-strikes>)

The FFE II results frameworks do not include the following results:

- *MGD 1.3.3: Improved School Infrastructure:* School infrastructure falls within the realm of responsibility of each commune, and is financed through the Commune Development Support Fund (*Fonds d'Appui au Développement des Communes* or FADEC). In December 2017, the Government of Benin has announced its intention to construct 6,000 new classrooms over the next five years. CRS will leverage this emerging priority as an advocacy tool for communes to devote FADEC funds to necessary school infrastructure, such as classrooms, as described in Sub-Activity 8 of MGD Foundational Result 1.4.3: Increased Government Support.
- *MGD 1.4.1: Improved Capacity of Government Institutions:* This Foundational Result feeds into the three sub-activities of MGD 1.1.3 Improved Literacy Instructional Materials.
- *MGD 2.5: Increased Access to Preventative Health Interventions:* In 2015, the Ministry of Health, through its National Program for the Comparison of Non-Communicable Diseases, began providing children in all public primary schools annual deworming medication. FFE II will support this initiative by integrating deworming in its nutrition curricula. However, the government has taken on increased access of this initiative.
- *MGD 2.6: Increased Access to Requisite Food Prep and Storage Tools and Equipment:* Requisite food preparation and storage tools and equipment were provided through FFE I's Building/Rehabilitation: Kitchens and Building/Rehabilitation: Storerooms activities.
- *MGD 2.7.1: Increased Capacity of Government Institutions:* While FFE II will collaborate with government institutions such as DANA and the Departmental Direction of Water to achieve the results of MGD Results Framework #2, the project does not need to build the government capacity to achieve the project's health, nutrition, and dietary objectives because the capacity of these government institutions is already sufficient to support these objectives.

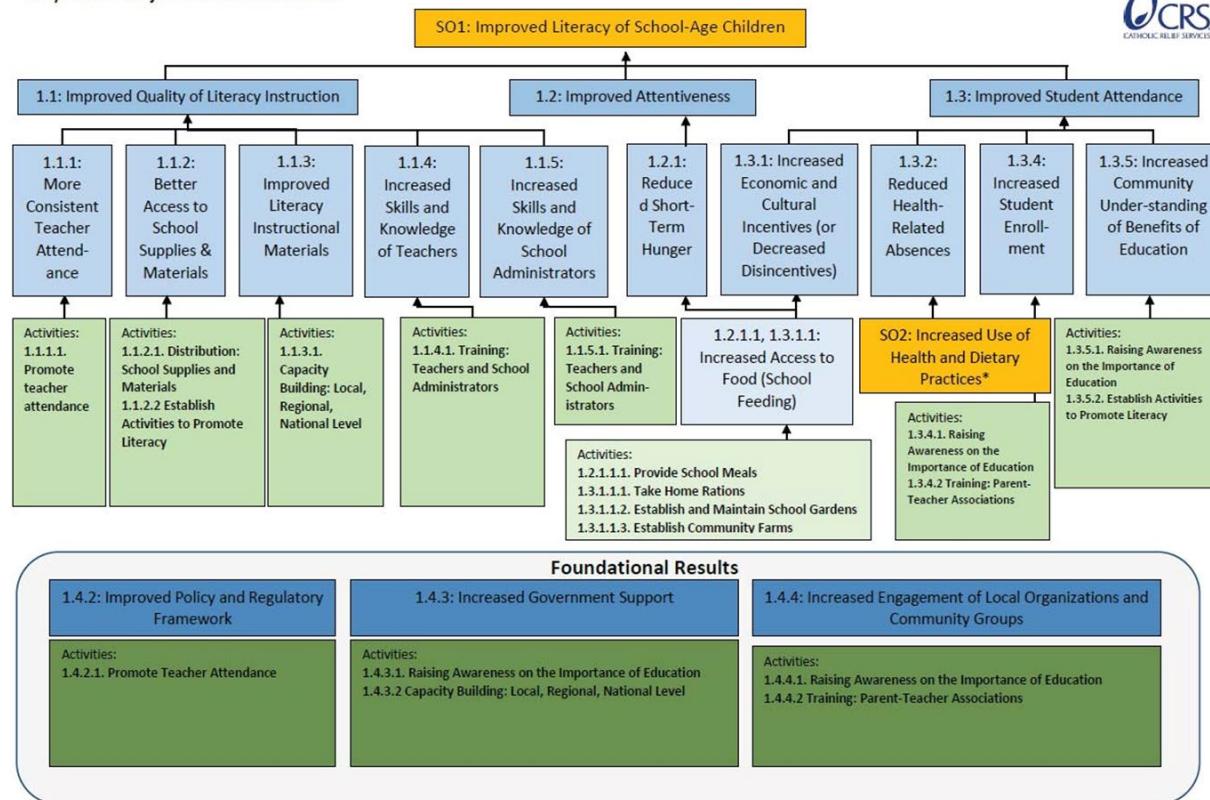
*MGD 2.7.2: Improved Policy and Regulatory Framework:* FFE II does not need to improve policy and regulatory framework to achieve the project's health, nutrition, and dietary objectives because adequate policies already exist to support these health, nutrition, and dietary objectives.

MGD17's results framework visually and reiterates the project's two main strategic objectives (SO):

- Strategic Objective 1: improved literacy of school-age children; and
- Strategic Objective 2: increased use of health and dietary practices

Figure 14: Results Framework

CRS/Benin – Project Level Framework #1



## Annex 2: Details of Quantitative Sample

Table 17: Target quantitative sample size and minimum detectable effect size

Population	Targeted Sample size	Minimum detectable effect size
Schools	50 Treatment 50 Control  Total: 100 schools	N/A
Students – EGRA	16 students per school in Grade 3 — (8 girls/8 boys)  Total: 1,600 students	At endline, an effect size of 0.25 standard-deviation of any continuous outcome will be detected as statistically significant and a difference of 13% on a dichotomous outcome
Student Attentiveness	20 students per school from 2 classes (Grade 4, 5 or 6) — (10 girls/10 boys)  Total: 2,000 students	At endline, we will detect effect size of 0.24 for continuous outcome and difference of 13% for a dichotomous variable
Parents	10 parents per school  Total: 1,000 parents	At endline we will detect an effect size of 0.15 standard-deviation of any continuous outcome and difference of 8% for dichotomous variables
Teachers	2 teachers per school  Total: 200 teachers	N/A
Principals	1 teacher per school  Total: 100 principals	N/A

Table 18: School enrollment characteristics

		Control		Project
	N	Mean(S.D)	n	Mean(S.D.)
Number of enrolled students in kindergarten	9	65.2 (39.2)	7	68.0 (37.5)
Number of enrolled students in CI	50	70.3 (25.9)	50	84.9 (32.2)

		<b>Control</b>		<b>Project</b>
Number of enrolled students in CP	50	71.7 (19.9)	50	85.9 (28.8)
Number of enrolled students in CE1	50	60.9 (18.4)	50	70.2 (30.1)
Number of enrolled students in CE2	50	56.2 (15.2)	50	68.7 (29.3)
Number of enrolled students in CM1	50	45.7 (15.9)	49	57.1 (27.8)
Number of enrolled students in CM2	50	34.1 (10.4)	46	44.1 (16.4)
Number of total enrolled students	50	350.7 (90.0)	50	415.7 (144.4)
Number of levels in the school	50	6.2 (0.4)	50	6.0 (0.5)
Girls ratio in the school	50	0.50 (0.05)	50	0.47 (0.06)

**Table 19: School enrollment by grade**

	<b>Control</b>	<b>Project</b>	<b>p-value</b>
<b>CI</b>	70.3 (25.9)	84.9 (32.2)	0.014
<b>CP</b>	71.7 (19.9)	85.9 (28.8)	0.005
<b>CE1</b>	60.9 (18.4)	70.2 (30.1)	0.068
<b>CE2</b>	56.2 (15.2)	68.7 (29.3)	0.009
<b>CM1</b>	45.7 (15.9)	57.1 (27.8)	0.014
<b>CM2</b>	34.1 (10.4)	44.1 (16.4)	0.001

**Table 20: Teacher summary statistics**

	<b>Control</b>		<b>Project</b>	
	n	Mean(S.D)	n	Mean(S.D.)
Number of male teachers	50	3.9 (1.1)	50	4.4 (1.3)
Number of female teachers	50	2.3 (1.0)	50	1.7 (1.3)
Number of community teachers	50	0.8 (0.9)	50	1.1 (0.9)
Teacher/pupil ratio	50	51.5 (15.1)	49	60.0 (18.6)

**Table 21: Teacher age and years of experience**

	<b>Control</b>		<b>Project</b>	
	n	Mean(S.D)	n	Mean(S.D.)
Average age	100	36.5 (5.5)	100	35.8 (6.0)

Average years of experience	100	11.4 (4.9)	100	10.1 (5.4)
	n	%	n	%
Female	50	50.0%	29	29.0%
Male	50	50.0%	71	71.0%

**Table 22: Principal summary statistics**

	Control		Project	
	n	Mean(S.D)	n	Mean(S.D.)
Average age	50	47.4 (7.9)	50	45.3 (7.7)
Average years of experience	50	20.3 (7.4)	50	18.9 (6.5)
	n	%	n	%
Female director	9	18.0%	4	8.0%
Education level				
BEPC	35	70.0%	33	66.0%
BAC, DEAT	13	26.0%	10	20.0%
Licence, Maitrise, Master/DEA	2	4.0%	7	14.0%

**Table 23: Parent summary statistics**

	Control		Project	
	n	Mean(S.D)	n	Mean(S.D.)
Average age	499	37.7 (10.0)	485	38.6 (10.3)
	n	%	n	%
Parents Gender				
Female	208	40.5%	209	41.7%
Male	306	59.5%	292	58.3%
Language at home				
Bariba	364	70.8%	202	40.3%
Boo	2	0.4%	18	3.6%
Dendi	36	7.0%	186	37.1%
French	7	1.4%	4	0.8%
Mokole	0	0.0%	27	5.4%
Peulh	34	6.6%	40	7.9%
Yorouba	11	2.1%	3	0.6%
Fon	15	2.9%	11	2.2%
Other	45	8.8%	10	2.0%
Spoke French everyday	97	18.9%	44	8.8%

Read French everyday	92	17.9%	45	8.9%
Level of education				
None	255	49.6%	251	50.1%
Can read	28	5.5%	25	5.0%
Primary	58	11.3%	97	19.4%
Secondary Cycle 1	88	17.1%	84	16.8%
Secondary Cycle 2	57	11.1%	29	5.8%
Superior Cycle 1	16	3.1%	12	2.4%
Superior Cycle 2	12	2.3%	3	0.6%
Main occupation				
Unemployed	3	0.6%	2	0.4%
Housewife	41	8.0%	42	8.4%
Agricultural work	233	45.3%	255	50.9%
Daily	1	0.2%	3	0.6%
Merchant/trader.	76	14.8%	97	19.4%
Worker	30	5.8%	17	3.4%
Artisan	101	19.7%	76	15.2%
Retired	55	1.0%	3	0.6%
Other	24	4.7%	6	1.2%

**Table 24: Classroom observation and student summary statistics**

	Control		Project	
	n	Mean(S.D)	n	Mean(S.D.)
Average age	923	11.0 (1.7)	951	11.1 (1.7)
	n	%	n	%
Student Gender				
Female	502	50.2%	496	49.7%
Male	498	49.8%	503	50.3%
Language at home				
Bariba	715	71.5%	377	37.7%
Boo	7	0.7%	63	6.3%
Dendi	65	6.5%	290	29.0%
French	8	0.8%	8	0.8%
Mokole	1	0.1%	80	8.0%
Peulh	62	6.2%	70	7.0%
Yorouba	24	2.4%	29	2.9%
Fon	38	3.8%	29	2.9%

Other	80	8.0%	53	5.3%
Student level				
Grade 4	359	35.9%	319	31.9%
Grade 5	392	39.2%	390	39.0%
Grade 6	249	24.9%	290	29.0%

**Table 25: EGRA sample summary statistics**

	Control		Projet	
	n	Mean(S.D)	n	Mean(S.D.)
Average age	564	8.5 (1.3)	505	8.6 (1.4)
	n	%	n	%
Student Gender				
Female	398	49.9%	393	49.1%
Male	399	50.1%	407	50.9%
Language at home				
Bariba	613	76.9%	321	40.1%
Boo	0	0.0%	54	6.8%
Dendi	51	6.4%	190	23.8%
French	7	0.9%	2	0.3%
Mokole	0	0.0%	68	8.5%
Peulh	38	4.8%	53	6.6%
Yorouba	14	1.8%	9	1.1%
Fon	24	3.0%	21	2.6%
Other	50	6.3%	82	10.3%

## Annex 3: Details of Qualitative Sample

Table 26: Detailed list of key informant interviews by category and gender

Category	Stakeholder	Number KII/FGD	Female Total	Male Total	Participant Total
<b>Authority International</b>	Educo	1		2	2
	World Food Program	1	2	1	3
<b>Authority National</b>	DANA	1		1	1
	DEP	1		2	2
	INFRE	1		2	2
<b>Authority Regional</b>	DDEMP-CRP	4		8	8
	DDEMP-SAS	2	1	1	2
<b>Program Staff</b>	ALAFIA	1		1	1
	Caritas	1		1	1
	CRS	11	4	9	13
	DERANA	1		2	2
	PfD	1		2	2
	UrP	1		2	2
	World Education	1	1		1
	USDA	1	2	0	2
<b>Grand Total</b>		<b>29</b>	<b>9</b>	<b>34</b>	<b>43</b>

Table 27: Detailed list of focus group discussions by category and gender

Category	Stakeholder	Number KII/FGD	Female Total	Male Total	Participant Total
<b>Parent</b>	APE-AME	4	19	13	32
	Farmer	4	12	19	31
<b>Students</b>	Club-Wash	4	15	17	32
<b>Teaching Staff</b>	Teachers + Principal	4	3	13	16
<b>Grand Total</b>		<b>16</b>	<b>49</b>	<b>62</b>	<b>111</b>

## Annex 4: List of Documents Reviewed

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## Annex 5: Evaluation Matrix

EQ	EVALUATION SECTION & QUESTIONS	DESK REVIEW	QUALITATIVE	QUANTITATIVE
EQ01	<p><b>EQ01a-Relevance:</b> To what extent were the implementation strategies relevant enough to improve children's literacy</p> <p><b>EQ01b-Relevance:</b> To what extent were the implementation strategies relevant enough to improve student enrollment (particularly girls) and attendance</p> <p><b>EQ01c-Relevance:</b> To what extent were the implementation strategies relevant enough to improve teacher attendance</p> <p><b>EQ01d-Relevance:</b> To what extent were the implementation strategies relevant enough to improve community engagement?</p>	Agreement and amendment Partners contracts Evaluation report (Baseline, Midterm)	KII USDA KII Partners GoB National GoB Local FGD Teachers	
EQ02	<b>EQ02-Relevance:</b> Are stakeholders (PTAs, mothers' associations, teachers, and local authorities) satisfied with their participation in the project? Why or why not?	Performance reports Success stories	KII GoB Local FGD Teachers FGD PTA-AME FGD Farmers	Principal survey Teacher survey Parent survey Cook-Store keeper survey
EQ03	<p><b>EQ03a-Coherence:</b> To what extent is this intervention coherent with CRS vision 2030 and its partnership and capacity building strategy?</p> <p><b>EQ03b-Coherence:</b> To what extent is this intervention coherent other CRS interventions in Benin?</p> <p><b>EQ03c-Coherence:</b> To what extent is this intervention coherent with other MGD project implemented by CRS ?</p>	Government policy and action plan for canteen CRS Strategy	KII Partners	
EQ04	<p><b>EQ04a-Coherence:</b> To what extent is the intervention coherent with the government policy on school feeding?</p> <p><b>EQ04b-Coherence:</b> To what extent is the intervention coherent with the government policy on literacy?</p> <p><b>EQ04c-Coherence:</b> To what extent is the intervention coherent with the government policy WASH?</p>	Government policy and action plan for canteen PNASI Evaluation report of CRS projects	KII USDA KII Partners KII GoB National KII GoB Local	
EQ05	<b>EQ05-Effectiveness:</b> To what extent have targeted schools witnessed improved quality of education/learning?	Performance reports Success stories Evaluation INFRE EGRA report	KII Partners KII GoB National KII GoB Local FGD Teacher FGD PTA-AME	Principal survey Teacher survey Parent survey Student survey

EQ	EVALUATION SECTION & QUESTIONS	DESK REVIEW	QUALITATIVE	QUANTITATIVE
EQ06	<p><b>EQ06a-Effectiveness:</b> To what extent have beneficiaries increased their knowledge and understanding of literacy</p> <p><b>EQ06b-Effectiveness:</b> To what extent have beneficiaries increased their knowledge and understanding of the importance of education</p> <p><b>EQ06c-Effectiveness:</b> To what extent have beneficiaries increased their knowledge and understanding of the importance of gender and child protection concepts?</p> <p><b>EQ06d-Effectiveness:</b> To what extent have beneficiaries increased their knowledge, understanding and practice of good nutrition?</p> <p><b>EQ06e-Effectiveness:</b> To what extent have beneficiaries increased their knowledge, understanding and practice of good health and hygiene?</p>	<p>Performance reports</p> <p>Success stories</p>	<p>KII Partners</p> <p>FGD Teachers</p> <p>FGD PTA-AME</p> <p>FGD Students</p>	<p>Parent survey</p> <p>Principal survey</p> <p>Student survey</p>
EQ07	<b>EQ07-Efficiency:</b> Was the project implemented as planned (timeline and budget)? If not, why not? Were activities cost efficient? Were objectives achieved on time? Was the project implemented in the most efficient way compared to alternatives?	<p>Performance reports</p> <p>Workplans</p> <p>Financial report - burn rate</p>	<p>KII USDA</p> <p>KII Partners</p>	
EQ08	<p><b>EQ08-Efficiency:</b> Have there been internal factors that have hindered the efficient implementation of project activities?</p> <p><b>EQ08b-Efficiency:</b> Have there been external factors that have hindered the efficient implementation of project activities?</p>	<p>Performance reports</p> <p>Success stories</p> <p>Workplans</p>	<p>KII USDA</p> <p>KII Partners</p> <p>KII GoB Local</p> <p>FGD Teachers</p> <p>FGD Parents</p>	<p>Principal survey</p> <p>Cook-Store keeper survey</p>
EQ09	<b>EQ09-Efficiency:</b> How did the project improve the efficiency of its partners? Was the program efficient at leveraging the knowledge acquired through other programs? Was the project efficient at taking into account beneficiaries' feedback?	MECREF Guide	KII Partners	
EQ10	<b>EQ10-Impact:</b> To what extent are the activities and outputs of the project consistent with the overall goals and the attainment of the anticipated results?	<p>Performance reports</p> <p>Evaluation reports</p>	KII Partners	
EQ11	<b>EQ11-Impact:</b> To date, which strategies have demonstrated success, and which have not been successful in achieving the project objectives and results? What best practices have been identified so far?	<p>Performance reports</p> <p>Success stories</p> <p>Workplans</p>	<p>KII Partners</p> <p>KII GoB National</p> <p>KII GoB Local</p> <p>FGD Teachers</p> <p>FGD AME-APE</p> <p>FGD Farmers</p>	
EQ12	<p><b>EQ12a-Impact:</b> What are the key success factors of the project?</p> <p><b>EQ12b-Impact:</b> What are the project's major limitations, and how is the project team addressing those challenges?</p>	<p>Performance reports</p> <p>Evaluation reports</p> <p>Success stories</p>	<p>KII Partners</p> <p>KII USDA</p> <p>KII GoB National</p>	

EQ	EVALUATION SECTION & QUESTIONS	DESK REVIEW	QUALITATIVE	QUANTITATIVE
EQ13	<b>EQ13-Impact:</b> Has the project affected girls and boys differently? If so, how?	Performance reports	KII Partners FGD Teachers FGD PTA-AME FGD Students	Principal survey Teacher survey Student survey - Literacy Student survey - Attention EGRA
EQ14	<b>EQ14-Impact:</b> Has the project had any unintended negative or <u>positive</u> effects?	Performance reports Evaluation reports	KII USDA KII Partners KII GoB National KII GoB Local FGD Teachers FGD APE-AME	
EQ15	<b>EQ15-Sustainability:</b> Have the target beneficiaries (in particular PTAs and local government officials) taken ownership of the project concept and approach?	Performance reports Evaluation reports	KII Partners KII GoB National KII GoB Local FGD PTA-AME FGD Farmers	
EQ16	<b>EQ16-Sustainability:</b> Are beneficiaries prepared for the departure of CRS? What activities and/or outcomes (both expected and unexpected) of the project are likely to be sustained? What evidence is there to suggest this?	Government policy and action plan for canteen PNASI Evaluation Evaluation reports	KII USDA KII Partners KII GoB National KII GoB Local FGD Teachers FGD Parents FGD Farmers KII WFP	Principal survey Cook-Store keeper survey
EQ17	<b>EQ17-Sustainability:</b> What are the major factors that can influence achievement or non-achievement of sustainability?	Performance reports Success stories PNASI Evaluation Evaluation reports	KII USDA KII Partners KII GoB National KII GoB Local KII WFP	Principal survey Cook-Store keeper survey

## Annex 6: Adjustment to Evaluation Questions

EQ – Evaluation report	EQ – Inception report
<b>EQ01a-Relevance:</b> To what extent were the implementation strategies relevant enough to improve children’s literacy	<b>EQ01-Relevance:</b> To what extent were the implementation strategies relevant enough to improve (1) children’s literacy, (2) student enrollment and attendance, particularly girls, and (3) community engagement?
<b>EQ01b-Relevance:</b> To what extent were the implementation strategies relevant enough to improve student enrollment (particularly girls) and attendance	<b>EQ01-Relevance:</b> To what extent were the implementation strategies relevant enough to improve (1) children’s literacy, (2) student enrollment and attendance, particularly girls, and (3) community engagement?
<b>EQ01c-Relevance:</b> To what extent were the implementation strategies relevant enough to improve teacher attendance	<b>EQ01-Relevance:</b> To what extent were the implementation strategies relevant enough to improve (1) children’s literacy, (2) student enrollment and attendance, particularly girls, and (3) community engagement?
<b>EQ01d-Relevance:</b> To what extent were the implementation strategies relevant enough to improve community engagement?	<b>EQ01-Relevance:</b> To what extent were the implementation strategies relevant enough to improve (1) children’s literacy, (2) student enrollment and attendance, particularly girls, and (3) community engagement?
<b>EQ02-Relevance:</b> Are stakeholders (PTAs, mothers’ associations, teachers, and local authorities) satisfied with their participation in the project? Why or why not?	<b>EQ02-Relevance:</b> Are stakeholders (PTAs, mothers’ associations, teachers, and local authorities) satisfied with their participation in the project? Why or why not?
<b>EQ03a-Coherence:</b> To what extent is this intervention coherent with CRS vision 2030 and its partnership and capacity building strategy ?	<b>EQ03-Coherence:</b> To what extent is this intervention coherent with other CRS Benin interventions and, specifically, the CRS vision 2030?
<b>EQ03b-Coherence:</b> To what extent is this intervention coherent other CRS interventions in Benin?	<b>EQ03-Coherence:</b> To what extent is this intervention coherent with other CRS Benin interventions and, specifically, the CRS vision 2030?
<b>EQ03c-Coherence:</b> To what extent is this intervention coherent with other MGD project implemented by CRS ?	<b>EQ03-Coherence:</b> To what extent is this intervention coherent with other CRS Benin interventions and, specifically, the CRS vision 2030?
<b>EQ04a-Coherence:</b> To what extent is the intervention coherent with the government policy on school feeding?	<b>EQ04-Coherence:</b> To what extent is the intervention coherent with the government policy on school feeding?

<b>EQ – Evaluation report</b>	<b>EQ – Inception report</b>
<b>EQ04b-Coherence:</b> To what extent is the intervention coherent with the government policy on literacy?	<b>EQ04-Coherence:</b> To what extent is the intervention coherent with the government policy on school feeding?
<b>EQ04c-Coherence:</b> To what extent is the intervention coherent with the government policy WASH?	<b>EQ04-Coherence:</b> To what extent is the intervention coherent with the government policy on school feeding?
<b>EQ05-Effectiveness:</b> To what extent have targeted schools witnessed improved quality of education/learning?	<b>EQ05-Effectiveness:</b> To what extent have targeted schools witnessed improved quality of education/learning?
<b>EQ06a-Effectiveness:</b> To what extent have beneficiaries (Members of PTAs/mothers' associations, parents and students and teachers) increased their knowledge and understanding of literacy	<b>EQ06-Effectiveness:</b> To what extent have members of PTAs/mothers' associations increased their knowledge and understanding of literacy, nutrition, health and hygiene, gender and child protection concepts?
<b>EQ06b-Effectiveness:</b> To what extent have beneficiaries increased their knowledge and understanding of the importance of education	<b>EQ07-Effectiveness:</b> Have targeted beneficiaries demonstrated improved understanding of the importance of education?
<b>EQ06c-Effectiveness:</b> To what extent have beneficiaries increased their knowledge and understanding of the importance of gender and child protection concepts?	<b>EQ06-Effectiveness:</b> To what extent have members of PTAs/mothers' associations increased their knowledge and understanding of literacy, nutrition, health and hygiene, gender and child protection concepts?
<b>EQ06d-Effectiveness:</b> To what extent have beneficiaries increased their knowledge, understanding and practice of good nutrition?	<b>EQ08-Effectiveness:</b> Have targeted beneficiaries demonstrated improved understanding of health and hygiene practices?
<b>EQ06e-Effectiveness:</b> To what extent have beneficiaries increased their knowledge, understanding and practice of good health and hygiene?	<b>EQ08-Effectiveness:</b> Have targeted beneficiaries demonstrated improved understanding of health and hygiene practices?

EQ – Evaluation report	EQ – Inception report
<b>EQ07-Efficiency:</b> Was the project implemented as planned (timeline and budget)? If not, why not? Were activities cost efficient? Were objectives achieved on time? Was the project implemented in the most efficient way compared to alternatives?	<b>EQ09-Efficiency:</b> Is the project being implemented as planned (timeline and budget)? If not, why not? <b>EQ10-Efficiency:</b> Were activities cost efficient? Were objectives achieved on time? <b>EQ11-Efficiency:</b> Was the project implemented in the most efficient way compared to alternatives?
<b>EQ08a-Efficiency:</b> Have there been internal factors that have hindered the efficient implementation of project activities?	<b>EQ12-Efficiency:</b> Have there been internal and/or external factors that have hindered the efficient implementation of project activities?
<b>EQ08b-Efficiency:</b> Have there been external factors that have hindered the efficient implementation of project activities?	<b>EQ12-Efficiency:</b> Have there been internal and/or external factors that have hindered the efficient implementation of project activities?
<b>EQ09-Efficiency:</b> How did the project improve the efficiency of its partners? Was the program efficient at leveraging the knowledge acquired through other programs? Was the project efficient at taking into account beneficiaries' feedback?	
<b>EQ10-Impact:</b> To what extent are the activities and outputs of the project consistent with the overall goals and the attainment of the anticipated results?	<b>EQ14-Impact:</b> To what extent are the activities and outputs of the project consistent with the overall goals and the attainment of the anticipated results?
<b>EQ11-Impact:</b> To date, which strategies have demonstrated success, and which have not been successful in achieving the project objectives and results? What best practices have been identified so far?	<b>EQ13-Impact:</b> To date, which strategies have demonstrated success, and which have not been successful in achieving the project objectives and results?
<b>EQ12a-Impact:</b> What are the key success factors of the project?	<b>EQ17-Impact:</b> What are the key success factors of the project?
<b>EQ12b-Impact:</b> What are the project's major limitations, and how is the project team addressing those challenges?	<b>EQ18-Impact:</b> What are the project's major limitations, and how is the project team addressing those challenges?
<b>EQ13-Impact:</b> Has the project affected girls and boys differently? If so, how?	<b>EQ20-Impact:</b> Has the project affected girls and boys differently? If so, how?
<b>EQ14-Impact:</b> Has the project had any unintended negative or <u>positive</u> effects?	<b>EQ19-Impact:</b> Has the project had any unintended negative effects?
<b>EQ15-Sustainability:</b> Have the target beneficiaries (in particular PTAs and local government officials) taken ownership of the project concept and approach?	<b>EQ15-Impact:</b> Have the target beneficiaries (in particular PTAs and local government officials) taken ownership of the project concept and approach?

<b>EQ – Evaluation report</b>	<b>EQ – Inception report</b>
<b>EQ16-Sustainability:</b> Are beneficiaries prepared for the departure of CRS? What activities and/or outcomes (both expected and unexpected) of the project are likely to be sustained? What evidence is there to suggest this?	<b>EQ22-Sustainability:</b> What are the early indications of 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? <b>EQ16-Impact:</b> Are project impact likely to be long lasting
<b>EQ17-Sustainability:</b> What are the major factors that can influence achievement or non-achievement of sustainability?	<b>EQ23-Sustainability:</b> What are the major factors that can influence achievement or non-achievement of sustainability?
<b>Conclusion:</b> What are the key lessons that can be learned from the project?	<b>EQ21-Impact:</b> What are the key lessons that can be learned from the project?

## Annex 7: Data-Collection Tools

This section presents the data-collection tools used throughout the CRS Keun Faaba midterm evaluation.

They are:

- EGRA
- Student questionnaire - Reading
- Student questionnaire - Hygiene
- Head teacher questionnaire
- Teacher questionnaire
- Parent questionnaire
- Cook / Storekeeper questionnaire
- School Observation

# QUESTIONNAIRE – ELEVE

## Lecture

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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)

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Bonjour ! Je m'appelle \_\_\_\_\_ et j'habite \_\_\_\_\_. Je souhaite te parler un peu de moi. J'ai des enfants qui, comme toi, aiment la lecture, le sport, et la musique.

Et toi, comment t'appelles-tu ? Qu'est-ce que tu aimes ? *(Attendez la réponse de l'élève. Si l'élève semble à l'aise, passez directement au consentement verbal. S'il hésite ou a l'air peu à l'aise, posez la deuxième question avant de passer au consentement verbal).*

Qu'est-ce que tu aimes faire lorsque tu n'es pas à l'école ?

Laisse-moi t'expliquer pourquoi je suis là aujourd'hui. Le ministère de l'Enseignement Maternel et Primaire nous a demandé d'étudier comment les élèves apprennent à lire. Tu as été sélectionné(e) pour participer à cette étude.

Ta participation est très importante, mais tu n'es pas obligé de participer si tel n'est pas ton souhait. Nous allons faire des jeux à l'oral et en lecture.

J'utiliserai cette tablette pour savoir à quelle vitesse tu lis. Mais ce n'est pas un examen, et ce que tu fais avec moi ne changera pas tes notes à l'école. Je vais aussi te poser quelques questions sur ta famille et la langue que tu parles à la maison. Je n'écris pas ton nom sur cette fiche, alors personne ne saura que ces réponses sont les tiennes.

Encore une fois, tu n'es pas obligé de participer si tu ne le veux pas. Si tu arrives à une question à laquelle tu préfères ne pas répondre, ce n'est pas grave, on peut passer.

As-tu des questions ? *(Laisser le temps pour poser des questions et répondre au besoin)*

Est-ce que tu es d'accord pour participer ? Peut-on commencer ?

N°	Question	Réponse
<b>1. Information sur l'élève</b>		
S101	Quel âge as-tu ?	_____
S102	Genre (regardez l'enfant et cochez)	<input type="radio"/> Masculin <input type="radio"/> Féminin
S103	Quelle était ta classe l'année passée ?  (NB : Si l'élève est un redoublant, il doit être exclu)	<input type="radio"/> CI <input type="radio"/> CP <input type="radio"/> CE1 (Redoublant) <input type="radio"/> Pas à l'école (maison)
S104	As-tu fréquenté une école maternelle ?	<input type="radio"/> Oui <input type="radio"/> Non <input type="radio"/> Ne sait pas / Pas de réponse
S105	Quelle(s) langue(s) parles-tu à la maison le plus souvent ?	<input type="radio"/> Français <input type="radio"/> Dendi <input type="radio"/> Bariba <input type="radio"/> Peulh <input type="radio"/> Boo <input type="radio"/> Mokole <input type="radio"/> Autre
<b>2. Absence et lecture à l'école</b>		
S201	Est-ce que tu as été absent la semaine dernière	<input type="radio"/> Oui <input type="radio"/> Non <input type="radio"/> Ne sait pas / Pas de réponse
S202	Quand tu es absent qu'est-ce que tu fais ?  (NB : Ne donnez pas les réponses)	<input type="checkbox"/> Je ne fais rien <input type="checkbox"/> Je m'amuse <input type="checkbox"/> Je dors <input type="checkbox"/> Je me repose <input type="checkbox"/> J'aide à la maison <input type="checkbox"/> J'aide dans les champs <input type="checkbox"/> Je m'occupe de mes frères et sœurs <input type="checkbox"/> Autre, préciser _____ <input type="checkbox"/> Ne sait pas / Pas de réponse
S203	Avec quelle fréquence le maître te désigne-t-il pour lire au tableau ou dans le livre à l'école ?	<input type="radio"/> Tous les jours <input type="radio"/> Plusieurs fois par semaine <input type="radio"/> Une fois par semaine <input type="radio"/> Une fois par mois <input type="radio"/> Jamais
S204	Combien êtes-vous à partager un seul livre de lecture en classe ?	<input type="radio"/> Pas de livre ou ne lit pas <input type="radio"/> Seul (1) <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4 <input type="radio"/> + de 4
<b>3. Lecture et devoirs à la maison</b>		
S301	As-tu un manuel ou livre de lecture de français à la maison ?	<input type="radio"/> Oui <input type="radio"/> Non <input type="radio"/> Ne sait pas / Pas de réponse
S302	Est-ce qu'il y a d'autres livres ou des magazines en français chez toi ?	<input type="radio"/> Oui <input type="radio"/> Non <input type="radio"/> Ne sait pas / Pas de réponse

N°	Question	Réponse
S303	Y-a-t-il des personnes dans ta famille qui savent lire ?	<input type="radio"/> Oui <input type="radio"/> Non <input type="radio"/> Ne sait pas / Pas de réponse
S304	(Q303 = Oui) Qui sait lire ?  <i>(NB : Ne pas lister les modalités)</i>	<input type="checkbox"/> Papa <input type="checkbox"/> Maman <input type="checkbox"/> Frère ou sœur <input type="checkbox"/> Autre
S305	Lis-tu ou étudies-tu en français à la maison ?	<input type="radio"/> Très souvent (tous les jours) <input type="radio"/> Souvent (plusieurs fois par semaine) <input type="radio"/> Régulièrement (1 fois par semaine) <input type="radio"/> Rarement (moins d'une fois par semaine) <input type="radio"/> Jamais <input type="radio"/> Ne sait pas / Pas de réponse
S306	Est-ce que quelqu'un dans ta famille te lit ou te raconte des histoires ?	<input type="radio"/> Très souvent (tous les jours) <input type="radio"/> Souvent (plusieurs fois par semaine) <input type="radio"/> Régulièrement (1 fois par semaine) <input type="radio"/> Rarement (moins d'une fois par semaine) <input type="radio"/> Jamais <input type="radio"/> Ne sait pas / Pas de réponse
S307	Est-ce que quelqu'un t'aide avec le travail d'école à la maison ?	<input type="radio"/> Très souvent (tous les jours) <input type="radio"/> Souvent (plusieurs fois par semaine) <input type="radio"/> Régulièrement (1 fois par semaine) <input type="radio"/> Rarement (moins d'une fois par semaine) <input type="radio"/> Jamais <input type="radio"/> Ne sait pas / Pas de réponse
S308	(Q307 <> Jamais-Ne sais pas) Qui t'aide avec le travail d'école ?  <i>(NB : Ne pas lister les modalités)</i>	<input type="checkbox"/> Papa <input type="checkbox"/> Maman <input type="checkbox"/> Frère ou sœur <input type="checkbox"/> Autre
S309	(Q307 <> Jamais-Ne sais pas) Est-ce que quelqu'un t'a aidé pour les activités de lecture durant les 3 derniers jours ?	<input type="radio"/> Oui <input type="radio"/> Non <input type="radio"/> Ne sait pas / Pas de réponse
S310	Est-ce que l'on te fait lire des lettres et des mots ?	<input type="radio"/> Très souvent <input type="radio"/> Souvent <input type="radio"/> Régulièrement <input type="radio"/> Rarement <input type="radio"/> Jamais <input type="radio"/> Ne sait pas / Pas de réponse
S311	Quand tu rentres chez toi, est-ce quelqu'un te demande ce que tu as appris à l'école ?	<input type="radio"/> Très souvent <input type="radio"/> Souvent <input type="radio"/> Régulièrement <input type="radio"/> Rarement <input type="radio"/> Jamais <input type="radio"/> Ne sait pas / Pas de réponse
S312	Si tu as de bonnes notes à l'école, que font tes parents ?  <i>(NB : Ne donnez pas les réponses)</i>	<input type="checkbox"/> Ils me complimentent <input type="checkbox"/> Ils me donnent une récompense <input type="checkbox"/> Ils me disent qu'ils sont contents <input type="checkbox"/> Ils ne font rien <input type="checkbox"/> Je n'ai jamais de bonnes notes <input type="checkbox"/> Ils ne connaissent pas mes notes

N°	Question	Réponse
		<input type="checkbox"/> Autre, préciser _____ <input type="checkbox"/> Ne sait pas / Pas de réponse
S313	Si tu as de mauvaises notes à l'école, que font tes parents :  <i>(NB : Ne donnez pas les réponses)</i>	<input type="checkbox"/> Ils essaient de m'aider à travailler <input type="checkbox"/> Ils me disent que je dois travailler plus <input type="checkbox"/> Ils me grondent <input type="checkbox"/> Ils me punissent <input type="checkbox"/> Ils me tapent <input type="checkbox"/> Ils ne font rien <input type="checkbox"/> Je n'ai jamais de mauvaises notes <input type="checkbox"/> Ils ne connaissent pas mes notes <input type="checkbox"/> Autre, préciser _____ <input type="checkbox"/> Ne sait pas / Pas de réponse
S314	Que fais-tu après l'école  <i>(NB : ne donnez pas les réponses)</i>	<input type="checkbox"/> Je vais aux champs <input type="checkbox"/> J'aide à la maison <input type="checkbox"/> Je vais chercher de l'eau <input type="checkbox"/> Je prépare à manger <input type="checkbox"/> Je vends avec mes parents <input type="checkbox"/> Je vais à l'école coranique <input type="checkbox"/> Je fais mes devoirs <input type="checkbox"/> Je joue avec mes ami(e)s <input type="checkbox"/> Je me repose <input type="checkbox"/> Je ne fais rien <input type="checkbox"/> Autre, préciser _____ <input type="checkbox"/> Ne sait pas / Pas de réponse
S317	<b>(Keun Faaba)</b> Participes-tu aux activités de lecture de la bibliothèque ou de l'heure de conte ?	<input type="checkbox"/> Oui <input type="checkbox"/> Non <input type="checkbox"/> Ne sait pas / Pas de réponse
S318	<b>(Keun Faaba)</b> (Q317 = Non) Pourquoi ne participes-tu pas aux activités de lecture de la bibliothèque ou la lecture des histoires ?  <i>(NB : ne donnez pas les réponses)</i>	<input type="checkbox"/> Mes parents ne me laissent pas aller à la bibliothèque ou l'heure du conte <input type="checkbox"/> Il n'y a pas de bibliothèque <input type="checkbox"/> Il n'y a pas assez de livres dans la bibliothèque <input type="checkbox"/> Les livres ont été endommagés <input type="checkbox"/> Je ne suis pas intéressé <input type="checkbox"/> J'ai d'autres tâches à accomplir <input type="checkbox"/> Les horaires ne me conviennent pas <input type="checkbox"/> Je ne suis invité à participer <input type="checkbox"/> Autre, préciser _____ <input type="checkbox"/> Ne sait pas / Pas de réponse
S319	Participes-tu à des activités de soutien scolaire en dehors de l'école ?	<input type="radio"/> Oui <input type="radio"/> Non <input type="radio"/> Ne sait pas / Pas de réponse
S320	As-tu entendu des messages à la radio pour encourager les parents et les enfants à lire	<input type="radio"/> Oui <input type="radio"/> Non <input type="radio"/> Ne sait pas / Pas de réponse
<b>4. Alimentation</b>		
S401	As-tu mangé aujourd'hui avant de venir à l'école ?	<input type="radio"/> Oui <input type="radio"/> Non <input type="radio"/> Ne sait pas / Pas de réponse
S402	As-tu mangé hier pendant la récréation ?	<input type="radio"/> Oui <input type="radio"/> Non

N°	Question	Réponse
	<i>(NB ou le dernier jour que tu es venu à l'école)</i>	<input type="radio"/> Ne sait pas / Pas de réponse
S403	As-tu mangé hier à la cantine ?  <i>(NB ou le dernier jour que tu es venu à l'école)</i>	<input type="radio"/> Oui <input type="radio"/> Non <input type="radio"/> Il n'y a pas de cantine <input type="radio"/> Ne sait pas / Pas de réponse
S404	(Q403 = Oui) Combien de fois as-tu mangé à la cantine la semaine passée ?	<input type="radio"/> Je n'ai pas mangé à la cantine <input type="radio"/> 1 fois <input type="radio"/> 2 fois <input type="radio"/> 3 fois <input type="radio"/> 4 fois <input type="radio"/> 5 fois (tous les jours) <input type="radio"/> Ne sait pas / Pas de réponse
S405	(Q404 = Oui) Pourquoi tu n'as pas mangé tous les jours la semaine dernière ?	<input type="radio"/> J'étais absent. <input type="radio"/> Je n'aimais pas la nourriture <input type="radio"/> Je n'ai pas payé la contribution <input type="radio"/> La cuisine n'a pas fourni de nourriture tous les jours <input type="radio"/> Je suis rentré chez moi pour le déjeuner <input type="radio"/> Autre <input type="radio"/> Ne sait pas / Pas de réponse
S406	<b>(Keun Faaba)</b> Reçois-tu parfois des repas à emmener à la maison ?	<input type="radio"/> Oui <input type="radio"/> Non <input type="radio"/> Ne sait pas / Pas de réponse
<b>5. Socio-économique</b>		
S501	Quel type de sol y-a-t'il dans ta maison ? <i>NB : Lister les options</i>	<input type="radio"/> Terre <input type="radio"/> Bois <input type="radio"/> Ciment ou carrelage <input type="radio"/> Ne sais pas / Pas de réponse
S502	Avec quoi cuisine-t-on dans ta maison ? <i>NB : Lister les options</i>	<input type="radio"/> Bois que vous ramassez <input type="radio"/> Bois ou du charbon, que vous achetez <input type="radio"/> Gaz <input type="radio"/> Électricité <input type="radio"/> Ne sais pas / Pas de réponse
S503	Avez-vous une radio dans votre maison ?	<input type="radio"/> Oui <input type="radio"/> Non <input type="radio"/> Ne sait pas / Pas de réponse
S504	Avez-vous une télévision dans votre maison ?	<input type="radio"/> Oui <input type="radio"/> Non <input type="radio"/> Ne sait pas / Pas de réponse
S505	Est-ce qu'un membre de ta famille a un téléphone portable ?	<input type="radio"/> Oui <input type="radio"/> Non <input type="radio"/> Ne sait pas / Pas de réponse

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

**Fin du questionnaire**

# QUESTIONNAIRE – ELEVE

## Hygiène-Santé-Nutrition

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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)

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Observation de l'élève : Attentif / Non Attentif

L'école a-t-elle une cantine scolaire fonctionnelle ? : Oui/Non

Bonjour, je m'appelle..... et je fais partie d'une équipe de recherche qui évalue le pourcentage des élèves ayant acquis de bonnes pratiques d'hygiène, de santé et de nutrition dans les écoles bénéficiaires du projet Keun Faaba. L'étude consistera à te poser 10 questions, auxquelles tu dois répondre par Vrai ou Faux, ensuite je te poserai quelques questions sur tes habitudes. Tes réponses seront strictement confidentielles et ne seront pas partagées avec quiconque. Ton nom ne sera pas lié à tes réponses. Ta participation est volontaire et tu peux choisir de ne pas répondre à certaines ou à toutes les questions. Ta participation aux futurs programmes de CRS ne dépend pas de tes réponses à cette enquête. Cependant, nous espérons que tu participeras à cette enquête car ton opinion est importante. Les réponses que vous fournissez seront conservées pendant 5 ans.

Encore une fois, tu n'es pas obligé de participer si tu ne le veux pas. Si tu arrives à une question à laquelle tu préfères ne pas répondre, ce n'est pas grave, on peut passer.

As-tu des questions ?

Acceptes-tu de participer à l'étude ? (Si non, les remercier pour leur temps.)

Peut-on commencer ?

N°	Question	Réponse
<b>1. Information sur l'élève</b>		
S100	Quelle langue parles-tu à la maison le plus souvent ?	<input type="radio"/> Français <input type="radio"/> Dendi <input type="radio"/> Bariba <input type="radio"/> Peulh <input type="radio"/> Boo <input type="radio"/> Mokole <input type="radio"/> Autre
S101	Quel âge as-tu ?	_____
S102	Genre (regardez l'enfant et cochez)	<input type="radio"/> Masculin <input type="radio"/> Féminin
S103	En quelle classe es tu ?  (NB : les élèves devraient être en Ce2, Cm1,Cm2)	<input type="radio"/> Cl <input type="radio"/> CP <input type="radio"/> Ce1 <input type="radio"/> Ce2 <input type="radio"/> Cm1 <input type="radio"/> Cm2
S104	As-tu mangé aujourd'hui avant de venir en classe ?	<input type="radio"/> Oui <input type="radio"/> Non <input type="radio"/> Ne sait pas / Pas de réponse
S105	As-tu mangé hier pendant la récréation ? (NB ou le dernier jour que tu es venu à l'école)	<input type="radio"/> Oui <input type="radio"/> Non <input type="radio"/> Ne sait pas / Pas de réponse
S106	(Cantine= Oui) As-tu mangé hier à la cantine ?  (NB ou le dernier jour que tu es venu à l'école)	<input type="radio"/> Oui <input type="radio"/> Non <input type="radio"/> Ne sait pas / Pas de réponse
S107	(Cantine= Oui) Combien de fois as-tu mangé à la cantine la semaine passée ?	<input type="radio"/> Je n'ai pas mangé à la cantine <input type="radio"/> 1 fois <input type="radio"/> 2 fois <input type="radio"/> 3 fois <input type="radio"/> 4 fois <input type="radio"/> 5 fois (tous les jours) <input type="radio"/> Ne sait pas / Pas de réponse
S108	(Q404 = Oui) Pourquoi tu n'as pas mangé tous les jours la semaine dernière ?	<input type="radio"/> J'étais absent. <input type="radio"/> Je n'aimais pas la nourriture <input type="radio"/> Je n'ai pas payé la contribution <input type="radio"/> La cuisine n'a pas fourni de nourriture tous les jours <input type="radio"/> Je suis rentré chez moi pour le déjeuner <input type="radio"/> Autre <input type="radio"/> Ne sait pas / Pas de réponse
S109	(Cantine = Oui) Reçois-tu parfois des repas à emmener à la maison ?	<input type="radio"/> Oui <input type="radio"/> Non <input type="radio"/> Ne sait pas / Pas de réponse
<b>2. Test de connaissance sur l'hygiène, la santé et la nutrition</b>		
S201	Un corps sale peut causer des maladies	<input type="radio"/> Vrai <input type="radio"/> Faux <input type="radio"/> Ne sait pas / Pas de réponse

N°	Question	Réponse
S202	Marcher pieds nus peut causer des maladies	<input type="radio"/> <b>Vrai</b> <input type="radio"/> Faux <input type="radio"/> Ne sait pas / Pas de réponse
S203	La diarrhée ne peut pas causer la mort.	<input type="radio"/> Vrai <input type="radio"/> <b>Faux</b> <input type="radio"/> Ne sait pas / Pas de réponse
S204	La nourriture nous protège des maladies.	<input type="radio"/> <b>Vrai</b> <input type="radio"/> Faux <input type="radio"/> Ne sait pas / Pas de réponse
S205	Une alimentation qui ne contient que du pain, du riz et du maïs est équilibrée	<input type="radio"/> Vrai <input type="radio"/> <b>Faux</b> <input type="radio"/> Ne sait pas / Pas de réponse
S206	Il est suffisant de laver le bidon qui contient l'eau à boire une fois par an.	<input type="radio"/> Vrai <input type="radio"/> <b>Faux</b> <input type="radio"/> Ne sait pas / Pas de réponse
S207	Le meilleur moyen d'éviter les maladies est de se laver les mains avec de l'eau et du savon avant de manger et après être allé aux toilettes.	<input type="radio"/> <b>Vrai</b> <input type="radio"/> Faux <input type="radio"/> Ne sait pas / Pas de réponse
S208	Les élèves peuvent rendre l'école propre.	<input type="radio"/> <b>Vrai</b> <input type="radio"/> Faux <input type="radio"/> Ne sait pas / Pas de réponse
S209	On se brosse les dents uniquement pour que notre bouche sente bon.	<input type="radio"/> Vrai <input type="radio"/> <b>Faux</b> <input type="radio"/> Ne sait pas / Pas de réponse
S210	Pour être fort, il suffit de manger beaucoup de maïs.	<input type="radio"/> Vrai <input type="radio"/> <b>Faux</b> <input type="radio"/> Ne sait pas / Pas de réponse
<b>3. Pratiques d'hygiène et de santé</b>		
S301	Combien de fois par jour te laves-tu les mains ?	<input type="radio"/> 6 fois ou plus <input type="radio"/> 3 à 5 fois <input type="radio"/> 1 à 2 fois <input type="radio"/> Jamais <input type="radio"/> Ne sait pas / Pas de réponse
S302	A quels moments de la journée te laves-tu les mains ?  <i>(Cochez toutes les réponses qui s'appliquent)</i>  <i>(NB : Ne pas lire les réponses)</i>	<input type="checkbox"/> Après défécation <input type="checkbox"/> Avant de manger <input type="checkbox"/> Après avoir mangé <input type="checkbox"/> Après le nettoyage des latrines <input type="checkbox"/> Après le repas <input type="checkbox"/> Après avoir travaillé dans les champs <input type="checkbox"/> Après le balayage <input type="checkbox"/> Jamais <input type="checkbox"/> Autre, préciser _____ <input type="checkbox"/> Ne sait pas / Pas de réponse
S303	Qu'est-ce que tu utilises pour te laver les mains ?  <i>(NB : Ne pas lire les réponses)</i>	<input type="checkbox"/> Savon <input type="checkbox"/> Liquide vaisselle <input type="checkbox"/> Cendre <input type="checkbox"/> Feuilles de citronnier <input type="checkbox"/> Ne se lave pas les mains <input type="checkbox"/> Autre, préciser _____ <input type="checkbox"/> Ne sait pas / Pas de réponse
S304	Que fait-on dans ta famille pour améliorer la qualité de l'eau destinée à la boisson ?  <i>(NB : Ne pas lire les réponses ; Assurez-vous de demander s'ils connaissent d'autres manières)</i>	<input type="checkbox"/> Bouillir l'eau <input type="checkbox"/> Ajouter de l'eau de Javel <input type="checkbox"/> Ajouter une solution chlorée (Dans l'eau) <input type="checkbox"/> Ajouter des comprimés de chlore (Aqua Tabs) <input type="checkbox"/> Ajouter de l'alun <input type="checkbox"/> Filtrer l'eau à travers un tissu <input type="checkbox"/> Laisser reposer l'eau <input type="checkbox"/> Utiliser un filtre en Céramique

N°	Question	Réponse
		<input type="checkbox"/> Utiliser un filtre bio-Sable <input type="checkbox"/> Désinfection solaire <input type="checkbox"/> Garder l'eau dans un récipient couvert <input type="checkbox"/> Utilise l'eau du robinet <input type="checkbox"/> Rien <input type="checkbox"/> Autre, préciser _____ <input type="checkbox"/> Ne sait pas / Pas de réponse
S305	La dernière fois que tu as déféqué, où l'as-tu fait ?	<input type="radio"/> Dans les latrines de ma maison <input type="radio"/> Dans les latrines de l'école <input type="radio"/> Dans les latrines partagées avec le voisin <input type="radio"/> Dans les latrines communautaires <input type="radio"/> Dans un pot <input type="radio"/> Dans la cour de ma maison/Derrière les bâtiments de la maison <input type="radio"/> Dans la brousse <input type="radio"/> Dans le jardin <input type="radio"/> Autre (spécifier) <input type="radio"/> Ne sait pas / Pas de réponse
<b>4. Alimentation</b>		
	Maintenant, j'aimerais te poser des questions sur les liquides ou les aliments que tu as pris hier pendant la journée à l'école et à la maison ou à l'extérieur de la maison	
S400	Combien de fois as-tu mangé hier ?	<input type="radio"/> Je n'ai pas mangé <input type="radio"/> J'ai pris 1 repas <input type="radio"/> J'ai pris 2 repas <input type="radio"/> J'ai pris 3 repas ou plus <input type="radio"/> Ne sait pas / Pas de réponse
S401	Grains, racines et tubercules  <i>NB : 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>	<input type="radio"/> Oui <input type="radio"/> Non <input type="radio"/> Ne sait pas / Pas de réponse
S402	Légumineuses et noix  <i>NB: Des aliments à base de haricots, pois, lentilles, ou de noix (Y compris Alélé/Toubani)</i>	<input type="radio"/> Oui <input type="radio"/> Non <input type="radio"/> Ne sait pas / Pas de réponse
S403	Produits laitiers  <i>NB : lait, yogourt, fromage, beurre, foura</i>	<input type="radio"/> Oui <input type="radio"/> Non <input type="radio"/> Ne sait pas / Pas de réponse
S404	Aliments à chair (viande, poisson, volaille et foie / abats)  <i>NB : 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</i>	<input type="radio"/> Oui <input type="radio"/> Non <input type="radio"/> Ne sait pas / Pas de réponse

N°	Question	Réponse
	<i>insectes, ou autres petits aliments contenant des protéines</i>	
S405	Des œufs	<input type="radio"/> Oui <input type="radio"/> Non <input type="radio"/> Ne sait pas / Pas de réponse
S406	Aliments enrichis en vitamine A, y compris l'huile végétale, les fruits et légumes  <i>NB : 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, afonu. Des aliments préparés avec de l'huile de palme rouge, de noix de palme, ou de la pulpe de noix de palme.</i>	<input type="radio"/> Oui <input type="radio"/> Non <input type="radio"/> Ne sait pas / Pas de réponse
S407	Autres fruits et légumes  <i>NB : Autres fruits (Goyave, Banane, Citron, Orange, Ananas) y autres légumes ; Une sauce (tomate ou oignon)</i>	<input type="radio"/> Oui <input type="radio"/> Non <input type="radio"/> Ne sait pas / Pas de réponse
<b>5. Activité de lecture</b>		
	Maintenant, j'aimerais te poser des questions sur les activités de lecture dans ton village	
S501	<b>(Keun Faaba)</b> As-tu déjà écouté les émissions de Keun Faaba (Cantine CRS) à la radio ?	<input type="radio"/> Oui <input type="radio"/> Non <input type="radio"/> Ne sait pas / Pas de réponse
S502	<b>(Keun Faaba)</b> Sinon, pourquoi n'écoutes-tu pas les émissions de radio ?  <i>(NB : ne donner pas les réponses)</i>	<input type="checkbox"/> Mes parents ne mettent pas de radio à ma disposition <input type="checkbox"/> Les émissions de radio n'ont pas lieu régulièrement <input type="checkbox"/> Je n'ai pas de radio <input type="checkbox"/> La radio est cassée <input type="checkbox"/> On n'a pas d'électricité <input type="checkbox"/> Je ne suis pas intéressé <input type="checkbox"/> J'ai d'autres tâches à accomplir <input type="checkbox"/> Les horaires ne me conviennent pas <input type="checkbox"/> Autre, préciser _____ <input type="checkbox"/> Ne sait pas / Pas de réponse
S503	<b>(Keun Faaba)</b> Si tu en avais la possibilité, souhaiterais-tu participer à une heure de conte ?	<input type="radio"/> Oui <input type="radio"/> Non <input type="radio"/> Ne sait pas / Pas de réponse
S504	<b>(Keun Faaba)</b> Sinon, pourquoi ne souhaiterais-tu pas assister à la lecture de contes ?  <i>(NB : ne donnez pas les réponses)</i>	<input type="checkbox"/> Mes parents ne me laisseraient pas aller à la bibliothèque ou l'heure du conte <input type="checkbox"/> Je ne suis pas intéressé <input type="checkbox"/> J'ai d'autres tâches à accomplir <input type="checkbox"/> Les horaires ne me conviennent pas <input type="checkbox"/> Je n'aime pas les contes

N°	Question	Réponse
		<input type="checkbox"/> Autre, préciser _____ <input type="checkbox"/> Ne sait pas / Pas de réponse
S505	Participes-tu à des activités de soutien scolaire en dehors de l'école ?	<input type="radio"/> Oui <input type="radio"/> Non <input type="radio"/> Ne sait pas / Pas de réponse
<b>6. Socio-économique</b>		
S601	Quel type de sol y-a-t'il dans votre maison ? <i>(NB : Lister les options)</i>	<input type="radio"/> Terre <input type="radio"/> Bois <input type="radio"/> Ciment ou carrelage <input type="radio"/> Ne sais pas / Pas de réponse
S602	Avec quoi cuisine-t-on dans votre maison ? <i>(NB : Lister les options)</i>	<input type="radio"/> Bois que vous ramassez <input type="radio"/> Bois ou du charbon, que vous achetez <input type="radio"/> Gaz <input type="radio"/> Électricité <input type="radio"/> Ne sait pas / Pas de réponse
S603	Avez-vous une radio dans votre maison ?	<input type="radio"/> Oui <input type="radio"/> Non <input type="radio"/> Ne sait pas / Pas de réponse
S604	Avez-vous une télévision dans votre maison ?	<input type="radio"/> Oui <input type="radio"/> Non <input type="radio"/> Ne sait pas / Pas de réponse
S605	Est-ce qu'un membre de ta famille a un téléphone portable ?	<input type="radio"/> Oui <input type="radio"/> Non <input type="radio"/> Ne sait pas / Pas de réponse

## QUESTIONNAIRE – DIRECTEUR

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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)

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L'école visitée a-t-elle une cantine scolaire fonctionnelle? Oui/Non

Bonjour. Je m'appelle \_\_\_\_\_ et j'aide à mener l'évaluation initiale du programme Keun Faaba mis en œuvre par CRS. Je travaille avec Et4d une société mandatée par CRS. Nous faisons une étude et nous aimerions que vous y participiez. Je voudrais vous poser des questions sur votre école et le Corps 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 40 minutes. Les informations que vous nous donnerez seront strictement confidentielles et ne seront pas montrées 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. Les réponses que vous fournissez seront conservées pendant 5 ans.

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

Si vous avez d'autres questions, vous pouvez les adresser à M. Sagna François, le directeur du projet, qui peut être joint au 97430426.

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

Me donnez-vous la permission de poursuivre l'interview ? Oui / Non

N°	Question	Réponse
<b>1. Caractéristiques du directeur et capacités</b>		
D100	Êtes-vous directeur de l'école ou son remplaçant(e)?	<input type="radio"/> Directeur en titre <input type="radio"/> Remplaçant
D101	Genre (regardez l'interlocuteur et cochez)	<input type="radio"/> Masculin <input type="radio"/> Féminin
D102	Quel âge avez-vous ? (NB : mettre 99 si la personne ne veut pas répondre)	_____ ans
D103	Depuis combien de temps êtes-vous dans l'enseignement ?	_____ ans
D104	Depuis combien de temps êtes-vous affecté(e) à cette école ?	_____ ans
D105	Depuis combien d'années travaillez-vous en tant que directeur ? (NB : Dans cette école ou une autre école)	_____ ans
D106	Quel est le diplôme académique le plus élevé que vous avez obtenu ?	<input type="checkbox"/> CEP <input type="checkbox"/> BEPC <input type="checkbox"/> CAP (lycée technique) <input type="checkbox"/> BAC, DEAT <input type="checkbox"/> DEUG, DUES <input type="checkbox"/> Licence <input type="checkbox"/> Maîtrise <input type="checkbox"/> Master/DEA <input type="checkbox"/> Autre
D107	Quel est le diplôme professionnel le plus élevé que vous avez obtenu ?	<input type="checkbox"/> Aucun <input type="checkbox"/> CEAP <input type="checkbox"/> CAP <input type="checkbox"/> Autre
D108	(Cantine = Oui) Faites-vous parti de comité de gestion de la cantine ?	<input type="radio"/> Oui <input type="radio"/> Non
<b>2. Information sur l'école</b>		
D200	Combien y-a-t-il de salles de classe utilisées dans votre école ?	_____
D201	Quelles classes avez-vous au sein de votre école ?	<input type="checkbox"/> Maternelle <input type="checkbox"/> Cours d'initiation (CI) <input type="checkbox"/> Cours préparatoire (CP) <input type="checkbox"/> CE1 <input type="checkbox"/> CE2 <input type="checkbox"/> CM1 <input type="checkbox"/> CM2
D202	Dans la classe de CI combien d'élèves se partagent un manuel de français ?  (NB : Se rendre dans la classe de l'enseignant si nécessaire)	<input type="radio"/> 1 enfant par manuel <input type="radio"/> 2 enfants par manuel <input type="radio"/> 3 enfants par manuel <input type="radio"/> 4 enfants par manuel <input type="radio"/> 5 et plus enfants par manuel <input type="radio"/> Ne sait pas / Pas de réponse

N°	Question	Réponse
D203	Dans la classe de CP, combien d'élèves se partagent un manuel de français ?  (NB : Se rendre dans la classe de l'enseignant si nécessaire)	<input type="radio"/> 1 enfant par manuel <input type="radio"/> 2 enfants par manuel <input type="radio"/> 3 enfants par manuel <input type="radio"/> 4 enfants par manuel <input type="radio"/> 5 et plus enfants par manuel <input type="radio"/> Ne sait pas / Pas de réponse
D204	Dans la classe de CI, quelle part des élèves ont les fournitures nécessaires ?  (NB : Se rendre dans la classe de l'enseignant si nécessaire)	<input type="radio"/> Presque tous (80 à 100%) <input type="radio"/> La plupart (60 à 80 %) <input type="radio"/> La moitié (40 à 60%) <input type="radio"/> Une faible part (20 à 40%) <input type="radio"/> Très peu (0 à 20%) <input type="radio"/> Ne sait pas / Pas de réponse
D205	Dans la classe de CP, quelle part des élèves ont les fournitures nécessaires ?  (NB : Se rendre dans la classe de l'enseignant si nécessaire)	<input type="radio"/> Presque tous (80 à 100%) <input type="radio"/> La plupart (60 à 80 %) <input type="radio"/> La moitié (40 à 60%) <input type="radio"/> Une faible part (20 à 40%) <input type="radio"/> Très peu (0 à 20%) <input type="radio"/> Ne sait pas / Pas de réponse
D206	Votre école a-t-elle une cantine fonctionnelle ?  NB : 1 repas distribué par jour	<input type="radio"/> Oui <input type="radio"/> Non <input type="radio"/> Ne sait pas / Pas de réponse
D207	Votre cantine a-t-elle un comité de gestion de la cantine actif ?  NB : Un comité actif se réunit 1 fois par semaine	<input type="radio"/> Très actif <input type="radio"/> Modérément actif <input type="radio"/> Pas du tout actif <input type="radio"/> Ne sait pas / Pas de réponse
D208	Votre école a-t-elle un club ami de l'hygiène (Club WASH)?	<input type="radio"/> Oui <input type="radio"/> Non <input type="radio"/> Ne sait pas / Pas de réponse
D209	(Q208 = Oui) Le club ami de l'hygiène est-il actif ?	<input type="radio"/> Très actif <input type="radio"/> Modérément actif <input type="radio"/> Pas du tout actif <input type="radio"/> Ne sait pas / Pas de réponse
D210	(Q208 = Oui) Combien de garçons font partie du club ami de l'hygiène ?	_____
D211	(Q208 = Oui) Combien de filles font partie du club ami de l'hygiène ?	_____
D212	(Q208 = Oui) Pensez-vous que les membres du club ami de l'hygiène rencontrent des difficultés pour faire respecter les règles du club ami de l'hygiène ?	<input type="radio"/> Oui <input type="radio"/> Non <input type="radio"/> Ne sait pas / Pas de réponse
D213	(Q208 & Q212 = Oui) Quelle sorte de difficultés ?  (NB : Ne pas donner les réponses)	<input type="checkbox"/> Intimidation <input type="checkbox"/> Menaces verbales <input type="checkbox"/> Menaces physiques <input type="checkbox"/> Moquerie <input type="checkbox"/> Non suivi des consignes par les élèves <input type="checkbox"/> Non-respect du genre féminin. (Les gens n'aiment pas respecter les femmes). <input type="checkbox"/> Peur des élèves plus âgés ou plus forts

N°	Question	Réponse
		<input type="checkbox"/> Peur de rapporter auprès de l'enseignant <input type="checkbox"/> Difficulté pour la répartition des tâches liées au genre <input type="checkbox"/> Les garçons n'aiment pas obéir aux filles <input type="checkbox"/> Autre, préciser _____ <input type="checkbox"/> Ne sait pas / Pas de réponse
D214	(Q208 = Oui) Pensez-vous que les filles membres du club WASH rencontrent des difficultés liées à leur genre pour faire respecter les règles du club ami de l'hygiène ?	<input type="radio"/> Oui <input type="radio"/> Non <input type="radio"/> Ne sait pas / Pas de réponse
D215	(Q208 & Q214 = Oui) Quelle sorte de difficultés ?  <i>(NB : Ne pas donner les réponses)</i>	<input type="checkbox"/> Intimidation <input type="checkbox"/> Menaces verbales <input type="checkbox"/> Menaces physiques <input type="checkbox"/> Moquerie <input type="checkbox"/> Non suivi des consignes par les élèves <input type="checkbox"/> Non-respect du genre féminin. (Les gens n'aiment pas respecter les femmes). <input type="checkbox"/> Peur des élèves plus âgés ou plus forts <input type="checkbox"/> Peur de rapporter auprès de l'enseignant <input type="checkbox"/> Autre, préciser _____ <input type="checkbox"/> Ne sait pas / Pas de réponse
D217	Selon vous quelles activités liées à l'hygiène fonctionnent bien au sein de votre école ?  <i>(NB : Proposer les activités une par une et cocher si « oui »)</i>  <i>DLM : Dispositif de lavage de main</i>	<input type="checkbox"/> Club ami de l'hygiène actif <input type="checkbox"/> Bonne formation des membres du club ami de l'hygiène <input type="checkbox"/> Bonne restitution des enseignements aux autres élèves <input type="checkbox"/> Bon suivi des clubs ami de l'hygiène par les enseignants <input type="checkbox"/> Tippy-Tap ou DLM situés près des classes sont en bon état <input type="checkbox"/> Tippy-Tap ou DLM situés près des latrines sont en bon état <input type="checkbox"/> Tippy-Tap ou DLM ont toujours de l'eau <input type="checkbox"/> Tippy-Tap ou DLM sont utilisés correctement par les élèves <input type="checkbox"/> Les élèves utilisent du savon ou des cendres au Tippy-Tap ou DLM <input type="checkbox"/> La communauté est impliquée dans le maintien en bon état des Tippy-Tap ou DLM <input type="checkbox"/> L'école dispose d'un accès à l'eau <input type="checkbox"/> Le matériel de transport de l'eau est lavé régulièrement avec du savon <input type="checkbox"/> De l'eau est disponible dans la classe <input type="checkbox"/> L'eau disponible dans la classe est potable <input type="checkbox"/> L'eau est traitée avec des aqua Tabs <input type="checkbox"/> L'eau est testée pour vérifier qu'elle est potable <input type="checkbox"/> Les élèves ne partagent pas les gobelets <input type="checkbox"/> Les autorités locales se soucient de la qualité de l'eau

N°	Question	Réponse
		<input type="checkbox"/> L'école est propre car les villageois ne laissent pas leurs ordures <input type="checkbox"/> Aucune <input type="checkbox"/> Autre, préciser _____ <input type="checkbox"/> Ne sait pas / Pas de réponse
D218	<p><b>(Keun Faaba)</b> Selon vous quelles activités liées à l'hygiène pourront être maintenues sans le soutien du projet Keun Faaba</p> <p><i>(NB : Proposer les activités une par une et cocher si « oui »)</i></p> <p><i>DLM : Dispositif de lavage de main</i></p>	<input type="checkbox"/> Club ami de l'hygiène actif <input type="checkbox"/> Formation des membres du club ami de l'hygiène <input type="checkbox"/> Restitution des enseignements aux autres élèves <input type="checkbox"/> Suivi des clubs ami de l'hygiène par les enseignants <input type="checkbox"/> Bon état des Tippy Tap ou DLM situés près des classes <input type="checkbox"/> Bon état des Tippy Tap ou DLM situés près des latrines <input type="checkbox"/> Tippy Tap ou DLM approvisionnés en eau <input type="checkbox"/> Tippy Tap ou DLM utilisés correctement par les élèves <input type="checkbox"/> Utilisation de savon ou des cendres au Tippy Tap ou DLM par les élèves <input type="checkbox"/> Impliquée de la communauté dans le maintien en bon état des Tippy Tap ou DLM <input type="checkbox"/> Accès à l'eau dans l'école <input type="checkbox"/> Lavage régulier du matériel de transport de l'eau avec du savon <input type="checkbox"/> Disponibilité de l'eau dans la classe <input type="checkbox"/> Disponibilité de l'eau potable dans la classe <input type="checkbox"/> Traitement de l'eau avec des aquatabs <input type="checkbox"/> Test de l'eau pour vérifier qu'elle est potable <input type="checkbox"/> Non partage des gobelets par les élèves <input type="checkbox"/> Les autorités locales se soucient de la qualité de l'eau <input type="checkbox"/> Maintien de l'école propre, pas d'ordure laissées par les villageois <input type="checkbox"/> Autre, préciser _____ <input type="checkbox"/> Ne sait pas / Pas de réponse
D219	Votre école a-t-elle abrité des interventions de l'ONG EDUCO entre 2019 et 2022 ?	<input type="radio"/> Oui <input type="radio"/> Non <input type="radio"/> Ne sait pas / Pas de réponse
D220	<p><b>(QD219 = Oui)</b></p> <p>Quelles les actions ont été mises en place par Educo</p> <p><i>NB : Lister les options, cocher si 'Oui'</i></p>	<input type="checkbox"/> Parrainage <input type="checkbox"/> Distribution de kit scolaire <input type="checkbox"/> Construction forage <input type="checkbox"/> Jardin scolaire <input type="checkbox"/> Cours de soutien (renforcement différencié) <input type="checkbox"/> Renforcement des capacités pédagogiques des enseignants <input type="checkbox"/> Mise en place et dynamisation des groupes organisés d'enfants (Gouvernement scolaire)

N°	Question	Réponse
		<input type="checkbox"/> Mise en place d'un projet de développement pour l'école <input type="checkbox"/> Actions de protection de l'enfance à travers les mécanismes de signalement <input type="checkbox"/> Autre, préciser _____ <input type="checkbox"/> Ne sait pas / Pas de réponse
D221	(QD219 = Oui) Pensez-vous que certaines des actions menées par EDUCO ont eu un impact sur le niveau de lecture des élèves de CI, CP ou Ce1 ?	<input type="radio"/> Oui, vraiment <input type="radio"/> Oui, plus ou moins <input type="radio"/> Non, pas vraiment <input type="radio"/> Non, pas du tout <input type="radio"/> Ne sait pas / Pas de réponse
D222	(QD219 = Oui) Pensez-vous que certaines des actions menées par EDUCO ont eu un impact le niveau d'attention et leur participation des élèves en classe ?	<input type="radio"/> Oui, vraiment <input type="radio"/> Oui, plus ou moins <input type="radio"/> Non, pas vraiment <input type="radio"/> Non, pas du tout <input type="radio"/> Ne sait pas / Pas de réponse
D223	(QD219 = Oui) Pensez-vous que certaines des actions menées par EDUCO ont permis de réduire l'absentéisme des élèves ?	<input type="radio"/> Oui, vraiment <input type="radio"/> Oui, plus ou moins <input type="radio"/> Non, pas vraiment <input type="radio"/> Non, pas du tout <input type="radio"/> Ne sait pas / Pas de réponse
D224	(QD219 = Oui) Pensez-vous que certaines des actions menées par EDUCO ont permis de réduire l'absentéisme des enseignants ?	<input type="radio"/> Oui, vraiment <input type="radio"/> Oui, plus ou moins <input type="radio"/> Non, pas vraiment <input type="radio"/> Non, pas du tout <input type="radio"/> Ne sait pas / Pas de réponse
D225	(QD219 = Oui) Pensez-vous que certaines des actions menées par EDUCO ont eu un impact sur l'hygiène et la santé des élèves ?	<input type="radio"/> Oui, vraiment <input type="radio"/> Oui, plus ou moins <input type="radio"/> Non, pas vraiment <input type="radio"/> Non, pas du tout <input type="radio"/> Ne sait pas / Pas de réponse
D226	(QD219 = Oui) Pensez-vous que certaines des actions menées par EDUCO ont eu un impact sur l'alimentation des élèves ?	<input type="radio"/> Oui, vraiment <input type="radio"/> Oui, plus ou moins <input type="radio"/> Non, pas vraiment <input type="radio"/> Non, pas du tout <input type="radio"/> Ne sait pas / Pas de réponse
D227	(QD219 = Oui) Pensez-vous que le projet mené par Educo a permis aux parents de prendre plus conscience de l'importance de l'éducation ?	<input type="radio"/> Oui, vraiment <input type="radio"/> Oui, plus ou moins <input type="radio"/> Non, pas vraiment <input type="radio"/> Non, pas du tout <input type="radio"/> Ne sait pas / Pas de réponse
D228	Votre école a-t-elle bénéficié du soutien d'une ONG en dehors de EDUCO ou de CRS et de ces partenaires (World ED, Alafia, Derana) en 2020,2021 et 2022 ?	<input type="radio"/> Oui <input type="radio"/> Non <input type="radio"/> Ne sait pas / Pas de réponse
D229	(QD228 = Oui) Dans quelles activités ces ONG étaient-elles impliquées dans votre école ?	<input type="checkbox"/> Distribution de matériel scolaire <input type="checkbox"/> Bibliothèque scolaire <input type="checkbox"/> Soutien scolaire en dehors de l'école <input type="checkbox"/> Hygiène et assainissement <input type="checkbox"/> Autre, préciser _____

N°	Question	Réponse
		<input type="checkbox"/> Ne sait pas / Pas de réponse
D230	(QD228 = Oui) Pensez-vous les activités de ces ONG ont eu un impact sur l'hygiène et la santé des élèves ?	<input type="radio"/> Oui, vraiment <input type="radio"/> Oui, plus ou moins <input type="radio"/> Non, pas vraiment <input type="radio"/> Non, pas du tout <input type="radio"/> Ne sait pas / Pas de réponse
D231	(QD228 = Oui) Pensez-vous les activités de ces ONG ont eu un impact sur le niveau scolaire des élèves de CI, CP et Ce1 ?	<input type="radio"/> Oui, vraiment <input type="radio"/> Oui, plus ou moins <input type="radio"/> Non, pas vraiment <input type="radio"/> Non, pas du tout <input type="radio"/> Ne sait pas / Pas de réponse
<b>3. Implication des parents d'élèves</b>		
D301	Votre école a-t-elle une APE ?	<input type="radio"/> Oui <input type="radio"/> Non <input type="radio"/> Ne sait pas / Pas de réponse
D303	L'APE est-elle elle active ? c'est à dire elle organise des réunions et tient des procès-verbaux ?	<input type="radio"/> Oui, très active <input type="radio"/> Oui, modérément active <input type="radio"/> Oui, mais très peu <input type="radio"/> Non, pas du tout active <input type="radio"/> Ne sait pas / Pas de réponse
D304	(Q303 = Pas du tout active ou peu active) Pourquoi ?  (NB : Ne pas donner les réponses)	<input type="checkbox"/> Les parents n'ont pas les moyens (argent) <input type="checkbox"/> Les parents n'ont pas le temps <input type="checkbox"/> Les parents ne sont pas intéressés <input type="checkbox"/> L'APE n'est pas très organisé <input type="checkbox"/> Il n'a pas de lieu disponible pour se rencontrer <input type="checkbox"/> Le président a été malade <input type="checkbox"/> L'école a été fermée <input type="checkbox"/> La non-motivation des membres du bureau APE (Les réunions ne sont pas rémunérées) <input type="checkbox"/> Les membres du bureaux Les membres du bureau et les parents ne maîtrisent pas leur rôle. <input type="checkbox"/> Autre, préciser _____ <input type="checkbox"/> Ne sait pas / Pas de réponse
D305	Votre école a-t-elle une AME ?	<input type="radio"/> Oui <input type="radio"/> Non <input type="radio"/> Ne sait pas
D306	(Q305 = Non) Pourquoi ?  (NB : Ne pas donner les réponses)	<input type="checkbox"/> Les mères n'ont pas les moyens (argent) <input type="checkbox"/> Les mères n'ont pas le temps <input type="checkbox"/> Les mères ne sont pas intéressées <input type="checkbox"/> L'école ne souhaite pas avoir d'AME <input type="checkbox"/> Les mères sont déjà très actives dans l'APE <input type="checkbox"/> Autre, préciser _____ <input type="checkbox"/> Ne sait pas / Pas de réponse
D307	Est-t-elle fonctionnelle, c'est-à-dire l'AME organise des réunions et tient des procès-verbaux ?	<input type="radio"/> Oui, très active <input type="radio"/> Oui, modérément active <input type="radio"/> Oui, mais très peu <input type="radio"/> Non, pas du tout active <input type="radio"/> Ne sait pas / Pas de réponse
D308	(Q307 = Pas du tout active ou peu active)	<input type="checkbox"/> Les mères n'ont pas les moyens (argent)

N°	Question	Réponse
	<p>Pourquoi ?</p> <p><i>(NB : Ne pas donner les réponses)</i></p>	<input type="checkbox"/> Les mères n'ont pas le temps <input type="checkbox"/> Les mères ne sont pas intéressées <input type="checkbox"/> Mères sont déjà très actives dans APE <input type="checkbox"/> L'AME n'est pas très organisée <input type="checkbox"/> Il n'a pas de lieu disponible pour se rencontrer <input type="checkbox"/> La présidente a été malade <input type="checkbox"/> L'école a été fermée <input type="checkbox"/> La non-motivation des membres du bureau AME (Les réunions ne sont pas rémunérées) <input type="checkbox"/> Les membres du bureaux Les membres du bureau et les parents ne maîtrisent pas leur rôle. <input type="checkbox"/> Autre, préciser _____ <input type="checkbox"/> Ne sait pas / Pas de réponse
D309	<p><b>(Keun Faaba)</b> Les AME et APE mettent-elles en pratique les compétences d'organisation acquises depuis le début du projet (2014) ?</p>	<input type="radio"/> Oui, vraiment <input type="radio"/> Oui, plus ou moins <input type="radio"/> Non, pas vraiment <input type="radio"/> Non, pas du tout <input type="radio"/> Ne sait pas / Pas de réponse
D310	<p><b>(Keun Faaba)</b> (Q 310=Oui)  A quelles activités les parents d'élèves ont t'ils participés de manière bénévole dans votre communauté au cours des 3 dernières années ?</p> <p><i>(NB : Ne pas donner les réponses)</i></p>	<input type="checkbox"/> Construction des latrines de l'école <input type="checkbox"/> Réparation des latrines de l'école <input type="checkbox"/> Construction de la cuisine <input type="checkbox"/> Réparation de la cuisine <input type="checkbox"/> Construction du magasin <input type="checkbox"/> Réparation du magasin <input type="checkbox"/> Construction d'une salle de classe <input type="checkbox"/> Réparation d'une salle de classe <input type="checkbox"/> Construction d'une clôture <input type="checkbox"/> Réparation d'une clôture <input type="checkbox"/> Forage de puit <input type="checkbox"/> ATPC <input type="checkbox"/> Construction de logement pour enseignant <input type="checkbox"/> Les parents achètent ou fournissent des condiments <input type="checkbox"/> Aucune <input type="checkbox"/> Autre, préciser _____ <input type="checkbox"/> Ne sait pas / Pas de réponse
D311	<p><b>(Keun Faaba)</b> Pensez-vous que l'APE ou l'AME sont susceptibles de prendre en charge de manière spontanées des actions visant à améliorer les infrastructures de l'école ?</p>	<input type="radio"/> Oui, vraiment <input type="radio"/> Oui, plus ou moins <input type="radio"/> Non, pas vraiment <input type="radio"/> Non, pas du tout <input type="radio"/> Ne sait pas / Pas de réponse
D312	<p><b>(Keun Faaba)</b> (Q312 = Oui)  Quel type d'action ?</p> <p><i>(NB : Ne pas donner les réponses)</i></p>	<input type="checkbox"/> Construction des latrines <input type="checkbox"/> Réparation des latrines <input type="checkbox"/> Construction de la cuisine <input type="checkbox"/> Réparation de la cuisine <input type="checkbox"/> Construction du magasin <input type="checkbox"/> Réparation du magasin <input type="checkbox"/> Construction d'une salle de classe

N°	Question	Réponse
		<input type="checkbox"/> Réparation d'une salle de classe <input type="checkbox"/> Construction d'une clôture <input type="checkbox"/> Réparation d'une clôture <input type="checkbox"/> Forage de puit <input type="checkbox"/> Construction de logement pour enseignant <input type="checkbox"/> Aucune <input type="checkbox"/> Autre, préciser _____ <input type="checkbox"/> Ne sait pas / Pas de réponse
D313	(Keun Faaba) (Q301 = Oui ou Q305 =Oui) Selon vous Les membres des APE ou AME ont-ils pu grâce au projet Keun-Faaba améliorer leur compréhension des mécanismes d'apprentissage de la lecture ?	<input type="radio"/> Oui, vraiment <input type="radio"/> Oui, plus ou moins <input type="radio"/> Non, pas vraiment <input type="radio"/> Non, pas du tout <input type="radio"/> Ne sait pas / Pas de réponse
D314	(Keun Faaba) (Q301 = Oui ou Q305 =Oui) Selon vous Les membres des APE ou AME ont-ils pu grâce au projet Keun-Faaba améliorer leur connaissance en matière de l'alimentation?	<input type="radio"/> Oui, vraiment <input type="radio"/> Oui, plus ou moins <input type="radio"/> Non, pas vraiment <input type="radio"/> Non, pas du tout <input type="radio"/> Ne sait pas / Pas de réponse
D315	(Keun Faaba) (Q301 = Oui ou Q305 =Oui) Selon vous Les membres des APE ou AME ont-ils pu grâce au projet Keun-Faaba améliorer leur connaissance des règles d'hygiène et de santé ?	<input type="radio"/> Oui, vraiment <input type="radio"/> Oui, plus ou moins <input type="radio"/> Non, pas vraiment <input type="radio"/> Non, pas du tout <input type="radio"/> Ne sait pas / Pas de réponse
D316	(Keun Faaba) (Q301 = Oui ou Q305 =Oui) Selon vous Les membres des APE ou AME ont-ils pu grâce au projet Keun-Faaba améliorer leurs connaissances en matière de protection de l'enfance ?	<input type="radio"/> Oui, vraiment <input type="radio"/> Oui, plus ou moins <input type="radio"/> Non, pas vraiment <input type="radio"/> Non, pas du tout <input type="radio"/> Ne sait pas / Pas de réponse
D317	(Keun Faaba) (Q301 = Oui ou Q305 =Oui) Selon vous Les membres des APE ou AME ont-ils pu grâce au projet Keun-Faaba améliorer leurs connaissances en matière de protection de des jeunes filles ?	<input type="radio"/> Oui, vraiment <input type="radio"/> Oui, plus ou moins <input type="radio"/> Non, pas vraiment <input type="radio"/> Non, pas du tout <input type="radio"/> Ne sait pas / Pas de réponse
D318	(Keun Faaba) Pensez-vous que le projet Keun Faaba a permis aux parents de prendre plus conscience de l'importance de l'éducation ?	<input type="radio"/> Oui, vraiment <input type="radio"/> Oui, plus ou moins <input type="radio"/> Non, pas vraiment <input type="radio"/> Non, pas du tout <input type="radio"/> Ne sait pas / Pas de réponse
<b>4. Formation</b>		
D401	(Keun Faaba) Les enseignants CI de l'année scolaire 2021-2022 avaient-ils reçus une formation dans le cadre du projet ?	<input type="radio"/> Oui, tous <input type="radio"/> Oui, certains <input type="radio"/> Non, aucun <input type="radio"/> Ne sait pas / Pas de réponse
D402	(Keun Faaba) Les enseignants CP de l'année scolaire 2021-2022 avaient-ils reçus une formation dans le cadre du projet ?	<input type="radio"/> Oui, tous <input type="radio"/> Oui, certains <input type="radio"/> Non, aucun <input type="radio"/> Ne sait pas / Pas de réponse
D403	(Keun Faaba) A votre connaissance, quel était le contenu de ces formations ?	<input type="checkbox"/> Introduction et utilisation du livre décodable <input type="checkbox"/> Les 5 composantes de la lecture <input type="checkbox"/> Apprendre à lire et à écrire

N°	Question	Réponse
	<i>(NB : Ne pas donner les réponses)</i>	<input type="checkbox"/> L'évaluation formative <input type="checkbox"/> Aucune <input type="checkbox"/> Autre, préciser <input type="checkbox"/> Ne sait pas / Pas de réponse
D404	<b>(Keun Faaba)</b> A votre connaissance, quels enseignements/méthodes promus par Keun Faaba vos enseignants de CI/CP mettent régulièrement en pratique ?  <i>(Lister chacune des options, et cocher ce qui est valide.)</i>	<input type="checkbox"/> Introduction et utilisation du livre décodable <input type="checkbox"/> Les 5 composantes de la lecture <input type="checkbox"/> Apprendre à lire et à écrire <input type="checkbox"/> L'évaluation formative <input type="checkbox"/> Aucune <input type="checkbox"/> Autre, préciser <input type="checkbox"/> Ne sait pas / Pas de réponse
D405	<b>(Keun Faaba)</b> A votre connaissance, quelles difficultés rencontrent-ils dans la mise en œuvre des méthodes de Keun Faaba ?  <i>(NB : Ne pas donner les réponses)</i>	<input type="checkbox"/> L'enseignant n'a reçu aucune formation <input type="checkbox"/> L'enseignant n'a pas été suffisamment formé <input type="checkbox"/> L'enseignant n'est pas ouvert au changement <input type="checkbox"/> Le coaching des élèves est difficile à mettre en place dans les classes avec beaucoup d'élèves <input type="checkbox"/> Les stratégies de remédiation proposées ne sont pas réalistes dans le contexte local <input type="checkbox"/> L'évaluation des élèves prend trop de temps <input type="checkbox"/> Inexistence de support pour les test/évaluation <input type="checkbox"/> Aucune <input type="checkbox"/> Autre, préciser _____ <input type="checkbox"/> Ne sait pas / Pas de réponse
D406	<b>(Keun Faaba)</b> Pensez-vous que les formations de World Education reçues par les enseignants ont contribué à améliorer la qualité des apprentissages ?	<input type="radio"/> Oui, vraiment <input type="radio"/> Oui, plus ou moins <input type="radio"/> Non, pas vraiment <input type="radio"/> Non, pas du tout <input type="radio"/> Ne sait pas / Pas de réponse
D407	<b>(Keun Faaba)</b> (Q406 = Oui) De quelle manière la qualité des apprentissages est-elle meilleure suite à ces formations ?  <i>(NB : Ne pas donner les réponses)</i>	<input type="checkbox"/> Les enfants qui ont du mal à suivre ont la possibilité de rattraper leur retard <input type="checkbox"/> Les enseignants peuvent plus facilement identifier les enfants en difficultés <input type="checkbox"/> Les activités et tests tiennent compte de la progression des élèves <input type="checkbox"/> Les enseignants peuvent adapter leur enseignement au niveau des enfants <input type="checkbox"/> Les enfants apprennent tous, avant très peu apprenaient <input type="checkbox"/> Les enfants sont plus attentifs grâce aux nouvelles méthodes d'apprentissage <input type="checkbox"/> Autre, préciser _____ <input type="checkbox"/> Ne sait pas / Pas de réponse
D408	<b>(Keun Faaba)</b> Pensez-vous que l'ensemble des activités menées ont contribué à améliorer la qualité des apprentissages ?  <i>(Ex : Formation, cantine, implication CP, implication communauté, unité pédagogiques)</i>	<input type="radio"/> Oui, vraiment <input type="radio"/> Oui, plus ou moins <input type="radio"/> Non, pas vraiment <input type="radio"/> Non, pas du tout <input type="radio"/> Ne sait pas / Pas de réponse
D409	<b>(Keun Faaba)</b> Pensez-vous que les méthodes mises en œuvre dans le cadre du programme	<input type="radio"/> Oui, vraiment <input type="radio"/> Oui, plus ou moins

N°	Question	Réponse
	Keun Faaba sont compatibles avec les objectifs éducatifs nationaux en particulier le <b>nouveau</b> curriculum d'apprentissage de la lecture ?	<input type="radio"/> Non, pas vraiment <input type="radio"/> Non, pas du tout <input type="radio"/> Ne sait pas / Pas de réponse
D410	<b>(Keun Faaba)</b> (Non 408) Pour quelles raisons ?  <i>(NB : Ne pas donner les réponses)</i>	<input type="checkbox"/> Les méthodes ne sont pas compatibles avec le programme officiel du Bénin <input type="checkbox"/> L'enseignement de la lecture prend trop de temps sur les autres matières <input type="checkbox"/> Le gouvernement n'a pas les moyens de mettre en œuvre cette méthode (Achat livret/fiches.) <input type="checkbox"/> Le gouvernement n'a pas les moyens de former les enseignants <input type="checkbox"/> La préparation des leçons prend trop de temps <input type="checkbox"/> Autre, préciser _____ <input type="checkbox"/> Ne sait pas / Pas de réponse
D414	<b>(Keun Faaba)</b> Avez-vous connaissance de stratégie spécifiques mise en œuvre pour aider les filles ?	<input type="radio"/> Oui <input type="radio"/> Non <input type="radio"/> Ne sait pas / Pas de réponse
D415	<b>(Keun Faaba)</b> (Oui 414) Si oui lesquelles ? <i>(NB : Ne pas donner les réponses)</i>	<input type="checkbox"/> Éducation des filles sur la puberté et la gestion de l'hygiène menstruelle <input type="checkbox"/> Mentoring des filles <input type="checkbox"/> La gratuité totale pour leur scolarité. (Y compris dons de fournitures scolaires) <input type="checkbox"/> Dons de fournitures scolaires <input type="checkbox"/> Tous les enfants sont traités de la même manière, il n'y a pas de discrimination <input type="checkbox"/> Les agents de terrain parlent les langues locales, y compris celles des communautés marginalisées <input type="checkbox"/> Autre, préciser _____ <input type="checkbox"/> Ne sait pas / Pas de réponse
D416	<b>(Keun Faaba)</b> (Oui 414) Que pensez-vous de l'efficacité de ces interventions ?	<input type="radio"/> Très efficace <input type="radio"/> Moyennement efficace <input type="radio"/> Peu efficace <input type="radio"/> Pas du tout efficace <input type="radio"/> Ne sait pas / Pas de réponse
<b>5. Présence des enseignants à l'école</b>		
D501	Nombre d'enseignants de sexe masculins dans votre école ?	_____
D502	Nombre d'enseignants de sexe féminin dans votre école ?	_____
D503 C	Combien d'enseignants sont communautaire dans votre école ?	_____
D503 A	Combien d'enseignants sont aspirants dans votre école ?	_____
D504	Vos enseignants titulaires (Permanent ou contractuel) ont-ils été assidus à l'école au cours du 1er trimestre. ?	<input type="radio"/> Oui, vraiment <input type="radio"/> Oui, plus ou moins <input type="radio"/> Non, pas vraiment <input type="radio"/> Non, pas du tout <input type="radio"/> Ne sait pas / Pas de réponse

N°	Question	Réponse
D505	Vos enseignants communautaires ou aspirants ont-ils été assidus à l'école au cours du 1er trimestre. ?	<input type="radio"/> Oui, vraiment <input type="radio"/> Oui, plus ou moins <input type="radio"/> Non, pas vraiment <input type="radio"/> Non, pas du tout <input type="radio"/> Ne sait pas / Pas de réponse
D506	Combien de demi-journées l'école a-t-elle été ouverte au cours des 2 premiers mois de l'année scolaire ?	54 demi-journées
D507	Combien de demi-journées ont été perdues par l'enseignant du CI au cours des 2 premiers mois de l'année scolaire ?	_____ demi- journées
D508	Combien de demi-journées ont été perdues par l'enseignant du CP au cours des 2 premiers mois de l'année scolaire ?	_____ demi- journées
D509	Combien de demi-journées ont été perdues par l'enseignant du CE1 au cours des 2 premiers mois de l'année scolaire ?	_____ demi- journées
D510	Combien de demi-journées ont été perdues par l'enseignant du CE2 au cours des 2 premiers mois de l'année scolaire ?	_____ demi- journées
D511	Combien de demi-journées ont été perdues par l'enseignant du CM1 au cours des 2 premiers mois de l'année scolaire ?	_____ demi- journées
D512	Combien de demi-journées ont été perdues par l'enseignant du CM2 au cours des 2 premiers mois de l'année scolaire ?	_____ demi- journées
D513 CI	Quel est le statut de l'enseignant de CI ?	<input type="radio"/> APE (Agent permanent) <input type="radio"/> ACE (Agent Contractuel) <input type="radio"/> Aspirant <input type="radio"/> Communautaire <input type="radio"/> Conventionné par une structure extérieure <input type="radio"/> Stagiaire <input type="radio"/> Volontaire/Bénévole <input type="radio"/> Autre
D513 CP	Quel est le statut de l'enseignant de CP ?	<input type="radio"/> APE (Agent permanent) <input type="radio"/> ACE (Agent Contractuel) <input type="radio"/> Aspirant <input type="radio"/> Communautaire <input type="radio"/> Conventionné par une structure extérieure <input type="radio"/> Stagiaire <input type="radio"/> Volontaire/Bénévole <input type="radio"/> Autre
D514 CI	Depuis combien de temps l'enseignant de CI est-il affecté à cette classe dans votre école ou groupe ?	<input type="radio"/> Moins d'un an <input type="radio"/> Un an <input type="radio"/> Deux ans <input type="radio"/> Trois ans <input type="radio"/> Quatre ans <input type="radio"/> Cinq ans <input type="radio"/> Plus de cinq ans <input type="radio"/> Ne sait pas / Pas de réponse

N°	Question	Réponse
D514 CP	Depuis combien de temps l'enseignant de CP est-il affecté à cette classe dans votre école ou groupement ?	<input type="radio"/> Moins d'un an <input type="radio"/> Un an <input type="radio"/> Deux ans <input type="radio"/> Trois ans <input type="radio"/> Quatre ans <input type="radio"/> Cinq ans <input type="radio"/> Plus de cinq ans <input type="radio"/> Ne sait pas / Pas de réponse
D515	L'absentéisme des enseignants est-il un problème récurrent dans votre école ?  <i>NB : Tous les enseignants</i>	<input type="radio"/> Oui, vraiment <input type="radio"/> Oui, plus ou moins <input type="radio"/> Non, pas vraiment <input type="radio"/> Non, pas du tout <input type="radio"/> Ne sait pas / Pas de réponse
D516	Quelles sont les principales raisons qui expliquent l'absentéisme des enseignants ?  <i>(NB : Ne pas donner les réponses)</i>	<input type="checkbox"/> Grève <input type="checkbox"/> Maladie (de soi) <input type="checkbox"/> Maladie du membre de la famille <input type="checkbox"/> Raison administrative (aller à la banque, chercher des papiers administratifs, etc.) <input type="checkbox"/> Formation <input type="checkbox"/> Réunion de travail <input type="checkbox"/> Fête (prolongation) <input type="checkbox"/> Cérémonie (funérailles, naissance, mariage) <input type="checkbox"/> Problème de transport <input type="checkbox"/> Manque de motivation <input type="checkbox"/> Travail trop pénible <input type="checkbox"/> Manque de conscience professionnelle <input type="checkbox"/> Manque d'amour pour le métier <input type="checkbox"/> Mobilité géographique (Pendant une certaine saison la voie n'est pas accessible, crue d'eau ) <input type="checkbox"/> Autre, préciser _____ <input type="checkbox"/> Ne sait pas / Pas de réponse
D520	L'absentéisme des élèves est-il un problème récurrent dans votre école ?	<input type="radio"/> Oui, vraiment <input type="radio"/> Oui, plus ou moins <input type="radio"/> Non, pas vraiment <input type="radio"/> Non, pas du tout <input type="radio"/> Ne sait pas / Pas de réponse
D521	Vos enseignants suivent-ils précisément les absences des élèves ? (Tous les jours chaque élève)  <i>(NB : chaque élève =&gt; renseignement du registre)</i>	<input type="radio"/> Oui, pour chaque élève tous les jours <input type="radio"/> Oui, pour chaque élève mais irrégulièrement <input type="radio"/> Oui, au niveau de la classe tous les jours <input type="radio"/> Oui, au niveau de la classe mais irrégulièrement <input type="radio"/> Non, pas du tout <input type="radio"/> Ne sait pas / Pas de réponse
D522	(521=non) Pourquoi les enseignants ne suivent pas les absences de chaque élève tous les jours ?  <i>(NB : Ne pas donner les réponses)</i>	<input type="checkbox"/> Il y a trop d'élèves <input type="checkbox"/> Les élèves arrivent trop souvent en retard <input type="checkbox"/> Les élèves inscrits changent trop souvent <input type="checkbox"/> Cela prend trop de temps <input type="checkbox"/> Nous n'avons pas de système facile pour enregistrer les présences <input type="checkbox"/> Le système est trop compliqué <input type="checkbox"/> Personne ne nous demande cette information

N°	Question	Réponse
		<input type="checkbox"/> Autre, préciser _____ <input type="checkbox"/> Ne sait pas / Pas de réponse
<b>6. Santé et Hygiène</b>		
D600	Votre école est-t-elle située dans un village bénéficiant d'un programme d'ATPC ?	<input type="radio"/> Oui <input type="radio"/> Non <input type="radio"/> Ne sait pas / Pas de réponse
D601	Quand les vermifuges ont-ils été distribués aux élèves pour la dernière fois ?	<input type="radio"/> Année Scolaire 2020-2021 <input type="radio"/> Année Scolaire 2019-2020 <input type="radio"/> Année Scolaire 2018-2019 <input type="radio"/> Année Scolaire 2017-2018 <input type="radio"/> Jamais distribué <input type="radio"/> Ne sait pas / Pas de réponse
D602	Votre école dispose-t-elle d'un accès à de l'eau ?	<input type="radio"/> Oui, dans l'école <input type="radio"/> Oui, à proximité de l'école <input type="radio"/> Oui, mais loin de l'école <input type="radio"/> Non <input type="radio"/> Ne sait pas / Pas de réponse
D603	(QD602 = Oui) Quel est le type du point d'eau ?  <i>(NB: Forage quelque soit la motricité)</i>	<input type="radio"/> Puits ouvert <input type="radio"/> Puits fermé <input type="radio"/> Forage <input type="radio"/> AEV (Eau courante) <input type="radio"/> Connexion SONEB <input type="radio"/> Ne sait pas / Pas de réponse
D604	(QD602 = Oui) L'eau de l'école est-elle généralement potable ?  <i>NB : A la sourcer ou traitée</i>	<input type="radio"/> Oui <input type="radio"/> Non <input type="radio"/> Ne sait pas / Pas de réponse
D605	(QD603 = Puit ouvert) Utilisez-vous des puisettes pour prélever l'eau ?	<input type="radio"/> Oui <input type="radio"/> Non <input type="radio"/> Ne sait pas / Pas de réponse
D606	(QD602 = Oui) Dans votre école qui va chercher l'eau de boisson pour les classes ?	<input type="radio"/> Les élèves filles seulement et toujours <input type="radio"/> Principalement les élèves filles <input type="radio"/> Les élèves garçons seulement et toujours <input type="radio"/> Principalement les élèves garçons <input type="radio"/> Les élèves filles et les élèves garçons de façon alternée (ou ensemble) <input type="radio"/> Les parents <input type="radio"/> Parents et élèves filles et garçons <input type="radio"/> Ne sait pas / Pas de réponse
D607	(QD602 = Oui) Quel récipient est généralement utilisé pour le <b>prélèvement / transport</b> de l'eau et de boisson ?	<input type="radio"/> Seau ou bassine en plastique <input type="radio"/> Seau ou bassine en tôle galvanisée <input type="radio"/> Bidon avec couvercle <input type="radio"/> Bidon sans couvercle <input type="radio"/> Ne sait pas / pas de réponse
D608	(QD602 = Oui) Avec quelle fréquence le récipient de <b>prélèvement / transport</b> de l'eau de boisson est-il lavé ?	<input type="radio"/> Tous les jours <input type="radio"/> 1 ou 2 par semaine <input type="radio"/> 1 ou 2 fois par mois <input type="radio"/> 1 fois par an <input type="radio"/> Jamais

N°	Question	Réponse
		<input type="radio"/> Ne sait pas / pas de réponse
D609	(Si QD602 = Oui) Avec quoi le récipient de <b>prélèvement / transport</b> de l'eau de boisson est-il lavé ?	<input type="radio"/> Seulement avec de l'eau <input type="radio"/> Avec de l'eau et du savon <input type="radio"/> Avec de l'eau et des cendres <input type="radio"/> Avec de l'eau et du sable <input type="radio"/> Avec de l'eau et du liquide vaisselle <input type="radio"/> Ne sait pas / Pas de réponse
D610	(QD602 = Oui) Quel récipient est généralement utilisé pour le <b>stockage</b> de l'eau de boisson ?	<input type="radio"/> Le contenant de prélèvement / transport sert pour le stockage <input type="radio"/> Sceau ou bassine en plastique sans couvercle <input type="radio"/> Sceau ou bassine en plastique avec couvercle <input type="radio"/> Sceau ou bassine en tôle galvanisée sans couvercle <input type="radio"/> Sceau ou bassine en tôle galvanisée avec couvercle <input type="radio"/> Bidon sans bouchon <input type="radio"/> Bidon avec bouchon <input type="radio"/> Il n'y a pas de stockage <input type="radio"/> Ne sait pas / pas de réponse
D611	(QD602 = Oui) Avec quelle fréquence le récipient de <b>stockage</b> de l'eau de boisson est-il lavé ?	<input type="radio"/> Tous les jours <input type="radio"/> 1 ou 2 par semaine <input type="radio"/> 1 ou 2 fois par mois <input type="radio"/> 1 fois par an <input type="radio"/> Jamais <input type="radio"/> Ne sait pas / pas de réponse
D612	(QD602 = Oui) Avec quoi le récipient de <b>stockage</b> de l'eau de boisson est-il lavé ?	<input type="radio"/> Seulement avec de l'eau <input type="radio"/> Avec de l'eau et du savon <input type="radio"/> Avec de l'eau et des cendres <input type="radio"/> Avec de l'eau et du sable <input type="radio"/> Avec de l'eau et du liquide vaisselle <input type="radio"/> Ne sait pas / Pas de réponse
D613	Où les enfants trouvent-ils de l'eau à boire à l'école ?  (NB : proposer les réponses si nécessaire)	<input type="checkbox"/> Dans le contenant d'eau de sa classe <input type="checkbox"/> Dans une réserve de stockage <input type="checkbox"/> Directement au puit <input type="checkbox"/> Chez les vendeuses de la récréation <input type="checkbox"/> Chez les cuisinières de la cantine <input type="checkbox"/> Dans les tippy-taps <input type="checkbox"/> Dans le DLM <input type="checkbox"/> Nulle-part <input type="checkbox"/> Ne sait pas / Pas de réponse
D614	Quels types de dispositifs avez-vous pour le lavage des mains ?	<input type="checkbox"/> Aucun <input type="checkbox"/> Tippy-taps <input type="checkbox"/> DLM <input type="checkbox"/> Bassine <input type="checkbox"/> Eau courante avec un robinet <input type="checkbox"/> Autre <input type="checkbox"/> Ne sait pas / Pas de réponse
D615	Chaque classe dispose-t-elle d'un dispositif de lavage des mains avec de l'eau ?	<input type="radio"/> Oui, tous <input type="radio"/> Oui, mais seulement certains <input type="radio"/> Non, aucune

N°	Question	Réponse
		<ul style="list-style-type: none"> <li><input type="radio"/> Ne sait pas / Pas de réponse</li> </ul>
D616	(QD615 = oui) Les systèmes de lavage des mains incluent-ils du savon (ou cendres) ?	<ul style="list-style-type: none"> <li><input type="radio"/> Oui, tous</li> <li><input type="radio"/> Oui, mais seulement certains</li> <li><input type="radio"/> Non, aucune</li> <li><input type="radio"/> Ne sait pas / Pas de réponse</li> </ul>
D617	(QD615 = oui) Quel est l'état de fonctionnement des systèmes de lavage des mains existants ?	<ul style="list-style-type: none"> <li><input type="radio"/> Très bon état</li> <li><input type="radio"/> État plutôt bon</li> <li><input type="radio"/> État passable</li> <li><input type="radio"/> Pas bien entretenu</li> <li><input type="radio"/> Très mal entretenu</li> <li><input type="radio"/> Ne sait pas / Pas de réponse</li> </ul>
D618	Quelle proportion des élèves se lavent les mains avec du savon (ou cendres) avant le repas ?	<ul style="list-style-type: none"> <li><input type="radio"/> Presque tous (80 à 100%)</li> <li><input type="radio"/> La plupart (60 à 80 %)</li> <li><input type="radio"/> La moitié (40 à 60%)</li> <li><input type="radio"/> Une faible part (20 à 40%)</li> <li><input type="radio"/> Très peu (0 à 20%)</li> <li><input type="radio"/> Ne sait pas / Pas de réponse</li> </ul>
D619	(QD618 = 0 à 40%) Comment expliquez-vous ces mauvais résultats  (NB : Ne pas donner les réponses)	<ul style="list-style-type: none"> <li><input type="checkbox"/> Les élèves n'ont pas accès au savon/cendre</li> <li><input type="checkbox"/> Les élèves n'ont pas accès à l'eau</li> <li><input type="checkbox"/> La station de lavage n'est pas près du lieu des repas/latrines</li> <li><input type="checkbox"/> Les élèves ne savent pas que c'est important</li> <li><input type="checkbox"/> Ils pensent que cela ne sert à rien</li> <li><input type="checkbox"/> Les élèves oublient</li> <li><input type="checkbox"/> Les élèves sont pressés de manger</li> <li><input type="checkbox"/> Les élèves n'ont pas le courage de le faire</li> <li><input type="checkbox"/> Les enseignants ne leur rappellent pas de le faire</li> <li><input type="checkbox"/> La culture du milieu</li> <li><input type="checkbox"/> La non pratique à la maison</li> <li><input type="checkbox"/> Ne sait pas / Pas de réponse</li> <li><input type="checkbox"/> Autre, préciser _____</li> </ul>
D620	(Q618 = 40 à 100%) Comment expliquez-vous ces bons résultats  (NB : Ne pas donner les réponses)	<ul style="list-style-type: none"> <li><input type="checkbox"/> L'implication du club d'hygiène</li> <li><input type="checkbox"/> La sensibilisation</li> <li><input type="checkbox"/> Les enseignants leur rappellent de le faire</li> <li><input type="checkbox"/> Les enseignants leur demandent de le faire systématiquement</li> <li><input type="checkbox"/> Les enseignants ont sensibilisé les élèves</li> <li><input type="checkbox"/> Les élèves ont pris l'habitude</li> <li><input type="checkbox"/> Les élèves savent que c'est important</li> <li><input type="checkbox"/> Les élèves trouvent cela amusant</li> <li><input type="checkbox"/> La peur du Covid 19</li> <li><input type="checkbox"/> Pratique courante à la maison</li> <li><input type="checkbox"/> Autre, préciser _____</li> <li><input type="checkbox"/> Ne sait pas / Pas de réponse</li> </ul>
D621	Quelle proportion des élèves se lavent les mains avec du savon (ou cendres) après être allés aux toilettes ?	<ul style="list-style-type: none"> <li><input type="radio"/> Presque tous (80 à 100%)</li> <li><input type="radio"/> La plupart (60 à 80 %)</li> <li><input type="radio"/> La moitié (40 à 60%)</li> <li><input type="radio"/> Une faible part (20 à 40%)</li> <li><input type="radio"/> Très peu (0 à 20%)</li> </ul>

N°	Question	Réponse
		<input type="radio"/> Ne sait pas / Pas de réponse
D622	(QD621 = 0 à 40%) Comment expliquez-vous ces mauvais résultats  <i>(NB : Ne pas donner les réponses)</i>	<input type="checkbox"/> Les élèves n'ont pas accès au savon/cendre <input type="checkbox"/> Les élèves n'ont pas accès à l'eau <input type="checkbox"/> La station de lavage n'est pas près du lieu des repas/latrines <input type="checkbox"/> Les élèves ne savent pas que c'est important <input type="checkbox"/> Ils pensent que cela ne sert à rien <input type="checkbox"/> Les élèves oublient <input type="checkbox"/> Les élèves sont pressés de manger <input type="checkbox"/> Les élèves n'ont pas le courage de le faire <input type="checkbox"/> Les enseignants ne leur rappellent pas de le faire <input type="checkbox"/> La culture du milieu <input type="checkbox"/> La non pratique à la maison <input type="checkbox"/> Ne sait pas / Pas de réponse <input type="checkbox"/> Autre, préciser _____
D623	(QD621 = 40 à 100%) Comment expliquez-vous ces bons résultats ?  <i>(NB : Ne pas donner les réponses)</i>	<input type="checkbox"/> L'implication du club d'hygiène <input type="checkbox"/> La sensibilisation <input type="checkbox"/> Les enseignants leur rappellent de le faire <input type="checkbox"/> Les enseignants leur demandent de le faire systématiquement <input type="checkbox"/> Les enseignants ont sensibilisé les élèves <input type="checkbox"/> Les élèves ont pris l'habitude <input type="checkbox"/> Les élèves savent que c'est important <input type="checkbox"/> Les élèves trouvent cela amusant <input type="checkbox"/> La peur du Covid 19 <input type="checkbox"/> Pratique courante à la maison <input type="checkbox"/> Autre, préciser _____ <input type="checkbox"/> Ne sait pas / Pas de réponse
D624	Vos élèves ont-ils accès à des latrines à l'école ?	<input type="radio"/> Oui <input type="radio"/> Non <input type="radio"/> Ne sait pas / Pas de réponse
D625	(QD624 = oui) Le nombre de latrines est-il suffisant ?	<input type="radio"/> Oui, vraiment <input type="radio"/> Oui, plus ou moins <input type="radio"/> Non, pas vraiment <input type="radio"/> Non, pas du tout <input type="radio"/> Ne sait pas / Pas de réponse
D626	(QD624 = oui) Les latrines sont-elles fonctionnelles ?	<input type="radio"/> Oui, vraiment <input type="radio"/> Oui, plus ou moins <input type="radio"/> Non, pas vraiment <input type="radio"/> Non, pas du tout <input type="radio"/> Ne sait pas / Pas de réponse
D627	(QD624 = oui) Les latrines sont-elles relativement propres ?	<input type="radio"/> Oui, vraiment <input type="radio"/> Oui, plus ou moins <input type="radio"/> Non, pas vraiment <input type="radio"/> Non, pas du tout <input type="radio"/> Ne sait pas / Pas de réponse
D628	(QD6204= oui) Les latrines sont-elles utilisées par les villageois ?	<input type="radio"/> Oui <input type="radio"/> Non <input type="radio"/> Ne sait pas / Pas de réponse

N°	Question	Réponse
D629	(QD624 = oui) Les filles ont-elles leurs propres latrines ?	<input type="radio"/> Oui <input type="radio"/> Non <input type="radio"/> Ne sait pas / Pas de réponse
D630	(QD620 & QD625 = oui) Le nombre de latrines pour les filles est-il suffisant ?	<input type="radio"/> Oui, vraiment <input type="radio"/> Oui, plus ou moins <input type="radio"/> Non, pas vraiment <input type="radio"/> Non, pas du tout <input type="radio"/> Ne sait pas / Pas de réponse
D631	(QD620 = oui) Existent-ils des systèmes de lavage de mains à côté des latrines	<input type="radio"/> Oui <input type="radio"/> Non <input type="radio"/> Ne sait pas / Pas de réponse
D632	(QD620 = oui) Existent-t-ils des latrines réservées uniquement pour les enseignants femmes ?	<input type="radio"/> Oui <input type="radio"/> Non <input type="radio"/> Ne sait pas / Pas de réponse
D633	Qui sont ceux qui sont chargés de laver les latrines ?	<input type="checkbox"/> Les élèves avec programme par classe et par semaine <input type="checkbox"/> Les élèves du Club ami de l'hygiène <input type="checkbox"/> Autre, préciser _____ <input type="checkbox"/> Ne sait pas / Pas de réponse
D634	Quel est le genre des élèves en charge de laver les latrines ?	<input type="radio"/> Les élèves filles seulement et toujours <input type="radio"/> Principalement les élèves filles <input type="radio"/> Les élèves garçons seulement et toujours <input type="radio"/> Principalement les élèves garçons <input type="radio"/> Les élèves filles et les élèves garçons de façon alternée <input type="radio"/> Ne sait pas / Pas de réponse
D635	Quelle est la fréquence de nettoyage des latrines ?	<input type="radio"/> Plusieurs fois par semaine <input type="radio"/> Une fois par semaine <input type="radio"/> Une fois par mois <input type="radio"/> Une fois par trimestre <input type="radio"/> Une fois par semestre <input type="radio"/> Jamais <input type="radio"/> Ne sait pas / Pas de réponse
<b>8. Obstacles et Pérennisation</b>		
D815	<b>(Keun Faaba)</b> Quels facteurs externes ont rendu difficile la mise en œuvre des activités du projet Keun Faaba dans votre école ?  <i>(NB : Lister les réponses )</i>	<input type="checkbox"/> Covid 19 - Fermeture des classes <input type="checkbox"/> Intempéries : inondation... <input type="checkbox"/> Grève des enseignants <input type="checkbox"/> Manque d'enseignants <input type="checkbox"/> Animaux attaquent le jardin <input type="checkbox"/> Les habitants du village endommagent les équipements <input type="checkbox"/> Fermeture de l'école du à des problèmes d'insécurité <input type="checkbox"/> L'envahissement de l'école par les abeilles <input type="checkbox"/> Les enfants qui tombent en transe en série dans l'école <input type="checkbox"/> Aucun <input type="checkbox"/> Autre, préciser _____ <input type="checkbox"/> Ne sait pas / Pas de réponse

N°	Question	Réponse
D816	<p><b>(Keun Faaba)</b> Quels facteurs internes (au sein du programme Keun Faaba) ont rendu difficile la mise en œuvre des activités dans votre école?</p> <p><i>(NB : Lister les réponses et cocher si Oui)</i></p>	<input type="checkbox"/> Retard livraison du matériel scolaire <input type="checkbox"/> Retard livraison du matériel hygiène <input type="checkbox"/> Retard construction des latrines <input type="checkbox"/> Retard de livraison des vivres <input type="checkbox"/> Retard dans la construction du puit <input type="checkbox"/> Mauvais fonctionnement du puit <input type="checkbox"/> Retard dans la formation des enseignants <input type="checkbox"/> Manque de bénévoles <input type="checkbox"/> Difficulté dans la mise en œuvre du jardin scolaire <input type="checkbox"/> Difficulté dans la mise en œuvre de la ferme scolaire <input type="checkbox"/> Aucun <input type="checkbox"/> Autre, préciser _____ <input type="checkbox"/> Ne sait pas / Pas de réponse
D817	<p><b>(Keun Faaba)</b> Quels obstacles ou difficultés internes ou externes pourront être surmontés d'ici la fin du projet ?</p> <p><i>(NB : Lister les réponses et cocher si Oui)</i></p>	<input type="checkbox"/> Retard livraison du matériel scolaire <input type="checkbox"/> Retard livraison du matériel hygiène <input type="checkbox"/> Retard construction des latrines <input type="checkbox"/> Retard de livraison des vivres <input type="checkbox"/> Retard dans la construction du puit <input type="checkbox"/> Mauvais fonctionnement du puit <input type="checkbox"/> Retard dans la formation des enseignants <input type="checkbox"/> Manque de bénévoles <input type="checkbox"/> Difficulté dans la mise en œuvre du jardin scolaire <input type="checkbox"/> Difficulté dans la mise en œuvre de la ferme scolaire <input type="checkbox"/> Manque d'enseignants <input type="checkbox"/> Animaux attaquent le jardin <input type="checkbox"/> Les habitants du village endommagent les équipements <input type="checkbox"/> Fermeture de l'école dû à des problèmes d'insécurité <input type="checkbox"/> L'envahissement de l'école par les abeilles <input type="checkbox"/> Les enfants qui tombent en transe en série dans l'école <input type="checkbox"/> Aucun <input type="checkbox"/> Autre, préciser _____ <input type="checkbox"/> Ne sait pas / Pas de réponse
D819	<p><b>(Keun Faaba)</b> Pensez-vous que les activités du projet ont affectés les garçons et les filles différemment ?</p>	<input type="radio"/> Oui, vraiment <input type="radio"/> Oui, plus ou moins <input type="radio"/> Non, pas vraiment <input type="radio"/> Non, pas du tout <input type="radio"/> Ne sait pas / Pas de réponse
D820	<p><b>(Keun Faaba)</b> (Q819=Oui) De quelle manière ?</p> <p><i>(NB : Ne pas donner les réponses)</i></p>	<input type="checkbox"/> Augmentation du taux de scolarisation des filles ou maintien au sein de l'école <input type="checkbox"/> Les filles participent plus en classe <input type="checkbox"/> Les garçons participent plus en classe <input type="checkbox"/> Les filles prennent en charge plus de tâches dans le cadre de l'approvisionnement en eau

N°	Question	Réponse
		<input type="checkbox"/> Les garçons prennent en charge plus de tâches dans le cadre de l'approvisionnement en eau <input type="checkbox"/> Les filles prennent en charge plus de tâches dans le cadre de l'hygiène <input type="checkbox"/> Les garçons prennent en charge plus de tâches dans le cadre de l'hygiène <input type="checkbox"/> Les filles vont plus à la bibliothèque et aux activités de lecture <input type="checkbox"/> Les garçons vont plus à la bibliothèque et aux activités de lecture <input type="checkbox"/> Autre, préciser _____ <input type="checkbox"/> Ne sait pas / Pas de réponse
D825	<p><b>(Keun Faaba)</b>  Quelles sont les difficultés principales auxquelles les cuisinières et le magasinier ont été confrontées durant le projet Keun Faaba ?</p> <p><i>NB : Lister les options et cocher si oui</i></p>	<input type="checkbox"/> Manque de contribution communautaires <input type="checkbox"/> Disponibilité des vivres <input type="checkbox"/> Manque de motivation des cuisinières <input type="checkbox"/> Manque de motivation du magasinier <input type="checkbox"/> Détournement des vivres <input type="checkbox"/> Absence des bénévoles ou maladie <input type="checkbox"/> Mécontentes entre les cuisinières <input type="checkbox"/> Disponibilité du bois <input type="checkbox"/> Manques d'ustensiles <input type="checkbox"/> Dysfonctionnement des foyers améliorés <input type="checkbox"/> Manque de foyers améliorés <input type="checkbox"/> Non protection des repas <input type="checkbox"/> Manque de variété dans les repas <input type="checkbox"/> Qualité des vivres et problématique de péremption <input type="checkbox"/> Aucune <input type="checkbox"/> Autre, préciser : _____
D826	<p><b>(Keun Faaba)</b>  Pensez-vous que ces difficultés ont été résolues ? ou le seront d'ici la fin du projet ?</p>	<input type="radio"/> Oui, vraiment <input type="radio"/> Oui, plus ou moins <input type="radio"/> Non, pas vraiment <input type="radio"/> Non, pas du tout <input type="radio"/> Ne sait pas / Pas de réponse
D827	<p><b>(Keun Faaba)</b>  Quelles sont les difficultés, qui risquent de se poser après le départ de Keun Faaba, et la mise en place de PNASI ?</p> <p><i>NB : Lister les options et cocher si oui</i></p>	<input type="checkbox"/> Manque de contribution communautaires <input type="checkbox"/> Disponibilité des vivres <input type="checkbox"/> Manque de motivation des cuisinières <input type="checkbox"/> Manque de motivation du magasinier <input type="checkbox"/> Détournement des vivres <input type="checkbox"/> Absence des bénévoles ou maladie <input type="checkbox"/> Mécontentes entre les cuisinières <input type="checkbox"/> Disponibilité du bois <input type="checkbox"/> Manques d'ustensiles <input type="checkbox"/> Dysfonctionnement des foyers améliorés <input type="checkbox"/> Manque de foyers améliorés <input type="checkbox"/> Non protection des repas <input type="checkbox"/> Manque de variété dans les repas <input type="checkbox"/> Qualité des vivres et problématique de péremption

N°	Question	Réponse
		<input type="checkbox"/> Aucune <input type="checkbox"/> Autre, préciser : _____
D828	<b>(Keun Faaba)</b> Pensez-vous qu'il sera difficile de recruter des cuisinières et/ou un magasinier après le départ du projet Keun Faaba ?	<input type="radio"/> Oui, vraiment <input type="radio"/> Oui, plus ou moins <input type="radio"/> Non, pas vraiment <input type="radio"/> Non, pas du tout <input type="radio"/> Ne sait pas / Pas de réponse
D829	<b>(Keun Faaba)</b> (D828= Oui) Pourquoi pensez-vous qu'il sera difficile de recruter des bénévoles ?  <i>(NB : Ne pas lire les réponses)</i>	<input type="checkbox"/> Cela prend trop de temps <input type="checkbox"/> Nous ne recevrons pas de compensation <input type="checkbox"/> Ils ne recevront pas assez de compensation <input type="checkbox"/> Il risque d'y avoir trop souvent des absences <input type="checkbox"/> Ils craignent les difficultés d'approvisionnement <input type="checkbox"/> Ils craignent les problèmes d'organisation <input type="checkbox"/> Aucune <input type="checkbox"/> Autre, préciser : _____
D830	<b>(Keun Faaba)</b> Votre école dispose-t 'elle de :	<input type="checkbox"/> Un jardin scolaire <input type="checkbox"/> Un champ communautaire <input type="checkbox"/> Pas de jardin, Pas de champs
D831	<b>(Keun Faaba)</b> (D830=jardin) Le jardin scolaire est-il maintenu en bon état pendant les vacances ?	<input type="radio"/> Oui, vraiment <input type="radio"/> Oui, plus ou moins <input type="radio"/> Non, pas vraiment <input type="radio"/> Non, pas du tout <input type="radio"/> Ne sait pas / Pas de réponse
D832	<b>(Keun Faaba)</b> (D830=jardin ou champs) Quelles sont les difficultés principales auxquelles les jardins et champs scolaires ont été confrontées durant le projet Keun Faaba ?  <i>NB : Lister les options et cocher si oui</i>	<input type="checkbox"/> Divagation des animaux/destruction jardins et champs <input type="checkbox"/> Non disponibilité de terres pour le champ communal <input type="checkbox"/> Non disponibilité d'espace pour jardins scolaires <input type="checkbox"/> Manque d'entretien du jardin pendant les vacances <input type="checkbox"/> Manque de clôture <input type="checkbox"/> Manque de matériels pour les activités <input type="checkbox"/> Manque de matériels/outils pour la réalisation de champs scolaires <input type="checkbox"/> Manque d'engrais pour jardins et champs <input type="checkbox"/> Manque de semence pour les activités <input type="checkbox"/> Absence d'implication des parents pour la bonne marche de la ferme scolaire <input type="checkbox"/> Absence d'implication des parents pour la bonne marche des activités de jardin <input type="checkbox"/> Destruction des jardins par les parents et leurs animaux <input type="checkbox"/> Incivisme pour vandalisme <input type="checkbox"/> Problèmes de qualité de la pépinière <input type="checkbox"/> Aucune <input type="checkbox"/> Autre, préciser : _____
D833	<b>(Keun Faaba)</b> (D830=jardin ou champs) Pensez-vous que ces difficultés ont été résolues ? ou le seront d'ici la fin du projet ?	<input type="radio"/> Oui, vraiment <input type="radio"/> Oui, plus ou moins <input type="radio"/> Non, pas vraiment <input type="radio"/> Non, pas du tout

N°	Question	Réponse
		<input type="radio"/> Ne sait pas / Pas de réponse
D834	<p><b>(Keun Faaba)</b> (D830=jardin ou champs)            Quelles sont les difficultés, qui risquent de se poser après le départ de Keun Faaba ?</p> <p><i>NB : Lister les options et cocher si oui</i></p>	<input type="checkbox"/> Divagation des animaux/destruction jardins et champs <input type="checkbox"/> Non disponibilité de terres pour le champ communal <input type="checkbox"/> Non disponibilité d'espace pour jardins scolaires <input type="checkbox"/> Manque d'entretien du jardin pendant les vacances <input type="checkbox"/> Manque de clôture <input type="checkbox"/> Manque de matériels pour les activités <input type="checkbox"/> Manque de matériels/outils pour la réalisation de champs scolaires <input type="checkbox"/> Manque d'engrais pour jardins et champs <input type="checkbox"/> Manque de semence pour les activités <input type="checkbox"/> Absence d'implication des parents pour la bonne marche de la ferme scolaire <input type="checkbox"/> Absence d'implication des parents pour la bonne marche des activités de jardin <input type="checkbox"/> Destruction des jardins par les parents et leurs animaux <input type="checkbox"/> Incivisme pour vandalisme <input type="checkbox"/> Problèmes de qualité de la pépinière <input type="checkbox"/> Aucune <input type="checkbox"/> Autre, préciser : _____
D835	<p><b>(Keun Faaba)</b> (D830=jardin)            Malgré ces difficultés pensez-vous que le jardin scolaire sera maintenu au-delà de la fin du projet ?</p>	<input type="radio"/> Oui, vraiment <input type="radio"/> Oui, plus ou moins <input type="radio"/> Non, pas vraiment <input type="radio"/> Non, pas du tout <input type="radio"/> Ne sait pas / Pas de réponse
D836	<p><b>(Keun Faaba)</b> (D830= champs)            Malgré ces difficultés pensez-vous que les champs communautaires seront maintenu au-delà de la fin du projet ?</p>	<input type="radio"/> Oui, vraiment <input type="radio"/> Oui, plus ou moins <input type="radio"/> Non, pas vraiment <input type="radio"/> Non, pas du tout <input type="radio"/> Ne sait pas / Pas de réponse
D837	<p><b>(Keun Faaba)</b> Quelles sont les difficultés auxquelles a été confronté le projet Keun Faaba pour impliquer de la communauté ?</p> <p><i>NB : Lister les options et cocher si oui</i></p>	<input type="checkbox"/> Manque de sensibilisation (Entente, clôture jardins, Contribution communautaire) <input type="checkbox"/> Manque de volonté de la communauté <input type="checkbox"/> Mésentente dans la communauté <input type="checkbox"/> Cas de maladies <input type="checkbox"/> Manque de dialogue <input type="checkbox"/> Manque de réunions AME et APE <input type="checkbox"/> Non prise de conscience par les parents <input type="checkbox"/> Incivisme des parents <input type="checkbox"/> Manque d'apports communautaires <input type="checkbox"/> Manque de formation <input type="checkbox"/> Manque de motivation des acteurs impliqués <input type="checkbox"/> Manque de moyens pour la réalisation des activités <input type="checkbox"/> Abandon des élèves par les parents <input type="checkbox"/> Absence de clôture pour l'école

N°	Question	Réponse
		<input type="checkbox"/> Aucune <input type="checkbox"/> Autre, préciser : _____
<b>7. Commentaires</b>		
D901	Faites-nous part de vos commentaires, si vous en avez éventuellement ?	
D902	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**

# QUESTIONNAIRE – ENSEIGNANT

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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)

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Bonjour. Je m'appelle \_\_\_\_\_ et j'aide à mener l'évaluation initiale du programme Keun Faaba mis en œuvre par CRS. Je travaille avec Et4d une société mandatée par CRS. Nous faisons une étude et nous aimerions que vous y participiez. Je voudrais vous poser des questions sur votre école et le Corps 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 à 30 minutes. Les informations que vous nous donnerez seront strictement confidentielles et ne seront pas montrées 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. Les réponses que vous fournissez seront conservées pendant 5 ans.

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

Si vous avez d'autres questions, vous pouvez les adresser à M. Sagna François, le directeur du projet, qui peut être joint au 97430426.

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

Me donnez-vous la permission de poursuivre l'interview ? Oui / Non

N°	Question	Réponse
<b>1. Caractéristiques de l'enseignant</b>		
T101	Genre (regardez l'enseignant et cochez)	<input type="radio"/> Masculin <input type="radio"/> Féminin
T102	Quel âge avez-vous ? (NB : mettre 99 si la personne ne veut pas répondre)	_____ ans
T103	Depuis combien d'années enseignez-vous ?	_____ ans
T104	Depuis combien d'années enseignez-vous dans cette école ?	_____ ans
T105	Quelle est la classe la plus élevée que vous avez fréquentée ?	<input type="radio"/> 6 <sup>e</sup> <input type="radio"/> 5 <sup>e</sup> <input type="radio"/> 4 <sup>e</sup> <input type="radio"/> 3 <sup>e</sup> <input type="radio"/> 2 <sup>nd</sup> e <input type="radio"/> 1 <sup>ère</sup> <input type="radio"/> Terminale <input type="radio"/> Université <input type="radio"/> Autre
T106	Quel est le diplôme académique le plus élevé que vous avez obtenu ?	<input type="radio"/> CEP <input type="radio"/> BEPC <input type="radio"/> CAP (lycée technique) <input type="radio"/> BAC, DEAT <input type="radio"/> DEUG, DUES <input type="radio"/> Licence <input type="radio"/> Maîtrise <input type="radio"/> Master/DEA <input type="radio"/> Autre
T107	Quel est le diplôme professionnel le plus élevé que vous avez obtenu ?	<input type="radio"/> Aucun <input type="radio"/> CEAP <input type="radio"/> CAP <input type="radio"/> Autre
T108	Quel est votre statut ?	<input type="radio"/> APE (Agent permanent) <input type="radio"/> ACE (Agent Contractuel) <input type="radio"/> Aspirant <input type="radio"/> Communautaire <input type="radio"/> Conventionné par une structure extérieure <input type="radio"/> Stagiaire <input type="radio"/> Volontaire/Bénévole <input type="radio"/> Autre
<b>2. Informations sur la classe de l'enseignant</b>		
T201	Quelle(s) classe(s) enseignez-vous ?	<b>formation et absentéisme</b> <input type="checkbox"/> Maternelle <input type="checkbox"/> Cours d'Initiation (CI) <input type="checkbox"/> Cours Préparatoire (CP) <input type="checkbox"/> Cours élémentaire 1 <input type="checkbox"/> CE2 <input type="checkbox"/> CM1 <input type="checkbox"/> CM2
T202	Votre classe compte combien de garçons/fille (NB : Si plus d'une classe, indiquer le total)	_____ Garçon _____ Filles

N°	Question	Réponse
T203	Avez-vous enseigné en CI ou en CP au cours des 5 dernières années dans une école Keun Faaba ?	<input type="radio"/> Oui <input type="radio"/> Non <input type="radio"/> Ne sait pas / Pas de réponse
T204	<b>(Keun Faaba)</b> (Q203=Oui)  A quelles formations avez-vous participé dans le cadre du projet Keun Faaba durant l'année scolaire 2021-2022 ?  <i>(NB : Lister les formations)</i>	<input type="checkbox"/> Introduction et utilisation du livre décodable <input type="checkbox"/> Les 5 composantes de la lecture <input type="checkbox"/> Apprendre à lire et à écrire <input type="checkbox"/> L'évaluation formative <input type="checkbox"/> Aucune <input type="checkbox"/> Autre, préciser _____ <input type="checkbox"/> Ne sait pas / Pas de réponse
T206	<b>(Keun Faaba)</b> (Q203 = Oui & Q204 <> Aucune or Ne sait Pas)  Quels enseignement/méthodes promus par Keun Faaba mettez-vous régulièrement en pratique ?  <i>(NB : Lister les formations)</i>	<input type="checkbox"/> Introduction et utilisation du livre décodable <input type="checkbox"/> Les 5 composantes de la lecture <input type="checkbox"/> Apprendre à lire et à écrire <input type="checkbox"/> L'évaluation formative <input type="checkbox"/> Aucune <input type="checkbox"/> Autre, préciser _____ <input type="checkbox"/> Ne sait pas / Pas de réponse
T207	<b>(Keun Faaba)</b> (Q203 = Oui & Q204 <> Aucune or Ne sait Pas)  Quelles difficultés rencontrez-vous pour la mise en œuvre des méthodes de Keun Faaba ?  <i>(NB : Ne pas donner les réponses)</i>	<input type="checkbox"/> L'enseignant n'a reçu aucune formation <input type="checkbox"/> L'enseignant n'a pas été suffisamment formé <input type="checkbox"/> L'enseignant n'est pas ouvert au changement <input type="checkbox"/> Le coaching des élèves est difficile à mettre en place dans les classes avec beaucoup d'élèves <input type="checkbox"/> Les stratégies de remédiation proposées ne sont pas réalistes dans le contexte local <input type="checkbox"/> L'évaluation des élèves prend trop de temps <input type="checkbox"/> Inexistence de support pour les test/évaluation <input type="checkbox"/> Aucune <input type="checkbox"/> Autre, préciser _____ <input type="checkbox"/> Ne sait pas / Pas de réponse
T208	<b>(Keun Faaba)</b> (Q203 = Oui & Q204 <> Aucune or Ne sait Pas)  Pensez-vous que les formations reçues par les enseignants ont contribué à améliorer la qualité des apprentissages ?	<input type="radio"/> Oui, vraiment <input type="radio"/> Oui, plus ou moins <input type="radio"/> Non, pas vraiment <input type="radio"/> Non, pas du tout <input type="radio"/> Ne sait pas / Pas de réponse
T209	<b>(Keun Faaba)</b> (Q208 = Oui)  De quelle manière la qualité de l'enseignement et des apprentissages s'est amélioré suite aux formations ?  <i>(NB : Ne pas donner les réponses)</i>	<input type="checkbox"/> Les enfants qui ont du mal à suivre ont la possibilité de rattraper leur retard <input type="checkbox"/> Les enseignants peuvent plus facilement identifier les enfants en difficultés <input type="checkbox"/> Les activités et tests tiennent compte de la progression des élèves <input type="checkbox"/> Les enseignants peuvent adapter leur enseignement au niveau des enfants <input type="checkbox"/> Les enfants apprennent tous, avant très peu apprenaient <input type="checkbox"/> Les enfants sont plus attentifs grâce aux nouvelles méthodes d'apprentissage <input type="checkbox"/> Autre, préciser _____

N°	Question	Réponse
		<input type="checkbox"/> Ne sait pas / Pas de réponse
T210	<b>(Keun Faaba)</b> Pensez-vous que l'ensemble des activités menées ont contribué à améliorer la qualité des apprentissages ?	<input type="radio"/> Oui, vraiment <input type="radio"/> Oui, plus ou moins <input type="radio"/> Non, pas vraiment <input type="radio"/> Non, pas du tout <input type="radio"/> Ne sait pas / Pas de réponse
T211	<b>(Keun Faaba)</b> Combien de jours avez-vous été absent au cours du 1er trimestre ?	<input type="radio"/> Moins de 6 <input type="radio"/> Entre 6 et 15 <input type="radio"/> Plus de 15 <input type="radio"/> Ne sais pas /pas réponse
T212	<b>(Keun Faaba)</b> Pour quelles raisons avez-vous été absent ? <i>(NB : Ne pas donner les réponses)</i>	<input type="checkbox"/> Grève <input type="checkbox"/> Maladie (de soi) <input type="checkbox"/> Maladie du membre de la famille <input type="checkbox"/> Raison administrative (aller à la banque, chercher des papiers administratifs, etc.) <input type="checkbox"/> Formation <input type="checkbox"/> Réunion de travail <input type="checkbox"/> Fête (prolongation) <input type="checkbox"/> Cérémonie (funérailles, naissance, mariage) <input type="checkbox"/> Problème de transport <input type="checkbox"/> Manque de motivation <input type="checkbox"/> Travail trop pénible <input type="checkbox"/> Manque de conscience professionnelle <input type="checkbox"/> Manque d'amour pour le métier <input type="checkbox"/> Mobilité géographique (Pendant une certaine saison la voie n'est pas accessible, crue d'eau ) <input type="checkbox"/> Autre, préciser _____ <input type="checkbox"/> Ne sait pas / Pas de réponse
T213	<b>(Keun Faaba)</b> Pensez-vous que les certificats de mérite remis aux enseignants assidus puissent être une mesure efficace pour réduire les absences des enseignants ?	<input type="radio"/> Oui, vraiment <input type="radio"/> Oui, plus ou moins <input type="radio"/> Non, pas vraiment <input type="radio"/> Non, pas du tout <input type="radio"/> Ne sait pas / Pas de réponse
T214	<b>(Keun Faaba)</b> Pensez-vous que l'implication de l'APE ou de l'AME dans le contrôle de l'assiduité des enseignants puisse permettre réduire leurs absences ?	<input type="radio"/> Oui, vraiment <input type="radio"/> Oui, plus ou moins <input type="radio"/> Non, pas vraiment <input type="radio"/> Non, pas du tout <input type="radio"/> Ne sait pas / Pas de réponse
T215	<b>(Keun Faaba)</b> Que faudrait-il mettre en place pour réduire vos absences ou celles de vos collègues ? <i>(NB : Ne pas donner les réponses)</i>	<input type="checkbox"/> Augmenter les salaires <input type="checkbox"/> Mettre en place un système de pénalité <input type="checkbox"/> Diminuer les effectifs des classes <input type="checkbox"/> Améliorer le système des affectations <input type="checkbox"/> Revoir l'état des routes <input type="checkbox"/> Prévoir des documents appropriés pour les fiches de préparations des cours. (Temps de préparation à la maison trop long) <input type="checkbox"/> Faciliter l'accès de dotation des moyens de transports aux enseignants <input type="checkbox"/> Autre, préciser _____ <input type="checkbox"/> Ne sait pas / Pas de réponse

N°	Question	Réponse
T216	(Keun Faaba) Avez été coaché par votre directeur ?	<input type="radio"/> Oui <input type="radio"/> Non <input type="radio"/> Ne sait pas / Pas de réponse
T217	(Keun Faaba)  Le coaching fait par votre directeur vous a-t'il permis de progresser dans vos techniques d'enseignement ?	<input type="radio"/> Oui, vraiment <input type="radio"/> Oui, plus ou moins <input type="radio"/> Non, pas vraiment <input type="radio"/> Non, pas du tout <input type="radio"/> Ne sait pas / Pas de réponse
<b>3. Programme Feedback</b>		
T301	(Keun Faaba) Parmi les activités menées par Keun Faaba dans le cadre extra-scolaire, lesquelles selon vous ont lieu régulièrement dans votre village au cours de l'année scolaire écoulé (2021-2022)?  (Lister les réponses)	<input type="checkbox"/> Distribution de livres aux APE/AME <input type="checkbox"/> Programme de radio hebdomadaire <input type="checkbox"/> L'heure de l'histoire par APE/AME <input type="checkbox"/> Bibliothèque gérée par APE/AME <input type="checkbox"/> Séance d'écoute sur l'importance de la lecture <input type="checkbox"/> Aucune/N'a pas connaissance d'activités extra-scolaires <input type="checkbox"/> Ne sait pas / Pas de réponse
T302	(Keun Faaba) Parmi les activités menées par Keun Faaba dans le cadre extra-scolaire (communauté) lesquelles selon vous sont suivies par plus de 50% de vos élèves de CP ? (Lister les réponses)	<input type="checkbox"/> Programme de radio hebdomadaire <input type="checkbox"/> L'heure de l'histoire par APE/AME <input type="checkbox"/> Bibliothèque gérée par APE/AME <input type="checkbox"/> Aucune/N'a pas connaissance d'activités extra-scolaires <input type="checkbox"/> Ne sait pas / Pas de réponse
T303	(Keun Faaba) Parmi les activités menées par Keun Faaba dans le cadre extra-scolaire lesquelles selon vous sont efficaces pour promouvoir l'importance de la lecture et de l'écriture ?  (Lister les réponses)	<input type="checkbox"/> Distribution de livres aux APE/AME <input type="checkbox"/> Programme de radio hebdomadaire <input type="checkbox"/> L'heure de conte par APE/AME <input type="checkbox"/> Bibliothèque gérée par APE/AME <input type="checkbox"/> Séance d'écoute sur l'importance de la lecture <input type="checkbox"/> Groupe d'étude <input type="checkbox"/> Aucune/N'a pas connaissance d'activités extra-scolaires <input type="checkbox"/> Ne sait pas / Pas de réponse
T304	(Keun Faaba) Selon vous quels problèmes limitent la participation des élèves à ces activités ?  (NB : Ne pas donner les réponses)	<input type="checkbox"/> L'AME/APE n'a pas créé la bibliothèque <input type="checkbox"/> Il n'y a pas assez de livres dans la bibliothèque <input type="checkbox"/> Les livres ont été endommagés <input type="checkbox"/> Les parents n'ont pas connaissance des émissions de radio <input type="checkbox"/> Les émissions de radio n'ont pas lieu régulièrement <input type="checkbox"/> Il n'y a jamais d'émission de radio <input type="checkbox"/> Il n'y a jamais d'heure de conte <input type="checkbox"/> Les enfants ne sont pas intéressés <input type="checkbox"/> Les enfants ont d'autres tâches à accomplir <input type="checkbox"/> Les horaires ne conviennent pas <input type="checkbox"/> Aucun problème <input type="checkbox"/> Autre, préciser _____ <input type="checkbox"/> Ne sait pas / Pas de réponse
<b>4. Nutrition</b>		

N°	Question	Réponse
T401	<b>(Keun Faaba)</b> Pensez-vous que la cantine scolaire permet de réduire la faim ?	<input type="radio"/> Oui, vraiment <input type="radio"/> Oui, plus ou moins <input type="radio"/> Non, pas vraiment <input type="radio"/> Non, pas du tout <input type="radio"/> Ne sait pas / Pas de réponse
T402	<b>(Keun Faaba)</b> Pensez-vous que grâce la cantine scolaire les enfants sont plus attentifs ?	<input type="radio"/> Oui, vraiment <input type="radio"/> Oui, plus ou moins <input type="radio"/> Non, pas vraiment <input type="radio"/> Non, pas du tout <input type="radio"/> Ne sait pas / Pas de réponse
T403	<b>(Keun Faaba)</b> (Q402 = Oui) Si non, Pourquoi ?  (NB : Ne pas donner les réponses)	<input type="checkbox"/> Ils ne peuvent pas se concentrer <input type="checkbox"/> Ils sont fatigués <input type="checkbox"/> Ils ont mal au ventre <input type="checkbox"/> Autre, préciser _____ <input type="checkbox"/> Ne sait pas / Pas de réponse
T404	<b>(Keun Faaba)</b> (Q402 = Non) Si oui, Pourquoi  (NB : Ne pas donner les réponses)	<input type="checkbox"/> Ils sont plus éveillés <input type="checkbox"/> Ils sont rassasiés <input type="checkbox"/> Ne sait pas / Pas de réponse <input type="checkbox"/> Autre, préciser : _____
<b>5. Santé, hygiène</b>		
T501	Dans quelles proportions pensez-vous que vos élèves connaissent les règles d'hygiène importantes ?  (Lister les option si nécessaire)  (Règles d'hygiène : Se laver les mains, utiliser du savon, laver ce que l'on mange, utiliser les latrines)	<input type="radio"/> Presque tous (80 à 100%) <input type="radio"/> La plupart (60 à 80 %) <input type="radio"/> La moitié (40 à 60%) <input type="radio"/> Une faible part (20 à 40%) <input type="radio"/> Très peu (0 à 20%) <input type="radio"/> Ne sait pas / Pas de réponse
T502	Dans quelles proportions pensez-vous que vos élèves mettent ces règles en pratique ?	<input type="radio"/> Presque tous (80 à 100%) <input type="radio"/> La plupart (60 à 80 %) <input type="radio"/> La moitié (40 à 60%) <input type="radio"/> Une faible part (20 à 40%) <input type="radio"/> Très peu (0 à 20%) <input type="radio"/> Ne sait pas / Pas de réponse
T503	(Q502 = <50%) Pour quelles raisons vos élèves ne mettent pas les règles d'hygiène en pratique ?  (NB : Ne pas donner les réponses)	<input type="checkbox"/> Ils ne connaissent pas les règles d'hygiène <input type="checkbox"/> Cela ne les intéresse pas <input type="checkbox"/> Ils pensent que cela ne sert à rien <input type="checkbox"/> Ils n'ont pas accès à l'eau <input type="checkbox"/> Ils n'ont pas accès au savon/cendre <input type="checkbox"/> Ils n'ont pas conscience des risques <input type="checkbox"/> Ils sont trop jeunes <input type="checkbox"/> Autre, préciser _____ <input type="checkbox"/> Ne sait pas / Pas de réponse
T508	Selon vous quelles activités Hygiène/Assainissement fonctionnent bien au sein de votre école ?  Proposer les reponses et cocher si oui	<input type="checkbox"/> Club ami de l'hygiène actif <input type="checkbox"/> Bonne formation des membres du Club ami de l'hygiène <input type="checkbox"/> Bonne restitution des enseignements aux autres élèves

N°	Question	Réponse
		<input type="checkbox"/> Bon suivi des clubs ami de l'hygiène par les enseignants <input type="checkbox"/> Tippy-Tap situés près des classes en bon état <input type="checkbox"/> Tippy-Tap situés près des latrines en bon état <input type="checkbox"/> Tippy-Tap ont toujours de l'eau <input type="checkbox"/> Tippy-Tap utilisés correctement par les élèves <input type="checkbox"/> Utilisation du savon au Tippy-Tap <input type="checkbox"/> Les Tippy-Tap <input type="checkbox"/> La communauté est impliquée dans le maintien en état des Tippy-Tap <input type="checkbox"/> L'école dispose d'un accès à l'eau <input type="checkbox"/> Le matériel de transport de l'eau est lavé régulièrement avec du savon <input type="checkbox"/> De l'eau disponible dans la classe <input type="checkbox"/> L'eau disponible dans la classe est potable <input type="checkbox"/> L'eau est traitée avec des aqua Tabs <input type="checkbox"/> L'eau est testée pour vérifier qu'elle est potable <input type="checkbox"/> Les élèves ne partagent pas les gobelets <input type="checkbox"/> Les autorités locales se soucient de la qualité de l'eau <input type="checkbox"/> Autre, préciser _____ <input type="checkbox"/> Ne sait pas / Pas de réponse
<b>6. Participation au projet</b>		
T600	<b>(Keun Faaba)</b> Votre école est-elle située dans un village bénéficiant d'un programme d'ATPC ?	<input type="radio"/> Oui <input type="radio"/> Non
T601	<b>(Keun Faaba)</b> Êtes-vous satisfait des activités menées par le programme Keun Faaba pour améliorer l'enseignement de la lecture à l'école ?	<input type="radio"/> Oui, vraiment <input type="radio"/> Oui, plus ou moins <input type="radio"/> Non, pas vraiment <input type="radio"/> Non, pas du tout <input type="radio"/> Ne sait pas / Pas de réponse
T602	<b>(Keun Faaba)</b> Quel est votre niveau d'implication dans le programme Keun Faaba pour améliorer l'enseignement de la lecture à l'école ?	<input type="radio"/> Très élevé <input type="radio"/> Élevé <input type="radio"/> Modéré <input type="radio"/> Faible <input type="radio"/> Inexistant <input type="radio"/> Ne sait pas / Pas de réponse
T604	<b>(Keun Faaba)</b> Êtes-vous satisfait des activités menées par le programme Keun Faaba pour améliorer le soutien scolaire dans la communauté ?	<input type="radio"/> Oui, vraiment <input type="radio"/> Oui, plus ou moins <input type="radio"/> Non, pas vraiment <input type="radio"/> Non, pas du tout <input type="radio"/> Ne sait pas / Pas de réponse
T605	<b>(Keun Faaba)</b> Quel est votre niveau d'implication dans le programme Keun Faaba pour soutenir l'éducation dans la communauté ?	<input type="radio"/> Très élevé <input type="radio"/> Élevé <input type="radio"/> Modéré <input type="radio"/> Faible <input type="radio"/> Inexistant <input type="radio"/> Ne sait pas / Pas de réponse
T607	<b>(Keun Faaba)</b>	<input type="radio"/> Oui, vraiment <input type="radio"/> Oui, plus ou moins

N°	Question	Réponse
	Êtes-vous satisfait des activités menées par le programme Keun Faaba pour améliorer l'hygiène à l'école ?	<input type="radio"/> Non, pas vraiment <input type="radio"/> Non, pas du tout <input type="radio"/> Ne sait pas / Pas de réponse
T608	<b>(Keun Faaba)</b> Quel est votre niveau d'implication dans le programme Keun Faaba pour améliorer l'hygiène à l'école ?	<input type="radio"/> Très élevé <input type="radio"/> Élevé <input type="radio"/> Modéré <input type="radio"/> Faible <input type="radio"/> Inexistant <input type="radio"/> Ne sait pas / Pas de réponse
T610	<b>(Keun Faaba)</b> (Q600 = oui) Êtes-vous satisfait des activités menées par le programme Keun Faaba pour améliorer l'hygiène en dehors de l'école ? (ATPC)	<input type="radio"/> Oui, vraiment <input type="radio"/> Oui, plus ou moins <input type="radio"/> Non, pas vraiment <input type="radio"/> Non, pas du tout <input type="radio"/> Ne sait pas / Pas de réponse
T615	<b>(Keun Faaba)</b> Pensez-vous que les activités du projet ont affectés les élèves garçons et les élèves filles différemment ?	<input type="radio"/> Oui, vraiment <input type="radio"/> Oui, plus ou moins <input type="radio"/> Non, pas vraiment <input type="radio"/> Non, pas du tout <input type="radio"/> Ne sait pas / Pas de réponse
T616	<b>(Keun Faaba)</b> (Oui 615) De quelle manière ?  (NB : Ne pas donner les réponses)	<input type="checkbox"/> Les filles participent plus en classe <input type="checkbox"/> Les garçons participent plus en classe <input type="checkbox"/> Les filles prennent en charge plus de tâches dans le cadre de l'approvisionnement en eau <input type="checkbox"/> Les garçons prennent en charge plus de tâches dans le cadre de l'approvisionnement en eau <input type="checkbox"/> Les filles prennent en charge plus de tâches dans le cadre de l'hygiène <input type="checkbox"/> Les garçons prennent en charge plus de tâches dans le cadre de l'hygiène <input type="checkbox"/> Les filles assistent plus volontiers à l'heure de conte <input type="checkbox"/> Les garçons assistent plus volontiers à l'heure de conte <input type="checkbox"/> Autre, préciser _____ <input type="checkbox"/> Ne sait pas / Pas de réponse
<b>7. Commentaires</b>		
T701	Faites-nous part de vos commentaires, si vous en avez éventuellement ?	
T702	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

## QUESTIONNAIRE – PARENT

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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)

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Bonjour. Je m'appelle \_\_\_\_\_ et j'aide à mener l'évaluation initiale du programme Keun Faaba mis en œuvre par CRS. Je travaille avec Et4d une société mandatée par CRS. Nous faisons une étude et nous aimerions que vous y participiez. Je voudrais vous poser des questions sur vos enfants. 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. Les informations que vous nous donnerez seront strictement confidentielles et ne sera pas montrées 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. Les réponses que vous fournissez seront conservées pendant 5 ans.

Si vous avez d'autres questions, vous pouvez les adresser à M. Sagna François, le directeur du projet, qui peut être joint au 97430426.

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

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

Me donnez-vous la permission de poursuivre l'interview ? Oui / Non

N°	Question	Réponse
<b>1. Caractéristiques du parent</b>		
P100	Quelle langue parlez-vous principalement à la maison ?	<input type="radio"/> Français <input type="radio"/> Dendi <input type="radio"/> Bariba <input type="radio"/> Peulh <input type="radio"/> Boo <input type="radio"/> Mokole <input type="radio"/> Autre
P101	Genre (regardez le parent et cochez)	<input type="radio"/> Masculin <input type="radio"/> Féminin
P102	Quel âge avez-vous ? (NB : mettre 99 si la personne ne veut pas répondre)	_____ ans
P103	Combien de personnes vivent avec vous, y compris vous-même ? (NB : mettre 99 si la personne ne veut pas répondre)	_____ personnes
P104	Quel est votre niveau en français ?	<input type="radio"/> Je parle couramment <input type="radio"/> Je comprends et je parle assez bien <input type="radio"/> Je comprends et je parle un peu <input type="radio"/> Je comprends un peu mais je ne parle pas <input type="radio"/> Je ne parle pas le français <input type="radio"/> Ne sait pas / Pas de réponse
P105	Quel est votre niveau en lecture en français ?	<input type="radio"/> Je sais lire parfaitement <input type="radio"/> Je sais lire assez bien <input type="radio"/> Je sais lire un peu <input type="radio"/> Je ne sais pas lire <input type="radio"/> Ne sait pas / Pas de réponse
P106	(Q105 = Non) Y-a-t'il une autre personne dans votre famille (vivant avec vous) qui lit couramment le Français ?	<input type="radio"/> Oui <input type="radio"/> Non <input type="radio"/> Ne sait pas / pas de réponse
P107	Quel est votre niveau d'éducation ?	<input type="radio"/> Aucun <input type="radio"/> Primaire <input type="radio"/> Cycle 1 secondaire <input type="radio"/> Cycle 2 secondaire <input type="radio"/> Cycle 1 supérieur. <input type="radio"/> Cycle 2 supérieur <input type="radio"/> Alphabétisé <input type="radio"/> Autre <input type="radio"/> Ne sait pas / Pas de réponse
P108	Quelle est votre occupation principale ?	<input type="radio"/> Sans emploi <input type="radio"/> Ménagère <input type="radio"/> Travail agricole <input type="radio"/> Propriétaire foncier <input type="radio"/> Journalier(ière) <input type="radio"/> Marchand(e) / Commerçant <input type="radio"/> Travailleur(euse) de bureau <input type="radio"/> Artisan(e) : Tisserant, forgeron, coiffeur... <input type="radio"/> Retraité(e)

N°	Question	Réponse
		<input type="radio"/> Autre <input type="radio"/> Ne sait pas / Pas de réponse
P109	Êtes-vous membre d'une association de parents d'élèves et ou de l'associations des mères d'élèves ?	<input type="checkbox"/> APE <input type="checkbox"/> AME <input type="checkbox"/> Aucune
<b>2. Caractéristiques des enfants</b>		
P201	Combien avez-vous de filles vivant dans le ménage à la charge du parent ? (NB : mettre 99 si la personne ne veut pas répondre)	_____ filles
P202	(Q201 : > 0) Combien avez-vous de filles inscrites dans cette l'école primaire (ou groupe)?	_____ filles
P203	(Q201 : > 0) En quelle classe sont-elles ?	<input type="checkbox"/> Maternelle <input type="checkbox"/> Cours d'Initiation (CI) <input type="checkbox"/> Cours Préparatoire (CP) <input type="checkbox"/> Cours élémentaire 1 <input type="checkbox"/> CE2 <input type="checkbox"/> CM1 <input type="checkbox"/> CM2
P204	(Q201 : > 0) Comment qualifiez-vous les résultats scolaires de vos filles ?	<input type="radio"/> Très bons <input type="radio"/> Bons <input type="radio"/> Moyens <input type="radio"/> Mauvais <input type="radio"/> Très mauvais
P205	Combien avez-vous de garçons ? (NB : mettre 99 si la personne ne veut pas répondre)	_____ garçons
P206	(Q205 : > 0) Combien avez-vous de garçons inscrits dans cette l'école primaire (ou groupe) ?	_____ garçons
P207	(Q205 : > 0) En quelle classe sont-ils ?	<input type="checkbox"/> Maternelle <input type="checkbox"/> Cours d'Initiation (CI) <input type="checkbox"/> Cours Préparatoire (CP) <input type="checkbox"/> Cours élémentaire 1 <input type="checkbox"/> CE2 <input type="checkbox"/> CM1 <input type="checkbox"/> CM2
P208	(Q205 : > 0) Comment qualifiez-vous les résultats scolaires de vos garçons ?	<input type="radio"/> Très bons <input type="radio"/> Bons <input type="radio"/> Moyens <input type="radio"/> Mauvais <input type="radio"/> Très mauvais
<b>3. Pratiques Hygiène - Santé</b>		
P301	Combien de fois par jour votre enfant scolarisé le plus jeune se lave-t'il les mains ?	<input type="radio"/> 6 fois ou plus <input type="radio"/> 3 à 5 fois <input type="radio"/> 1 à 2 fois <input type="radio"/> Jamais <input type="radio"/> Ne sait pas / Pas de réponse

N°	Question	Réponse
P302	A quelle occasion votre enfant scolarisé le plus jeune se lave-t-il les mains ? (Cochez toutes les réponses qui s'appliquent)  <i>(NB : Ne donner pas les réponses - Assurez-vous de demander s'ils connaissent d'autres réponses.)</i>	<input type="checkbox"/> Après défécation <input type="checkbox"/> Avant de manger <input type="checkbox"/> Après avoir mangé <input type="checkbox"/> Après le nettoyage des latrines <input type="checkbox"/> Après avoir travaillé dans les champs <input type="checkbox"/> Jamais <input type="checkbox"/> Ne sait pas / Pas de réponse <input type="checkbox"/> Autre, préciser : _____
P303	Qu'utilise-t-il pour se laver les mains ?  <i>(NB : Ne donner pas les réponses - Assurez-vous de demander s'ils connaissent d'autres réponses.)</i>	<input type="checkbox"/> Savon <input type="checkbox"/> Liquide vaisselle <input type="checkbox"/> Cendre <input type="checkbox"/> Feuilles de citronnier <input type="checkbox"/> Ne se lave pas les mains <input type="checkbox"/> Ne sait pas / Pas de réponse <input type="checkbox"/> Autre, préciser : _____
P304	Votre enfant scolarisé le plus jeune sait-il qu'il ne faut pas boire n'importe quelle eau, mais seulement l'eau potable ?	<input type="radio"/> Oui <input type="radio"/> Non <input type="radio"/> Ne sait pas / Pas de réponse
P305	Quand ils ne sont pas à l'école, où vos enfants vont-ils déféquer ?  <i>(NB : Si plusieurs enfants, demander la réponse pour l'enfant scolarisé le plus jeune)</i>	<input type="checkbox"/> Dans les latrines de ma maison <input type="checkbox"/> Dans les latrines de l'école <input type="checkbox"/> Dans les latrines partagées avec le voisin <input type="checkbox"/> Dans les latrines communautaires <input type="checkbox"/> Dans un pot <input type="checkbox"/> Dans la cour de ma maison <input type="checkbox"/> Dans la brousse <input type="checkbox"/> Dans le jardin <input type="checkbox"/> Ne sait pas / Pas de réponse <input type="checkbox"/> Autre, préciser : _____
P306	<b>(Keun Faaba)</b> Avez-vous constaté un changement de comportement en termes des pratiques d'hygiène au niveau de vos enfants à la maison depuis la mise en place du projet keuin Faaba ?	<input type="radio"/> Oui, vraiment <input type="radio"/> Oui, plus ou moins <input type="radio"/> Non, pas vraiment <input type="radio"/> Non, pas du tout <input type="radio"/> Ne sait pas / Pas de réponse
<b>4. Programme Feedback</b>		
P401	<b>(Keun Faaba)</b> Pensez-vous que la cantine scolaire permet de réduire la faim ?	<input type="radio"/> Oui, vraiment <input type="radio"/> Oui, plus ou moins <input type="radio"/> Non, pas vraiment <input type="radio"/> Non, pas du tout <input type="radio"/> Ne sait pas / Pas de réponse
P404	L'absentéisme des enseignants est-il un problème récurrent dans l'école de vos enfants ?	<input type="radio"/> Oui, vraiment <input type="radio"/> Oui, plus ou moins <input type="radio"/> Non, pas vraiment <input type="radio"/> Non, pas du tout <input type="radio"/> Ne sait pas / Pas de réponse
P405	(Q 404 = Oui) Quelles sont les principales raisons qui expliquent l'absentéisme des enseignants ?  <i>(NB : Ne pas donner les réponses)</i>	<input type="checkbox"/> Grève <input type="checkbox"/> Maladie (de soi) <input type="checkbox"/> Maladie du membre de la famille <input type="checkbox"/> Raison administrative (aller à la banque, chercher des papiers administratifs, etc.)

N°	Question	Réponse
		<input type="checkbox"/> Formation <input type="checkbox"/> Réunion de travail <input type="checkbox"/> Fête (prolongation) <input type="checkbox"/> Cérémonie (funérailles, naissance, mariage) <input type="checkbox"/> Problème de transport <input type="checkbox"/> Manque de motivation <input type="checkbox"/> Travail trop pénible <input type="checkbox"/> Ne sait pas / Pas de réponse <input type="checkbox"/> Autre, préciser : _____
P406	(Keun Faaba) Pensez-vous que les certificats de mérite remis aux enseignants soit une mesure efficace pour réduire les absences des enseignants ?	<input type="radio"/> Oui, vraiment <input type="radio"/> Oui, plus ou moins <input type="radio"/> Non, pas vraiment <input type="radio"/> Non, pas du tout <input type="radio"/> Ne sait pas / Pas de réponse
P407	(Keun Faaba) Pensez-vous que l'implication de l'APE et de l'AME soit une méthode efficace pour réduire l'absentéisme ?	<input type="radio"/> Oui, vraiment <input type="radio"/> Oui, plus ou moins <input type="radio"/> Non, pas vraiment <input type="radio"/> Non, pas du tout <input type="radio"/> Ne sait pas / Pas de réponse
P408	Quelles méthodes suggérez-vous pour réduire l'absentéisme des enseignants ?	<input type="checkbox"/> Augmenter les salaires <input type="checkbox"/> Mettre en place un système de pénalité <input type="checkbox"/> Diminuer les effectifs <input type="checkbox"/> Améliorer le système des affectations <input type="checkbox"/> Ne sait pas / Pas de réponse <input type="checkbox"/> Autre, préciser: _____
<b>5. Importance de l'éducation</b>		
P501	Quelle importance accordez-vous à l'éducation scolaire de vos garçons ?	<input type="radio"/> Très important <input type="radio"/> Important <input type="radio"/> Peu important <input type="radio"/> Pas du tout important <input type="radio"/> Ne sait pas / pas de réponse
P502	Quelle importance accordez-vous à l'éducation scolaire de vos filles ?	<input type="radio"/> Très important <input type="radio"/> Important <input type="radio"/> Peu important <input type="radio"/> Pas du tout important <input type="radio"/> Ne sait pas / Pas de réponse
P503	(Keun Faaba) En 2021 et 2022, Avez-vous participé à des groupes d'écoute organisé par Alafia ou Derana?	<input type="radio"/> Oui <input type="radio"/> Non <input type="radio"/> Ne sait pas / pas de réponse
P504	(Keun Faaba) Que pensez-vous de l'utilité des groupes d'écoute ?	<input type="radio"/> Très utile <input type="radio"/> Assez utile <input type="radio"/> Peu utile <input type="radio"/> Pas du tout utile <input type="radio"/> Ne sait pas / Pas de réponse
P505	Avez-vous entendu les annonces radiophoniques, qui parle de l'éducation des enfants?	<input type="radio"/> Oui <input type="radio"/> Non <input type="radio"/> Ne sait pas / Pas de réponse
P506	(P505 = Oui) Parmi ces émissions suivantes, lesquelles pensez-vous avoir écouté ?	<input type="checkbox"/> L'Echo des AME <input type="checkbox"/> Absentéisme des enseignants <input type="checkbox"/> Importance de l'acte de naissance

N°	Question	Réponse
	(Lister les émissions)	<input type="checkbox"/> Suivi des Résultats scolaires <input type="checkbox"/> Collecte, transport, stockage et traitement de l'eau de boisson <input type="checkbox"/> Importance de la lecture et responsabilité des parents dans l'apprentissage de la lecture <input type="checkbox"/> Importance de la scolarisation des enfants <input type="checkbox"/> Droits des enfants <input type="checkbox"/> Bonne nutrition <input type="checkbox"/> Le lavage des mains <input type="checkbox"/> Gestion de l'hygiène menstruelle <input type="checkbox"/> L'importance des groupes d'études <input type="checkbox"/> Le conte et l'amélioration de l'oralité des écoliers <input type="checkbox"/> L'interaction entre parents et enfants dans les activités quotidiennes <input type="checkbox"/> Engagement parental <input type="checkbox"/> Aucune <input type="checkbox"/> Ne sait pas / Pas de réponse
P507	Que pensez-vous de l'utilité des annonces radio sur l'éducation ?	<input type="radio"/> Très utile <input type="radio"/> Assez utile <input type="radio"/> Peu utile <input type="radio"/> Pas du tout utile <input type="radio"/> Ne sait pas / pas de réponse
<b>6. Implication dans la vie scolaire</b>		
P601	Vous-même (ou autres membres de la famille) racontez-vous des histoires à vos enfants ? (NB : Quelque-soit la langue)	<input type="radio"/> Oui <input type="radio"/> Non <input type="radio"/> Ne sait pas / Pas de réponse
P602	(Q601 = Oui) Avec quelle fréquence ?	<input type="radio"/> Tous les jours <input type="radio"/> 2 à 3 fois par semaine <input type="radio"/> 1 fois par semaine <input type="radio"/> Quelque fois par mois <input type="radio"/> Ne sait pas / Pas de réponse
P603	Vous-même (ou autres membres de la famille) aidez-vous vos enfants pour leurs devoirs ?	<input type="radio"/> Oui <input type="radio"/> Non <input type="radio"/> Ne sait pas / Pas de réponse
P604	(Q603 = Oui) Pour quels types d'activité ?	<input type="checkbox"/> Lire des lettres <input type="checkbox"/> Lire des mots <input type="checkbox"/> Lire un texte <input type="checkbox"/> Mathématiques <input type="checkbox"/> Faire réciter les leçons <input type="checkbox"/> Aide aux devoirs <input type="checkbox"/> Autre, préciser : _____
P605	(Q603 = Non) Pourquoi ?  (NB : Ne pas donner les réponses)	<input type="checkbox"/> Les parents ne s'intéressent pas à l'école <input type="checkbox"/> Les parents pensent que ce n'est pas leur rôle <input type="checkbox"/> Les parents n'ont pas le temps <input type="checkbox"/> Les parents pensent que cela ne sert à rien <input type="checkbox"/> Les parents ne savent pas comment les aider ? <input type="checkbox"/> Les parents ne parlent pas assez bien le Français <input type="checkbox"/> Les parents ne savent pas lire <input type="checkbox"/> Autre, préciser : _____

N°	Question	Réponse
P606	Est-ce que vous avez personnellement fait des activités de lecture avec vos enfants dans les 3 derniers jours ?	<input type="radio"/> Oui <input type="radio"/> Non <input type="radio"/> Ne sait pas / Pas de réponse
P607	Est-ce que quelqu'un d'autre dans votre foyer a fait des activités de lecture avec vos enfants dans les 3 derniers jours ?	<input type="radio"/> Oui <input type="radio"/> Non <input type="radio"/> Ne sait pas / Pas de réponse
P608	Vos enfants ont-ils déjà reçu l'aide de quelqu'un ? Si oui de qui ?	<input type="checkbox"/> Oui, un membre de la famille <input type="checkbox"/> Oui, un groupe de soutien organisé par les parents <input type="checkbox"/> Oui, un tuteur/ répétiteur personnel (payant) <input type="checkbox"/> Oui, un groupe d'étude (payant) <input type="checkbox"/> Oui, Autres spécifier <input type="checkbox"/> Non <input type="checkbox"/> Ne sait pas / Pas de réponse
<b>7. Implication dans le projet Keun Faaba</b>		
P700	<b>(Keun Faaba)</b> Votre école est-elle située dans un village bénéficiant d'un programme d'ATPC ?  <i>ATPC: Assainissement Total Piloté par la Communauté (Uniquement Gogounou)</i>	<input type="radio"/> Oui <input type="radio"/> Non <input type="radio"/> Ne sais/Pas de réponse
P701	<b>(Keun Faaba)</b> Êtes-vous satisfait des activités menées par le programme Keun Faaba pour améliorer l'enseignement de la lecture à l'école ?	<input type="radio"/> Oui, vraiment <input type="radio"/> Oui, plus ou moins <input type="radio"/> Non, pas vraiment <input type="radio"/> Non, pas du tout <input type="radio"/> Ne sait pas / Pas de réponse
P702	<b>(Keun Faaba)</b> Êtes-vous satisfait des activités menées par le programme Keun Faaba pour soutenir l'éducation dans la communauté ?	<input type="radio"/> Oui, vraiment <input type="radio"/> Oui, plus ou moins <input type="radio"/> Non, pas vraiment <input type="radio"/> Non, pas du tout <input type="radio"/> Ne sait pas / Pas de réponse
P705	<b>(Keun Faaba)</b> Parmi les activités menées par Keun Faaba dans la communauté, lesquelles ont lieu régulièrement dans votre village au cours du 1er trimestre ?	<input type="checkbox"/> Programme de radio hebdomadaire <input type="checkbox"/> L'heure de conte par APE/AME <input type="checkbox"/> Bibliothèque gérée par APE/AME <input type="checkbox"/> Groupe d'étude <input type="checkbox"/> Aucune/N'a pas connaissance d'activités extra-scolaires <input type="checkbox"/> Ne sait pas / Pas de réponse
P706 S	<b>(Keun Faaba)</b> A quelles activités participent vos enfants ?	<input type="checkbox"/> Programme de radio hebdomadaire <input type="checkbox"/> L'heure de conte par APE/AME <input type="checkbox"/> Bibliothèque gérée par APE/AME <input type="checkbox"/> Groupe d'étude <input type="checkbox"/> Aucune/N'a pas connaissance d'activités extra-scolaires <input type="checkbox"/> Ne sait pas / Pas de réponse
P706 P	<b>(Keun Faaba)</b> A quelles activités avez pris part personnellement ?	<input type="checkbox"/> Distribution de livres aux APE/AME <input type="checkbox"/> Programme de radio hebdomadaire <input type="checkbox"/> L'heure de conte par APE/AME <input type="checkbox"/> Bibliothèque gérée par APE/AME

N°	Question	Réponse
		<input type="checkbox"/> Scéance d'écoute sur l'importance de la lecture <input type="checkbox"/> Groupe d'étude <input type="checkbox"/> Aucune/N'a pas connaissance d'activités extra-scolaires <input type="checkbox"/> Ne sait pas / Pas de réponse
P707	<b>(Keun Faaba)</b> Selon vous quels problèmes limitent la participation de vos enfants à ces activités ?  <i>(NB : Ne pas donner les réponses)</i>	<input type="checkbox"/> L'AME/APE n'a pas créé la bibliothèque <input type="checkbox"/> Il n'y a pas assez de livres dans la bibliothèque <input type="checkbox"/> Les livres ont été endommagés <input type="checkbox"/> Les parents n'ont pas connaissance des émissions de radio <input type="checkbox"/> Les émissions de radio n'ont pas lieu régulièrement <input type="checkbox"/> Les enfants ne sont pas intéressés <input type="checkbox"/> Les enfants ont d'autres tâches à accomplir <input type="checkbox"/> Les horaires ne nous conviennent pas ? <input type="checkbox"/> Aucun <input type="checkbox"/> Autre, préciser : _____
P708	<b>(Keun Faaba)</b> Êtes-vous satisfait des activités menées par le programme Keun Faaba pour améliorer l'hygiène à l'école ?	<input type="radio"/> Oui, vraiment <input type="radio"/> Oui, plus ou moins <input type="radio"/> Non, pas vraiment <input type="radio"/> Non, pas du tout <input type="radio"/> Ne sait pas / Pas de réponse
P709	<b>(Keun Faaba)</b> (Q700 = oui) Êtes-vous satisfait des activités menées par le programme Keun Faaba pour améliorer l'hygiène en dehors de l'école ? (ATPC)	<input type="radio"/> Oui, vraiment <input type="radio"/> Oui, plus ou moins <input type="radio"/> Non, pas vraiment <input type="radio"/> Non, pas du tout <input type="radio"/> Ne sait pas / Pas de réponse
P710	<b>(Keun Faaba)</b> Êtes-vous satisfait des activités menées par le programme Keun Faaba pour la cantine scolaire ?	<input type="radio"/> Oui, vraiment <input type="radio"/> Oui, plus ou moins <input type="radio"/> Non, pas vraiment <input type="radio"/> Non, pas du tout <input type="radio"/> Ne sait pas / Pas de réponse
P711	<b>(Keun Faaba)</b> Dans quelles activités êtes-vous personnellement impliquées ?  <i>(Lister les options et cocher si oui)</i>	<input type="checkbox"/> Cuisine-Cantine scolaire <input type="checkbox"/> Magasin <input type="checkbox"/> Culture du jardin <input type="checkbox"/> Ferme communautaire <input type="checkbox"/> Comité Hygiène - Club ami de l'hygiène <input type="checkbox"/> Construction / Réparation salles de classe <input type="checkbox"/> Construction / Réparation latrines <input type="checkbox"/> Évènement autour de la lecture <input type="checkbox"/> ATPC <input type="checkbox"/> Bibliothèque <input type="checkbox"/> Soutien scolaire (aide aux devoirs) <input type="checkbox"/> Aucune <input type="checkbox"/> Ne sait pas / Pas de réponse <input type="checkbox"/> Autre, préciser
P712	<b>(Keun Faaba)</b> Êtes-vous satisfait de votre engagement dans le programme Keun Faaba ?	<input type="radio"/> Oui, vraiment <input type="radio"/> Oui, plus ou moins <input type="radio"/> Non, pas vraiment <input type="radio"/> Non, pas du tout

N°	Question	Réponse
		<input type="radio"/> Ne sait pas / Pas de réponse
P713	(Keun Faaba) Pensez-vous participer aux activités de votre école après la fin du programme Keun Faaba ?	<input type="radio"/> Oui <input type="radio"/> Non <input type="radio"/> Ne sait pas / Pas de réponse
P714	(Keun Faaba) Que faudrait-il faire pour vous encourager à participer plus ?  (NB : ne pas donner les réponses)	<input type="checkbox"/> Donner des repas aux parents actifs <input type="checkbox"/> Donner des denrées alimentaires aux parents actifs <input type="checkbox"/> Partager des résultats du la cantine <input type="checkbox"/> Apporter plus de formation aux parents <input type="checkbox"/> Améliorer la collaboration entre les enseignants et les parents <input type="checkbox"/> Donner aux parents plus d'information sur les activités <input type="checkbox"/> Demander aux parents d'être plus actifs <input type="checkbox"/> Sensibiliser les parents sur l'importance du projet <input type="checkbox"/> Payer les bénévoles <input type="checkbox"/> Ne sait pas / Pas de réponse <input type="checkbox"/> Autre, préciser _____
<b>8. Socio-économique</b>		
P801	Quel type de sol y-a-t-il dans votre maison ?  (NB : Lister les options)	<input type="radio"/> Terre <input type="radio"/> Bois <input type="radio"/> Ciment ou carrelage <input type="radio"/> Ne sait pas / Pas de réponse
P802	Avec quoi cuisine-t-on dans votre maison ?  (NB : Lister les options)	<input type="radio"/> Bois que vous ramassez <input type="radio"/> Bois ou du charbon, que vous achetez <input type="radio"/> Gaz <input type="radio"/> Électricité <input type="radio"/> Ne sait pas / Pas de réponse
P803	Avez-vous une radio dans votre maison ?	<input type="radio"/> Oui <input type="radio"/> Non <input type="radio"/> Ne sait pas / Pas de réponse
P804	Avez-vous une télévision dans votre maison ?	<input type="radio"/> Oui <input type="radio"/> Non <input type="radio"/> Ne sait pas / Pas de réponse
P805	Est-ce qu'un membre de ta famille a un téléphone portable ?	<input type="radio"/> Oui <input type="radio"/> Non <input type="radio"/> Ne sait pas / Pas de réponse
<b>9. Commentaires</b>		
P901	Faites-nous part de vos commentaires, si vous en avez éventuellement ?	
P902	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

## QUESTIONNAIRE – CUISINE/STOCKAGE

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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)

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Bonjour. Je m'appelle \_\_\_\_\_ et j'aide à mener l'évaluation initiale du programme Keun Faaba mis en œuvre par CRS. Je travaille avec Et4d une société mandatée par CRS. Nous menons un sondage et nous aimerions que vous y participiez. Je voudrais vous poser des questions sur la cuisine et le magasin. 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 15 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. Les réponses que vous fournissez seront conservées pendant 5 ans.

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

Si vous avez d'autres questions, vous pouvez les adresser à M. Sagna François, le directeur du projet, qui peut être joint au 97430426.

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

Me donnez-vous la permission de poursuivre l'interview ? Oui / Non

N°	Question	Réponse
<b>1. Caractéristiques du parent</b>		
C101	Genre (regardez le parent et cochez)	<input type="radio"/> Masculin <input type="radio"/> Féminin
C102	Quel âge avez-vous ? (NB : mettre 99 si la personne ne veut pas répondre)	_____ ans
C103	Combien d'enfants avez-vous dans l'école primaire (ou le groupe ?	_____ enfants
C104	Quel est votre rôle au sein du programme Keun Faaba ?	<input type="checkbox"/> Cuisinier <input type="checkbox"/> Magasinier
C105	Quel est votre niveau en Français ?	<input type="radio"/> Je parle couramment <input type="radio"/> Je comprends et je parle assez bien <input type="radio"/> Je comprends et je parle un peu <input type="radio"/> Je comprends un peu mais je ne parle pas <input type="radio"/> Je ne parle pas le français <input type="radio"/> Ne sait pas / Pas de réponse
C106	Quel est votre niveau en lecture en Français ?	<input type="radio"/> Je sais lire parfaitement <input type="radio"/> Je sais lire assez bien <input type="radio"/> Je sais lire un peu <input type="radio"/> Je ne sais pas lire <input type="radio"/> Ne sait pas / Pas de réponse
C107	Quel est votre niveau en calcul ?	<input type="radio"/> Je sais très bien faire des calculs <input type="radio"/> Je sais assez bien faire des calculs <input type="radio"/> Je sais un peu faire des calculs <input type="radio"/> Je ne sais pas faire des calculs <input type="radio"/> Ne sait pas / Pas de réponse
<b>2. Information sur la cuisine</b>		
C201	Depuis combien de temps participez-vous à la préparation des repas ?	<input type="radio"/> Moins d'1 an <input type="radio"/> 1 an <input type="radio"/> 2 ans <input type="radio"/> 3 ans <input type="radio"/> 4 ans et plus <input type="radio"/> Ne sait pas / Pas de réponse
C202	Avec quelle fréquence intervenez-vous pour préparer les repas ?	<input type="radio"/> Tous les jours (5 jours sur 5) <input type="radio"/> Presque tous les jours (4 jours sur 5) <input type="radio"/> 1 à 3 fois par semaine <input type="radio"/> 1 à 3 fois par mois <input type="radio"/> Moins d'une fois par mois <input type="radio"/> Ne sait pas / Pas de réponse
C203	Pourquoi prenez-vous part à cette activité bénévole ?  (NB : Ne pas donner les réponses)	<input type="checkbox"/> Pour permettre aux enfants d'avoir un repas <input type="checkbox"/> Parce que le directeur me l'a demandé <input type="checkbox"/> Pour être avec d'autres parents <input type="checkbox"/> Pour être proche de mes enfants <input type="checkbox"/> Pour recevoir une compensation <input type="checkbox"/> Je remplace un autre parent <input type="checkbox"/> Ne sait pas / Pas de réponse <input type="checkbox"/> Autre, préciser : _____
C204	Avez-vous reçu une forme de compensation pour votre travail ?	<input type="radio"/> Oui <input type="radio"/> Non

N°	Question	Réponse
		<input type="radio"/> Ne sait pas / Pas de réponse
C205	(Q204 = Oui), quelle est la nature de cette compensation ?	<input type="checkbox"/> Compensation financière <input type="checkbox"/> Huile (1 fois par mois) <input type="checkbox"/> Repas (Chaque jour travaillé) <input type="checkbox"/> Ne sait pas / Pas de réponse <input type="checkbox"/> Autre, préciser _____
C206	(Q204 = Oui) êtes-vous satisfait de cette compensation ?	<input type="radio"/> Oui, vraiment <input type="radio"/> Oui, plus ou moins <input type="radio"/> Non, pas vraiment <input type="radio"/> Non, pas du tout <input type="radio"/> Ne sait pas / Pas de réponse
C209	Êtes-vous satisfait de votre engagement dans le programme Keun Faaba ?	<input type="radio"/> Oui, vraiment <input type="radio"/> Oui, plus ou moins <input type="radio"/> Non, pas vraiment <input type="radio"/> Non, pas du tout <input type="radio"/> Ne sait pas / Pas de réponse
C210	(Q209 = Oui) Pourquoi ?  (NB : Ne pas lire les réponses)	<input type="checkbox"/> Je suis content(e) d'aider <input type="checkbox"/> J'aime être avec d'autres parents <input type="checkbox"/> Pour l'huile que l'on nous donne <input type="checkbox"/> Pour les repas que l'on nous donne <input type="checkbox"/> Pour l'argent que l'on nous donne <input type="checkbox"/> Parce que j'aime sortir de chez moi <input type="checkbox"/> Ne sait pas / Pas de réponse <input type="checkbox"/> Autre, préciser : _____
C211	(Q209 = Non) Pourquoi ?  (NB : Ne pas lire les réponses)	<input type="checkbox"/> Cela prend trop de temps <input type="checkbox"/> Nous ne recevons pas de compensation <input type="checkbox"/> Nous ne recevons pas assez de compensation <input type="checkbox"/> Je dois toujours remplacer les absents <input type="checkbox"/> Ne sait pas / Pas de réponse <input type="checkbox"/> Autre, préciser : _____
<b>3. Information sur le magasin</b>		
C301	Depuis combien de temps participez-vous à la gestion du magasin ?	<input type="radio"/> Moins d'1 an <input type="radio"/> 1 an <input type="radio"/> 2 ans <input type="radio"/> 3 ans <input type="radio"/> 4 ans et plus <input type="radio"/> Ne sait pas / Pas de réponse
C302	Avec quelle fréquence intervenez-vous pour la gestion des stocks ?	<input type="radio"/> Tous les jours (5 jours sur 5) <input type="radio"/> Presque tous les jours (4 jours sur 5) <input type="radio"/> 1 à 3 fois par semaine <input type="radio"/> 1 à 3 fois par mois <input type="radio"/> 1 à 3 fois par ans <input type="radio"/> Ne sait pas / Pas de réponse
C303	Pourquoi prenez-vous part à cette activité bénévole ?  (NB : Ne pas lire les réponses)	<input type="checkbox"/> Pour permettre aux enfants d'avoir un repas <input type="checkbox"/> Parce que le directeur me l'a demandé <input type="checkbox"/> Pour être avec d'autres parents <input type="checkbox"/> Pour être proche de mes enfants <input type="checkbox"/> Pour recevoir une compensation <input type="checkbox"/> Je remplace un autre parent <input type="checkbox"/> Ne sait pas / Pas de réponse

N°	Question	Réponse
		<input type="checkbox"/> Autre, préciser : _____
C304	Avez-vous reçu une forme de compensation pour votre travail ?	<input type="radio"/> Oui <input type="radio"/> Non <input type="radio"/> Ne sait pas / Pas de réponse
C305	(Q304 = Oui) Quelle est la nature de cette compensation ?	<input type="checkbox"/> Compensation financière <input type="checkbox"/> Huile (1 fois par mois) <input type="checkbox"/> Repas (Chaque jour travaillé) <input type="checkbox"/> Ne sait pas / Pas de réponse <input type="checkbox"/> Autre, préciser _____
C309	Rencontrez-vous des difficultés particulières pour faire les calculs liés à la gestion des stocks ?	<input type="radio"/> Oui, vraiment <input type="radio"/> Oui, plus ou moins <input type="radio"/> Non, pas vraiment <input type="radio"/> Non, pas du tout <input type="radio"/> Ne sait pas / Pas de réponse
C310	Rencontrez-vous des difficultés particulières dans l'utilisation des documents de gestion de stock ?	<input type="radio"/> Oui, vraiment <input type="radio"/> Oui, plus ou moins <input type="radio"/> Non, pas vraiment <input type="radio"/> Non, pas du tout <input type="radio"/> Ne sait pas / Pas de réponse
C311	Êtes-vous satisfait de votre engagement dans le programme Keun Faaba ?	<input type="radio"/> Oui, vraiment <input type="radio"/> Oui, plus ou moins <input type="radio"/> Non, pas vraiment <input type="radio"/> Non, pas du tout <input type="radio"/> Ne sait pas / Pas de réponse
C312	(Q311=Oui) Pourquoi ?  (NB : Ne pas lire les réponses)	<input type="checkbox"/> Je suis content(e) d'aider <input type="checkbox"/> J'aime être avec d'autres parents <input type="checkbox"/> Pour l'huile que l'on nous donne <input type="checkbox"/> Pour les repas que l'on nous donne <input type="checkbox"/> Pour l'argent que l'on nous donne <input type="checkbox"/> Parce que j'aime sortir de chez moi <input type="checkbox"/> Ne sait pas / Pas de réponse <input type="checkbox"/> Autre, préciser : _____
C313	(Q311=Non) Pourquoi ?  (NB : Ne pas lire les réponses)	<input type="checkbox"/> Cela prend trop de temps <input type="checkbox"/> Nous ne recevons pas de compensation <input type="checkbox"/> Nous ne recevons pas assez de compensation <input type="checkbox"/> Je dois toujours remplacer les absents <input type="checkbox"/> Autre, préciser : _____
<b>4. Pérennisation</b>		
C401	Quelles sont les difficultés principales auxquelles les cuisinières et le magasinier ont été confrontées durant le projet Keun Faaba ?  NB : Lister les options	<input type="checkbox"/> Manque de contribution communautaires <input type="checkbox"/> Disponibilité des vivres <input type="checkbox"/> Manque de motivation des cuisinières <input type="checkbox"/> Manque de motivation du magasinier <input type="checkbox"/> Détournement des vivres <input type="checkbox"/> Absence des bénévoles ou maladie <input type="checkbox"/> Mécontentement entre les cuisinières <input type="checkbox"/> Disponibilité du bois <input type="checkbox"/> Manques d'ustensiles <input type="checkbox"/> Dysfonctionnement des foyers améliorés <input type="checkbox"/> Manque de foyers améliorés <input type="checkbox"/> Non protection des repas

N°	Question	Réponse
		<input type="checkbox"/> Manque de variété dans les repas <input type="checkbox"/> Qualité des vivres et problématique de péremption <input type="checkbox"/> Aucune <input type="checkbox"/> Autre, préciser : _____
C402	Pensez-vous que ces difficultés ont été résolues ? ou le seront d'ici la fin du projet ?	<input type="radio"/> Oui, vraiment <input type="radio"/> Oui, plus ou moins <input type="radio"/> Non, pas vraiment <input type="radio"/> Non, pas du tout <input type="checkbox"/> Ne sait pas / Pas de réponse
C403	Quelles sont les difficultés, qui risquent de se poser après le départ de Keun Faaba, et la mise en place de PNASI ?  <i>NB : Lister les options</i>	<input type="checkbox"/> Manque de contribution communautaires <input type="checkbox"/> Disponibilité des vivres <input type="checkbox"/> Manque de motivation des cuisinières <input type="checkbox"/> Manque de motivation du magasinier <input type="checkbox"/> Détournement des vivres <input type="checkbox"/> Absence des bénévoles ou maladie <input type="checkbox"/> Mécontentes entre les cuisinières <input type="checkbox"/> Disponibilité du bois <input type="checkbox"/> Manques d'ustensiles <input type="checkbox"/> Dysfonctionnement des foyers améliorés <input type="checkbox"/> Manque de foyers améliorés <input type="checkbox"/> Non protection des repas <input type="checkbox"/> Manque de variété dans les repas <input type="checkbox"/> Qualité des vivres et problématique de péremption <input type="checkbox"/> Aucune <input type="checkbox"/> Autre, préciser : _____
C404	Pensez-vous continuer à être cuisinière ou magasinier avec le nouveau programme ?	<input type="radio"/> Oui <input type="radio"/> Non <input type="checkbox"/> Ne sait pas / Pas de réponse
C405	(C404 = Non) Pourquoi ne souhaitez-vous pas participer ?  <i>(NB : Ne pas lire les réponses)</i>	<input type="checkbox"/> Cela prend trop de temps <input type="checkbox"/> Nous ne recevons pas de compensation <input type="checkbox"/> Nous ne recevons pas assez de compensation <input type="checkbox"/> Je dois toujours remplacer les absents <input type="checkbox"/> Je crains qu'il y ait des difficultés d'approvisionnement <input type="checkbox"/> Je crains qu'il y ait des problèmes d'organisation <input type="checkbox"/> Ne sait pas / Pas de réponse <input type="checkbox"/> Autre, préciser : _____
<b>4. Commentaires</b>		
C501	Faites-nous part de vos commentaires, si vous en avez éventuellement ?	
C%02	En tant que l'intervieweur, veuillez fournir des commentaires supplémentaires (par exemple, problèmes, clarifications, commentaires).	

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

**Fin du questionnaire**

# OUTIL D'OBSERVATION DE L'ECOLE

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)

## OUTIL D'OBSERVATION DE L'ECOLE 1

1. Cantine - Magasin		
100	Nombre d'écoles dans le groupement, qui partage les latrines	—
101	L'école a-t-elle une cantine ?	<input type="radio"/> Oui <input type="radio"/> Oui, mais à l'air libre <input type="radio"/> Non
102	(Q101=oui) La cantine est-elle bien équipée ?	<input type="radio"/> Oui, très bien <input type="radio"/> Oui, plutôt <input type="radio"/> Assez bien <input type="radio"/> Pas, vraiment <input type="radio"/> Non, pas du tout
103	(Q101=oui) La cantine est-elle propre ?	<input type="radio"/> Oui, très bien <input type="radio"/> Oui, plutôt <input type="radio"/> Assez bien <input type="radio"/> Pas, vraiment <input type="radio"/> Non, pas du tout
104	L'école dispose-t-elle d'un magasin ?	<input type="radio"/> Oui <input type="radio"/> Oui, mais non-accessible fermé) <input type="radio"/> Non
105	(Q104=oui) Le magasin est-il propre ?	<input type="radio"/> Oui, très bien <input type="radio"/> Oui, plutôt <input type="radio"/> Assez bien <input type="radio"/> Pas, vraiment <input type="radio"/> Non, pas du tout
106	(Q104=oui) Le magasin est-il bien rangé ?	<input type="radio"/> Oui, très bien <input type="radio"/> Oui, plutôt <input type="radio"/> Assez bien

		<input type="radio"/> Pas, vraiment <input type="radio"/> Non, pas du tout
107	Nombre de latrines dont dispose l'école	/ ____ /
108	Nombre de latrines fonctionnelles	/ ____ /
109	Nombre de latrines femmes uniquement	/ ____ /
110	Les latrines sont-elles propres ?	<input type="radio"/> Oui, très bien <input type="radio"/> Oui, plutôt <input type="radio"/> Assez bien <input type="radio"/> Pas, vraiment <input type="radio"/> Non, pas du tout

## OUTIL D'OBSERVATION DE L'ECOLE - 2

2. Hygiène		
201	L'école a-t-elle accès à de l'eau ?	<input type="radio"/> Oui, dans l'école <input type="radio"/> Oui, à proximité de l'école <input type="radio"/> Oui, mais loin de l'école <input type="radio"/> Non
202	L'eau est-elle potable ?	<input type="radio"/> Oui <input type="radio"/> Non
203	Nombre de stations de lavage des mains dans l'école ?	/ ____ /
204	Les stations de lavage des mains ont-elles de l'eau ?	<input type="radio"/> Presque tous (80 à 100%) <input type="radio"/> La plupart (60 à 80 %) <input type="radio"/> La moitié (40 à 60%) <input type="radio"/> Une faible part (20 à 40%) <input type="radio"/> Très peu (0 à 20%) <input type="radio"/> Aucun
205	<i>Les stations de lavage des mains ont-elles du savon (ou les cendres de remplacement localement acceptées) ?</i>	<input type="radio"/> Presque tous (80 à 100%) <input type="radio"/> La plupart (60 à 80 %) <input type="radio"/> La moitié (40 à 60%) <input type="radio"/> Une faible part (20 à 40%) <input type="radio"/> Très peu (0 à 20%) <input type="radio"/> Aucun
206	<i>Pensez-vous que les stations de lavage des mains sont couramment utilisées ?</i>	<input type="radio"/> Oui, souvent <input type="radio"/> Parfois <input type="radio"/> Non, jamais
207	<i>Personnellement, avez-vous vu des élèves qui utilisaient des stations de lavage des mains ?</i>	<input type="radio"/> Oui, beaucoup <input type="radio"/> Oui, quelques-uns <input type="radio"/> Non
208	L'école a-t-elle un jardin ?	<input type="radio"/> Oui <input type="radio"/> Non
209	L'école a-t-elle une clôture	<input type="radio"/> Oui <input type="radio"/> Non
210	<i>Cette clôture est-elle suffisante pour protéger les infrastructures sanitaires de l'école</i>	<input type="radio"/> Oui, très bien <input type="radio"/> Oui, plutôt <input type="radio"/> Assez bien

		<input type="radio"/> Pas, vraiment <input type="radio"/> Non, pas du tout
211	<i>Cette cloture est-elle suffisante pour protéger le jardoin de l'école?</i>	<input type="radio"/> Oui, très bien <input type="radio"/> Oui, plutôt <input type="radio"/> Assez bien <input type="radio"/> Pas, vraiment <input type="radio"/> Non, pas du tout

**Commentaires :**

## Annex 8: Et4d Team Members

### **Project Director and Evaluation Lead**

██████████, MBA and Master's in M&E

██████████ is an international multilingual development professional with more than 25 years of experience. She is an evaluation expert with vast experience in mixed-methods design and analysis, applied research, as well as the promotion of evidence-based findings for organizational learning and project improvement. Additionally, ██████████ is highly experienced with the planning, management and monitoring of data-collection processes, as well as with quality-assurance procedures. ██████████ has worked for USAID, the World Bank and other overseas foundations, international organizations and donors. ██████████ has led six USDA McGovern-Dole performance and impact evaluations. She has also headed six EGRA-focused World Bank evaluations, and four USAID programs. She is a skilled strategic planner with a heightened ability to conceptualize, innovate, plan and execute ideas and systems even under stressful conditions, all while meeting deadlines. She is an excellent communicator who expresses her ideas and concepts with clarity and conciseness in written, oral and visual form.

For CRS Benin, she acted as Director and Team Lead and has served as the main point of contact. She advised on research methods, led the enumerator training for the survey tools and facilitated KIIs. ██████████ also led the writing of the final evaluation report, working closely with all team members

### **Data Analysis Lead**

Professor Michel Rousseau, a native Canadian French speaker, has been a university professor since 2005. He teaches psychometrics, quantitative methods and classroom assessment. Alongside his academic commitments, he has also worked as a consultant for international development projects in many countries, mainly in Africa (Guinea, Senegal, Nigeria, Morocco and Zambia). In those projects, he has helped develop assessment tests for impact evaluation as well as conducted test equating and other statistical analyses. With Et4d, he performed the data analysis for the PEARL project in the South Pacific for the early-grade reading evaluations, for the endline and baseline evaluations in Cameroon for Nascent Solutions and for the CRS Food for Education (FFE II) baseline evaluation in Benin. Additionally, he is the founder of GAUSS, a consultant company in Quebec that offers services in the research and psychometrics fields.

For CRS Benin, ██████████ guided the ET on all issues related to sampling and conducted the quantitative analysis.

### **Senior Education and Literacy Expert**

**Alice Michelazzi**

██████████ is a fluent French speaker. She has worked on programs focusing on basic education, youth programming, multilingual education, community-school relationships, reading, girls' education, as well as training and curriculum development. ██████████ has led EGRA-instrument design workshops and numerous data-collection projects using technology around the globe, working with leading firms such as Et4d, Chemonics, Edintersect, School to School International (STS) and Montrose. ██████████ has participated in nine McGovern-Dole program evaluations as EGRA trainer, quality-assurance expert and survey coordinator (in Cameroon, Benin, Mali, Tanzania, Madagascar and Mauritania).

For CRS Benin, [REDACTED] advised the team in regard to instrument development and interview protocols, trained the EGRA enumerators in Benin, defined the quality-assurance protocols, supervised the data collection for EGRA, performed KIIs and wrote the relevant sections of the final project report.

#### **Senior Nutrition and WASH Expert**

[REDACTED], MPA

[REDACTED] is an M&E specialist with more than 10 years of experience in the field of rural development. She has conducted evaluation and research studies in agriculture, nutrition, gender, saving and loans, health, education, WASH and rural infrastructures. [REDACTED] has worked for various organizations such as FAO, the Seeds of Life program and PNDS (both AusAID-funded), Marie Stopes International (MSI) and, more recently, CARE (School Feeding Program HATUTAN). [REDACTED] main area of expertise lies with implementing household and agricultural surveys, but she has also been involved in a wide range of projects, ensuring her ability to contribute to a variety of other sectors, such as nutrition (tracked nutritional indicators for the Seeds of Life program), gender and health (gathered data about gender-based violence and maternal health for MSI and HAMORIS) or saving and loans (case study on Seeds of Life saving groups, and evaluation of World Vision's Saving for Transformation groups). [REDACTED] is also a native French speaker, and her language abilities can greatly shorten the process of analysis for qualitative data.

For CRS Benin, as the Senior Nutrition and WASH expert, [REDACTED] advised the team on instrument development and wrote the evaluation report sections related to hygiene and nutrition.

#### **Survey Trainer and Field Coordinator**

**Appolinaire Appalo**

M. Appolinaire Appalo is Et4d's local partner in Benin. Mr Appalo graduated with a master's of science in Mathematics, Economics and Statistics from the African School of Economics (ASE) in Benin. He has experience with various empirical work and in impact-evaluation surveys. For the Gender Innovation Lab (GIL / World Bank), he has successfully managed the implementation of data collections both in Benin and in the Democratic Republic of Congo. He has conducted various studies in Benin as principal investigator, including the setup of internal data-collection mechanisms, the monitoring and evaluation of the Sustainable Development Goals (SDGs) assigned to the Ministry of Decentralization and Local Governance financed by the German International Organization (GIZ) and the External Monitoring of the Enumeration (EME) of the mosquito net-free distribution project in Benin initiated by the National Malaria Control Program (PNLP-Benin) 2020 Edition. [REDACTED] speaks five local Beninese languages and has technique skills required for the management of enumerators in quality data collection. He has working experience in all 12 regions of Benin.

For CRS Benin, [REDACTED] helped recruit and manage the enumerators, facilitated FGDs and KIIs with the Et4d team and controlled the quality of the data collected. [REDACTED] also provided the logistical support needed to complete the evaluation in Benin.

#### **EGRA Trainer and Field Coordinator Assistant**

**Annick Otchoun**

[REDACTED] is a local field researcher from Benin. [REDACTED] graduated with a bachelor's degree in communication and marketing from Gasa Formation University in Benin. For the World Food Program, she has worked as a data collector in school-canteen monitoring and has supervised food-distribution operations targeting vulnerable households. She has performed qualitative and quantitative research to support the T-ventures consulting firm in Benin. For Firm us Advisory, a Ghanaian consulting firm, she hired and trained enumerators for market research in Benin. She speaks four local Beninese

languages. Through her six years of experience working with communities, she has built a formidable community approach for evaluations and research.

For CRS Benin, [REDACTED] assisted [REDACTED] during the EGRA training and facilitated FGDs and KIIs with the Et4d team. [REDACTED] also supported the field coordinator with administrative tasks.

# Annex 9: Statistical Weighting & Adjustment Factors

## Sampling Weights

To correct estimates for unequal probability of selection caused by clustering of the sample, we applied a two-step procedure for weighting the data. In the first step, base weights were computed for each dataset; in the second step, adjustment factors were applied to correct for non-participation of the selected subjects, as well as selection within school.

The probability of inclusion of each student in strata  $s = \{\text{control urban, control rural, program urban, program rural}\}$  is:

$$\pi^s = \left[ \frac{m_i^s * n^s}{M^s} \right] * \left[ \frac{s^s}{m_i^s} \right] = \frac{s^s * n^s}{M^s}$$

Where

- $g_i^{ab}$  is the total enrollment of school  $i$  in strata  $s$
- $M^s$  is the total enrollment of all schools in strata  $s$
- $n^s$  is the total number of schools sampled in strata  $s$
- $s^s$  is the number of students sampled per school in strata  $s$

Thus, the school weight (inverse probability of selection) for strata  $s$  is:

$$W_s = 1/\pi^s = \frac{M^s}{s^s * n^s}$$

## Adjustment factors

The probability of inclusion of participant type  $k = \{\text{teacher, parent, student (Grades 4-6)}\}$  in the teacher, parent, student attentiveness and WASH surveys, respectively is:

$$\pi^k = \frac{s^{k,i}}{M^{k,i}}$$

Where

- $s^{k,i}$  is the number of participant type  $k$  sampled in school  $i$
- $M^{k,i}$  is the total number of all participant type  $k$  in school  $i$

Thus, the adjustment factor (inverse probability of selection) for participant type  $k$  is:

$$A_k = 1/\pi^k = \frac{M^{k,i}}{s^{k,i}}$$

Finally, for the EGRA reading assessment, the probability of selecting a non-repeating student of gender  $g = \{\text{male, female}\}$  from the 3<sup>rd</sup> grade of school  $i$  is:

$$\pi^{g,i} = \frac{s^{g,i}}{M^{g,i}}$$

Where

- $s^{g,i}$  is the number of non-repeating students of gender  $g$  sampled from the 3<sup>rd</sup> grade of school  $i$
- $M^{g,i}$  is the total number of non-repeating students of gender  $g$  in school  $i$

Thus, the adjustment factor (inverse probability of selection) for EGRA reading scores is:

$$A_{g,i} = 1/\pi^{g,i} = \frac{M^{g,i}}{s^{g,i}}$$

Adjustment factors are multiplied by the respective school weight when weighting each observation.

## Annex 10: Indicators Calculation

Indicator - Definition	Formula
MGD INDICATOR 1: Percentage of students who, by the end of two grades of primary schooling, demonstrate that they can read and understand the meaning of grade level text Benchmark: 60% (3/5 correct answers)	EGRA test includes 5 comprehension questions. This index ensures the proportion of students getting 3 correct answers out of 5.
Percentage of parents who report spending time on literacy activities with their students in the preceding three days	Proportion of “Yes” for item QP606 in the Parent questionnaire
Percentage of students in target schools who are identified as attentive during class/instruction	Proportion of “Yes” for attention recorded in the student hygiene questionnaire
Percentage of schools with soap and water at a hand washing station commonly used by students	Proportion of “Yes” in school observation questionnaire questions QE204 and QE205
Percentage of students in target schools who achieve a passing score on a test of good health and hygiene practices Passing Score: 70%	Proportion of student with number of good answers on items QS201 to QS210 >70%
<b>Literacy Achievement Index:</b> The literacy achievement index, which is a point system that is used to measure how well a sample of students are performing. An index system measures achievement and changes in achievement along the performance distribution rather than the very narrow focus of a proficiency indicator	Category 1 (Non-Reader): Letter name = 0 Category 2 (Emerging Pre-Reader): Letter name > 0 & Familiar word =0 Category 3 (Novice Reader) : ORF < 20 words per minute Category 4 (Intermediate Reader) : ORF > 20 words per minute & Reading comprehension < 60% Category 5 (Fluent Comprehending Reader): Reading comprehension >=60%
MGD INDICATOR 2: Average student attendance rate in USDA supported classrooms/schools	Number of present students /numbers of expected registered on the day of the evaluation.
Percentage of children receiving a minimum acceptable diet	Proportion of student who have had at least 3 meals and be eaten at least 4 of the 7 main food groups the previous day.

# Annex 11: Comprehensive EGRA Results

## Improved Literacy Indicator

**Table 28: Proportion of Students Meeting the Improved Literacy Indicator**

	Control %	Project %	p-value
% of students meeting indicator	2.5%	0.1%	0.007

**Table 29: Distribution of Reading Comprehension Scores by School Type**

	Control	Project	Difference
RC Score 0%	87.0%	95.3%	8.3
RC Score 20%	5.5%	3.5%	-2.0
RC Score 40%	5.1%	0.6%	-4.5
RC Score 60%	2.1%	0.2%	-1.9
RC Score 80%	0.4%	0.0%	-0.4
RC Score 100%	0.0%	0.3%	0.3

## Snapshot of Mean Scores by School Type

**Table 30: Mean Scores by School Type**

	Control Mean	Project Mean	p-value
Vocabulary (%)	54.7	51.9	0.270
Listening comprehension (%)	18.6	17.0	0.480
Letter name (clpm)	8.2	7.8	0.596
Letter sound (cspm)	12.0	12.9	0.462
Familiar word (cwpm)	4.7	3.2	0.051
Non-word (cwpm)	3.9	2.4	0.014
Reading passage (cwpm)	5.5	4.3	0.207
Reading comprehension (%)	4.7	1.4	0.003

## Mean Scores by School Type and Gender

**Table 31: Mean Scores by School Type and Gender**

	<b>Control</b>		<b>Project</b>		<b>p-value</b>
	<b>Girls</b>	<b>Boys</b>	<b>Girls</b>	<b>Boys</b>	
<b>Vocabulary (%)</b>	52.3	57.28	50.5	53.1	0.001
<b>Listening comprehension (%)</b>	17.8	19.5	16.5	17.4	0.208
<b>Letter name (clpm)</b>	8.2	8.2	7.5	8.0	0.942
<b>Letter sound (cspm)</b>	12.4	11.6	12.9	12.9	0.316
<b>Familiar word (cwpm)</b>	4.6	4.8	2.9	3.5	0.830
<b>Non-word (cwpm)</b>	3.8	4.1	2.1	2.6	0.540
<b>Reading passage (cwpm)</b>	5.0	6.0	4.2	4.4	0.124
<b>Reading comprehension (%)</b>	4.6	4.8	1.4	1.4	0.777

## Mean Scores by School Type and Location

**Table 32: Mean Scores by School Type and Urban/Rural Location**

	<b>Control</b>		<b>Project</b>		<b>p-value</b>
	<b>Rural</b>	<b>Urban</b>	<b>Rural</b>	<b>Urban</b>	
<b>Vocabulary (%)</b>	50.5	64.9	46.2	56.8	> 0.000
<b>Listening comprehension (%)</b>	14.0	29.8	12.5	20.9	>0.000
<b>Letter name (clpm)</b>	7.6	9.6	6.9	8.5	0.088
<b>Letter sound (cspm)</b>	11.1	14.3	12.9	12.9	0.082
<b>Familiar word (cwpm)</b>	3.9	6.7	2.9	3.5	0.035
<b>Non-word (cwpm)</b>	3.4	5.2	2.1	2.6	0.125
<b>Reading passage (cwpm)</b>	4.7	7.3	4.1	4.6	0.091
<b>Reading comprehension (%)</b>	4.2	5.8	0.8	1.9	0.408

## Zero scores by School Type

**Table 33: Zero Scores by School Type**

	<b>Control %</b>	<b>Project %</b>	<b>p-value</b>
<b>Vocabulary (%)</b>	1.1	1.7	0.470
<b>Listening comprehension (%)</b>	55.7	53.0	0.540
<b>Letter name (clpm)</b>	19.5	17.8	0.504
<b>Letter sound (cspm)</b>	11.8	8.9	0.192
<b>Familiar word (cwpm)</b>	67.1	64.1	0.481
<b>Non-word (cwpm)</b>	68.7	68.4	0.945
<b>Reading passage (cwpm)</b>	68.4	66.1	0.609
<b>Reading comprehension (%)</b>	87.0	95.3	0.001

## Zero Scores by School Type and Gender

**Table 34: Zero Scores by School Type and Gender**

	<b>Control</b>		<b>Project</b>		<b>p-value</b>
	<b>Girls</b>	<b>Boys</b>	<b>Girls</b>	<b>Boys</b>	
<b>Vocabulary (%)</b>	1.1	1.3	1.7	1.7	0.894
<b>Listening comprehension (%)</b>	56.3	55.2	53.6	52.5	0.723
<b>Letter name (clpm)</b>	17.7	21.4	16.2	19.2	0.253
<b>Letter sound (cspm)</b>	10.5	13.1	6.5	11.0	0.313
<b>Familiar word (cwpm)</b>	65.4	69.8	64.5	63.6	0.079
<b>Non-word (cwpm)</b>	68.6	68.8	68.1	68.7	0.935
<b>Reading passage (cwpm)</b>	69.2	67.6	65.3	66.8	0.587
<b>Reading comprehension (%)</b>	87.3	86.6	94.9	95.8	0.656

## Zero Scores by School Type and Location

**Table 35: Zero Scores by School Type and Urban/Rural Location**

	<b>Control</b>		<b>Project</b>		<b>p-value</b>
	<b>Rural</b>	<b>Urban</b>	<b>Rural</b>	<b>Urban</b>	
<b>Vocabulary (%)</b>	1.3	0.9	2.4	1.1	0.590
<b>Listening comprehension (%)</b>	66.3	29.9	58.7	48.1	>0.000
<b>Letter name (clpm)</b>	20.9	16.0	18.7	16.9	0.190
<b>Letter sound (cspm)</b>	11.8	11.7	8.6	9.1	0.983
<b>Familiar word (cwpm)</b>	70.5	59.0	65.6	62.8	0.073
<b>Non-word (cwpm)</b>	71.0	63.1	70.7	66.4	0.227
<b>Reading passage (cwpm)</b>	71.8	60.3	68.3	64.2	0.088
<b>Reading comprehension (%)</b>	88.5	83.2	97.6	93.4	0.290

## EGRA by reading Categories

In order to get a better sense of the distribution of EGRA score along the progression scale from non-reader to fluent readers, we have been built levels using the letter name, reading passage and reading comprehension subtasks. The five level are

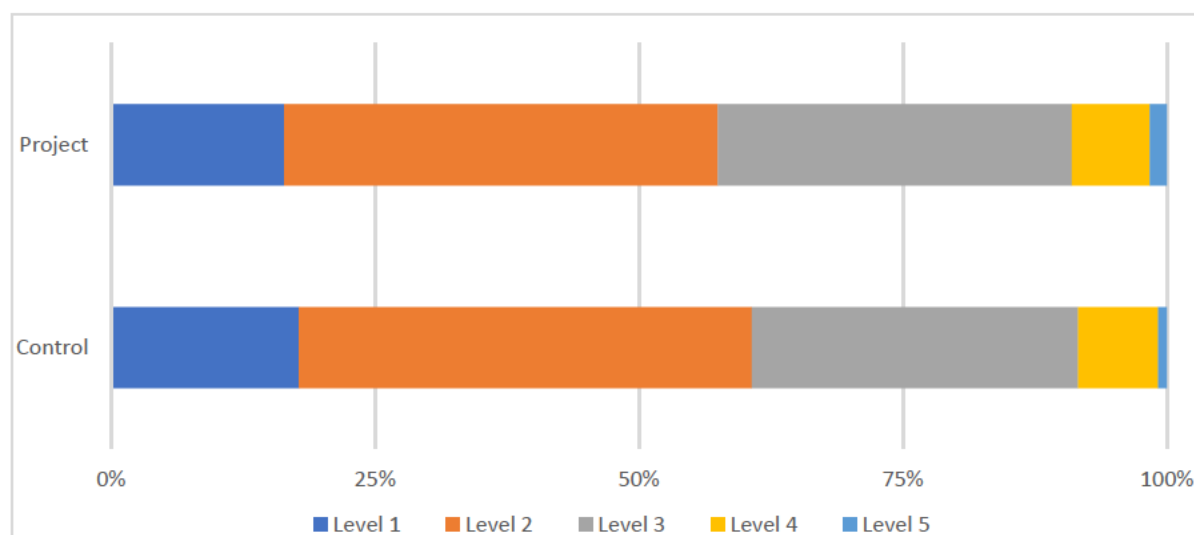
- Level 1: Non-Reader: the child does not read any letter
- Level 2: Emerging Pre-Reader: the child reads letters but no words
- Level 3: Novice Reader: the child reads less than 20 words per minute
- Level 4: Intermediate Reader: the child reads more than 20 words per minute  $\leq 60\%$  RC
- Level 5: Fluent Comprehending Reader: the child reads more than  $\geq 60\%$  RC

**Table 36: Percentage of student per reading category**

	<b>Control %</b>	<b>Project %</b>	<b>Difference</b>
<b>Level 1: Non-Reader</b>	18.8%	17.3%	-1.5
<b>Level 2: Emerging Pre-Reader</b>	49.7%	48.9%	-0.8

<b>Level 3: Novice Reader</b>	22.7%	30.1%	7.4
<b>Level 4: Intermediate Reader</b>	6.4%	3.3%	-3.1
<b>Level 5: Fluent Comprehending Reader</b>	2.5%	0.5%	-2.0

Figure 15: Index and category by school type



#### Literacy Index

Unfortunately, we know that it will be very challenging for CRS to reach its target for the improved literacy of school-age children indicator, therefore we feel that we need another indicator, which will capture the progress made on the lower-level tasks such as reading letter and words, instead of only focusing on reading comprehension. Such an indicator could be referred to as a literacy index. In the literacy index, we attribute points to each child reaching one of the following five levels, and then computed a weighted average. The values in points of each reading level are the following:

- Level 1 - Non-Reader: 0 point
- Level 2 - Emerging Pre-Reader: 25 points
- Level 3 - Novice Reader: 50 points
- Level 4 - Intermediate Reader: 75 points
- Level 5 - Fluent Comprehending Reader: 100 points

If, for a given aggregate, all the students know zero letters the literacy index value will be 0 point. If all students reach the comprehension benchmark of 60% RC, the index value will be 100 points.

#### Literacy Index by school type

**Table 37: Literacy Index Per School Type**

	<b>Control Mean</b>	<b>Project Mean</b>	<b>p-value</b>
<b>Literacy Index</b>	31.0	30.2	0.709

Literacy Index by gender

**Table 38: Literacy Index Per School Type and Gender**

	<b>Control</b>		<b>Project</b>		<b>p-value</b>
	<b>Girls</b>	<b>Boys</b>	<b>Girls</b>	<b>Boys</b>	
<b>Literacy Index</b>	30.9	31.2	30.7	29.9	0.846

Literacy Index by commune

**Table 39: Literacy Index by Commune for Control Schools**

	<b>Mean</b>
<b>Banikoara</b>	32.4
<b>Bembereke</b>	43.6
<b>Nikki</b>	31.2
<b>Sinende</b>	23.6

**Table 40: Literacy Index by Commune for Program Schools**

	<b>Mean</b>
<b>Gogounou</b>	35.4
<b>Kalalé</b>	31.6
<b>Kandi</b>	29.7
<b>Malanville</b>	27.2

Literacy Index by geographic location (Urban/Rural)

**Table 41: Literacy Index by Commune for Program Schools by Location (Urban/Rural)**

	Control		Project		p-value
	Rural	Urban	Rural	Urban	
<b>Literacy Index</b>	29.5	34.6	29.4	31.0	0.119

### Factors Associated with Reading Fluency

#### Student Characteristics

**Table 42: Regression Coefficient for Student Characteristics**

Student Characteristics	%	Regression coefficient	p-value
<b>Have been to kindergarten</b>	31.3%	1.37	0.034
<b>Eat before going to school</b>	71.1%	-1.59	0.116
<b>Eat during recess</b>	86.6%	2.41	<0.000
<b>Eat at the canteen</b>	51.8%	-0.04	0.232
<b>Absent from school last week</b>	20.9%	-0.68	0.213

#### Reading Frequency at School

**Table 43: Regression Coefficient for Reading in Class**

Reading in Class	%	Regression coefficient	p-value
<b>Never (base level)</b>	7.8%	-	-
<b>Once every month</b>	6.5%	-0.05	0.917
<b>Once every week</b>	29.8%	1.03	0.003
<b>Several times per week</b>	50.6%	5.22	<0.000
<b>Every day</b>	5.4%	17.6	<0.000

#### Reading Books at Home

The regression coefficients in Table 43 suggest that having French reading books or other French reading materials at home had little effect on reading fluency scores. Students with French reading materials at home read one more correct word per minute compared to students with no reading materials in French. Thus, although 30% of students had French reading books at home, it was not necessarily an

advantage in this EGRA study. However, other factors could have influenced this result such as the type and level of the book, parents' literacy, and whether students read at home – all of these factors are explored and discussed in the following sections.

**Table 44: Regression Coefficient for French Reading Books at Home**

<b>Books at home</b>	<b>%</b>	<b>Regression coefficient</b>	<b>p-value</b>
<b>French reading book at home</b>	34.7%	3.49	<0.000
<b>Other French reading materials at home</b>	26.2%	4.32	<0.000

#### Family Literacy

Family literacy results in Table 44 indicate that parent literacy is low, but most students have somebody at home who can read. Given that 74% of students have a sibling who can read, this is likely the person who most often helps them with homework and reading. However, because their knowledge of reading may also be low, there is practically no correlation with improved reading scores. On the other hand, students who had a mother or father who can read actually read 1.3 more cwpm than students without a literate parent. Therefore, parent literacy may be an important factor in improving student reading fluency.

**Table 45: Regression Coefficient for Family Literacy**

<b>Family literacy</b>	<b>%</b>	<b>Regression coefficient</b>	<b>p-value</b>
<b>Somebody can read at home</b>	82.0%	2.94	<0.000

#### Home study and Reading Habits

**Table 46: Regression Coefficient for Home Study and Reading Habits**

<b>Reading habits</b>	<b>%</b>	<b>Regression coefficient</b>	<b>p-value</b>
<b>Read or study in French at home</b>	58.9%	5.79	<0.000
<b>Students do homework after school</b>	29.5%	6.01	<0.000
<b>Someone at home read or tell stories</b>	19.6%	2.62	0.003
<b>Someone at home help with homework</b>	51.2%	5.27	<0.000

<b>Father help with homework</b>	11.0%	8.63	<0.000
<b>Mother help with homework</b>	4.6%	3.47	0.022
<b>Brother or sister help with homework</b>	51.9%	2.79	<0.000
<b>Someone helped in the last three day</b>	37.1%	4.10	<0.000
<b>Someone asks student to read letters or words</b>	22.2%	3.61	<0.000

**Table 47: Regression Coefficient for Good Grades**

<b>What parents do when student has good grades</b>	<b>%</b>	<b>Regression coefficient</b>	<b>p-value</b>
<b>Congratulate</b>	30.2%	5.69	<0.000
<b>Give a reward</b>	17.3%	5.78	<0.000
<b>Say that they are happy</b>	28.7%	6.40	<0.000
<b>Do nothing</b>	43.7%	-4.84	<0.000
<b>They don't know student grades</b>	4.8%	-3.52	<0.000

**Table 48: Regression Coefficient for Bad Grades**

<b>What parents do when student has bad grades</b>	<b>%</b>	<b>Regression coefficient</b>	<b>p-value</b>
<b>Try to help me</b>	8.0%	4.37	0.009
<b>Say that I must work harder</b>	16.8%	6.43	<0.000
<b>Scold me</b>	30.1%	3.64	<0.000
<b>Punish me</b>	7.6%	3.61	0.005
<b>Hit me</b>	15.9%	0.30	0.673
<b>Do nothing</b>	41.5%	-4.38	<0.000
<b>They don't know student grades</b>	5.2%	-3.45	<0.000

## Annex 12: Terms of Reference



# **McGovern-Dole International Food For Education (FFEI) and Child Nutrition Program Keun Faaba Benin**

## **Terms of Reference for Final Evaluation**

August 2022

*These draft Terms of Reference are subject to review and changes by USDA prior to contracting the consultant or consultant firm.*

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## List of Acronyms

<b>AME</b>	Association des Mères d'Elèves or Mothers of Students Association
<b>APE</b>	Association des Parents d'Elèves or Parents of Students Association
<b>CRP</b>	Chef de Région Pédagogiques
<b>CI</b>	Cours d'Initiation or Initiation Course Level (grade 1)
<b>CP</b>	Cours Préparatoire or Preparatory Course Level (grade 2)
<b>CRS</b>	Catholic Relief Services
<b>DANA</b>	Direction of Food and Applied Nutrition
<b>DAS</b>	Direction of School Feeding
<b>DEP</b>	Direction of Primary Education
<b>DEMP</b>	Direction of Preschool and Primary Education
<b>DIIP</b>	Direction of Pedagogical Inspection and Innovation
<b>EGRA</b>	Early Grade Reading Assessment
<b>FFE</b>	Food For Education
<b>GoB</b>	Government of Benin
<b>INFRE</b>	National Institute for Training and Research in Education
<b>INGO</b>	International Non-Governmental Organization
<b>MEAL</b>	Monitoring & Evaluation, Accountability and Learning
<b>MEMP</b>	Ministry of Preschool and Primary Education
<b>NGO</b>	Non Governmental Organization
<b>PfD</b>	Partners for Development
<b>PMP</b>	Performance Monitoring Plan
<b>PTA</b>	Parent – Teacher Association
<b>SO</b>	Specific Objective
<b>THR</b>	Take Home Ration
<b>TOR</b>	Terms of Reference
<b>UN</b>	United Nations
<b>USAID</b>	United States Agency for International Development
<b>USDA</b>	United States Department of Agriculture
<b>URP-BA</b>	Union Régionale des Producteurs or Regional Producers Union—Borgou/Alibori
<b>WEI</b>	World Education Inc.

## 1. Purpose

This purpose of the Terms of Reference (TOR) is to describe the objectives and minimum methodological requirements for the Final Evaluation for CRS Benin's USDA-funded McGovern-Dole International Food For Education (FFEI) and Child Nutrition Program. The TOR outline the conditions, tasks and responsibilities of an external consultant or firms to conduct this evaluation. Given that CRS was satisfied with the performance of the external consultant firm that led the baseline and the mid-term evaluation, CRS will continue to collaborate with this firm. However, CRS always reserves the right to do a competitive bid process in the case that the external consultant sets new conditions that do not meet CRS' expectations.

For consistency purposes, it is also expected that the consultancy team members will remain the same and if any changes would need to be approved by CRS.

## 2. Project Background

Through its program in Benin, Catholic Relief Services (CRS) is implementing a five-year (2018 – 2022) United States Department of Agriculture (USDA) McGovern-Dole International Food for Education and Child Nutrition Program (MGD) award, Food for Education II (FFEI). The project's local name is Keun Faaba (Supporting Education in Bariba, the most commonly spoken language the project's implementation zone). In this project, CRS aims to improve the literacy and health and dietary practices of school age children in northern Benin. The MGD17/Keun-Faaba project intervenes in primary schools and preschools in the same area as Food for Education phase I (FFEI). The purpose of this TOR is to provide an overview of the scope, design, methods and approximate timeline for the MGD17/Keun-Faaba project's final evaluation activities. Keun Faaba project is valued at \$21,350,686.00 which includes 6,610 MT of commodities (Soy-Fortified Cornmeal, Green Split Peas, Fortified Rice, Vegetable oil and Lentils).

Over the life of the project, CRS planned to reach approximately 46,118 individuals participating in USDA's MGD program. Participating individuals include :

41,977 primary and preschool schoolchildren who will receive daily school meals (breakfast, snack, lunch) over the 4-year life of the project and benefit from improved education quality activities;

1. 3,533 parents/caregivers (1,104 people including cooks, storekeepers, nutrition teachers, principals, PTA and AME canteen committee members, 23 female Community Health Workers (CHW), 266 teachers and 144 administrators, 1,026 people including other APE and AME teachers, principals, 450 existing Savings and Internal Lending Communities (SILC) group members, and 970 mothers and fathers participating in listening groups ) who will benefit from training or other support as result of the Keun Faaba project;
2. 156 school administrators, 266 teachers/educators teaching assistant receive training;
3. 600 community farm producers (counted as laborers) who will receive training on community farm management; and
4. 8 government officials who will receive and provide technical support.

5. 97 Parent-Teacher Association PTA supported

The objectives of MGD17/Keun Faaba project are:

1. Improve the literacy of school-age children by improving the quality of literacy instruction, improving attentiveness, and improving student attendance;
2. Improve student attentiveness by providing school meals;
3. Improve student attendance through raising awareness of the importance of education, enrollment campaigns, and training parent-teacher associations;
4. Increase the use of health and dietary practices by improving knowledge of health and hygiene practices, increasing knowledge of safe food preparation and storage practices, increasing knowledge of nutrition, increasing access to clean water and sanitation services, and increasing access to requisite food preparation and storage tools and equipment.

The purpose of the final evaluation is to assess progress towards achieving the two strategic objectives of USDA's MGD program: (1) Improved literacy of school-age children and (2) Increased use of health and dietary practices in targeted schools.

The project's Strategic Objectives and expected results are further detailed in the Project-level Results Framework as shown in **Annex A**.

The following activities are being implemented in order to achieve MGD17/Keun Faaba Objectives:

1. Building/Rehabilitation: Latrines
2. Building/Rehabilitation: Wells and water stations/systems
3. Capacity Building: Local, Regional, and National level
4. Create WASH-Friendly Schools
5. Distribution: School supplies and materials
6. Establish Activities to Promote Literacy
7. Establish and Maintain School Gardens
8. Establish Community Farms
9. Promote Teacher Attendance
10. Provide School Meals
11. Provide Take Home Rations
12. Raising Awareness of the Importance of Education
13. Training: Food Preparation and Storage Practices
14. Training: Good health and sanitation practices

15. Training: Parent-Teacher Associations
16. Training: Teachers and School Administrators

Learning activities focus on people and processes. CRS guided the process of choosing the most appropriate means to facilitate learning before, during, and after activity implementation of critical project events and evaluations. Other fora to facilitate learning are face-to-face meetings; discussions; establishing a 'community of practice' around a particular topic; visits to project sites; teleconferences; project task collaboration; and on-line collaborative learning.

The project also includes annual opportunities for international travel and participation in conferences, training, and workshops related to literacy education, libraries, child nutrition, and school feeding. CRS liaised with all partners to document such learning and support national, regional and cross agency activities in operations research and learning on projects which are employing similar interventions.

It is important to note that the outbreak of the COVID-19 pandemic led to the closure of preschools from March 30th through September 28, 2020, and primary schools from March 30th through August 10th. However, the government reopened grade 6 of primary schools on May 10th to allow them to take exams to graduate into the next grade level and to advance into lower secondary school the following school year. The remaining grades recommenced on August 10th for one month to complete the school year and take exams to determine advancement into the next grade level. This school closure left many vulnerable students without food. CRS, with the approval of USDA, distributed the commodities corresponding to Q3 as take-home rations (THRs), which was determined to be the best method to get the much needed food to the program beneficiaries during this time.

In an effort to prevent and manage the spread of this pandemic in Benin, the Government of Benin forbade any activities gathering large groups of people. These preventive measures, therefore, hampered and delayed the implementation of several activities of the project.

The results/findings of critical project events and evaluations should allow the various project stakeholders to test certain assumptions of the theory of change, to research the causes of certain critical gaps based on the evidence, and to see the possible adjustment scenarios. To better meet these needs, the external consultant/staff should focus on the various tools developed in the context of the project. In addition to the various questions and tools, additional questions can also help to reach this goal. These are:

1. To date, which strategies have demonstrated success, and which have not been successful in achieving the project objectives and results?
2. Is the project being implemented as planned (timeline and budget)? If not, why not?
3. What are the obstacles/challenges/risks to implementation and how can they be overcome in the remaining duration of the project?
4. What are the indications of sustainability?

5. Has the project affected girls and boys differently? If so, how?
6. What best practices have been identified so far?
7. Has the project had any unintended negative effects (question asked to ensure the project has done no harm and to update our theory of change for the future, understanding the full effect of the program)
8. What are the project's major limitations, and how is the project team addressing those
9. challenges?
10. How do the limitations affect the results, interpretation, and conclusions of the study?
11. What are the lessons learnt from the implementation of the project ?

This evaluation will help to complete the end-of-project Past Performance References (PPRs) to document project learning and post them on Gateway, in accordance with the MPP 8.1.

CRS Benin worked with sub-recipients World Education Inc. (WEI), Caritas Kandi, Regional Union of Producers (Union Régionale des Producteurs, or URP) and Partners for Development (PFD). CRS led also the project implementation in partnership with the Ministry of preschool and Primary Education (MEMP), the direction of School Feeding (DAS) and its regional services (SAS), the direction of Food and Applied Nutrition (DANA), the regional Primary Education bureau (DEMP), the National Institute for Training and Research in Education (INFRE), the Direction of Pedagogical Inspection and Innovation (DIIP), Direction of Kindergarten Education (DEM), the National Council, the Ministry of Secondary Education and Vocational Training, the Ministry of Health and Directorate of the Family and Social Affairs (DGFAS) of the Ministry of Work, Public Function and Social Affairs Ministry of Agriculture, Livestock, and Fisheries

The consultant will ensure these key stakeholders contribute to the Final Evaluations.

This second phase of MGD17/Keun Faaba fits within the objective of the Beninese State which wants to increase the coverage of canteens from 29% to 51% of the schools, improve access to primary education and improve the retention rate in school.

## 12. Final Evaluation

The Final Evaluation is planned between November 2022 and January 2023. The purpose of this evaluation is to:

1. Measure the impact of program interventions and activities and to determine its level of achievement against the planned results;
2. Identify implementation strengths, challenges, lessons learned and recommendations for CRS, implementing partners, MoE, and USDA for future food assistance and education programs;
3. understand impacts of the project on participants.

### III.1 Key Evaluation questions

Key evaluation questions will include the following:

#### **Relevance :**

1. To what extent were the implementation strategies relevant enough to improve (1) children's literacy, (2) student enrollment and attendance, particularly girls, and (3) community engagement?
2. Are stakeholders (PTAs, mothers' associations, teachers, and local authorities) satisfied with their participation in the project? Why or why not?

#### **Effectiveness:**

3. To what extent have targeted schools witnessed improved quality of education/learning?
4. To what extent have members of PTAs/mothers' associations increased their knowledge and understanding of literacy, nutrition, health and hygiene, gender and child protection concepts?
5. Have targeted beneficiaries demonstrated improved understanding of the importance of education?
6. Have targeted beneficiaries demonstrated improved understanding of health and hygiene practices?

#### **Efficiency:**

7. Were activities cost efficient? Were objectives achieved on time?
8. Was the project implemented in the most efficient way compared to alternatives?
9. Were there internal and/or external factors hindering efficient implementation of project activities?

#### **Sustainability:**

10. What activities and/or outcomes (both expected and unexpected) of the project are likely to be sustained? What evidence is there to suggest this?
11. What are the major factors that can influence achievement or non-achievement of sustainability?

#### **Impact:**

12. To what extent are the activities and outputs of the project consistent with the overall goals and the attainment of the anticipated results?
13. Have the target beneficiaries (in particular PTAs and local government officials) taken ownership of the project concept and approach?
14. Are project impacts likely to be long-lasting?
15. What are the key success factors of the project? What are the main limiting factors?
16. What are the unintended effects of the project (positive or negative)?
17. What are the key lessons that can be learned from the project?

Evaluators will use quantitative and qualitative methods including stakeholder interviews and/or self-assessments, observation, description of cooperative action(s) taken, and focus groups. The sampling method will include all categories of stakeholders including staff, central and local authorities, teachers, students, parents, PTAs and mothers' associations.

Audience and stakeholders are the same as those for the baseline and mid-term evaluation. They include the Ministry of Education, USDA, CRS and its partners, other UN agencies and NGOs, schools and communities. Their possible interests are described in the table below.

The consultant will choose the appropriate method according to the result of the baseline and mid-term evaluation. For this final evaluation, the method must be one of quasi experimental methods for the Final Evaluation.

### III.2 Deliverables

The consultant will produce the same key deliverables as at the baseline and Midterm Evaluation. The deliverables are:

1. An Inception Report including the methodology, sampling methodology, method of attribution, data analysis plan, data collection tools (focus group, direct observation, interview guide, individual survey guide, quantitative data collection, etc.), quality assurance plan, and a detailed work plan for final evaluation;
2. The database (qualitative and quantitative) and the variables dictionary (including both raw and clean datasets, as well as KII transcripts and notes from FGDs);
3. Program (command) used to analyze the collected data;
4. Draft report with a precise summary, introduction, background, methodology, results and findings, conclusions, recommendations and annexes;
5. Final Report with the following sections: an executive summary, background, evaluation design including assumptions and limitations, methodology, evaluation questions, findings, a separate section for conclusions, lessons learned and effective practices (if any), and recommendations (should be clear, concise, relevant, specific and practical). Recommendations should follow directly from findings and conclusions established in the report. This report will keep the same format as baseline and MTE report with added elements specific to the final evaluation. This report must not exceed 100 pages. The report should include an annex with detailed results of regression analysis if applicable. Depending on the type of analysis and model approach, the information that accompanies the results can vary. However, it is standard practice to report a few elements to statistical results. This includes:
  1. Sample size and number of observations
  2. Coefficients and standard errors for the dependent and independent variables
  3.  $R^2$ - coefficient of determination
  4. Confidence interval
  5. Root Mean Squared Error
  6. Statistical significance of equation (F-test) and estimates (t-test) or corresponding p-values
  7. A description or interpretation of the results
  8. A standalone 2 to 3 pages summary of the final evaluation which includes the methodology, key findings, and key recommendations;
  9. Final report revised integrating comments from USDA;
  10. Presentation of final report to stakeholders;

11. Webinar to present a summary of methodology, key findings, and recommendations (for CRS staff); and
12. Finalized final evaluation report will be made publicly available. Evaluators shall provide a copy of the evaluation reports that is free of personally identifiable information (PII) and proprietary information. Final versions of evaluation reports ready for publication will be accessible to persons with disabilities.

### III.3 Proposed Final Evaluation Timeline

Calendar	Final Evaluation Activities
August 2022	Discuss possible review of TOR and partners' roles and responsibilities
Late September	Submit the TOR to USDA for review
Early October	Receive USDA approval
Late October	Discussion with external consultant
Late October	Refine project evaluation and methodology, assign roles and responsibilities
October 31 to November 30, 2022	Conduct evaluation
December 2023	Organize a workshop to share provisional results with stakeholders (national and local government services, NGO, UN agencies, PTA representative, mayors)
January 2023	Webinar with CRS
February 28, 2023  (Within 3 months following the evaluation field work and before the project closes)	Submit final evaluation report to USDA

## Evaluation Approach and Methodology

The design must consider how data collection will take place and must ensure that the evaluation has the necessary rigor and scientific validity to measure progress and results. To this end, both quantitative and qualitative methods will be used and be designed to provide data comparison with the mid-term and final evaluations. The survey will include measurement of both performance and impact indicators. For measuring impact, a quasi-experimental design method, such as difference in difference or other method deemed scientifically valid will be used by the consultant. The final evaluation should measure the impact of the intervention on reading levels and attentiveness of children. In the previous studies (baseline and midterm), qualitative (focus group, interview) and quantitative data was 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 will be used. If necessary, we will add propensity score matching to the difference-in-difference analysis at end line. Data will be weighted to represent the entire population of students, teachers, principals, or parents, within school clusters and strata of urban or rural schools. 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.

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.

The control schools were in communes neighboring the intervention areas (Banikoara, Bembereke, Nikki and Sinende). They were selected to serve as a control group for the baseline, midline and end line evaluations; however— if a canteen is being established in any of the control schools, they will be replaced. The external consultant/firms will provide a detailed description of the data collection methodology, collection tools and sampling techniques appropriate for this final evaluation.

CRS will ensure that key stakeholders are involved in this assessment process. The final evaluation will measure changes in indicator levels from the baseline and the med term evaluation, and document evidence of program impact for each intermediate result as well as crosscutting activities. First and foremost, this final evaluation will ensure the safety of respondents and consider remote data collection or secondary data if necessary to limit risks of COVID-19 contamination.

As stated in the MGD17/Keun Faaba project Evaluation Plan, the Consultant will use quantitative and qualitative methods. The quantitative portion will have two main components. The first component will consist of surveys questionnaire of principals, teachers, students and parents, as well as an infrastructure observation and the second component will consist of an Early Grade Reading Assessment (EGRA. The EGRA test will be the same as the one used at the baseline and the endline. The qualitative component will consist of interviews with key stakeholders such as the head of the school districts (Chef des Régions

Pédagogiques, CRP) in each intervention commune, and parents' and mothers' associations which were identified by the quantitative component as being particularly active or particularly weak and another's parents.

#### IV-1. Study design and Sampling considerations

Sample Size and Power Calculations: MGD17/Keun Faaba includes 144 schools in 97 communities with an average of 288 students per school.

The sample size for the intervention and comparison groups includes 192 teachers, 96 school directors, 288 cooks, 48 parent-teacher associations, and two to three local authorities in 48 communities.

As was done during the baseline study, assessing students at the start of a new academic year as a proxy measure for student learning levels at the end of the prior academic year is a common practice among education evaluations and does not affect the quality of the study.

Sample sizes for student who will pass the EGRA test were calculated using Equations (22) for clustered binary outcomes<sup>108</sup>, using the standard 80% power and 5% significance level. The relevant ICC is 0.066, from baseline study data. For this indicator the value is 1% and LOP target for this indicator was 10%. Considering the urban and rural area as well as the treatment and comparison schools, the number of clusters is 48 which allow the evaluator to reach a minimum detectable effect equal to 9%. The table below show this calculation. The sample size used for the baseline study completely covered the desired minimum detectable effect.

<b>Target Success Rate (<math>p_1</math>):</b>	0.1	0.1	0.1	0.1	0.1	0.1
<b>Baseline Success Rate (<math>p_0</math>):</b>	0.01	0.01	0.01	0.01	0.01	0.01
<b>Significance (<math>\alpha</math>):</b>	0.05	0.05	0.05	0.05	0.05	0.05
<b>Power (<math>z\beta</math>):</b>	0.8	0.8	0.8	0.8	0.8	0.8
<b>ICC (<math>\rho</math>)</b>	0.06608	0.06608	0.06608	0.06608	0.06608	0.06608
<b>Numbers of individuals per cluster (<math>m</math>)</b>	5	7	9	11	13	15
<b>Number of Clusters (<math>k</math>)</b>	24	19	16	15	13	12
<b>Total Sample Size (<math>m*k</math>)</b>	122	135	148	161	174	186

Sample sizes for parents in target communities who report spending time on literacy activities with their students the last three days were calculated using Equations (22) for clustered binary outcomes, using the

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<sup>108</sup> Going beyond simple sample size calculations: a practitioner's guide, McConnell and Vera-Hernandez. 2015. Page 18

standard 80% power and 5% significance level. The relevant ICC is 0.098, from baseline study data. For this indicator the value is 31% and LOP target for this indicator was 45% as per agreement. report spending time on literacy activities with their students the last three days. The table below show this calculation. The sample size used for the baseline study completely covered the desired minimum detectable effect.

<b>Target Success Rate (p1):</b>	0.45	0.45	0.45	0.45	0.45
<b>Baseline Success Rate (p0):</b>	0.31	0.31	0.31	0.31	0.31
<b>Significance (z<math>\alpha</math>):</b>	0.05	0.05	0.05	0.05	0.05
<b>Power (z<math>\beta</math>):</b>	0.8	0.8	0.8	0.8	0.8
<b>ICC (p)</b>	0.098	0.098	0.098	0.098	0.098
<b>Numbers of individuals per cluster (m)</b>	5	7	9	10	12
<b>Number of Clusters (k)</b>	50	41	36	34	31
<b>Total Sample Size (m*k)</b>	250	285	320	337	372

For each cluster, the sample size will be 5-10 parents, a questionnaire for 2-3 cooks and a questionnaire for 3-4 farmers in all treatment and comparison communities.

At least two key informant interviews will be conducted with school district level authorities and local government authorities in the same clusters selected above as well as informant interviews with key government stakeholders at the regional and central level.

In each school sampled, grade 1 and 2 students will be sampled using the Randomized Number Generator (RNG) to bring their parent. Children in grades 1 and 2 are also excluded because they are deemed too young to be able to answer the nutrition and hygiene questions. Enumerators will sample five girls and five boys in each class using a random number generator, and attentiveness will be evaluated by observing each student for three minutes.

Teachers will be randomly selected in each of the sampled schools, using a random number generator (RNG application). The population sample includes teachers from all six grades plus the kindergarten teacher without principals.

With a total of 48 schools for treatment and 48 for comparison, students, parents and other stakeholders involved in this data collection will be covered by this survey.

Note: Due to the spread of the COVID-19 virus, the midterm evaluator will propose and implement a satisfactory plan to mitigate the spread of COVID-19 during the data collection phase of the final evaluation (if need be). This COVID-19 plan will include contingencies for study design, trainings, data collection, analysis and reporting, and budget implications.

## IV-2. Data collection method and instruments

The three main data collection tools are as follows.

1. **Early Grade Reading Assessment:** Developed/Adapted by WEI and INFRE to assess grade-level reading. (Note that the EGRA test will be the same as the one used at baseline: the 2nd edition EGRA).
2. **School infrastructure inventory:** To determine the need to meet set standards or the minimum viable when there is a gap in terms of classrooms, latrines, and water systems.
3. **Questionnaires:** See Annex C: Key Questions for information on the questionnaire content for teachers, principals, and parents. It will be finalized during data collector training. Some information will be gathered from several sources so that it can be cross-verified.

It is suggested that the design include:

1. **Design of data collection tools:** The survey will apply evidence based collection methods and use electronic data collection methods (smart phones and cloud-based data collection).
2. **Review of Records and Documents:** The survey will collect primary source information from school records and documents.
3. **Key Informant Interviews:** The survey will carry out structured and unstructured interviews with key informants from schools, the MEMP, and communities. The Consultant will interview USDA as a key informant prior to data collection.
4. **Focus Group Interviews:** The survey will use focus group interviews to evaluate the leaderships of parents and teachers, to identify key informants, and to capture habits practiced in the learning process. This will be carried out in each of the three surveys (baseline, midterm and final) to compare and contrast different moments in the process and to justify the impact.
5. **Questionnaires:** The midterm survey will use questionnaires to capture information such as student hunger or existing knowledge.
6. **Management of spillover effect:** During mid-term evaluation, project team discovered the presence of literacy activities similar to those developed by the project, which are implemented by other partners in some schools belonging to the comparison group. Evaluation team should pay attention to this information and must carry out appropriate methodology, such as instrumental variable approach or propensity score matching, etc., to estimate the impact attributable to FFE II.

Also, as in FFE I, FFE II baseline and midterm evaluation, secondary data can be accessed as needed by the consultant to refine these analyzes.

Mobile data collection will be adopted during this study. The evaluation team will use either tablets or smartphones depending on availability.

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 external consultant/firms.

## IV-3. Ethical considerations

Per ethical standards, the consultant is responsible for ensuring Institutional Review Board approval in-country before starting the field survey. All respondents will also be assured of a willing participation in the study or a willing withdrawal. Respondents must be informed that all answers are confidential. Moreover, the selected Consultant shall demonstrate how it will take into account other ethical consideration regarding the interviews with children.

### **Evaluator Qualifications**

The Consultant must have significant experience in the design of evaluations for development projects in sub-Saharan 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.

### **Team Leader Profile**

1. At least a Master's degree in statistics or related field (PhD preferred)
2. At least 15 years experiences in the evidence-based evaluation of international development projects, preferably in Francophone West Africa.
3. Good knowledge of the requirements and working methods of USDA / USAID
4. Fluency (written and oral) in English and French
5. Availability during the evaluation period
6. Past experience with an EGRA tool is an asset
7. Prior experience implementing quasi-experimental methodologies

### **Other Team Members**

8. At least a Masters in statistics or a related field
9. Fluent English and at proficiency in oral French
10. Experience with data collection in West African countries
11. Past experience with an EGRA tool is an asset (A national pedagogical specialist with good experience with EGRA to contribute in the study and in recommendation design as the project does not have Education specialist)  
  
Experience / knowledge of school feeding, education, health, nutrition and food security sector trends and best practices is an asset
12. Evaluation Management and Coordination

The external consultants will ensure the evaluation's independence. They will report technically and administratively to CRS. The consultant team lead will be responsible for ensuring on-time delivery and quality assurance of deliverables.

The inception report and the provisional report will be validated by technical focal points with the support of the MGD 2017 project team and Senior Technical Advisor in Education.

\* At the Regional and HQ level: The technical focal point for CRS will be the Regional Technical Advisor MEAL (RTA MEAL). However, according to CRS MEAL policies and procedures, the MEAL colleagues at HQ, and the Technical advisors for Education will also contribute to the final evaluation report review.

\* At Country Program level: The administrative focal points will be the Head of Programming (HOP) and the Chief of Party (COP) of FFEII MGD17/Keun Faaba Project.

Benin's MEAL team (MEAL Coordinator and project MEAL) will work together to ensure the quality of data and assessment results. They will conduct field supervision visits to monitor the final evaluation study activities in target communities to ensure high-quality data collection and management.

Moreover:

- CRS will approve the key personnel of the external consultant before this evaluation. Additionally, through a competitive bid, project MEAL staff will provide a database of enumerators based on selection criteria. The consultant will choose the bests of them to perform this data collection. This selection should respect gender balance at least 30% of women against 70% men.

- CRS Project team will provide the resources listed in section IX and will assist with introductions to high profile in-country stakeholders as necessary.

- CRS will facilitate the meetings between the consultants and the various stakeholders by receiving authorization from the Ministry of Primary and Maternal Education.

## Evaluation Resources

The following reference resources are available for this study and should be utilized by the Consultant.

1. Baseline, Mid-term, and Final FFE I evaluations /reports
2. MGD17/Keun Faaba baseline tools and report
3. MGD 17/Keun Faaba mid term tools and report
4. MGD17/Keun Faaba semi-annual reports (project level)
5. The databases available on the MGD17/Keun Faaba project indicators
6. FFE I result of EGRA developed by WEI
7. Evaluation plan
8. Stakeholder analysis

9. MEAL design documents (PMP, Data collection plan, Indicator Performance Tracking Table (IPTT), Logframe, etc..)
10. All articles or reports on the education sector in Benin;
11. MGD17/Keun Faaba Terms of Reference of Baseline Study
12. MGD17/Keun Faaba Terms of Reference of mid term study
13. MGD17/Keun Faaba Performance Monitoring Plan approved by the donor
14. MGD17/Keun Faaba award agreement include all important document
15. USDA Monitoring and Evaluation Policy (<https://www.fas.usda.gov/sites/default/files/2014-03/evalpol.pdf>)

### Structure of Proposal and Submission Guidelines

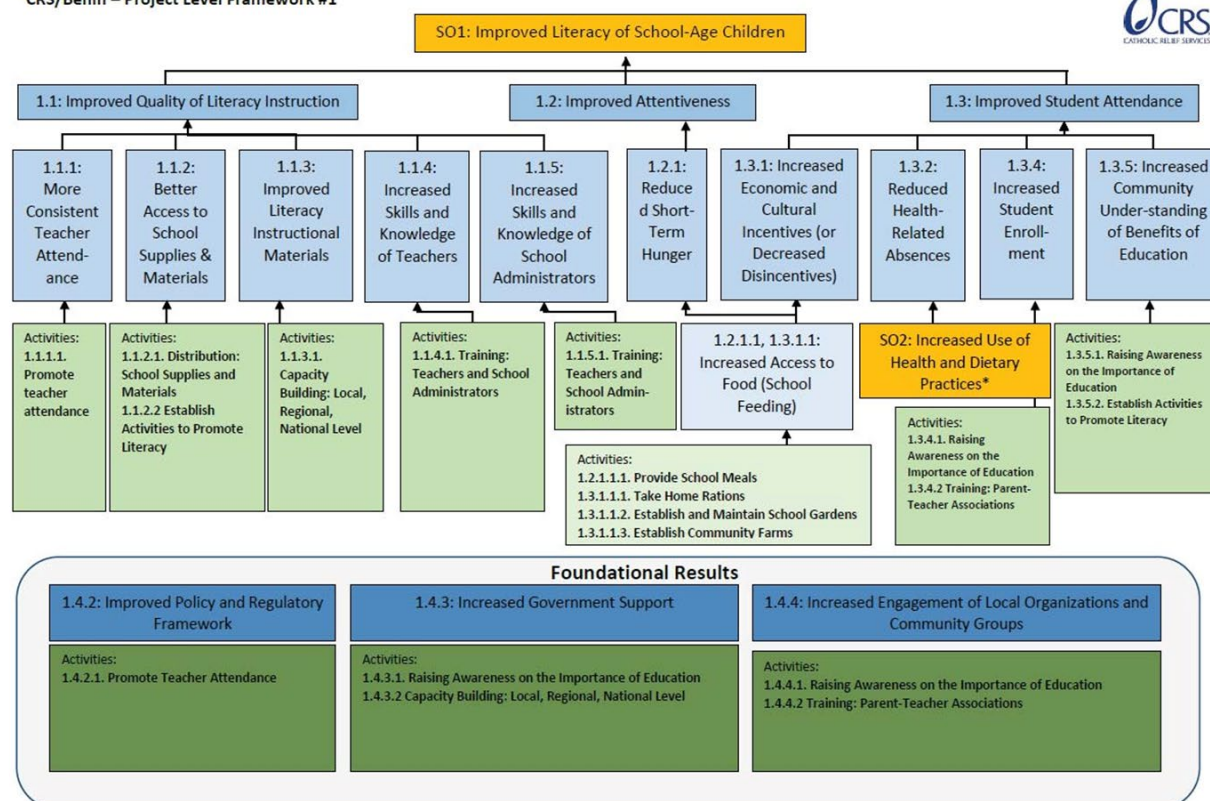
Consultants or consultant firms wishing to apply to conduct this evaluation should send their CVs, along with a technical proposal that includes at least the following specifications:

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

**NB:** The ToRs are subjected to be reviewed and changed 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 Program, Lot 11 Les Cocotiers, 01 BP 518 RP, Cotonou, Benin, or electronically in PDF, **no later than October 14, 2022, at 5:00 PM** (Benin local time) to [benin@global.crs.org](mailto:benin@global.crs.org), with copy to the CRS Head of Programming ([emilienne.cyuzuzo@crs.org](mailto:emilienne.cyuzuzo@crs.org)). The subject line should read: "Consultant for the endline evaluation of the CRS FFE II PROJECT". Any additional information sent beyond what has been requested will not be considered.

### Annex A: Project-Level Results Frameworks



## Annex B: Performance Indicators

The following indicators are extracted from the Performance Monitoring Plan and represent key indicators. The consultant will be required to use the PMP as the basis and provide base values for all relevant indicators in PMP.

Result Stream	Intermediate Result	Expected Result
<b>MGD SO 1: Improved Literacy of School-Age Children</b>  <i>10% 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</i>  <i>46,118 Number of individuals participating in USDA food security programs</i>  <i>299,086</i>  <i>individuals benefiting indirectly from USDA funded interventions</i>		
1.1 Improved Quality Of Literacy Instruction	1.1.2 Better Access to School Supplies and Materials	613,271 textbooks and other teaching and learning materials provided as a result of USDA assistance
	1.1.4 Increased Skills and Knowledge of Teachers	200 teachers/educators/teaching assistants in target schools who demonstrate use of new and quality teaching techniques or tools as a result of USDA assistance- through classroom observation by inspectors
	1.1.5 Increased Skills and Knowledge of School Administrators	117 school administrators and officials in target schools who demonstrate use of new techniques or tools as a result of USDA assistance- through classroom observation by inspectors
		156 school administrators and officials trained or certified as a result of USDA assistance
1.2 Improved Attentiveness	1.2.1.1 Increased Access to Food (School Feeding)	95% of students in target schools consuming daily meals at school
		41,977 students receiving daily school meals (breakfast, snack, lunch) as a result of USDA assistance

Result Stream	Intermediate Result	Expected Result
		18,672,741 daily school meals (breakfast, snack, lunch) provided to school age children as a result of USDA assistance
1.3 Improved Student Attendance  <i>50,965 students regularly (80%) attending USDA supported classrooms/schools</i>	1.3.1 Increased economic and cultural incentives (or Decreased Disincentives)	118,310 take-home rations provided as a result of USDA assistance
		16,241 girls and boys receiving take-home rations as a result of USDA assistance
	1.3.4 Increased Student Enrollment	41,977 girls and boys enrolled in schools with USDA assistance
1.4 Foundational Results	1.4.2 Improved Policy and Regulatory Framework	Three educational policy, regulation, or administrative procedure in second stage of development as a result of USDA assistance
	1.4.4 Increased Engagement of Local Organizations and Community Groups	97 Parent-Teacher Associations (PTAs) or similar "school" governance structures supported as a result of USDA assistance
MGD SO 2: Increased Use Of Health And Dietary Practices		
<i>938 individuals who demonstrate use of new safe food preparation and storage practices as a result of USDA assistance</i>		
<i>821 individuals who demonstrate use of new child and nutrition practices as a result of USDA assistance</i>		
2.1 Improved Knowledge Of Health And Hygiene Practices		144schools with improved sanitary facilities
		821 individuals who demonstrate use of new child health and nutrition practices as a result of USDA assistance
2.2 Increased Knowledge Of Safe Food Prep And Storage Practices		1104individuals trained in safe food preparation and storage practices as a result of USDA assistance
		938 individuals who demonstrate use of new safe food preparation and storage practices as a result of USDA assistance
2.3 Increased Knowledge Of Nutrition		1026 individuals trained in child health and nutrition as a result of USDA assistance

Result Stream	Intermediate Result	Expected Result
2.4 Increased Access To Clean Water And Sanitation Services		144 schools using an improved water source
		77 latrine cabins rehabilitated/constructed as a result of USDA assistance
2.7 Foundational Results	2.7.4: Increased Engagement of Local Organizations and Community Groups	97 Parent-Teacher Associations (PTAs) or similar "school" governance structures supported as a result of USDA assistance
		12 of public-private partnerships formed as a result of USDA assistance

## Annex C: Key Questions

Key Questions				
Project Objectives	Key Questions	Source of Data	Level of Analysis	
<b>SO 1: Improved Literacy of School Age Children</b>				
<b>1.1 Improved Quality of Literacy Instruction</b>				
<b>1.2 Improved Attentiveness</b>				
	What percentage of students regularly eat meals during the school day?	canteens reports	Student	
<b>1.3 Improved Attendance</b>				
	How many students are regularly (80% or more) attending the schools?	Student attendance list	School	
	What is the current rate of student-reported health-related absences?	Student attendance list, triangulate with Parent and Teacher Questionnaires	School	
	What is the current number of students (male/female) enrolled in USDA schools?	Principal Questionnaire	School	
<b>1.4 Improved Foundational Abilities</b>				
	How many schools in target communities currently have functional PTAs or similar governance structures?	Principal Questionnaire, triangulate with the review of PTA management docs or focus group with PTA/AME	School	
<b>SO 2: Increased Use of Health and Dietary Practices</b>				
<b>2.1 Improved Knowledge of Health and hygienic practices</b>				
	What percentage of students achieve a passing score on a test of good health and hygiene?	Student Questionnaire	Student	
	What percentage of parents achieve a passing score on a test of good health and hygiene?	Parent Questionnaire	School	

**Key Questions by Source:**

**Students:** What are the midterm figures for the student-related indicators; Test of good health and hygiene

**Parents:** Children's health-related absences; Benefits of primary education; test of good health and hygiene;

What are the main reasons for the current levels of children at school? What are the midterm figures for the parents related indicators? Teacher attendance rate (triangulation)

**Teachers:** Amount of time (daily) spent on literacy lessons; Students who regularly attend school; Percent of students who experience health related absences; Teachers who benefit supportive supervisions; Percent of students who eat regularly at the school; What are the midterm figures for the teacher-related indicators

**Principals:** Teacher attendance rate; Functionality of the PTA; De-worming campaigns in the schools implemented by government; Student enrollment; Priorities for improving school infrastructure; What are the figures for the principal-related indicators

**Observation:** Number of schools using an improved water source, Number of individuals who demonstrate use of new safe food preparation and storage practices as a result of USDA assistance

**Head of School district:** To what extent are the objectives and strategy of the project relevant? What are the main challenges of the educational system and what are the causes of these challenges?

## Annex D: Theory of change

Building on M&E data, stakeholder consultations and analyses of progress, successes, and lessons learned from FFE I, FFE II will continue to focus on improved literacy of school-age children and improved health and nutrition practices, while expanding its reach to the communities as a force for sustainable change. The project's theory of change is as follow:

1. **if** teachers are rationally assigned to the project's underserved departments in northern Benin; and **if** they are trained using effective adult education principles and practices (learning needs assessments, relevance, immediacy), and **if** they have access to improved literacy materials, and **if** they are given post-training supportive supervision,
2. **if** canteen management committees and cooking teams are trained in school canteen management and food preparation and safety and demonstrate application of knowledge and skills, and **if** cooking teams access protein-rich, diverse, and micronutrient-rich food from imports, local purchases and school gardens and farms,
3. **if** potable water systems are installed, and **if** school committees are trained to maintain these, and **if** more students have access to improved latrine facilities, and **if** training of students and teachers in hygiene behaviors using an evidence-based curriculum takes place, and **if** WASH structures are available at all schools (tippy-taps, etc.) and **if** Community Led Total Sanitation and Participatory Health and Sanitation Transformation activities are held in communities,
4. **if** evidence-based social and behavior change activities targeting influential individuals and groups, using multiple communication channels (mass media, census campaigns, interpersonal communication, small group dialogue, peer learning) are carried out that address key determinants affecting household decision-making on school enrollment and retention and parent engagement in school activities, and **if** teachers and administrators are trained in child protection measures and **if** students are trained in age-appropriate life skills, and **if** AMEs/APEs are further trained to advocate, and **if** parents are trained in improved communication and positive parenting skills and **if** communication is improved between parents and students and among communities, teachers and school administrators,
5. **if** national and local governments prioritize increased spending for training teachers, constructing classrooms, and school mandated, and **if** national and local governments integrate WASH and menstrual hygiene management activities in their transition plans, and **if** school district officials are equipped with the skills necessary to provide quality teacher training and supportive supervision in literacy instruction, and **if** parents and community producer groups are provided with the agriculture skills and accompaniment necessary for increased economic incentive to support school feeding,

6. **THEN** there will be sustained delivery of quality literacy education in a healthy and enabling school, home, and community environment for children in Benin's poorest school districts.

The evidence base for these theories of change (the "because" for the above statements) comes from research, industry best practices, conceptual frameworks (including CRS' Integral Human Development Framework, CRS' Effective Learning Framework, and UNICEF's Maternal and Child Undernutrition Framework) and CRS and its partners' experience with regards to nutrition and cognitive development, causal frameworks for improved quality of literacy instruction, adult education principles, and evaluations and best practices from the current and past CRS-led FFE projects in Benin, including the effects of improved WASH facilities and behaviors, and good nutrition on increased Beninese children's learning, the ability of community farms to sustain school feeding years after project support ends, and government education policy improvements influenced by advocacy.

In response to needs, challenges, risks, constraints and opportunities listed in Attachment C: Strategic Analysis, Keun Faaba has prioritized teacher training, providing nutritious school meals, school construction, social and behavior change communication for education and nutrition, and capacity strengthening at community, regional and national levels for handover and sustainability. Keun Faaba activities will include the following outputs:

1. increasing the relevance and quality of teacher training and post-training supervision,
2. advocating for government policies to rationally assign teachers to underserved areas, construct classrooms, construct latrines in schools, and promote WASH and menstrual hygiene management activities,
3. extending evidence-based behavior change approaches for community WASH infrastructure and practices,
4. promoting nutrition (awareness of importance, increased dietary diversity through school gardens and climate-smart crops in community farms),
5. accelerating changes in cultural and social norms that inhibit household decision-makers from enrolling children (in particular girls) in school and retaining boys and girls in school,
6. integrating child protection measures, in particular those pertaining to girls, and,
7. strengthening community-based structures for project sustainability (to manage canteens and maintain WASH infrastructure, to extend school gardens and establish community farms, to improve capacities to achieve self-identified school improvement goals and resolve education-related issues and problems, and increase parent associations', in particular women's, voice and influence with education stakeholders).

Critical assumptions are external conditions necessary for the success of the project, with a high probability of occurring, over which implementers have little or no comparison, and thus will be carefully monitored. The following two critical assumptions were identified for FFE II:

**Climate conditions:** Climatic variability (including recurring droughts and periodic flooding), worsened by climate change, occurs in the Niger River basin, specifically in the Malanville area (Okpara et al 2013); flooding recently occurred in northern Benin in September 2016. These severe climatic shocks can affect crop production, lowering revenue of families to pay for needed school supplies or making opportunity costs for children to attend school higher, and also destroy school infrastructure (in particular community-constructed classrooms using local materials) such as school buildings and latrines. Strong seasonal winds (Harmattan) are also common across the north of Benin and have sometimes resulted in damaged community infrastructure, including schools. Thus, the critical assumption is that **climatic conditions, such as drought, flooding and severe winds, will not have extensive negative impacts on household income and food security nor extensively damage school infrastructure.** (Reference: <http://dx.doi.org/10.5772/55186>)

**Teacher strikes and absences:** Benin's powerful unions are a legacy of the 1972-1989 period when Marxism-Leninism was adopted as the national ideology. Teacher's strikes (related to pay, policies, repression and/or other issues) regularly occur in Benin and can last for months. At various times, these strikes provoked severe repression by the government. Strikes and related actions disrupt education activities and affect student outcomes. In addition, teachers are sometimes pulled out of the classroom to work on political campaigns by politicians or to fulfill civic duties by the government. Benin held a presidential election in 2016 won by Patrice Talon in March. The critical assumption is that **the effect of teacher's strikes on project outputs and outcomes will be mitigated by careful implementation planning and accelerated project implementation (e.g. teacher training) when necessary.** (Reference: <http://www.irinnews.org/report/76873/benin-school-year-risks-being-written-teacher-strikes>)

The FFE II results frameworks do not include the following results:

1. *MGD 1.3.3: Improved School Infrastructure:* School infrastructure falls within the realm of responsibility of each commune, and is financed through the Commune Development Support Fund (*Fonds d'Appui au Développement des Communes* or FADEC). In December 2017, the Government of Benin has announced its intention to construct 6,000 new classrooms over the next five years. CRS will leverage this emerging priority as an advocacy tool for communes to devote FADEC funds to necessary school infrastructure, such as classrooms, as described in Sub-Activity 8 of MGD Foundational Result 1.4.3: Increased Government Support.
2. *MGD 1.4.1: Improved Capacity of Government Institutions:* This Foundational Result feeds into the three sub-activities of MGD 1.1.3 Improved Literacy Instructional Materials.
3. *MGD 2.5: Increased Access to Preventative Health Interventions:* In 2015, the Ministry of Health, through its National Program for the Comparison of Non-Communicable Diseases, began providing children in all public primary schools annual deworming medication. FFE II will support

this initiative by integrating deworming in its nutrition curricula. However, the government has taken on increased access of this initiative.

4. MGD 2.6: Increased Access to Requisite Food Prep and Storage Tools and Equipment: Requisite food preparation and storage tools and equipment were provided through FFE I's Building/Rehabilitation: Kitchens and Building/Rehabilitation: Storerooms activities.
5. MGD 2.7.1: Increased Capacity of Government Institutions: While FFE II will collaborate with government institutions such as DANA and the Departmental Direction of Water to achieve the results of MGD Results Framework #2, the project does not need to build the government capacity to achieve the project's health, nutrition, and dietary objectives because the capacity of these government institutions is already sufficient to support these objectives.

MGD 2.7.2: Improved Policy and Regulatory Framework: FFE II does not need to improve policy and regulatory framework to achieve the project's health, nutrition, and dietary objectives because adequate policies already exist to support these health, nutrition, and dietary objectives.