



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

Keun Faaba Project

Midterm Evaluation

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Midterm Report – Keun Faaba Project in Benin, McGovern-Dole Program

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List of Acronyms

Acronym	Full Term
AAM	Assessor Accuracy Measurement
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>)
CRP	Education District Officer (<i>Chef de Région Pédagogiques</i>)
CI	Grade 1 (<i>Cours d'Initiation</i>)
CLTS	Community Led Total Sanitation (idem ATPC)
CP	Grade 2 (<i>Cours Préparatoire</i>)
CP	Educational Adviser (<i>Conseiller pédagogique</i>)
COGES	Canteen Management Committee (<i>Comité de Gestion des Cantines scolaires</i>)
CRS	Catholic Relief Services
CSO	Civil Society Organization
CWPM	Correct Words per Minute
DANA	Direction of Food and Applied Nutrition
DAS	Direction of School Feeding (<i>Direction de l'Alimentation Scolaire</i>)
DDEMP	Departmental Direction of Preschool and Primary Education (<i>Direction Départementale des Enseignements Maternal et Primaire</i>)
DDHAS	Direction of Basic Hygiene and Sanitation (<i>Direction département de l'hygiène et de l'assainissement de base</i>)
DEP	Direction of Primary Education
DEMP	Direction of Preschool and Primary Education
DIIP	Direction of Pedagogical Inspection and Innovation
EGRA	Early Grade Reading Assessment
Et4d	Education Technology for Development
FADEC	Commune Development Support Funds (<i>Fonds d'Appui au Développement des Communes</i>)
FFE	Food for Education
FGD	Focus Group Discussion
ICC	Intraclass Correlation Coefficient
INFRE	National Institute for Training and Research in Education

Acronym	Full Term
<i>KII</i>	Key Informant Interviews
<i>MEMP</i>	Ministry of Preschool and Primary Education
<i>MT</i>	Metric Tons
<i>ORF</i>	Oral Reading Fluency
<i>PfD</i>	Partners for Development
<i>PHAST</i>	Participatory Health and Sanitation Transformation
<i>PMP</i>	Performance Monitoring Plan
<i>PNASI</i>	National Integrated School Feeding Programme (<i>Programme National d’Alimentation Scolaire Intégré</i>)
<i>PPS</i>	Probability Proportion Sample
<i>THR</i>	Take Home Ration
<i>TOR</i>	Terms of Reference
<i>UP</i>	Unité Pédagogique
<i>URP</i>	Union Régionale des Producteurs
<i>USDA</i>	United States Department of Agriculture
<i>WASH</i>	Water Sanitation and Hygiene
<i>WEI</i>	World Education, Inc.

Executive Summary

Project Background and Purpose

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. 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. Keun Faaba is currently in its fourth year. Project funding is just over US\$21 million. CRS Benin works 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, parents/caregivers, community farm producers and government officials. Keun Faaba targets 144 pre-primary and primary schools in 97 communities within the two departments of Borgou and Alibori. The project intervenes with the same primary schools and preschools as the previous project phase. It is important to note that the outbreak of the COVID-19 pandemic resulted in a five-month closure of preschools and primary schools beginning March 30, 2020.

This midterm evaluation took place in January-February 2021 with the aim to ascertain (1) the current state of activity implementation related to effect and impact indicators; (2) the relevance of all interventions; (3) the effectiveness of implementation strategies and activities; and (4) project efficiency. The main audience for this evaluation is CRS and its implementing partners, including Benin's relevant ministries, as well as the donor, USDA.

Evaluation Questions, Design, Methods and Limitations

The midterm 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. Thirty-six detailed evaluation questions can be found within the main report. The methodology is consistent with the mixed-methods approach used at baseline and combines key informant interviews, focus group discussions 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. Purposeful selection guided the qualitative sample. Table 1 provides an overview.

Table 1: Overview of midterm evaluation participants

Quantitative Sample		Qualitative Sample	
• 3,522 students	• 205 teachers	• 19 WASH Club members	• 5 national officials
• 1,028 parents	• 106 cooks	• 37 parents	• 12 regional officials
• 100 principals	• 38 storekeepers	• 26 teaching staff	• 32 program staff
		• 3 international officials	• 2 donor staff

Evaluation Technology for Development (Et4d), an evaluation firm based in the United States, led both the baseline and midterm studies. The evaluation team was able to mitigate certain study limitations through the triangulation of multiple data sources and methods. These limitations included the unintended influence of enumerator presence during classroom observation and response bias, that is,

participants responding in a manner favorable to the evaluand. Findings from qualitative data are also not strictly representative, but they may be transferable and connect to the experiences of others. In addition, due to the ongoing COVID-19 pandemic, the study faced logistical challenges including a delayed evaluation start and the need to negotiate both remote data collection and quarantine measures. The evaluation team benefited from a close relationship with CRS, established at baseline, to mediate these issues. It is important to note that the COVID-19 pandemic presented limitations to both the evaluation and project implementation, as discussed below, however there were no schools closed during the evaluation.

Findings and Conclusions

Performance Measurement Plan Update

Analysis of eight key project indicators demonstrates few improvements between midline and baseline results. Notable positive changes were observed for three indicators: indicator 3, percentage of students in target schools identified as attentive during class/instruction, and indicator 4, percentage of schools with soap and water at a handwashing station commonly used by students. This latter indicator saw a 40 percentage point increase since baseline. The average student attendance rate also increased slightly. Table 2 displays baseline and midline indicator results. Later sections identify delays as well as challenging operational circumstances which may also account for lack of progress.

Table 2: Key Keun Faaba Indicators with baseline and midterm measures¹

	Indicator	Baseline Value	Midline 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 Benchmark: 60% (3/5 correct answers)	1%	0.8%	10%
2	Percentage of parents who report spending time on literacy activities with their students in the preceding three days	31.1%	31.0%	45%
3	Percentage of students in target schools who are identified as attentive during class/instruction	67.6%	73.8%	75%
4	Percentage of schools with soap and water at a handwashing station commonly used by students	54.4%	94.1%	68%
5	Percentage of students in target schools who achieve a passing score on a test of good health and hygiene practices Passing Score: 70%	34%	29.5%	40%
6	Literacy Achievement Index	35	33	45
7	MGD INDICATOR 2: Average student attendance rate in USDA-supported classrooms/schools	88.2%	90%	95%

¹ Green coloring indicates that results are improving. Bright green (#4) indicates that the midline value has surpassed the endline target. Yellow indicates maintenance of baseline results. Red indicates a decrease.

Indicator		Baseline Value	Midline Value	Endline Target
8	Percentage of Children receiving a minimum acceptable diet ²	68.9%	51.6%	75%

Relevance

Findings demonstrate that the Keun Faaba project fulfills expectations and proves highly relevant in terms of intervention objectives and the project design responding to the needs of beneficiaries. The project approach is comprehensive and builds on previous projects. The Government of Benin's action plan for the National Integrated School Feeding Program (PNASI) shows that CRS supports a highly visible and important initiative for the country and constitutes an integral component of the government's strategy. Survey results also demonstrate generally very high parental and teacher satisfaction with Keun Faaba activities and that they find COVID-19 adaptations useful. 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. Specifically in regard to project adaptations addressing school closures during COVID-19, the evaluation concludes that measures remain imperfect but did respond to challenging circumstances.

Coherence

Findings from close analysis of relevant project and policy documents combined with findings from targeted interviews to demonstrate strong relationships between the Keun Faaba project and 1) the CRS 2030 strategy and 2) the Government of Benin's policy on school feeding programs. Keun Faaba aligns with the three principal components of Benin's school feeding strategy, so that the government sees Keun Faaba as an extension of its reach. The limited scope of the Keun Faaba project allows CRS and partners to provide inspiration and innovation, further enhancing the Government of Benin's strategy.

Effectiveness

Phase II of the MGD17/Keun Faaba project has a heightened focus on WASH activities at both the school and community levels. Most notably, findings demonstrate an increased emphasis on handwashing stations at school, creative approaches to helping younger children learn to use school latrines and WASH Clubs' essential role in Keun Faaba's approach. In terms of teachers promoting children's literacy, Keun Faaba training has fostered the development of enhanced skills, though 15 percent of teachers surveyed did not benefit from any training. Self-reporting from teachers and school principals indicates that more than two-thirds (67%) of teachers regularly practice the integration of the five components of reading in their classrooms, while less than half (45%) use instructional games. In addition, the Keun Faaba approach promotes techniques inherent to the Ministry of Education's newly developing-curriculum focusing on phonics-based learning. As a result, Keun Faaba teachers are proactively preparing to implement important revisions to Benin's reading strategy. Nonetheless, it bears mention that the time for teachers to implement new strategies has been limited, due in large part, to COVID-19 school closures, and may partly account for limited visibility of the effects of newly adapted strategies.

² Because of a change in the indicator calculation methodology, the indicator values are not comparable

"It's the repetition that I liked. It's the method, 'I do, we do, you do,' that motivates kids, and they find it interesting. All the kids get involved. I really like this method. It's not just that some kids learn, it's that all the kids learn." (Teacher, focus group)

As holds true for many early-grade reading projects, unpredictable teacher mobility remains a major hindering factor. Mobility refers to both project trained teachers leaving project schools for non-project schools as well as other teachers joining the school mid-year and not being able to benefit from training. While Keun Faaba plans major advocacy efforts to limit the mobility of trained teachers, COVID-19 complications have delayed the launch of these efforts, leaving little time to address a complex issue. COVID-related delays have also greatly hampered the effectiveness of Keun Faaba's strategies to improve teacher and student attendance as well as community engagement efforts. Nonetheless, findings demonstrate that project teachers are nearly half as likely to report being absent as teachers at control schools (32% compared to 59%), indicating that conditions in Keun Faaba schools foster better teacher attendance. At the same time, while great enthusiasm exists for incentives aimed at increasing student attendance, spot-checks at the time of data collection confirm no meaningful improvement in student attendance at project schools. Similarly, the evaluation finds that more than two-thirds of parents (67%) indicated having no knowledge of Keun Faaba activities and most notably amongst parents with the least amount of education. An improved communication strategy is warranted.

Efficiency

The midterm-evaluation examination of project efficiency in terms of time and financial resources finds the project to be extraordinarily delayed though on track financially. The project has suffered delays of up to 21 months for new activities and some project milestones, shortening the project's time for implementation and target attainment. Internal factors hindering efficiency include contracting challenges that have delayed contract signature and payments, recruiting challenges related to the location of key positions in remote Kandi and a difficult rollout of a new finance and procurement system that has further aggravated initial delays. Significant external factors also complicate project implementation including lengthy teacher strikes at the very beginning of the project, insecurity, flooding, and of course, COVID-19. In addition, while improvements have been made, the project's staffing structure of thematically specialized field agents for large areas of project communities requires revisiting to further enhance efficiency. The project's infrastructure activities have also suffered multiple setbacks dating back to the previous MGD 2014 award. In terms of volunteer management, findings reveal that most School Canteen Management Committees and their volunteers report satisfactory efficiency, even though the rigor may not be as high as the project intended. Findings indicate that CLTS activities will likely fail in urban and peri-urban areas without a major change in approach. The evaluation team urges the project to consider advocacy efforts to foment political will for waste-management campaigns in more populous areas. Lastly, infrastructure constitutes the greatest challenge facing Keun Faaba programming in the months ahead. The FY2021 work plan indicates that borehole/water points are still needed for 50 schools, while 9 schools must be connected to existing water systems, and 54 latrine cabins are to be constructed by March 2021.

Impact

The midterm evaluation identifies successful strategies that may be contributing to project results including the consultative process informing the WASH strategy, student WASH clubs that may lead to

improved student confidence and cleaner school environments and the promotion of CLTS in well-suited communities. The overall school-feeding activity also seems to be a success, with school gardens and community farms warranting special mention. In terms of measured impacts, however, findings show no to modest progress across project components at Year 4. While testimonials of parents' heightened awareness of the importance of education exist, the midterm evaluation finds no statistically significant difference between Keun Faaba and control-group parents' perceptions of the importance of education. Some promising findings regard educators asserting an improvement in the quality of their teaching as well as higher proportions of students in project groups saying that they are being called on daily by teachers. Similarly, the project also seems to be making gains in terms of children having accessible books at home and reading or studying French after school. EGRA results do not yet follow, however, and literacy index scores, as displayed in Table 3, show that project schools have lost the advantage they had at baseline over control schools and that comprehension scores have not improved.

Table 3: Literacy index per school type

	Baseline Control Mean	Baseline Project Mean	Difference	Midterm Control Mean	Midterm Project Mean	Difference
Literacy Index	30.3	35.0	4.7*	34.2	32.7	-1.5

*p<0.05

Survey data and EGRA results in particular demonstrate no meaningful distinction in how the project's various components affect girls and boys at midterm. As indicated above, however, school closures have stalled teacher trainings and greatly limited the time for teachers to implement new strategies, perhaps delaying the appearance of visible literacy-related results. Community engagement efforts similarly were stunted. Within this challenging operating environment, much effort and impeccable implementation are required for the project to catch up and demonstrate impact at endline.

Sustainability

Even with project delays and substantial obstacles to project implementation, findings from the midterm evaluation demonstrate important early indications of sustainability at all levels of project implementation. Nonetheless, no project-wide sustainability framework or plan exists, leaving each project component with its own conception of sustainability without a coherently articulated vision. Government officials have embraced the project's WASH-Nutrition Integration Guide, and INFRE is revising its national curriculum to closely resemble Keun Faaba's phonics-based approach. At the same time, the Government of Benin should consider further strengthening its policies and efforts to support local food provision and procurement.

"Everywhere I see that the project confirms the government's attitudes towards education. I believe that the project even prepared us before the [COVID-19] virus arrived. So, everywhere the project conforms with the Benin education curriculum."
(Chief of Pedagogical Region, interview)

Recommendations

The findings and conclusions lead to the following abridged recommendations. A more comprehensive list can be found within the main report. Where not explicit, parentheses indicate responsible parties.

Remaining project time:

- a) Continue to focus education efforts on strong teacher training and efforts at the school-level to support changes in teacher practice. In-person and remote-communities of practice should be further leveraged, building on the positive experiences teachers reported during the school-closure period. Further strengthen community engagement initiatives.
- b) Develop a rapid reading diagnostic tool for use by teachers and chiefs of pedagogical regions.
- c) CRS and its partners should keep working on improving the collaboration among the various sector field agents to bolster the overall efficiency of programming at the local level.
- d) CRS should increase support for WASH Clubs to capitalize on positive experiences, particularly in terms of student-to-student learning. Suggestions include developing a guide for teacher advisors and providing training for teachers who support WASH club activities.
- e) CRS needs to investigate and rectify its internal approval process for payment processing.
- f) CRS and partners should increase efforts and resources available for advocacy efforts to address 1) teacher-mobility policy, 2) waste management and 3) policies supporting local commodity provision and procurement. In terms of teacher mobility, support strategies that have worked in other settings including working closely with the government to ensure that project teachers are not transferred to non-project schools.
- g) CRS should lead the articulation of a sustainability plan that will strengthen cohesion and guide project implementation until project close.

Future MGD projects:

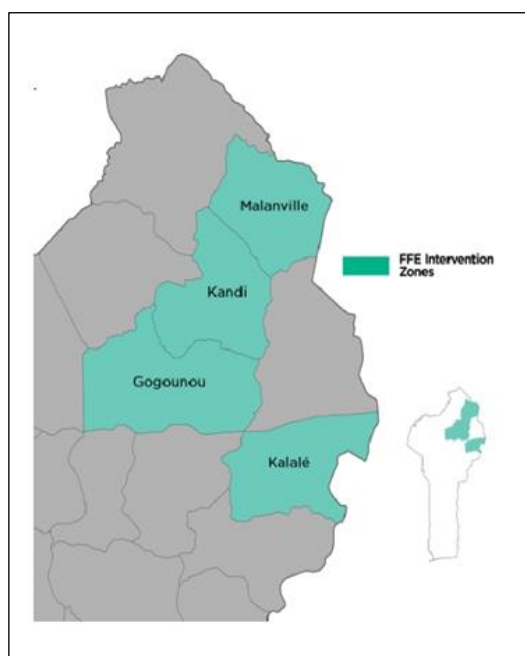
- h) Balance formal training activities with coaching and strengthening head teachers' abilities to provide support. Concrete suggestions include using tablets with pre-loaded training resources and specific trainings for school principals to better support teacher colleagues.
- i) Put into place a strategy to identify students with the greatest need and provide appropriate remedial support. Teacher training should emphasize formative assessment and mediation strategies.
- j) At the end of project, Keun Faaba schools should transition to PNASI. In the event of a new project, the implementing partners should work with a new cohort of schools. (USDA)
- k) Articulate a clear gender-equity strategy for future projects.
- l) CRS should conduct needs assessments and feasibility studies for infrastructure components prior to project design to ensure appropriateness.

1. Introduction and Purpose

1.1. Project Context

Benin is one of the world's poorest countries, with an annual gross domestic product (GDP) per capita of US\$1,219, placing it below the Sub-Saharan Africa average of US\$1,596.³ The United Nations Development Program (UNDP) ranks it 158 out of 189 countries on the Human Development Index.⁴ Poverty is highest in northern Benin, where Catholic Relief Services' (CRS) McGovern-Dole program is implemented.

Figure 1: Intervention Map



French is the official government language of Benin and the only language of instruction. However, indigenous languages such as Fon and Yoruba are commonly spoken, 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 children entering primary school speak French at home.

The north lacks social services, exemplified by an insufficient number of primary schools. Although the four targeted departments (regions)⁵ in northern Benin represent almost 75 percent of Benin's land mass, fewer than half (48%) of the country's primary schools⁶ are located there, resulting in schools' extreme remoteness for many school-aged children. Local customs and beliefs place little value on education, and parents—most of whom are poorly educated themselves—are generally not involved in their children's education.⁷ Moreover, poor nutrition due to lacking food availability and dietary diversity is a major issue in some areas of Benin, and

³ The statistics provided in this section come from the latest World Bank Database (2019) <https://data.worldbank.org/indicator/NY.GDP.PCAP.CD?locations=ZG>

⁴ UNDP Human Development Report: Benin (2020), <http://hdr.undp.org/sites/default/files/Country-Profiles/BEN.pdf>

⁵ Northern Benin includes four departments (or regions): 1) Atakora, 2) Alibori, 3) Donga and 4) Borgou.

⁶ 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).

⁷ Advisem Services, Inc. (2018). Endline Evaluation of Catholic Relief Services' Food for Education (FFE) Benin Project.

chronic malnutrition has been growing.⁸ In general, rural areas are hit harder than urban ones, and boys suffer worse than girls. This situation is compounded by a severe annual dry season (December to April), affecting children's ability to learn and grow. Borgou and Alibori Departments, in particular, receive little assistance from either the government or non-governmental organizations (NGOs) to support their school canteens.

In 2000, the Government of Benin made an important political commitment when it initiated a school feeding program. The government further strengthened the Programme National d'Alimentation Scolaire Intégré (PNASI) (National Integrated School Feeding Program) in 2017 when it entered into partnership with the World Food Programme (WFP). The initial budget for the project was 27 billion Francs CFA, which increased to 48 billion in 2018 due to monetary infusions from additional partners.⁹ As discussed in greater detail below, three actors interact in the school feeding sector. The government oversees PNASI with assistance from the WFP, which serves as implementing partner. The third actor in operation is CRS.

1.2. Project Description

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. The project's local name is Keun Faaba (Supporting Education in Bariba, the most commonly spoken language in the project's implementation zone). 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 and other activities. Keun Faaba is currently in its fourth year. Project funding is just over US\$21 million, with nearly 16 million identified as operating costs.

The objectives of the Keun Faaba project are to

- improve the literacy of school-age children by increasing the quality of literacy instruction, attentiveness, and student attendance;
- improve student attentiveness by providing school meals;
- improve student attendance through raising awareness of the importance of education, creating enrollment campaigns and training parent-teacher associations;
- 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, as well as of nutrition and increasing access to clean water and sanitation services, as well as to requisite food-preparation and storage tools and equipment.

⁸ The Government of Benin references EMICoV (2011) and MICS (2014) data to show that chronic malnutrition or stunting went from 32 percent in 2011 to 34.4 percent in 2014 (p. 9.) (Source: Government of Benin (2017), Programme National d'alimentation scolaire intégré (PNASI).)

⁹ World Food Programme. (2019). Evaluation décentralisée: Evaluation conjointe à mi-parcours du Programme National d'Alimentation Scolaire Intégré (PNASI). <https://docs.wfp.org/api/documents/WFP-0000112478/download/>

The following activities are being implemented to achieve Keun Faaba 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
10. Provision of school meals
11. Provision of 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

CRS Benin is working with sub-recipients World Education Inc. (WEI), Caritas Kandi, the Regional Union of Producers (Union Régionale des Producteurs or URP) and Partners for Development (PFD). WEI, in turn, works with two additional local organizations, DERANA and ALAFIA. CRS is also leading 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),¹⁰ the National Institute for Training and Research in Education (INFRE), the Direction of Pedagogical Inspection and Innovation (DIIP), the National Council, the Ministry of Secondary Education and Vocational Training, 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 targets 144 pre-primary and primary schools in 97 communities within the two departments of Borgou and Alibori. The project intervenes with the same primary schools and preschools as the previous project phase referred to as Food for Education (FFE I). 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.

It is important to note that the outbreak of the COVID-19 pandemic led to the closure of preschools from March 30 through September 28, 2020, and of primary schools from March 30 through August 10, 2020. Grade 6 students started back at school on May 10 for one month to complete the 2019-2020 school year and take exams to determine advancement to the next cycle. The beginning of the 2020-

¹⁰ 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).

2021 school year officially began on September 28, 2020. School closures left many vulnerable students without food. CRS, with the approval of USDA, distributed the commodities corresponding to Quarter 3 (Q3) as take-home rations (THRs). This approach was determined as the best method to get the much-needed food to the program beneficiaries during school closures. As the period of distribution also aligned with the hungry season in northern Benin, this approach was seen as contributing to increased food security during a challenging time. Finally, in an effort to prevent and manage the spread of this pandemic in Benin, the Government of Benin forbade any large gatherings of people. These preventive measures further hampered and delayed the implementation of several project activities.

1.3. Results Framework

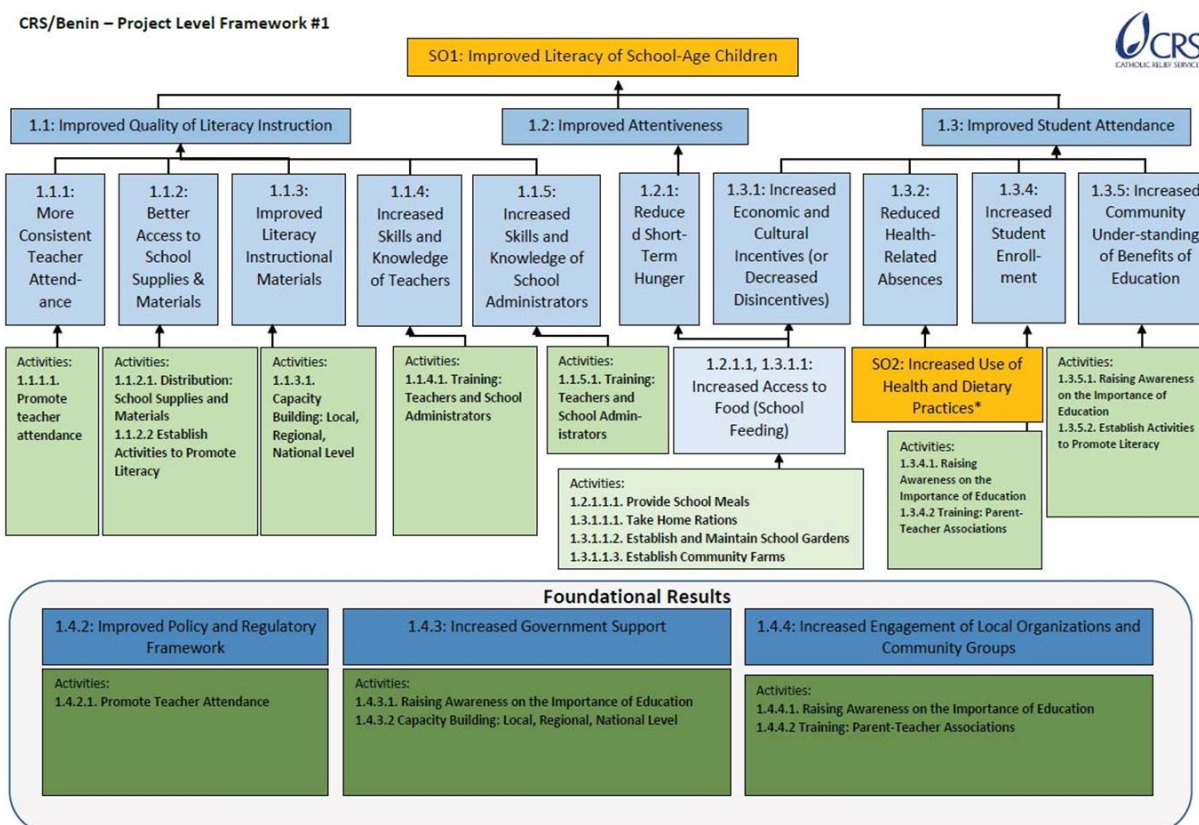
An articulated theory of change and a results framework guide the work of CRS and its partners as they implement the Keun Faaba project. The theory of change builds on monitoring and evaluation (M&E) data, stakeholder consultations and analyses of progress, successes and lessons learned from the previous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

Figure 2 depicts Keun Faaba’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 2: Results Framework¹¹



As part of its design, CRS identifies two critical assumptions that undergird its theory of change, as well as the achievement of Keun Faaba’s strategic objectives. These assumptions focus on amenable climatic conditions and successful mitigation efforts for teacher strikes. More specifically, the theory of change 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 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” (MTE terms of reference, p. 25). It may be worth noting that, as for many projects, mitigation efforts to address a deadly pandemic do not figure among critical assumptions. (See Annex 1 for further details.)

¹¹ Source: TOR, p. 19

1.4. Purpose of the Evaluation

The midterm evaluation is both retrospective and prospective in nature. Its purpose is to evaluate the processes, intermediate results and some effects (outcomes) that should be perceptible at this stage of the project's implementation. Although this midterm exercise addresses impact and sustainability to the extent possible at this point, the final evaluation will more fully address these topics. Instead, this midterm evaluation focuses on the relevance, effectiveness, efficiency and some intermediate effects of project activities, as well as a few early signs of sustainability. More specifically, its purpose will be to assess the following:

- (1) the current state of activity implementation related to effect and impact indicators;
- (2) the relevance of all interventions;
- (3) the effectiveness of implementation strategies and activities; and
- (4) project efficiency.

The evaluation also serves to document lessons learned and provides recommendations for mid-course corrective actions necessary to effectively and efficiently meet the project objectives and results. The midterm evaluation further establishes the values of key indicators that form part of the project's performance-monitoring plan and were collected at baseline. This study was conducted more than two years after the project's baseline, which occurred in November- December 2018.¹² 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 contributes to informing USDA's learning agenda in that results address noted gaps in the evidence of high-level impacts of school-meal programs on student learning and cognition. Given the longer duration of CRS programming in Benin, findings also offer insights into longer-term measures. Finally, the evaluation provides valuable information to other organizations and donors active or interested in becoming active in supporting holistic approaches to improved learning, namely, school feeding programs.

2. Evaluation Design and Methodology

2.1. Evaluation Questions

The evaluation questions and sub-questions are based on the Organization for Economic Co-operation and Development (OECD) Development Assistance Committee (DAC) evaluation criteria. The midterm evaluation addresses six categories: relevance, coherence, effectiveness, efficiency, impact and sustainability. The detailed evaluation questions that guide the process are presented below, with definitions of each criterion provided as additional context.¹³ The questions address various facets of Keun

¹² The date of the evaluation was pushed back given the COVID-19 pandemic, with the rationale that delaying the midterm evaluation may allow for more accurate reading of project progress as it would have more time to recover from COVID-related disruptions.

¹³ See OECD Home: Evaluation Criteria:
<https://www.oecd.org/dac/evaluation/daccriteriaforevaluatingdevelopmentassistance.htm>

Faaba's results framework, and the associated findings provide an indication of the project's progress toward achieving the project's strategic objectives of improved literacy in school-age children and an increased use of health and dietary practices. Questions are also attentive to equity issues and potential unintended consequences of the project.

1. **Relevance**—The extent to which the intervention objectives and design respond to beneficiaries', global, country's and partner/institution's needs, policies and priorities, and will continue to do so if circumstances change.
 1. Are stakeholders (PTAs, mothers' associations, teachers and local authorities) satisfied with their participation in the project? Why or why not?
 2. To what extent will the project activities and expected results have the potential to solve the problems that gave rise to the project?
 3. Are the changes made to activities (design and implementation) due to COVID-19 relevant?
 4. To what extent do the project interventions help address student hunger and attentiveness challenges?
 5. To what extent is the MGD17/Keun Faaba project aligned with the government's canteen action plan?
 6. Is our theory of change relevant?
2. **Coherence**—The compatibility of this intervention with other interventions in a country, sector or institution.
 1. To what extent is this intervention coherent with other CRS Benin interventions and, specifically, the CRS Vision 2030?
 2. To what extent is the intervention coherent with the government policy on school feeding?
3. **Effectiveness**—The extent to which the intervention achieved, or is expected to achieve, its objectives and results, including any differential results across groups.
 1. Has WASH received a heightened focus as a need raised in MGD17/Keun Faaba? What is working well and what needs to be changed? To what extent are the WASH strategies likely to remove gender-linked barriers?
 2. How has COVID-19 impacted the WASH strategy?
 3. Do literacy-promotion activities help improve the reading and writing skills of students?
 4. Does the teaching of life skills help improve the reading and writing skills of students?
 5. To what extent are teachers implementing literacy techniques acquired through the project?
 6. Which strategies have been (or should be) put in place to effectively monitor teachers' attendance? Has project implementation been effectively monitored? How well has the M&E mechanism helped project implementation, and what improvements could be made, if any? Have challenges of FFE I been addressed, namely: tracking teacher and student attendance?
4. **Efficiency**—The extent to which the intervention delivers, or is likely to deliver, results in an economic and timely way.
 1. Is the project being implemented as planned (timeline and budget)? If not, why not? Has the project been implemented in the most efficient way possible?
 2. Is there another way to make food-management committees more efficient considering the literacy levels of committee members and parents?

3. How has the project responded to date in terms of key community stakeholders' requests for material incentives? Is there a better approach to do this?
 4. Have there been internal and/or external factors that have hindered the efficient implementation of project activities?
 5. What are the obstacles/challenges/risks to implementation and how can they be overcome in the remaining duration of the project?
- 5. Impact**—The extent to which the intervention has generated or is expected to generate significant positive or negative, intended or unintended higher-level effects.
1. 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? Which issues should the project team focus its efforts on to achieve greatest impact?
 2. How likely is the project to achieve strategic objectives and contribute significantly to intended purpose ?
 3. What is the contribution of the radio broadcasts and the listening groups in the awareness raising on the importance of education?
 4. What is the contribution of the Community Led Total Sanitation (CLTS) approach to changes in children's hygiene behavior at school?
 5. What is the contribution of the training of teachers/administrators to the quality of teaching and the outcome of school children's literacy levels?
 6. How successful has the project been in improving the quality of literacy instruction?
 7. To what extent did COVID-19 affect project implementation and performance?
 8. Has the project affected girls and boys differently? If so, how?
 9. Has the project had any unintended negative effects? (Question asked to ensure the project is doing no harm and to update our theory of change understanding the full effect of the program.)
 10. What are the project's major limitations, and how is the project team addressing those challenges?
 11. To what extent have students (boys and girls) increased their reading comprehension compared to the baseline?
 12. To what extent have students improved their nutrition, health, and hygiene-related practices?
- 6. Sustainability**
1. How has this project defined sustainability? Do all stakeholders share a common vision and understanding of the vision, as well as the pathway to get there?
 2. What are the early indications of sustainability at this point in the project? Is there evidence of more community capacity for sustainability communities ready to take over? Is there willingness of community members to participate without financial expectations? Are there any spontaneous actions of the PTAs and AMEs to ensure the maintenance of school infrastructures or other critical school improvement activities? Are the PTAs and AMEs now demonstrating application of the organizational competencies the project has passed on to them since FFE I?
 3. What policies favor the sustainability of school canteen projects?
 4. Are the policies and actions implemented at the educational level in line with the objectives at the national level?

5. Have inclusive or gender-sensitive strategies been implemented in view of sustainability among identified specific groups if there is any? (E.g., case of Fulani/Peulh communities?)

2.2. Evaluation Design

The midterm study is an impact evaluation with a quasi-experimental design. The study 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 used at baseline. Evaluation Technology for Development (Et4d), an evaluation firm based in the United States, led both the baseline and midterm studies. The baseline data was collected in November-December 2018, while midterm data collection followed just over two years later, between January 6 and February 12, 2021. The diverse methods as well as the range of stakeholders who participated in the evaluation allow for triangulation, enhancing the reliability and comprehensiveness of the findings. The design also follows a two-pronged methodology that addresses both the assessment of midterm indicators and the exploration of evaluation questions.

2.3. Sampling Methods

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

Quantitative sample

Control schools used at midline were the same ones chosen at baseline, with two exceptions.¹⁴ The baseline selection of schools utilized a probability proportionate to size (PPS)¹⁵ sampling method to randomly select a sample of both program and control schools from the CRS project-implementation area. Recall that Keun Faaba's 144 schools in 97 communities served as the initial sampling frame. At baseline, Et4d excluded from the population schools with fewer than 120 students enrolled. These schools were likely to be new schools with only a few active grades or the numbers of students required for the sample were not likely to be available. CRS provided a list of potential control schools, among which the schools were randomly selected also using a PPS approach, taking into consideration the urban/rural ratio of the project. As Table 4 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 would also differ slightly, possibly explaining some differences between groups in the evaluation results.

¹⁴ Two schools from the baseline control group were replaced at midline. The first was replaced because it was found in 2018 that it had a functioning school canteen. The second had experienced flooding and had just recently reopened, presenting unique circumstances not amenable to comparison.

¹⁵ PPS: 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, the number of students per school, in this situation.

Table 4: Distribution of control and treatment schools by zone and commune

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

We applied a two-stage cluster sampling, with project and control schools as the primary sampling unit and pupils as the secondary unit. 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 within 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 5 for more information.) To better assess Keun Faaba's teacher-training initiatives, selection prioritized Grade 1 and 2 teachers and, in case of their absence, any other teacher within the school who was not 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 and once the maximum (five students) was reached for one gender, selection focused solely on the other gender. The design privileged older students as they were most likely to be able to respond to questions concerning hygiene and nutrition. Principals (also described as school directors) also participated in the midterm data collection. Lastly, Et4d data collectors where possible surveyed all cooks and storekeepers supporting the Keun Faaba program who were present at the time of a school visit. Annex 2 provides additional details of the quantitative sample.

Table 5: Midterm quantitative sample broken down by activity (includes project and control schools)

Questionnaire	Male	Female	Total
Principal	86	14	100
Teacher	116	89	205
Parent	646	382	1028
EGRA + child survey	768	758	1526
Attention + child survey	991	1005	1996

Questionnaire	Male	Female	Total
Cooks	0	106	106
Storekeepers	35	3	38
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 individuals participating in interviews and focus groups should be knowledgeable stakeholders who have actively taken part in the project and could best contribute a valuable input. At the beneficiary level, the evaluation team also sought representativity in terms of geography, ethnicity, gender and age. A parent's level of engagement in the school, such as being part of the parents' association (APE) and mothers' association (AME) and/or school-management committee also served as an important criterion for selection so as to obtain the richest data possible. As indicated in Table 6, overall, the qualitative data-collection component solicited the views of 136 individuals, including 49 women. The team conducted 34 key informant interviews (KIIs) and 12 focus group discussions (FGDs). (See Tables 6 and 7 for more information and Annex 3 for a more detailed summary.) Fifteen interviews were conducted remotely to accommodate scheduling and distance from stakeholders, as well as to make best use of the quarantine period required for the Project Director and Field Coordinator on arrival in Benin.

Table 6: Summary of key informant interviews by category and gender

Category	Number KII/FGD	Female Total	Male Total	Participant Total
International Officials (World Bank, World Food Program)	2	3	0	3
National Officials (DANA, DEMP, INFRE)	3	1	4	5
Regional Officials (DDEMP-CRP, DDEMP-DAS)	6	3	9	12
Story hour volunteer	1	0	1	1
Program Staff (CRS and Partners)	19	10	22	32
Teaching Staff (PNASI, Head Teacher)	2	0	3	3
Donor	1	2	0	2
Grand Total	34	19	39	58

Table 7: Summary of focus group discussions by category and gender

Category	Number of FGD	Female Total	Male Total	Participant Total
Parent (APE/AME; Farmers)	5	14	22	36
Student WASH Clubs	3	12	7	19
Teaching Staff	4	4	19	23
Grand Total	12	30	48	78

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

2.4. Data Collection Methods

The midterm evaluation of the Keun Faaba 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) (see Figure 2). Et4d 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 Et4d team developed interview protocols based on the evaluation questions. These protocols were further honed with input from CRS and partners during the inception phase. The questionnaires that Et4d employed covered five categories of stakeholders: teachers, headteachers, parents, students and cooks. Baseline tools served as the foundation for these questionnaires and provided assurances of cultural appropriateness, since they had already been tested in the field. Additional question items were added to be able to fully respond to the evaluation questions and to take into account the changing context since baseline, in particular that related to COVID-19. Surveys were further assessed during pre-testing, which took place on February 15, 2021, and were refined further during data-collection training. In addition, the student, parent and volunteer questionnaires were translated into four local languages and thoroughly tested during training. These processes assured the contextualization and cultural appropriateness of question items. Finally, Et4d also employed the same EGRA tool used at baseline to assure comparability with measures at the beginning of the program¹⁶. 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 evaluation question can be found in Annex 5.

The Et4d team employed great sensitivity during data collection to ensure diversity within the sample, particularly along gender lines. Two evaluation questions, in particular, required the application of a gender lens and merit specific emphasis here:

- Impact 5.8: Has the project affected girls and boys differently? If so, how?
- Impact 5.11: To what extent have students (boys and girls) increased their reading comprehension compared to baseline?

The use of the 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, and to the extent relevant for qualitative stakeholders, analysis took into account gender.

¹⁶ Et4d was required to develop a new version of the EGRA tool at baseline because the prior tool had already been used multiple times and there was concern for contamination. Et4d adapted the tool with CRS' consent, particularly the listening and reading passages, as well as the comprehension questions. Unfortunately, WEI or INFRE did not validate the instrument, since the timing of the evaluation did not allow for an instrument design workshop or piloting.

Figure 3: Data collection methods used in midterm evaluation

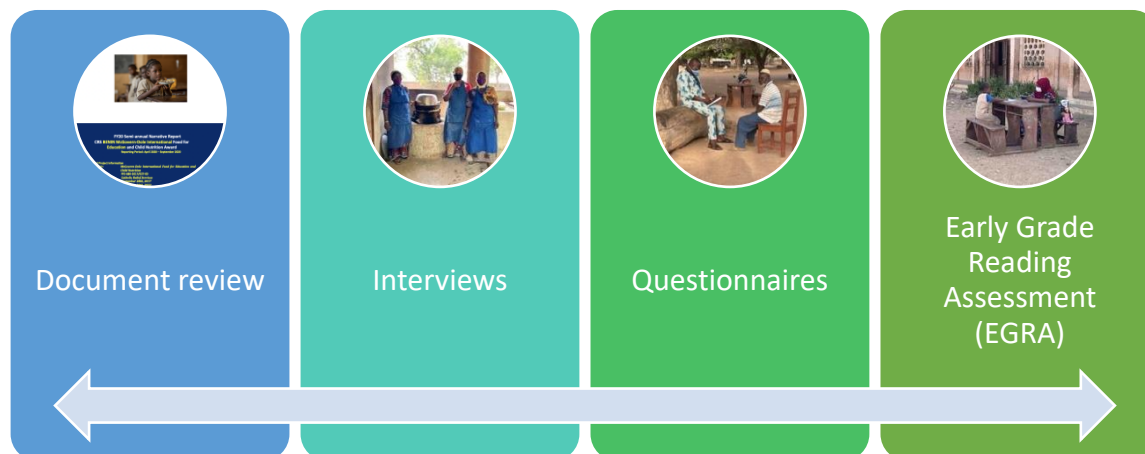


Table 8 provides an overview of the instruments used for the midterm evaluation of the Keun Faaba project. Full copies of evaluation tools are included in Annex 6.

Table 8: Detailed overview of instruments

Name of Instrument	Description	Application ¹⁷
EGRA	Subtasks include vocabulary, letter name, letter sound, familiar words, invented words, story reading, comprehension	Project schools, control schools
Student Questionnaire EGRA	Survey questions on demography , absenteeism, homework, nutrition, socioeconomic status	Project schools, control schools
Student Questionnaire Hygiene	Survey questions on demography, nutrition, hygiene, health and nutrition practices, test of knowledge, socioeconomic status	Project schools, control schools
Head Teacher Questionnaire	Survey questions on demography, school characteristics, parent associations, teacher absenteeism, health and hygiene, participation in Keun Faaba	Project schools, control schools
Teacher Questionnaire	Survey questions on demography, class characteristics, absenteeism, parental engagement and help for homework, health and hygiene	Project schools, control schools
Parent Questionnaire	Survey questions on demography, child characteristics, child health, hygiene and nutrition practices, engagement and help for homework, participation in Keun Faaba	Project schools, control schools

¹⁷ Where applicable, questionnaires administered to project schools included project-specific questions.

Name of Instrument	Description	Application ¹⁷
Cook or Storekeeper Questionnaire	Survey questions on demography, participation in canteen activities (cooking or food storage)	Project schools
KII Guide for Implementing Partners	Semi-structured interview guide with questions related to the DAC criteria: 1. relevance, 2. coherence, 3. effectiveness, 4. efficiency, 5. impact and 6. sustainability	Implementing partners
FGD Guide for Parents		Project schools
FGD Guide for Teachers or KII Head teacher		Project schools
FGD Guide for Student Wash Club		Project schools
School Observation	Inventory of school sanitary equipment, availability of water, condition of kitchen and storage area	Project schools, control schools

Fieldwork

Data collection took place over a period of five weeks in January and February 2021 and included in-person activities as well as remote communications. Prior to data collection, Et4d held an enumerator training workshop in Kandi from January 18 to 23, 2021. The workshop was attended by the M&E staff from CRS, 44 enumerators and 5 supervisors who had been preselected to participate in the training by Et4d. Females made up about two-fifths of the fieldwork team (20 of 49). In addition, nearly two-thirds (32, or 65 percent) of the data collectors had participated in the baseline evaluation, allowing for continuity between datapoints. The selection of data collectors was made 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)¹⁸ and SurveyCTO (for all other survey tools).

A CRS-approved COVID-19 protocol was implemented for the duration of the training. During training sessions, trainees and trainers were required to wear face masks at all times, a handwashing station was placed outside the training venue and temperatures were taken before the start of the day. During school-based practical exercises, enumerators were required to practice implementing the COVID-19 protocol that they would follow during data collection (see Annex 8 for COVID-19 protocol). Enumerators received disinfectant to sanitize the stimuli between each pupil's assessment.

Qualitative and quantitative data collection occurred simultaneously, though quantitative data collection was more intensive. The evaluation team began KIIs with critical stakeholders on January 6, prior to deployment, and continued on international colleagues' departure from Benin until February 12. In addition to taking notes, evaluators recorded interviews and audio files, which they later uploaded to Trint, a subscription-based transcription service. The evaluation team later carefully reviewed and

¹⁸ Tangerine® is a mobile data-collection app developed by RTI, used to collect EGRA data.

refined transcripts. School-level data collection began on January 25 and continued through February 5, lasting two weeks. Data collectors were expected to upload data daily to SurveyCTO and Tangerine’s servers as internet connectivity allowed. Enumerators continued to practice COVID-19 protocols throughout in-person data collection.

Evaluation Team

The Et4d evaluation team comprised five team members, four of whom took part in the CRS Keun Faaba baseline evaluation and therefore had a very good understanding of the program and its context. Ms. Isabelle McMahon acted as Project Director and served as the point of contact between CRS Benin and the Et4d team of consultants. She coordinated the activities of the key consultants and monitored project deliverables and timelines. She also led the development of data-collection tools and the training for the survey tools. She performed a selection of key informant interviews and focus groups. Dr. Michel Rousseau, an experienced psychometrician, served as the Technical Lead for the evaluation. He oversaw all sampling and statistical aspects of the project. Dr. Karla Giuliano Sarr served as the Research Lead and advised the project team on education-specific requirements and research methods. She also led the mixed-methods analysis and report writing, with input from Ms. McMahon and the Field Coordinator, Ms. Alice Michelazzi. Ms. Michelazzi led the enumerator training, overseeing data collection and quality control throughout, in addition to leading focus group discussions and key informant interviews. Mr. Apallo Appolinaire, a Beninese researcher and field technician, seconded Ms. Michelazzi as Field Coordinator. Drs. Rousseau and Giuliano Sarr provided remote support throughout the evaluation. (For complete backgrounds of team members, see Annex 9.)

Quality Control and Review Board

Assuring an ethical approach—Review Board

The midterm evaluation ensured utmost adherence to international ethical standards for research involving human subjects through several mechanisms. Firstly, CRS received ethical approval for the study through the National Statistics Counsel (Conseil National de la Statistique), while Et4d ensured compliance with best practices throughout the evaluation process. This included how monitoring, evaluation and research were planned and conducted. Such an approach proves particularly critical with regard to activities involving children and vulnerable groups. Et4d ensured that provisions were made to protect the confidentiality of those people involved through a consistently applied informed-consent process. Et4d was also attentive 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 partner organizations) may make these individuals identifiable. This possibility was discussed with interview participants during the informed-consent process.

Et4d also carefully trained enumerators 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 benefits for all involved. CRS sought permission from school principals for the Et4d team to visit the schools and enumerators received permission from the principals to conduct interviews with students. The enumerator training reviewed appropriate ethical conduct. Enumerators also worked in pairs in order to ensure accountability.

Field quality control

Enumerators were observed during the first day of data collection and remained in regular contact with the CRS M&E team who accompanied data collection throughout the entire two weeks of school-level surveys. The CRS M&E team assured that enumerators were working as intended and followed appropriate procedures. CRS notified Et4d any time an enumerator was not following the proper protocol, so that Et4d could efficiently address the issue and reinforce the importance of following consistent protocol in the sampling or administration of the survey. Et4d and CRS observed that expected procedures and protocols were enforced, including the strict COVID-19 measures indicated above, and that quality-assurance processes described in the training manuals were followed.

Et4d 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 for professional development meetings through teachers' communities of practice (*unité pédagogique*, UP).

Data quality control

Et4d 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.¹⁹ 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. Other quality checks included cross-checking attendance with sampling sheets and verifying that the data from school observation sheets matched the data from each survey. Qualitative data quality was ensured as team members listened to audio recordings from interviews alongside transcripts to ensure fidelity. Et4d also reviewed the uploading of qualitative data to SurveyCTO and subsequently into an Excel database to assure 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 evaluation team 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 when running all statistical analysis. Recall that the schools remained the same from baseline but that a different cohort of students were used for the analysis. Impact analysis using a difference in differences approach (DiD) was conducted at the school level. Covariates were added to the regression analysis so as to control for characteristics that could

¹⁹ 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.

influence students' learning. For performing comparisons between control and program 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 for indicators, linear regression was used 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 first transcribed, then the data were input into SurveyCTO and finally they were transferred to Excel for a thematic analysis guided by evaluation questions. 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 evaluation team next generated preliminary findings that informed the creation of formal codes. Columns were inserted within the Excel workbook to capture coding, also making it possible to see trends across stakeholder profiles. This approach allowed data collected from each source to be analyzed separately and then examined in relation to other sources to determine convergence and divergence and general trend trajectories. As relevant, analysis assumed a gender lens to consider whether and how gender played a factor in the results. The evaluation team 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 may be harder to reach for a variety of reasons. Finally, illustrative quotes were identified to provide further context for report findings and to take full advantage of the thick description that a mixed-methods analysis makes possible.

2.6. Evaluation Limitations

The midterm evaluation process encountered a number of challenges and limitations. Table 9 presents these issues alongside mitigation strategies employed by the Et4d team. The COVID-19 pandemic of course presented unique and substantial challenges .

Table 9: Limitations, challenges and mitigation strategies

Limitation/Challenge	Mitigation Strategy
Response bias: Many stakeholders participating in the evaluation have an interest in seeing the program 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 evaluation team draws on multiple data sources, triangulating findings to answer EQs.
Remote data collection, timeframe and access: Due to the COVID-19 pandemic, 15 interviews were conducted from afar through remote platforms (Skype, Google, Zoom, WhatsApp) as well as phone calls as appropriate, even if the evaluators were in country. The participation of stakeholders depended on their availability	Ensuring as much flexibility as possible within the process. For example, the team utilized Zoom, an online platform easily accessible to all respondents, and shared clear instructions for navigating the platform with all participants in advance of the session. Phone calls were also made. Note that when interviews were conducted by the Project Director and Field

Limitation/Challenge	Mitigation Strategy
within the timeframe of the evaluation, as well as their access to technology for virtual sessions.	Coordinator during their quarantine in Benin that Et4d's local Project Coordinator was able to attend and facilitate these interviews in person, greatly enhancing their quality.
Selection/Sampling bias: As with most qualitative research, because of a purposive sampling, the results are not generalizable.	This limitation is a characteristic of a qualitative approach. Analysis accentuates 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.
Control group: Given the nature of the project and educational programming, it is impossible to be certain that the control group is isolated from other variables. Control schools, like target schools, continue to evolve and responsible to external factors that include insecurity and climate issues among others. They may also benefit from support from other programs unknown to CRS or the evaluation team. In addition, after submission of the first report draft, the evaluation team learned through CRS that Educo, an NGO working in Benin, provides educational activities to many of the control schools.	Analysis takes into consideration these limitations. Results indicate correlations but cannot connote causation. Moreover, findings report comparisons between midline and baseline measures in addition to project/control comparisons. This analysis helps provide a more holistic understanding of possible project contributions.
Inter-rater reliability: Inter-rater reliability (IRR) can be a concern when gathering data as a team of data collectors.	The evaluation team paid special to IRR during training and frequent answers were pre-coded for questionnaires. Assessor Accuracy Measurement (AAM) was performed for EGRA. Enumerators scoring above 90% in the AAM exercise were retained for data collection.
COVID-19 quarantine required: The international members of the Et4d team were required to spend a week in quarantine on arriving in Benin. This inconvenience delayed their actual field deployment and limited time for the piloting of tools.	The evaluation team mediated this issue through extensive dialogue with CRS leadership about the tools during their development and by soliciting feedback from the Beninese Project Coordinator. Changes were also made to the tools as required following practical in-school exercises during data collector training.
Parent attrition: We were concerned that parents may have been occupied by many other	We oversampled parents at each school, selecting the parents of 15 children so as to get about 10 parents, which we did. This approach resembled convenience sampling, and it is likely

Limitation/Challenge	Mitigation Strategy
concerns or were not interested in participating in the evaluation.	that parents who did not participate are different from other parents who did. Representativeness may be biased.
Recall bias: 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.
Attentiveness evaluation: Gauging student attentiveness required classroom observation by trained enumerators. This approach may cause distraction for the students in the room.	This is a very common issue with classroom observation. We mitigated it through triangulation and asking both teachers and head teachers about student attentiveness.

3. Findings

The findings section is informed by both an update of critical project indicators from baseline and responses to evaluation questions. The first, indicators section provides a skeletal overview of project developments. The second, evaluation-question section provides a more comprehensive treatment, including a greater contextualization of the findings that may help explain indicator results.

Performance Measurement Plan Update – Indicator Review

The mid-term evaluation report provides an update to eight key indicators from baseline. As applicable, the analysis draws on findings from related indicators to contextualize results. Table 10 provides an overview of these indicators and their baseline and midline values. The third column, the proposed target, provides a point of comparison across timepoints. (For more information about the data-collection tools that informed the various sources, see Annex 11.)

Table 10: Key Keun Faaba indicators with baseline and midterm measures

Indicator		Baseline Value	Midline Value ²⁰	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 Benchmark: 60% (3/5 correct answers)	1%	0.8%	10%
2	Percentage of parents who report spending time on literacy activities with their students in the preceding three days	31.1%	31.0%	45%
3	Percentage of students in target schools who are identified as attentive during class/instruction	67.6%	73.8%	75%
4	Percentage of schools with soap and water at a handwashing station commonly used by students	54.4%	94.1%	68%
5	Percentage of students in target schools who achieve a passing score on a test of good health and hygiene practices Passing Score: 70%	34%	29.5%	40%
6	Literacy Achievement Index	35	33	45
7	MGD INDICATOR 2: Average student attendance rate in USDA-supported classrooms/schools	88.2%	90%	95%
8	Percentage of Children receiving a minimum acceptable diet ²¹	68.9%	51.6%	75%

Results indicate that few improvements have been observed at midline compared to baseline results. At midline, results resemble what was observed at baseline for the following indicators:

- 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 ;
- 2) Indicator 2: Percentage of parents who report spending time on literacy activities with their students in the preceding three days ;

²⁰ Green coloring indicates that results are improving. Bright green (#4) indicates that the midline value has surpassed the endline target. Yellow indicates maintenance of baseline results. Red indicates a decrease.

²¹ Because of a change in the indicator calculation methodology, the indicator values are not comparable

3) Indicator 6: Literacy Achievement Index ; and

4) MGD Indicator 2: Average student attendance rate in USDA-supported classrooms/schools.

A notable improvement was observed for three cases, including indicator 3: Percentage of students in target schools who are identified as attentive during class/instruction. At midline, 73.8 percent of the students were identified as attentive, compared to 67.6 percent during the baseline. Indicator 4 also saw an important increase. This indicator measured the percentage of schools with soap and water at a handwashing station commonly used by students. The percentages of schools who met this indicator went from 54.4 percent at baseline to 94.1 percent at midline. There was also a slight increase in the average student attendance rate.

Unfortunately, the opposite held true for two indicators where results were lower at midline compared to baseline values. For indicator 5: Percentage of students in target schools who achieve a passing score on a test of good health and hygiene practices, while 34 percent of the students showed a passing score at baseline, this proportion had dropped to 29.5 percent at midline. (See Annex 7 for additional results on this specific indicator). Finally, for the last indicator, Percentage of children receiving a minimum acceptable diet, the proportion went from 68.9 percent at baseline to 51.6 percent at midline. Note that the way this last indicator is computed has changed since baseline. This indicator now includes whether or not a child eats three meals per day. To be receiving a minimum acceptable diet, a child needs to have had at least 3 meals and be eaten at least 4 of the 7 main food groups. This computation change may explain the difference observed. Additionally, data collection took place in January rather than November, a seasonal difference, which may have influenced results. If we use the same information as for the baseline (eating food from four or more different groups), the observed proportion would stand at 63.2 percent at midline. In either case, the proportion has decreased since 2018, although this difference is not statistically significant. (See additional tables in Annex 12 for an indication of differences between control and project groups by food group as well as number of meals consumed.)

This section provided an overview of midterm indicator values and changes to these key indicators since the baseline evaluation. The next section addresses a series of evaluation questions and will provide greater context for understanding this variation in indicators.

Evaluation Questions

This midterm 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 and complexities between findings.

1. Relevance

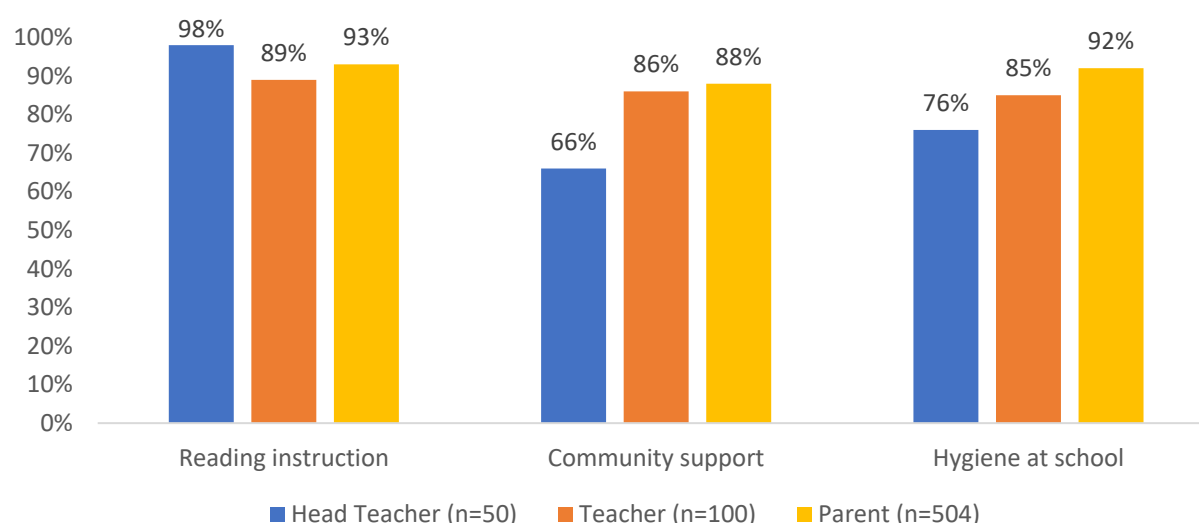
According to the OECD, the DAC criteria of *relevance* addresses the “extent to which the intervention objectives and design respond to beneficiaries’, global, country, and partner/institution needs, policies,

and priorities, and continue to do so if circumstances change.”²² Six evaluation questions comprise this section.

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

When asked if they were satisfied with their participation in the project, stakeholders unanimously replied positively. The midterm evaluation implemented surveys that asked head teachers, teachers and parents to rate their satisfaction with the program in terms of its activities to improve reading, its community-support activities, the school canteen activity and hygiene initiatives. With one exception, as Figure 3 indicates, at least three-quarters of all three stakeholder categories reported high satisfaction with all initiatives. The only exception was that while 66 percent of head teachers expressed satisfaction with efforts to increase community support for education, the remaining 34 percent replied that they were “more or less” satisfied. Only parents were asked about children’s hygiene practices outside of school, and 81 percent of parents felt very satisfied with the approach.

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



Responses to the cook-storekeeper survey also demonstrate a long-term relationship between these individuals and their roles, which may also speak to their satisfaction with the project. For example, of the 106 cooks who responded to surveys, 87 cooks (82.1 %) have participated in food preparation for four years or more. Similarly, 30 of 38 storekeepers (78.9 %) have been performing their duties for three years or more.

General satisfaction for Keun Faaba activities among key stakeholders also applies across stakeholder groups within the qualitative sample. The sample includes student WASH Clubs, teachers, parents, local authorities, ministerial partners and NGO partners. The evaluation team met with three student WASH

²² This definition and subsequent definitions were informed by the following resource: OECD Home: Evaluation Criteria, <https://www.oecd.org/dac/evaluation/daccriteriaforevaluatingdevelopmentassistance.htm>

clubs. Two of these clubs responded to this specific question and, like other stakeholders, both expressed satisfaction with their participation in the program. Both focus groups also expressed that the schools were cleaner due to WASH Club actions. An excerpt from one of the focus groups proves particularly descriptive and provides insights into project accomplishments from a primary student perspective:

Student 1: "I am very happy with my participation. I think it has helped to reduce illness. Children now wash their hands before eating. Children have become accustomed to it. Most of them have become aware of it."

Student 2: Also the cleanliness of the classroom and the yard has changed a lot. Now you don't even have to ask them."

Student 3: The latrines are also clean. There is a change. Before they were so dirty that children did not want to use them. Children don't want to be seen defecating. We are inducting Grade 1 and Grade 2 children to go to the latrine." (Student WASH Club, focus group)

Parent focus groups, which included PTA members, also overwhelmingly expressed satisfaction, mentioning that their children were able to eat during the day and that the schools had become cleaner due to the project. One of the groups also mentioned that they saw more children going to school than previously and that more children expressed the desire to attend school. This same group also noted that they felt that students were able to read and write earlier than before due to project initiatives. Teachers echoed similar satisfaction in all four focus groups with teaching staff.²³ Teachers most frequently commented that they were pleased to see students coming to school regularly (three groups), followed by children improving their reading and writing practices (two groups) and children not being hungry (two groups). Pedagogical counselors are located at the department level and play a key role coaching school directors and teachers. The four pedagogical counselors interviewed individually expressed similar reasons for satisfaction, including that children were learning faster, teachers were benefitting from helpful trainings and students had improved their awareness of personal hygiene and school cleanliness.

In addition, local authorities described their satisfaction with the project in terms of outputs. One department-level Direction of Preschool and Primary Education (DDEMP) official expressed satisfaction with the infrastructure installed at schools by CRS (latrines, wells, etc.). Another department-level DDEMP official explained how the school gardens proved very beneficial. The latter remarked,

²³ Recall that for efficiency, the evaluation team conveyed school directors and teachers for four focus groups. Only one school director sat for an individual interview.

“We are very satisfied, especially with the gardens. The canteens are well maintained and they work well. When we compare, we have less problems with the CRS canteens than with the PNASI canteens.” (DDEMP Official, interview)

At the national level, ministerial officials explained their satisfaction with their participation in Keun Faaba because of its support to vulnerable communities and those with weaker educational results (interviews, DEMP and INFRE). Similarly, officials from DANA and DEMP lauded the project for extending the government’s resources to address a problem they felt handicapped to resolve. One individual explained,

“We ourselves feel that this is a gap that needs to be filled. Limited resources do not allow us to cover all the schools. Already CRS has taken the initiative to cover a number of schools, so we appreciate being able to work with them in the project schools. (DANA Official, interview)

Lastly, two of the NGO partners further clarified that they drew satisfaction from Keun Faaba’s objectives aligning with their own, likely a sentiment that also applies to the other NGOs and civil society organizations (CSOs) involved in the project. Finally, field agents discussed their satisfaction in terms of being able to reach communities.

1.2 To what extent will the project activities and expected results have the potential to solve the problems that gave rise to the project?

To address this question, the evaluation team focused on three main strands of the Keun Faaba project: 1) school feeding, 2) education and 3) WASH activities. We provide an overview of each of these project components based on document review²⁴ and then explore findings from qualitative interviews and quantitative surveys. Recall that Keun Faaba aims to implement 16 principle activities:

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
10. Provision of school meals

²⁴ Document review for this evaluation question draws heavily upon the CRS agreement and amendment with USDA as well as project work plans for FY2019, 2020 and 2021.

11. Provision of 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

School feeding

Overview of school feeding activities

School feeding has as its objective to improve student attendance as a critical component to education and refers specifically to the provision of midday meals at school to pre-primary and primary students, as well as to the provision of home rations as incentives to support student attendance. School feeding relates to activities #10 and #11, as well as to trainings for food preparation and storage practices (#13). In addition, the establishment and maintenance of school gardens (#7) and the establishment of community farms (#8) also contribute to providing nutritionally balanced and locally sourced meals to students. Keun Faaba's various training initiatives further support school feeding.

CRS aims to provide meals five days a week to all 144 targeted schools. Cooks and storekeepers, identified at each school, play key roles in maintaining the quality of commodities and preparing food for the children. Schools have additionally developed Canteen Management Committees (CGCS) to support these efforts and should be receiving training from CRS during the 2021 fiscal year. In addition to meals provided to children during the day, 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. Rations take the form of four liters of vegetable oil per student. CRS is scheduled to provide these rations quarterly. In addition, to incentivize cooks and storekeepers to continue their support for the school feeding program, they receive "3.75 kg of vegetable oil and the equivalent of 3 daily rations for the other foods" on a monthly basis.²⁵ As indicated above, school gardens and community farms also contribute to the vision of a locally sourced and sustainable approach to school feeding. Among the 144 target schools, CRS provides technical support to 84 gardens²⁶. A key component of this support is working with communities to develop a plan for the sourcing of seeds, as well as to use organic manure rather than chemical fertilizers in gardens. Dedicated field agents support these efforts, and CRS works closely with the Department of School Feeding (Direction de l'Alimentation Scolaire, DAS) to support school gardens by employing dedicated field agents. CRS has also planned awareness-raising activities, including exchange and supervision visits to support school garden efforts.

Two sub-recipients, Partners for Development (PfD) and Union Régionale des Producteurs (URP) are leading the initiative to develop 12 farms. They similarly employ field agents and work closely with counterparts from the Ministry of Agriculture, Livestock and Fisheries. The establishment of a management and monitoring committee for each farm—as well as trainings to promote group-management and land-management practices, strong agricultural practices, pest management, storage

²⁵ CRS Benin MGD Work plan FY2021, p. 19.

²⁶ CRS Benin Semi-annual report October-March 2019.

and conservation techniques and financial management—also constitute key aspects of support. These farms aim to provide both products and financial resources to support school meals²⁷.

Potential of school feeding activities

In regard to whether or not school feeding has the potential to solve the problems that gave rise to the project, the evaluation team spoke with teaching staff, government officials and World Education International (WEI), the main implementing partner for teaching- and learning-focused activities. Three focus groups with teachers and a KII with a school director commented on the relevance of the school feeding program for promoting improved reading performance. Two of these discussions highlighted that when children are able to eat at school, they appear more likely to come regularly. One of these discussions also underlined that children who eat well do better overall, not only in reading. Another group brought up a common belief that children who do not eat during the day will have difficulties staying awake. In this group, a teacher commented that

“Here we see that children who are hungry go to sleep, but if they have eaten they do not fall asleep.” (School Staff, focus group)

In turn, children who eat will be more able to stay awake and participate in learning activities.

In response to this same question, conversations within four of five interviews with department-level and national authorities also emphasized these same arguments—that children who ate regularly would increase their school attendance and prove more intellectually capable. The remaining interviewee felt that teachers were better placed to make the determination and did not comment. One department-level official from the Department of School Feeding was particularly eloquent. Clearly an advocate of school feeding, this official shared that

“Yes, it helps to improve. Children who are not malnourished have the necessary nutrients for their mental development. Even if at home it is lacking, at least the child makes up for it at school. Children need nutrients for mental development, for their social balance. If a child lacks all this at a certain time of life, it is a catastrophe. The canteen saves them.” (DDEMP School Feeding Official, interview)

In an interview with three WEI staff members, one revealed a unique and nuanced perspective. This individual argued that while midday meals possibly provided incentives for children to come to and stay at school, the link to improved literacy was not entirely clear. This perspective calls attention to the more holistic and internationally recognized understanding that other teaching and learning factors also

²⁷ Note that the farms are distinct from school gardens which provide diversity to school meals. Farms, on the other hand, provide supplemental food (maize for morning porridge) and for sale in the local market to help run and augment the capacity of school canteens.

need to be in place to achieve reading gains. The next section explores the potential of this aspect of Keun Faaba interventions to reach desired results.

Education

Overview of education activities

Keun Faaba's first strategic objective is to improve literacy among school-age children. In this respect, all activities support education. Four activities, however, more specifically support teaching and learning: the distribution of school supplies and materials (#5), the establishment of activities to promote literacy (#6), the promotion of teacher attendance (#9) and raising awareness of the importance of education (#12). Project training activities are also designed to support educational practices and a healthy and safe school environment.

WEI leads educational activities as a sub-recipient and works through two local NGO partners, ALAFIA and DERANA. The provision of school supplies and materials promotes the result of better access to learning supports. WEI works with mothers' and parents' associations (Association des Mères d'élèves, AME; Association des Parents d'élèves, APE) to develop educational materials, such as alphabet cards and letter blocks, for students using local resources. WEI trains kindergarten teachers to use manipulatives and educational games. In addition, Keun Faaba distributes booklets approved by the National Institute for Training and Research in Education (INFRE) and the Ministry of Preschool and Primary Education (MEMP) to Grade 1 and Grade 2 students for use in and out of school. WEI also distributes booklets to Grade 1 and 2 classrooms for use by teachers and provides related trainings on how to integrate materials into lessons. Booklets support the national curriculum and provide families with the opportunity to support literacy development at home.²⁸ Keun Faaba also promotes literacy through activities outside of school, including a weekly radio hour featuring storytelling based on project booklets and books, the promotion of listening groups and community libraries that support children and their families' reading practices.

In an effort to support improved teacher attendance, Keun Faaba intends to implement advocacy efforts with MEMP to promote revisions to the teacher placement policy that would allow an exploration of teachers' location preferences. Keun Faaba also plans to support strong teaching performance through a merit system, issuing merit certificates for best-performing teachers. Both of these initiatives have been delayed due to COVID-19 closures. Originally, WEI also sought to establish radio messages as a feedback mechanism and to encourage AMEs/APEs to use the mechanism to report teacher attendance issues. As findings indicate, this strategy later changed.

Finally, Keun Faaba incorporates an activity to increase awareness of the importance of education through multiple-level advocacy that includes engagement with local opinion leaders, radio programming and associated listening groups and the promotion of children's rights. The latter supports Benin Law No. 2015-08 on the Code of Children, as well as other related government policy texts and the UN Convention on the Rights of the Child.

²⁸ The 2021 work plan provides for all 144 targeted schools to receive materials. This is an improvement from the original cooperative agreement, the amendment and earlier work plans that specified that only a select number of schools would receive booklets.

Potential of Education Activities

Discussions with a variety of stakeholders about the potential for education activities to achieve results revealed positive responses. Most notably, all four discussions with department-level chiefs of pedagogical region and three of the four discussions with teaching staff emphasized the phonics method promoted by Keun Faaba as not only having the potential to improve students' learning but already showing results at the time of data collection. One chief of pedagogical region highlighted that he supported the approach because of its broad use in other contexts and its demonstrated results. A focus group with teaching staff also emphasized that the phonics approach allowed students to gradually build reading skills starting with certain letters and combinations of letters. A chief of pedagogical region similarly added that this step-by-step approach helped children who may not speak the language of instruction (French) at home learn in a systematic way.

"For example, the technique 'I do, we do, you do' encourages children to participate in masse. In the class, for those who do not speak, it allows all of them to speak. It also allows children to be able to read easily, because we no longer put sounds that we have not studied on the board. All that the child will read on the board is something they have already studied and that allows them to decode and read easily." (Teaching Staff, focus group)

At the same time, another teacher applauded the approach focused on decoding as allowing students to learn easily.

Stakeholders also found Keun Faaba's approach to education relevant because it aligned with the national curriculum. This aspect was emphasized by the two national-level officials (from DEMP and INFRE, respectively) who responded to this specific question. A chief of pedagogical region shared their point of view. An interview with a school principal and a teacher focus group also emphasized that the materials provided by Keun Faaba promoted students' reading. A teacher provided an especially poignant commentary, making comparisons with their previous experience, and accentuating the benefit of students being able to continue reading at home. This teacher commented that

"I have to add also that before, when you work with kids at school, you leave the classroom and it's over. Today, with the booklets, the children are still busy at home. They have the booklets that they take home and they continue to read. They didn't have that before. Manuals remained at the school. You finished and they remained at the school. Today, it becomes the property of the child who can always keep it where they want it. It is also appropriate to mention that there are the communities of practice that periodically take place, so we can have an exchange about what is working and what can be done to improve. This is really good." (Teaching Staff, focus group)

Lastly, WEI staff members also shared that the approach provided teachers with innovative training methods that motivated them and kept them engaged.

WASH

Overview of WASH activities

WASH activities support the project's second strategic objective to increase the use of health and dietary practices among beneficiaries. All four training activities and capacity building, as well as three WASH-specific project activities, contribute to this strategic objective: the building/rehabilitation of latrines (#1), the building and rehabilitation of wells and water stations/systems (#2), and the creation of WASH-friendly schools (#4). Together, these activities support the results of "reduced health-related absences," "increased knowledge of safe food-preparation and storage practices" and "increased access to clean water and sanitation services."²⁹ CRS 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 and provided an opportunity for local authorities to commit to supporting Keun Faaba's WASH activities.

A review of the cooperative agreement and project work plans provide additional details. In terms of building and rehabilitating latrines, CRS is focusing on a selection of 54 schools for latrine construction and of 23 schools for rehabilitation based on established criteria.³⁰ Communities are expected to contribute materials and labor equal to 20 percent of the total costs of the inputs for latrine construction. Advocacy efforts to promote the inclusion of school latrines in Commune Development Support Funds (Fonds d'Appui au Développement des Communes, or FADEC) and the building of latrines in national school construction policy also contribute to the CRS approach. Similarly, CRS intends to "support a total of 57 schools with new or rehabilitated wells and/or connections to functioning village water systems" over the life of the project.³¹ To this end, CRS works closely with the Ministry of Energy, Water and Mines to ensure alignment with national policy. To promote sustainability, CRS also works with communities to develop a plan for maintenance and access to healthy drinking water post project. The construction or rehabilitation of 20 boreholes was planned to begin in January 2021 per the most recent work plan.

In addition, CRS works closely with AMEs and APEs in all targeted schools to develop action plans with the goal of developing WASH-friendly schools. This approach follows USAID's Hygiene Improvement Project (HIP) model while adding an additional emphasis on nutritional diversity. Furthermore, CRS activities focus on supporting a subgroup of 60 schools with identified high potential to achieve "WASH-

²⁹ CRS MGD Work plan, FY 2021, pp. 6-9.

³⁰ The agreement amendment identifies these criteria as : "(1) number of cabins already existing in the school, (2) number of students at the school, and (3) coverage by other actors" (p. 3).

³¹ The criteria for a school's selection for support with its well and water station/system are: "(1) number of students at the school, (2) distance between the school and the nearest water point access, and (3) whether the nearest villages have a potable water source" (Agreement amendment, p. 3).

friendly” status.³² Support for student WASH Clubs constitutes a key aspect of this activity, along with trainings for AMEs and APEs. Field agents also ensure that handwashing stations, latrines and water systems in schools function properly, are regularly maintained and are used by school actors. These same field agents also ensure nutrition-related activities. A key aspect of this work in all target schools includes the reinforcement of WASH and nutrition messages within existing curricula and the development of a unique teaching guide, as well as related trainings for teachers, school principals and pedagogical advisors. Education and support for culturally appropriate messaging on menstrual hygiene—management practices and information on puberty for boys also form part of project initiatives. Later sections within the report provide more information about the impact of these activities.

Potential of WASH Activities

Three interview responses from teaching staff specifically addressed the potential of WASH activities to deliver results at the classroom level. One school principal expressed how work obviously improved when the environment was healthy. Another teacher focus group spent time discussing how the curriculum also supported WASH activities. Perhaps most notably, a teacher in a different focus group emphasized how WASH activities helped students stay healthy and eliminate some distractions at school. This teacher expressed how

“It’s been a while since I’ve had any sick children in my class. They are not sick anymore. The fact that they wash themselves every day when they leave the toilet and before eating—they don’t have any more problems. No more ‘I have a tummy ache!’ and ‘I’m sick!’ in my class. It actually improves children’s participation. The fact that they practice good hygiene. They are frequently present in class.” (Teaching Staff, focus group)

This contribution emphasizes the connection between students practicing hygiene and their more active participation and greater attendance in school.

1.3 Are the changes made to activities (design and implementation) due to COVID-19 relevant?

Like many countries around the world, Benin has seen its school operations and many other facets of daily life affected by the COVID-19 pandemic. To answer evaluation question 1.3, this section first outlines the modifications made to activities and then explores the relevancy of those adaptations. A later evaluation question (4.7) will specifically address how COVID-19 affected program implementation. Some overlap between these two sections cannot be avoided.

³² Note that this figure was updated in the FY2021 work plan from the original 40 schools identified in the amendment to the cooperative agreement. The selection of WASH-friendly schools has been rescheduled to the FY2021 fiscal year and had not yet been completed at the time of data collection. Notes from an August 2020 workshop on the WASH strategy identify considerations for certification of WASH-friendly schools including access to a water point within the school, equitable access to a sufficient number of latrines for girls (25) and boys (50).

According to Keun Faaba's semi-annual report (April–September 2020), the national government enacted prohibitions against large gatherings in March and closed schools beginning March 30. Preschools remained closed through September 28 and Grades 1 to 5 through August 10, while Grade 6 resumed classes on May 10, recognizing the importance of exam preparation. September 28 marked the beginning of the new 2020-2021 school year.³³ CRS and partners adapted programming in many ways to respond to the quickly evolving context of implementation. A contingency plan was developed with approval from USDA and put into place in July. COVID-19 prevention measures sought to align with guidelines set out by the WHO and the Government of Benin. Document review and qualitative interviews identify the following significant adaptations:

- Events such as trainings and student meetings were revised so that groups were smaller and did not exceed the maximum of 50 individuals per room.
- Short-term educational radio programming for Grades 1 and 2 was implemented for all target areas.
- The distribution of makeup dry food rations took place in July, during the hungry season.
- Teacher communities of practice occurred remotely via WhatsApp.
- Communications with APE/AME, opinion leaders and other community discussions occurred remotely using mobile phones
- Additional sensibilization programs were implemented to reinforce the importance of hygiene, including the printing of posters for each classroom and the provision of toolkits to communities (for more information see EQ 2.2 below).
- School directors, with support from field agents, made a special distribution of Grade 1 and Grade 2 booklets directly to students.
- Staff planning and coordination meetings moved online, to the extent possible.
- The midterm evaluation was pushed back, with data collection taking place in January 2021.

Qualitative interviews with various stakeholders at the school, implementation partners, department- and national-level government counterparts and USDA confirmed the findings from the document review. Participants identified ways project activities were modified to adapt to the new situation. Some of the modifications included cancellations of activities (site visits, trainings), reduced participant numbers at gatherings, handwashing, mask wearing, and information sharing.

Two major program modifications stand out as innovative and making the best use of technology to adapt activities. Firstly, WEI developed a “home care program for first and second grade schoolchildren with the objective to maintain the reading and writing abilities gained before the school closure.”³⁴ The program included six broadcasts and was aired in July 2020 for three weeks for students in Kandi and Gogounou communes and for two weeks in Malanville commune. Programming built on decodable books and the radio storytelling hour. Modifications included teachers recording instructions for parents in local languages, so that parents could better support their children's learning at home, as well as the rescheduling of booklet distribution, so that children could have books at their disposal during the extended school closure. Broadcasts took place multiple times throughout the day and included

³³ CRS MDG Semi-Annual Report (April–September 2020), p. 2.

³⁴ CRS MGD Benin Semi-Annual Report (April – September 2020), p. 2.

application exercises. WEI also provided children with a notebook to assist with exercises. Secondly, teacher communities of practice moved online using synchronous WhatsApp group conversations as a way to exchange ideas among reduced-size groupings of Grade 1 and Grade 2 teachers, respectively. This mode also allowed for additional key stakeholders to participate in these sessions, including INFRE representatives.

In addition, adaptations made to the school feeding program demand particular mention, given their centrality to the MGD approach. As indicated above, Keun Faaba adapted to schools being home by providing take-home rations to students. Distribution occurred in the month of July 2020.³⁵ No food assistance was provided during the three-month period between March 30, the day of school closures, and this special distribution. The rations included rice, soy-fortified cornmeal, lentils, green split peas, and vegetable oil. The rationale for this approach is laid out in the amendment to the cooperative agreement: “Take-home rations are the best method to get food to the program beneficiaries before the expiration of commodities, and will provide heightened household-level food security to families during these unforeseen school closures.”³⁶ School meals resumed when schools reopened in September after the establishment of COVID-19 protocols and relevant training for cooks, storekeepers and other personnel. The evaluation teams’ review of the protocol for food distribution at schools finds it to be comprehensive. The protocol is a five-page document designed as a table with five key steps, bullet point instructions and the identification of the various actors involved. The document addresses the entire process of meal distribution, from calculating student attendance to entering the food storage area, food preparation, the service of meals and cleanup. Guidance for students includes maintaining two meters between persons at all times, handwashing, wearing a face mask at all times, avoiding touching the front of the mask, lowering the mask to eat, briefly washing hands again, eating, raising the mask and washing hands.

In terms of the relevancy of these adaptations, the majority of stakeholders interviewed seemed to feel that modifications made sense given the challenging operating climate. For example, an INFRE official expressed during an interview that modifications supported government efforts and particularly cited the use of radio programming:

"The changes are relevant and in line with government regulations. When schools were closed, the project broadcasted educational radio programs on community radio stations" (INFRE Official, interview)

Figure 5 presents complementary survey findings about the utility of alternative radio programming during school closures for parents, teachers and head teachers. As the figure indicates, nearly all teachers and parents felt that programming was useful, though head teachers appeared less convinced

³⁵ There is some discrepancy as to the timing of these take-home rations (THR). The CRS MGD Benin Work plan 2021 indicates that THR distribution occurred for three weeks when schools resumed in August (p. 18), although other sources, including qualitative interviews and the Semi-Annual Report, place this distribution in July.

³⁶ Amendment to Cooperative Agreement. (July 2020), p. 9.

of their utility, registering only 58 percent satisfaction. Responses, when respondents were asked whether or not project activities would help students catch up showed similar discrepancies, as identified in Figure 6 below. Accordingly, 86 percent of teachers felt that Keun Faaba initiatives would help students catch up while less than half (46 percent) of school directors held this opinion. Figure 6 displays similar findings when teachers and head teachers were asked to what extent project activities helped them stay engaged with the school during school closures. Similarly to the above two questions, teachers strongly outnumber head teachers in their assertion that Keun Faaba helped with engagement, 84 versus 54 percent, respectively (see Figure 7). Lastly, survey results report on the perceived usefulness of take-home ration distributions. As might be expected, these results are quite high, with teachers unanimously replying that take-home distributions proved useful during the school closures, followed by 99 percent of parents and 97 percent of head teachers.

Figure 5: Stakeholder perceptions of the utility of alternative radio programming

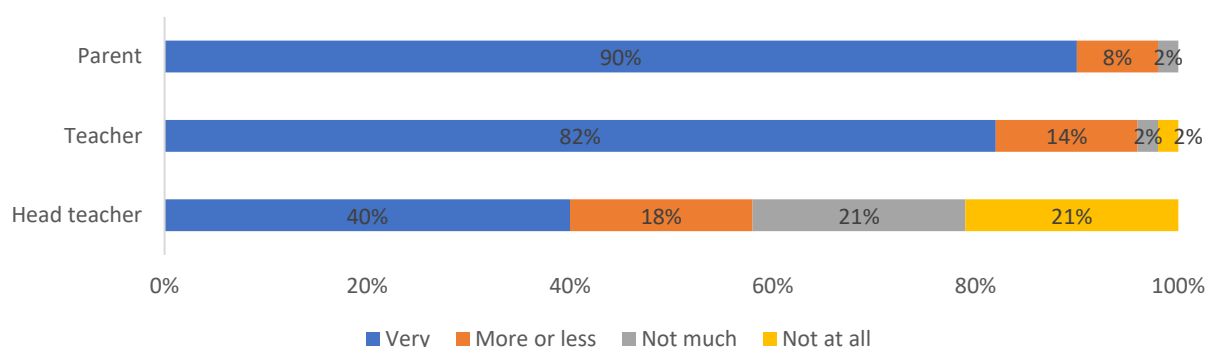


Figure 6: Teacher and head teacher perceptions that programming will help students catch up

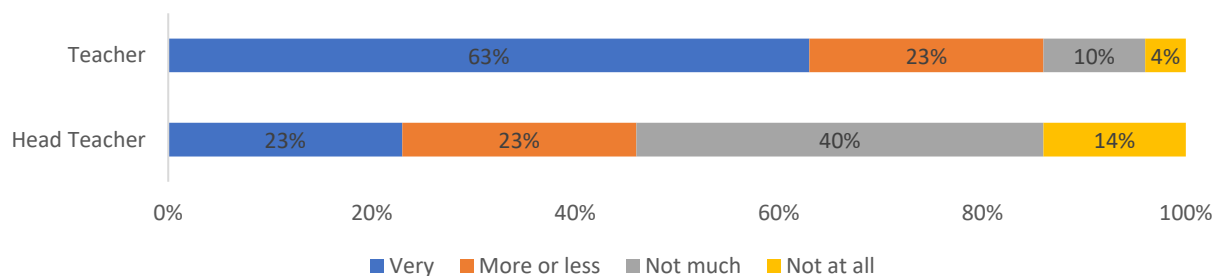
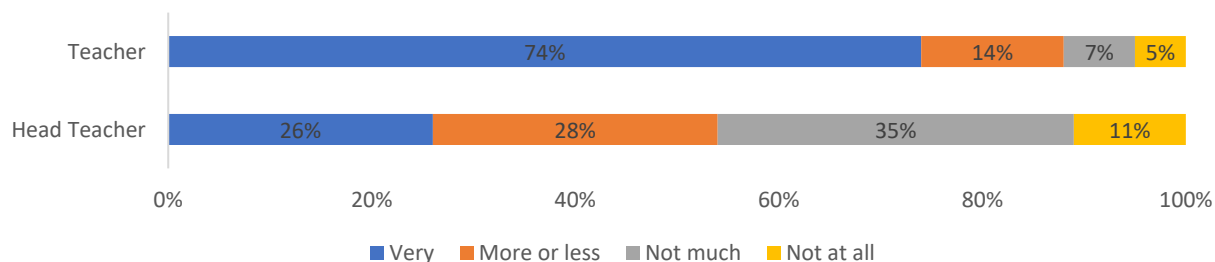


Figure 7: Extent to which Keun Faaba activities promoted continued engagement during closures



Qualitative findings provide additional information. Teachers in a focus group also expressed satisfaction with the adaptations, in particular, that they were easy to follow. One teacher stressed that it was reasonable to keep drawing students' attention to barrier measures, which continued to be relevant. This teacher said,

"Every Monday morning, we make the children aware of needing to respect hygiene measures. We are not tired yet. We are doing well." (Teaching Staff, focus group)

USDA also expressed satisfaction with the ability of CRS and its partners to adapt programming. The USDA representative commented that

"Yes, they were adaptive to the situation. Original plans were made and then had to be shifted. It also affected the timing of the evaluation, too. Radio programming is pretty much in line with what I saw for other countries. . . . I remember being really impressed. They quickly had information about schools that resumed school meals. I was impressed by how timely everything was." (USDA Staff, interview)

Nonetheless, the issue of equity, notably reliable internet access, was raised as a weakness of this approach. To illustrate, WEI staff interviewed raised the challenge of some teachers residing in more remote areas and therefore not being able to effectively participate in WhatsApp community of practice groups.

"All the teachers participated. It is true that there were some absent, because sometimes they are in very remote areas and in these areas, there is often no internet connection." (WEI Staff, interview)

This same staff member also pointed to evaluations of radio programming that indicated weak listenership results. The semi-annual report identifies that radio broadcasts had a low impact, "as 57% of first grade level schoolchildren stated that they had not followed any of the programs."³⁷ The report also posits that "seasonal family labor conducted during this period of the year, whereby both parents and children [sic] are heavily engaged in farm work due to the onset of the rainy season,"³⁸ make for a likely reason for low participation. The effectiveness of this and other adaptations will be further explored in later sections.

³⁷ Ibid, p. 2.

³⁸ Ibid, p. 2.

1.4 To what extent do the project interventions help address student hunger and attentiveness challenges?

Both quantitative and qualitative results demonstrate near unanimous affirmation that Keun Faaba interventions both address student hunger and attempt to mitigate related barriers to student attentiveness. When asked if the school feeding program helped reduce hunger, survey results prove decisive: nearly all parents (97 percent) and even more teachers (99 percent) agreed that the project could reduce hunger. Moreover, 87.5 percent of parents and 92 percent of teachers responded “yes, very much,” followed by 9.3 percent of parents and 7 percent of teachers who said, “Yes, more or less.” Participants in all 15 interview activities relevant to this evaluation question agreed that school feeding addressed hunger and that the communities served by Keun Faaba were resource-strapped ones in which children may have difficulties getting enough to eat. These individuals represent a diverse array of stakeholders including parents (AME and APE groups), teaching staff, department-level and regional officials, project management and USDA.

When asked to provide more information, participants in nearly half (6) of the interview activities expressed that providing a midday meal to students motivated more children to attend and, for those already enrolled at school, to come more regularly. Similarly, three of four teaching staff focus groups in an interview with department-level DDEMP officials emphasized that students often had difficulties returning to school on time when they go home during the lunch break, especially because some students may live far away from school. Some parents, teachers and school directors also clarified that students may not readily have someone at home to prepare a hot meal for them during the break. According to parents, this is due to parents often needing to tend to the fields during the day, leaving the children with grandparents or perhaps even alone, which can lead to difficulties obtaining a meal.

When the children came back home, mothers had gone to the fields. The fathers were not there. The grandmothers have to prepare for them and then they have to go to school again. It was problematic. (Parents, focus group)

In addition, a few groups raised the idea that providing meals for children at schools allows parents to instead pay attention to other responsibilities, allowing them to ultimately care better for their children. The national-level DEMP official made a particularly compelling argument:

"If we want to fight hunger, but we do not allow parents to find the energy to take care of their children and continue at home what they have been doing at school, the parents risk abandoning the child and going to the fields to look for their livelihood. If the system allowed parents to stay at home with their children, it would allow for better monitoring of the children. (DDEMP Official, interview)

Similarly, some stakeholders viewed the take-home rations as reducing hunger for the entire family. One teacher, for example, explained how parents had called to complain about their child not qualifying for the ration, subsequently feeling motivated to better support their child's attendance. It is worth noting

that teachers in one focus group lamented that meat was not part of the school meal offerings, indicating that few students saw lentils and peas as an adequate replacement.

With regard to whether or not Keun Faaba initiatives proved relevant for improving students' attentiveness, participants were again emphatic. In response to a survey question asking if children were more attentive in class due to the school feeding program, an overwhelming 94 percent of teachers responded affirmatively, though with slightly less conviction than for the previous question about addressing hunger, as 72 percent of teachers responded "yes, very much" and 22 percent responded "yes, more or less." When given the choice to identify why students were more attentive, 72.3 percent of the teachers who had responded in the affirmative (n=94) replied that it was because students were full, while 61.7 percent said it was because students were more alert. Teachers could provide multiple answers.

Again, qualitative findings substantiate and fill out quantitative findings. More than half of the 15 relevant interview activities featured discussions of how the provision of midday meals may improve children's attentiveness and cognitive abilities.

"With the canteen children are attentive. In the past, we knew that the children were a bit tired. Now, as much as possible, children's faces actually have more and more energy and they are attentive." (Teaching Staff, focus group)

A national-level Department of Food and Applied Nutrition official further elaborated, noting that when children don't have to worry about food, they are likely to be more attentive. This official stated,

"Children don't have to worry about whether they will find something to eat for lunch. Of course, this has a great effect. It improves the quality of children's education and intelligence. Because if children eat well, they can study well, follow what the teacher says at school." (DANA Official, interview)

Finally, a common refrain among stakeholders provides a summary for these arguments: *a hungry stomach has no ears*.³⁹

1.5 To what extent is the MGD17/Keun Faaba project aligned with the government's canteen action plan?

The Government of Benin has developed a feeding policy with the goal of reaching 100 percent of primary public schools in rural zones. To this end, the government has created the National Integrated School Feeding Program (Programme National d'Alimentation Scolaire Intégré, PNASI). PNASI is a high-level program that enjoys much publicity in Benin. Figure 78 shows a photograph of large posters lining,

³⁹ Le ventre affamé n'a point d'oreilles.

the *Palais du Congrès*, a prominent conference center. The poster on the left refers to school feeding and says, “School canteens for our children.”

Figure 8: Posters publicizing school feeding outside Benin's congressional building



An analysis of the strategy itself is the focus of the coherence evaluation question 2.2 below. This particular question instead focuses on the PNASI action plan, which can be found as Annex III within the 2017 strategy document.⁴⁰ The action plan lays out three specific objectives:

1. Ensure regular provision of school meals to students in public elementary schools and increase their academic performance;
2. Utilize schools as an entry point for bringing together support for education, agriculture and health; and
3. Invest in the development of the institutional framework and improve the steering, coordination and monitoring of the school feeding program in Benin.⁴¹

The plan, organized as a table, also identifies activities, indicators, organizations responsible and the timeframe for implementation of these objectives. A comparison of activities identified within the action plan with Keun Faaba activities shows them to be identical for the first and second objectives, while the third objective also proves very similar, with distinctions being the development of a sustainability

⁴⁰ PROGRAMME NATIONAL D’ALIMENTATION SCOLAIRE INTEGRE (PNASI) Project Document. (November, 2017), pp. 44-45.

⁴¹ Translation provided by evaluation team.

strategy and an action plan. The difference between an NGO-led project operation and a country-wide government initiative, particularly given the issue of scale, may account for discrepancies. Lastly, government documents incorporate the Keun Faaba project as a partner for achieving their goal. CRS is included within the strategic plan as well as within a summary table of school canteens. We reprint the summary table here:

Table 11: Summary of school feeding programs in Benin⁴²

#	Beneficiary schools	Students benefitting	Program
1	3234 Schools with canteens	538,105 students fed	PSNASI funding
3	618 Schools with canteens	104,537 students fed	WFP funding
3	144 Schools with canteens	44,231 students fed	WFP funding [sic] – Correction: USDA funding
Total	3996 Schools with canteens	686,873 students fed	School feeding program in Benin

This document, as well as an interview with a national DEMP official, identify that currently 54 percent of Beninese primary schools benefit from school feeding programming. It is worth noting that while the Government of Benin financially supports PNASI schools, the WFP—in concert with subcontracting NGOs⁴³—provide the actual implementation. Interviews with stakeholders further support the alignment between the Keun Faaba project and the government’s canteen action plan. In practice, stakeholders did not distinguish between the strategy and the action plan. For this reason, the response to evaluation question 2.2, focusing on the strategy, provides a more detailed account of these qualitative findings below.

1.6 Is our theory of change relevant?

The present midterm evaluation offered the opportunity for project stakeholders to revisit the theory of change, notably, the problem Keun Faaba intends to solve, the solutions identified and the assumptions about external conditions necessary for project success. The theory of change can be found in Annex 1 of this report. To answer this evaluation question, the evaluation team has studied the theory of change and asked related questions of key implementers in interviews.

A study of the theory of change reveals a dense document that includes:

- a statement of the project’s strategic objectives;
- a series of five **IF** statements, followed by

⁴² Source: *Ecoles Primaires Publiques à Cantine au Benin: Tableau Synthèse*. Updated January 2021. Translated by evaluation team.

⁴³ Discussions with WFP revealed that there were five NGO partners last year and eight in the current year (2020-2021).

- one **THEN** statement related to the project's overall goal;
- a paragraph on the evidence base underlying the linkages between the **IF** and **THEN** statements;
- a statement listing the project's inputs and the target beneficiaries for those inputs;
- a bullet point list of outputs;
- two paragraphs identifying critical assumptions: climate conditions and teacher strikes and absences, the degree to which they might affect the project and mitigation strategies.

Analysis of the theory of change shows that it contains all the necessary sections: inputs, activities, outputs, outcomes and impacts. The theory of change also aligns with USDA's general theory of change. At the same time, the format of the theory of change makes it challenging to digest. More important, the linkages between the inputs, activities, outputs and impacts are not clearly delineated; rather, these sections are grouped as standalone elements. While the **IF** statements are very descriptive and include references to inputs, activities, outputs and outcomes, the linkages between the **IF** and **THEN** statements could be further elaborated to more clearly depict the causal assumptions and intermediate outcomes that connect them. A close analysis of the critical assumptions also demonstrates that these assumptions and their related mitigation strategies could be further articulated. Based on interview findings as well as a close analysis of the theory of change, the evaluation team suggests that some critical assumptions are missing including:

- requisite skill level and competence of teachers
- consistent teacher attendance and limited turnover
- schools remaining open during expected periods of the school year (including that they do not close due to teacher strikes, pandemics, insecurity or other reasons)
- environment allows access to schools for project implementation and monitoring (stable security environment, road access – not comprised by flooding or heavy rains)
- existence of political will at the community, regional and national levels for engaging and supporting project activities
- absence of a community health crisis

This last assumption is particularly significant given the current COVID-19 pandemic and one that likely has been overlooked by many development actors.

Finally, the evaluation team discussed the theory of change with relevant Keun Faaba stakeholders, namely, the management teams from CRS, Caritas, PfD and WEI. In general, colleagues are satisfied with the theory of change and find that it generally addresses the main elements of the Keun Faaba project. Members of the CRS leadership emphasized that all the elements necessary to a theory of change are present, that hypotheses are appropriate, and that the statement takes into account relevant actors. At the same time, participants identified some areas for further strengthening. Firstly, one participant noted that while training for teachers is important, the hypothesis relevant to teachers also needs to account for other prerequisites, such as appropriate teacher recruitment and teachers' fulfillment of their teaching assignment at the indicated school. A WEI staff member also mentioned that assumptions about teacher qualifications and professionalism could be further articulated to identify absenteeism of any kind as a challenge, not just strike-related absences. A member of the CRS leadership further referred to the uncertainty of government capacity to fully take over the project, as well as of its timeline to integrate CRS schools into its feeding program. We have incorporated these findings into the comments above. Interviews also revealed that PfD and Caritas staff were unaware of the overall

project's theory of change and seemingly to the relationship of their organizations' specific efforts to other long-term outcomes. This finding signals the need for more participatory review and discussion of the project's theory of change.

Conclusion: Relevance

In terms of intervention objectives and the project design responding to the needs of beneficiaries, partners, policies and changing circumstances, findings demonstrate that the Keun Faaba project fulfills expectations and proves highly relevant. The project approach is comprehensive and builds on previous projects. A review of the Government of Benin's action plan for the National Integrated School Feeding Program (PNASI) shows that CRS supports a highly visible and important initiative for the country and constitutes an integral component of the government's strategy. A comparison of CRS activities with action-plan activities shows near perfect alignment.

Survey results also demonstrate generally very high parental and teacher satisfaction with Keun Faaba activities and that they find COVID-adaptations useful. School principals are less enthusiastic in their responses to these same questions, indicating a positive but more critical attitude toward Keun Faaba programming and perhaps a more realistic one regarding school closures. Qualitative interviews also reveal enthusiasm for Keun Faaba among beneficiaries, including government officials, teachers, students and parents. These stakeholders are pleased with infrastructure initiatives and the emphasis on improved hygiene. Satisfaction and support are unequivocal for the provision of midday meals and take-home rations, the latter of which help families at large. Beneficiaries and other key stakeholders generally associate these initiatives with improved student attendance and potential for positively addressing student learning outcomes. Stakeholder responses also point to possible indirect impacts, including relieving parents from concerns around midday meals, thereby allowing them to provide better care in other ways, including possibly increased engagement with children's schooling.

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. While later sections of the midterm report will reveal the results of student assessments, qualitative findings demonstrate support for Keun Faaba's use of the phonics method and the "I do, we do, you do" technique for beginning readers and for boosting student participation. Similarly, Keun Faaba's distribution of booklets to children, especially during school closures, met with strong praise.

Specifically in regard to project adaptations addressing school closures during COVID-19, the evaluation concludes that measures remain imperfect but did respond to challenging, unforeseen circumstances. It is unfortunate that students and families did not have access to USDA provisions between March and July, surely a time of great uncertainty for many families. Nonetheless, CRS and the Government of Benin's continuation of school-meal provision when classes resumed with well-elaborated safety protocols and trained cooks and storekeepers provides support to students and their families during a period of heightened economic instability. In this respect, Benin offers a positive example for other countries in the region that may be reticent to resume school feeding. Keun Faaba also shifted to a brief period of school instruction delivered via radio based on already existing project activities and materials. Indications are that the programming made for a laudable attempt, though it lacked the interactive nature of a more formally designed Interactive Radio Instruction (IRI) program. Participation data is low, but this is not inconsistent with findings from COVID-mediation programming in other African countries, such as Mali and the DRC. The radio programming effort is noteworthy for addressing COVID-19 closures

but likely will have little impact, which signals the need for more comprehensive contingency brainstorming and planning with partners at the project-design stage.

A theory of change can prove complicated for a multisectoral and multifaceted project like Keun Faaba, and close review reveals that CRS has included all the necessary elements. At the same time, analysis demonstrates that the current theory of change is difficult to access in its current form. Rather, a diagram would help better depict the relationship between inputs, activities, outputs and impacts, and it would clarify linkages with intermediate outcomes, in particular. It could also show the roles of various stakeholders contributing to the project.⁴⁴ Similarly, expanding the list of critical assumptions and their related mitigation measures, particularly around health crises and unanticipated school closures, would allow Keun Faaba to be better prepared and more nimble in the case of crisis, minimizing ruptures in project activities and services.

2. Coherence

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

2.1 To what extent is this intervention coherent with other CRS Benin interventions and, specifically, the CRS Vision 2030?

In 2019, CRS laid out a 10-year strategy which acknowledges the organization's mission, its Catholic identity and commitment to guiding principles, as well as the changing contexts in which CRS operates. The strategy also indicates that "partnership and capacity strengthening are at the heart of our approach."⁴⁵ The strategy document goes on to state that

"We believe that it is only through strong collaborative relationships across civil society and the public and private sectors that lasting, positive solutions to poverty and injustice can be achieved." (CRS 2030 Strategy, p. 9).

The 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 and

⁴⁴ Examples of various types of diagrams useful for theory-of-change development can be found at Better Evaluation: Describe the Theory of Change, <https://www.betterevaluation.org/en/node/5280>).

⁴⁵ CRS 2030 Strategy, <https://www.crs.org/about/agency-strategy>, p. 9.

5. All youth are empowered to thrive⁴⁶

A close analysis of goal 4 within the strategy document identifies six priority areas, of which all but one align with Keun Faaba's strategic goals and objectives. All priority outcomes for goal 4 are listed below. The evaluation team has highlighted those that are specific to the MGD program:

- **Children and adolescents enjoy optimal health, free from preventable diseases.**
- Children and adolescents at risk for HIV are tested and receive appropriate care and treatment.
- **Nutrition is improved among vulnerable populations (particularly infants and young children, adolescent girls, and pregnant and nursing mothers).**
- **All children and adolescents have improved opportunities to learn.**
- **Families provide safe and nurturing care for children and adolescents.**
- **People have adequate and equitable access to safe water, sanitation and hygiene.**⁴⁷

Only the second outcome, specific to HIV, has no relevance to the Keun Faaba project.

Interviews with CRS staff confirm this analysis. Participants within all six pertinent interviews agreed that the Keun Faaba project aligns with the CRS 2030 strategy. They cited Keun Faaba's emphasis on partnership and collaboration at the school, community, regional and national levels. Another CRS staff member mentioned the desire for CRS to be more active in Benin's education sector but recognized that the organization is pleased to collaborate with WEI, the leading actor within the sector. Stakeholders also expressed that Keun Faaba aligned with the CRS 2030 strategy's commitment to equity, a commitment demonstrated by the decision to work within vulnerable and resource-poor communities. Lastly, another actor made a connection to goal 4 described above. These findings, along with the excerpts and analysis of the 2030 CRS strategy document above, confirm strong coherence between Keun Faaba and the organization's long-term vision.

2.2 To what extent is the intervention coherent with the government policy on school feeding?

Building on the response to 1.5 above, according to government policy documents, the Government of Benin's school feeding strategy includes three main components: 1) achieving control of the supply process and the delivery of food within schools, 2) providing information and assuring communication between stakeholders, and 3) capacity building of actors to support the operations and monitoring of school feeding.⁴⁸ A review of Keun Faaba's objectives and activities demonstrates that CRS Benin interventions also accentuate these elements. The Government of Benin policy does not make a direct

⁴⁶ Sources: CRS Commitments to the 2030 Sustainable Development Goals, https://www.crs.org/sites/default/files/usops-resources/sdg_crs_goal_alignment.pdf; In their own hands: CRS 2030 Strategy, <https://www.crs.org/about/agency-strategy>.

⁴⁷ CRS 2030 Strategy, p. 20.

⁴⁸ Programme National d'Alimentation Scolaire Intégré (PNASI) Project Document. (November, 2017), p. 22.

linkage, however, with Keun Faaba's strategic objectives to improve literacy skills or to increase the use of positive health and dietary practices.

When asked whether or not Keun Faaba interventions are coherent with the government's school feeding policy, interview responses were unanimously positive. All nine interviews with a diverse array of actors, including government officials, implementing partners and donors, overwhelmingly confirm that CRS objectives and interventions align with the Government of Benin's school feeding strategy. Like the national education official excerpted below, many stakeholders expressed strong affirmation, using phrases like "perfect symbiosis" and "fits perfectly."

"Keun Faaba's project fits perfectly into the government's policy on school canteens, but the government does not necessarily have the same means and has more schools to cover." (National DANA Official, interview)

"The goals of the government and CRS are in perfect harmony, and CRS has even opened the government's eyes to the possibility of feeding schoolchildren locally grown food. CRS has shown us that it is possible to feed schoolchildren with local products." (National DEMP Official, interview)

Interview findings describe how stakeholders see Keun Faaba as extending the government's resources while also going beyond the government's school feeding strategy to promote literacy as well as hygiene and WASH. They see these initiatives very positively, particularly since CRS operates in extremely vulnerable communities.

Stakeholders also repeatedly praised CRS for the innovativeness of its programming, adding that both the Government of Benin and the World Food Program (WFP) find the program approach and activities inspirational. The same national-level DEMP official quoted earlier referred to this phenomenon as "positive contamination" between the three approaches. Innovations offered by CRS include a comprehensive approach to community engagement, the local sourcing of food through school gardens and community farms and the provision of consistent incentives to cooks and storekeepers. CRS is well aware of the advantages it may have over the government's approach, particularly given the resources available for each community, but it also sees these activities as potential growth areas for the government, as evidenced by the quote below.

"However, the two proposals/strategies diverge a little in terms of details. The government will not be able to implement things in the same way because the government does not have the means to mobilize communities through training, nor the means to prepare management committees in relation to the management of the canteen and fundraising. There is also no diversification and enrichment of the menu provided by the gardens. This remains a challenge to address in the government's program." (Chief of Party, CRS, interview)

Discussions with WFP and government actors also revealed a close relationship and collaboration among the three entities. The WFP staff interviewed spoke of a coordination committee that had helped to organize activities and avoid duplication in implementation. They also described how the entities share documents with each other and provide information during evaluations. Nonetheless, it seems that coordination may have been stronger in previous years.

Finally, discussions about the coherence of the CRS strategy with that of the Beninese government revealed important differences in project implementation. Findings demonstrate that CRS schools receive much more assistance and have real kitchens and storage, while in government schools, the community must build the latter. The type of food is similar, but CRS canteens offer a more structured menu, with a well-defined nutrition approach. Some CRS schools also have gardens and/or farms that provide condiments to supplement school feeding provisions. Often the food is stored in the director's office or the home of the APE president. This arrangement can prove challenging, as occasionally goods get misdirected, which has led to the public shaming of suspected individuals on the radio and, as a result, to reluctance among stakeholders to become involved. In government canteens, cooks volunteer or are designated by the community, and they may rotate responsibilities. Identifying cooks proves difficult, because they receive no compensation, while CRS's cooks receive five liters of oil per month. In addition, in some PNASI schools, head teachers and a designated teacher coordinator have to play an important role supporting the school canteen. In addition, sometimes older students, largely female, are required to help in the kitchen. Despite these differences, it is important to note that interview findings, as well as a visit to a PNASI school, also indicated great diversity among government canteens. The PNASI school visited by the evaluation team proved exceptionally well managed and could easily compare with a CRS canteen. Additional inquiry would be required to determine how much this case was an outlier.

Conclusion: Coherence

The midterm evaluation addresses compatibility between the CRS Keun Faaba project and 1) the CRS 2030 strategy and 2) the Government of Benin's policy on school feeding programs. Findings from close analysis of relevant project and policy documents combine with findings from targeted interviews to demonstrate strong relationships with both policies. Keun Faaba's interventions appear nearly in lockstep with CRS' fourth strategic goal for the coming decade, which promotes the full health and development of children. The CRS approach in Benin that emphasizes partnership clearly echoes the same emphasis in the organization's strategy.

Similarly, the CRS school feeding program aligns with the three principal components of Benin's school feeding strategy, so that the government sees Keun Faaba as an extension of its reach. Keun Faaba also moves beyond the government's strategy to address improved literacy, health and dietary practices as well as infrastructure. In this respect, CRS and USDA view school feeding as a stepping-stone to other long-term goals. Interviews indicate that CRS is highly respected for its approach. At the same time, the difference in scope between CRS, WFP and Government of Benin school coverage merits further attention. The CRS coverage of 144 schools represents just 3.6 percent of all schools with canteens. While CRS is able to provide closer coordination and more support than its counterparts with 618 and 3,234 schools, respectively, the McGovern-Dole Benin project, in comparison, remains a pilot, while the Government of Benin goes to scale with WFP as its main implementing partner. This distinction presents a challenge for sustainability as schools used to this much support may find it difficult to transition to a more self-driven approach. Nonetheless, it is critically important to note that the limited scope of the

Keun Faaba project also allows CRS and its implementing partners to provide inspiration and innovation, further enhancing the Government of Benin’s strategy.

3. 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. Six questions inform the analysis of the effectiveness of Keun Faaba at midterm. They explore the implementation of WASH and education strategies and the effects of the COVID-19 pandemic on project activities.

3.1 Has WASH received a heightened focus as a need raised in MGD17/Keun Faaba? What is working well and what needs to be changed? To what extent are the WASH strategies likely to remove gender-linked barriers?

Multiple project documents, as well as findings from interviews and focus groups, attest to this second phase of the Benin McGovern-Dole project, Keun Faaba, as having a great emphasis on water, sanitation and hygiene. Project documents substantiating this shift include the WASH strategy and, perhaps most notably, a success story accompanying the October 2019-March 2020 semi-annual report. This one-page document highlights a Community Led Total Sanitation project (CLTS) activity and provides a succinct overview of the change in shift from MGD 2014 to MGD 2017. The document states as follows,

“Under MGD 2014, the WASH strategy focused solely on the school environment and did not link to WASH activities in the communities. To maximize health impact, in MGD 2017 the WASH friendly school approach is complemented by the Community Led Total Sanitation (CLTS). By combining these two approaches, MGD 2017 aims to create better conditions for behavior change related to good hygiene and sanitation practices for schoolchildren and their parents—both at school and at home—in terms of access to clean water, latrines, hand washing systems and cleaned living environment.” (p. 1)

The WASH strategy further identifies closer coordination and concertation with local authorities as one of its main tenets.⁴⁹ The increased attention to WASH is also clearly perceived at the school level. Nearly all teachers (97 percent) agreed with a survey question asking if they thought that Keun Faaba had made more efforts focusing on hygiene during the second phase of the MGD project, beginning with implementation in September 2019. A high proportion of teachers (89%) felt very strongly that this was the case, responding, “yes, really.” Analysis of project documents as well as interviews demonstrate that the activities that receive more focus include

- WASH Clubs
- WASH-friendly school certification

⁴⁹ CRS Keun Faaba WASH Strategy (January 2020), p. 4.

- Menstrual-hygiene management
- Working with community health workers to assist students and families with puberty issues
- Water sanitation within schools, including securing reliable water access

WASH activities working well

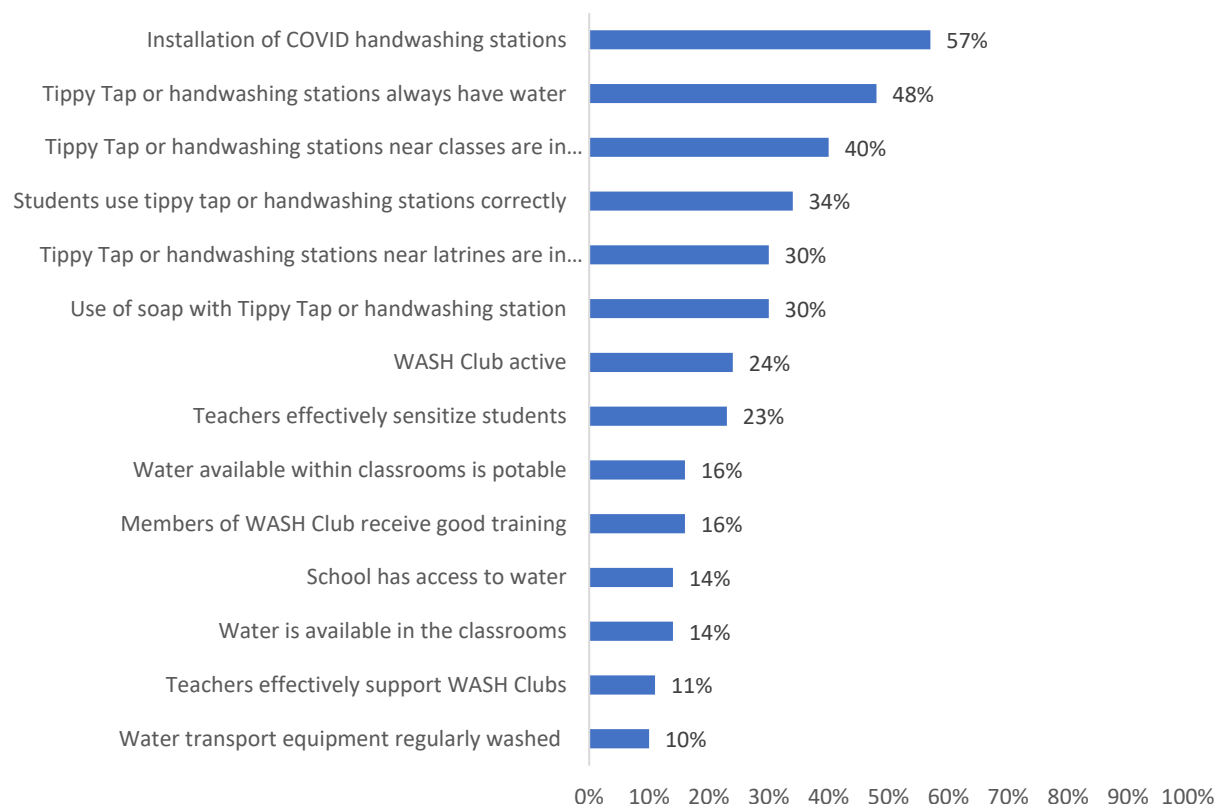
Midterm evaluation interview activities solicited stakeholder viewpoints about Keun Faaba activities that were working well. Stakeholders at the school, departmental education office and implementing partner level largely identified actions to foster clean school environments, improved access to clean drinking water, promotion of good handwashing practices and WASH Clubs as effective. Three additional points require specific attention. First, while open urination continues to persist at some schools, teachers, a CRS field agent and a focus group with a student WASH Club all cited a creative and effective remedy of older students training younger kids on how to use the latrine. Second, discussions largely with Keun Faaba staff signaled the importance of teachers able to advise and champion WASH efforts within the school. Accordingly, one field agent recommends that WASH advisors be more involved at trainings and clarified that these advisors can be more influential within the school than the school principal. Finally, all three focus groups with teaching staff noted how helpful the field agents were in supporting WASH efforts at the school level. As a teacher in one focus group contributed,

"CRS officials do a good job of making sure the rules are followed." (Teaching Staff, focus group)

This quote demonstrates the importance of field agents in promoting enhanced WASH practices at the school level. At the same time, it should alert Keun Faaba implementing partners to the need for a transition plan to school-level accountability at the end of the project.

By comparison, as Figure 9 indicates, survey results show that more than half of teachers (57%) identified the installation of COVID handwashing stations as an effective Keun Faaba activity, while just under half (48%) cited how Tippy Taps or handwashing stations always having water as effective. Two other activities gained notice among more than one-third of teachers: that Tippy Taps and handwashing stations are in good condition (40%) and that students correctly use these stations (40%). Notably, only 11 percent of teachers identified teacher support of WASH Clubs as effective. The impact of COVID-19 on stakeholders' perceptions of WASH activities is the subject of the next question and may also suggest why teacher responses focus most on handwashing activities.

Figure 9: Keun Faaba activities functioning well according to teachers (n=100)⁵⁰



In addition to these activities, project documents⁵¹ suggest that the CLTS initiative may also have proven effective, though perhaps not as visible to school-level actors and education officials, which may explain their lack of commenting on this initiative. Caritas is responsible for CLTS programming. A Keun Faaba success story document points to how on March 7, 2020, communities in four departments had organized community cleaning days. The Keun Faaba theory of change specifies that a healthier schooling environment may contribute to improved student attendance. As of July 2020, 19 localities had also been certified as “Open-Defecation Free.”⁵²

⁵⁰ Graph shows results for responses receiving 10 percent or more.

⁵¹ Largely the semi-annual report for October 2019–March 2020, accompanying the CLTS success story, and the April–September 2020 semi-annual report.

⁵² Criteria for pre-certification include 1) absence of human excrement in the targeted locality, 2) access to a functional latrine by each household, 3) proper maintenance of latrines built, 4) latrines equipped with functional and maintained handwashing devices and 5) environmental sanitation. (Source: April–September 2020 Semi-annual Report and Caritas interview).

WASH Clubs

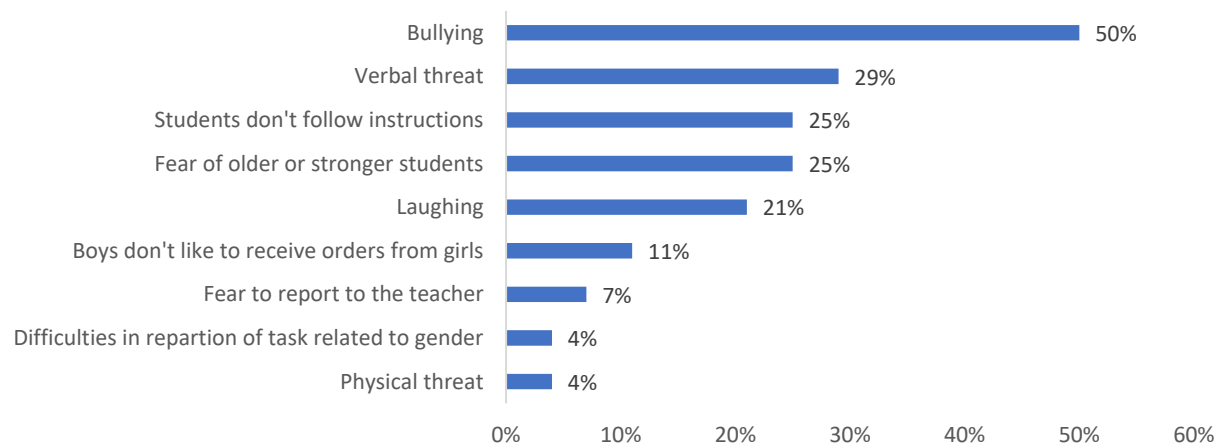
WASH Clubs require particular attention as an effective initiative given their centrality to Keun Faaba's strategy, as well as their positive mention in many qualitative interviews. Quantitative findings from the mid-term evaluation also support their effectiveness even though it is worth noting that the health/hygiene practices indicator has not improved. All but one of the directors at the 50 treatment schools indicated their schools have a WASH Club.⁵³ Among these 49 clubs, 13 were reported as moderately active by principals, while 34 were considered very active. Further analysis shows that principals reported a significantly higher proportion of rural schools (compared to urban) as "very active" (87% compared to 62%; see Annex 12 for more details). Results also show that small schools tended to be significantly more active than medium and large schools (91% compared to 50% and 73%, respectively; $p=0.030$). Overlap exists between school size and zone, as larger schools are more frequent in urban areas. In terms of membership, survey results demonstrate that the membership of WASH Clubs varied between 5 and 12 members, with an average membership of 8 members. On average, school principals reported that females make up nearly half of the club's membership (49%, on average), and this proportion varied between a minimum of 38 and 83 percent.

The evaluation team held focus group discussions with WASH Clubs at three schools that included both students and their teacher advisors. Discussions revealed three very different approaches to the WASH Club, including concerning gender participation. One of the clubs was recently formed and its advisor had not yet participated in a related training. The club members were all girls, chosen by the teacher based on her belief that girls are cleaner than boys. The club members appear to do all the cleaning themselves. The second and third clubs were more established, with teachers apparently implementing the clubs more closely in line with Keun Faaba's vision. Members of the second club succeeded in meeting even when the advisor was not able to attend the sessions. At this school, both girls and boys participate in cleaning activities, though girls are responsible for cleaning latrines while boys fetch water. The students outwardly seemed fine with strictly gendered task distribution. The third club visited is highly functional, and members play more of an organizing role among their peers. While WASH Club members participate in the cleaning, they supervise the work of the other rotating groups. Student members spoke of how students use urinals rather than relieving themselves openly on the school grounds and of how they remind other students to wash their hands with soap or using cinders. This third club functions despite serious water-access issues within the village.

When asked on a survey if members of the WASH Clubs experience problems, more than half of the principals (28 or 57%) responded affirmatively. As Figure 10 demonstrates, WASH team members most commonly face bullying (as indicated by half of responding principals) and, to a lesser extent, verbal threats, students not following instructions, fear of older/stronger students and being laughed at.

⁵³ The remaining teacher indicated not knowing the answer to the question.

Figure 10: Difficulties WASH Clubs face according to principals (n=28)



In regard to whether female WASH Club members face particular challenges, both qualitative and quantitative data indicate minimal issues. For example, less than a fifth of principals (8 principals or 16.3%) indicated that female WASH Club members experience difficulties. Among the difficulties girls experience, a lack of respect for females was most common (5 responses), followed by intimidation and verbal threats (4 responses for both, respectively). Focus group data from two of the three groups confirmed that both groups do experience verbal intimidation but that they also felt they could handle it themselves and approach teachers if the situation required escalation. Although some stakeholders interviewed expressed that WASH Club members have difficulties mobilizing their peers to appreciate good hygiene and a clean school environment, when asked directly, student members stated overwhelmingly that they earned respect among their peers for their role within the WASH Club, perhaps because of the authority it afforded them. The three quotes below provide examples of how certain students and teaching staff from different clubs feel efficacious.

"There's no problem. The other kids do what we ask." (Wash Club #2, focus group)

"Almost all the other kids respect us, but if they don't we tell the teacher" (Wash Club #3, focus group)

"The kids in the club are respected and they enforce order and respect the rules" (Teaching Staff, focus group)⁵⁴

WASH activities needing improvement

Interviews and document review also indicated areas in which improvement of WASH activities could lead to greater effectiveness. To begin, access to water remains an issue at some schools. Proper latrine maintenance also proves a challenge for some schools according to a CRS field agent. Similarly, some element of Keun Faaba infrastructure have suffered vandalism, particularly at schools in urban areas or at those without or with incomplete school enclosures. Interviews with the CRS MEAL team and department-level DDEMP officials also point to possible disjuncture between project/school and community attitudes toward the importance of WASH. For this reason, MEAL staff interviewed called for continued sensibilization. A colleague commented that

"I think that remains the real challenge, the regular daily awareness and daily follow-up, and especially parents' awareness to become involved. Because we know that when children have this reflex at home and at school, it becomes a habit." (MEAL Officer, interview)

Also notably, CRS experienced implementation delays of WASH activities because of unanticipated challenges faced in developing the WASH strategy, and because of recruitment difficulties. The WASH strategy was officially launched in January 2020, in year 3 of the project. The April-September 2019 semi-annual report indicates that the delay prevented the full implementation of WASH activities for several months. Nonetheless, while the strategy took a while to develop, interviews with key stakeholders, as well as project documents, show that the strategy's development is seen as a major accomplishment and solidifies MGD's Phase 2 additional emphasis on WASH. According to the CRS chief of party,

⁵⁴ Note that the teaching staff focus group discussion took place at a different school than the WASH Club focus group discussions.

“The strategy has allowed us to clearly channel things with a good coordination between WASH and infrastructure activities. We’ve put into place Certification Committees with the help of the Pedagogical Advisors.” (COP, interview)

Recruitment and staffing of the WASH Team also encountered delays and turnover. Delays in part resulted from challenges recruiting a gender-balanced team. Locating the position in Kandi, far from Cotonou, was also seen as an impediment to a quick and comprehensive recruiting process.⁵⁵ They also, however, resulted from a restructuring process that wanted to better align personnel backgrounds and roles with the new WASH strategy. In addition, the WASH-Nutrition program manager resigned during the first portion of the 2020 fiscal year, and recruitment suffered further delays due to COVID-19 complications.⁵⁶ The next evaluation question explores the impact of COVID-19 on WASH initiatives in detail.

3.2. How has COVID-19 impacted the WASH strategy?

The COVID-19 pandemic has had an impact on schools and communities worldwide. In Benin, as indicated earlier, the Government of Benin mandated school closures from March 30 to May 10, 2020 for Grade 6 students, to August 10 for Grade 1-5 students and to September 28 for preschool students. While the COVID-19 pandemic and response continue and the full impact of the pandemic remains unknown, the midterm evaluation provided an opportunity to better understand how COVID-19 has specifically impacted Keun Faaba’s WASH strategy and initiatives to date. Document review and qualitative data inform this question. Findings demonstrate that the COVID-19 pandemic affected the project in a complex way, as it both halted and reinforced key WASH activities.

COVID-19 halted or delayed WASH programming

As indicated by project documents,⁵⁷ school closures imposed by the Government of Benin to address COVID-19 put a halt to almost every WASH activity. At first, CRS took advantage of this time to develop and establish COVID-19 safety protocols. In the meantime, with schools closed, WASH Clubs ceased to meet and the review of club action plans and progress toward the certification of WASH-friendly schools was put on hold. Similarly, infrastructure construction activities could not take place, and challenges in the search for qualified tenders further delayed building efforts. The coaching of girls and boys by female community health workers was also suspended. When most activities resumed with school reopenings, gatherings remained limited to a maximum of 50 people per COVID safety protocols. Interviews with the CRS WASH-Nutrition specialist and CRS leadership confirmed these changes. Finally, the timing of the closures proved particularly constraining for WASH activities. As indicated above, and further emphasized in an interview with CRS leadership, the WASH strategy had just been officially launched in January 2020 and CRS had planned to use the year to accelerate efforts and make up for lost

⁵⁵ Source: Semi-annual report April-September 2019.

⁵⁶ Semi-annual report October 2019-March 2020.

⁵⁷ This section draws from the Amendment to the Cooperative Agreement, the April 2019-September 2020 Semi-annual Report and the FY2021 work plan.

time. CLTS activities were slightly less affected. Even though large gatherings could not take place, certification of Open-Defecation Free designation still took place. According to Caritas management and staff, the timing of the pandemic will also likely have an impact on CLTS achievements, as the initial lockdown occurred during the months when home visits were most likely,⁵⁸ and subsequently, large gatherings were not viable. CLTS activities thus also became difficult. The FY2021 work plan suggests that only WASH-friendly schools certification could occur before the end of the fiscal year.⁵⁹

COVID-19 reinforces good sanitation and handwashing messages

At the same time, the nature of COVID-19 prevention strategies aligned with Keun Faaba and WASH initiatives in general, namely, by further extending messaging to promote handwashing. Eight of 14 interviews with implementing partners, students and teaching staff identified more regular handwashing as a positive outcome of the COVID-19 situation. Of these, all three student WASH Clubs indicated that they were already washing their hands prior to COVID-19 protocols. According to the Amendment document, COVID measures also included “printing educational posters to be hung in each classroom, the purchase and distribution of training toolkits to train communities and thermometers, and the purchase of masks, soap, and hand sanitizer for project staff.”⁶⁰ Discussions with CRS leadership explained how the organization provided masks to teachers, cooks and storekeepers out of concern that they had not been masking when schools resumed. Unfortunately, a school feeding field agent shared during an interview that it may prove difficult for cooks to wear a mask, especially since kitchens often involved smoke. The MEAL Team and the WASH-Nutrition specialist further shared that some schools received unanticipated funding from other NGOs to reinforce handwashing within the context of COVID-19 and may have also received additional handwashing stations. The following quote further contextualizes this last point:

“The Covid-19 crisis is very serious and has had a positive impact thanks to the mobilization of all sides, whether it be the government or NGOs, to be able to produce messages, to promote good hygiene practices, so that in all the schools you have seen that there is a diversity of handwashing facilities.” (CRS WASH-Nutrition Specialist, interview)

3.3 Do literacy promotion activities help improve the reading and writing skills of students?

Recall from section 1.2 above that Keun Faaba includes several literacy-promotion efforts that take place after school, including a bi-monthly story hour, a weekly radio hour featuring storytelling based on project booklets and books, the promotion of listening groups and community libraries to support children and their families’ reading practices. WEI leads educational activities in concert with two local NGOs. Some of these activities also seek to build the capacity of AMEs/APEs, who in turn initiate

⁵⁸ June through December corresponds to intensive farming activities.

⁵⁹ FY2021 work plan, page 12.

⁶⁰ Amendment to the Cooperative Agreement, p. 8.

activities within the community, for instance, study groups. COVID-19 prevention measures led to changes in literacy promotion activities, one of them being the implementation of two- and three-week adaptations of its radio programming to provide more direct instruction to students during school closures through a variation of its radio programming.

Figure 11: Community Library



Discussions with WEI and subcontractors, ALAFIA and DERANA, further clarified that story hour also modified its structure to reduce the number of students participating in each session. Rather than meeting twice a month with a large group of students, groups were limited to between 15 and 20 students and met on alternate weeks. Story hour volunteers provide weekly programming to alternating groups. These volunteers receive training from WEI and partners but do not receive direct compensation. Story hour is intended for Grade 2 students only. WEI also initiated study groups led by AME/APE members within the communities that occurred on Wednesday and Saturdays and made use of library materials. Like the story hour, the study groups are designed to focus on student work, but they also provide students with opportunities to interact with letter cards made from local materials. At the time of data collection, study groups and some libraries were still being established. As a further update, discussions also reiterated how WEI works closely with communities to generate support for literacy-promotion activities. In the case of libraries,

WEI provides the materials, but the community AME/APE members are responsible for providing a place to house the library, complete with the necessary furniture. An individual also needs to be identified to manage the library. If this person is not able to read or speak French, a second person is selected to assist them with providing services to children. At the time of report review, all 97 communities in which WEI intervenes had libraries in place.

This section examines the effectiveness of these activities, first drawing on questionnaire findings and 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 interview activities. When asked which extracurricular activities teachers felt were most effective for promoting improved reading and writing, more than half of the teachers (51%) listed the storytelling hour with the APE/AME, followed by listening sessions on the importance of reading (30%), book distribution (25%), study groups (23%), and the APE/AME-managed library (22%). Only 16 percent of teachers found the weekly radio program an effective promotion of reading.

Analysis of interview data shows that stakeholders spoke most about the story hour when asked about literacy-promotion activities. Two of three teacher focus groups accentuated how story hour helped students gain confidence to participate more readily in class. The below quotes provide further insights.

"A child who doesn't talk at school, after having participated in storytelling two or three times, they'll become alert and start to speak at school, too." (Parent, focus group)

"In the beginning, when I would ask them to imagine something, they had a hard time doing it. I insisted on vocabulary enrichment with the kids. Tales are full of vocabulary, and there's also the community library. As children's vocabulary gets bigger, reading becomes easier." (Teacher, focus group)

"Story time works well and it takes place regularly. This has had a positive impact on kids' reading abilities. Reading is a key to all other learning. It helps so much. They use illustrations to help communicate and express ideas orally." (Teacher, focus group)

Other stakeholders lauded story hour for its enjoyable approach and its ability to improve students' vocabulary, as well as oral and listening comprehension. One parent group also shared how the focus on tales with a moral at the end was culturally relevant, making parents eager for their children to participate.

At the same time, other stakeholders indicated that the story hour was not working well. While a department-level DDEMP official commented that he did not oversee the activity, he also mentioned that the COVID pandemic had disrupted programming, which had not yet recovered. Others echoed this sentiment, including a parent volunteer. Moreover, teaching staff (at a different school from the groups mentioned above) explained that a lack of volunteers meant that story hour was not happening for students within their community. Similarly, another teacher focus group indicated that teachers needed to make great efforts to remind students to attend. Teachers participating in this particular group expressed mixed feelings about story hour. While some felt it was no longer worth their effort, another teacher suggested expanding the opportunity to Grade 1 students. Finally, the evaluation team's review of audio stories indicates that some may not be appropriately leveled and that the recording quality may be poor, further complicating the utility of stories featured by WEI programming. These findings suggest mixed effectiveness for these activities.

Analysis of survey data provides a broader understanding of programming frequency and participation. When asked which activities took place most regularly at their schools during the first trimester before the evaluation, many more teachers by far indicate that the AME/APE story hour occurred most regularly over other activities (70% compared to 27% for radio programming, the next highest rated activity). Teachers also indicated that students participated most regularly in story hour. In general, findings designate story hour as the most visible of all literacy-promotion activities. Like teachers, more parents reported their children taking part in the APE/AME story hour (32%) than in any other activity (see Annex 12 below). Most significantly, however, more than two-thirds (67%) of parents indicated having no knowledge of Keun Faaba extracurricular activities. A deeper analysis found that the proportion of parents unaware of extracurricular activities was significantly higher for parents who did

not speak or read French, and for parents who had not gone to school.⁶¹ This result indicates a serious lack of awareness among the most vulnerable parents and may suggest the need for more effective communication about the availability of after-school activities for students to promote literacy among this group.

Findings also provide some insights into reasons for non-participation. For one, discussions with some parents and teachers suggest that activities generally occur on Wednesday afternoons and Saturdays, and that this timing may not work for certain segments of the target population. Children may find themselves helping their parents with cultivation in the fields at that time, for instance. The location may also not work for certain individuals within the community. In addition, parents may not be able to spare resources required for the full implementation of the community libraries. In terms of radio programming, questionnaire data confirms low listenership rates as reported in section 1.3 above,⁶² as survey results show that more than half of students surveyed (55.9%) reported not tuning in. A lack of radio was clearly the greatest impediment to listening for students, as half of students (49.6%) indicated not having a radio and a quarter (24.6%) indicated that their parents did not provide them with one. The nonexistence of a library proved a barrier for 47.3 percent of students responding to the EGRA questionnaire to participate in extra-curricular activities and seems to be a major bottleneck for students. While teachers indicated that children may not be able to attend activities because of time conflicts, only a small proportion of students not attending radio shows (5.9%) and library activities (12.3%) indicated chores as an obstacle.

3.4 Does the teaching of life skills help improve the reading and writing skills of students?

Keun Faaba's life-skills curriculum focuses on hygiene and nutrition. Six study units are indicated within the teachers' guide: 1) lack of hygiene and illnesses, 2) water hygiene, 3) keeping courtyards clean, 4) handwashing, 5) nutrition and food hygiene, and 6) personal hygiene and clothing.⁶³ Keun Faaba has also developed a *Guide d'infusion*, a document that shows teachers how the various life skills lessons can be integrated into the national curriculum's scope and sequence. This particular evaluation question explores the extent to which the teaching of life skills, that is, an emphasis on good hygiene and nutrition, may translate into improving students' reading and writing skills.

First of all, interviews focused on better understanding the life skills that teachers emphasize with students. Of five interview activities with teaching staff, three of them spoke easily about the *Guide d'infusion* (WASH-Nutrition Integration Guide) while two others, from different communes, had no awareness of the guide. These teachers seemingly do not yet include life skills as defined by Keun Faaba, in their classroom delivery. Notably, all four department chiefs of pedagogical regions also shared their experiences with the Integration Guide and related trainings. They made very positive comments and

⁶¹ Results are statistically significant at the following p-values: parents who do not speak French (p=0.014), parents who do not read French (p=) and parents who did not go to school (p=0.009).

⁶² Recall that the April-September 2020 semi-annual report noted that more than half (57%) of students did not tune into the radio programming.

⁶³ *Guide enseignement de l'hygiène et de la nutrition à l'école primaire basé sur les compétences de vie*. Translation by evaluation team. As indicated within, the COVID-19 related school closures interrupted dissemination of the guide. Its use and impact should be explored within the final evaluation.

even expressed ownership over the process and the guide. One chief of pedagogical region further explained how the guides were distributed within teachers' communities of practice. At the same time, the advisors clarified that school closures due to COVID-19 disrupted the guide's dissemination, explaining why some teachers had not yet received training. Notably, these departmental education officials indicated that the Integration Guide was intended for both Keun Faaba and non-Keun Faaba teachers. This point will be further explored later within the sustainability section.

With regard to literacy, teachers most commonly addressed the link between life skills and students improving their reading and writing skills.

"If you are sick because your environment is not healthy, you can't come to school and it affects your school performance, children's attendance and ability to come to class. What is good health here? It's eating healthy, it's living in a healthy environment, and these life skills are taught through the module that CRS has put in place." (Teacher, Teaching Staff focus group)

"And when children are in good physical, mental health they are already willing to follow the teacher. When children follow the teacher, they understand. As a result, teaching is well organized and children are present. They will read. That's that." (Teacher, Teaching Staff focus group)

In addition, another teacher made the connection between children learning life skills and reading and writing. Thus literacy becomes the vehicle through which to learn about proper health and hygiene.

3.5 To what extent are teachers implementing literacy techniques acquired through the project?

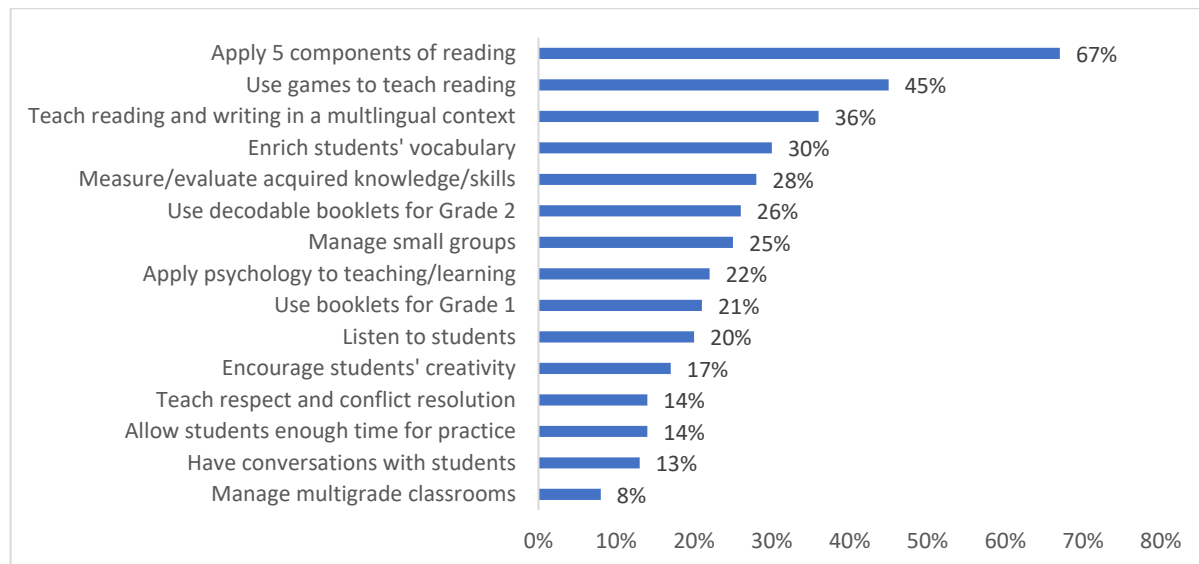
Keun Faaba project activities include trainings for kindergarten, Grade 1 and Grade 2 teachers, principals and administrators (chiefs of pedagogical region and pedagogical advisors). These trainings were designed to reinforce teachers' capacity to give instruction in reading and writing, and pre-reading and pre-writing for kindergarten teachers. According to project documents⁶⁴ and discussions with project management, WEI leads these trainings, with critical support from INFRE, the Primary Education Directorate, the Department of Primary Education and the National School of Teachers. COVID-19 related closures greatly interrupted the time available for teachers to implement strategies learned. For example, the teacher training on using decodable books for reading instruction took place in January 2020 but schools closed only two months later leaving teachers with only one month for practicing what they had learned. Teacher survey data revealed that 85 percent of Keun Faaba teachers have attended project trainings, while 15 percent of teachers have received no training at all. No additional information was available as to why these teachers did not participate in trainings. Similarly, 48 of 50 school

⁶⁴ The section draws on semi-annual reports, including indicator tracking tables, and WEI's list of activities and training reports.

principals surveyed indicated that all of their Grade 1 and Grade 2 teachers participated in Keun Faaba trainings.⁶⁵

In terms of the extent to which teachers implement literacy techniques, survey data reveal that the top three types of techniques teachers most regularly practice are 1) the five components of reading (67%), 2) using games to teach reading (45%) and 3) teaching reading and writing in a multilingual context (36%) (see Figure 12 for more details.) Principals surveyed confirmed these findings, identifying the five components of reading and using instructional games as the top two practices teachers effectively use.

Figure 12: Literacy techniques teachers report implementing most effectively (n=87)



At the same time, project semi-annual reporting from September 2020 refers to a follow-up classroom observation study involving kindergarten, Grade 1 and Grade 2 teachers. Analysis indicated how findings show that the project is meeting 53% of annual and LOP targets⁶⁶ for teachers who are able to demonstrate new techniques or tools learned as a result of USDA assistance. Findings specified that kindergarten teachers needed reinforcement in organizing and preparing the classroom and pre-reading techniques, while Grade 1 and 2 teachers needed support in teaching strategies related to the five components of reading. Finally, the semi-annual report notes that the largest percentage of teachers (65%) failed to promote a student-centered learning environment. The report points to communities of practice as an avenue for strengthening teacher practice and the FY2021 workplan indicates this as a project strategy. Further discussions with the COP further clarified that communities of practice meet bi-monthly as needs-based, group coaching sessions in which teachers 1) share about teaching challenges and engage in discussions with peers and their coaches (who facilitate the Communities of Practice) to identify solutions; 2) engage in hands-on exercises and practical demonstrations of instructional

⁶⁵ It may also be noteworthy that 2 of the 50 surveyed directors from Keun Faaba schools responded that none of their Grade 2 teachers had participated in trainings. In addition, the two most popular trainings attended took place in November 2019 (Phase 1 training) and in January 2020 (Decodables training).

⁶⁶ Semi-annual Report April-September 2020, Excel spreadsheet: Result Indicators Report, row 71.

strategies (to overcome teaching challenges identified); and 3) develop teaching and learning materials that can support their teaching practice and serve as manipulatives to make learning more accessible to students. Pedagogical counselors and chiefs of pedagogical regions serve as coaches.

Qualitative data offer insights into supportive and hindering factors related to teachers incorporating new Keun Faaba strategies. Teaching staff in all four focus groups and three of four chiefs of pedagogical region accentuated the positive aspects of Keun Faaba—promoted literacy strategies. They felt that communities of practice provide additional scaffolding and CRS offering teachers a comprehensive set of materials and trainings stood as factors supporting teachers in their adoption efforts. One teacher explained how their community of practice has helped overcome difficulties with application:

"For me, the difficulties I encountered are somewhat improved. Thanks to the community of practice. We ask the trainers about the difficulties we encounter in class and the trainers help us." (Teacher, focus group)

Moreover, teachers commented that they see the techniques as effective in helping students learn, notably the "I do, we do, you do" collective repetition technique that eases children into a new exercise. Three of four teacher focus groups explained how new methods helped children decode words and read more quickly than previous non-phonics-based methods. The quotes below provide illustration of their excitement for these techniques and of what teachers see as positive effects on students' learning to read.

"It's the repetition that I liked. It's the method, 'I do, we do, you do,' that motivates kids, and they find it interesting. All the kids get involved. I really like this method. It's not just that some kids learn, it's that all the kids learn." (Teacher, focus group)

"Yes, the methods are very useful for the teachers, because it allows me to unfold our sequences as easily. Before, we had to look for images, not draw everything on the board. We don't do that anymore because we show the children pictures and the children repeat them, so they can understand things better." (Teacher, focus group)

At the same time, findings revealed difficulties that teachers encountered in implementing Keun Faaba—promoted literacy techniques, though notably, nearly one-third (29.8%) of teachers indicated no difficulties. Among difficulties cited, the top three were that student assessments took too much time (20.2 %), teaching and learning materials were not available (20.2%) and that methods were not compatible with the Benin national curriculum (16 %). While qualitative data do not reinforce the first two results, the topic of a misalignment between the CRS curriculum and the Government of Benin's national curriculum also emerged as a point of discussion during interviews with WEI staff and with a colleague at the World Bank. The latter confirmed that the World Bank was developing a phonics-based curriculum to be brought to scale in the short term. In addition, interview participants pointed to significant systemic and contextual challenges that hindered the implementation of literacy techniques. The most significant was the issue of teacher mobility: teachers leaving a school may take new

competencies with them and leave a vacuum. A chief of pedagogical region stated the problem as follows:

“There’s the issue of teacher mobility. There’s concern for those who were there and now, like imagine that I participated in all the trainings, but then they tell me that there is another that is coming to replace me and that person didn’t participate in the trainings.” (Chief of Pedagogical Region, interview)

Keun Faaba promotes policy advocacy to revise teacher-placement policy. We turn next to efforts at the classroom level to improve teacher and student attendance.

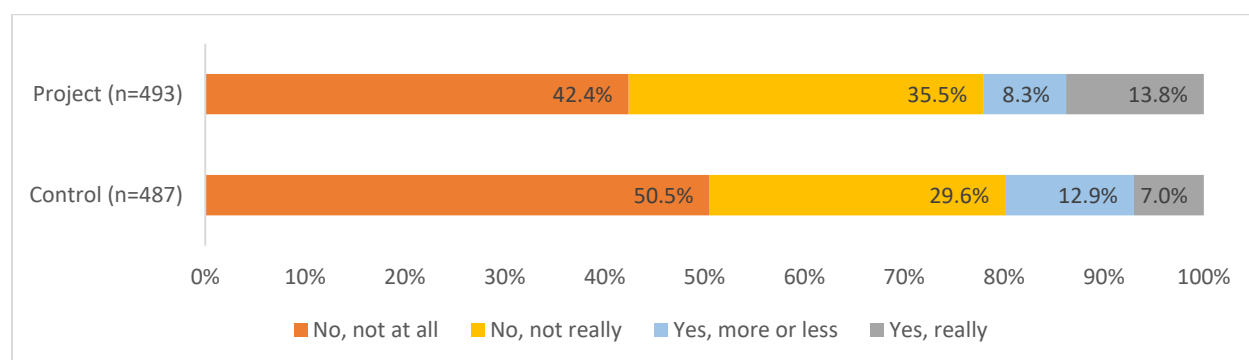
3.5 Which strategies have been (or should be) put in place to effectively monitor teachers’ attendance? Has project implementation been effectively monitored? How well has the M&E mechanism helped project implementation, and what improvements could be made, if any? Have challenges of FFE I been addressed, namely: tracking teacher attendance, tracking student attendance?

As indicated in the response to evaluation question 1.2 above, Keun Faaba addresses teacher attendance through advocacy efforts to revise the teacher-placement policy, through radio messages and through the establishment of merit certificates. The project also encourages student participation in Grade 3, 4 and 5 for students who reach a 95 percent attendance rate by providing them with dry take-home rations in the form of jugs of cooking oil. This section explores the extent to which teacher and student absenteeism constitutes a problem, as well as the viability of solutions.

Teacher attendance

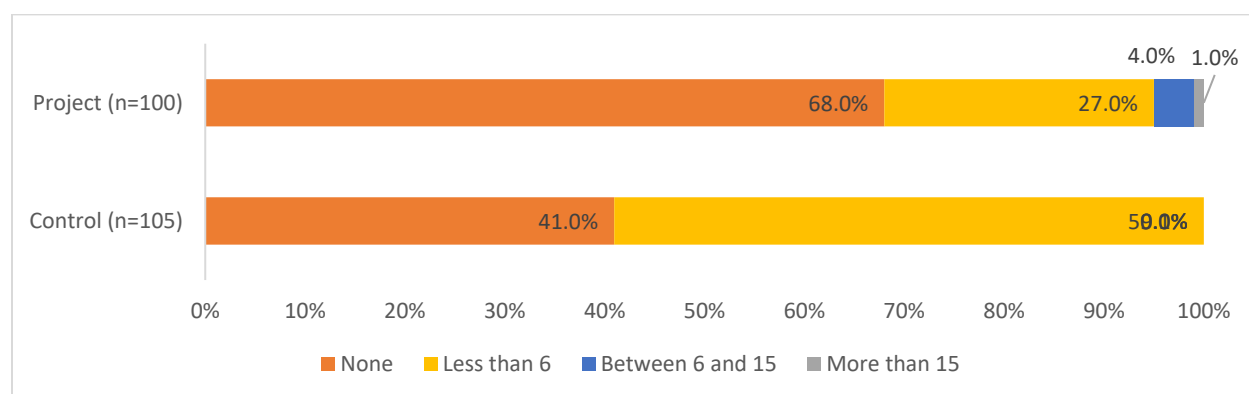
In general, findings show that school-level stakeholders identified little concern for teacher absences from school. Principals across both control and treatment samples indicated few problems with teacher absence from school. For example, 93 of 100 school principals indicated that their teachers have been regular in their attendance since the beginning of the first trimester. Results also demonstrate that parents show more concern for teacher absences than the educators surveyed. One-fifth of all parents (20%) felt that absenteeism is “more or less” (10%) or “really” a problem (10 %). As Figure 13 illustrates, project parents expressed slightly more concern than control parents, particularly as 6 percent more parents felt that, “yes, really,” absenteeism constituted a recurring issue at their school. This result is statistically significant (see Annex 12 for full results). It is possible that parents at project schools are more likely to pay attention to teacher absence and see it as a problem than parents at control schools. In addition, the distinction between educators’ and parents’ views on teacher absenteeism is worth noting and signals a need for better communication about teacher absences and mitigation efforts.

Figure 13: Comparison of project and control parents' views on whether teacher absenteeism is a recurring problem at their school⁶⁷



When surveyed, teachers across both control and project schools indicated that the most common reasons for their absences were: being sick themselves (44.7%), having a sick family member (18.1%), administrative reasons (28.7%), work meetings (8.5%) and trainings (5.3%). There were no notable differences between control and project teachers. More notably, as Figure 14 illustrates, nearly twice as many control-school teachers report being absent than those in project schools during the first trimester, 59 compared to 32 percent. This result is statistically significant and suggests that something at Keun Faaba schools encourages teachers' regular attendance, or at least, their reporting of regular attendance.

Figure 14: Comparison of teacher-reported absences at project and control schools



One of Keun Faaba's key strategies for promoting improved teacher attendance is issuing merit certificates to teachers. The project aims to issue 36 merit certificates (24 to male teachers and 12 to female teachers) over the life of the project, recognizing teachers who have improved their practice. Survey results show that 93 percent of teachers, 82 percent of principals and 91 percent of parents support providing teacher merit certificates. Among teachers, 82 percent were strongly in favor, having responded, "yes, really." Unfortunately, COVID-related school closures delayed this activity. The FY2021 work plan indicates that WEI will begin the process of developing criteria for selecting teachers for award in February 2021. Similarly, advocacy activities about the teacher-transfer policy have been

⁶⁷ Results are statistically significant and have a p-value of <0.000.

postponed. Accordingly, focus group discussions generally revealed that teaching staff and department-level education officials were not aware of any strategies to support teacher attendance.

Findings regarding Keun Faaba's third strategy of using radio messaging for AMEs/APEs to provide feedback on teacher attendance prove contradictory. The FY2021 work plan developed in August 2020 still includes this activity, but an interview with WEI staff in February 2021 indicated its cancellation. Survey results confirm that the approach may be controversial. For example, only 28 percent of principals surveyed at Keun Faaba schools agreed with this proposal, while nearly a quarter (12 principals) indicated that they did not think it a good idea, "not at all." Teachers, however, indicated differently, as 80 percent of teachers responded favorably, while only 11 percent of teachers indicated "no, not at all." Among parents surveyed, 87 percent also supported the idea, and demonstrated interest in helping implement such monitoring. Results seem to show that parents are willing to play a role in fostering teacher accountability but that the suggested mechanism may not be appropriate. (For more information about stakeholders' suggestions for improving teacher attendance, see Annex 12.)

Student attendance

In terms of student attendance, results show that school principals at project schools within the sample perceive less of a recurring problem with absenteeism than school principals in the control sample by eight percentage points (62 to 54%, respectively). This difference is not significant, however, and cannot be generalized to all Keun Faaba Schools. In actuality, however, midterm evaluation data collected at the time of school visits indicates that attendance is lower in project schools than in control schools (92.8% compared to 89.7%, on average). While statistically significant, this difference is not very meaningful in practical terms. Project monitoring data⁶⁸ provide lower results than the midterm evaluation (79.8%, with very little difference between boys and girls). These measurements took place in August 2020 during a period of high cultivation activity and also reflect the consequences of the extended COVID-19 school closures.

In terms of monitoring, all principals surveyed asserted that teachers closely follow student absences regularly. Three teaching staff focus groups and one interview with a school principal addressed the issue of student attendance. All described the use of attendance registers multiple times during the day, including conducting a close count to allow for the accurate preparation of food. The way teachers collect this information appears problematic, however, as teachers ask students to identify those who are absent rather than going through the roll. This is a way to save time, particularly with very large class sizes, but it may lead to inaccuracies in school attendance. Similarly, the evaluation team observed at least one attendance register with the school principal that was not complete. Moreover, at times interview participants held diverse viewpoints about attendance. One teacher focus group insisted that few absences occur, while the chief of pedagogical region for that same department explained that absences were high due to children helping their families in the field. Nonetheless, stakeholders generally indicated that incentives for good attendance in the form of take-home rations of cooking oil motivates parents and students. Teachers asserted that attendance was higher for Grade 4, 5 and 6 students, where these incentives are implemented. According to a teacher in a focus group:

⁶⁸ Semi-annual Report April-September 2020, Excel spreadsheet: Result Indicators Report, rows 122-124.

“There’s not much absenteeism. The attendance log allows us to follow students’ individual attendance. Children know that they will have difficulties if they are absent. In Grade 6 there are few absences. Starting in Grade 4, they know that if they are present 95% of the time, they will get a jug of il. That motivates parents.”
(Teacher, focus group)

Conclusion: Effectiveness

Findings overwhelmingly show that Phase II of the MGD17/Keun Faaba project has a heightened focus on WASH activities at both the school and community levels. Most notably, findings demonstrate an increased emphasis on handwashing stations at school, creative approaches to helping younger children learn to use school latrines, and WASH Clubs’ essential role in Keun Faaba’s approach. Dedicated teaching staff who can act as champions, particularly in terms of leading the WASH Club, likely also improve project effectiveness. Similarly, supportive and motivating field agents seem to increase effectiveness, though with some cost to long-term sustainability. Evidence further suggests that Community Led Total Sanitation (CLTS) efforts may also promote healthier environments for children, particularly in the 19 localities certified as Open-Defecation Free. The latter activities are often less visible, however.

On the other hand, access to water continues as an issue for some schools, alongside proper latrine maintenance, both of which constrain Keun Faaba’s effectiveness. Although back on track at the time of midterm data collection, the project also suffered because of delays in the development of the WASH strategy and the recruitment of the WASH Team. Even more significantly, the COVID-19 pandemic response required the suspension and delay of WASH programming. At the same time, COVID-prevention measures reinforced Keun Faaba messaging by promoting effective handwashing and good sanitation. While the pandemic also stalled the rollout of the WASH-Nutrition Integration Guide, department-level education officials demonstrate promising support and ownership for the initiative. Nonetheless, the linkage between improved WASH practices and improved literacy remains largely theoretical, an issue addressed within USDA’s current learning agenda.

WASH Clubs have great potential for galvanizing support to develop healthy practices, though the quality of school-level application may vary greatly and depend largely on individual advisors. Although members of WASH Clubs expressed challenges, membership is active, and well-supported WASH Clubs also afford students respect and authority, creating a very positive experience for involved students. WASH Clubs have the potential to both challenge and reinforce gender norms. Midterm evaluation findings show current project implementation as largely gender-accommodating rather than gender-transformative. Keun Faaba implementing partners may benefit from more clearly articulating their approach to existing social norms, particularly if the confrontation of gender-linked barriers constitutes a project goal. The certification of WASH-friendly schools set to ramp up in FY2021 also has the potential to further motivate school-level actors and to energize programming.

In terms of teachers’ skills to promote children’s literacy, Keun Faaba training has fostered the development of enhanced skills, though 15 percent of teachers surveyed did not benefit from any training. Self-reporting from teachers and school principals indicates that more than two-thirds (67%) of teachers regularly practice the integration of the five components of reading in their classrooms, while less than half (45%) use instructional games and more than one-third (36 %) use strategies for teaching

reading and writing in a multilingual context. Serious reinforcement is nonetheless warranted, as project assessments show that kindergarten and Grade 1 and 2 teachers need additional support, particularly in promoting a student-centered learning environment and supporting pre-reading and reading strategies. Factors that support teachers' continued growth include the visible improvements they witness in their students' skills and confidence through collective reading strategies, as well as the technical and collegial support they receive through communities of practice. At the same time, it must be noted the time teachers have had for implementing newly acquired strategies has been limited, due in large part to COVID-19 school closures.

Although in the short term disconnects between the CRS reading approach and the national curriculum have caused frustrations for many educators, mastering the CRS curriculum proactively positions teachers and schools to be ready for the implementation of the government's revised reading curriculum. Keun Faaba's teaching and learning techniques also promote evidence-based reading practices that have the potential to benefit students' literacy development. Unfortunately, as holds true for many early-grade reading projects, unpredictable teacher mobility – the very common practice for teachers in Benin to be transferred regularly and frequently, particularly in areas that are considered less desirable to live, such as the north – remains a major hindering factor. While Keun Faaba plans major advocacy efforts to revise this practice and ensure that teachers trained by CRS/WEI remain in their position until the end of the project, COVID-19 complications have delayed the launching of these efforts, leaving little time to address an incredibly complex issue before the end of the project.

COVID-related delays have also greatly hampered the effectiveness of Keun Faaba's strategies to improve teacher and student attendance. Nonetheless, findings demonstrate that project teachers are nearly half as likely to report being absent as teachers at control schools (32% compared to 59%), indicating that conditions in Keun Faaba schools foster better teacher attendance. At the same time, findings demonstrate that educators and parents view the problem of teacher absenteeism differently, suggesting the need for better communication and sensitization efforts in both groups of stakeholders. With regard to student attendance, while great enthusiasm exists for incentives provided to students, findings are contradictory, and attendance checks at the time of data collection confirm no meaningful improvement in student attendance at project schools.

In addition to delaying advocacy efforts for a revised teacher-mobility policy, school closures prevented Keun Faaba from providing motivation to teachers through merit certificates. Recognition of positive teacher practice stands as a recognized and effective strategy in many other contexts, including similar Francophone countries such as Mali⁶⁹. Findings demonstrate great support for this initiative planned to get underway during the first quarter of 2021, and the evaluation team encourages CRS in this strategy.

Finally, WEI and its subcontractors have adapted project activities to promote literacy in response to COVID-19 prevention measures, unfortunately limiting the number of students who can participate in sessions and requiring additional efforts from volunteers. Findings about the effectiveness of these activities are mixed, particularly for story hour which received high reviews from some but reports of weak implementation within other communities. Of greatest concern, more than two-thirds of parents

⁶⁹ SIRA, the USAID-funded early grade reading project in Mali implemented by EDC, featured teacher merit awards.

(67%) indicated having no knowledge of Keun Faaba activities and most notably amongst parents with the least amount of education. An improved communication strategy is warranted.

4. Efficiency

The midterm evaluation also sought to assess the efficiency of the MGD17/Keun Faaba project, that is, “the extent to which the intervention delivers, or is likely to deliver, results in an economic and timely way.” Five evaluation questions address efficiency; they focus on the project’s fidelity to the original implementation timeline and budget, how food management and other community stakeholders function to support nutrition programming, as well as how the project maneuvers and responds to factors and challenges it encounters.

4.1. Is the project being implemented as planned (timeline and budget)? If not, why not? Has the project been implemented in the most efficient way possible?

Qualitative field work and document review provide insights into CRS and partners’ efficiency related to timeline and budget. In addition to obvious delays related to COVID-19, Keun Faaba has struggled to maintain its timeline in several ways. This section explores delays while later sections for evaluation questions 4.4 and 4.5 address internal and external hindering factors as well as challenges for implementation.

Timeline

In addition to interview transcripts, the evaluation team closely 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. In terms of timing, findings show that the project has encountered significant delays due to internal and external factors (see EQ 4.4 below). The contract start date for the 2017 McGovern-Dole Keun Faaba award was September 28, 2017. Table 12 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 start-up. An interview with USDA personnel clarified that a fully executed baseline amendment normally issues 6 to 10 months after a new award, marking Keun Faaba’s delays as exceptional. Multiple reasons were provided for the delay in start-up, including a teacher strike in 2018, incomplete infrastructure activities during Phase 1, delayed baseline data collection, contracting delays and obstacles to recruitment. COVID-19 has further exacerbated these complications. A later section will explore these and other internal and external factors in greater detail.

Table 12: 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	June 2020	21 months
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At the same time, discussions with Keun Faaba’s COP emphasized the nuanced nature of the impact of these delays. Previous activities that were continuations of the MGD2014 project, for example, started in January 2019 while only new activities requiring baseline data were delayed for longer. These activities including the community farms, CLTS and community libraries.

Financial analysis

Review of project financial reports shows a general burn rate 43.29% as of September 2020, which is acceptable at the time of report writing. In addition, interviews with key management staff, including the CRS finance manager, chief of party and head of programming, indicate that the project has stayed on budget and is on track in terms of burn-rate. Accordingly, the project seems to be on track for maintaining the original end date of 2022. According to the finance manager, “there will be enough money to finish the project.” He accentuated that warehouse stock was also on track and that the CRS team was conducting a supply-chain analysis to make adjustments as needed. At the same time, however, a closer analysis shows that the burn rate for infrastructure is only 2.42%, which is very low.

Findings also speak to budget realignments for CRS and its partners. According to the Chief of Party (COP) and Finance Manager, budget realignment was necessary to address infrastructure challenges, revise the administrative staffing budget and adjust certain activity line items. The CRS Head of Programming also underlined that while no activities were cancelled, adjustments had to be made to them, as well as changes to the timeline. The chief of party predicts another budget readjustment related to infrastructure, as the project has realized it will need to install manually operated water pumps, rather than budgeted solar operated pumps, due to budget constraints. Similarly, Keun Faaba subcontractors also have undergone budget realignment. Caritas leadership, for example, spoke of how the budget has stayed on track but has undergone adjustments regarding CLTS activities. WEI leadership likewise noted activity readjustments. For example, the budget was revised to ensure that students receive a more comprehensive package of decodable readers, to support AME exchanges that had not previously existed in the budget and, significantly, to cover COVID-19 prevention and adaptation costs.

Despite significant timeline delays, the financial management of the project seems satisfactory. Response sections for EQ 4.4 and 4.5 below will also attest to the challenging working conditions in project areas in Benin. To illustrate, USDA expressed general satisfaction with Keun Faaba’s project management in spite of the delayed timeline for implementation. One of the USDA technical staff interviewed said,

Activities are logical and tracked really well. Whatever percentage of the activities completed—it’s tracked really well. Shows efficiency. CRS has been good at circling back to stakeholders when they receive feedback—about changes they want to make. Sometimes it takes years to make changes. . . . We can speak to the higher-level programmatic level and we rely on specific projects to be efficient and adaptive and we feel like they’ve been efficient. (USDA Official, interview)

4.2. Is there another way to make food-management committees more efficient considering the literacy levels of committee members and parents?

One of the challenges facing Keun Faaba is the high likelihood of many community members that serve as cooks, and especially storekeepers, having low levels of literacy. As part of the midterm evaluation, more than one-third of participating storekeepers (15 of 38, 39.5%) self-reported having difficulties when needing to do calculations to manage the inventory. A lesser proportion mentioned difficulties reading documents (7 of 38, 18.4%). Of 37 principals within the project sample who indicated participating in the Canteen Management Committee, nearly all (34, or 92 percent) responded that they had not experienced difficulties managing the school feeding program at their school. To triangulate, nearly four-fifths (30 of 38, 79%) of storekeepers also indicated that they did not have major problems. On the other hand, five storekeepers responded affirmatively that “yes, really,” they had experienced problems, while two others responded “yes, more or less.”

Direct discussions with parents reveal that at least in the four schools visited, all Canteen Management Committees and volunteers feel that they function efficiently. One exception is a case where a competent storekeeper fell ill and was replaced by a person less literate, requiring some assistance from teachers to perform correct calculations. Findings also indicate that meetings do not always occur with great regularity, and taking meeting minutes or reporting decisions taken are not common practices. These groups rather raise concerns about challenges obtaining contributions from children in the form of money and parents in the form of condiments. CRS staff interviews also acknowledged this difficulty. One parent focus group spoke about difficulties raising money to replace CRS-provided utensils that are now worn, while another would prefer that parents send children with covered plates. One parent, in a group where they had no issues at all to raise, said,

“We have no problems with each other. The storekeeper knows how to do the calculations, the outputs and also the monthly report. Still no discrepancies in the calculations. No problems with theft.” (Parent Volunteer, focus group)

On the other hand, survey data reveal more of a nuanced experience. With regard to the literacy of volunteer cooks and storekeepers, over three-quarters of principals (29 principals, or 78%) commented that it was not a problem. Six principals (16%), however, indicated “more or less” of an issue, while one principal responded emphatically, “yes, really.” Not all respondents provided more details about problems observed, but those who did identified that volunteers may ask teachers or the principal to help them read instructions or perform calculations (five principals), while three principals replied that volunteers were unable to read instructions and one principal indicated that volunteers had difficulties writing the monthly report.

Findings from interviews with key CRS staff, namely—the COP, MEAL officer, a canteen field agent and a WASH-Nutrition specialist—indicate that while the project strives for even greater efficiency, the model of the Canteen Management Committee allows for a collaborative effort that acknowledges the possible need for assistance from volunteers. They explained that the committee always included someone able to read and perform mathematical operations and that field agents asked teachers on the committee or the school principal to step in when issues required attention, such as managing inventory. In addition, the MEAL officer insisted that where problems existed, these may emerge from larger leadership issues

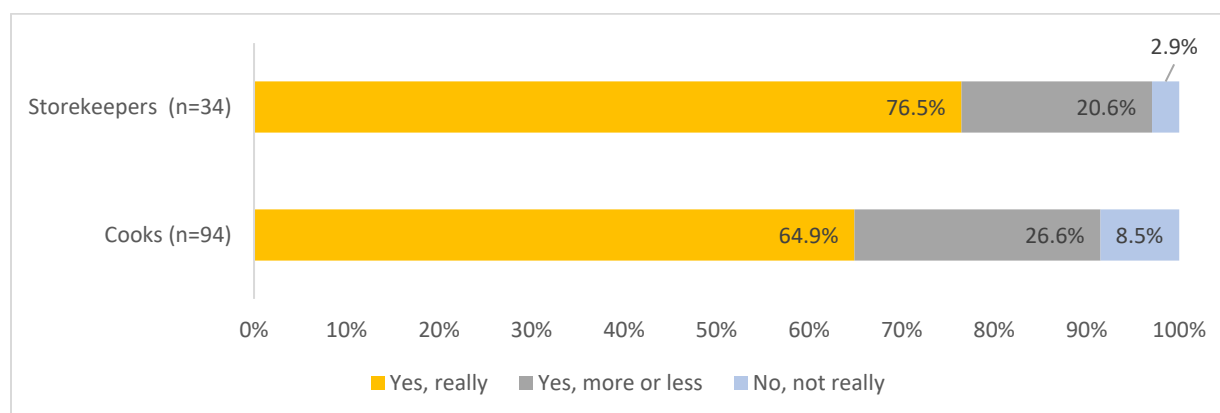
on how to construct and support the School Canteen Management Committee, rather than from the competencies of individual volunteers. At the same time, a WASH-Nutrition specialist acknowledged that it could prove challenging when a storekeeper needed constant assistance from teachers.

4.3. How has the project responded to date in terms of key community stakeholders' requests for material incentives? Is there a better approach to do this?

The Keun Faaba school feeding model at the school level relies on the contributions of community members who fulfill key roles, including as cooks and storekeepers, garden and farm volunteers, and library and storytelling-hour facilitators. Survey results provide insights into recruitment efforts as well as the motivations that drive volunteers to assist with the school feeding activity. It is worth noting that more than half of the school principals surveyed (52%) indicated having difficulties finding volunteers. Recall from above that the project provides volunteers with the provision of a bottle of oil per month as well as an equivalent of three student rations of the prepared daily meal per day. Among volunteers, of the 106 cooks and 34 storekeepers surveyed, nearly nine out of ten (88 percent) indicated that being able to provide a meal to students served as their motivation. The next most popular reason was “being close to my children” (11 volunteers, or 8%), followed by “in order to receive compensation” (7 volunteers, or 4.9%). This last response may be underreported given social pressures to say otherwise. Relatedly, 128 of 144 volunteers (89%) indicated they had received some form of compensation for their contributions to the school canteen program. Most commonly, volunteers receive a bottle of oil per month (125, or 98 %), a meal on the days they work (20 volunteers, or 16%) or, for a very few (6, or 5%), financial compensation.

When asked if they were satisfied with the current form of compensation, almost all individuals surveyed (93 percent) indicated satisfaction, with more than two-thirds of volunteers (68%) signaling “really” satisfied (see Figure 15. Almost all the nine volunteers who indicated not being totally satisfied suggested they would prefer monetary remuneration. Moreover, all 128 volunteers reporting some form of compensation indicated that they would continue supporting the Keun Faaba project even without anything in return. Similarly, nearly three-quarters of school principals agreed that they believed volunteers would continue even if compensation were not available (see sustainability question 6.2 below for more details).

Figure 15: Volunteers' satisfaction with compensation (%)



Qualitative data provide additional insights to quantitative findings. Of three parent groups, discussions within two groups indicate that volunteers feel satisfied with the compensation provided. One of these groups emphasized their satisfaction with receiving a jug of oil and their pleasure at being able to help their children receive better nourishment. Low turnover may also indicate general satisfaction with the current arrangement. At the same time, a third group emphasized that the compensation was insufficient given time spent. The excerpt below relates the conversation held within this particular focus group:

Parent 1: "Women don't receive anything from parents. They only get what was planned by the project."

Parent 2: "Volunteers aren't happy. Cooks are having a hard time. If the cooks are there until 2 p.m. every day and they only get a jug of oil, they don't have time to tend their fields and they don't have money to send to their middle-school children."

Parent 3: "Also provide them with ingredients, rice, flour, in order to improve the situation. Dues are always a problem for parents and also for volunteers. It's the same issue." (Parents, focus group)

These comments align with concerns raised in response to EQ 4.2 above that other school parents do not provide financial contributions.⁷⁰ Interviews with CRS key personnel, including the COP, MEAL officer and a WASH-Nutrition specialist, conveyed that they would prefer to provide more comprehensive compensation to volunteers. One staff member provided examples of certain communities where parents self-organize to provide volunteers with livestock or cloth wrap skirts as a symbolic gesture. Other examples include providing volunteers with produce from school farms where they exist, or monetary compensation of 5,000 F CFA (about US\$10) at the end of the term. Interviews also raised the concern of fraud, and one staff member indicated that the disappearance of dry rations has been a minor issue for the project, which they have effectively addressed. At the same time, the evaluation team's analysis of the government's School Canteen Strategy and WFP documents and interviews with relevant officials indicate no parallel compensation available to volunteers at government-run school canteens, though some communities are able to provide incentives independently.

4.4 Have there been internal and/or external factors that have hindered the efficient implementation of project activities?

As indicated in the response to EQ4.1 above, an examination of project efficiencies and challenges identifies both internal and external factors.

⁷⁰ A fourth group was not able to fully comment as the cooks and storekeeper were not present themselves within the focus group.

Internal factors

The identification of the following internal factors draws from qualitative interviews as well as an analysis of project documents. In addition, school directors were asked to cite internal factors that hindered project implementation. It is worth noting more than half of school principals (54 percent) indicated no internal hindering factors, while just under a third (26 percent) referred to delays in the delivery of school materials.

Contracting challenges

Entirely an internal matter, findings from interview analysis and document review show that the CRS contracting process can be lengthy, causing delays in activity start-up. Two examples of CRS contracts with subcontractors provide illustration. The CRS contract with WEI, its most substantial partner, took more than five months to sign, as the effective date was October 1, 2018, but it was signed on March 28, 2019. The contract with Caritas similarly took more than four months⁷¹. Both the CRS MEAL officer and the infrastructure officer lamented the length of time that internal processes took for engaging local contractors for building projects. According to one of them, a contract might take five to six months to sign⁷².

“Initially what we do, when there is infrastructure to be put in place, it is a long process. We have to draw up the documents, send them to Cotonou for people to review. After that, we have to wait for the approval. After the approval, we have to launch the process. After launching the process, we have to come back and rework the timeline. We have to postpone it because the team did not do its work in time. We have to rework the activity schedule. An initial three-month schedule lasts over a year, and sometimes, we have to carry out the building during the rainy season. Even with the procedures, we have to find the right balance and move things forward very quickly.” (Infrastructure Officer, interview)

Similarly worrisome, the interview with the MEAL team indicated that payments could be delayed, resulting in stalled activities.

Recruitment challenges

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. Project

⁷¹ The evaluation team finds that two to three months is the ideal time period for contracting but that four months could be acceptable in more complicated circumstances.

⁷² It should be noted that CRS also provided a pre-award letter to partners to allow time for preparatory activities such as recruiting staff, training/orientation, and equipment purchase. Nonetheless, this seems to have not provided ample assurance to its partners. WEI, for instance, did not feel comfortable signing contracts with its own sub-partners until the contract was fully executed.

documents detail that recruitment was complicated by prioritizing a gender balance and by the position location in Kandi, far from Cotonou. At least one qualified female candidate declined an offer because of the location, considering it a very challenging environment for her.⁷³ In addition, according to the finance manager, the overlap between phase 1 and phase 2 made it impossible to automatically transfer staff from the first project to the second. Even with the assistance of a staffing agency, recruitment proved challenging. The following quote from the finance manager underlines the challenges the project faced with recruitment, especially being located in Kandi:

"Yes, generally one of the difficult things is that because certain strong candidates don't want to move to Kandi. For instance, for WASH, the first person was not competent, and so we had to launch a search and we lost a lot of time." (Finance Manager, interview)

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. Both the CRS finance manager and the COP spoke to the challenges encountered, though the COP was more emphatic, underlining that the current system requires a month for payment and requires additional coordination because it is issued in Cotonou. He further highlighted that the transition should have taken two months, though the interview was occurring in month 11. USDA agreed that they had "felt the effects" of this change. While stakeholders hope these delays will be temporary, these complications negatively affect efficiency.

Delayed development and launching of the WASH Strategy

As discussed in response to EQ3.2, the development and launch of the WASH Strategy marked a major milestone for the Keun Faaba project. Nonetheless, its delay had repercussions for the rest of the project timeline, including the finalization of the post-baseline amendment and the rollout of WASH activities.

Infrastructure-specific considerations

In addition to contracting concerns, the infrastructure component of the Keun Faaba project has suffered additional inefficiencies, which may begin to provide some explanation for the very low infrastructure-specific burn-rate identified above (2.42%). To start, MGD2017 infrastructure projects could not begin before the completion of MGD2014 infrastructure projects, an issue that delayed phase II baseline procedures.⁷⁴ Once underway, the semi-annual October 2019-March 2020 report details how infrastructure construction activities came to a halt due to COVID-19, but also because the call for tenders had proven unsuccessful. The search involved the identification of prequalified companies for the construction of latrine cabins. Discussions with USDA personnel revealed their awareness also of

⁷³ Source: Semi-annual report April–Sept 2019, p. 7.

⁷⁴ Source: Semi-annual report October 2019-March 2020, p. 7; Interview with project COP.

contractual challenges specific to infrastructure activities. USDA recognized that the issue was a lesson learned for CRS. In addition, as the CRS infrastructure officer explained, Keun Faaba's approach is also to work with local communities to involve them in the bidding and construction process to help develop their capacities and to privilege local resources. This strategy, while theoretically more sustainable in the long term and promoting community buy-in, also demands a significant amount of coordination and oversight.

Inefficient distribution of field agents

In the field, Keun Faaba relies on various thematic agents responsible for organizing and facilitating activities within intervention communities. Varying subcontractors have different field agents with different organizational structures. There are six types of agents that intervene at the school level: 1) CRS WASH-Nutrition field agents, 2) CRS School Feeding field agents, 3) CRS Infrastructure field agents, 4) Caritas CLTS field agents, 5) ALAFIA or DERANA Community field agents, and 6) URP Farm field agents.⁷⁵ The COP indicated concerns that coordination may be lacking among so many different types of agents and that this constitutes an area of improvement that the project has already actively engaged, namely by finding synergies between WASH and infrastructure field agents. The COP further suggested that agents develop a coordination and communication mechanism to better organize their work collaboratively. In addition, a WASH-Nutrition specialist expressed concerns that so many different types field agents, each needing to cover a large area of schools, made for an inefficient system. He took the COP's notion a step further and advocated for agents focusing on a geographical area but addressing multiple themes. The WASH-Nutrition specialist argued as follows,

"And we only have four field agents, of which the four field agents can't cover all the schools in a month. It takes them at least two to three months before they can cover all the schools in their area. It takes a quarter. They have a strategy in place that allows them to go to two to three schools a day. But there's a problem there. . . .

There are synergies between the teams or the other teams; the number is overwhelming. The other teams could help the WASH team in its activities and vice versa. The team could help the other teams to carry out the activities. But this was not done at the beginning. Each one takes care exclusively of its activities. . . . This strategy, we think that it will be able to bear fruit and allow all the teams to achieve the assigned objectives."(WASH-Nutrition Specialist, interview)

External factors

In addition to the internal factors discussed above, several external factors hinder or threaten to hinder project implementation. A quote from the head of programming sums up the external threats as follows:

⁷⁵ Note that #4 and #6 only intervene in select communities/schools.

"Everyone is working at his full capacity as efficiently as possible, but operating context is difficult—Kandi is far from the capital, flooding, security concerns on top of COVID. People are working in a difficult context and given that, they are working as efficiently as possible." (Head of Programming, interview)

The section below examines these factors as well as others that surfaced during interviews and document analysis.

CLTS not appropriate for urban areas

Figure 16: Latrines Built with CLTS



Both document review and stakeholder interviews surfaced the issue of CLTS programming being fully appropriate in rural areas but not easily adapting to some of the peri-urban and urban areas in which project interventions take place. The semi-annual October 2019-March 2020 report identifies that households are less likely to cooperate in areas of high population density and also when people are renting from landlords. Caritas personnel noted in an interview that within the three districts in which they intervene, only one community is somewhat rural, making the classic CLTS methodology a good fit.

Rains and flooding affect 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 or from more urgent crisis like flooding in Malenville between August and September 2020, flooding the school and even leading to some drowning-related incidents. These floods also led to further delays in infrastructure activities. Project documents also attest to varying climatic conditions between departments, indicating that guidance for Alibori has focused on helping community farms deal with flooding, notably, waiting to transplant seedlings until rains have ceased and water has drained.⁷⁶

⁷⁶ Source: Semi-annual report March–September 2020, p. 6.

Security concerns

Project staff also identify security as a factor hindering the efficient implementation of activities. In the town of Kandi, various security issues include reports of Boko Haram incidents and movement. The head of programming indicated that the project operated in a zone to which U.S. Embassy personnel and other NGOs do not travel.

Teacher strikes threaten continuity of activities

As indicated in response to EQ4.1, a national teacher strike occurred from January to April 2018, affecting interventions in schools and leading to school closures in March and April 2018. These strikes pushed back the final evaluation of the MGD 2014 project, which in turn delayed the MGD 2017 Keun Faaba project.⁷⁷ According to the WEI education specialist, the situation greatly delayed the implementation of WEI activities, and it was not until around June or July 2019 that activities began with intensity. The CRS finance manager noted that the Government of Benin has since enacted a law limiting the severity of teacher strikes, hopefully indicating that they may prove less of a hindrance in the future.

Teacher mobility hampers efficient training of educators

As indicated above, Keun Faaba recognizes the challenge that current teacher-mobility strategies pose for a project like MGD 2017 with its limited intervention zone and the project activities' dependence on teachers trained in the method. For this reason, teacher mobility constitutes an external factor that hinders project efficiency, especially when Keun Faaba-trained teachers leave for non-project schools. Moreover, in November 2019, the government altered its strategy on community teaching and now directly hires "aspiring teachers," individuals who are not formally trained but who have been educated and wish to become teachers. While the Keun Faaba project included aspiring teachers in its approach, these teachers will likely be relocated to other non-project schools, necessitating additional time and resources for teacher training.⁷⁸

COVID-19 as chief disruptor

When CRS and partner staff interviewed were asked which external factors hindered program implementation, COVID-19 emerged as by far the most common answer. Similarly, 68 percent of school principals surveyed agreed. Recall that field activities were initially suspended in March 2020. According to the most recent semi-annual report,

"A lot of time was spent on establishing COVID-19 safety protocols that prevent contamination, before progressively resuming field activities. . . . The project team must now catch up on many activities during the first quarter of this fiscal year. These activities will take place while respecting the established COVID-19 safety protocols,

⁷⁷ MGD 2017 FY2019 work plan.

⁷⁸ Semi-annual report October 2019–March 2020, p. 8.

which do not permit gathering of more than 50 people in the same area.” (Semi-annual report April-September 2020, p. 6)

The FY2021 work plan further details how COVID-19 has affected the project timeline and activity implementation, noting the following effects:

- building and rehabilitation of latrines, including recruitment of companies and contracting of service providers, significantly slowed
- capacity building at local, regional and national levels, including EGRA assessment and advocacy activities related to the teacher transport policy, postponed
- certification of WASH-friendly schools and exchange visits, coaching of girls and boys by community health workers and the evaluation of WASH-friendly school action plans postponed
- literacy-promotion activities dampened with the restriction of gatherings
- school-garden activities delayed, including exchange visits for school gardens
- promotion of teacher-attendance activities delayed
- school meal provision cancelled during school closure period
- teacher and administrator training on multigrade techniques postponed⁷⁹

4.5 What are the obstacles/challenges/risks to implementation and how can they be overcome in the remaining duration of the project?

The response to the previous question already indicates a number of obstacles, risks and challenges to Keun Faaba implementation, most notably, security, flooding, teacher mobility and the continued management of COVID-19 effects on schooling in project areas. Findings from this section draw from document review, qualitative interviews and, to some extent, survey data. In general, School Canteen field agents and CRS leadership expressed concerns that additional programming challenges would arise if the COVID-19 pandemic worsens in Benin, most notably, if new variants cause intensified disruption. Additional school closures could prove devastating for the project and its beneficiaries. In addition, security concerns also remain front of mind for CRS personnel, particularly in relation to the teams continuing to have access to project zones and upcoming presidential elections.

School-based challenges

In addition to teacher mobility, and the looming possibility of additional school closures related to COVID-19 already discussed, project documents also cite large class sizes as an obstacle for teachers implementing new reading-instruction techniques and improving students' literacy. In addition, surveys asked principals to indicate any difficulties they had observed in project implementation. The majority of principals (27 principals, 54%) indicated that they knew of no difficulties. The only difficulty that garnered more than four responses concerned delays in the delivery of school materials (13 principals, 24%). At the same time, results show that principals felt enthusiastically about their ability to overcome the following obstacles before the end of the project: delays in the delivery of school materials (15 principals, 30%), lack of teachers (7 principals, 14%), animals attacking school gardens (7 principals, 14%) and village inhabitants damaging equipment (6 principals, 12%). All other responses garnered less than

⁷⁹ Semi-annual report October 2019–March 2020, p. 8.

five respondents. It is worth noting that these concerns did not arise in qualitative discussions and also that response numbers were quite low. Nonetheless, principals provide helpful advice for continued implementation. When asked about how best to overcome these obstacles, the two most popular responses were that CRS redouble its programming efforts (38% of principals) and that parents be further engaged in activities (34%).

WASH-related challenges

As indicated in the findings above, serious problems of access to potable water remain for some communities and will likely reduce the project's efficiency and effectiveness should they persist. As one WASH field agent pointed out, it is not realistic and appropriate to speak about hygiene with school and community stakeholders if there is no reliable water source. Another challenge for the WASH team is making up lost time with certification of WASH-friendly schools. This activity, as well as the development of WASH-friendly school action plans, figures prominently in the FY2021 work plan. Finally, as indicated above, CLTS activities are not suitable for peri-urban and urban areas. Findings indicate that the project will likely continue to encounter challenges and even failure if it pursues its original approach.

Infrastructure-related challenges

Most significantly, generally catching up and being able to follow through on infrastructure activities may pose the project's greatest challenge in the time remaining on the award though there is also some indication of progress. The April-September 2020 semi-annual report indicates that the project fell behind in building and rehabilitating 77 latrine cabins. In addition, the FY2021 work plan identifies that borehole/water points are needed for 50 schools, while 9 schools must be connected to existing water systems. At the same time, according to a field agent, the team constructed 54 latrine cabins between November 2020 and February 2021, which are now ready for use. The FY2021 workplan identifies 54 latrine cabins to be constructed by March 2021, making this initiative accomplished ahead of schedule. Above findings also indicated that the project will need to change from solar-powered water pumps to manually powered ones. All of these activities will require the identification and contracting of local companies. In addition, CRS key personnel underlined that proper maintenance and upkeep is needed to assure the longevity of installations. An infrastructure field agent argued that such attention is necessary for both the water sources of Phase 2 and the teacher housing units built as part of Phase 1. This staff member made the following comment:

"The boreholes that we build will one day break down, but the communities are not yet really organized to be able to face these outages. If we don't repair the broken-down borehole, that can cause even more problems. We think that the mayors' offices should help the communities to do this. " (Infrastructure Field Agent, interview)

Activity 2, as detailed in the FY2021 work plan and the amended agreement, includes working with "communes and communities to select and train Borehole Managers and to include maintenance of the

boreholes in their sustainability plan.”⁸⁰ At the same time, neither data collected nor a review of project documents indicate current activities within MGD2017 that support the viability of MGD2014 infrastructure.

Conclusion: Efficiency

The midterm evaluation examination of project efficiency in terms of time and financial resources finds the project to be extraordinarily delayed though on track financially. In terms of time, analysis shows that the project has suffered delays of up to 21 months for new activities and some project milestones, shortening the project’s time for implementation and target attainment. At the same time, the CRS finance manager provided assurance that the project still has sufficient funds remaining until the end of the project. Budget realignments attest to ongoing adaptive management as well as the volatile operating environment. Internal factors hindering efficiency include contracting challenges that have delayed contract signature as well as payments, recruiting challenges related to location of key positions in remote Kandi and, although beyond the control of country-level actors, the rollout of a new finance and procurement system that has further aggravated initial delays. In addition, the project’s staffing structure of specifically focused thematic field agents for large areas of project communities is inefficient and requires revisiting. The project’s infrastructure activities have also suffered multiple setbacks dating back to the previous MGD2014 award. The project also operates in the midst of challenging external factors limiting efficiency, including rains and flooding, security concerns, teacher strikes and mobility and, of course, the ongoing COVID-19 pandemic.

In terms of volunteer management, findings reveal that most School Canteen Management Committees and their volunteers report satisfactory efficiency even though the rigor may not be as high as the project intended. Similarly, 16 percent of school principals describe the literacy levels of volunteers as challenging, a sentiment that CRS staff also echo. Findings suggest that volunteers and project management may have different expectations for the efficiency and functioning of volunteers. At the same time, responses indicate tolerance and solidarity among school community members, unsurprising in communities with more prevalent lower levels of literacy. Nonetheless, further scaffolding of volunteers with lower literacy levels and creative accommodations may contribute to enhanced efficiency. A possibility may include pairing storekeepers with low literacy levels with a second volunteer who will focus on the bookkeeping. Findings are similar in terms of material incentives provided to volunteers, namely, cooks and storekeepers. Overall, nearly all volunteers (93%) expressed satisfaction with the current approach, which also has the potential to be more sustainable in the long term. Nonetheless, a small portion of volunteers (less than 10%) are not fully satisfied. Again, creative solutions reflecting community inputs and increased community ownership over school canteens are warranted.

In terms of remaining project time, the evaluation identifies several challenges that have the potential to further reduce project efficiency. In general, additional closures related to COVID-19 would prove highly problematic, but security concerns also loom large for CRS project leadership and field staff. At the school level, large class sizes remain a challenge for programming. The evaluation team suggests that WEI revisit its training and coaching regiment to ensure that teaching strategies for large class sizes are sufficiently covered. In terms of WASH, challenges include assuring access to water sources and

⁸⁰ Source: FY2021 work plan, p. 9.

ramping up WASH-friendly school certification along an accelerated timeline. Perhaps most urgently, findings indicate that CLTS activities will likely fail in urban and peri-urban areas without a major change in approach. The evaluation team urges the project to consider advocacy efforts to foment political will for waste-management campaigns in more populous areas. Lastly, infrastructure constitutes the greatest challenge facing Keun Faaba programming in the months ahead. Progress is being made towards latrine construction. Most notably, activities need to ensure that school leadership and communities are on board, trained and capable of providing adequate upkeep and repair for new installations. Efforts at the school and community level need to ensure the existence of borehole managers as well as sanitation champions at schools. Promoting a culture of proactive maintenance will be critical to project success.

5. Impact

The next DAC criteria this midterm 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.” Twelve evaluation questions inform the findings, as do the results of the performance measurement indicator review above.

5.1 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? Which issues should the project team focus its efforts on to achieve greatest impact?

To address successful and less successful strategies, the evaluation team relied largely on interview data, document review and additional synthesis of findings presented above.

Successes

Despite many obstacles and challenges, findings point to several successes relevant to the WASH, school feeding, and infrastructure sectors, as well as the cross-cutting theme of community and collaboration between local and national authorities. It is worth noting that teaching/learning initiatives did not figure among successes mentioned by staff; those interviewed specifically for this question were CRS staff and not directly involved in those initiatives. Previous questions focusing on effectiveness above, however, provide some insights (EQs 3.3-3.6, in particular). Possible gains in teacher attendance may be most notable, as well as the popularity of literacy-promotion efforts like story hour. In addition, as the CRS head of programming pointed out, learning outcomes will best speak to the impact of specific education initiatives. The following evaluation question and EQ5.11 address learning outcomes in greater detail.

WASH — successful strategies

While the WASH strategy was delayed, project staff and project documents point to the development of the WASH strategy as a success for the Keun Faaba project and as value added when compared to MGD 2014. As indicated above, the strategy developed through a consultative process. Both the MEAL officer and the COP further highlighted that process and its benefits in the quotes below.

“The WASH strategy worked well. All the education actors and even local officials in charge of hygiene and sanitation—the strategy was validated and launched with all

these actors. We worked together to define the strategy and to involve them in its development. The stakeholders really appreciated that.” (MEAL Officer, interview)

“The WASH strategy was inspired by the national strategy and was well developed. The various local authorities and even communities were highly engaged. I think that we’ll achieve change.” (COP, interview)

In addition, CRS staff underscored the success of WASH Clubs. Recall from earlier sections that WASH Clubs have played a role in helping some students improve the cleanliness of their school environments, all the while improving their own capacities. In terms of hygiene specifically, project documents cited how female teachers demonstrated great enthusiasm for being able to purchase reusable sanitary pads from a local producer who was affordable and within reach, and to assist girls in “learning how to manage their menstruation and continue to keep up their school attendance and performance.”⁸¹ Finally, when CLTS is promoted in well-suited communities, the effort has the potential for success in raising awareness for positive hygiene and health practices and for promoting behavioral change (see EQ3.1 above).

School feeding — successful strategies

Figure 17: School Garden in Malanville



Many aspects of Keun Faaba’s school feeding program may also be considered highly successful. As the head of programming pointed out, school canteens opened when schools resumed in September 2020, and Keun Faaba was able to provide some continuity to students’ families in the provision of take-home rations. Discussions with staff also reiterate the idea that class sizes are increasing in project schools and that parents are pleased to send children to school. School gardens also form an important part of this effort, and interview data and document review indicate progress in this area. The head of programming refers to this progress as

“steady,” while a WASH field agent agreed, indicating the existence of 20 functioning gardens in Malanville already, while others were still in the making. Keun Faaba also promoted its garden work through one of its success stories shared in April 2019. In it, a school in an area with poor soil “served as a lead example of school gardens in the municipality.”⁸²

⁸¹ MGD 2017 Sanitary Pad Success Story, p. 1.

⁸² Source: School Garden Success Story, p. 1.

Infrastructure — successful strategies

Although findings above indicate that infrastructure may constitute the project's greatest challenge, it is also an area that has met some success. Two CRS staff lauded Phase 1 efforts to build teacher housing as meeting a critical need in school communities. This point appears contested among staff, however. A member of the CRS leadership indicated that infrastructure efforts within the first project not only led to a legal battle (which CRS eventually won) but also resulted in a realization that construction in Benin proved more complicated than initially understood. At the same time, discussions with staff also cited the good quality and longevity of the infrastructure efforts. For instance, an infrastructure field agent spoke of the large amount of cement used in constructions, which contributed to increased durability. The agent also commented that Keun Faaba worked with the community to ensure the maintenance of structures. Similarly, the finance manager spoke to the appropriateness of kitchen designs, which provided better ventilation for cooks. While much time has been lost on infrastructure projects, there is also some indication that the infrastructure team may be gaining ground, particularly regarding latrine construction, as indicated in an earlier section.

Community involvement and implication of local authorities — successful strategies

Findings also indicate that CRS integrates the involvement and implication of local authorities as part of its approach, and indeed, its institutional strategy (see EQ2.1). Discussions with CRS personnel point to perceptions among some field staff that communities are invested in changes. In addition, the contractual changes put into place to avoid problems with larger contracting outfits for infrastructure projects require more community involvement. Previously discussed findings also indicate how pedagogical advisors and local DDEMP officials express ownership over certain project initiatives such as trainings and the development of materials. The WASH-Nutrition Integration Guide's incorporation into the national curriculum might serve as another example here, as well as how related trainings operate within communities of practice and address teachers even outside the project coverage area (see EQ3.4). The project's COP also emphasized Keun Faaba's close cooperation with communities to support school canteens. The most recent semi-annual report (April – September 2020) calculates community contributions to school canteens at \$35,407 (19,474,320 F CFA) to include water, firewood, fish or meat, condiments, soap and cash. A project success story document details Keun Faaba's strategy to hold joint budget and planning sessions, and how "77% of the school communities managed to increase their contribution from 25% to 50% compared to the same time last year."⁸³

Weaker successes

While the above sections provide details about the various challenges that Keun Faaba has encountered and continues to face, this section provides additional feedback from CRS staff, in particular about initiatives that have proven less successful. Unsurprisingly, stakeholders focused on infrastructure challenges from Phase I that continue to haunt the project in Phase II. COVID-19 closures and delays further

Figure 18: Unfinished Headteacher House



⁸³ USDA MGD 2017. (March 2020). Success Story: Community engagement through planning and budgeting, p. 1.

compounded these complications. At the same time, findings indicate that this experience also elicited lessons learned that may strengthen the project in the long term, particularly in how infrastructure agents will now work even more closely with communities. Interviews also pointed to challenges surrounding the installation of water points. For instance, a school canteen field agent shared that of 10 schools she worked with, five did not have access to a reliable water source. Several of the above sections also emphasize the need to focus on access to clean water. In addition, the evaluation team here reminds readers of the inappropriateness of the current CLTS approach for peri-urban and urban communities, as well as the low levels of radio participation experienced by Keun Faaba distance learning programming. These latter two also make for less successful strategies that require attention.

Moving forward

Findings indicate that Keun Faaba staff are implementing forward-thinking strategies that incorporate sustainability, recognize the incredible catch-up work ahead of them and realize that they need to work as a team and with local partners. Project documents, namely, the April-September 2020 semi-annual report and the FY2021 work plan, clearly state that the project has encountered significant delays both before the COVID-19 pandemic and as a result of it. Interviews with the CRS head of programming and the COP further indicate that leadership realizes they are working under significant pressure and that activities need to be doubled up to meet contractual obligations. Among management strategies key to success, leadership points to the need for continued team motivation and focus, as well as to that of proactively flagging obstacles to best address them. None of the discussions with CRS staff mentioned changing emphasis on activities; rather, the team continues to view the various project components as a cohesive package. Two members of project leadership emphasized how project staff need to work together regardless of intervention sector. As the COP relayed,

“We need to look at the coherence between different project components. We need to avoid silos. The teams need to understand how their activities impact the results of the other project components. We must ensure that all field agents are able to communicate effectively, report malfunctions or even intervene.” (COP, interview)

In addition, discussions also focused on the need for the continued promotion of community ownership for activities. The project’s WASH-Nutrition specialist eloquently stated this imperative in saying that

“We need to make more efforts to collaborate with state partners, be sure that key actors are engaged. Their participation is crucial for sustainability. If we don’t get to this level of engagement, it’s complicated. It’s for this reason that in the coming weeks we are going to start advocacy efforts, so that at the community level decisions are made to be able to engage everyone as needed, from the district level to the various schools and villages. It’s the big challenge that we have.” (WASH-Nutrition Specialist, interview)

The report will further address this need in reference to sustainability questions below.

5.2 How likely is the project to achieve strategic objectives and contribute significantly to intended purpose ?

Keun Faaba has as its strategic objectives to improve the literacy of school-age children and to foster the increased use of good health and dietary practices. Analysis of interview data shows that relevant CRS project management (COP, head of programs and the MEAL officer) generally predict that some project targets will be attained while others will remain more elusive. In general, key project staff (including the WASH and infrastructure officers) identified attendance, school feeding, parental engagement, WASH-friendly schools and menstrual hygiene management as indicators within easier reach. Moreover, they generally express skepticism about meeting CLTS targets because of complications in semi-urban areas. The COP, head of programs and MEAL officer all also expressed doubts that the project will meet the EGRA target, that is, the projected reading comprehension scores. One staff member argued that project students obtaining a better rate than control students might still demonstrate positive project impact.

As the indicator review section above indicates, only two of eight project indicators examined at midterm show gains. They include the percentage of students identified as attentive (indicator 3, a change of nearly 5 percentage points). Indicator 4 also saw a tremendous jump of nearly 40 percentage points between baseline and midterm values, being assessed at 94.1 percent at midterm. The evaluation team believes the jump may be related to increased emphasis on handwashing as a result of the COVID-19 pandemic. This value far exceeds the life-of-project target of 68 percent. Table 13 compares indicator values at baseline and midterm as well as the most recently collected project data. Analysis shows that project monitoring results are generally more conservative, with two exceptions. The project-monitoring value for indicator 5, the percentage of students achieving a passing score on a test of good health and hygiene practices, exceeds the midterm value by nearly five percentage points. The semi-annual report also noted that data for indicator 7, average student attendance, was collected in August 2020 and was low due to farming activities as well as COVID-19 closures. Attendance may have stabilized by February 2021, when midterm attendance was assessed. In general, analysis of these indicator results raises concerns for the achievement of both strategic objectives.

Table 13: Comparison table of baseline, project monitoring and midterm indicators with life-of-project (LOP) targets

Result	Indicator	Baseline Value	Midline Value ⁸⁴	Monitoring value	Target	
1	Literacy	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)	1%	0.8%	1%	10%

⁸⁴ Green coloring indicates that results are improving. Bright green (#4) indicates that the midline value has surpassed the endline target. Yellow indicates maintenance of baseline results. Red indicates a decrease.

	Result	Indicator	Baseline Value	Midline Value ⁸⁴	Monitoring value	Target
2	Literacy	Percentage of parents who report spending time on literacy activities with their students in the preceding three days	31.1%	31.0%	31.1%*	45%
3	Literacy	Percentage of students in target schools who are identified as attentive during class/instruction	67.6%	73.8%	68%*	75%
4	Health & Dietary Practice	Percentage of schools with soap and water at a handwashing station commonly used by students	54.4%	94.1%	54.0%*	68%
5	Health & Dietary Practice	Percentage of students in target schools who achieve a passing score on a test of good health and hygiene practices Passing Score: 70%	34%	29.5%	35.2% ⁸⁵	40%
6	Literacy	Literacy Achievement Index	35	33	N/A	45
7	Literacy	MGD INDICATOR 2: Average student attendance rate in USDA-supported classrooms/schools	88.2%	90%	79.8% ⁸⁶	95%
8	Literacy	Percentage of children receiving a minimum acceptable diet	68.9%	51.6%	78.24%	75%

*Project maintained baseline values. Data for these indicators were not collected by the project between evaluations.

5.3 What is the contribution of the radio broadcasts and the listening groups on the awareness raising on the importance of education?

Survey data shows that less than a third of parents surveyed (28.4%) at Keun Faaba schools reported having participated in listening sessions organized by WEI subgrantees ALAFIA and DERANA. As a reminder, listening sessions are live school meetings. At the same time, more than four-fifths (81.4%) of Keun Faaba parents report having heard radio announcements on the importance of education. Parents in urban areas were nearly ten percentage points more likely to report hearing announcements than rural parents (84.2 compared to 74.8%, respectively.) This result was statistically significant.⁸⁷

Qualitative data provide additional nuance for understanding the possible contributions that these initiatives and other community-based activities have had on parents' perceptions of the importance of

⁸⁵ Data collected in August 2020 (per April-September 2020 semi-annual report.)

⁸⁶ The April-September 2020 semi-annual report explains low attendance by the "start of fieldwork in farms and the consequence of schoolchildren's extended absence related to school closures due to the COVID-19 pandemic."

⁸⁷ Result statistically significant at $p < 0.000$.

education. For example, three of four teacher groups indicated perceiving changes in parents' support of their children's education. Yet two of these groups indicated that changes are delicate and could easily revert. The one group clearly arguing that no modification had occurred in parents' attitudes toward education noted that the school was located in a rural area where farming dominated all other activities. A teacher in one of the groups indicating positive change provided the following example of parents' increased, if reluctant, participation in school meetings.

"Parents participate, but not 100 percent. They haven't all understood. It's the beginning. The proof is that when we organize general assemblies now there isn't any extra room for people to sit. They come in numbers, while before only four people used to come." (Teacher, focus group)

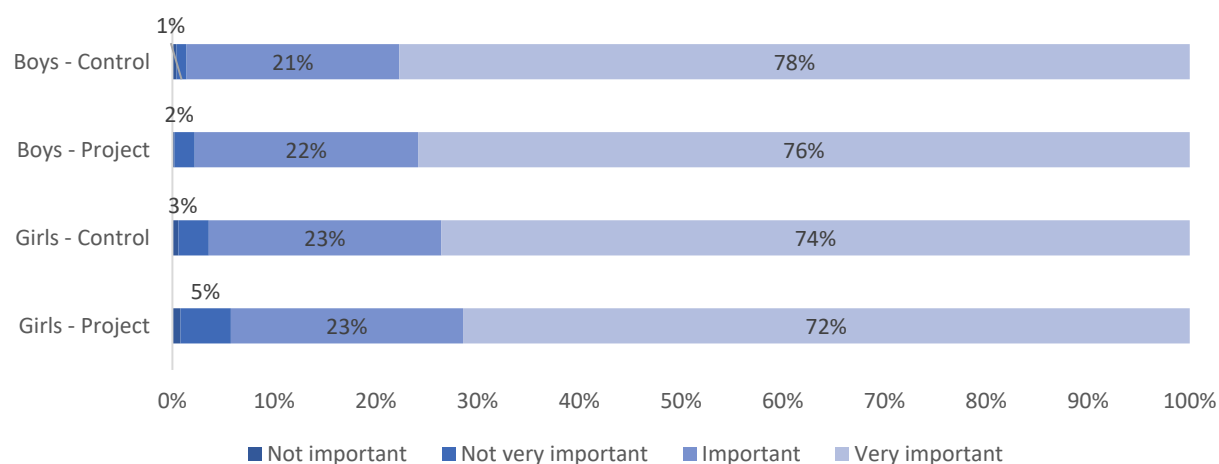
Perhaps even more important, all four parent focus groups indicated having become more aware of the importance of education through the Keun Faaba project. One group cited meal provision and cleanliness as reasons for parents' greater confidence in school attendance. A second group provided a list of examples of how they have changed their approach after learning to better support their children through information sessions. This group indicated that they now understand that they should visit their children at school, speak with the teacher to check in on children's progress and also ask children directly about their experiences at school. A third group identified study groups as helping children learn. The final parent focus group underlined the collective nature of helping children with schooling. A parent in this group said,

"We think that thanks to the radio programs and listening sessions that certain parents have changed their minds. That they have gained awareness. 'One finger alone can't lap up the hot sauce.'" (Parent, focus group)

Both the COP and a DERANA field agent also underlined the delicate nature of these changes. They indicated that more time was necessary for sustained change.

Despite these testimonials, quantitative analysis reveals no change in parents' attitudes towards education. As Figure 19 indicates, the proportions of parents noting that education is important for girls and boys is relatively equal. There is no statistically significant difference between Keun Faaba and control group parents' perceptions on the importance of education. Findings suggest that it may be too early to tell if CRS outreach efforts have had an impact on parental attitudes.

Figure 19: Comparison of project and control group parents' perceptions of the importance of education for boys and for girls



5.4 What is the contribution of the Community Led Total Sanitation (CLTS) approach to changes in children's hygiene behavior in school?

Recall that Community Led Total Sanitation (CLTS) aims to eradicate open-air defecation by promoting awareness of the health risks associated with the practice.⁸⁸ Survey data inform the response to this evaluation question that seeks to understand if CLTS has contributed to changes in children's behaviors at school. When asked, nine of ten school principals (90%) whose schools benefit from CLTS activities indicated satisfaction with Keun Faaba's activities to improve hygiene outside of school, while one individual had no response. Moreover, principals felt that CLTS programming would have the greatest impact in reducing illness and improving students' hygiene.

Survey data from students and parents indicate that children are more likely to wash their hands after defecating at CLTS schools than at non-CLTS schools (by 9 and 11 percentage points, respectively).⁸⁹ In addition, the proportion of children washing hands after defecation saw large gains between baseline and midline as reported by children (an increase of 25 percentage points), though parents reported slighter gains (6 percentage points). The evaluation team also investigated defecation practices. Results are less conclusive, showing, as indicated in Figure 20, that although parents are slightly more likely to report children at CLTS using latrines, children report the opposite. According to children, about 8 percent more students at non-CLTS schools used latrines the last time they relieved themselves than students in communities benefiting from CLTS.⁹⁰ A comparison of midterm and baseline data for this

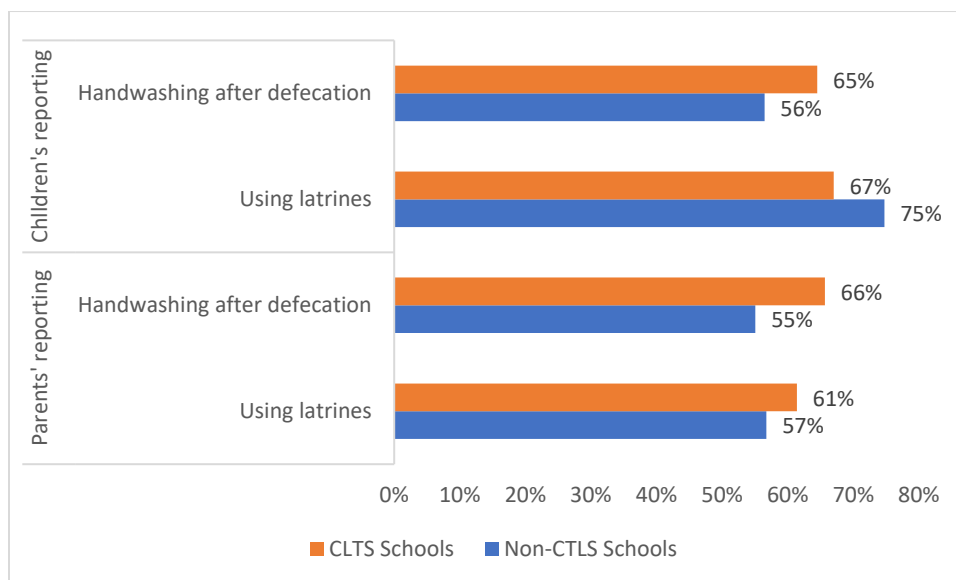
⁸⁸ Source: USAID (2014), Boîte à outils: Assainissement total piloté par la communauté (ATPC).

⁸⁹ The child-reported result is statistically significant ($p=0.039$), while it is not for parent-reported data ($p=0.056$).

⁹⁰ The student-reported result is statistically significant with $p \leq 0.000$. Statistical significance cannot be computed for parental data, as this is a composite result and the question allowed multiple answers.

metric shows no improvements.⁹¹ In sum, while principals express satisfaction with Keun Faaba CLTS activities outside of school, parent and child self-reporting proves conflicting. It may be too early, particularly given project delays, to issue a definitive conclusion.

Figure 20: Comparison of children’s handwashing and latrine use for CLTS and non-CLTS project schools



5.5 *What is the contribution of the training of teachers/administrators to the quality of teaching and the outcome of school children’s literacy levels?*

Findings from interviews as well as diverse quantitative methods inform the response to this question, which focuses on the impact of teacher training on teaching quality and learning outcomes. To begin, qualitative findings generally argue that trainings already have a positive effect on children’s literacy levels. During interviews, teachers and pedagogical advisors reported that the training was essential, since the methodology differs from the traditional methodology used in Benin. All four discussions with chiefs of pedagogical region indicate that all agree in seeing a huge improvement since the new method’s implementation. These officials also talked about the difference between CRS schools and other schools as striking. Because the national curriculum is about to change in favor of a phonics-based curriculum, some of these chiefs of pedagogical region also indicated that CRS schools might actually find themselves better prepared than the other schools because they already follow a similar approach. One pedagogical advisor spoke to both of these points in saying,

Yes, yes, there is a difference. Because the method has changed. This method addresses the challenges, so today's first-grade learners in these WEI schools are not

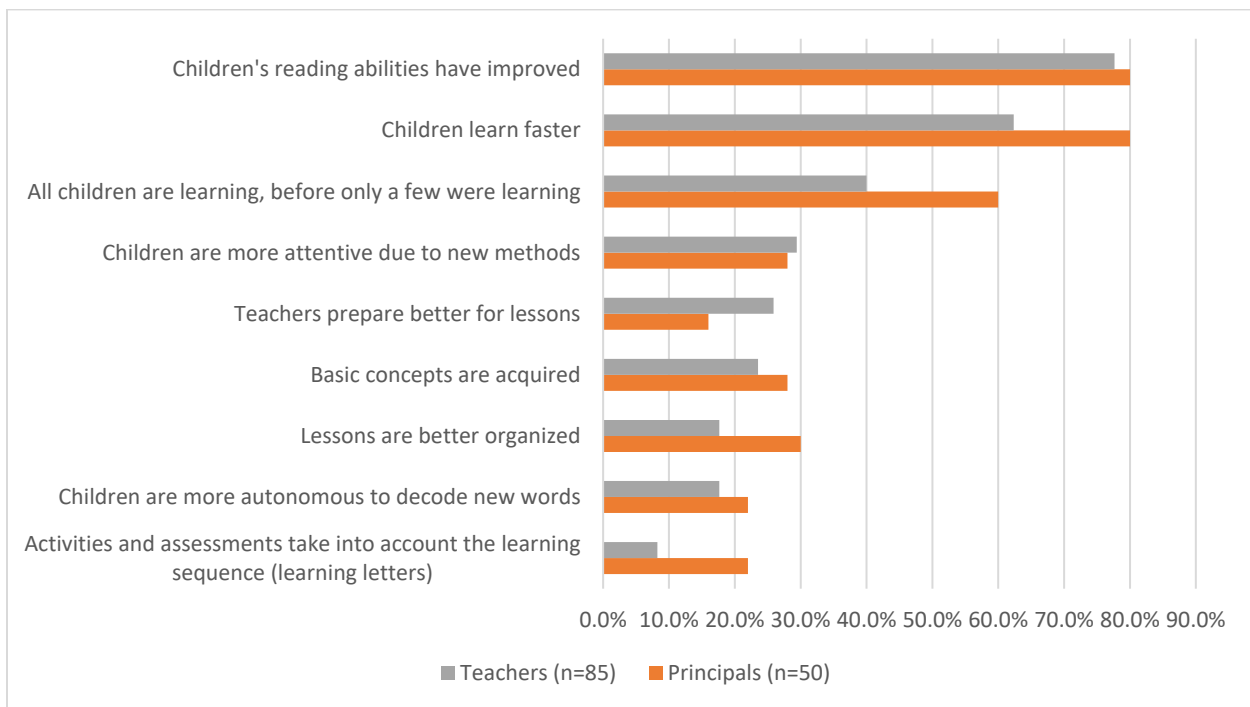
⁹¹ Note that data was only available for parents at midterm.

at the same level as first-grade learners in schools that are not partners in the project in terms of reading and writing." (Chief of Pedagogical Region, focus group)

These same stakeholders also identified limits to the impact that training may have on literacy results. According to the educators interviewed, factors such as teacher mobility, limited parental engagement and large class sizes may dampen the positive effects of training.

Self-reporting from quantitative surveys also demonstrates positive perceptions of Keun Faaba trainings' impact. Nearly all teachers (85 of 87, 98%) and all school principals surveyed indicated that they believed that Keun Faaba trainings contributed to improving the quality of teaching practice. The responses were emphatic, with more than four-fifths of both teachers and principals (74, or 85% and 41 principals, or 82%) responding, "yes, really." As Figure 21 indicates, teachers and principals agree on the top three ways that teaching has improved thanks to Keun Faaba trainings: 1) children's reading abilities have improved, 2) children learn faster as a result and 3) now all children are learning, whereas only a few children were actually learning before. Results demonstrate that the teachers are more measured in their enthusiasm, perhaps because they are the direct beneficiaries of these trainings and are also the closest to student performance.

Figure 21: Ways teaching has improved due to Keun Faaba trainings according to principals and teachers



Unfortunately, analysis of EGRA results suggests that Keun Faaba teacher training is not yet translating into better student learning outcomes. As Table 14 demonstrates, project schools have higher average results for only two subtasks. Analysis of zero scores for each subtask also demonstrates that students in project schools achieved around the same proportion of zero scores as control students. In fact, control schools, on average, had more zero scores for five of eight of the subtasks, though none of the results are statistically significant. Finally, Et4d developed a literacy index for EGRA scores, knowing that it will

prove very challenging for Keun Faaba, and for other projects with very low literacy levels at baseline to demonstrate progress. (See Annex 13 for description of literacy achievement index.) As displayed in Table 15, results on the literacy index show that while project schools were ahead of control schools at baseline, they have since lost the headway they had made. (See Annex 14 for full EGRA results).

Table 14: Comparison of EGRA subtask results by school type

	Control Mean	Project Mean	Difference
Vocabulary (%)	54.8	53.7	-1.1
Listening comprehension (%)	18.8	18.6	-0.2
Letter name (clpm)	9	10.2	1.2
Letter sound (cspm)	14	15.3	1.3
Familiar word (cwpm)	5.1	4.9	-0.2
Non-word (cwpm)	3.7	3.4	-0.3
Reading passage (cwpm)	7	5.9	-1.1
Reading comprehension (%)	3.2	2.3	-0.9

Table 15: Literacy index per school type

	Baseline Control Mean	Baseline Project Mean	Difference	Midterm Control Mean	Midterm Project Mean	Difference
Literacy Index	30.3	35.0	4.7*	34.2	32.7	-1.5

*p<0.05

At the same time, recall that trainings took place between November 2019 and January 2020 and that EGRA data were collected in February 2021. Students only had one month with decodables before classes ended. COVID-related school closures also lasted from March through September 2020. It is quite probable that simply not enough teaching and learning time has elapsed to allow for visible results.

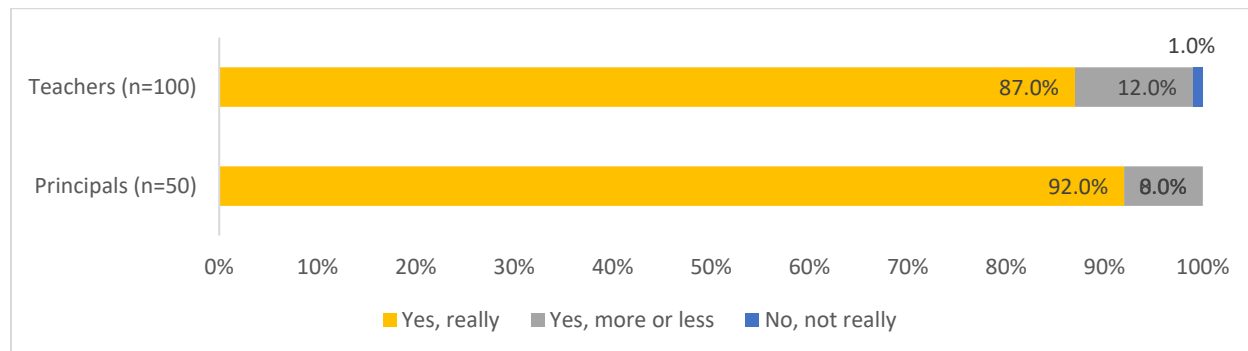
5.6 How successful has the project been in improving the quality of literacy instruction?

According to stakeholders interviewed, the project should prove successful in improving the quality of literacy instruction. A set of two focus groups with chiefs of pedagogical region and another set of two teacher focus groups specifically responded to a question about the project having improved quality. The first teacher group felt emphatically that quality had improved and expressed how colleagues in surrounding schools desired the methods to be generalized. The second group lauded the effectiveness of WEI's WhatsApp training platform. Both groups of chiefs of pedagogical region felt strongly that Keun Faaba methods had positive results, specifically the "I do, we do, you do" approach. At the same time, these advisors commented that many teachers' own educational backgrounds may limit the extent to which quality improves. This is especially the case in the north of Benin. In addition, INFRE, in

collaboration with the World Bank, is in the process of updating the national curriculum to implement an approach very similar to Keun Faaba's model. The approach includes phonemic awareness, phonics and decodables as well as the pedagogical approach "I do, we do, you do."

As Figure 22 indicates, survey results confirm these qualitative findings. Teachers and school principals from project schools reported their strong association of Keun Faaba's package of activities with an improved quality of instruction. All 50 principals and all but one teacher (out of 100) responded "yes," with more than four-fifths of both stakeholder groups responding "yes, really."

Figure 22: Teacher and principal perceptions of Keun Kaaba's impact on quality instruction



More specifically, a significantly larger though modest percentage of students surveyed in project schools report that their teachers call on them every day as compared to non-project schools (18% compared to 11%, respectively).⁹² The project seems to have made similar gains promoting exposure to texts and reading in the home. Two-fifths of (41%) of project-group students report having a manual or reading book in French at home, compared to one-third of control-group students.⁹³ Keun Faaba students demonstrate an even greater significant difference over control peers in their frequency of reading or studying in French at home. Nearly half (47%) of Keun Faaba students report doing so, compared to one-third (35%) of control students.⁹⁴

5.7 To what extent did COVID-19 affect project implementation and performance?

In complement to other sections above also addressing the effects of the COVID-19 pandemic on programming (see evaluation questions 1.3, 3.2, 4.5), this section provides a reminder of ways in which COVID-19 has affected implementation but, more important, the views of key stakeholders as to how the pandemic may ultimately impact project performance.

Summary of changes to project implementation

The lockdown related to COVID-19 and its accompanying school closures between March and September 2020 marked a major disruption to Keun Faaba activities. As indicated above, interviews with

⁹² This result is statistically significant with $p \leq 0.000$.

⁹³ This result is statistically significant with $p = 0.015$.

⁹⁴ This result is statistically significant with $p \leq 0.000$.

project leadership as well as document review identify how activities were delayed as the project needed to stall programming to develop appropriate preventative measures. Key activities affected included infrastructure efforts, inaccessible school gardens, advocacy efforts, WASH-friendly school certification, the development of the teacher-merit certification process and school meal provision. Project field staff and managers also noted that the speed of implementation slowed immensely. In some cases, such as with story hour and CLTS, field agents and sub-recipient managers claimed that

Figure 23: Covid Procedure for Food Distribution



momentum for activities was lost and hard to gain back. CLTS presents a unique situation, as indicated above, as project activities were set to ramp up as the lockdown came into place.

Other activities underwent adaptations: training and literacy-promotion activities had to adjust both scheduling and implementation for smaller gatherings and other preventative measures. For example, as a school feeding field agent shared (and as detailed in the COVID-19 protocol), children are now served differently at school given heightened safety measures, and cooks and storekeepers space themselves out while working. Still other activities developed remote models of implementation; teacher communities of practice began using WhatsApp and radio programming transitioned to a brief distance-learning model.

The community farm component may be the least affected of all Keun Faaba activities, according to the URP director, a URP field agent and farmers participating in a parents' group. While

preventative measures were taken and much more energy and effort were needed to enact the same activities, these stakeholders repeated that they did not see COVID adaptations negatively affecting implementation or project results. A parent explained that they had to keep working or would lose the harvest, a major incentive for farmers and project alike.

Impact of COVID-19 on project performance

Although a small number of stakeholders indicated that project performance remains on track despite the impact of COVID-19, more of them voiced uncertainty in the area, in alignment with the findings from EQ5.1 above. The finance manager pointed out that the operating context remained in flux and was largely dependent on government measures taken and the evolution of the pandemic in Benin. Three components seem the most concerning for project staff: 1) literacy outcomes, 2) infrastructure improvements and 3) WASH results, CLTS specifically. In addition to programmatic delays, learning loss during school closures and automatic student advancement to the next grade level may greatly reduce learning gains. As multiple findings above point out, the project currently finds itself in a race against the clock. Two quotes below prove particularly illustrative of staff's realization of challenges ahead, as well as the complex nature of behavioral change.

"Yes, yes. Me, I think that this will hamper results. Last year, if there hadn't been the pandemic, today we would be far ahead in our activities. To bring about behavioral change in terms of hygiene and sanitation, that isn't something that can come about

in six or eight months. Rather it takes more than three years. You see, this is going to hinder quite a bit.” (Caritas CLTS Field Agent, interview)

“It will certainly have an impact on achieved results. For instance, with the pandemic schools were closed for almost three months . . . Prior to COVID, we were still on target for creating changes in mentality at the community level and with students about the importance of WASH habits. After two or three months of disruption, we had to restart some things. Surely that will have an impact on our results.” (MEAL Officer, focus group)

At the same time, the pandemic may have a positive effect on some WASH-related measures, since it placed additional emphasis on sanitation, and handwashing in particular. As discussed in the response to EQ3.2 and EQ5.2, this dovetailing may prove beneficial to project performance. To illustrate, a main project indicator, the percentage of schools with soap and water at a handwashing station commonly used by students, measured 94.1 percent at midterm, far exceeding the 68 percent LOP target.

5.8 Has the project affected girls and boys differently? If so, how?

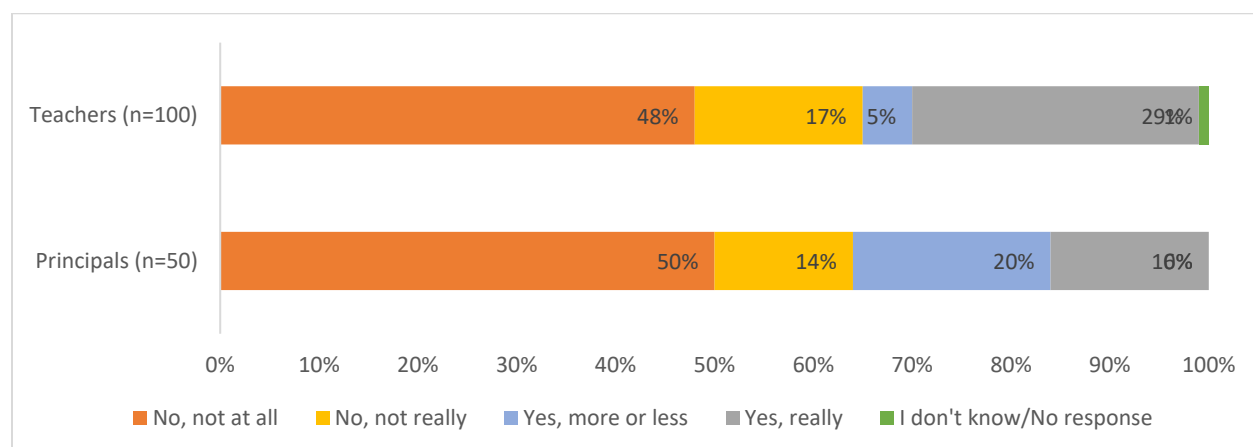
An analysis of both qualitative and quantitative data reveals modest, if any, differences in the ways that the project may have affected girls and boys. While some stakeholders, including a school director and a chief of pedagogical region, indicated during interviews that they perceived no gender-related difference in the project, in general, qualitative analysis demonstrates that more stakeholders feel that the project supports girls’ education and gender equity. At the same time, there are a few ways in which they have been affected differently. For instance, parents highlighted how tasks were shared and that education was equally important for girls and boys. Parents in one group provided a bit more detail, sharing that the project had helped to shift tasks at home, so that girls are more able to focus on schooling:

“The project has shown us that girls and boys should do the same activities. Now, boys can do housework just like girls. Before the project, boys would go to school and girls would work at home rather than doing their schoolwork. Now, girls go to school and do their schoolwork and they do better because they love school.” (Parents, focus group)

One teachers’ group further outlined how their AME worked closely with girls and their families to address issues of enrollment or poor attendance, while another noted how parents’ attention to gender equity and the importance of girls’ education had increased due to project activities. Respondents also pointed to Keun Faaba’s emphasis on menstruation education as important and distinct depending on gender. Three conversations with chiefs of pedagogical region, for example, identified efforts to inform girls about menstruation management and advocacy to parents as positive. The WASH Clubs provide another illustration of how Keun Faaba activities may affect girls and boys differently. As the response to EQ3.1 indicates, sometimes girls are more involved in the clubs due to their gender or because of how tasks are assigned along gender lines and in accordance with cultural norms.

Analysis of quantitative data show similar results, with no major distinctions between results for boys and girls. We first begin by examining survey data. An analysis of student-reported habits, both in the classroom and outside, reveal no major differences between girls and boys, with the exception of the chores they do after school. These results are unsurprising and culturally influenced. As Figure 24 depicts, nearly two-thirds of teachers and principals surveyed indicated that they did not see the project affecting boys and girls differently. The remaining third for each group felt that boys and girls had been treated differently, with teachers being slightly more likely to say “yes, really.”

Figure 24: Teachers’ and principals’ perceptions on if project activities affected girls and boys differently



Lastly, we examined EGRA findings to see if differences between girls and boys were visible. Again, analysis shows little distinction. Table 16 below displays scores of the literacy index for girls and boys. Results show that boys scored slightly higher in Keun Faaba schools, while the opposite occurred in control schools. Analysis of individual EGRA subtasks, as illustrated by Table 17, provides further details of how boys in project schools performed better than girls on all tasks, though again, by small amounts. Curiously, girls in control schools outperformed boys on some tasks, though these results are not statistically significant and may not apply outside of the midterm evaluation sample of schools. These EGRA results, particularly in project schools, invite scrutiny as the project continues and especially during the endline evaluation.

Table 16: Literacy index per school type and gender

	Control		Project		p-value
	Girls	Boys	Girls	Boys	
Literacy Index	34.9	33.5	32.0	33.4	0.324

Table 17: Mean scores by school type and gender

	Control		Project		p-value
	Girls	Boys	Girls	Boys	
Vocabulary (%)	53.9	55.8	51.4	55.8	0.289
Listening comprehension (%)	19.0	18.5	17.4	19.7	0.229

	Control		Project		p-value
	Girls	Boys	Girls	Boys	
Letter name (clpm)	8.8	9.2	10.0	10.5	0.889
Letter sound (cspm)	14.1	13.9	14.6	16.0	0.315
Familiar word (cwpm)	5.5	4.7	4.4	5.4	0.068
Non-word (cwpm)	3.6	3.7	3.0	3.8	0.350
Reading passage (cwpm)	7.4	6.5	5.3	6.6	0.056
Reading comprehension (%)	3.2	3.2	1.9	2.6	0.483

A mixed-methods analysis concludes that while some stakeholders feel that the project may be promoting the importance of girls' education and providing important services like access to information about menstrual health and hygiene, overall, no apparent meaningful distinction manifests in how the projects affects girls and boys at midterm.

5.9 Has the project had any unintended negative effects? (Question asked to ensure the project is doing no harm and to update our theory of change understanding the full effect of the program)

The evaluation team asked a purposeful selection of stakeholders if the project had unintended consequences. Of 32 interviews, actors in 19 interviews or focus groups indicated that they were not aware of any unintended consequences. These stakeholders included key CRS and partner staff, national and departmental officials, parents and teachers. At the same time, other actors identified ways in which the project may lead to undesired outcomes. A frequent refrain, for example, was that parents sent children to school even when they were ill so that they may continue to qualify for the good-attendance incentive of a jug of oil. Notably, two out of four teaching staff focus groups indicated how parents were sending underage children to project schools rather than Quranic schools⁹⁵. The provision of school meals functions as a major attractor to these parents. Teachers expressed concerns that these children were not yet intellectually ready but that teachers felt obligated to accept them. In addition, a departmental official lamented an increase in class sizes, particularly in Grades 1 through 3. At the same time, a national-level DEMP official said that the schools selected were the most marginalized and that schools had not seen the transfer of students from schools without canteens to Keun Faaba schools that they were otherwise expecting. Different chiefs of pedagogical region also spoke to how the school canteen can prove disruptive. They shared how when field agents visited the schools, they sometimes took teachers aside to speak with them, disrupting the class. Another advisor commented how time needed to collect money for condiments and count attendance precisely could take away from time on teaching task. The quote below illustrates such concerns:

⁹⁵ These younger children will join the Grade 1 classroom and remain there until of age to move up.

“Negative effects . . . I can tell you how the field agents are always in the schools to take the numbers, to do run errands. And so, as a result, that blocks teachers’ work a little when they have to take the time to pass on certain messages. That’s all we can read about the negative effects. It makes it so that the planning of the day’s activities is not carried out 100 percent.” (Chief of Pedagogical Region, interview)

Two other cited unintended effects relate to complications resulting from the COVID-19 school closures. A parents’ group pointed how insects ravaged project commodities when schools were closed and food stores were not regularly cleaned. This same group also shared how some children suffered from hunger because parents had come to count on them eating at school, leaving them unprepared to feed them midday.

Lastly, stakeholders intervening in infrastructure and CLTS also shared examples of unintended consequences, such as other communities expressing frustration at not being selected for infrastructure development. Another illustration: in a community benefitting from CLTS, community tensions arose between a family who cleaned up their environment and another who dumped their trash on the recently cleaned space.

5.10 What are the project’s major limitations, and how is the project team addressing those challenges?

Earlier sections have addressed the project’s limitations in detail (see EQ4.5 and EQ5.1). In brief, limitations include the impact of COVID-19 on implementation, ramifications of school closures, recruitment difficulties for personnel based in Kandi, challenges identifying and managing contractors for infrastructure projects, security concerns and rains/floods. This section examines how the project team is innovating to best address these issues.

Discussions with the project team as well as document review identify several ways that CRS approaches these various challenges. Internally, the team holds weekly meetings to allow discussion across sector leads. The team is also exploring internally how it might incentivize individuals during the recruitment process to relocate to Kandi. One suggestion has been the provision of transportation allowances that would make possible regular returns to Cotonou. Concerning security challenges, CRS management spoke of a tracking system and a checklist to help monitor teams when they go out on visits and to avoid high-risk areas. Three additional strategies stand out:

- **Overcoming resistance to outdoor urination through school-based efforts:** As indicated above, CRS is implementing several strategies to address the issue of outdoor urination on schoolgrounds. In addition to constructing urinals, one of the innovative strategies is that WASH Clubs work with older children to initiate younger children into more sanitary urination practices.
- **Community oversight of infrastructure projects:** Findings show that the process CRS has used in the past to select providers for infrastructure is inadequate. Inspired by experiences of CRS in Mali, the infrastructure team is innovating to work closely with communities to provide supervision of contractors. According to the head of programming,

“It is proving effective so far. Rather than just contract out the infrastructure and CRS oversees, now communities are receiving materials and they contract the work locally and supervise the work. We found that when communities are involved, they are harder than we are on construction companies, making sure they do not use one cup more cement than needed, ensuring they respect timelines, maximizing resources. . . . They are able to visit and flag out problems sooner.”
(Head of Programming, interview)

- **Advocacy and capacity-building:** The FY2021 work plan indicates that advocacy efforts are scheduled for the current year. The CRS team indicates that their work on teacher-transfer policy advocacy will be a focus for the duration of the project. In addition, Caritas leadership indicates that they are trying to work with mayors to advocate for the implementation of some form of waste-management system. Similarly, in urban areas, they are working with local authorities for introductions to property owners who could help them install latrines.

5.11 To what extent have students (boys and girls) increased their reading comprehension compared to baseline?

Recall that according to the project’s Performance Monitoring Plan (PMP), students have met the SO1 Improved Literacy of School-Age Children impact indicator if they can read and understand the meaning of grade-level text. This indicator is measured by the percentage of second-grade children⁹⁶ who obtain three correct answers on five reading comprehension questions. As displayed in Table 18, 0.8 percent of students in project schools and 1.6 percent of students in control schools met this indicator at midterm. These results are not statistically significant. These proportions have not changed much between baseline and midterm. Much as at baseline, these results indicate that 99 percent of students in both school types cannot read and understand a simple Grade 2 reading passage in French.

Table 18: Comparison of baseline and midterm proportions of students meeting benchmark for comprehension

	Baseline Control %	Baseline Project %	Mid-term Control %	Mid-term Project %
% of students meeting indicator	0.9%	1.0%	1.6%	0.8%

As Table 19 demonstrates, further gender analysis indicates that not much meaningful difference obtains between the average proportion of comprehension questions that girls and boys answered correctly at either time point. Comparing across time shows very slight differences, but these are not noteworthy. Results also show that while girls in project schools, on average, performed better than

⁹⁶ Recall from the methodology that the midterm evaluation assessed Grade 3 children, as it was determined that Grade 2 students would not be appropriate given time lost due to COVID-19 schooling disruptions.

boys at baseline, girls in project schools performed worse than boys at midterm. Again, these differences are very small and do not withstand scrutiny. Similar to the results from EQ5.8, neither boys nor girls have meaningfully increased their reading comprehension compared to baseline.

Table 19: Mean scores on comprehension subtask (%) by school type, gender and evaluation timepoint

	Control		Project	
	Girls	Boys	Girls	Boys
Baseline results	2	2	2.9	2.3
Mid-term results	3.2	3.2	1.9	2.6
Change over time	1.2	1.2	-1	0.3

5.12 To what extent have students improved their nutrition, health and hygiene-related practices?

Recall from EQ5.2 that three of the eight indicators measured by this midterm evaluation relate to nutrition, health and hygiene practices. Table 20 presents a summary of these indicators. Indicator number 4, reporting the percentage of schools with soap and water at a handwashing station, far surpasses the baseline value. Moreover, results also exceed the target value, demonstrating high-level improvement. Results from the other two indicators, however, show declines since baseline. Close analysis of indicator 5, related to passing scores on a test of health and hygiene practices, demonstrates no significant difference between time points if the 95 percent confidence interval is taken into account. Were this to be the case, the margin of error for the midterm computation means that the true answer falls between 25.2 and 34.1 percent, which includes the baseline value for this indicator. Therefore, no meaningful change has between timepoints.

Table 20: Summary of nutrition, health and hygiene-related indicators

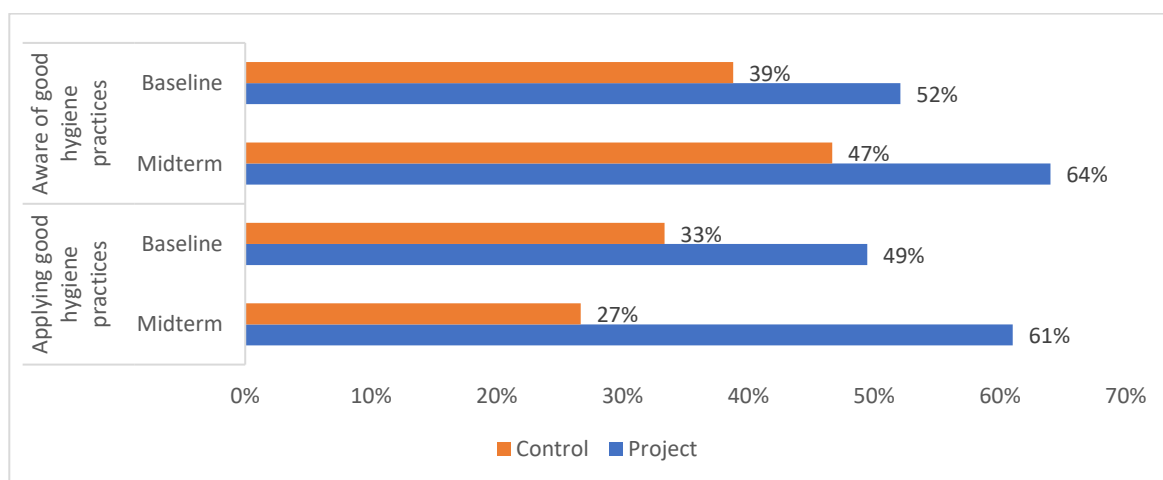
Indicator		Baseline Value	Midline Value	Monitoring value	Target value
4	Percentage of schools with soap and water at a handwashing station commonly used by students	54.4%	94.1%	54.0%	68%
5	Percentage of students in target schools who achieve a passing score on a test of good health and hygiene practices Passing Score: 70%	34%	29.5%	35.2% ⁹⁷	40%
8	Percentage of children receiving a minimum acceptable diet	68.9%	51.6%	78.24%	75%

⁹⁷ Data collected in August 2020 (per April-September 2020 semi-annual report).

Similarly, comparisons of reported defecation practices from survey data also do not prove conclusive. Parent-reported survey data reveal no meaningful difference between project and control school practices. At the same time, student reports of latrine use reveal a statistically significant positive difference of 6 percent⁹⁸ in favor of Keun Faaba schools. Nonetheless, this difference is small and any stronger interpretation may be premature.

At the same time, teachers' impressions of both students' awareness and practice of good hygiene habits paint a more convincing picture of improvements. Survey data demonstrate significantly higher results for teachers at project schools when compared to control schools. Figure 26 presents the proportion of teachers surveyed who indicate that the majority of their students are aware of important hygiene rules, as well as the majority whose students appropriately apply good hygiene practice. The positive difference for project schools at midterm ranges between 17 and 34 percent, with the largest gap being for students' application of good hygiene practices. Midterm figures are consistently higher than baseline for both groups and both questions.

Figure 25: Teachers' impressions of proportions of students aware of and applying good hygiene practices⁹⁹



In terms of nutrition, as in response to EQ1.4, stakeholders overwhelmingly found school meals to be beneficial to students, believing that they have the potential to increase student attentiveness and so improve student learning. Results measuring the project indicator relevant that the proportion of children receiving a minimum acceptable diet, however, have decreased at midterm. Caution is necessary when interpreting this indicator, however, as the manner of computing it has changed. In addition, it should be noted that baseline data was collected in November while midterm data was collected in January. For this reason, seasonable differences may affect results. In addition, at midterm,

⁹⁸ Result is statistically significant at $p=0.003$.

⁹⁹ Results are statistically significant with a baseline p -value of 0.037 and 0.014 for midterm for awareness. For application, the midterm results are statistically significant at $p \leq 0.000$, but the p -value exceeds the threshold for baseline ($p=0.055$) and is not significant.

the computation for this indicator included an additional question (whether children eat three meals a day) not present at baseline¹⁰⁰. As a result, we should not compare these two time periods. Rather, the evaluation team will look to the comparison between final and midterm evaluations to provide more meaningful insights.

Conclusion – Impact

The midterm evaluation sought to investigate the impact of Keun Faaba project interventions on project schools and stakeholders compared to control-group peers and, when possible, against baseline measures. Some successful strategies stand out as contributing to the achievement of project results. In terms of WASH, successful strategies include the consultative and inclusive process informing the development of Keun Faaba's WASH strategy, WASH Clubs' seeming contribution to students' confidence and cleaner school environments and the promotion of CLTS in well-suited communities. While the overall school-feeding activity is considered a success, school gardens and community farms also merit mention for demonstrating progress. Community involvement, in general, and close interactions with local authorities undergird the CRS approach, and findings suggest early indications that the approach is generating ownership for certain initiatives, notably trainings and educational materials such as the WASH-Nutrition Integration Guide.

Nonetheless, Keun Faaba faces major complications that have been aggravated by closures and delays related to COVID-19. The CRS team and partners have had to reschedule and adapt activities to comply with gathering limits and COVID-prevention measures. As only two of eight select indicators demonstrate gains since baseline, there is concern that the project remains far from reaching its strategic objectives. In addition, project staff express concerns about three particular results: 1) literacy outcomes, 2) infrastructure improvements and 3) for WASH, CLTS outcomes.

The project will need to double-down on its efforts to implement forward-thinking strategies that incorporate sustainability and draw on the implementation teams' strengths, including those of local partners. The continued promotion of community ownership will prove critical and the innovative strategy of fostering community oversight of infrastructure projects has great potential to build capacity and enhance sustainability. Deferring to community oversight also entails a considerable amount of risk. As a result, project monitoring will need to be accurate and responsive to avoid problems.

In terms of measured impacts, findings show no to modest progress across project components. While testimonials of parents' heightened awareness of the importance of education exist, the contributions of radio broadcasts and listening groups are not clearly visible, and the midterm evaluation finds no statistically significant difference between Keun Faaba and control-group parents' perceptions of the importance of education. Findings show a similar trend for the project's impact on children's literacy levels. Some promising findings regard educators asserting an improvement in the quality of their teaching as well as higher proportions of students in project groups saying that they are being called on daily by teachers. Similarly, the project also seems to be making gains in terms of children having accessible books at home and reading or studying French after school. EGRA results do not yet follow, however, and literacy index scores show that project schools have lost the advantage they had at baseline over control schools and that comprehension scores have not improved. It is probable that

¹⁰⁰ This question was not asked at baseline but as it is a CRS requirement, the evaluation team included it at midterm.

time has simply not been sufficient to allow for visible change at midterm. In addition to project implementation delays and school closures due to COVID-19, powerful factors such as teacher mobility, low teacher capacity, limited parental engagement and large class sizes may have dampened project impact.

In addition, analysis concludes that while some stakeholders feel that the project promotes the importance of girls' education and provides important services like access to information about menstrual health and hygiene, overall, survey data and EGRA results in particular demonstrate no meaningful distinction in how the project's various components affect girls and boys at midterm. While it is not entirely clear from mid-term results, the coherence between girls' and boys' results may also signal that girls' education efforts may have helped to level the playing field for female students.

Lastly, while the evaluation explored unintended negative effects, those generated are typical to school feeding programs and seem unsurprising, including parents sending children to school when ill. The project staff is already aware of these challenges. The exception may be some parents sending underage children to school, a behavior that could cause disruption and may require specific attention.

In sum, the midterm impact of the Keun Faaba project lags behind expectations across all project components, but the project has also experienced exceptional obstacles, some admittedly internal. Much effort and impeccable implementation are required for the project to catch up and demonstrate impact at endline.

6. Sustainability

The final DAC criteria addressed by this midterm evaluation is *sustainability*, defined by the OECD as "the extent to which the net benefits of the intervention continue or are likely to continue." Five evaluation questions guide findings and cover the project's vision, early indications of sustainability at the community level and strategies that specifically favor the sustainability of school canteens, education activities and inclusive or gender-sensitive practices.

6.1 How has this project defined sustainability? Do all stakeholders share a common vision and understanding of the vision, as well as the pathway to get there?

Document review and discussions with stakeholders revealed that no single document exists that defines Keun Faaba's approach to sustainability. Moreover, the Keun Faaba COP asserts that more remains to be done in bringing project partners on board with a shared comprehensive vision for sustainability. The original cooperative agreement uses the term *sustainability* in relation to school gardens and the WASH-Nutrition Integration Guide, as well as school meals. The June 2020 amendment adds an additional reference to borehole maintenance. All three references cite collaboration at the local level, and in the case of the integration guide, the departmental level.

Likewise, interviews with stakeholders identified component-specific strategies for promoting sustainability that rely on the engagement of communities and local and national authorities. Concerning WASH, in addition to the community maintenance of boreholes, the CRS head of programming pointed to the organization's approach to implementing menstrual-hygiene campaigns and WASH certification. In the case of menstrual hygiene, CRS works with governmental community health workers already present and active in the zones. These individuals come to schools to support programming. Similarly, WASH certification relies on departmental-level chiefs of pedagogical region.

CRS hopes to have these roles integrated into these actors' job descriptions before the end of project. In addition, according to the Caritas director, Caritas associates the sustainability of CLTS efforts with the construction of latrines built of durable materials.

With regard to school meals, communities taking increased ownership and responsibility for managing and supplying school canteens lies at the heart of the CRS vision for sustainability. Two initiatives are integral to the effort, as indicated by the project MEAL Team and document review: community farms, school gardens. The original cooperative agreement envisions the WASH-Nutrition Integration Guide as instrumental to developing capacity at the school level. It states,

"Starting in Year 3 the guide will be used by Pedagogical Advisors to train school directors on school gardens and to regularly monitor school gardens and integration of Agriculture and nutrition in teaching methods." (Original Cooperative Agreement, September 27, 2017, p. 6; Amendment, p. 4)

In addition, the agreement clarifies that CRS will taper its contribution of commodities over time, allowing for parents to contribute food for meals instead.¹⁰¹ CRS also sees participation in the national coordination platform on school feeding and the organization of field visits with national MEMP representatives and Ministry of Planning and Development officials as key to information sharing and capacity building.¹⁰² Finally, while they are few, with technical support from PfD, URP has established farm-management committees in communities with Keun Faaba farms and views capacity building as a way to ensure sustainability at the community level and to positively influence other communities. During an interview, the director also indicated the ongoing development of a sustainability plan for community farms at the time of data collection.

Lastly, for education, sustainability rests largely on capacity building and collaboration with leaders at the community, departmental and national levels. The WEI Education Team and partners also indicated during interviews the importance of parents' groups (AME and APE, specifically) filling a more prominent role in promoting literacy efforts. For that reason, WEI attempts to engage AME and APE members in project activities such as community libraries. Similarly, the FY2021 work plan underlines the importance of working with opinion leaders to raise awareness of the importance of education within targeted communities and beyond. Teacher training in evidence-based reading-instruction strategies, as well as new Grade 1 and 2 materials that support the transitioning national curriculum, prove central to the project's vision. As WEI Education Team members indicate,

"We can also mention the multiple teacher trainings that we have held. And if these teachers are maintained within these schools, it is obvious that they will build upon

¹⁰¹ This had not yet started at the time of the evaluation. Source: MDG 2017 Cooperative Agreement, September 2017, p. 7; Amendment to Cooperative Agreement, June 2020, p. 5.

¹⁰²Source: MDG 2017 FY2021 Work Plan, p. 10.

their experience and share it with other colleagues continuing to promote the sustainability of the project.” (WEI Education Team Member, interview)

Efforts to build capacity within INFRE to develop and administer EGRA at the local level and manage to analyze and use data to inform teacher-training modules makes for another important aspect of the CRS vision for sustainability. As indicated above, specific advocacy efforts focused on EGRA capacity building and buy-in are the focus of FY2021 activities. The project hopes its pilot efforts will eventually lead to the government adopting EGRA into its work plan and bringing it to scale. Nonetheless, INFRE officials also raised some concerns about the cost of performing EGRA, a component that CRS may be able to help the government address to ensure sustainability. Also significant, INFRE is adopting a new curriculum very similar to that of CRS (see EQ6.5 for more details).

In addition to Keun Faaba project leadership, government leaders also indicated understanding and support for Keun Faaba’s emphasis on community engagement. National DEMP officials underlined their satisfaction with the project and with partners’ close collaboration in developing strategic plans and sharing the same vision. A key official indicated that

“The government is aware of the importance of sustaining these actions and CRS is active and is putting into place measures to support sustainability through community engagement. And it’s for this reason that the government’s plan is entitled National Integrated School Feeding Program (PNASI). Integrated means the implication of all of the ministry sectors and community-level structures. . . . The government envisions a school feeding model similar to the Brazilian model, a model where communities participate in supporting school canteens, so I think that CRS has this down and is a master at infrastructure development. CRS, through its supervision, mobilizes communities to provide labor, in terms of materials, to build infrastructure locally. I think that this approach is really taken into account by CRS.”
(National DEMP Official, interview)

This alignment, also the topic of coherence question EQ2.2 above, offers a meaningful gauge of commonality between the general project vision for sustainability and the understanding of government partners, even if Keun Faaba’s sustainability strategy has not been officially articulated.

6.2. *What are the early indications of sustainability at this point in the project? Is there evidence of more community capacity for sustainability communities ready to take over? Is there willingness of community members to participate without financial expectations? Are there any spontaneous actions of the PTAs and AMEs for the maintenance of school infrastructures or other critical school-improvement activities? Are the PTAs and AMEs now demonstrating application of the organizational competencies the project has passed on to them since FFE I?*

This question examines the evidence of early indications of sustainability at the community level. All 100 schools visited for the midterm evaluation indicated having APEs, but while all 50 Keun Faaba schools in

the sample had established AMEs, this held true for only 54 percent of control schools at midterm.¹⁰³ In terms of APE activity level, curiously, slightly more control schools reported being active than project schools (96 to 90%), though this result is not statistically significant. This trend also obtained at baseline. The surveys asked schools indicating little or no activity to provide more details, to which the top two responses were that parents either did not have the time or the interest to participate.

APE/AME competent and confident

In terms of how much these community-based organizations have learned through the Keun Faaba project, findings show that APE and AME members demonstrate that organizational competencies are for the most part acquired, even if need for some level of support remains. Mixed-methods analysis provides evidence of this claim.

Four-fifths of principals surveyed identified that AME and APE members actively put into practice organization skills acquired since the beginning of the project. In addition, all four parent focus groups, including APE/AME members, agreed that they routinely put into practice what they had learned through trainings. One group indicated that some of the volunteers had also participated in Phase 1 of the Keun Faaba project, exemplifying even more longevity and dedication to the school feeding program. In commenting on their capabilities, two groups commented as follows, also affirming their commitments to sustainability:

“We are well organized to help load the food. We could also manage, looking at the number of children present, to know how much food to take out.” (Parents, focus group)

“Activities will continue because now we are habituated to these activities, both us and the children.” (Parents, focus group)

It is worth noting that none of the school-level stakeholders made specific mention of food provisions. A departmental-level DEMP official did raise this concern, however. While he said that, “yes,” the canteen program would continue under government supervision at CRS schools on project closure, he added that the government could not supply as many commodities to schools as did CRS.

CRS staff noted strains to volunteers’ capacities. A school feeding field agent mentioned that some volunteers have great difficulties spending extended time at schools during fieldwork season, as they need to tend to their own land. A WASH-Nutrition specialist commented that volunteers could be more rigorous in their own hygiene and indicated that cooks did not always have water available to wash their own hands frequently. Lastly, the MEAL Team indicated a continuing problem with APEs and AMEs taking unsatisfactory notes at their meetings and not keeping track of problems, leading to inefficient problem solving. The team did note improvements since Phase 1, however.

¹⁰³ This proportion increased 13 percent since baseline.

Volunteer commitments strong but mixed

Findings are mixed with regard to whether volunteer commitment could withstand the withdrawal of compensation. Generally, cooks' and storekeepers' self-reporting is very positive, but other data sources show more measured responses. As analysis for efficiency question 4.3 above indicates, all cooks and storekeepers unanimously indicated that they would continue to volunteer even without compensation. All four parents' focus groups also agreed. As the quotes below indicate, however, certain parents noted that it would be difficult and that some volunteers might therefore discontinue their service, providing more nuance to the quantitative results:

"If there wasn't any compensation, they would still come, but it would be temporary. If there was no compensation, well, other parents would have to take over the charge. They would be bothered to make other parents work. (Parent, focus group)

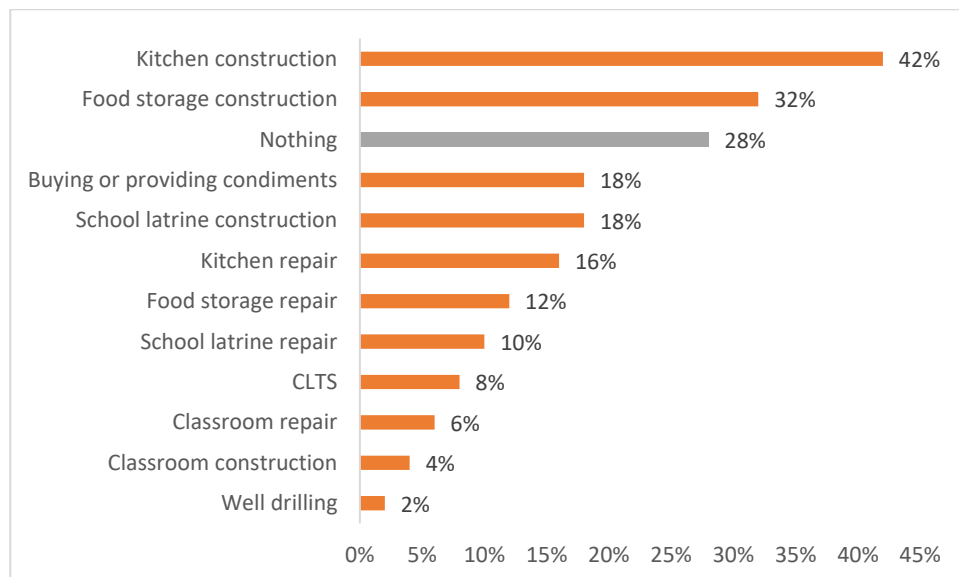
"Some would leave but others would stay. They know that it's their duty to nourish the children and they will stay." (Parent, focus group)

Principals and project management showed similar reserve in their claims. Among the 37 principals who self-identified as being part of the School Feeding Program Management Committee, one quarter of them (8 or 27%) suggested that volunteers would not accept to work without compensation. CRS staff indicated they felt similarly, including a WASH field agent and members of the MEAL Team.

Voluntary community contributions

Moreover, the evaluation team found evidence of spontaneous and voluntary parental contributions at the school level that indicate substantial practical commitments already in place at some schools. Broadly speaking, survey data from the 50 Keun Faaba school principals sampled indicate that parents most often helped voluntarily during the past three years by building kitchens and food-storage areas. At the same time, 18 principals (28%) responded that parents had done nothing to help at their school, supporting the Keun Faaba COP's description of voluntary parent contributions as "episodic but . . . multiplying." Figure 26 shows the kinds of activities parents have voluntarily assisted with.

Figure 26: Activities in which parents participated voluntarily within past three years, according to principals (n=50)



Interview data strongly substantiate examples of community contributions. All key project staff and partners, including diverse sector field agents, could testify to at least one case of a community performing some sort of improvement for the school. In addition, three out of four parents' groups identified ways in which they had already contributed to their schools' improved infrastructure. The fourth group indicated that "no," the community had not been involved in this way. Examples of community efforts noted include:

- Soliciting the mayor's office for funding and receiving approval
- Building sheds, storage rooms and classrooms
- Providing gravel and sand for the construction of Keun Faaba infrastructure projects
- Community participation in latrine construction (CLTS)
- Cleaning latrines and purchasing locks to prevent vandalism
- Cleanup day at the beginning of the year (raking around the school, sweeping, repairing Tippy Tap, cleaning and maintaining the kitchen)
- AMEs pooling money to buy bottles to make Tippy Taps or to buy soap
- Kitchen renovations
- Building shelves for serving food so that it does not have to sit on the ground

In addition, stakeholders shared examples of communities that set aside revenue from their harvest for purchasing condiments for school lunches, as well as of those that provided an additional meal to students in the morning. As a WASH-Nutrition specialist recounted,

"We should also speak about their contributions in terms of foodstuffs. Some APEs decide, for instance, to contribute foodstuffs themselves in order to provide an additional meal. For instance, porridge in the morning, so that children may learn."

This example shows how some PTAs are really aware of what's going on and they are taking initiative.” (WASH-Nutrition Specialist, interview)

One example also included a community building a classroom financed by their cotton harvest. CRS further featured a success story of a community in Garou that raised \$824 to construct a classroom made of metal sheeting, complete with student benches, a table and a blackboard. Most notably, the community became galvanized to make this contribution after Keun Faaba activities presented families with EGRA results. The attending community members came to the realization that overcrowding was partly to blame for poor results, so they mobilized to increase the school’s classroom capacity. Their funds also paid for a community teacher whom they helped recruit.¹⁰⁴ In addition, according to the WEI Education Team, some AMEs run school-enrollment campaigns that try to identify out-of-school children and those with high rates of absenteeism and work with families to bring them back to school. Members of the MEAL Team recounted another compelling example of community mobilization, explaining how cooks at a particular school visited another school that had a dilapidated kitchen, which the school’s own cooks did not know how to repair. The first group of cooks helped their peers repair workspace. While findings indicate that such actions are not yet mainstreamed, they provide assurances of the capabilities of even marginalized communities to mobilize and support convincing efforts. At the same time, a CRS WASH-Nutrition specialist cautioned that Phase 1 (MGD 2014) had worked with AMEs/APEs to build school enclosures but that the initiative had lost momentum over time.

Special mention of community farms

Within discussions of sustainability, findings indicate that CRS community farms, though there are only 12 of them, present a particularly strong case for future sustainability, even at midterm. PfD, one of the sub-recipients charged with implementing community farms for Keun Faaba, state that these farms have been doing well and have the capacity to produce essential food commodities for schools, as well as providing a source of revenue for the feeding program itself. One farmer in a parent focus group provided an illustration of how the community farm allowed them to support the school:

“Twelve bags of corn and three bags of sorghum harvested. We use it to buy condiments and also to pay the community teacher. The president of the AME stores the harvest, which is sold in function of the needs of the AME/PTA. We are going to continue. We are pleased with the community farm.” (Farmer, Parent focus group)

Moreover, PfD indicates its advocacy for having community farms register as agricultural businesses/cooperatives. Future years will prove challenging if they continue to provide all their products to the schools, leaving them without seeds. The UfP director argues that the initiative should be expanded, so that community farms develop the tools necessary to succeed as businesses, ensuring sustainability. Another farmer in a parent focus group supported this argument. Other actors, including

¹⁰⁴ MGD 2017 (2020), EGRA Success Story in Garou.

a departmental DEMP official, provided a reality check in arguing that the availability of water continues to be an issue in certain communities, keeping community farming out of reach.

6.3 What policies favor the sustainability of school canteen projects?

The existence of Benin's PNASI school feeding project (see responses to EQ1.5 and EQ2.2 above), which operates within 54 percent of schools in the country, provides an environment that already values school canteens. The Government of Benin has as its stated goal to reach 100 percent of all primary schools in rural areas. Interviews with project leadership, namely the Keun Faaba COP and the directors of PfD and URP, as well as with the two departmental-level DEMP heads of School Food Service inform the response to this question. Analysis shows that these actors feel generally positive about the current policy environment. As the project COP stated,

"The government's vision and government policies are put into place through the School Feeding Department. We have director-level support at the department level and from other governmental structures that intervene within the sector. All this promotes sustainability." (COP, interview)

At the same time, actors indicate the need for additional policy work to increase sustainability, particularly at the local level. Both department-level DEMP officials interviewed described reliance on school fields and gardens a strong process, though one that required additional support. These actors signaled support for CRS programming. One of the officials was especially clear in his declaration:

"The government will adopt these schools. These schools will not be abandoned. The government will integrate nursery schools as well for school feeding when the nursery school is part of the primary school." (DEMP Official, interview)

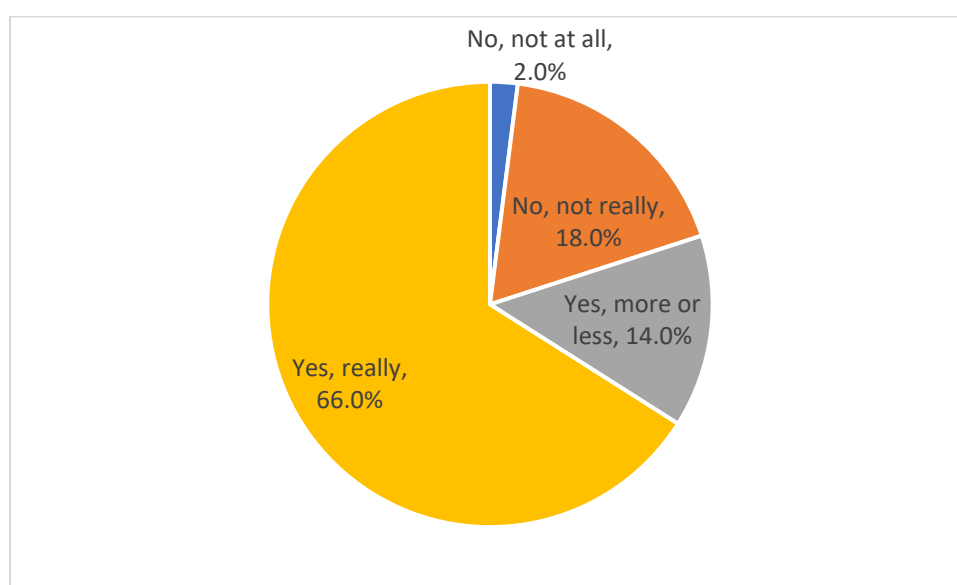
Going beyond school gardens and community farms, both the PfD and URP directors accentuated the need for policies supporting community ownership, particularly for the provision of food commodities. They argued that local government needed to manage the process. The URP management team expressed concern that the current market organization did not provide sufficient opportunity for local producers, rather favoring sales to Nigeria or Togo. URP also signaled awareness of government initiatives to move in the domestic direction, including signing contracts with local cooperatives to supply school canteens. In addition, the positive results of the Bèsèn Diannou Local and Regional Food Aid Procurement project (LRP) offer compelling evidence of how local commodities and procurement processes can effectively provide required school canteen commodities while bolstering food production at the local level. LRP was a USDA-funded project that ran from 2017-2019 in the Borgou region of Benin and was implemented by CRS with URP as a sub-recipient. The final evaluation of the project found the approach "a viable method for feeding students quality meals while contributing to

the local economy.”¹⁰⁵ Importantly, the evaluation concluded that while the commodity cost was higher per metric ton for LRP, the average commodity cost per meal per student was lower and the total time from contracting to delivery to beneficiary schools proved shorter when compared to both WFP and MGD systems. The project also made meaningful gains in helping local producers improve their capacity.

6.4 *Are the policies and actions implemented at the educational level in line with the objectives at national level?*

Findings demonstrate that educational actors at the school, departmental and national levels all agree that Keun Faaba’s policies and actions are in line with educational objectives at the national level. As Figure 28 indicates, four-fifths of principals indicate that Keun Faaba methods align with the national education curriculum, while one-fifth felt there was incompatibility. When asked why they felt the methods were incompatible, 9 out of 10 principles replied suggested incongruence with the official curriculum, while one principal felt that reading took too much time compared to the other subject areas.

Figure 27: Principals' perceptions of the compatibility of Keun Faaba methods with national education objectives, in particular the reading curriculum (n=50)



National and departmental-level findings explain that educators at the school level have not yet been introduced to the new curriculum.

INFRE officials also confirm that Keun Faaba has positively influenced and supported national-level strategies. As an INFRE official shared,

¹⁰⁵ J. C. Fotso, M. A. Sanni, P. K. Jimmy & A. Ambrose (2019), Evaluation of Bèsèn Diannou Local and Regional Food Aid Procurement (LRP) Project, EVIHDAF, p. ix.

"INFRE is in charge of training all the teachers in Benin, so our role is to capitalize on all the innovations that the project has made for all of Benin. The presence of INFRE as teacher trainers increases INFRE capacity to transmit these lessons beyond the project. The reforms at the program level have caught on." (INFRE Official, interview)

The new curriculum came about in part because of poor EGRA results that demonstrated a need for curricular reform.

Analysis indicates two clear and prominent examples of how Keun Faaba's educational approach aligns with the government's education objectives: 1) the development of the WASH-Nutrition Integration Guide and 2) the new phonics-based reading curriculum set to go to scale. All four chiefs of pedagogical region interviewed also confirmed alignment. Specifically speaking about the integration guide, one of them said,

"Everywhere I see that the project confirms the government's attitudes towards education. I believe that the project even prepared us before the [COVID-19] virus arrived. So, everywhere the project conforms with the Benin education curriculum." (Chief of Pedagogical Region, interview)

Another chief of pedagogical region emphatically stated,

"It's a tie-in to the official curriculum" (Chief of Pedagogical Region, interview)

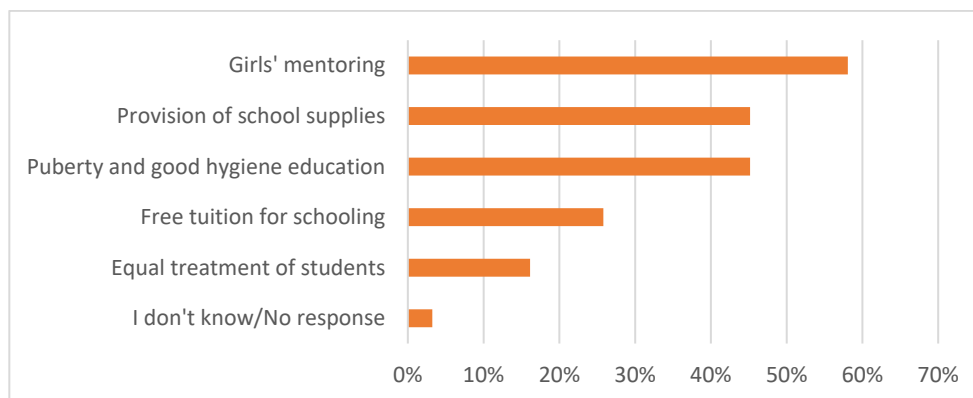
A World Bank education specialist confirmed ongoing collaborations with the Government of B and that the new curriculum would go to scale next year. The new curriculum used a phonics approach and involves decodables. The consultant central to curriculum development for Keun Faaba is the same consultant working on the new government curriculum with the World Bank, further confirming alignment between the approaches.

6.5 Have inclusive or gender sensitive strategies been implemented in view of sustainability among identified specific groups if there is any? E.g.: case of Fulani/Peulh communities?

Data from school principals and project staff provide an indication of how Keun Faaba may approach the implementation of inclusive or gender-sensitive strategies in view of sustainability. In general, actors showed greater awareness of strategies supportive of gender equity, though less of ones focusing on specific groups. Accordingly, only 14 of 50 principals (28%) knew of specific Keun Faaba strategies aiming to support marginalized individuals and communities. These respondents cited the provision of school supplies (9 principals), girls' mentoring strategies (6 principals), free tuition for schooling (including donations of school supplies) (5 principals) and how all children are treated the same way (3 principals) as examples. All 14 principals described these strategies as effective, with 12 of 14 emphasizing they were "very effective." On the other hand, when asked about strategies to promote girls' education,

nearly two-thirds of principals (31 principals, or 62%) indicated awareness of these strategies. The three most frequently cited strategies (see Figure 29) were girls' mentoring, the provision of school supplies and offering lessons on puberty and good hygiene for both girls and boys. As with the previous question, nearly all principals (87%) familiar with these strategies found them to be effective.

Figure 28: Principals' awareness of strategies promoting girls' education (n=31)



The evaluation team also turned specifically to WEI subcontractors DERANA and ALAFIA, who work most closely with communities, to better understand how Keun Faaba may be implementing inclusive or gender-specific strategies in a sustainable manner. Their responses stressed that Keun Faaba implemented trainings focused on gender inclusion and equity, particularly discussions with AME/APE members about the roles of boys and girls and the not necessarily strict gender division of tasks. During these trainings, facilitators led by example with a mixed-gender pair of facilitators. DERANA and ALAFIA staff also described how they used radio programming and listening sessions to spread the message. Nonetheless, they also shared that views toward gender roles were culturally anchored, making behavioral change a slow process.

More specifically, the existence of women's associations (AME) at the school level may prove most sustainable, as these associations will hopefully stay in place after project end. Recall from EQ6.2 that all 50 Keun Faaba schools sampled at midterm had established AMEs, compared to only 54 percent of control schools. Both institutions' management stated that AMEs, as an institution, offered women from all subgroups within a community the opportunity to participate. The DERANA director described AMEs as providing women a safe space to express themselves,

"Significantly, the fact that students' Mothers' Associations (AME) have been set up allows women to express themselves. During meetings in general, women always stay away, and among Fulani women, it is even more obvious. But today, because they are part of an association, their shyness is being overcome. They express themselves and speak out even in the presence of men." (DERANA Director, interview)

A vivid example is also how AME school-enrollment campaigns are designed to conduct outreach even in the most remote (often Peulh) communities.

Conclusion – Sustainability

Even with project delays and substantial obstacles to project implementation, findings from the midterm evaluation demonstrate important early indications of sustainability at local, departmental and national levels. Nonetheless, no project-wide sustainability framework or plan exists, leaving each project component with its own conception of sustainability without a coherently articulated vision. At the same time, key partners seem to implicitly understand that the long-term continuation of project benefits relies on community and government counterpart engagement.

Early indications of sustainability include how AME/APEs are largely active, having, at close to have the schools sampled, incorporated key project messages and trainings related to good hygiene, operating school canteens and showing strong evidence of spontaneous and voluntary parental contributions. School farms, in particular, seem to have generated great enthusiasm and a possibly viable and attractive way for community members to sustain school canteens. Other compelling examples of community support for schools include the construction of kitchen and food-storage areas, the provision of materials for Tippy Taps and, to a lesser extent, the provision of condiments. Findings are mixed as to whether cooks and storekeepers integral to school canteens would continue without project-provided incentives. The evaluation team notes that PNASI canteens do operate without these incentives, though with varied effectiveness. Creative solutions and increased community engagement may help certain communities identify a working solution.

Findings also demonstrate strong synergy between governmental policies for school feeding and government education objectives with Keun Faaba activities. Government officials have embraced the project's WASH-Nutrition Integration Guide, and INFRE is revising its national curriculum to closely resemble Keun Faaba's phonic-based approach to reading, currently being scaled up through the World Bank's technical and financial support. At the same time, the Government of Benin should consider further strengthening its policies and efforts to support local food provision and procurement. CRS has great expertise in this area, and the project should consider further enhancing its related advocacy and capacity-building efforts during remaining project time.

4. Recommendations

The recommendations below draw on the findings and conclusions of the midterm evaluation report to provide direction for midcourse corrections and future projects. The table indicates the stakeholder most likely able to address the recommendation, as well as the appropriate timeframe for implementation. The evaluation team also reiterates that CRS and partners should continue to emphasize strategies that have so far proven to be effective as well as those with the potential that, due to various circumstances, cited above, have not yet had sufficient time to demonstrate any effect.

#	RECOMMENDATION	ACTOR	TIMEFRAME
1	In project time remaining, continue to focus education efforts on strong teacher training and efforts at the school-level to support changes in teacher practice. In-person and remote-communities of practice should	WEI, CRS	Immediate

#	RECOMMENDATION	ACTOR	TIMEFRAME
	be further leveraged, building on the positive experiences teachers reported during the school-closure period. Attention to teachers in remote locations with less access to communities of practice is necessary to ensure that all teachers feel supported to make changes to their teaching strategies.		
2	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.	WEI and partners ALAFIA and DERANA	Immediate
3	In order to better ascertain student reading progress and needs, work with chiefs of pedagogical regions to develop a rapid diagnostic tool that teachers can use regularly as a formative assessment tool as well as for officials to use during monitoring and school visits. The tool should take no more than 5 minutes to administer and need only be used with five students per school. These students should be randomly selected. Many other countries have implemented a similar strategy. Look to the USAID Soma Umenye project in Rwanda as one example.	WEI	Immediate
	Put into place a strategy to identify students with the greatest need and provide appropriate remedial support. Teacher training should emphasize formative assessment and mediation strategies.	WEI	Future projects
4	Keep working on improving the collaboration between various sector field agents to increase overall programming efficiency at local level.	CRS	Immediate
	For future projects, the implementing partner should restrict the number of field agent types and instead employ a matrix management system where individual field agents cover multiple domains and report to strong technical leads. This will reduce each agent's number of schools and strengthen the relationship between the agent and each school. To ensure transparency, the field agents who focus on school meals and the management of foodstuffs would still need to be distinct from other field agents. The two groups would report to different supervisors and both monitor the use and storage of food.	CRS/USDA	Future projects
5	Increase support for WASH Clubs to capitalize on positive experiences, particularly student-to-student learning (e.g. fostering urination in latrines) as well as normalizing WASH club activities at schools to reduce negative behaviors toward WASH members. Also find ways to recognize & motivate teachers advising WASH Clubs. Suggestions include developing a guide for teacher advisors to the WASH clubs and ensuring that new	CRS, WEI	Immediate

#	RECOMMENDATION	ACTOR	TIMEFRAME
	teacher advisors receive a short training to be able to appropriately support students and club activities.		
6	Investigate & rectify CRS approval process to avoid cancellations or postponements due to unmet payments. Assure flexibility within process to ensure that invoices can be paid in a timely manner.	CRS	Immediate
7	<p>Increase efforts & resources for advocacy efforts to address 1) teacher-mobility policy, 2) waste management, 3) policies supporting local commodity provision and procurement.</p> <p>In terms of teacher mobility, consider strategies that have worked in other settings for early grade reading projects like USAID-funded SIRA in Mali and NECS in Niger: work closely with the government to assure that project teachers are not transferred to other schools. The project will need to be mindful that an unintended outcome of this strategy may likely be that some teachers, especially those in more remote areas, may resent their participation in the project as a result.</p>	CRS, WEI, Caritas, URP, PfD	Immediate
8	For the last point, CRS can leverage its LRP experiences so that LRP strategies become adopted or integrated into the government 's school Feeding Policy. Such efforts may help leverage project gains, while the status quo likely will extinguish progress shortly after project end.	CRS	Immediate
9	Work with Direction of School Feeding and the WFP to revive and strengthen collaborations with the various actors intervening in school feeding programs. In addition to regular meetings, foster exchanges to visit and better understand each other's programming.	CRS	Immediate
10	<p>Revise current theory of change for greater accessibility & comprehensiveness to include diagram, clarified linkages with intermediate outcomes & expanded list of critical assumptions (esp. re: health crises & unanticipated school closures).</p> <p>For future projects, revise the theory of change so that assumptions are even clearer and recognize the complex environment within which the project operates.</p>	CRS CRS	Immediate Future projects
11	<p>Articulate sustainability plan to guide project implementation until close.</p> <p>The plan should include clear exit strategies, e.g., how communities will transition to government canteen support. The project should anticipate a process for accompanying communities to identify creative solutions for volunteer in-kind remuneration (e.g., community members rotating to help volunteers in their fields after end of schoolwork).</p>	CRS with all partners	Immediate

#	RECOMMENDATION	ACTOR	TIMEFRAME
12	<p>Expand visibility of school gardens at departmental & national levels to maximize leveraging their success in supporting school canteens.</p> <p>In future projects, consider further expanding this component and working with farms from the start to create agricultural collectives.</p>	<p>CRS, URP, PfD</p> <p>CRS/USDA</p>	<p>Immediate</p> <p>Future projects</p>
13	<p>For the current project, focus on local government efforts to establish and/or strengthen waste-management services where CLTS is inappropriate (i.e.. urban areas).</p> <p>If CLTS continues as key strategy for future projects, ensure the CLTS-appropriateness prior to implementation & lack of overlap with other NGOs. CLTS should target only rural areas.</p>	CRS/USDA	<p>Immediate</p> <p>Future projects</p>
14	<p>Articulate a clear gender-equity strategy for entire project.</p> <p>Future projects should focus on a gender-transformative rather than a gender-accommodating stance. The CRS gender-responsive education toolkit can provide guidance.</p>	CRS	Future projects
15	<p>Transition Keun Faaba schools to PNASI at end of MGD 2017. CRS (or other implementing partner) should work with new school cohort that lacks successful school canteens. A new project in Benin should provide an enhanced implementation model taking into account lessons learned in LRP and MGD 2014 and 2017 & informed by global evidence base on school feeding programs.</p>	USDA, GOB	End of project
16	<p>CRS should consider including questions in the final project evaluation that 1) investigate the characteristics of successful WASH clubs as well as obstacles; 2) examine teacher absenteeism using hard data; 3) spillover of project activities on control schools.</p>	CRS	End of project
17	<p>Conduct needs assessments & feasibility studies for infrastructure component prior to project design for increased appropriateness. Infrastructure must be in place in first half of project to fully capitalize on its contributions.</p> <p>Water resources and constraints at target schools, in particular, require analysis in greater depth. The project would also benefit from a donor mapping to understand and help link schools to available and potential support. CRS should consider partnering with other donors to improve access to water for schools. School selection for future projects should take into account a school's water situation and limit the number of schools without a reliable water source in accordance with project resources in order to maintain manageable expectations.</p>	CRS/USDA	Future projects

#	RECOMMENDATION	ACTOR	TIMEFRAME
18	Incorporate contingency plans for school closures into project designs (due to increased likelihood of future interruptions). These plans should include distance-learning programming & projects could partially rely on extant content from development partners, such as interactive audio instruction. Conduct a mapping exercise to identify possibilities.	CRS/USDA	Future projects

Annex 1: Keun Faaba 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:

- **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 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:

- 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.

Annex 2: Details of Quantitative Sample

Table A1: 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 A2: School enrollment characteristics

Control			Project	
	n	Mean(S.D)	n	Mean(S.D.)
Number of enrolled students in kindergarten	0	-	4	61.0 (25.4)
Number of enrolled students in CI	47	66.0 (21.2)	49	77.7 (32.1)
Number of enrolled students in CP	50	72.2 (19.1)	49	80.5 (33.4)

		Control		Projet
Number of enrolled students in CE1	50	52.2 (16.9)	50	57.1 (26.8)
Number of enrolled students in CE2	50	55.5 (15.0)	47	67.6 (29.2)
Number of enrolled students in CM1	49	38.1 (12.5)	47	45.1 (21.8)
Number of enrolled students in CM2	49	37.1 (11.3)	47	42.4 (16.7)
Number of total enrolled students	50	315.6 (78.6)	50	362.8 (144.0)
Number of levels in the school	50	5.9 (0.5)	50	5.8 (0.7)
Girls ratio in the school	50	0.50 (0.05)	50	0.47 (0.05)

Table A3: School enrolment by grade

	Control	Projet	p-value
CI	65.1	80.7	0.011
CP	71.0	83.7	0.032
CE1	51.5	58.7	0.085
CE2	54.4	69.4	<0.000
CP1	37.3	46.2	0.004
CP2	36.7	43.3	0.005

Table A4: Teacher summary statistics

	Control		Projet	
	n	Mean(S.D)	n	Mean(S.D.)
Number of male teacher	50	3.6 (1.2)	50	4.3 (1.4)
Number of female teacher	50	2.4 (1.2)	50	1.7 (1.4)
Number of teacher communautaire	50	0.7 (0.8)	50	0.7 (0.7)
Teacher/pupil ratio	50	47.5 (13.2)	50	55.6 (21.7)

Table A5: Teacher age and years of experience

	Control		Projet	
	n	Mean(S.D)	n	Mean(S.D.)
Average age	105	33.4 (6.8)	100	35.0 (7.1)
Average years of experience	105	8.1 (5.4)	100	9.8 (5.3)
	n	%	n	%
Female	56	53.3%	33	33.0%
Male	48	46.7%	67	67.0%

Table A6: Principal summary statistics

	Control		Projet	
	n	Mean(S.D)	n	Mean(S.D.)
Average age	50	46.9 (8.5)	50	47.3 (7.4)
Average years of experience	50	19.3 (6.9)	50	19.6 (6.6)
	n	%	n	%
Female director	9	18.0%	5	10.0%
Education level				
BEPC	36	72.0%	34	68.0%

	Control		Projet	
BAC, DEAT	11	22.0%	12	24.0%
Licence, Maitrise, Master/DEA	3	6.0%	4	8.0%

Table A7: Parent summary statistics

	Control		Projet	
	n	Mean(S.D)	n	Mean(S.D.)
Average age	494	37.4 (9.7)	487	37.8 (10.0)
	n	%	n	%
Parents Gender				
Female	179	34.2%	203	40.3%
Male	345	65.8%	301	59.7%
Language at home				
Bariba	407	77.7%	182	36.1%
Boo	1	0.2%	30	5.9%
Dendi	43	8.2%	160	31.8%
French	7	1.3%	5	1.0%
Mokole	1	0.2%	36	7.1%
Peulh	22	4.2%	42	8.3%
Yorouba	2	0.4%	6	1.2%
Fon	19	3.6%	12	2.4%
Other	22	4.2%	31	6.2%
Spoke french everyday	104	19.9%	49	9.7%
Read French everyday	90	17.2%	58	11.5%
Level of education				
None	277	52.9%	306	60.7%
Can read	36	6.9%	18	3.6%
Primary	69	13.2%	71	14.1%
Secondary Cycle 1	87	16.6%	71	14.1%
Secondary Cycle 2	37	7.1%	27	5.4%
Superior Cycle 1	14	2.7%	8	1.6%

Superior Cycle 2	4	0.8%	3	0.6%
Occupation principale				
Sans emploi	3	0.6%	5	0.8%
Ménagère	51	9.7%	45	9.3%
Travail agricole	266	50.8%	261	51.8%
Journalier	9	1.7%	3	0.6%
Marchand/comer.	62	11.8%	86	17.1%
Travailleur	23	4.4%	11	2.2%
Artisan	81	15.5%	76	15.1%
Retraité	5	1.0%	0	0.0%
Autre	23	4.4%	17	3.4%

Table A8: Classroom observation and student summary statistics

	Control		Projet	
	n	Mean(S.D)	n	Mean(S.D.)
Average age	942	11.3 (1.9)	947	11.3 (1.9)
	n	%	n	%
Student Gender				
Female	504	50.2%	501	50.5%
Male	500	49.8%	491	49.5%
Language at home				
Bariba	779	77.6%	384	38.7%
Boo	2	0.2%	60	6.1%
Dendi	64	6.4%	243	24.5%
French	10	1.0%	41	4.1%
Mokole	0	0.0%	70	7.1%
Peulh	49	4.9%	90	9.1%
Yorouba	17	1.7%	23	2.3%
Fon	23	2.3%	29	2.9%
Other	60	6.0%	52	5.2%
Student level				

CE1	20	2.0%	30	3.0%
CE2	393	39.1%	330	33.3%
CM1	361	36.0%	349	35.2%
CM2	230	22.9%	282	28.4%

Table A9: EGRA sample summary statistics

	Control		Projet	
	n	Mean(S.D)	n	Mean(S.D.)
Average age	508	8.6 (1.4)	495	9.1 (1.6)
	n	%	n	%
Student Gender				
Female	378	49.7%	380	49.7%
Male	383	50.3%	385	50.3%
Language at home				
Bariba	595	78.2%	259	33.9%
Boo	1	0.1%	38	5.0%
Dendi	37	4.9%	192	25.1%
French	5	0.7%	2	0.3%
Mokole	0	0.0%	75	9.8%
Peulh	29	3.8%	71	9.3%
Yorouba	12	1.6%	13	1.7%
Fon	29	3.8%	25	3.3%
Other	53	7.0%	90	11.8%

Annex 3: Details of Qualitative Sample

Table A10: Detailed list of key informant interviews by category and gender

Category	Stakeholder	Number KII/FGD	Female Total	Male Total	Participant Total
Authority International	World Bank	1	1	0	1
	World Food Program	1	2	0	2
Authority National	DANA	1	1	1	2
	DEMP	1	0	2	2
	INFRE	1	0	1	1
Authority Regional	DDEMP-CRP	4	1	9	10
	DDEMP-DAS	2	2	0	2
Parent	Volunteer	1	0	1	1
Program Staff	ALAFIA	1	1	2	3
	Caritas	2	0	3	3
	CRS	10	5	8	13
	DERANA	2	1	2	3
	PfD	1	1	0	1
	UrP	2	1	5	6
	World Eduction	1	1	2	3
Teaching Staff	PNASI	1	0	2	2
	Head Teacher	1	0	1	1
Donor	USDA	1	2	0	2
Grand Total		34	19	39	58

Table A11: Detailed list of focus group discussions by category and gender

Category	Stakeholder	Number KII/FGD	Female Total	Male Total	Participant Total
Parent	APE-AME	4	14	20	34
	Farmer	1	0	2	2
Students	Club- Wash	3	12	7	19
Teaching Staff	Teachers + Head Teacher	4	4	19	23

Grand Total	12	30	48	78
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Annex 4: List of document reviewed

CODE	DESCRIPTION	TYPE
D01	Agreement USDA-CRS- FFE-680-2017-027-00-A	Contract
D02	Agreement USDA-CRS- FFE-680-2017-027-00-A - Amendment	Contract
D03	Baseline Evaluation - USDA Comments	Report
D04	Performance Monitoring Plan	Other
D05	Contingency Plan	Contract
D06	March-Sept 2019 indicators	Performance report
D07	March-Sept 2019 Performance report	Performance report
D08	March-Sept 2019 Performance report - Narrative	Performance report
D09	Success story: Sanitary pad	Success story
D10	Success story: School garden	Success story
D11	Oct 2019-Mar 1020 indicators	Performance report
D12	March-Sept - 2019 Performance report - Narrative	Performance report
D13	Success story: CLTS	Success story
D14	Success story: Sustainability	Success story
D15	March-Sept 2020 indicators	Performance report
D16	March-Sept 2020 Performance report - Narrative	Performance report
D17	Success story: EGRA	Success story
D18	Workplan 2019 - Narrative	Workplan
D19	Workplan 2019 - Gantt	Workplan
D20	Workplan 2020 - Narrative	Workplan
D21	Workplan 2020 - Gantt	Workplan
D22	Workplan 2021 - Narrative	Workplan

CODE	DESCRIPTION	TYPE
D23	Workplan 2021 - Gantt	Workplan
D24	Strategy WASH-Nutrition	Report
D25	Tableau Forces et Faiblesses WASH	Report
D26	CRS COVID Prevention protocols	Policy
D27	Quarterly Activity report of WEI	Report
D30	List of community farms with school identification code	List
D31	List of CLTS localities with school identification code and status (certified, pre-certified ODF..)	List
D32	List of treatment and control schools	List
D33	List of teacher training	List
D34	List of field Agent	List
D40	Government issued COVID guidance	Policy
D41	Report concerning the consultations with communities to understand how they define project success (Feb 2020)	Report
D42	Guide on how to integrate WASH-Nutrition into the Government curriculum as part of the WASH Friendly school approach.	Policy
D43	Report of project data quality assessment (DQA)	Report
D44	Template for project data quality assessment (DQA)	Report
D45	Theory of Change	Report
D46	Evaluation conducted to measure the impact of "home care program"	Report
D47	Updated organizational chart	Report
D48	Teacher competence diagnosis	Report
D49	Teachers training reports	Report
D50	Curriculum de formation sur la nutrition	Curriculum
D51	Guide Enseignant Hygiene Nutrition Competence de vie	Curriculum

CODE	DESCRIPTION	TYPE
D52	Manuel de gestion des cantines scolaires	Curriculum
D53	CRS Strategy 2030	Report
D54	Reunion: Processus de certification Ecole Amies de l'hygiene	Report
D55	CRS-Demande d'accord ministères	Other
D56	Guide d'infusion des competences de vie	Report
D57	Canteen Training Manual	Curriculum
D58	Procurement Contractors Infrastructure	Other
D59	Manuels de formation des enseignants	Other
D60	USDA Indicator Handbook	Policy
D61	Better Criteria for evaluation	Policy
D62	MGD Learning Agenda	Policy
D63	USAID Tool Kit CLTS	Policy
D64	UNICEF guide ATPC au Mali	Policy
D65	MGD Systematic Review of Nutrition	Policy
D66	MGD Systematic Review of School Feeding	Policy
D67	MGD Systematic Review of Health interventions	Policy
D68	Government policy and action plan for canteen	Policy
D69	Education Policy on Reading	Policy
D70	Local and regional food aid procurement program evaluation report	Policy
D71	LRP CRS Benin evaluation	Report
D72	WFP - Cost Benefit Analysis of School feeding Program in Benin	Report
D73	WFP- State of School Feeding Worldwide - 2020	Report
D74	WFP - Evaluation of PNASI	Report
D80	Contract Caritas	Contract

CODE	DESCRIPTION	TYPE
D81	Contract PfD	Contract
D82	Contract URP	Contract
D83	Contract WEI	Contract
D84	Contract WEI- Alafia	Contract
D85	Contract WEI- Derana	Contract
D86	WEI List of Activity	Other
D90	FFE I: Baseline Evaluation Report	Report
D91	FFE I: Midterm Evaluation Report	Report
D92	FFE I: Endline Evaluation Report	Report
D93	FFE I: Endline Evaluation Report-Annexes	Report
D94	KEUN FAABA: Baseline Evaluation Report	Report
D95	CRS strategy poster sdg goal alignment	Report
D96	Financial Report	Report

Annex 5: Evaluation matrix

INDEX	EVALUATION SECTION & QUESTIONS	DESK REVIEW	QUALITATIVE	QUANTITATIVE
R01	Relevance: Are stakeholders (PTAs, mothers' associations, teachers, and local authorities) satisfied with their participation in the project? Why or why not?	Performance reports and success stories [D06 to D17]	KII - MoE Local FGD - Teachers FGD - Parents (PTA-AME)	Headteacher survey Teacher survey Parent Survey Cook-Storekeeper
R02	Relevance: To what extent will the project activities and expected results have the potential to solve the problems that gave rise to the project?	FFE-680-2017-027-00 Agreement and amendment [D01-D02]	KII - MoE National KII - MoE Local KII - WEI partners KII – USDA FGD - Teachers	
R03	Relevance: Are the changes made to activities (design and implementation) due to Covid-19 relevant?	Covid Prevention Protocols [D26] Performance report [D16] Workplans [D22] Evaluation conducted to measure the impact of "home care program" [D46]	KII - MoE National KII - MoE Local KII – USDA FGD - teachers FGD - Parents (PTA)	Headteacher survey Teacher survey Parent Survey
R04	Relevance: To what extent do the project interventions help address student hunger and attentiveness challenges?		KII - MoE National KII - MoE Local KII – USDA FGD - Teachers FGD - Parents (PTA)	Teacher survey Parent Survey
R05	Relevance: To what extent is the MGD17/Keun Faaba project aligned with the Government's canteen action plan?	Government policy and action plan for canteen [D68]	KII-MoE National KII-Partners KII-WFP	
R06	Relevance: Is our theory of change relevant?	Theory of Change [D45]	KII - Partners	

INDEX	EVALUATION SECTION & QUESTIONS	DESK REVIEW	QUALITATIVE	QUANTITATIVE
R07	Coherence: To what extent is this intervention coherent with other interventions which have similar objectives and with CRS vision 2030?	Government policy and action plan for canteen [D68]	KII-MoE National KII – Partners KII - USDA KII-WFP	
R08	Coherence: To what extent is the intervention coherent with the government policy on school feeding?	Government policy and action plan for canteen [D68]	KII-MoE National KII - USDA KII-WFP	
R09	Effectiveness: Has WASH received a heightened focus as a need raised in MGD17/Keun Faaba; what is working well and what needs to be changed? To what extent are the WASH strategies likely to remove gender linked barriers?	Stratégie WASH-Nutrition [D24] KEUN FAABA: Baseline Evaluation Report [D94] Performance reports [D08-D12-D16] Guide Enseignant Hygiene Nutrition Competence de vie [D51] Workplans [D18 to D23]	KII - Partners FGD - Teachers	Head teacher survey Teacher survey School observation
R10	Effectiveness: How has COVID-19 impacted the WASH strategy?	Stratégie WASH-Nutrition [D24] Performance reports [D16] Workplans [D22]	KII - Partners FGD - Teachers	
R11	Effectiveness: Do literacy promotion activities help improve the reading and writing skills of students?	WEI Monitoring data Performance reports [D08-D12-D16] Workplans [D18 to D23] WEI List of Activity [D86]	FGD - Parents (PTA)	Teacher survey Parent Survey Student survey - Literacy Student survey - Attention
R12	Effectiveness: Does the teaching of life skills help improve the reading and writing skills of students?	Guide Enseignant Hygiene Nutrition Competence de vie [D51] KEUN FAABA: Baseline Evaluation Report [94]	KII - Partners FGD - Teachers	Teacher survey Parent Survey Student survey - Attention

INDEX	EVALUATION SECTION & QUESTIONS	DESK REVIEW	QUALITATIVE	QUANTITATIVE
R13	Effectiveness: To what extent are teachers implementing literacy techniques acquired through the project?	WEI Monitoring data Teacher competence diagnosis [D48] Teachers training reports [D49] WEI List of Activity [D86]	KII - Partners [WEI-INFRE] KII - MoE Local [CP] FGD - teachers	Head teacher survey Teacher survey Parent Survey
R14	Effectiveness: Which strategies have been (or should be) put in place to effectively monitor teachers' attendance? Has project implementation been effectively monitored? How well has the M&E mechanism helped project implementation, and what improvements could be made, if any? Have challenges of FFE I been addressed, namely: tracking teacher attendance, tracking student attendance?	Performance reports [D07-D08-D11-D12-D15-D16] WEI List of Activity [D86]	KII - Partners FGD - Teachers KII - Head Teachers FGD - Parents (PTA)	Head teacher survey Teacher survey Parent Survey
R15	Efficiency: Is the project being implemented as planned (timeline and budget)? If not, why not? Has the project been implemented in the most efficient way possible?	Performance reports [D07-D08-D11-D12-D-15-D16] Workplans [D18 to D23] Financial report - burn rate	KII – Partners KII - USDA	
R16	Efficiency: Is there another way to make food management committees more efficient considering literacy levels of committee members and parents?	Local and regional food aid procurement program evaluation report [70] LRP CRS Benin evaluation [71]	KII - CRS Field Agent KII - Partners KII - Head Teachers FGD - Parents (PTA)	Head Teachers survey Cook survey
R17	Efficiency: How has the project responded to date in terms of key community stakeholders' requests for material incentives? Is there a better approach to do this?	KEUN FAABA: Baseline Evaluation Report [94]	KII - CRS Field Agent KII - Partners KII - Head Teachers FGD - Parents (PTA)	Head Teachers survey Cook survey
R18	Efficiency: Have there been internal and/or external factors that have hindered the efficient implementation of project activities?	Performance reports [D07-D08-D11-D12-D-15-D16] Workplans [D18 to D23]	KII – Partners KII - USDA KII - MoE Local KII-Headteacher FGD - Parents (PTA)	Head teacher survey

INDEX	EVALUATION SECTION & QUESTIONS	DESK REVIEW	QUALITATIVE	QUANTITATIVE
R19	Efficiency: What are the obstacles/challenges/risks to implementation and how can they be overcome in the remaining duration of the project?	Performance reports [D07-D08-D11-D12-D-15-D16] Workplans [D18 to D23]	KII - Partners KII - USDA KII - MoE Local KII - MoE National KII-Headteacher FGD - Parents (PTA)	Head teacher survey
R20	Impact: 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? Which issues should the project team focus its efforts on to achieve greatest impact?	Performance reports and success stories [D06 to D17] Workplans [D18 to D23]	KII - Partners KII - MoE Local	
R21	Impact: How likely is the project to achieve strategic objectives and contribute significantly to intended purpose ?	Performance Monitoring Plan [D04]	KII – Partners KII - USDA	
R22	Impact: What is the contribution of the radio broadcasts and the listening groups in the awareness raising on the importance of education?	Performance Monitoring Plan [D04] Listenership data contract WEI	KII - Partners [WEI-and Sub] FGD - Parents (PTA)	Parent Survey
R23	Impact: What is the contribution of the Community Led Total Sanitation (CLTS) approach to changes in children's hygiene behavior in school?	USAID Tool Kit CLTS [63] UNICEF guide CLTS au Mali [64]	KII - Partners KII - Water Local KII - CLTS Leader FGD - Parents (PTA) with CLTS	Sample with CLTS Student Survey - Attention Parent Survey Headteacher Teacher
R24	Impact: What is the contribution of the training of teachers / administrators to the quality of teaching and the outcome of school children's literacy levels?	Teacher competence diagnosis [D48] Teachers training reports [49]	KII - MoE Local KII - Partners [WEI-and Sub] FGD - Teachers KII - Headteacher	Head teacher survey Teacher survey EGRA

INDEX	EVALUATION SECTION & QUESTIONS	DESK REVIEW	QUALITATIVE	QUANTITATIVE
R25	Impact: How successful has the project been in improving the quality of literacy instruction?	WEI component of the program EGRA results WEI monitoring data on objectives of literacy instruction	KII - MoE Local KII - Partners [WEI-and Sub] FGD - Teachers KII - Headteacher	Head teacher survey Teacher survey
R26	Impact: To what extent, did COVID-19 affect project implementation and performance?	Evaluation conducted to measure the impact of "home care program" [D46] Performance report [D16] Workplans [D22]	KII - CRS Field Agent KII – Partners KII - USDA	Head teacher survey
R27	Impact: Has the project affected girls and boys differently? If so, how?		FGD - Teachers KII - Headteacher FGD - Parents (PTA) FGD - Children	Head teacher survey Teacher survey Student survey - Literacy Student survey - Attention EGRA
R28	Impact: Has the project had any unintended negative effects (question asked to ensure the project is doing no harm and to update our theory of change understanding the full effect of the program)	Performance report [D16]	KII – Partners KII - USDA KII - MoE National KII - MoE Local FGD - Teachers KII - Headteacher FGD - Parents (PTA)	
R29	Impact: What are the project's major limitations, and how is the project team addressing those challenges?	Performance reports and success stories [D06 to D17] Workplans [D18 to D23]	KII - Partners	
R30	Impact: To what extent have students (boys and girls) increased their reading comprehension compared to baseline	KEUN FAABA: Baseline Evaluation Report [94]		EGRA

INDEX	EVALUATION SECTION & QUESTIONS	DESK REVIEW	QUALITATIVE	QUANTITATIVE
R31	Impact: To what extent have students improved their nutrition, health, and hygiene-related practices?		FGD - Parents (PTA)	Student survey - Attention Parent survey
R32	Sustainability: How has this project defined sustainability? Do all stakeholders share a common vision and understanding of the vision, as well as the pathway to get there?	FFE-680-2017-027-00 Agreement and amendment [D01-D02]	KII – Partners KII - USDA KII - MoE National	
R33	Sustainability: What are the early indications of sustainability at this point in the project? Is there evidence of more community capacity for sustainability communities ready to take over? Is there willingness of community members to participate without financial expectations? Are there any spontaneous actions of the PTAs and AMEs for the maintenance of school infrastructures or other critical school improvement activities? Are the PTAs and AMEs now demonstrating application of the organizational competencies the project has passed on to them since FFE I?	FFE I: Endline Evaluation Report [92]	KII - Headteacher KII - CRS Field Agent KII – Partners FGD - Parents (PTA)	Head teacher survey Cook
R34	Sustainability: What policies favor the sustainability of school canteen projects?	MGD Systematic Review of School Feeding [66] LRP CRS Benin evaluation [71]	KII-MoE National KII – Partners KII - USDA KII-WFP	
R35	Sustainability: Are the policies and actions implemented at the educational level in line with the objectives at national level?	Teacher competence diagnosis [D48] Education Policy on Reading [D69]	KII - Partners (WEI) KII - MoE National KII - MoE Local FGD - Teachers KII - Headteacher	Head teacher survey
R36	Sustainability: Have inclusive or gender sensitive strategies been implemented in view of sustainability	Performance reports [D08-D12-D16]	KII - Partners FGD - Teachers KII - Headteacher	Head teacher survey

INDEX	EVALUATION SECTION & QUESTIONS	DESK REVIEW	QUALITATIVE	QUANTITATIVE
	among identified specific groups if there is any? E.g.: case of Fulani/Peuhl communities?			

Annex 6: Data Collection Tools








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

They are:

- EGRA
- Student questionnaire - Reading
- Student questionnaire - Hygiene
- Head teacher questionnaire
- Teacher questionnaire
- Parent questionnaire
- Cook / Store keeper questionnaire
- Observation de l'école

The EGRA tool is identical to baseline, which was defined following the 2nd edition of the EGRA tool kit.

Vocabulaire – Partie 1 : Reconnaître les images

	habit	
	canard	
	pied	<input type="checkbox"/> Correct <input type="checkbox"/> Incorrect <input type="checkbox"/> Pas de réponse
	cochon	<input type="checkbox"/> Correct <input type="checkbox"/> Incorrect <input type="checkbox"/> Pas de réponse
	coq poulet	<input type="checkbox"/> Correct <input type="checkbox"/> Incorrect <input type="checkbox"/> Pas de réponse
	bras	<input type="checkbox"/> Correct <input type="checkbox"/> Incorrect <input type="checkbox"/> Pas de réponse
	arbre	<input type="checkbox"/> Correct <input type="checkbox"/> Incorrect <input type="checkbox"/> Pas de réponse

Vocabulaire – Partie 2 : Mots spatiaux

Prends le crayon et dépose-le :

- Sur la feuille
- A côté de la feuille
- Sous la feuille
- Derrière toi
- Par terre

Letter names:

T	n	U	i	s	H	Z	q	N	x
I	F	X	o	v	R	V	c	W	A
Q	a	t	d	L	B	w	p	S	e
D	u	h	J	b	L	P	K	M	Y
k	j	c	l	N	Q	a	n	p	y
r	m	r	u	s	T	g	f	C	e
k	i	b	a	n	X	O	e	j	S
L	E	s	E	U	I	d	v	o	D
R	z	t	T	o	U	A	L	w	h
T	n	U	i	s	H	Z	q	N	x

Letters / Grapheme sounds

i	an	o	è	ou	eu	in	r	ê	un
ch	p	L	t	em	d	am	m	v	ai
y	w	et	dr	b	on	er	s	c	ez
er	k	ein	z	f	au	x	n	j	oi
ou	r	q	ein	p	eau	f	ez	on	ei
o	in	er	au	ez	m	br	ei	cr	q
ch	i	é	gn	ê	in	v	t	i	oin
au	ç	o	eu	on	en	ou	ein	ê	fr
d	on	gr	ai	b	am	et	s	c	tion
er	oin	d	om	g	au	x	ei	j	è

Familiar Words

tu	ton	bras	oui	fête
ou	tata	vélo	table	ami
peau	maison	balai	petit	képi
école	beau	chat	grand	épi
maman	enfant	voilà	la	elle
lune	seau	matin	non	pied
matin	bon	craie	pipe	malade
route	canari	jolie	café	coton
tout	moi	robe	élève	papa
pain	chaud	mardi	jeu	livre

Invented word

ga	rite	ler	mu	seti
saré	nupi	cendo	nebou	soman
topa	vicu	pide	neau	renu
tasé	tai	rê	véda	tobin
gnau	tipa	chépu	tapau	doron
fumi	pèmu	reu	sula	samo
davo	hain	fen	routa	pémi
lato	téquo	loli	topé	possi
kisé	sever	dola	pi	lomi
doba	banso	reuli	roga	favé

Histoire

Mako aime manger les mangues. || Dans la cour de la maison, il y a un grand manguier. || Un matin, elle sort dehors pour manger une mangue. || Toutes les mangues mures ont disparu. Mako court à la maison. Sur la table, toutes les mangues sont là. || Elle mange une belle mangue. Mako est contente.

1. Qu'est-ce que Mako aime manger ? [Des mangues] – 5
2. Qui a-t-il dans la cour de la maison ? [Un manguier] – 17 (+12)
3. Quand Mako sort elle dehors ? [Le matin] – 26 (+9)
4. Où Mako trouve-t-elle les mangues ? [Sur la table] – 45 (+19)
5. Pourquoi Mako est-elle contente ? [Elle peut manger une mangue] – 53 (+8)

Compréhension orale

Boni et son frère se réveillent tôt. Ils mangent vite un peu de riz. Ils pensent que c'est les vacances, et ils partent chercher des criquets dans la brousse. Quand ils arrivent dans la brousse, ils ne voient personne. Ils comprennent que c'est un jour d'école. Ils courent au village. Ils espèrent qu'ils n'arriveront pas en retard à l'école.

1. Que mangent Boni et son frère quand ils se réveillent ? [Du riz]
2. Où vont-ils ? [Dans la brousse]
3. Que vont-ils faire ? [Chercher des criquets]
4. Qui trouvent-ils dans la brousse [personne]
5. Pourquoi les enfants rentrent-ils au village ? [Pour aller à l'école]

QUESTIONNAIRE – ELEVE - Lecture

Cette section doit être remplie par l'intervieweur

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)

Bonjour ! Je m'appelle _____ et j'habite _____. Je fais partie d'une équipe de recherche qui évalue les compétences des élèves en lecture dans les écoles bénéficiaires du projet Keun Faaba. 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 des Enseignements 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
1. Information sur l'élève		

N°	Question	Réponse
101	Quel âge as-tu ?	_____
102	Genre (regardez l'enfant et cochez)	<input type="radio"/> Masculin <input type="radio"/> Féminin
103	Quelle était ta classe l'année passée ?	<input type="radio"/> CI <input type="radio"/> CP <input type="radio"/> CE1 <input type="radio"/> Pas à l'école (maison)
104	As-tu fréquenté une école maternelle ?	<input type="radio"/> Oui <input type="radio"/> Non <input type="radio"/> Ne sait pas / Pas de réponse
105	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
2. Absence et lecture à l'école		
201	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
202	Quand tu es absent qu'est-ce que tu fais ? <i>[NB : Ne donnez pas les réponses]</i>	<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
203	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
204	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 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4 <input type="radio"/> + de 4
3. Lecture et devoirs à la maison		
301	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
302	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
303	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
304	[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

N°	Question	Réponse
305	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
306	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
307	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
308	[Q307 = exclure 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
309	[Si pas 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
310	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
311	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
312	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 <input type="checkbox"/> Autre, préciser _____ <input type="checkbox"/> Ne sait pas / Pas de réponse

N°	Question	Réponse
313	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
314	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
315	[Keun Faaba] As-tu écouté les émissions radio hebdomadaires l'année dernière lorsque les écoles ont été fermées ?	<input type="checkbox"/> Oui <input type="checkbox"/> Non <input type="checkbox"/> Ne sait pas / Pas de réponse
316	[Keun Faaba] [Q316 = Non] Pourquoi tu n'as pas écouté les émissions radio ? <i>[NB : ne donnez 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
317	As-tu participé aux activités de lecture de la bibliothèque ou de l'heure de conte l'année passée ?	<input type="checkbox"/> Oui <input type="checkbox"/> Non <input type="checkbox"/> Ne sait pas / Pas de réponse
318	[Keun Faaba] [Q317 = Non] Pourquoi ne participes-tu pas aux activités de lecture de la bibliothèque ou la lecture des histoires ?	<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

N°	Question	Réponse
	<i>[NB : ne donnez pas les réponses]</i>	<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
4. Alimentation		
401	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
402	As-tu mangé hier pendant la récréation ? <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"/> Ne sait pas / Pas de réponse
403	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="checkbox"/> Non <input type="radio"/> Il n'y a pas de cantine <input type="radio"/> Ne sait pas / Pas de réponse
404	Combien de fois as-tu mangé à la cantine la semaine passée ?	<input type="radio"/> 0 fois <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 <input type="radio"/> Ne sait pas / Pas de réponse
405	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
5. Socio-économique		
501	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
502	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
503	Avez-vous une radio dans votre maison ?	<input type="radio"/> Oui <input type="radio"/> Non <input type="radio"/> Ne sait pas / Pas de réponse
504	Avez-vous une télévision dans votre maison ?	<input type="radio"/> Oui <input type="radio"/> Non <input type="radio"/> Ne sait pas / Pas de réponse
505	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

Cette section doit être remplie par l'intervieweur

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)

Observation de l'élève : Attentif / Non Attentif

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.

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 ?

Nº	Question	Réponse
1. Information sur l'élève		
100	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
101	Quel âge as-tu ?	_____
102	Genre (regardez l'enfant et cochez)	<input type="radio"/> Masculin <input type="radio"/> Féminin
103	En quelle classe es tu ?	<input type="radio"/> Ce2 <input type="radio"/> Cm1 <input type="radio"/> Cm2
104	As-tu mangé aujourd'hui avant de venir à l'école ?	<input type="radio"/> Oui <input type="radio"/> Non

N°	Question	Réponse
		<input type="radio"/> Ne sait pas / Pas de réponse
105	As-tu mangé hier pendant la récréation ? <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"/> Ne sait pas / Pas de réponse
106	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"/> Ne sait pas / Pas de réponse
107	Combien de fois as-tu mangé à la cantine la semaine passée ?	<input type="radio"/> Aucune <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 <input type="radio"/> Ne sait pas / Pas de réponse
108	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
2. Test de connaissance sur l'hygiène, la santé et la nutrition		
201	Un corps sale peut causer des maladies	<input type="radio"/> Vrai <input type="radio"/> Faux <input type="radio"/> Ne sait pas / Pas de réponse
202	Marcher pieds nus peut causer des maladies	<input type="radio"/> Vrai <input type="radio"/> Faux <input type="radio"/> Ne sait pas / Pas de réponse
203	La diarrhée ne peut pas causer la mort.	<input type="radio"/> Vrai <input type="radio"/> Faux <input type="radio"/> Ne sait pas / Pas de réponse
204	La nourriture nous protège des maladies.	<input type="radio"/> Vrai <input type="radio"/> Faux <input type="radio"/> Ne sait pas / Pas de réponse
205	Une alimentation qui ne contient que du pain, du riz et du maïs est équilibrée	<input type="radio"/> Vrai <input type="radio"/> Faux <input type="radio"/> Ne sait pas / Pas de réponse
206	Il est suffisant de laver le bidon qui contient l'eau à boire une fois par an.	<input type="radio"/> Vrai <input type="radio"/> Faux <input type="radio"/> Ne sait pas / Pas de réponse
207	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"/> Vrai <input type="radio"/> Faux <input type="radio"/> Ne sait pas / Pas de réponse
208	Les élèves peuvent rendre l'école propre.	<input type="radio"/> Vrai <input type="radio"/> Faux <input type="radio"/> Ne sait pas / Pas de réponse
209	On se brosse les dents uniquement pour que notre bouche sente bon.	<input type="radio"/> Vrai <input type="radio"/> Faux <input type="radio"/> Ne sait pas / Pas de réponse
210	Pour être fort, il suffit de manger beaucoup de maïs.	<input type="radio"/> Vrai <input type="radio"/> Faux <input type="radio"/> Ne sait pas / Pas de réponse
3. Pratiques d'hygiène et de santé		
301	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

N°	Question	Réponse
302	<p>A quels moments de la journée te laves-tu les mains ?</p> <p>[Cochez toutes les réponses qui s'appliquent]</p> <p>(NB : <i>Ne pas lire les réponses</i>)</p>	<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
303	<p>Qu'est-ce que tu utilises pour te laver les mains ?</p> <p>(NB : <i>Ne pas lire les réponses</i>)</p>	<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
304	<p>Que fait-on dans ta famille pour améliorer la qualité de l'eau destinée à la boisson ?</p> <p>(NB : <i>Ne pas lire les réponses ; Assurez-vous de demander s'ils connaissent d'autres manières</i>)</p>	<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 <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
305	<p>La dernière fois que tu as déféqué, où l'as-tu fait ?</p>	<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
4. Alimentation		
	<p>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</p>	
400	<p>Combien de fois a tu mangé hier ?</p>	<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

N°	Question	Réponse
401	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
402	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
403	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
404	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 insectes, ou autres petits aliments contenant des protéines</i>	<input type="radio"/> Oui <input type="radio"/> Non <input type="radio"/> Ne sait pas / Pas de réponse
405	Des œufs	<input type="radio"/> Oui <input type="radio"/> Non <input type="radio"/> Ne sait pas / Pas de réponse
406	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</i> <i>Des légumes feuilles vert foncé (n'importe lesquels: La salade ou laitue, choux, haricot vert, épinards, crin crin, feuille de baobab, gombo, afonu. Des</i>	<input type="radio"/> Oui <input type="radio"/> Non <input type="radio"/> Ne sait pas / Pas de réponse

N°	Question	Réponse
	<i>aliments préparés avec de l'huile de palme rouge, de noix de palme, ou de la pulpe de noix de palme.</i>	
407	Autres fruits et légumes NB : Autres fruits (Goyave, Banane, Citron, Orange, Ananas) y autres légumes ; Une sauce (tomate ou oignon)	<input type="radio"/> Oui <input type="radio"/> Non <input type="radio"/> Ne sait pas / Pas de réponse
5. Activité de lecture		
	Maintenant, j'aimerais te poser des questions sur les activités de lecture dans ton village	
501	[Keun Faaba] As-tu déjà écouté les émissions de Keun Faaba à la radio ?	<input type="radio"/> Oui <input type="radio"/> Non <input type="radio"/> Ne sait pas / Pas de réponse
502	[Keun Faaba] [Q501 = Non] Sinon, pourquoi n'écoutes-tu pas les émissions de radio ? [NB : ne donner pas les réponses]	<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
503	[Keun Faaba] Si tu en avais la possibilité, souhaiterais tu participer à une l'heure de conte	<input type="radio"/> Oui <input type="radio"/> Non <input type="radio"/> Ne sait pas / Pas de réponse
504	[Keun Faaba] Sinon, pourquoi ne souhaiterais tu pas assister à la lecture de contes ? [NB : ne donnez pas les réponses]	<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"/> Je n'aime pas les contes <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
6. Socio-économique		
601	Quel type de sol y-a-t-il dans votre maison ?	<input type="radio"/> Terre <input type="radio"/> Bois

N°	Question	Réponse
	<i>[NB : Lister les options]</i>	<input type="radio"/> Ciment ou carrelage <input type="radio"/> Ne sais pas / Pas de réponse
602	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 sais pas / Pas de réponse
603	Avez-vous une radio dans votre maison ?	<input type="radio"/> Oui <input type="radio"/> Non <input type="radio"/> Ne sait pas / Pas de réponse
604	Avez-vous une télévision dans votre maison ?	<input type="radio"/> Oui <input type="radio"/> Non <input type="radio"/> Ne sait pas / Pas de réponse
605	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 – DIRECTEUR

Cette section doit être remplie par l'intervieweur

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)

Bonjour. Je m'appelle _____ et j'aide à mener l'évaluation à mi-parcours 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.

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

Maintenant, avez-vous des questions à poser sur le sondage ? **[Laisser le temps pour poser des questions et répondre au besoin]**

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

N°	Question	Réponse
1. Caractéristiques du directeur et capacités		
100	Êtes-vous directeur de l'école ou son remplaçant(e)?	<input type="radio"/> Directeur en titre <input type="radio"/> Remplaçant
101	Genre (regardez l'interlocuteur et cochez)	<input type="radio"/> Masculin <input type="radio"/> Féminin
102	Quel âge avez-vous ? <i>[NB : mettre 99 si la personne ne veut pas répondre]</i>	_____ ans

N°	Question	Réponse
103	Depuis combien de temps êtes-vous dans l'enseignement ?	_____ ans
104	Depuis combien de temps êtes-vous affecté(e) à cette école ?	_____ ans
105	Depuis combien d'années travaillez-vous en tant que directeur ? <i>[NB : Dans cette école ou une autre école]</i>	_____ ans
106	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"/> Maitrise <input type="checkbox"/> Master/DEA <input type="checkbox"/> Autre
107	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
2. Information sur l'école		
200	Combien y a-t'il de salles de classe utilisées dans votre école ?	_____
201	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
202	Dans la classe de CI combien d'élèves se partagent un manuel de français ? <i>[NB : Se rendre dans la classe de l'enseignant si nécessaire]</i>	<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
203	Dans la classe de CP, combien d'élèves se partagent un manuel de français? <i>[NB : Se rendre dans la classe de l'enseignant si nécessaire]</i>	<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
204	Dans la classe de CI, quelle part des élèves ont les fournitures nécessaires ? <i>[NB : Se rendre dans la classe de l'enseignant si nécessaire]</i>	<ul style="list-style-type: none"> ○ Presque tous (80 à 100%) ○ La plupart (60 à 80 %) ○ La moitié (40 à 60%) ○ Une faible part (20 à 40%) ○ Très peu (0 à 20%) ○ Ne sait pas / Pas de réponse
205	Dans la classe de CP, quelle part des élèves ont les fournitures nécessaires ? <i>[NB : Se rendre dans la classe de l'enseignant si nécessaire]</i>	<ul style="list-style-type: none"> ○ Presque tous (80 à 100%) ○ La plupart (60 à 80 %) ○ La moitié (40 à 60%) ○ Une faible part (20 à 40%) ○ Très peu (0 à 20%) ○ Ne sait pas / Pas de réponse
206	Votre école a-t-elle une cantine fonctionnelle ? <i>NB : 1 repas distribué par jour</i>	<ul style="list-style-type: none"> ○ Oui ○ Non ○ Ne sait pas / Pas de réponse
207	Votre cantine a-t-elle un comité de gestion actif ? <i>NB : Un comité actif se réunit 1 fois par semaine</i>	<ul style="list-style-type: none"> ○ Très actif ○ Modérément actif ○ Pas du tout actif ○ Ne sait pas / Pas de réponse
208	[Keun Faaba] Votre école a-t-elle un club ami de l'hygiène (Club WASH)?	<ul style="list-style-type: none"> ○ Oui ○ Non ○ Ne sait pas / Pas de réponse
209	[Keun Faaba] [Q208 = Oui] Le club ami de l'hygiène est-il actif ?	<ul style="list-style-type: none"> ○ Très actif ○ Modérément actif ○ Pas du tout actif ○ Ne sait pas / Pas de réponse
210	[Keun Faaba] [Q208 = Oui] Combien de garçons font partie du club ami de l'hygiène ?	_____
211	[Keun Faaba] [Q208 = Oui] Combien de filles font partie du club ami de l'hygiène ?	_____
212	[Keun Faaba] [Q208 = Oui]	<ul style="list-style-type: none"> ○ Oui ○ Non ○ Ne sait pas / Pas de réponse

N°	Question	Réponse
	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 ?	
213	<p>[Keun Faaba] [Q208 = Oui & Q212 = Oui]</p> <p>Quelle sorte de difficultés ?</p> <p><i>[NB : Ne pas donner les réponses]</i></p>	<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"/> 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
214	<p>[Keun Faaba] [Q208 = Oui]</p> <p>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 ?</p>	<input type="radio"/> Oui <input type="radio"/> Non <input type="radio"/> Ne sait pas / Pas de réponse
215	<p>[Keun Faaba] [Q208 = Oui & Q214 = Oui]</p> <p>Quelle sorte de difficultés ?</p> <p><i>[NB : Ne pas donner les réponses]</i></p>	<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
216	<p>[Keun Faaba]</p> <p>Pensez-vous que le projet Keun Faaba consacre plus d'efforts à l'hygiène durant cette deuxième phase [Démarrage septembre 2018] ?</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
217	<p>[Keun Faaba]</p> <p>Selon vous quelles activités liées à l'hygiène fonctionnent bien au sein de votre école ?</p> <p><i>[NB : Proposer les activités une part une et cocher si « oui »]</i></p>	<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

Nº	Question	Réponse
	<i>DLM Covid : Dispositif de lavage de main</i>	<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 aquatabs <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"/> L'école est salles car les villageois y laissent leur ordures <input type="checkbox"/> Aucune <input type="checkbox"/> Autre, préciser _____ <input type="checkbox"/> Ne sait pas / Pas de réponse
3. Implication des parents d'élèves		
301	Votre école a-t-elle une APE ?	<input type="radio"/> Oui <input type="radio"/> Non <input type="radio"/> Ne sait pas / Pas de réponse
302	[Q301 = Non] Pourquoi ? <i>[NB : Ne pas donner les réponses]</i>	<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'école ne souhaite pas avoir d'APE <input type="checkbox"/> Autre, préciser _____ <input type="checkbox"/> Ne sait pas / Pas de réponse
303	Est-t-elle active c'est à dire l'APE 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
304	[Q303 = Si pas du tout active ou peu active] Pourquoi ? <i>[NB : Ne pas donner les réponses]</i>	<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 organisée <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

N°	Question	Réponse
		<input type="checkbox"/> La non motivation des membres du bureau APE (Les reunions ne sont pas remunerés) <input type="checkbox"/> Les membres du bureaux Les membres du bureaux et les parents ne maitrisent pas leur roles. <input type="checkbox"/> Autre, préciser _____ <input type="checkbox"/> Ne sait pas / Pas de réponse
305	Votre école a-t-elle une AME ?	<input type="radio"/> Oui <input type="radio"/> Non <input type="radio"/> Ne sait pas
306	[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
307	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
308	[Q307= pas du tout active ou peu active] 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"/> 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 reunions ne sont pas remunerés) <input type="checkbox"/> Les membres du bureaux Les membres du bureaux et les parents ne maitrisent pas leur roles. <input type="checkbox"/> Autre, préciser _____ <input type="checkbox"/> Ne sait pas / Pas de réponse
309	[Keun Faaba] Les AME et APE mettent-elles en pratique les compétences d'organisation acquises depuis le début du projet (2014) ?	<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
310	[Keun Faaba] [Q310 = Oui]	<input type="checkbox"/> Construction des latrines de l'école <input type="checkbox"/> Réparation des latrines de l'école

N°	Question	Réponse
	<p>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 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
311	<p>[Keun Faaba] Avez-vous été témoin d'actions spontanées initiées par l'APE ou l'AME visant à améliorer les infrastructures de l'école ?</p>	<input type="radio"/> Oui <input type="radio"/> Non <input type="radio"/> Ne sait pas/ Pas de réponse
312	<p>[Keun Faaba] [Q312 = Oui]</p> <p>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 <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
4. Formation		
401	<p>[Keun Faaba]</p> <p>Les enseignants CI de l'année scolaire 2019-2020 avaient-ils reçus une formation dans le cadre du projet ?</p>	<input type="radio"/> Oui, tous <input type="radio"/> Oui, certains <input type="radio"/> Non, aucun <input type="radio"/> Ne sait pas / Pas de réponse
402	<p>[Keun Faaba]</p> <p>Les enseignants CP de l'année scolaire 2019-2020 avaient-ils reçus une formation dans le cadre du projet ?</p>	<input type="radio"/> Oui, tous <input type="radio"/> Oui, certains <input type="radio"/> Non, aucun <input type="radio"/> Ne sait pas / Pas de réponse
403	<p>[Keun Faaba]</p>	<input type="checkbox"/> Appliquer les 5 composants fondamentaux de la lecture <input type="checkbox"/> Conscience phonémique

N°	Question	Réponse
	<p>A votre connaissance, quel était le contenu de ces formations ?</p> <p><i>[NB : Ne pas donner les réponses]</i></p>	<input type="checkbox"/> Mesurer/Evaluer les acquis <input type="checkbox"/> Utiliser les jeux pour l'apprentissage de la lecture <input type="checkbox"/> Gérer la classe en petits groupes <input type="checkbox"/> Enrichir leur vocabulaire <input type="checkbox"/> Appliquer la psychologie à l'enseignement et à l'apprentissage de la lecture et de l'écriture <input type="checkbox"/> Enseigner la lecture et l'écriture dans un contexte multilingue <input type="checkbox"/> Gérer les classes multigrades <input type="checkbox"/> Utiliser les livrets pour le CI <input type="checkbox"/> Utiliser les livres décodables pour les classes de CP <input type="checkbox"/> Donner aux élèves suffisamment de temps pour pratiquer <input type="checkbox"/> Écouter des élèves <input type="checkbox"/> Encourager la créativité des élèves <input type="checkbox"/> Enseigner le respect et la résolution des conflits <input type="checkbox"/> Avoir des conversations avec les élèves <input type="checkbox"/> Utiliser des objets locaux pour les apprentissages <input type="checkbox"/> Ne sait pas / Pas de réponse
404	<p>[Keun Faaba]</p> <p>A votre connaissance, quels enseignements/méthodes promus par Keun Faaba vos enseignants de CI/CP mettent régulièrement en pratique ?</p> <p><i>[Lister chacune des options, et cocher ce qui est valide.]</i></p>	<input type="checkbox"/> Appliquer les 5 composants fondamentaux de la lecture <input type="checkbox"/> Mesurer/Evaluer les acquis <input type="checkbox"/> Utiliser les jeux pour l'apprentissage de la lecture <input type="checkbox"/> Gérer la classe en petits groupes <input type="checkbox"/> Enrichir leur vocabulaire <input type="checkbox"/> Appliquer la psychologie à l'enseignement et à l'apprentissage de la lecture et de l'écriture <input type="checkbox"/> Enseigner la lecture et l'écriture dans un contexte multilingue <input type="checkbox"/> Gérer les classes multigrades <input type="checkbox"/> Utiliser les livrets pour le CI <input type="checkbox"/> Utiliser les livres décodables pour les classes de CP <input type="checkbox"/> Donner aux élèves suffisamment de temps pour pratiquer <input type="checkbox"/> Écouter des élèves <input type="checkbox"/> Encourager la créativité des élèves <input type="checkbox"/> Enseigner le respect et la résolution des conflits <input type="checkbox"/> Avoir des conversations avec les élèves <input type="checkbox"/> Utiliser des objets locaux pour les apprentissages <input type="checkbox"/> Aucun <input type="checkbox"/> Ne sait pas / Pas de réponse
405	[Keun Faaba]	<input type="checkbox"/> Les méthodes ne sont pas compatibles avec le programme officiel du Bénin <input type="checkbox"/> L'évaluation des élèves prend trop de temps

N°	Question	Réponse
	<p>A votre connaissance, quelles difficultés rencontrent-ils dans la mise en œuvre des méthodes de Keun Faaba ?</p> <p><i>[NB : Ne pas donner les réponses]</i></p>	<ul style="list-style-type: none"> <input type="checkbox"/> Les ressources éducatives ne sont pas disponibles (manuel livres) <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 préfère suivre la méthode qu'il connaît <input type="checkbox"/> L'enseignant n'est pas ouvert au changement <input type="checkbox"/> La préparation des leçons prend trop de temps <input type="checkbox"/> Les documents de formations sont accés sur le CP et pas spécifiques au CI <input type="checkbox"/> Les UP intègrent des écoles hors projet ce qui rend difficile les discussion sur la pédagogie <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
406	<p>[Keun Faaba]</p> <p>Pensez-vous que les formations reçues par les enseignants ont contribué à améliorer la qualité des apprentissages ?</p>	<ul style="list-style-type: none"> <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
407	<p>[Keun Faaba] [Q406 = Oui]</p> <p>De quelle manière la qualité des apprentissages est-elle meilleure ?</p> <p><i>[NB : Ne pas donner les réponses]</i></p>	<ul style="list-style-type: none"> <input type="checkbox"/> Les enfants apprennent plus rapidement <input type="checkbox"/> Les enfants apprennent tous, avant très peu apprenaient <input type="checkbox"/> Le niveau de lecture des enfants s'est amélioré <input type="checkbox"/> Les enseignants se préparent mieux <input type="checkbox"/> Les leçons sont mieux organisées <input type="checkbox"/> Les notions de bases sont acquises (Connaissance du son des lettres) <input type="checkbox"/> Les enfants sont plus attentifs grâce aux nouvelles méthode <input type="checkbox"/> Les activités et tests tiennent compte de la progression des enfants (apprentissage des lettres) <input type="checkbox"/> Les enfants ont plus d'autonomie pour déchiffrer des nouveaux mots <input type="checkbox"/> Autre, préciser _____ <input type="checkbox"/> Ne sait pas / Pas de réponse
408	<p>[Keun Faaba]</p> <p>Pensez-vous que l'ensemble des activités menées ont contribué à améliorer la qualité des apprentissages ?</p> <p><i>[Ex : Formation, cantine, UP, suivi CP]</i></p>	<ul style="list-style-type: none"> <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
409	[Keun Faaba]	<ul style="list-style-type: none"> <input type="radio"/> Oui, vraiment <input type="radio"/> Oui, plus ou moins

N°	Question	Réponse
	Pensez-vous que les méthodes mises en œuvre dans le cadre du programme Keun Faaba sont compatibles avec les objectifs éducatifs nationaux en particulier le 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
410	<p>[Keun Faaba] [Q408 = Non]</p> <p>Pour quelles raisons ?</p> <p><i>[NB : Ne pas donner les réponses]</i></p>	<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
411	<p>[Keun Faaba]</p> <p>Avez-vous connaissance de stratégies spécifiques du projet Keun Faaba mise en œuvre pour soutenir les communautés marginalisées (ex: Peulh, communautés de déplacés) ?</p>	<input type="radio"/> Oui <input type="radio"/> Non <input type="radio"/> Ne sait pas / Pas de réponse
412	<p>[Keun Faaba] [Q411 = Oui]</p> <p>Si oui lesquelles ?</p> <p><i>[NB : Ne pas donner les réponses]</i></p>	<input type="checkbox"/> Éducation des filles (et les garçons) sur la puberté et la gestion de l'hygiène menstruelle <input type="checkbox"/> Mentoring des filles <input type="checkbox"/> La gratuite 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 le langues locales, y compris celles des communautés mariginalisées <input type="checkbox"/> Autre, préciser _____ <input type="checkbox"/> Ne sait pas / Pas de réponse
413	<p>[Keun Faaba] [Q411 = Oui]</p> <p>Que pensez-vous de l'efficacité de ces interventions ?</p>	<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
414	<p>[Keun Faaba]</p> <p>Avez-vous connaissance de stratégie spécifiques mise en œuvre pour aider les filles ?</p>	<input type="radio"/> Oui <input type="radio"/> Non <input type="radio"/> Ne sait pas / Pas de réponse
415	[Keun Faaba] [Q414 = Oui]	<input type="checkbox"/> Éducation des filles sur la puberté et la gestion de l'hygiène menstruelle

N°	Question	Réponse
	Si oui lesquelles ? [NB : Ne pas donner les réponses]	<input type="checkbox"/> Mentoring des filles <input type="checkbox"/> La gratuite 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 le langues locales, y compris celles des communautés marginalisées <input type="checkbox"/> Autre, préciser _____ <input type="checkbox"/> Ne sait pas / Pas de réponse
416	[Keun Faaba] [Q414 = Oui] 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
5. Présence des enseignants à l'école		
501	Nombre d'enseignants de sexe masculins dans votre école ?	_____
502	Nombre d'enseignants de sexe féminin dans votre école ?	_____
503 C	Combien d'enseignants sont communautaire dans votre école ?	_____
503 A	Combien d'enseignants sont aspirants dans votre école ?	_____
504	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
505	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
506	Combien de demi-journées l'école a-t-elle été ouverte au cours du 1er trimestre. ?	106 demi- journées (octobre 38-septembre 38-decembre 30)
507	Combien de demi-journées ont été perdues par l'enseignant du CI au cours du 1er trimestre. ?	_____ demi- journées
508	Combien de demi-journées ont été perdues par l'enseignant du CP au cours du 1er trimestre. ?	_____ demi- journées
509	Combien de demi-journées ont été perdues par l'enseignant du CE1 au cours du 1er trimestre. ?	_____ demi- journées

N°	Question	Réponse
510	Combien de demi-journées ont été perdues par l'enseignant du CE2 au cours du 1er trimestre. ?	_____ demi- journées
511	Combien de demi-journées ont été perdues par l'enseignant du CM1 au cours du 1er trimestre ?	_____ demi- journées
512	Combien de demi-journées ont été perdues par l'enseignant du CM2 au cours du 1er trimestre ?	_____ demi- journées
513 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
513 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
514 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
514 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
515	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
516	Quelles sont les principales raisons qui expliquent l'absentéisme des enseignants ?	<input type="checkbox"/> Grève <input type="checkbox"/> Maladie (de soi) <input type="checkbox"/> Maladie du membre de la famille

N°	Question	Réponse
	<i>[NB : Ne pas donner les réponses]</i>	<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
517	<p>[Keun Faaba]</p> <p>Pensez-vous que remettre les certificats de mérite aux enseignants assidus puissent être une mesure efficace pour réduire les absences des enseignants ?</p> <p><i>[NB : Le directeur peut donner son opinion dans le cadre général de l'éducation au Bénin]</i></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
518	<p>[Keun Faaba]</p> <p>Pensez-vous qu'impliquer l'APE ou de l'AME dans le contrôle de l'assiduité des enseignants puisse permettre de réduire leurs absences ?</p> <p><i>[NB : Le directeur peut donner son opinion dans le cadre général de l'éducation au Bénin]</i></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
519	<p>Quelles méthodes suggérez-vous pour réduire l'absentéisme des enseignants ?</p> <p><i>[NB : Ne pas donner les réponses]</i></p>	<input type="checkbox"/> Augmenter les salaires <input type="checkbox"/> Mettre en place un système de pénalité <input type="checkbox"/> Diminuer les effectifs des classe <input type="checkbox"/> Améliorer le système des affectations <input type="checkbox"/> Revoir l'état des routes <input type="checkbox"/> Prevoir 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"/> Le directeur doit montrer l'exemple en étant assidu

N°	Question	Réponse
		<input type="checkbox"/> Sensibilisation et pris de conscience des enseignants <input type="checkbox"/> Cesser de parainer des enseignants (enseignant politicien, les directeurs ne peuvent rien dire) <input type="checkbox"/> Autre, préciser _____ <input type="checkbox"/> Ne sait pas / Pas de réponse
520	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
521	Vos enseignants suivent-ils précisément les absences des élèves ? (Tous les jours chaque élève)	<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
522	<p>[Q521 = Non]</p> <p>Pourquoi les enseignants ne suivent pas les absences de chaque élève tous les jours ?</p> <p><i>[NB : Ne pas donner les réponses]</i></p>	<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 <input type="checkbox"/> Autre, préciser _____ <input type="checkbox"/> Ne sait pas / Pas de réponse
6. Santé et Hygiène		
600	Votre école est-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
601	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
602	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
603	<p>[Q602 = Oui]</p> <p>Quel est le type du point d'eau ?</p>	<input type="radio"/> Puits ouvert <input type="radio"/> Puits fermé <input type="radio"/> Forage <input type="radio"/> AEV <input type="radio"/> Connexion SONEB <input type="radio"/> Ne sait pas / Pas de réponse
604	[Q602 = Oui]	<input type="radio"/> Oui <input type="radio"/> Non

N°	Question	Réponse
	L'eau de l'école est-elle généralement potable ? <i>NB : A la sourcer ou traitée</i>	<input type="radio"/> Ne sait pas / Pas de réponse
605	[Q603 = 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
606	[Q602 = 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
607	[Si Q602 = Oui] Quel récipient est généralement utilisé pour le prélèvement / transport de l'eau et de boisson ?	<input type="radio"/> Sceau ou bassine en plastique <input type="radio"/> Sceau 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
608	[Si Q602 = Oui] Avec quelle fréquence le récipient de prélèvement / transport de l'eau de boisson est-il lavé par semaine ?	<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
609	[Si Q602 = Oui] Avec quoi le récipient de prélèvement / transport 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
610	[Q602 = Oui] Quel récipient est généralement utilisé pour le stockage 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

N°	Question	Réponse
		<ul style="list-style-type: none"> ○ Ne sait pas / pas de réponse
611	<p>[Q602 = Oui]</p> <p>Avec quelle fréquence le récipient de stockage de l'eau de boisson est –il lavé ?</p>	<ul style="list-style-type: none"> ○ Tous les jours ○ 1 ou 2 par semaine ○ 1 ou 2 fois par mois ○ 1 fois par an ○ Jamais ○ Ne sait pas / pas de réponse
612	<p>[Q602 = Oui]</p> <p>Avec quoi le récipient de stockage de l'eau de boisson est –il lavé ?</p>	<ul style="list-style-type: none"> ○ Seulement avec de l'eau ○ Avec de l'eau et du savon ○ Avec de l'eau et des cendres ○ Avec de l'eau et du sable ○ Avec de l'eau et du liquide vaisselle ○ Ne sait pas / Pas de réponse
613	<p>Où les enfants trouvent-ils de l'eau à boire à l'école ?</p>	<ul style="list-style-type: none"> <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
614	<p>Quels types de dispositifs avez-vous pour le lavage des mains ?</p>	<ul style="list-style-type: none"> <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
615	<p>Chaque classe dispose-t-elle d'un dispositif de lavage des mains avec de l'eau ?</p>	<ul style="list-style-type: none"> ○ Oui, tous ○ Oui, mais seulement certains ○ Non, aucune ○ Ne sait pas / Pas de réponse
616	<p>[Q615 = oui]</p> <p>Les systèmes de lavage des mains incluent-ils du savon (ou cendres) ?</p>	<ul style="list-style-type: none"> ○ Oui, tous ○ Oui, mais seulement certains ○ Non, aucune ○ Ne sait pas / Pas de réponse
617	<p>[Q615 = oui]</p> <p>Quel est l'état de fonctionnement des systèmes de lavage des mains existants ?</p>	<ul style="list-style-type: none"> ○ Très bon état ○ État plutôt bon ○ État passable ○ Pas bien entretenu ○ Très mal entretenu ○ Ne sait pas / Pas de réponse
618	<p>Quelle proportion des élèves se lavent les mains avec du savon (ou cendres) avant le repas ?</p>	<ul style="list-style-type: none"> ○ Presque tous (80 à 100%) ○ La plupart (60 à 80 %) ○ La moitié (40 à 60%) ○ Une faible part (20 à 40%) ○ Très peu (0 à 20%) ○ Ne sait pas / Pas de réponse

N°	Question	Réponse
619	<p>[Q618 = 0 à 40%]</p> <p>Comment expliquez-vous ces mauvais résultats</p> <p><i>[NB : Ne pas donner les réponses]</i></p>	<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 _____
620	<p>[Q618 = 40 à 100%]</p> <p>Comment expliquez-vous ces bons résultats</p> <p><i>[NB : Ne pas donner les réponses]</i></p>	<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
621	<p>Quelle proportion des élèves se lavent les mains avec du savon (ou cendres) après être allés aux toilettes ?</p>	<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
622	<p>[Q621 = 0 à 40%]</p> <p>Comment expliquez-vous ces mauvais résultats</p> <p><i>[NB : Ne pas donner les réponses]</i></p>	<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 _____
623	<p>[Q621 = 40 à 100%]</p>	<input type="checkbox"/> L'implication du club d'hygiène <input type="checkbox"/> La sensibilisation

N°	Question	Réponse
	Comment expliquez-vous ces bons résultats ? <i>[NB : Ne pas donner les réponses]</i>	<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
624	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
625	[Q624 = 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
626	[Q624 = 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
627	[Q624 = 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
628	[Q6204= 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
629	[Q624 = 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
630	[Q620 = oui & Q625 = 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
631	[Q620 = 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
632	[Q620 = oui]	<input type="radio"/> Oui <input type="radio"/> Non <input type="radio"/> Ne sait pas / Pas de réponse

N°	Question	Réponse
	Existent-ils des latrines réservées uniquement pour les enseignants femmes ?	
633	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
634	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
635	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
7. Implication des bénévoles dans Keun Faaba		
701	[Keun Faaba] Avez-vous parfois des difficultés pour trouver des bénévoles pour les activités du projet Keun Faaba ?	<input type="radio"/> La plupart du temps <input type="radio"/> Parfois <input type="radio"/> Jamais <input type="radio"/> Ne sait pas / Pas de réponse
702	[Keun Faaba] [Q701 = La plupart du temps ou Parfois] Pour quelles activités du projet Keun Faaba avez des difficultés à trouver des bénévoles ? <i>[NB : Sélectionner se qui s'applique]</i>	<input type="checkbox"/> Cuisine-Cantine scolaire <input type="checkbox"/> Magasin <input type="checkbox"/> Culture du jardin <input type="checkbox"/> Ferme communautaire (Si elles existent) <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"/> Heure de conte <input type="checkbox"/> Bibliothèque <input type="checkbox"/> Soutien scolaire (aide aux devoirs) <input type="checkbox"/> Autre, préciser _____ <input type="checkbox"/> Ne sait pas / Pas de réponse
703	[Keun Faaba] [Q407 = 2 ou 3] Que faudrait-il faire selon vous pour vous encourager les parents à participer plus aux activités du projet Keun Faaba ?	<input type="checkbox"/> Payer les bénévoles <input type="checkbox"/> Donner des repas aux parents actifs <input type="checkbox"/> Donner des denrées alimentaires aux parents actifs <input type="checkbox"/> Présenter des résultats de Keun Faaba <input type="checkbox"/> Apporter plus de formation aux parents

N°	Question	Réponse
	<i>[NB : ne pas donner les réponses]</i>	<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"/> Autre, préciser _____ <input type="checkbox"/> Ne sait pas / Pas de réponse
704	[Keun Faaba] [Q108=1] Pensez-vous que les bénévoles (Magasinier, cuisinières) accepteraient de s'impliquer en l'absence de compensation ?	<input type="radio"/> Oui, certainement <input type="radio"/> Oui, peut-être <input type="radio"/> Non, probablement pas <input type="radio"/> Non, pas du tout <input type="radio"/> Ne sait pas / Pas de réponse
705	[Keun Faaba] [Q108=1] Avez-vous rencontré des difficultés dans la gestion du magasin ?	<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
706	[Keun Faaba] [Q705=oui] Si oui, quelle était la nature de ces difficultés rencontrées par les magasiniers? <i>[NB : Ne pas donner les réponses]</i>	<input type="checkbox"/> Fréquente absence des magasiniers <input type="checkbox"/> Retard des magasiniers <input type="checkbox"/> Vol ou disparition des marchandises <input type="checkbox"/> Mauvais entretien des locaux <input type="checkbox"/> Méconnaissance des règles de gestion <input type="checkbox"/> Difficulté à remplir les documents <input type="checkbox"/> Faiblesse en lecture <input type="checkbox"/> Faiblesse en calcul <input type="checkbox"/> Difficulté à faire le rapport mensuel <input type="checkbox"/> Autre, préciser _____ <input type="checkbox"/> Ne sait pas / Pas de réponse
707	[Keun Faaba] [Q108=1] Le faible niveau en lecture ou en calcul des volontaires du magasinier a-t'il posé des problèmes ?	<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
708	[Q707 = Oui] Quel type de problème ?	<input type="checkbox"/> Ils n'arrivent pas à lire les instructions <input type="checkbox"/> Ils ne respectent pas les procédures <input type="checkbox"/> Ils perdent le matériel <input type="checkbox"/> Ils ne comprennent pas bien ce qu'ils doivent faire <input type="checkbox"/> Ils viennent demander de l'aide aux enseignants ou au directeur pour lire une instruction ou faire un calcul

N°	Question	Réponse
	Quel est votre niveau d'implication dans le programme Keun Faaba pour soutenir l'éducation dans la communauté ?	<input type="radio"/> Faible <input type="radio"/> Inexistant <input type="radio"/> Ne sait pas / Pas de réponse
806	[Keun Faaba] Concernant le programme Keun Faaba de soutien l'éducation dans la communauté, souhaiteriez-vous être :	<input type="radio"/> Plus impliqué <input type="radio"/> Maintenir le même niveau d'implication <input type="radio"/> Moins impliqué <input type="radio"/> Ne sait pas / Pas de réponse
807	[Keun Faaba] 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
808	[Keun Faaba] Quel est votre niveau d'implication dans le programme Keun Faaba pour la cantine scolaire?	<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
809	[Keun Faaba] Concernant le programme Keun Faaba Faaba pour la cantine scolaire, souhaiteriez-vous être :	<input type="radio"/> Plus impliqué <input type="radio"/> Maintenir le même niveau d'implication <input type="radio"/> Moins impliqué <input type="radio"/> Ne sait pas / Pas de réponse
810	[Keun Faaba] 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
811	[Keun Faaba] Quel est votre niveau d'implication dans le programme Keun Faaba 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
812	[Keun Faaba] Concernant le programme Keun Faaba pour améliorer l'hygiène à l'école, souhaiteriez-vous être :	<input type="radio"/> Plus impliqué <input type="radio"/> Maintenir le même niveau d'implication <input type="radio"/> Moins impliqué <input type="radio"/> Ne sait pas / Pas de réponse
813	[Keun Faaba] [QD600 = 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
814	[Keun Faaba]	<input type="checkbox"/> Amélioration de leur hygiène <input type="checkbox"/> Diminution des maladies

N°	Question	Réponse
	<p>Selon vous quel est l'impact de l'ATPC sur les enfants dans le cadre de l'école ?</p> <p><i>[NB : Ne pas donner les réponses]</i></p>	<input type="checkbox"/> Diminution des absences <input type="checkbox"/> Amélioration de l'attention à l'école <input type="checkbox"/> Amélioration de la lecture <input type="checkbox"/> Amélioration de l'écriture <input type="checkbox"/> Amélioration des résultats des enfants <input type="checkbox"/> Aucun <input type="checkbox"/> Autre, préciser _____ <input type="checkbox"/> Ne sait pas / Pas de réponse
815	<p>[Keun Faaba]</p> <p>Quels facteurs externes ont rendu difficile la mise en œuvre des activités ?</p> <p><i>[NB : Lister les réponses]</i></p>	<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'envaillissement 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
816	<p>[Keun Faaba]</p> <p>Quels facteurs internes (au sein du programme Keun Faaba) ont rendu difficile la mise en œuvre des activités ?</p> <p><i>[NB : Lister les réponses]</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
817	<p>[Keun Faaba]</p> <p>Quels obstacles ou difficultés (internes ou externes) pourront être surmontés d'ici la fin du projet ?</p> <p><i>[NB : Lister les réponses]</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

Nº	Question	Réponse
		<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'envaillissement 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
818	<p>[Keun Faaba]</p> <p>De quelle manière ces difficultés pourront-elles être surmontées ?</p> <p><i>[NB : Ne pas donner les réponses]</i></p>	<input type="checkbox"/> Plus de moyens financiers <input type="checkbox"/> Meilleure planification ou plus d'efforts de CRS <input type="checkbox"/> Meilleure planification ou plus d'efforts de WEI <input type="checkbox"/> Plus d'implication des parents <input type="checkbox"/> Plus d'implication du gouvernement <input type="checkbox"/> Autre, préciser _____ <input type="checkbox"/> Ne sait pas / Pas de réponse
819	<p>[Keun Faaba]</p> <p>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
820	<p>[Keun Faaba] [Q812 = Oui]</p> <p>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 <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
821	<p>[Keun Faaba]</p> <p>Que pensez-vous de l'utilité des émissions radiophoniques sur l'utilisation des livrets et décodables mises en place pour soutenir l'éducation pendant la crise de la Covid ?</p>	<input type="radio"/> Oui, vraiment utile <input type="radio"/> Oui, plus ou moins utile <input type="radio"/> Non, pas vraiment utile <input type="radio"/> Non, pas du tout utile <input type="radio"/> Ne sait pas / Pas de réponse

N°	Question	Réponse
822	[Keun Faaba] Pensez-vous que grâce à ces activités les élèves pourront rattraper le retard ?	<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
823	[Keun Faaba] Pensez-vous que le programme Keun Faaba vous a permis de rester impliqué avec votre école pendant la crise de la Covid	<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
824	[Keun Faaba] Que pensez-vous la distribution de rations mises en place pour soutenir l'alimentation soit utile ?	<input type="radio"/> Oui, vraiment utile <input type="radio"/> Oui, plus ou moins utile <input type="radio"/> Non, pas vraiment utile <input type="radio"/> Non, pas du tout utile <input type="radio"/> Ne sait pas / Pas de réponse
9. Commentaires		
901	Faites-nous part de vos commentaires, si vous en avez éventuellement ?	
902	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

Cette section doit être remplie par l'intervieweur

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)

Bonjour. Je m'appelle _____ et j'aide à mener l'évaluation à mi-parcours 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.

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

Maintenant, avez-vous des questions à poser sur le sondage ? **[Laisser le temps pour poser des questions et répondre au besoin]**

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

N°	Question	Réponse
1. Caractéristiques de l'enseignant		
101	Genre (regardez l'enseignant et cochez)	<input type="radio"/> Masculin <input type="radio"/> Féminin
102	Quel âge avez-vous ? <i>[NB : mettre 99 si la personne ne veut pas répondre]</i>	_____ ans
103	Depuis combien d'années enseignez-vous ?	_____ ans
104	Depuis combien d'années enseignez-vous dans cette école ?	_____ ans
105	Quelle est la classe la plus élevée que vous avez fréquentée ?	<input type="radio"/> 6 ^e <input type="radio"/> 5 ^e <input type="radio"/> 4 ^e <input type="radio"/> 3 ^e <input type="radio"/> 2 nd e <input type="radio"/> 1 ^{ère} <input type="radio"/> Terminale <input type="radio"/> Université <input type="radio"/> Autre
106	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
107	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
108	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
2. Informations sur la classe de l'enseignant		
201	Quelle(s) classe(s) enseignez-vous ?	formation et absentéisme <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

Nº	Question	Réponse
		<input type="checkbox"/> CM1 <input type="checkbox"/> CM2
202	Votre classe compte combien de garçons/fille <i>[NB : Si plus d'une classe, indiquer le total]</i>	_____ Garçon _____ Filles
203	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
204	[Keun Faaba] [Q203 = Oui] A quelles formations sur la lecture avez-vous participé dans le cadre du projet Keun Faaba ?	<input type="checkbox"/> 1er au 3 nov 2019 - EP 1 - Phase I <input type="checkbox"/> 9 et 10 nov 2019 - EP 2 - Phase I <input type="checkbox"/> 23 et 24 nov 2019 - EP 1 - Phase II <input type="checkbox"/> 30 nov et 1er dec 2019 - EP 2 - Phase II <input type="checkbox"/> 3 et 4 janvier 2020 - EP - Rattrapage <input type="checkbox"/> 18 et 19 janvier 2020 - Décodable <input type="checkbox"/> 19, 20 et 22 sept 2020 - Recyclage CI 1 <input type="checkbox"/> 19, 20 et 22 sept 2020 - Recyclage CP 1 <input type="checkbox"/> 24, 25 et 26 sept 2020 - Recyclage EM <input type="checkbox"/> 6, 7 et 8 nov 2020 - Rattrapage CI <input type="checkbox"/> 6, 7 et 8 nov 2020 - Rattrapage CP <input type="checkbox"/> 18 et 19 janvier 2020 - Décodable <input type="checkbox"/> 24 et 25 novembre 2020 - Recyclage <input type="checkbox"/> 27 et 28 novembre 2020 - Recyclage CI 1 <input type="checkbox"/> 27 et 28 novembre 2020 - Recyclage CP 1 <input type="checkbox"/> 1 formation (ne se souvient plus laquelle) <input type="checkbox"/> 2 formations (ne se souvient plus lesquelles) <input type="checkbox"/> 3 formations (ne se souvient plus lesquelles) <input type="checkbox"/> 4 formations (ne se souvient plus lesquelles) <input type="checkbox"/> Aucune <input type="checkbox"/> Ne sait pas / Pas de réponse
205	[Keun Faaba] [Q203 = Oui] & [204 = Option checked] Quels sont les principaux enseignements que vous avez reçu durant cette formation ? <i>[NB : Ne pas donner les réponses]</i>	<input type="checkbox"/> Appliquer les 5 composants fondamentaux de la lecture <input type="checkbox"/> Mesurer/Evaluer les acquis <input type="checkbox"/> Utiliser les jeux pour l'apprentissage de la lecture <input type="checkbox"/> Gérer la classe en petits groupes <input type="checkbox"/> Enrichir leur vocabulaire <input type="checkbox"/> Appliquer la psychologie à l'enseignement et à l'apprentissage de la lecture et de l'écriture <input type="checkbox"/> Enseigner la lecture et l'écriture dans un contexte multilingue <input type="checkbox"/> Gérer les classes multigrades <input type="checkbox"/> Utiliser les livrets pour le CI <input type="checkbox"/> Utiliser les livres décodables pour les classes de CP <input type="checkbox"/> Donner aux élèves suffisamment de temps pour pratiquer <input type="checkbox"/> Écouter des élèves <input type="checkbox"/> Encourager la créativité des élèves <input type="checkbox"/> Enseigner le respect et la résolution des conflits <input type="checkbox"/> Avoir des conversations avec les élèves

N°	Question	Réponse
		<input type="checkbox"/> Utiliser des objets locaux pour les apprentissages <input type="checkbox"/> Ne sait pas / Pas de réponse
206	<p>[Keun Faaba] [Q203 = Oui] & [204 = Option checked]</p> <p>Quels enseignement/méthodes promus par Keun Faaba mettez-vous régulièrement en pratique ?</p> <p><i>[NB : Ne pas donner les réponses]</i></p>	<input type="checkbox"/> Appliquer les 5 composants fondamentaux de la lecture <input type="checkbox"/> Mesurer/Evaluer les acquis <input type="checkbox"/> Utiliser les jeux pour l'apprentissage de la lecture <input type="checkbox"/> Gérer la classe en petits groupes <input type="checkbox"/> Enrichir leur vocabulaire <input type="checkbox"/> Appliquer la psychologie à l'enseignement et à l'apprentissage de la lecture et de l'écriture <input type="checkbox"/> Enseigner la lecture et l'écriture dans un contexte multilingue <input type="checkbox"/> Gérer les classes multigrades <input type="checkbox"/> Utiliser les livrets pour le CI <input type="checkbox"/> Utiliser les livres décodables pour les classes de CP <input type="checkbox"/> Donner aux élèves suffisamment de temps pour pratiquer <input type="checkbox"/> Écouter des élèves <input type="checkbox"/> Encourager la créativité des élèves <input type="checkbox"/> Enseigner le respect et la résolution des conflits <input type="checkbox"/> Avoir des conversations avec les élèves <input type="checkbox"/> Utiliser des objets locaux pour les apprentissages <input type="checkbox"/> Ne sait pas / Pas de réponse
207	<p>[Keun Faaba] [Q203 = Oui] & [204 = Option checked]</p> <p>Quelles difficultés rencontrez-vous pour la mise en œuvre des méthodes de Keun Faaba ?</p> <p><i>[NB : Ne pas donner les réponses]</i></p>	<input type="checkbox"/> Les méthodes ne sont pas compatibles avec le programme officiel du Bénin <input type="checkbox"/> L'évaluation des élèves prend trop de temps <input type="checkbox"/> Les ressources éducatives ne sont pas disponibles (manuel livres) <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 préfère suivre la méthode qu'il connaît <input type="checkbox"/> L'enseignant n'est pas ouvert au changement <input type="checkbox"/> La préparation des leçons prend trop de temps <input type="checkbox"/> Autre, préciser _____
208	<p>[Keun Faaba] [Q203 = Oui] & [204 = Option checked]</p> <p>Pensez-vous que les formations reçues par les enseignants ont contribué à améliorer la qualité des apprentissages ?</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
209	[Keun Faaba] [Q208 = Oui]	<input type="checkbox"/> Les enfants apprennent plus rapidement <input type="checkbox"/> Les enfants apprennent tous, avant très peu apprenaient

Nº	Question	Réponse
	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 enseignants se préparent mieux <input type="checkbox"/> Les leçons sont mieux organisées <input type="checkbox"/> Les notions de bases sont acquises (Connaissance du son des lettres.) <input type="checkbox"/> Les enfants sont plus attentifs grâce aux nouvelles méthodes <input type="checkbox"/> Autre, préciser _____ <input type="checkbox"/> Ne sait pas / Pas de réponse
210	[Keun Faaba] 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
211	[Keun Faaba] 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
212	[Keun Faaba] 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
213	[Keun Faaba] Pensez-vous que les certificats de mérite remis aux enseignants assidus puisse 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
214	[Keun Faaba] Pensez-vous que l'implication de l'APE ou de l'AME dans le contrôle de l'assiduité des enseignants puisse permettre réduire leur 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

N°	Question	Réponse
215	<p>[Keun Faaba]</p> <p>Que faudrait-il mettre en place pour réduire vos absences ou celles de vos collègues ?</p>	<input type="checkbox"/> Augmenter les salaires <input type="checkbox"/> Mettre en place un système de pénalité <input type="checkbox"/> Diminuer les effectifs des classe <input type="checkbox"/> Améliorer le système des affectations <input type="checkbox"/> Revoir l'état des routes <input type="checkbox"/> Prevoir 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
3. Programme Feedback		
301	<p>[Keun Faaba]</p> <p>Parmi les activités menées par Keun Faaba dans le cadre extra-scolaire, lesquelles selon vous ont lieu régulièrement dans votre village au cours du 1er trimestre ?</p>	<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"/> Scéance 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
302	<p>[Keun Faaba]</p> <p>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 ?</p>	<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
303	<p>[Keun Faaba]</p> <p>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 ?</p>	<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"/> 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
304	<p>[Keun Faaba]</p> <p>Selon vous quels problèmes limitent la participation des élèves à ces activités ?</p> <p><i>[NB : Ne pas donner les réponses]</i></p>	<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 conviennent pas <input type="checkbox"/> Aucun problème <input type="checkbox"/> Autre, préciser _____

N°	Question	Réponse
		<input type="checkbox"/> Ne sait pas / Pas de réponse
4. Nutrition		
401	[Keun Faaba] 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
402	[Keun Faaba] 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
403	[Keun Faaba] [Q402 = Non] Si non, Pourquoi ? <i>[NB : Ne pas donner les réponses]</i>	<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
404	[Keun Faaba] [Q402 = Oui] Si oui, Pourquoi <i>[NB : Ne pas donner les réponses]</i>	<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 : _____
5. Santé, hygiène		
501	Dans quelles proportions pensez-vous que vos élèves connaissent les règles d'hygiène importantes ? <i>[NB : Se laver les mains, utiliser du savon, laver ce que l'on mange, utiliser les latrines]</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"/> Ne sait pas / Pas de réponse
502	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
503	[Q502 <50%]	<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

N°	Question	Réponse
	<p>Pour quelles raisons vos élèves ne mettent pas les règles d'hygiène en pratique ?</p> <p><i>[NB : Ne pas donner les réponses]</i></p>	<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
507	<p>[Keun Faaba]</p> <p>Pensez-vous que Keun Faaba consacre plus d'efforts à l'hygiène durant cette deuxième phase du projet (Démarrage réel sept 2019) ?</p>	<input type="checkbox"/> Oui, vraiment <input type="checkbox"/> Oui, plus ou moins <input type="checkbox"/> Non, pas vraiment <input type="checkbox"/> Non, pas du tout <input type="checkbox"/> Ne sait pas / Pas de réponse
508	<p>[Keun Faaba]</p> <p>Selon vous quelles activités Hygiène/Assainissement fonctionnent bien au sein de votre école ?</p> <p><i>[NB : Ne pas donner les réponses]</i></p>	<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 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 aquatabs <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
6. Participation au projet		
600	<p>[Keun Faaba]</p> <p>Votre école est-elle située dans un village bénéficiant d'un programme d'ATPC ?</p>	<input type="radio"/> Oui <input type="radio"/> Non
601	[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

Nº	Question	Réponse
	Êtes-vous satisfait des activités menées par le programme Keun Faaba pour améliorer l'enseignement de la lecture à l'école ?	
602	[Keun Faaba] Quel est votre niveau d'implication dans le programme Keun Faaba pour améliorer l'enseignement de la lecture à l'école ?	<ul style="list-style-type: none"> ○ Très élevé ○ Élevé ○ Modéré ○ Faible ○ Inexistant ○ Ne sait pas / Pas de réponse
603	[Keun Faaba] Concernant le programme Keun Faaba pour améliorer l'enseignement de la lecture à l'école, souhaiteriez-vous être :	<ul style="list-style-type: none"> ○ Plus impliqué ○ Maintenir le même niveau d'implication ○ Moins impliqué ○ Ne sait pas / Pas de réponse
604	[Keun Faaba] Êtes-vous satisfait des activités menées par le programme Keun Faaba pour améliorer le soutien scolaire dans la communauté ?	<ul style="list-style-type: none"> ○ Oui, vraiment ○ Oui, plus ou moins ○ Non, pas vraiment ○ Non, pas du tout ○ Ne sait pas / Pas de réponse
605	[Keun Faaba] Quel est votre niveau d'implication dans le programme Keun Faaba pour soutenir l'éducation dans la communauté ?	<ul style="list-style-type: none"> ○ Très élevé ○ Élevé ○ Modéré ○ Faible ○ Inexistant ○ Ne sait pas / Pas de réponse
606	[Keun Faaba] Concernant le programme Keun Faaba de soutien l'éducation dans la communauté, souhaiteriez-vous être :	<ul style="list-style-type: none"> ○ Plus impliqué ○ Maintenir le même niveau d'implication ○ Moins impliqué ○ Ne sait pas / Pas de réponse
607	[Keun Faaba] Êtes-vous satisfait des activités menées par le programme Keun Faaba pour améliorer l'hygiène à l'école ?	<ul style="list-style-type: none"> ○ Oui, vraiment ○ Oui, plus ou moins ○ Non, pas vraiment ○ Non, pas du tout ○ Ne sait pas / Pas de réponse
608	[Keun Faaba] Quel est votre niveau d'implication dans le programme Keun Faaba pour améliorer l'hygiène à l'école ?	<ul style="list-style-type: none"> ○ Très élevé ○ Élevé ○ Modéré ○ Faible ○ Inexistant ○ Ne sait pas / Pas de réponse
609	[Keun Faaba]	<ul style="list-style-type: none"> ○ Plus impliqué ○ Maintenir le même niveau d'implication ○ Moins impliqué

N°	Question	Réponse
	Concernant le programme Keun Faaba Faaba pour améliorer l'hygiène à l'école, souhaiteriez-vous être :	<ul style="list-style-type: none"> ○ Ne sait pas / Pas de réponse
610	[Keun Faaba] [Q600 = Oui] Êtes-vous satisfait des activités menées par le programme Keun Faaba pour améliorer l'hygiène en dehors de l'école ? [ATPC]	<ul style="list-style-type: none"> ○ Oui, vraiment ○ Oui, plus ou moins ○ Non, pas vraiment ○ Non, pas du tout ○ Ne sait pas / Pas de réponse
611	[Keun Faaba] Que pensez-vous de l'utilité des émissions radiophoniques sur l'utilisation des livrets et décodables mises en place pour soutenir l'éducation pendant la crise de la Covid ?	<ul style="list-style-type: none"> ○ Oui, vraiment utile ○ Oui, plus ou moins utile ○ Non, pas vraiment utile ○ Non, pas du tout utile ○ Ne sait pas / Pas de réponse
612	[Keun Faaba] Pensez-vous que grâce à ces activités les élèves pourront rattraper le retard ?	<ul style="list-style-type: none"> ○ Oui, vraiment ○ Oui, plus ou moins ○ Non, pas vraiment ○ Non, pas du tout ○ Ne sait pas / Pas de réponse
613	[Keun Faaba] Pensez-vous que le programme Keun Faaba vous a permis de rester impliqué avec votre école pendant la crise de la Covid	<ul style="list-style-type: none"> ○ Oui, vraiment ○ Oui, plus ou moins ○ Non, pas vraiment ○ Non, pas du tout ○ Ne sait pas / Pas de réponse
614	[Keun Faaba] Que pensez-vous de l'utilité de la distribution de rations mises en place pour soutenir l'alimentation pendant la crise de la Covid ?	<ul style="list-style-type: none"> ○ Oui, vraiment utile ○ Oui, plus ou moins utile ○ Non, pas vraiment utile ○ Non, pas du tout utile ○ Ne sait pas / Pas de réponse
615	[Keun Faaba] Pensez-vous que les activités du projet ont affectés les élèves garçons et les élèves filles différemment ?	<ul style="list-style-type: none"> ○ Oui, vraiment ○ Oui, plus ou moins ○ Non, pas vraiment ○ Non, pas du tout ○ Ne sait pas / Pas de réponse
616	[Keun Faaba] [Q615 = Oui] De quelle manière ? <i>[NB : Ne pas donner les réponses]</i>	<ul style="list-style-type: none"> <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

N°	Question	Réponse
		<input type="checkbox"/> Les filles assistent plus volontier à l'heure de conte <input type="checkbox"/> Les garcons assistent plus volontier à l'heure de conte <input type="checkbox"/> Autre, préciser _____ <input type="checkbox"/> Ne sait pas / Pas de réponse
7. Commentaires		
701	Faites-nous part de vos commentaires, si vous en avez éventuellement ?	
702	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

QUESTIONNAIRE – PARENTS

Cette section doit être remplie par l'intervieweur

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)

Bonjour. Je m'appelle _____ et j'aide à mener l'évaluation à mi-parcours 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.

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

Maintenant, avez-vous des questions à poser sur le sondage ? **[Laisser le temps pour poser des questions et répondre au besoin]**

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

N°	Question	Réponse
1. Caractéristiques du parent		
100	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
101	Genre (regardez le parent et cochez)	<input type="radio"/> Masculin <input type="radio"/> Féminin
102	Quel âge avez-vous ? <i>[NB : mettre 99 si la personne ne veut pas répondre]</i>	_____ ans
103	Combien de personnes vivent avec vous, y compris vous-même ? (NB : mettre 99 si la personne ne veut pas répondre)	_____ personnes
104	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
105	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
106	Si 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
107	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
108	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

N°	Question	Réponse
		<ul style="list-style-type: none"> ○ Travailleur(euse) de bureau ○ Artisan(e) : Tisserant, forgeron, coiffeur... ○ Retraité(e) ○ Autre ○ Ne sait pas / Pas de réponse
109	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
2. Caractéristiques des enfants		
201	Combien avez-vous de filles ? (NB : mettre 99 si la personne ne veut pas répondre)	_____ filles
202	[Q201 > 0] Combien avez-vous de filles inscrites dans cette l'école primaire (ou groupe)?	_____ filles
203	[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
204	[Q201 > 0] Comment qualifiez-vous les résultats scolaires de vos filles ?	<ul style="list-style-type: none"> ○ Très bons ○ Bons ○ Moyens ○ Mauvais ○ Très mauvais
205	Combien avez-vous de garçons ? (NB : mettre 99 si la personne ne veut pas répondre)	_____ garçons
206	[Q205 > 0] Combien avez-vous de garçons inscrits dans cette l'école primaire (ou groupe) ?	_____ garçons
207	[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
208	[Q205 > 0]	<ul style="list-style-type: none"> ○ Très bons ○ Bons

Nº	Question	Réponse
	Comment qualifiez-vous les résultats scolaires de vos garçons ?	<input type="radio"/> Moyens <input type="radio"/> Mauvais <input type="radio"/> Très mauvais
3. Pratiques Hygiène - Santé		
301	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
302	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 : _____
303	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 : _____
304	Votre enfant scolarisé le plus jeune sait-il si quand l'eau est potable ou non potable ?	<input type="radio"/> Oui <input type="radio"/> Non <input type="radio"/> Ne sait pas / Pas de réponse
305	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 : _____
4. Programme Feedback		
401	[Keun Faaba] 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
402	[Keun Faaba] Que pensez-vous de l'utilité des émissions radiophoniques sur l'utilisation des livrets et	<input type="radio"/> Oui, vraiment utile <input type="radio"/> Oui, plus ou moins utile <input type="radio"/> Non, pas vraiment utile <input type="radio"/> Non, pas du tout utile <input type="radio"/> Ne sait pas / Pas de réponse

N°	Question	Réponse
	décodables mises en place pour soutenir l'éducation pendant la crise de la Covid ?	
403	[Keun Faaba] Que pensez-vous de l'utilité de la distribution de rations mises en place pour soutenir l'alimentation pendant la crise de la Covid ?	<ul style="list-style-type: none"> ○ Oui, vraiment utile ○ Oui, plus ou moins utile ○ Non, pas vraiment utile ○ Non, pas du tout utile ○ Ne sait pas / Pas de réponse
404	L'absentéisme des enseignants est-il un problème récurrent dans l'école de vos enfants ?	<ul style="list-style-type: none"> ○ Oui, vraiment ○ Oui, plus ou moins ○ Non, pas vraiment ○ Non, pas du tout ○ Ne sait pas / Pas de réponse
405	[Q404 = Oui] Quelles sont les principales raisons qui expliquent l'absentéisme des enseignants ? <i>[NB : Ne pas donner les réponses]</i>	<ul style="list-style-type: none"> <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"/> Ne sait pas / Pas de réponse <input type="checkbox"/> Autre, préciser : _____
406	[Keun Faaba] Pensez-vous que les certificats de mérite remis aux enseignants assidus soit une mesure efficace pour réduire les absences des enseignants ?	<ul style="list-style-type: none"> ○ Oui, vraiment ○ Oui, plus ou moins ○ Non, pas vraiment ○ Non, pas du tout ○ Ne sait pas / Pas de réponse
407	[Keun Faaba] Pensez-vous que l'implication de l'APE et de l'AME soit une méthode efficace pour réduire l'absentéisme ?	<ul style="list-style-type: none"> ○ Oui, vraiment ○ Oui, plus ou moins ○ Non, pas vraiment ○ Non, pas du tout ○ Ne sait pas / Pas de réponse
408	Quelles méthodes suggérez-vous pour réduire l'absentéisme des enseignants?	<ul style="list-style-type: none"> <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: _____
5. Importance de l'éducation		
501	Quelle importance accordez-vous à l'éducation scolaire de vos garçons ?	<ul style="list-style-type: none"> ○ Très important ○ Important ○ Peu important ○ Pas du tout important

N°	Question	Réponse
		<input type="radio"/> Ne sait pas / pas de réponse
502	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
503	[Keun Faaba] 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
504	[Keun Faaba] [Q503 = Oui] 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
505	Avez-vous entendu les annonces radiophoniques, qui parle de l'importance de l'éducation ?	<input type="radio"/> Oui <input type="radio"/> Non <input type="radio"/> Ne sait pas / Pas de réponse
506	Que pensez-vous de l'utilité des annonces radio sur l'importances de 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
6. Implication dans la vie scolaire		
601	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
602	[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
603	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
604	Si 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 : _____
605	[Q604 = Non] Pourquoi ?	<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

N°	Question	Réponse
	<i>[NB : Ne pas donner les réponses]</i>	<input type="checkbox"/> Les parents ne savent pas lire <input type="checkbox"/> Autre, préciser : _____
606	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
607	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
608	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
7. Implication dans le projet Keun Faaba		
700	[Keun Faaba] Votre école est-t-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
701	[Keun Faaba] 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
702	[Keun Faaba] 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
703	[Keun Faaba] 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
704	[Keun Faaba]	<input type="radio"/> Plus impliqué <input type="radio"/> Maintenir le même niveau d'implication

N°	Question	Réponse
	Concernant le programme Keun Faaba de soutien à l'éducation dans la communauté, souhaiteriez-vous être :	<input type="radio"/> Moins impliqué <input type="radio"/> Ne sait pas / Pas de réponse
705	<p>[Keun Faaba]</p> <p>Parmi les activités menées par Keun Faaba dans la communauté, lesquelles ont lieu régulièrement dans votre village au cours du 1er trimestre ?</p>	<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
706 S	<p>[Keun Faaba]</p> <p>A quelles activités participent vos enfants ?</p>	<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
706 P	<p>[Keun Faaba]</p> <p>A quelles activités avez pris part personnellement ?</p>	<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"/> 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
707	<p>[Keun Faaba]</p> <p>Selon vous quels problèmes limitent la participation de vos enfants à ces activités ?</p> <p><i>[NB : Ne pas donner les réponses]</i></p>	<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 : _____
708	<p>[Keun Faaba]</p> <p>Êtes-vous satisfait des activités menées par le programme Keun Faaba pour améliorer l'hygiène à 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
709	<p>[Keun Faaba] [QT600 = Oui]</p> <p>Êtes-vous satisfait des activités menées par le programme Keun Faaba pour améliorer l'hygiène en dehors de l'école ? [ATPC]</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

N°	Question	Réponse
710	[Keun Faaba] 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
711	[Keun Faaba] Dans quelles activités êtes-vous personnellement impliquées ?	<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"/> Ne sait pas / Pas de réponse <input type="checkbox"/> Autre, préciser _____
712	[Keun Faaba] 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
713	[Keun Faaba] Souhaiteriez-vous participer plus activement au programme Keun Faaba ?	<input type="radio"/> Oui <input type="radio"/> Non <input type="radio"/> Ne sais / Pas de réponse
714	[Keun Faaba] Que faudrait-il faire pour vous encourager à participer plus ? <i>[NB : ne pas donner les réponses]</i>	<input type="checkbox"/> Donner des repas aux parents actifs <input type="checkbox"/> Donner des denrées alimentaires aux parents actifs <input type="checkbox"/> Présenter des résultats de Keun Faaba <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 _____
8. Socio-économique		
801	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 sait pas / Pas de réponse

N°	Question	Réponse
802	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 sais pas / Pas de réponse
803	Avez-vous une radio dans votre maison ?	<input type="radio"/> Oui <input type="radio"/> Non <input type="radio"/> Ne sait pas / Pas de réponse
804	Avez-vous une télévision dans votre maison ?	<input type="radio"/> Oui <input type="radio"/> Non <input type="radio"/> Ne sait pas / Pas de réponse
805	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
9. Commentaires		
901	Faites-nous part de vos commentaires, si vous en avez éventuellement ?	
902	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

QUESTIONNAIRE – CUISINIER / MAGASINIER

Cette section doit être remplie par l'intervieweur

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)

Bonjour. Je m'appelle _____ et j'aide à mener l'évaluation à mi-parcours 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

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

Maintenant, avez-vous des questions à poser sur le sondage ? **[Laisser le temps pour poser des questions et répondre au besoin]**

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

N°	Question	Réponse
1. Caractéristiques du parent		
101	Genre (regardez le parent et cochez)	<input type="radio"/> Masculin <input type="radio"/> Féminin
102	Quel âge avez-vous ? <i>[NB : mettre 99 si la personne ne veut pas répondre]</i>	_____ ans
103	Combien d'enfants avez-vous dans l'école primaire (ou le groupe ?	_____ enfants
104	Quel est votre rôle au sein du programme Keun Faaba ?	<input type="checkbox"/> Cuisinier <input type="checkbox"/> Magasinier
105	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
106	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
107	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
2. Information sur la cuisine		
201	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
202	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
203	Pourquoi prenez-vous part à cette activité bénévole ?	<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

N°	Question	Réponse
	<i>[NB : Ne pas donner les réponses]</i>	<input type="checkbox"/> Ne sait pas / Pas de réponse <input type="checkbox"/> Autre, préciser : _____
204	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
205	[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 _____
206	[Q204 = Oui] Etes-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
207	[Q204 = Oui] Seriez-vous prêts à continuer sans cette compensation ?	<input type="radio"/> Oui <input type="radio"/> Non <input type="radio"/> Ne sait pas / Pas de réponse
208	[Q206 = Non] Quelles modifications devraient être apportées au système de compensation ?	<input type="checkbox"/> Compensation financière <input type="checkbox"/> De l'huile ou plus d'huile <input type="checkbox"/> Des repas ou plus de repas <input type="checkbox"/> Ration sèche <input type="checkbox"/> Ne sait pas / Pas de réponse <input type="checkbox"/> Autre, préciser _____
209	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
210	[Q209 = Oui] Pourquoi ? <i>[NB : Ne pas lire les réponses]</i>	<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 : _____
211	[Q209 = Non], Si non. Pourquoi ? <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"/> Ne sait pas / Pas de réponse <input type="checkbox"/> Autre, préciser : _____
3. Information sur le magasin		
301	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

N°	Question	Réponse
		<input type="radio"/> Ne sait pas / Pas de réponse
302	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
303	Pourquoi prenez-vous part à cette activité bénévole ? <i>[NB : Ne pas lire les réponses]</i>	<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 : _____
304	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
305	[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 _____
306	[Q304 = Oui] Etes-vous satisfait par 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
307	[Q304 = Oui] Seriez-vous prêts à continuer sans cette compensation ?	<input type="radio"/> Oui <input type="radio"/> Non <input type="radio"/> Ne sait pas / Pas de réponse
308	[Si Non 306], quelles modifications devraient être apportées au système de compensation ?	<input type="checkbox"/> Compensation financière <input type="checkbox"/> De l’huile ou plus d’huile <input type="checkbox"/> Des repas ou plus de repas <input type="checkbox"/> Ration sèche <input type="checkbox"/> Ne sait pas / Pas de réponse <input type="checkbox"/> Autre, préciser _____
309	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
310	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

N°	Question	Réponse
311	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
312	[Q311 = Oui] Pourquoi ? <i>[NB : Ne pas lire les réponses]</i>	<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 : _____
313	[Q311 = Non] Pourquoi ? <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"/> Autre, préciser : _____
4. Commentaires		
401	Faites-nous part de vos commentaires, si vous en avez éventuellement ?	
402	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 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	[#Q01=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

Commentaires:

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

Commentaires:

Annex 7: Additional Health & Hygiene test results

Table A12 provides the percentage of students correctly answering this question by commune. Please note that the sample was not drawn to provide actionable precision at the commune level. We urge prudence in interpreting these results and would urge CRS and partners not to make decisions based on this information.

Table A12: Health and hygiene test results by question, according to commune

Question	Commune			
	Gogounou	Kalale	Kandi	Malanville
1) Un corps sale peut causer des maladies	90.0%	90.8%	88.0%	87.5%
2) Marcher pieds nus peut causer des maladies	82.1%	83.3%	86.7%	84.8%
3) La diarrhée ne peut pas causer la mort	45.8%	33.3%	38.4%	28.8%
4) La nourriture nous protège des maladies	70.8%	66.7%	68.8%	77.8%
5) Une alimentation qui ne contient que du pain, du riz et du maïs est équilibrée	35.4%	31.7%	24.3%	13.6%
6) Il est suffisant de laver le bidon qui contient l'eau à boire une fois par an	56.7%	48.3%	56.8%	52.9%
7) 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	92.1%	96.7%	97.6%	98.1%
8) Les élèves peuvent rendre l'école propre	99.6%	100.0%	97.6%	98.4%
9) On se brosse les dents uniquement pour que notre bouche sente bon	15.4%	35.0%	4.0%	4.3%
10) Pour être fort, il suffit de manger beaucoup de maïs	17.5%	18.3%	14.9%	7.8%

Table A13: Health and hygiene test results by question, project vs. control schools

Item	Control	Project
1) Un corps sale peut causer des maladies	89.6%	88.7%
2) Marcher pieds nus peut causer des maladies	83.1%	84.7%
3) La diarrhée ne peut pas causer la mort	43.7%	37.1%
4) La nourriture nous protège des maladies	70.3%	71.4%
5) Une alimentation qui ne contient que du pain, du riz et du maïs est équilibrée	30.3%	25.1%
6) Il est suffisant de laver le bidon qui contient l'eau à boire une fois par an	51.1%	54.7%
7) 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	96.8%	96.3%
8) Les élèves peuvent rendre l'école propre	97.5%	98.6%
9) On se brosse les dents uniquement pour que notre bouche sente bon	19.3%	10.6%
10) Pour être fort, il suffit de manger beaucoup de maïs	17.1%	14.1%

Annex 8: COVID Protocol for Data Collection

Mesures de protection contre les COVID-19 à mettre en œuvre pendant la formation :

- En début de journée, la température sera prise à l'arrivée pour tous les participants à la formation.
- Chaque participant et formateur devra, au début de la journée, compléter le screening pour le dépistage des symptômes de COVID-19 en répondant aux questions suivantes :
 - Avez-vous Fièvre (37,7 °C ou plus si pris par voie axillaire/sous le bras) ou sensation de fièvre (frissons, transpiration) ?
 - Toussez-vous (pour les personnes souffrant de toux chronique, changement de la toux par rapport à la normale pour elles) ?
 - Avez-vous Troubles respiratoires ?
 - Avez-vous Mal de gorge ?
 - Avez-vous douleurs musculaires ou corporelles ?
 - Avez-vous vomissements ou diarrhée ?
 - Avez-vous une nouvelle perte de goût ou d'odeur ?
- Quiconque souffre même d'une toux légère ou d'une fièvre de faible intensité (37,5 °C ou plus) devra appeler le numéro téléphonique 136 et rester à la maison pendant au moins deux semaines après la disparition des symptômes.
- Si l'un des participants à la formation présente des symptômes de type grippal en début de journée, il ne doit pas se rendre à la formation. Il doit appeler M Appolinaire Appalo pour informer les formateurs de son absence
- Les participants à la formation recevront des masques faciaux et du désinfectant pour les mains à utiliser pendant la formation. Le port de masque est obligatoire pendant la formation. Pendant la première session de formation un module sera inclus sur la manière correcte de porter un masque facial.
- Les participants devront se laver les mains pendant 20 secondes à un poste de lavage des mains placé à l'extérieur de la salle de formation avant de rentrer dans la salle et périodiquement dans la journée.
- Dans la salle de formation, une distance de minimum 1 mètre sera maintenue en permanence entre les participants afin d'assurer une distanciation sociale
- Dans la mesure du possible, les séances d'entraînement auront lieu dans un espace extérieur
- Les participants à la formation recevront du matériel de formation qui sera clairement étiqueté pour minimiser les échanges entre les participants.
- Les stimuli pour enfants (pour les enquêteurs EGRA) seront étiquetés pour minimiser l'échange entre les participants et essuyés à l'aide d'une lingette imprégnée de désinfectant tout au long de la journée pendant les sessions de pratique.
- La liste de présence sera établie avant la pause-café. Chaque participant doit signer avec son propre stylo et juste après se lever pour aller se laver les mains.
- Les mêmes mesures seront suivies par les formateurs et le staff administratif.

Mesures de protection contre les COVID-19 à mettre en œuvre pendant la collecte des données :

- Chaque équipe de collecte recevra un thermomètre pour mesurer la température des membres de l'équipes et des participants aux entretiens.
- Chaque membre de l'équipe recevra un spray désinfectant à utiliser pour désinfecter les espaces de travail et le matériel de travail.
- En début de journée, le chef d'équipe sera chargé de mesurer la température de tous les membres de l'équipe.
- Chaque évaluateur et superviseur devra, au début de la journée, compléter le screening pour le dépistage des symptômes de COVID-19 en répondant aux questions suivantes :
 - Avez-vous Fièvre (37,7 °C ou plus si pris par voie axillaire/sous le bras) ou sensation de fièvre (frissons, transpiration) ?
 - Toussez-vous (pour les personnes souffrant de toux chronique, changement de la toux par rapport à la normale pour elles) ?
 - Avez-vous Troubles respiratoires ?
 - Avez-vous Mal de gorge ?
 - Avez-vous douleurs musculaires ou corporelles ?
 - Avez-vous vomissements ou diarrhée ?
 - Avez-vous une nouvelle perte de goût ou d'odeur ?
- Quiconque souffre même d'une toux légère ou d'une fièvre de faible intensité (37,5 ° C ou plus) doit appeler au numéro téléphonique 136 et des rester à la maison pendant au moins deux semaines après la disparition des symptômes.
- Si l'un des membres de l'équipe présente des symptômes de type grippal en début de journée, il ne doit pas se rendre à l'école. Il doit appeler le chef d'équipe et M Appolinaire Appalo pour informer de son absence.
- Après avoir sélectionné les participants à l'entretien (directeur, enseignants, élèves de CE1, parents), le chef d'équipe mesurera leur température afin de s'assurer qu'ils peuvent participer à la collecte des données. Avant de démarrer l'entretien, l'évaluateur posera aussi les questions des dépistage COVID-19. La température des élèves sélectionnés pour participer à "l'observation de l'attention" sera prise à la fin de l'observation avant l'interview.
- Les évaluateurs EGRA, après avoir trouvé un bureau et 2 chaises à utiliser pour le test EGRA, nettoieront l'espace de travail à l'aide du spray désinfectant.
- Les évaluateurs EGRA nettoieront également les stimuli EGRA à la fin de chaque test, avant d'emmener le nouvel élève dans l'espace de travail.
- Il incombe à l'évaluateur de porter un nombre suffisant de masques faciaux pour la durée de la collecte des données. Si le l'évaluateur utilise un masque facial en tissu (non médical), il lui incombe de le laver quotidiennement. Le port de masque est obligatoire pendant la collecte des données.
- Pour les entretiens, une distance d'au moins un mètre sera respectée entre l'évaluateur et le l'interlocuteur.

Annex 9: Et4d Team members for mid-term evaluation

Evaluation Director

Isabelle McMahon, M.B.A.

Ms. Isabelle McMahon is an international development multilingual professional with over 25 years of experience. She is an evaluation expert with a vast experience in qualitative and mixed methods design and analysis, applied research, and promoting use of evidence-based findings for organizational learning and project improvement. Additionally, Ms. McMahon is very experienced with the planning, management and monitoring of data collection processes, integrating technology where effective, as well quality assurance procedures. Ms. McMahon led three USDA McGovern Dole impact evaluations. She also led six World Bank evaluations that were EGRA focused and recently led the evaluation of the USAID reading program in Mali (SIRA). She is a skilled strategic planner with great ability to conceptualize, innovate, plan and execute ideas and systems even under stressful conditions, while meeting deadlines. She is an excellent communicator. She expresses her ideas and concepts clearly and concisely in written, oral and visual form. Ms. McMahon has worked for USAID, the World Bank and other overseas foundations, international organizations, and donors. For CRS, she will act as project director and be the main point of contact. She will personally lead the enumerator training for the survey tools, the data collection in the Francophone region and the qualitative component. Ms. McMahon will ensure all key stakeholders contribute to the mid-term evaluation.

Senior Evaluation Expert and Education Lead

Karla Giuliano Sarr, Ph.D.

Dr. Karla Giuliano Sarr is fluent in French and has over 10 years of experience conducting research and evaluation, technical assistance and capacity building in international education. Dr. Sarr has worked on programs focusing on basic education, youth programming, multilingual education, education in crisis and conflict, community-school relationships, reading, girls' education, training and curriculum development. Dr. Sarr has lived and worked in West Africa in addition to conducting applied research and evaluation projects in the region as an international consultant. Dr. Sarr is currently serving as Team Leader for an independent evaluation of Nigeria's progress towards Sustainable Development Goal 4 with UNICEF. She led studies for four USAID early grade reading programs in Ethiopia, Mali, Niger and Senegal. She also served as the principal investigator for the endline evaluation of a French-funded program to end school-related gender-based violence in Cameroon, Senegal and Togo. In addition, Dr. Sarr has taught at both the middle school and graduate school levels, first as a Peace Corps Volunteer in Gabon and then also full-time at the School for International Training Graduate Institute where she continues to work as an adjunct professor. Dr. Sarr has a M.A. and Ed.D. in Educational Policy and Leadership from the University of Massachusetts-Amherst and a B.S. from Georgetown University's School of Foreign Service.

For CRS, Dr. Karla Giuliano Sarr, as Senior Evaluation and Education Specialist, will advise the team in regard to instrument development and will lead the writing of the final evaluation report working closely with all team members.

Data Analysis Lead
Michel Rousseau, Ph.D.

Professor Michel Rousseau, a native French speaker, has been a university professor since 2005. He teaches psychometrics, quantitative methods, and classroom assessment. Parallel to his work as a professor, 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 worked on the development of 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, Nascent Solutions' endline and baseline evaluations in Cameroon and CRS Food for Education (Keun Faaba) 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.

Professor Michel Rousseau will guide the Et4d team on all issues related to sampling and will conduct the quantitative analysis.

Senior Nutrition and WASH Expert
Noreen Mucha, M.P.A.

Ms. Noreen Mucha has over 17 years of experience working in international development, primarily focusing in the public health sector, but also within the agriculture and education sectors. Experience includes working with multiple donors, United Nations, host country governments, international non-governmental organizations, think-tanks, U.S. military, research institutions and universities. Technical areas of expertise include nutrition (both specific and sensitive) to reduce stunting and acute malnutrition, infectious disease including HIV and AIDS, malaria and tuberculosis as well as orphans and vulnerable children programming. Ms. Mucha has experience with both qualitative and quantitative research and evaluations including performance evaluations, impact evaluations, household surveys. Ms. Mucha was the nutrition expert who was on a team to conduct a performance evaluation for the USG/USAID Feed the Future 'Malawi Integrating Nutrition into Value Chains' which included the development of data collection tools, key informant interviews and focus group discussions for women of reproductive age smallholder farmers. Noreen is currently working for a USAID-funded project in Zambia to assist the national government (the Zambia National Food and Nutrition Commission) to develop their national nutrition common results framework. Ms. Mucha has worked with et4D with several USDA-FFE evaluations and recently provided technical assistance to an NGO to develop the nutrition components for the MGD FFE program design for Mozambique.

For CRS, as the Senior Nutrition and WASH expert, Ms. Noreen Mucha will advise the team in regard to the instrument development and write the evaluation report sections related to hygiene and nutrition.

EGRA Trainer, Quality Assurance and Survey Coordinator Lead
Alice Michelazzi

Ms. Alice Michelazzi is a fluent French speaker. She has led numerous data collection projects using technology in several African countries with leading firms such as Et4d, Chemonics, Edintersect, School to School International (STS) and Montrose. With STS, she led qualitative instrument design workshops and led the qualitative data collection using focus groups. In Tanzania she has been part of the baseline data collection for the first phase of the USDA FFE intervention in Mara Region implemented by PCI (2014). She also carried out the midline evaluation (2015). For Et4d, Ms. Michelazzi performed three EGRA enumerator training sessions for the PEARL project and coordinated the data collection in two

countries. She was also the EGRA trainer for Nascent Solutions Inc. endline and baseline evaluation in Cameroon and CRS FFE baseline evaluation in Benin.

Ms. Michelazzi will work with Ms. McMahon, Dr. Karla Giuliano Sarr and the CRS M&E team to develop or adapt the questionnaires and interview protocols. She will also render the questionnaires for digital devices. As the lead trainer, she will select and train the EGRA enumerators in Benin in collaboration with Ms. Isabelle McMahon. As the survey coordinator, she will also define the quality assurance protocols to be followed by the survey coordinator during data collection and supervise the data collection for EGRA, as well as the focus groups.

Survey Trainer and Field Coordinator Appolinaire Appalo

M. Appalo is Et4d's local partner in Benin. M. Appalo graduated with a Master of Science in Mathematics, Economics and Statistics from the African School of Economics (ASE) in Benin. He has experience in 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 setting up of internal mechanism for data collection, monitoring and evaluation of the Sustainable Development Goals (SDGs) assigned to the Ministry of Decentralization and Local Governance financed by 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. M. Appalo speaks five Beninese local languages and has skills on techniques required for management of enumerators for quality data collection and has working experience in the 12 regions of Benin.

M. Appalo's role will include the recruitment and management of the enumerators, performing FGD and KII with the Et4d team, quality control during data collection as well as performing administrative and organizational tasks.

Annex 10: Statistical weighting & adjustment factors

Sampling weights

In order 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; and, 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 3rd 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 3rd 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 are:

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

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

Annex 11: Indicator analysis details

Table A14: Data collection sources informing indicator results

Indicators	Baseline	Target	Data collection tool
<p>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</p> <p>Benchmark: 60% (3/5 correct answers)</p>	1%	10%	EGRA, tool identical to baseline, which was defined following the 2 nd edition of the EGRA tool kit
Percentage of parents who report spending time on literacy activities with their students in the preceding three days	31.1%	45%	Parent Questionnaire
Percentage of students in target schools who are identified as attentive during class/instruction	67.6%	75%	Classroom observation tool
Percentage of schools with soap and water at a hand washing station commonly used by students	54.4%	68%	School Observation
<p>Percentage of students in target schools who achieve a passing score on a test of good health and hygiene practices</p> <p>Passing Score: 70%</p>	34%	40%	Student questionnaire – Hygiene
Literacy Achievement Index	35	45	EGRA
MGD INDICATOR 2: Average student attendance rate in USDA supported classrooms/schools	88.2%	95%	Student Attendance Sheets

Annex 12: Additional quantitative tables and graphs

Table A15: WASH Clubs' level of activity by zone (n=49)

Zone	Yes, moderately active	Yes, very active	Total
Rural	3	20	23
	13.04%	86.96%	100.00%
Urban	10	16	26
	38.46%	61.54%	100.00%
Total	13	36	49
	26.53%	73.47%	100.00%

p-value=0.044 – results are statistically significant

Figure A1: Student participation in Keun Faaba activities, according to parents (n=504)

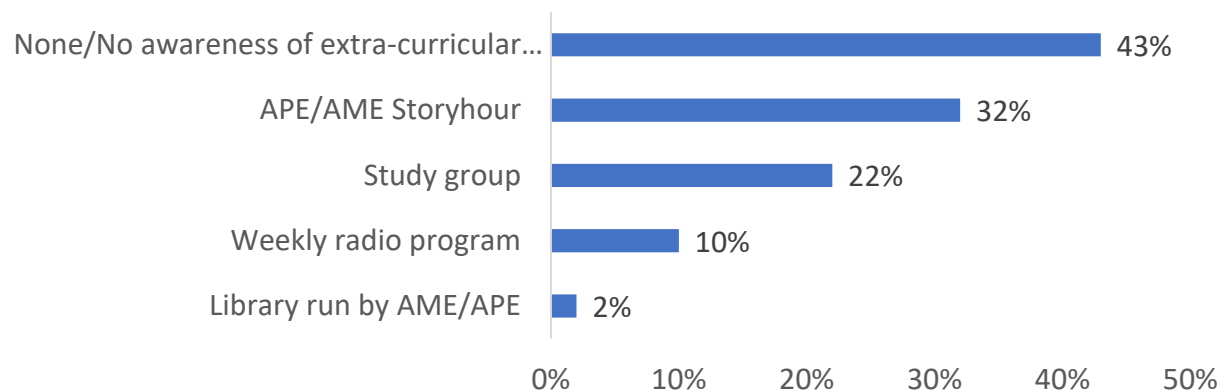


Table A16: Comparison of control and project parents' responses to "Teacher absence is a recurring problem in your school"

L'absentéisme des enseignants est-il un problème récurrent dans l'école de	Type_pl		
	Control	Projet	Total
Non, pas du tout	246	209	455
	50.51%	42.39%	46.43%
Non, pas vraiment	144	175	319
	29.57%	35.50%	32.55%
Oui, plus ou moins	63	41	104
	12.94%	8.32%	10.61%
Oui, vraiment	34	68	102
	6.98%	13.79%	10.41%
Total	487	493	980
	100.00%	100.00%	100.00%

chi-square=21.973, df=3, p<0.000

Figure A2: Suggestions for improving teacher attendance from teachers, principals and parents

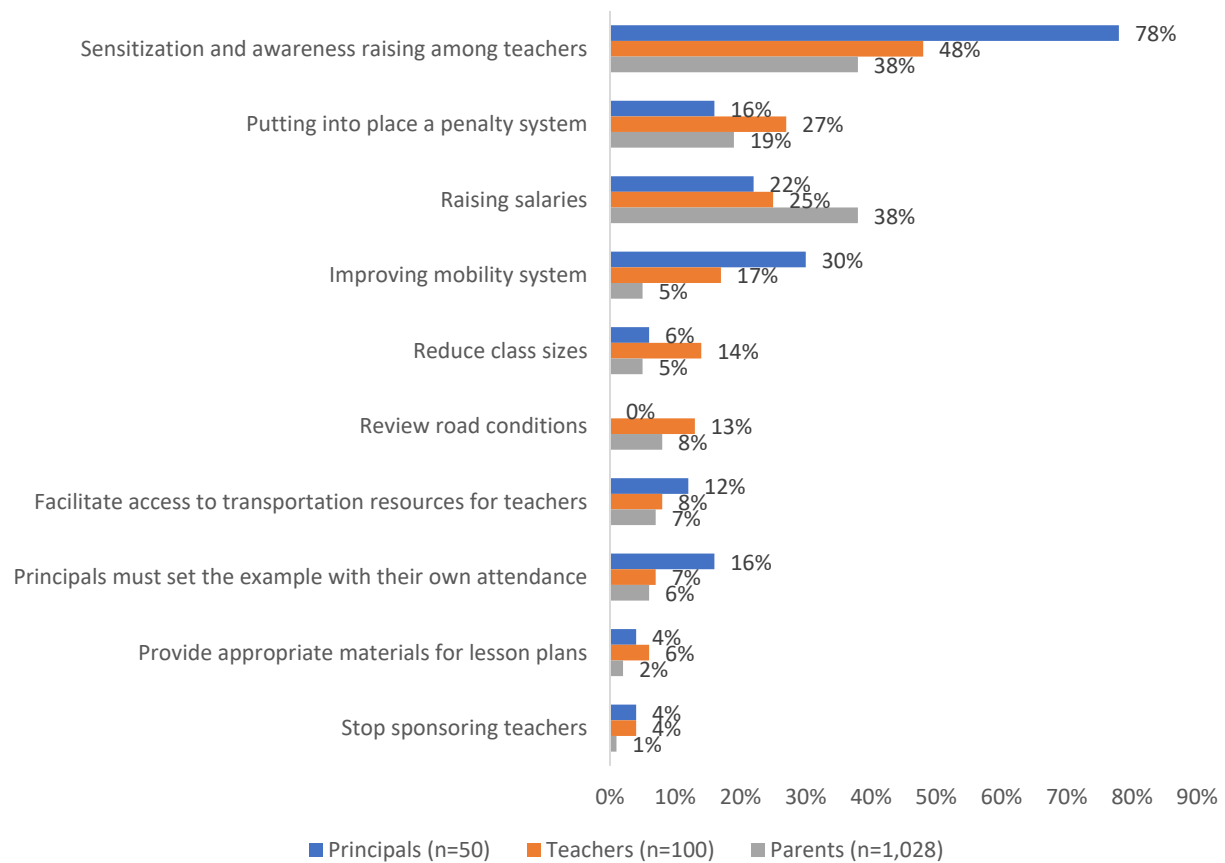


Figure A3: External factors hindering implementation at the school level according to principals (n=50)

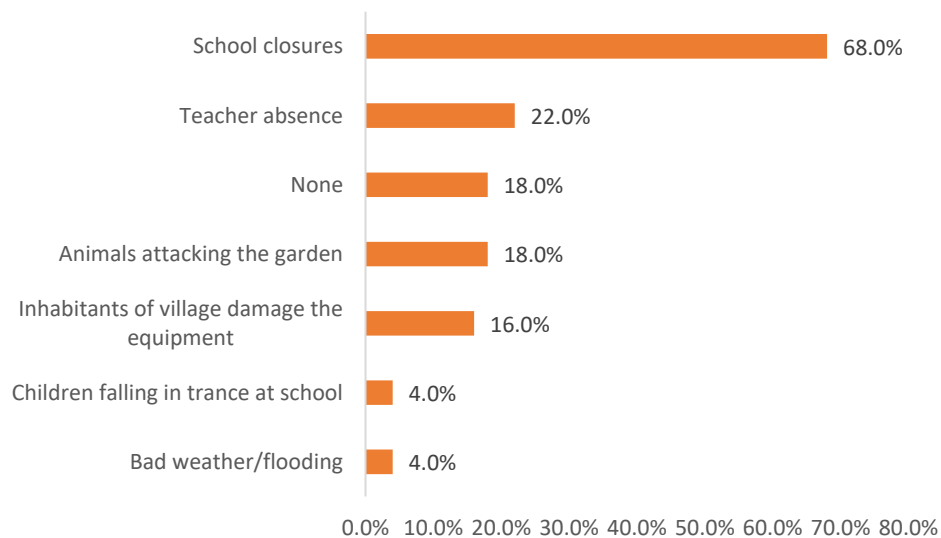


Table A17: Food groups consumed by children, control schools compared with project schools

Food Group	Control	Project	p-value
Seeds, roots and tubers	99.2%	99.1%	0.941
Pulses and nuts	47.6%	50.6%	0.416
Dairy products	22.8%	30.1%	0.019
Meat products	66.3%	70.2%	0.274
Eggs	6.2%	11.0%	0.004
Foods enriched in Vitamin A	91.8%	74.8%	<0.00
Other fruits and vegetables	67.4%	55.1%	0.028

Table A18: Number of meals consumed by children, control schools compared to project schools

Number of meals	Control	Project
0	0.1%	1.4%
1	0.5%	0.4%
2	19.8%	19.7%
3	79.6%	78.5%
p=0.593		

Annex 13: Overview of literacy achievement index

Apart from tracking reading performance using the McGovern-Dole FY17 strategic indicators and levels noted above, another way to measure progress is to develop a 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.

In the literacy achievement index below, each reading level is assigned points based on a scale ranging from 0 to 100, with 100 representing the fluent comprehending reader who meets the McGovern-Dole FY17 benchmark (60% correct on Reading Comprehension) and 0 representing the non-reader. The point value for each reading level is illustrated below and increases in equal increments as students advance through the levels.

Table A19: Literacy achievement index point scale

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

To determine the literacy achievement index of a given sample, we assigned points to each child for the highest level achieved and then computed a weighted average for the overall sample. For example, if none of the children could read any letters and were in the non-reader category, the literacy index would be zero. On the other hand, if all students met the reading comprehension benchmark of 60%, the literacy index value would be 100. For illustrative purposes, we provide the literacy indexes by school type, gender, commune and geographic location (urban/rural) in the subsequent sections.

Annex 14: Comprehensive EGRA Results

IMPROVED LITERACY INDICATOR

Table A20: Proportion of Students Meeting the Improved Literacy Indicator

	Control %	Project %	p-value
% of students meeting indicator	1.6%	0.8%	0.207

Table A21: Proportion of Students Meeting the Improved Literacy Indicator by commune

Commune	%	Range (%) (95% CI)
Gogounou	0.0	-
Kalale	1.1	0.2-6.9
Kandi	0.0	0.3-2.8
Malanville	1.2	0.3-4.5

Table A22 Distribution of Reading Comprehension Scores by School Type

	Control	Project	Difference
RC Score 0%	90.4%	91.9%	1.5
RC Score 20%	5.3%	5.9%	0.6
RC Score 40%	2.6%	1.3%	-1.3
RC Score 60%	1.2%	0.8%	-1.2
RC Score 80%	0.3%	0.0%	-0.3
RC Score 100%	0.1%	0.0%	-0.1

SNAPSHOT OF MEAN SCORES BY SCHOOL TYPE

Table A23: Mean Scores by School Type

	Control Mean	Project Mean	p-value
Vocabulary (%)	54.8	53.7	0.548
Listening comprehension (%)	18.8	18.6	0.920
Letter name (clpm)	9.0	10.2	0.058
Letter sound (cspm)	14.0	15.3	0.261
Familiar word (cwpm)	5.1	4.9	0.764
Non-word (cwpm)	3.7	3.4	0.637
Reading passage (cwpm)	7.0	5.9	0.233
Reading comprehension (%)	3.2	2.3	0.128

Mean Scores by School Type and Gender

Table A24: Mean Scores by School Type and Gender

	Control		Project		p-value
	Girls	Boys	Girls	Boys	
Vocabulary (%)	53.9	55.8	51.4	55.8	0.289
Listening comprehension (%)	19.0	18.5	17.4	19.7	0.229
Letter name (clpm)	8.8	9.2	10.0	10.5	0.889
Letter sound (cspm)	14.1	13.9	14.6	16.0	0.315
Familiar word (cwpm)	5.5	4.7	4.4	5.4	0.068
Non-word (cwpm)	3.6	3.7	3.0	3.8	0.350
Reading passage (cwpm)	7.4	6.5	5.3	6.6	0.056
Reading comprehension (%)	3.2	3.2	1.9	2.6	0.483

MEAN SCORES BY SCHOOL TYPE AND LOCATION

Table A25: Mean Scores by School Type and Urban/Rural Location

	Control		Project		p-value
	Rural	Urban	Rural	Urban	
Vocabulary (%)	52.7	58.9	51.0	56.1	0.047
Listening comprehension (%)	14.1	27.7	16.8	20.2	>0.000
Letter name (clpm)	8.4	10.0	11.2	9.4	0.087
Letter sound (cspm)	13.8	14.5	17.6	13.3	0.682
Familiar word (cwpm)	4.7	5.9	6.0	4.0	0.301
Non-word (cwpm)	3.5	4.0	4.0	3.0	0.594
Reading passage (cwpm)	6.5	7.8	7.0	5.1	0.381
Reading comprehension (%)	2.4	4.7	2.8	1.8	0.054

ZERO SCORES BY SCHOOL TYPE

Table A26: Zero Scores by School Type

	Control %	Project %	p-value
Vocabulary (%)	0.4	0.8	0.278
Listening comprehension (%)	50.9	45.8	0.242
Letter name (clpm)	17.3	18.3	0.750
Letter sound (cspm)	8.4	10.7	0.425
Familiar word (cwpm)	58.8	57.8	0.808
Non-word (cwpm)	62.5	61.8	0.855
Reading passage (cwpm)	57.4	60.6	0.443
Reading comprehension (%)	90.4	91.9	0.377

Zero Scores by School Type and Gender

Table A27: Zero Scores by School Type and Gender

	Control		Project		p-value
	Girls	Boys	Girls	Boys	
Vocabulary (%)	0.3	0.4	0.7	0.9	0.658
Listening comprehension (%)	50.3	51.6	49.2	42.8	0.710
Letter name (clpm)	19.0	15.4	17.7	18.8	0.135
Letter sound (cspm)	9.3	7.5	10.1	11.3	0.299
Familiar word (cwpm)	58.1	59.5	58.4	57.2	0.690
Non-word (cwpm)	61.8	63.2	63.6	60.0	0.722
Reading passage (cwpm)	54.1	60.9	61.4	59.9	0.070
Reading comprehension (%)	90.6	90.2	92.6	91.2	0.806

Zero Scores by School Type and Location

Table A28: Zero Scores by School Type and Urban/Rural Location

	Control		Project		p-value
	Rural	Urban	Rural	Urban	
Vocabulary (%)	0.5	0	1.0	0.6	0.695
Listening comprehension (%)	62.3	29.2	48.8	43.2	>0.000
Letter name (clpm)	18.2	15.4	16.2	20.1	0.508
Letter sound (cspm)	8.6	8.0	6.1	14.7	0.839
Familiar word (cwpm)	59.3	57.9	50.6	64.1	0.819
Non-word (cwpm)	64.2	59.3	56.3	66.6	0.418
Reading passage (cwpm)	58.2	56.1	55.1	65.5	0.731
Reading comprehension (%)	92.5	86.5	90.6	93.0	0.024

EGRA BY READING CATEGORIES

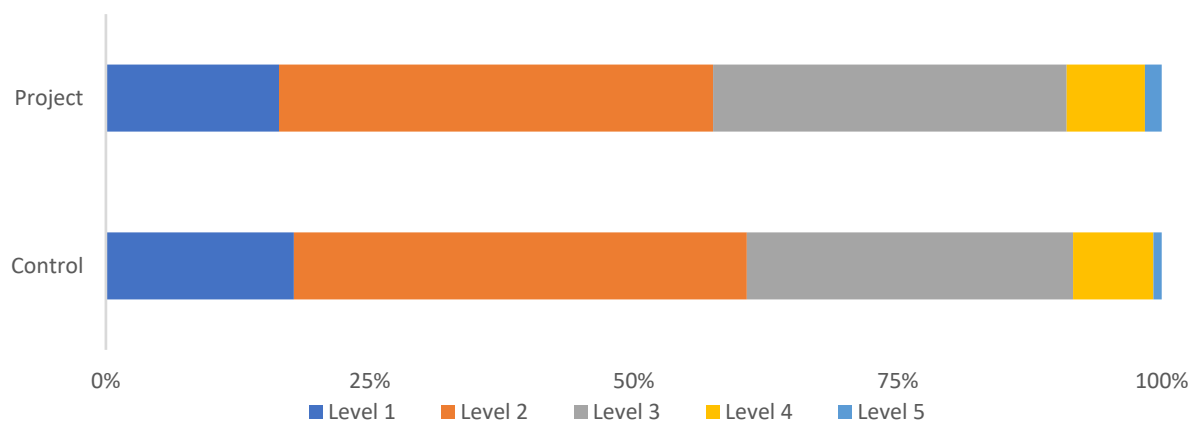
In order to get a better sense of the distribution of EGRA score along the progression scale from non-reader to fluent readers, we have been built levels using the letter name, reading passage and reading comprehension subtasks. The five level are

- 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 A29: Percentage of student per reading category

	Control %	Project %	Difference
Level 1: Non-Reader	16.4%	17.8%	1.4
Level 2: Emerging Pre-Reader	41.1%	42.9%	1.8
Level 3: Novice Reader	33.5%	30.9%	-2.6
Level 4: Intermediate Reader	7.4%	7.6%	0.2
Level 5: Fluent Comprehending Reader	1.6%	0.8%	-0.8

Figure A4: Distribution of student levels 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 A30: Literacy Index Per School Type

	Control Mean	Project Mean	p-value
Literacy Index	34.2	32.7	0.464

Literacy Index by gender

Table A31: Literacy Index Per School Type and Gender

	Control		Project		p-value
	Girls	Boys	Girls	Boys	
Literacy Index	34.9	33.5	32.0	33.4	0.324

Literacy Index by commune

Table A32: Literacy Index by Commune for Control Schools

	Mean
Banikoara	32.5
Bembereke	42.1
Nikki	33.3
Sinende	31.9

Table A33: Literacy Index by Commune for Program Schools

	Mean
Gogounou	34.6
Kalale	33.9
Kandi	35.4
Malanville	28.6

Literacy Index by geographic location (Urban/Rural)

Table A34: Literacy Index by Commune for Program Schools by Location (Urban/Rural)

	Control		Project		p-value
	Rural	Urban	Rural	Urban	
Literacy Index	33.4	35.6	35.2	30.5	0.467

FACTORS ASSOCIATED WITH READING FLUENCY

Student Characteristics

Table A35: Regression Coefficient for Student Characteristics

Student Characteristics	%	Regression coefficient	p-value
Have been to kindergarten	32.5%	1.42	0.044
Eat before going to school	67.1%	-1.43	0.055
Eat during recess	86.2%	1.68	0.021
Eat at the canteen	82.5%	0.83	0.241
Absent from school last week	25.1%	0.69	0.361

Reading Frequency at School

Table A36: Regression Coefficient for Reading in Class

Reading in Class	%	Regression coefficient	p-value
Never (base level)	6.1%	-	-
Once every month	9.2%	0.32	0.602
Once every week	28.8%	2.47	0.001
Several times per week	43.5%	5.47	<0.000
Every day	12.4%	14.65	<0.000

Reading Books at Home

The regression coefficients in Table A35 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 A35: Regression Coefficient for French Reading Books at Home

Books at home	%	Regression coefficient	p-value
French reading book at home	35.5%	3.31	<0.000
Other French reading materials at home	28.6%	3.75	<0.000

Family Literacy

Family literacy results in Table A37 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 A37: Regression Coefficient for Family Literacy

Family literacy	%	Regression coefficient	p-value
Somebody can read at home	87.3%	3.69	<0.000

Home study and Reading Habits

Table A38: Regression Coefficient for Home Study and Reading Habits

Reading habits	%	Regression coefficient	p-value
Read or study in French at home	56.2%	5.92	<0.000
Students do homework after school	27.7%	4.85	<0.000
Someone at home read or tell stories	27.3%	2.17	<0.000
Someone at home help with homework	47.6%	4.01	<0.000
Father help with homework	9.0%	5.39	<0.000
Mother help with homework	5.6%	5.65	<0.000
Brother or sister help with homework	56.3%	1.75	0.006

Someone helped in the last three day	38.1%	6.01	<0.000
Someone asks student to read letters or words	22.6%	1.91	0.024

Parental Support

Table A39: Regression Coefficient for Good Grades

What parents do when student has good grades	%	Regression coefficient	p-value
Congratulate	37.0%	5.31	<0.000
Give a reward	15.8%	6.38	<0.000
Say that they are happy	31.1%	5.12	<0.000
Do nothing	38.9%	-5.57	<0.000
They don't know student grades	4.7%	-4.41	<0.000

Table A40: Regression Coefficient for Bad Grades

What parents do when student has bad grades	%	Regression coefficient	p-value
Try to help me	5.3%	5.87	0.001
Say that I must work harder	16.7%	3.27	0.002
Scold me	32.9%	2.51	<0.000
Punish me	6.4%	2.13	0.048
Hit me	15.6%	1.38	0.100
Do nothing	43.9%	-4.39	<0.000
They don't know student grades	4.1%	-5.52	0.001

Annex 15: Terms of Reference



McGovern-Dole International Food For Education (FFEI) and Child Nutrition Program

Keun Faaba Benin

Terms of Reference for Baseline Study, Mid-Term and Final Evaluation

August 2020

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

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

I. Purpose

This purpose of the Terms of Reference (TOR) is to describe the objectives and minimum methodological requirements for the Baseline, Mid-term, and 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 these three evaluations. However, for each subsequent evaluation (Mid-term and Final Evaluation), a revised detailed TOR will be developed, submitted to USDA for approval, and shared with the contracted consultant. CRS reserved the right to terminate its relationship with the external consultant or firm if the baseline performance is not satisfactory. Given that CRS was satisfied with the performance of the external consultant firm that led the baseline, 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.

If this midterm evaluation, does not meet expectations, CRS will re-engage in a competitive recruitment process for the final evaluation. 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.

II. Project Background

Through its program in Benin, Catholic Relief Services (CRS) will implement 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 will intervene 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 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 will 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;
- 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;
- 156 school administrators, 266 teachers/educators teaching assistant receive training;

- 600 community farm producers (counted as laborers) who will receive training on community farm management; and
- 8 government officials who will receive and provide technical support.
- 97 Parent-Teacher Association PTA supported

The objectives of MGD17/Keun Faaba project are:

- Improve the literacy of school-age children by improving the quality of literacy instruction, improving attentiveness, and improving student attendance;
- Improve student attentiveness by providing school meals;
- Improve student attendance through raising awareness of the importance of education, enrollment campaigns, and training parent-teacher associations;
- 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 overall program evaluation (baseline, midterm, final) 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 will be implemented in order to achieve MGD17/Keun Faaba Objectives:

- Building/Rehabilitation: Latrines
- Building/Rehabilitation: Wells and water stations/systems
- Capacity Building: Local, Regional, and National level
- Create WASH-Friendly Schools
- Distribution: School supplies and materials
- Establish Activities to Promote Literacy
- Establish and Maintain School Gardens
- Establish Community Farms
- Promote Teacher Attendance
- Provide School Meals
- Provide Take Home Rations
- Raising Awareness of the Importance of Education
- Training: Food Preparation and Storage Practices
- Training: Good health and sanitation practices
- Training: Parent-Teacher Associations
- Training: Teachers and School Administrators

Learning activities focus on people and processes. CRS will guide 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 will liaise 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:

- To date, which strategies have demonstrated success, and which have not been successful in achieving the project objectives and results?
- Is the project being implemented as planned (timeline and budget)? If not, why not?
- What are the obstacles/challenges/risks to implementation and how can they be overcome in the remaining duration of the project?
- What are the early indications of sustainability at this point in the project?
- Has the project affected girls and boys differently? If so, how?
- What best practices have been identified so far?
- Has the project had any unintended negative effects (question asked to ensure the project is doing no harm and to update our theory of change understanding the full effect of the program)
- What are the project's major limitations, and how is the project team addressing those challenges?
- How do the limitations affect the results, interpretation, and conclusions of the study?

Through this learning opportunity, the project team and stakeholders can make a key decision to improve existing project business processes, including the development of research agendas,

performance management plans, monitoring, evaluation, accountability and learning (MEAL) plans, and evaluation plans.

CRS Benin will work 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 will lead 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 Baseline, Mid-term, and 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.

III. Baseline Study

The purpose of the Baseline Evaluation is a) to establish the baseline values of USDA's SO1: Improved literacy of school-age children in the target school and SO2: Increased use of health and dietary practices and b) to establish baseline values of the main outcome/output indicators for both SOs. The Baseline assessment is planned to begin in February and we expect the final report in April 2018.

The selected consultant shall carry out a mixed method (quantitative and qualitative) approach to the baseline survey. The baseline will be designed in such a way that it provides data that will be comparable to the Mid-term and Final evaluations. The survey will include measurement of both performance and impact indicators. For measuring impact, quasi-experimental design methods, such as regression discontinuity design, difference in difference, instrumental variables and statistically significant matching methods shall be included. The consultant should choose the appropriate method according to the result of baseline study. A method must be one of quasi experimental methods for impact evaluation.

During the baseline, the theory of change will be improved. The improvement will be done with baseline consultant support. It will consist of formulating a ToC for each strategic objective and for the purpose. A graphic representation of the ToC will be made to facilitate a better understanding. It will also prepare a matrix of evaluation questions based on the ToC. According in the Performance Monitoring Plan (PMP), specific performance indicators will be collected during the baseline:

- Percent of students who, by the end of two grades of primary schooling, demonstrate that they can read and understand the meaning of grade level text
- Number of students regularly (80%) attending USDA supported classrooms/schools
- Percent of parents who report spending time on literacy activities with their students the last three days

- Number of classrooms assessed using the Early Grade Reading Assessment
- Number of individuals who demonstrate use of new safe food preparation and storage practices as a result of USDA assistance
- Number of schools using an improved water source
- Percent of schools with soap and water at a hand washing station commonly used by students
- Number of schools with improved sanitary facilities
- Number of teachers/educators/ teaching assistants in target schools who demonstrate use of new and quality teaching techniques or tools.

The PMP will be made available to the selected consultant for further review.

The consultant will hire and train their own team for data collection in the field.

Key Outputs:

- Early Grade Reading Assessment (EGRA) conducted
- Baseline Survey designed, conducted, report written and results presented.

Milestones:

- Prepare baseline survey questionnaire and methodology to be approved by CRS Benin and CRS M&E and Education Technical Advisors. The design phase will include reference to the USDA approved Monitoring & Evaluation Plan and PMP to ensure that all data necessary to answer the evaluation questions is collected at baseline.
- Recruit and train a team of enumerators on how to administer the baseline survey questionnaire and qualitative tools.
- Field test questionnaires / survey tools, and revise as appropriate.
- Establish questions to test the theory of change. FFE II Theory of change is the Annex D
- Conduct baseline survey with daily data quality checks.
- Produce a draft baseline survey report which is shared with CRS and project stakeholders for comments, and then a final baseline survey report which incorporates those comments.
- Present survey results to key stakeholders

All deliverables should be completed in English. The final report will be a polished document ready for publication. This means the document contains no factual errors or inaccuracies and citations are properly used.

The Baseline, Mid-term and Final studies will occur in Borgou and Alibori departments (Intervention areas: Kalalé, Gogounou, Kandi and Malanville; Comparison areas: Banikoara and Bembereke) and will require the full availability of the external Consultant/firms. This will include approximately one month on site in the north of Benin. The Baseline evaluation will take place between February and March 2018.

Timetable for Baseline Study

The timeline of baseline study is described in the table below. This process, which should have begun in December 2017, and ended in April 2018, was delayed and extended to January 2019. The timeline

changed because of delays in USDA's approval of the award and the agreement signature and due to a lengthy teacher's strike resulting in school closure.

Calendar	Baseline Survey Activities
December 14 th , 2017	Submit the Baseline TOR to USDA
March 2018	Selection of consultant (based on draft TOR)
April 2018	Receive USDA's approval of the Baseline TOR
September 2018	Start of contracting process with the consultant; Draft the Baseline survey design (assign roles and responsibilities, discuss data collection method and develop survey tools). Sign contract with consultant.
October 2018	Finalize the Baseline survey design; Validate the survey tools; Recruit data collectors
November 2018	Train data collectors and pretest the tools; Complete data collection
December 2018	Organize validation workshop
December 7 th , 2018	Submit first draft report to CRS
December 19 th , 2018	Review of the report by CRS
January 4 th , 2019	Integrate responses to comments
January 11 th , 2019	Validate the final report
January 15 th , 2019	Present the baseline survey results to USDA

IV. Mid-term Evaluation

Originally the Mid-term Evaluation was scheduled to be held between November and December 2020 according to the revised timeline approved by USDA. However, due to the COVID19 pandemic which led to postponement of many activities and also to align the mid-term evaluation period with that of the baseline study the mid-term evaluation has been postponed to mid-January 2021, with the approval of USDA. It is expected that the Mid-term and Final Evaluations will be led by the same Consultant to ensure consistency of the approach and comparability of results, however this contract could be canceled in the case that CRS is unsatisfied with the quality of the mid-term evaluation process. The midterm evaluation will be both retrospective and prospective. The mid-term evaluation will focus on evaluating the processes, the intermediate results and some effects (outcomes) that should be perceptible at this stage of the project's implementation. The overall impact will mainly be the focus of the final evaluation. During this evaluation, the consultant will focus on relevance, efficiency, sustainability, efficiency and some intermediate effects of project activities. The purpose of the midterm is to:

- Assess the state of affairs related to effect and impact indicators;
- Assess the relevance of all interventions;
- Assess effectiveness of implementation strategies and activities;
- Assess project efficiency

The evaluation will also document lessons learned and provide recommendations for mid-course corrective actions necessary to effectively and efficiently meet the project objectives and results. Both CRS and its sub-recipients will provide input to the external consultant for a complete survey design that includes sample and data collection methodology and quantitative and qualitative components appropriate for the expected results. CRS anticipates that key evaluation questions which inform this design may include:

IV.1 Key evaluation question

Relevance:

- Are stakeholders (PTAs, mothers' associations, teachers, and local authorities) satisfied with their participation in the project? Why or why not?
- To what extent will the project activities and expected results solve the problems that gave rise to the project?
- Are the changes made to activities (design and implementation) due to Covid-19 relevant?
- To what extent have students improved their nutrition, health, and hygiene-related practices?
- To what extent do the project interventions help address student hunger and attentiveness?
- To what extent have students (boys and girls) increased their reading comprehension compared to baseline?
- To what extent are teachers implementing literacy techniques acquired through the project?
- Is our theory of change relevant?

Coherence:

- To what extent is this intervention coherent with other interventions which have similar objectives?
- To what extent is the intervention coherent with government policy on school feeding?

Effectiveness:

- Has WASH received a heightened focus as a need raised in MGD17/Keun Faaba; what is working well and what needs to be changed? To what extent are the WASH strategies likely to remove gender linked barriers?
- How has COVID-19 impacted the WASH strategy?
- Do literacy promotion activities help improve the reading and writing skills of students?
- Does the teaching of life skills help improve the reading and writing skills of students?
- Which strategies have been (or should be) put in place to effectively monitor teachers' attendance? Has project implementation been effectively monitored? How well has the M&E mechanism helped project implementation, and what improvements could be made, if any? Have challenges of FFE II been addressed, namely: tracking teacher attendance, tracking student attendance?
- **Efficiency:**
- Has the project been implemented in the most efficient way possible?
- Is there another way to get food management committees more efficient considering literacy levels?
- How has the project responded to date in terms of key community stakeholders' requests for material incentives? Is there a better approach to do this?
- Have there been internal and/or external factors that have hindered the efficient implementation of project activities?

Sustainability:

- Is there evidence of more community capacity for sustainability communities ready to take over? Is there willingness of community members to participate without financial expectations? Are there any spontaneous actions of the PTAs for the maintenance of school infrastructures or other critical school improvement activities? Are the PTAs now demonstrating application of the organizational competencies the project has passed on to them since FFE I?
- how has this project defined sustainability?
- Do all stakeholders share a common vision and understanding of the vision, as well as the pathway to get there?
- To what extent is the MGD17/Keun Faaba project aligned with the Government's canteen action plan?
- What policies favor the sustainability of school canteen projects?
- Are the policies and actions implemented at the educational level in line with the objectives at national level?

- Have inclusive or gender sensitive strategies been implemented in view of sustainability among identified specific groups if there is any? E.g.: case of Fulani/Peuhl communities?

Impact:

- Which issues should the project team focus its efforts on to achieve greatest impact?
- How likely is the project to achieve strategic objectives and contribute significantly to intended purpose? What is the contribution of the radio broadcasts and the listening groups in the awareness raising on the importance of education?
- What is the contribution of the Community Led Total Sanitation (CLTS) approach to changes in children's hygiene behavior in school?
- What is the contribution of the training of teachers / administrators to the quality of teaching and the outcome of schoolchildren's literacy levels?
- How successful has the project been in improving the quality of literacy instruction?
- To what extent, did COVID-19 affect project implementation and performance?

To respond to the above objectives, both quantitative and qualitative methods will be used. Sampling methods will be the same used in the baseline survey to promote consistency. The evaluation will measure changes in indicator levels from baseline, and document evidence of program impact for each intermediate result as well as crosscutting activities.

IV.2 Deliverables

The consultant will produce the same key deliverables as the baseline. The deliverables are:

- 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 midterm evaluation;
- The database (qualitative and quantitative) and the variables dictionary (including both raw and clean datasets, as well as KII transcripts and notes from FGDs);
- Program (command) used to analyze the collected data;
- Draft report with a precise summary, introduction, background, methodology, results and findings, conclusions, recommendations and annexes;
- 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 be rooted in findings and conclusions established in the report. This report will keep the same format as baseline report with added elements specific to midterm 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:

- Sample size and number of observations
 - Coefficients and standard errors for the dependent and independent variables
 - R²- coefficient of determination
 - Confidence interval
 - Root Mean Squared Error
 - Statistical significance of equation (F-test) and estimates (t-test) or corresponding p-values
 - A description or interpretation of the results
- A standalone 2 to 3 pages summary of the midterm evaluation which includes the methodology, key findings, and key recommendations;
 - Final report revised integrating comments from USDA;
 - Presentation of final report to stakeholders;
 - Webinar to present a summary of methodology, key findings, and recommendations (for CRS staff); and
 - Final midterm 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 made be accessible to persons with disabilities.

IV.3 Audience and Key Stakeholders for Mid-term evaluation

Stakeholder	Interest
Government of Benin; Ministry of Preschool and Primary School Education	Contribution of the project to the national strategy on education
USDA	Major accomplishments and challenges; accountability to US government; guidance/consensus on any changes to be addressed per the mid-term results
CRS, WEI, CARITAS Kandi, URP, PfD	Major accomplishments, challenges, and lessons learned; improve linkages with GoB; USDA reporting and accountability requirements
Other UN and NGO agencies	Lessons learned, collaboration and synergy for implementation
Schools	Seeing progress on enrollment/attendance/learning, and school development

Stakeholder	Interest
Communities	Seeing progress in children's education and school development as compared to others

IV.4 Mid-term Evaluation Timeline

The mid-term evaluation will occur in Borgou and Alibori departments (Intervention areas: Kalalé, Gogounou, Kandi and Malanville) and will require the full availability of the external consultant/firms. This will include approximately one month on site in the north of Benin. This process will begin in August 2020 and will end in April 2021.

Calendar	Mid-term Evaluation Activities
August 2020	Submit TOR to USDA
September 2020	Incorporate comments from USDA & receive USDA approval
October 2020	Discussion with external consultant
November 2020	Discuss partners' roles and responsibilities
December 2020	Optional: Consultant interview with USDA (as key informant)
January 2021	Conduct evaluation
February 2021 (within 15 days after the end of data collection)	Organize workshop to share provisional results with stakeholders (national and local government services, NGO, UN agencies, PTA representative, mayors)
March 2021- Before the end of the evaluation process (within 15 days after the end of data collection)	Webinar with CRS
March 2021- after the Webinar with CRS	Submit final mid-term evaluation report to USDA
April 2021	Discuss actions to address findings and recommendations, involving relevant stakeholders, including USDA. Submit management response to USDA
April 2021 (Quarterly review and subsequent progress report)	Report on implementation of follow-up actions

CRS will ensure key stakeholders, including the MoE, CRS, sub-recipients and partners, NGO agencies, schools, communities, and USDA, are involved in the evaluation process, and that they participate in discussions on corrective actions to address findings and recommendations. Upon receipt of the Mid-term Evaluation report, CRS will organize a workshop inviting key stakeholders to discuss actions to address evaluation findings and recommendations. CRS, committed to “beneficiary feedback” approaches, will share project results and findings with beneficiaries. Leaflets presenting key results of the Mid-term Evaluation will be developed and shared with parents, principals and local authorities, and provide training to field officers for platelet communications. Exchange with communities on their proposed solutions to address the finding of evaluation will be monitored at each quarterly project coordination. CRS will also include status of the follow-up plan in progress reports to USDA.

V. Final Evaluation

The Final Evaluation is planned between November 2021 and March 2022. The purpose of this evaluation is to:

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

V.1 Key Evaluation questions

Key evaluation questions will include the following:

Relevance :

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

Effectiveness:

- To what extent have targeted schools witnessed improved quality of education/learning?
- 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?
- Have targeted beneficiaries demonstrated improved understanding of the importance of education?
- Have targeted beneficiaries demonstrated improved understanding of health and hygiene practices?

Efficiency:

- Were activities cost efficient? Were objectives achieved on time?
- Was the project implemented in the most efficient way compared to alternatives?
- Were there internal and/or external factors hindering efficient implementation of project activities?

Sustainability:

- What activities and/or outcomes (both expected and unexpected) of the project are likely to be sustained? What evidence is there to suggest this?
- What are the major factors that can influence achievement or non-achievement of sustainability?

Impact:

- To what extent are the activities and outputs of the project consistent with the overall goals and the attainment of the anticipated results?
- Have the target beneficiaries (in particular PTAs and local government officials) taken ownership of the project concept and approach?
- Are project impacts likely to be long-lasting?
- What are the key success factors of the project? What are the main limiting factors?
- What are the unintended effects of the project (positive or negative)?
- What are the key lessons that can be learned from the project?

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 baseline study. A method must be one of quasi experimental methods for the Final Evaluation.

V.2 Deliverables

The consultant will produce the same key deliverables as the baseline and MTE. The deliverables are:

- 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;

- The database (qualitative and quantitative) and the variables dictionary (including both raw and clean datasets, as well as KII transcripts and notes from FGDs);
- Program (command) used to analyze the collected data;
- Draft report with a precise summary, introduction, background, methodology, results and findings, conclusions, recommendations and annexes;
- 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:
 - Sample size and number of observations
 - Coefficients and standard errors for the dependent and independent variables
 - R^2 - coefficient of determination
 - Confidence interval
 - Root Mean Squared Error
 - Statistical significance of equation (F-test) and estimates (t-test) or corresponding p-values
 - A description or interpretation of the results
- A standalone 2 to 3 pages summary of the final evaluation which includes the methodology, key findings, and key recommendations;
- Final report revised integrating comments from USDA;
- Presentation of final report to stakeholders;
- Webinar to present a summary of methodology, key findings, and recommendations (for CRS staff); and
- 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.

V.3 Proposed Final Evaluation Timeline

Calendar	Final Evaluation Activities
February 2022	Discuss possible review of TOR and partners' roles and responsibilities
February 2022	Submit the TOR to USDA for review
March 2022	Receive USDA approval
April 2022	Discussion with external consultant
April 2022	Refine project evaluation and methodology, assign roles and responsibilities
May 2022	Conduct evaluation
May 2022 – around 15 days before the end of the evaluation process	Organize a workshop to share provisional results with stakeholders (national and local government services, NGO, UN agencies, PTA representative, mayors)
May 2022- Before the end of the evaluation process	Webinar with CRS
June 2022- within 15 days of the end of evaluation process	Submit final evaluation report to USDA
Final progress report	Report on implementation of follow-up actions

VI. 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 baseline study, midterm and final evaluation.

CRS will ensure that key stakeholders are involved in this assessment process. The midterm evaluation will measure changes in indicator levels from baseline, and document evidence of program impact for each intermediate result as well as crosscutting activities. First and foremost, this MTE 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 has consisted 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 baseline. 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.

VI-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. Furthermore, given the lack of schooling for students in Benin since April 2020, students will not be at the typical "beginning of Grade 3" level immediately at the start of the new school year, as students will not have been exposed to the full Grade 2 curriculum by the start of the new school year. Therefore, if the study aims to capture students' learning levels at the end of Grade 2, the data collection should take place upon completion of the Grade 2 materials or immediately prior to/during the introduction of the Grade 3 materials. Therefore, although Benin schools are expected to re-open by September 28th, data collection will not occur until mid-January.

Sample sizes for student who will pass the EGRA test were calculated using Equations (22) for clustered binary outcomes¹⁰⁶, 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.

Target Success Rate (p1):	0.1	0.1	0.1	0.1	0.1	0.1
Baseline Success Rate (p0):	0.01	0.01	0.01	0.01	0.01	0.01
Significance (zα):	0.05	0.05	0.05	0.05	0.05	0.05
Power (zβ):	0.8	0.8	0.8	0.8	0.8	0.8
ICC (ρ)	0.06608	0.06608	0.06608	0.06608	0.06608	0.06608
Numbers of individuals per cluster (m)	5	7	9	11	13	15
Number of Clusters (k)	24	19	16	15	13	12
Total Sample Size (m*k)	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 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.

Target Success Rate (p1):	0.45	0.45	0.45	0.45	0.45
Baseline Success Rate (p0):	0.31	0.31	0.31	0.31	0.31
Significance (zα):	0.05	0.05	0.05	0.05	0.05

¹⁰⁶ Going beyond simple sample size calculations: a practitioner's guide, McConnell and Vera-Hernandez. 2015.
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Power ($z\beta$):	0.8	0.8	0.8	0.8	0.8
ICC (ρ)	0.098	0.098	0.098	0.098	0.098
Numbers of individuals per cluster (m)	5	7	9	10	12
Number of Clusters (k)	50	41	36	34	31
Total Sample Size (m*k)	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 midterm evaluation (if need be). This COVID-19 plan will include contingencies for study design, trainings, data collection, analysis and reporting, and budget implications.

VI-2. Data collection method and instruments

The three main data collection tools are as follows.

- 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).
- ***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.

- **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:

- **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).
- **Review of Records and Documents:** The survey will collect primary source information from school records and documents.
- **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.
- **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.
- **Questionnaires:** The midterm survey will use questionnaires to capture information such as student hunger or existing knowledge.

Also, FFE I 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. These data collection techniques will also be used in the final evaluation.

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.

VI-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.

VII. 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

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

Other Team Members

- At least a Masters in statistics or a related field
- Fluent English and at proficiency in oral French
- Experience with data collection in West African countries
- 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

VIII. 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 MTE 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 midterm 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 each 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.

IX. Evaluation Resources

The following reference resources are available for this study and should be utilized by the Consultant.

- Baseline, Mid-term, and Final FFE I evaluations /reports
- MGD17/Keun Faaba baseline tools and report
- MGD17/Keun Faaba semi-annual reports (project level)
- The databases available on the MGD17/Keun Faaba project indicators
- FFE I result of EGRA developed by WEI
- Evaluation plan
- Stakeholder analysis
- MEAL design documents (PMP, Data collection plan, Indicator Performance Tracking Table (IPTT), Logframe, etc..)
- All articles or reports on the education sector in Benin;
- MGD17/Keun Faaba Terms of Reference of Baseline Study
- MGD17/Keun Faaba Performance Monitoring Plan approved by the donor
- MGD17/Keun Faaba award agreement include all important document USDA Monitoring and Evaluation Policy (<https://www.fas.usda.gov/sites/default/files/2014-03/evalpol.pdf>)

X. Structure of Proposal and Submission Guidelines

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

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

NB: The ToRs are subjected to review and changes by USDA prior to contracting the consultant or consultant firm, for which negotiations with the selected consultant or firm will be required to finalize the terms of the contract.

The proposal should be sent either in a sealed envelope to CRS at the following address: Catholic Relief Services-USCCB, Benin-Togo Program, Lot 11 Les Cocotiers, 01 BP 518 RP, Cotonou, Benin, or electronically in PDF, **no later than January 10, 2018, at 5:00 PM** (Benin local time) to benin@global.crs.org, with copy to the CRS Head of Programming (nickie.sene@crs.org). The subject

line should read: "Consultant for the midterm evaluation of the CRS FFE II PROJECT". Any additional information sent beyond what has been requested will not be considered.

Annex 16: Conflict of Interest Form

Catholic Relief Services - United States Conference of Catholic Bishops Consultant Conflict of Interest Disclosure

To be completed by Consultant

(Please refer to CRS Consulting Agreement, Article III, Section 4, Consultant Warranties; Conflict of Interest)

Consultant Name (Printed): ET4D (Evaluation Technology For Development)

Consultant's concurrent consultancies with other international relief and development organizations must be disclosed before entering into this consultancy with Catholic Relief Services.

Do you have any other consultancies with other international relief and development organizations during any part of the anticipated time period of this CRS consultancy? ☐ Yes ☒ No

If "Yes," please include the names of all of the international relief and development organizations with which you have consultancies during any part of the time period of the CRS consultancy. Then sign and date the form below.

If "No," that is, if you have no other consultancies with international relief and development organizations, please go to the Consultant Signature section below.

International Relief and Development Organizations - Other Concurrent Consultancies

Please include all applicable organizations with which you have consultancies during any part of the time period of this consultancy.

Organization Name	Start Date	End Date	Brief Description of Assignment
_____	___/___/___	___/___/___	_____
_____	___/___/___	___/___/___	_____
_____	___/___/___	___/___/___	_____
_____	___/___/___	___/___/___	_____
_____	___/___/___	___/___/___	_____

I warrant that the information provided above is true and correct.

Consultant Signature:


Digitally signed by Isabelle Monahan
Date: 2020.12.10 22:30:18 -0500
Foxit Reader/PDF Version: 10.1.1

Date: 12/10/2020

please use the calendar drop down box

TO BE COMPLETED BY CRS OFFICE ENGAGING THE CONSULTANT - Only For CRS Proposal Writing / Business Development Consultancies (CRS is engaging the consultant for proposal writing / business development consultancies)

Required Approval from the Institutional Donor Engagement and Advancement (IDEA) BD Director, Tammie Emuron (by email)

Only for *CRS Proposal Writing / Business Development Consultancies*, if the consultant has other proposal writing / business development consultancies with international relief and development organizations, please obtain required email approval from the IDEA BD Director before the consultancy packet is submitted to HQ Human Resources, providing the IDEA BD Director with the consultancy scope of work, Consultant Requisition, and this form.

Name of IDEA BD Director from whom approval was solicited by email: _____

Date IDEA BD Director gave approval by email to continue with this consultancy: _____

Name of person to whom IDEA BD Director sent approval by email: _____