



Benin McGovern-Dole International Food for Education and Child Nutrition Program - Keun Faaba III

Baseline Evaluation

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Baseline Evaluation report - Keun Faaba III 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 Mères d'Elèves</i>)
APE	Parents' Association (<i>Association des Parents d'Elèves</i>)
ATPC	Community Led Total Sanitation (<i>Assainissement Total Pilote par la Communauté</i>)
CAP	Technical High School
CCS	Head of School Districts (<i>Chef de Circonscription Scolaire</i>)
CEP	Primary School Certificate
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 Départemental des Enseignements Maternal et Primaire</i>)
DDHAB	Departmental Direction of Basic Hygiene and Sanitation (Direction département de l'hygiène et de l'assainissement de base)
DEC	Development Experience Clearinghouse
DEP	Direction of Primary Education
DEM	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
FFPr	Food for Progress
FGD	Focus Group Discussion
FY	Fiscal Year
GDP	Gross Domestic Product
GoB	Government of Benin
IC	Introductory Course
ICC	Intraclass Correlation Coefficient
IR	Intermediate Result
INFRE	National Institute of Training and Research in Education
KII	Key Informant Interviews
MEMP	Ministry of Preschool and Primary Education
MT	Metric Tons
ORF	Oral Reading Fluency
PfD	Partners for Development
PHAST	Participatory Health and Sanitation Transformation
PMP	Performance Monitoring Plan
PNASI	National Integrated School Feeding Program (<i>Programme National d’Alimentation Scolaire Intégré</i>)
PPS	Probability Proportion Sample
PTA	Parent Teacher Association
SBC	Social Behavior Change
SILC	Savings and Internal Lending Community
SMC	School Management Committee
SO	Strategic Objective
SOW	Scope of Work
THR	Take Home Ration
TOR	Terms of Reference
UP	Unité Pédagogique
UNDP	United Nations Development Program
URP	Union Régionale des Producteurs
USDA	United States Department of Agriculture
WASH	Water Sanitation and Hygiene
WEI	World Education, Inc.

Executive Summary

Project Background and Purpose

The Catholic Relief Services (CRS) has been implementing the McGovern-Dole school feeding programs in Northern Benin since 2014 in close collaboration with the Ministry of Pre-School and Primary Education (MEMEP) and other relevant partners. Locally known as Keun Faaba, the project has been working to alleviate hunger for an average of 44,000 children annually, to raise literacy levels in school-aged children in the Northern Benin regions of Alibori and Borgou.

The 1st stage of the Project was implemented between 2014 and 2018, with a focus on raising literacy rates, hygiene, and community and government activity towards local schools. The 2nd stage was implemented between 2018-2022, with a deeper focus on reducing hunger and improving literacy rates in primary education. Both stages were successful in meeting targets and lowering students' hunger during school time. Results from the 1st stage indicate that focusing solely on student feeding was insufficient in resolving attentiveness in class, therefore the 2nd phase worked to (and succeeded) improving attentiveness. Both stages struggled with sickness-related student absence, and both indicated the importance of supporting community-led actions and enhancing teachers' training. The third phase of the project will work in the same two Keun Faaba northern departments but will target schools in four new communes: Banikoara, Nikki, Bembereke, and Sinende.

With a budget of \$25,000,000 awarded by USDA to continue supporting the Government of Benin in the original goal of the program, Keun Faaba III will work to improve the literacy, health, and nutrition of about 98,670 students, increase 700 teachers' capacities to improve the quality of literacy instructions, and support 700 cooks and 175 storeroom managers to organize and prepare school meals in 175 schools. It also addresses the health risks coming from unsanitary environments by improving WASH behaviors and infrastructures.

Evaluation Design, Methods, and Limitations

The Baseline Study will be used to set baseline values for the programs' indicators. The design of this evaluation is a mixed-method approach, using both quantitative and qualitative data. Quantitative data includes assessing students' reading ability using the Early Grade Reading Assessment (EGRA), as well as assessing teachers and school administrators' performance using a quantitative survey. Other surveys gathered data on student attendance, and parent attentiveness to aid children's literary education. Qualitative methods (KIIs) were used to gather stakeholders' views on the program and triangulate data.

Data collection was conducted in June and July of 2022, recording over 9,000 unique data sets including on EGRA (1,200 students), Teachers Surveys (120 teachers), Parent and Caregivers Surveys (259 parents and caregivers), Presence Observations (140 schools), Attentiveness Observations (368 students), Attendance Record (2,875 students), Nutrition and Anthropometric Surveys (3,011 students), Semantic fluency (1,009 students), and Key Informative Interviews (KIIs; 8 stakeholders). The large sample size assured that statistical differences in key indicators were detectable and the control group was not considered in the evaluation

Main Findings

Results from the baseline study indicate that more than a few of the target indicators need to be adjusted, and recommendations are made at the end of the report.

Student Survey (Anthropometric and Nutrition Data): Overall, about 4 out of every 10 (39%) of the 2nd and 5th grade surveyed children were underweight. Underweight was slightly more present in boys (39.70%) than in girls (38.40%) ($\chi^2=0.53$, $P\text{-Value}=0.77$) and slightly more in Alibori (43.9%) than in Borgou (37.30%) ($\chi^2=11.62$, $P\text{-Value}=0.003$). Results showed an increase in the prevalence of underweight with age. Using WHO growth standard (weight-for-age below $<2z$), baseline values show a 13% of school age children (age 5-10) who are underweight, which is lower than the 17% defined by the program (INDICATOR 7). Anthropometric information aligns with information on food consumption. A third of the children who took the survey did not eat before coming to school the day of the survey, and 79% did not bring lunch with them to school that day. Of the kids surveyed, 70% said they eat three meals a day, yet 40% said they have gone hungry in the past week due to missing a meal. Overall, schoolchildren had a high level of understanding of nutritional values, with 60% of the students gaining an “improved knowledge” score.

Early Grade Reading Assessment (EGRA) Scores for the EGRA section were quite low among both boys and girls in CP/G2 (2nd Grade), and only 3% demonstrated that they can read and understand the meaning of grade level text (INDICATOR 1). A significant number of students (84%) were unable to identify or correctly pronounce at least two invented word on the EGRA test. Less than 14% and 13% of girls and boys respectively in CP/G2 were able to identify and pronounce more than five invented words at an advanced level. About 42% of boys and 44% of girls in CP2/G2 were unable to identify or pronounce at least two letter per minute. Students in CP2/G2 had a relatively poor listening comprehension when a story was being read to them (76% struggled with comprehension).

Interviews with Stakeholders: All partners, governmental official, and program staff strongly believe in the need for the program and support its holistic approach. Some issues stakeholders

suggest improving or enhancing are coordination and collaboration across stakeholders, coping with safety issues in Northern Benin, and supporting community-scale farm and feeding actions.

Parents and Caregivers Survey: Most parents think their child's education is important, and more parents (74%) think that their son's education is "very important" compared to parents that say that their daughters' education is "very important" (66%). Yet only 21% of parents can name at least three benefits of primary education (INDICATOR 37). Most parents (78%) say that they monitor how well their children do in school, and about 55% say that they help their children with homework, but only 24% reported spending time on literacy activities with their students the last seven days (INDICATOR 38). Similarly, the majority (81%) of parents say that they and their partner are involved in the decision-making of their children's schooling (INDICATOR 56), but only 35% think they have the skills to accompany or enable their children to learn. In addition, parent's involvement in school was low, and only 9% of parents who partook in the survey were currently a part of a parent-teacher association, and 6% belonged to a mother-teacher association. Most parents state that they do discuss household finance with their partner (75%; INDICATOR 54), equaling target values between years 4 and 5, and most parent state that they involve their partner in decision-making regarding schooling of children (81%; INDICATOR 56), which is higher than the Life of Project target.

Teacher Survey: While most of the surveyed teachers were not new to teaching (39% have been teaching for over a decade), most were relatively new to their current school (70% have taught at their current school between 1-4 years), indicating a high turnover rate. This is reinforced by the high percentage (43%) of teachers that are ACE, or contract agents. Teachers are overall satisfied with the governmental training they receive in school and indicate that they apply it in the classroom. 62% of teachers surveyed were able to present to the interviewer both the national curriculum and other materials when asked to do so (INDICATOR 21). Most teachers (67%) reported that they have not missed class over the last quarter. Other than illness, teachers indicated they miss school due to administrative reasons (going to the bank, looking for administrative papers, etc.; 28%) and work-related meetings (20%), indicating the need to prioritize in-class teaching above all other tasks.

Student Attendance, Presence, and Attentiveness: Students' attendance, recorded by the schools surveyed, was very high, with an average of 98.60% attendance rate. The average number of days missed per student per year due to health issues (INDICATOR 31) was 1 day, which is exactly the target at the Life of Project (1 day). Student's presence in the classroom, recorded by the evaluators at the day of visit in each school, was a bit lower, but still high (91% on average; INDICATOR 10), and higher than that estimated by the program (80%). Gender differences in presence were small (approximately 46% of the boys and 45% of the girls were

present, per the gender segregation. Also, about 87% and 93% respectively in Alibori and Borgou districts. Students' attentiveness, measured by direct observations of student's participation in the classrooms, concluded that 63% of students were classified as paying attention (INDICATOR 9).

Conclusions and Recommendations

Based on the Study results (see Table 0, Baseline Indicators), recommendations are as follows:

- Continue to support a holistic school program approach for Northern Benin, that will include literacy, health, and nutrition.
- Adjust program targets based on Baseline values. Concrete recommendations are presented as a list at the Conclusion and Recommendation section at the end of this Report.
- Design feeding programs at a community level, to mobilize food for the whole community by establishing school farms, strengthening the community by providing opportunities for food production, and enhancing economic resilience.
- Create programs to teach and help parents in supporting their children's learning.
- To improve parent's involvement, use various medias to increase awareness, including advocacy, community dialogs to share experiences, parent meetings, and involvement of local leaders.
- Design variable learning programs that address the different areas of strength and weaknesses for each school grade.
- Include follow-ups of children's progress at their homes. These visits can also be used to monitor children's wellbeing and nutrition.

Table 0 Project Indicators with Baseline-Study-Defined Values

Indicators				Baseline		Target End
#	Result	Performance Indicator	Standard or Custom	Program-defined	Baseline Study	Life of Project
1	MGD SO1	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	MGD INDICATOR 1:	1%	2.00% (SD: 0.72, N=767)	5%
7	SO 2	Percent of school age children (age 5-10) who are underweight (weight-for-age below <2z) per WHO growth standards	WHO	17 % ¹	12.89% (SD: 0.34, N=3011)	12%
9	IR 1.2	Percent of students in target schools who are identified as attentive during class/instruction	Custom	TBD %	63.48% (N=130)	95%
10	MGD 1.3	Average student attendance rate in USDA supported classrooms/schools	MGD INDICATOR 2	80%	91.04% (N= 140)	95%
21	Sub-IR 1.1.3	Percent of teachers using the national literacy curriculum and the related instructional materials	Custom	90%	61.67% (SD: 0.83, N=63)	100%
31	Sub-IR 1.3.2	Average number of days missed per student per year due to health issues	Custom	TBD	1 .37 N=2,875)	1
37	Sub-IR 1.3.5	Percent of parents in target communities who can name at least three benefits of primary education	Custom	TBD %	20.38% (SD: 0.81, N=260)	95%
38	Sub-IR 1.3.5	Percent of parents who report spending time on literacy activities with their students the last seven days	Custom	TBD %	24.32% (SD: 0.43, N=260)	60%
46	FR 2.7.4	Percent of mothers using nutrient-dense neglected and underutilized foods in family meals in the previous 24 hours	Custom	TBD %	86.49% (SD:0.35, N=260)	80%

¹ [Benin Demographic and Health Survey 2017-2018](#), P.214

50	FR 1.4.4	Percent of caregivers that have the skills to accompany/ enable student learning	CRS Custom	0%	34.75% (SD: 0.48, 260)	80%
54	FR 1.4.4	Percent of male and female members of AME/APEs stating they do discuss household financial management questions with their partner	Custom	TBD %	74.52% (SD: 0.43, N=260)	80%
56	FR 1.4.4	Percent of male and female members of AME/APEs who involve their partner in decision-making regarding schooling of children	Custom	TBD %	81.08% (SD: 0.39, N260)	80%

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 \$1,428 for 2021², placing it below the Sub-Saharan Africa average of US \$1,646³. Benin is ranked 'low' on the United Nations Development Program's (UNDP) Human Development Index (0.545 of 1 for 2019⁴). Poverty is at its highest in Northern Benin, where the Catholic Relief Services (CRS) McGovern-Dole program is implemented.

French is the official language of Benin and the sole language taught in schools run by the Ministry of Education, even though indigenous languages are the ones commonly spoken at home and in the community. One reason for this outcome is the large number of indigenous languages - Benin has over fifty indigenous languages being used today. In the Northern region, the four most common languages are Bariba, Dendi, Fulani and Mokole. It is important to note almost none of the children entering primary school speak French at home.

Northern Benin lacks many social services, exemplified by an insufficient number of primary schools. Although the four targeted regions in Northern Benin represent almost 75% of Benin's land mass, fewer than half (48%) of the country's primary schools are located there, resulting in schools' extreme remoteness from many school-aged children. Local customs and beliefs often place little value in education, and parents (most of whom themselves are poorly educated) are generally not involved in their children's education. Moreover, poor nutrition due to lack of food availability and dietary diversity is a major issue in some areas of Benin, where chronic malnutrition has been growing. In general, rural areas are hit harder than urban ones, and boys suffer worse from malnutrition more often than girls⁵. This situation is compounded by a severe annual dry season (December to April), affecting children's ability to learn and grow. The Borgou and Alibori departments (Figure 1) receive little assistance from either the government or non-governmental organizations (NGOs) to support their school canteens.

In the year 2000, the government of Benin made an important political commitment, initiating 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 partnership with the World Food Programme (WFP). The initial budget for the

² <https://data.worldbank.org/indicator/NY.GDP.PCAP.CD?locations=BJ>

³ <https://data.worldbank.org/indicator/NY.GDP.PCAP.CD?locations=ZG>

⁴ <https://hdr.undp.org/data-center/country-insights#/ranks>

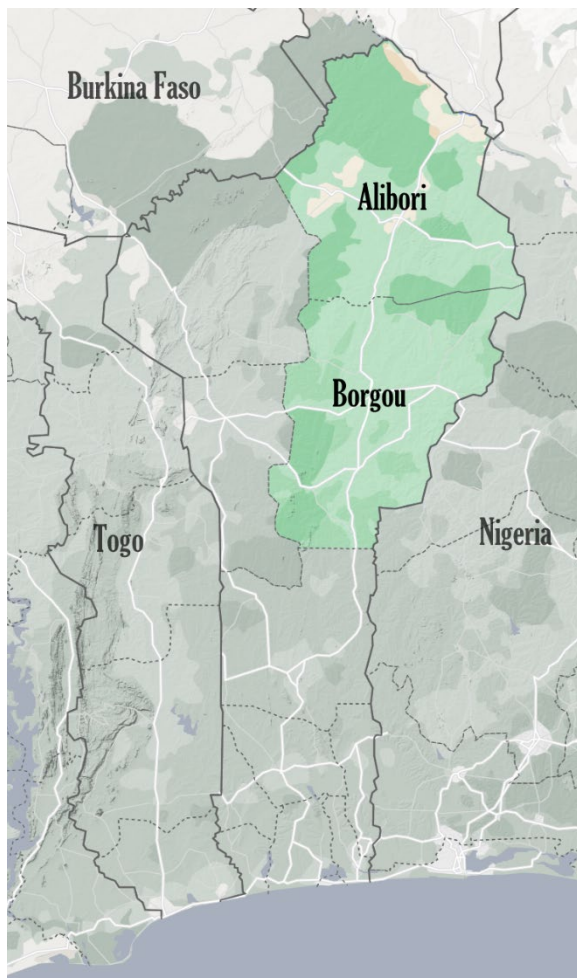
⁵ Azandjeme CS, Alihonou F, Sossa CJ, Gbatcho U, Gounongbe F, et al. (2020) Factors Associated with the Nutritional Status of Schoolchildren in the Main City of Benin Republic, Sub-Saharan Africa. Int. [Open Access](#).

project was 27 billion Francs CFA, which increased to 48 billion in 2018 due to monetary infusions from additional partners. Three actors interact in the school feeding program; the (1) Benin government oversees PNASI with assistance from the (2) WFP, which serves as an implementing partner, and (3) CRS.

1.2. Project Description

In Keun Faaba III, Catholic Relief Services (CRS) continues to focus on school feeding, improved literacy of school-aged children and improved health and nutrition practices, while supporting the Government of Benin (GoB)'s 2030 vision of "One School, One Canteen".

Figure 1 Map of The Project Region



While working in the Northern Benin regions of Alibori and Borgou, in the communes of Banikoara, Nikki, Bembereke and Sinende, the project will increase community engagement and create an enabling learning environment centered on children's well-being. CRS is planning to leverage the field-tested and evidence-based approaches from the USDA McGovern-Dole Keun Faaba Phase I (2014-2020), Keun Faaba Phase II (2017-2022) and Local and Regional Procurement (LRP, 2018-2020) programs to 1) implement a sound school feeding strategy in coordination with the Integrated National School Feeding Program (PNASI) program following international standards, such as those promoted by the Global Child Nutrition Forum, which are grounded in community engagement through School Management Committees (SMCs) and introducing both US-imported and locally purchased commodities; 2) improve early grade literacy in line with the government of Benin's Primary and Early Grade Curriculum through an integrated

package of in-school and out-of-school activities; 3) facilitate access to and use of community health services to improve nutrition and dietary practices; 4) promote CRS' signature Savings and Internal Lending Community (SILC) methodology that strengthens assets and improves access to

finance for basic services like health and education; and 5) improve water, sanitation and hygiene (WASH) behaviors. Keun Faaba III is working with \$25,000,000 to aid the selected communities in Northern Benin for the duration of the Keun Faaba III project, between the years 2021 and 2026.

1.3. Results Framework

In Keun Faaba III, CRS will reinforce USDA's McGovern-Dole's foundational results based on the evidence-based theory of change that posits **IF** commune level authorities and SMCs have increased capacity to plan, manage and oversee school canteens; **IF** central government agencies support the local purchase approach; **IF** commodity procurements are structured to leverage existing agricultural producer groups in the Alibori and Borgou Departments; and **IF** the GoB successfully mobilizes resources to continue growing the PNASI program; **THEN** project schools will be sustainably graduated into the PNASI program, allowing schoolchildren to receive nutritious, culturally acceptable and quality meals after the life of project. **Evidence:** The GoB is committed to growing the PNASI program to achieve universal national school feeding. Evidence from Keun Faaba I and II and LRP shows that engaging with the PNASI program early and frequently ensures a seamless handover.

CRS Keun Faaba III's design aligns with USDA and McGovern-Dole's two strategic objectives (SOs) and LRPs. SO1 focuses on improving knowledge, skills and resources for teachers and school administrators to improve literacy instruction, ensuring daily, nutritious meals for students to increase attentiveness and contribute to increased attendance, and promoting participatory community engagement to increase children's enrollment and attendance, particularly girls. SO2 supports improved health and WASH practices, which also enhance nutrition and overall health for children, reinforcing regular school attendance, thus contributing to students' education outcomes overall. Increased use of local food in school canteens will establish opportunities for sustaining canteens after the project ends, while boosting financial support to local farm families. The foundational results are designed to reinforce the local sustainability strategy initiated by the government by promoting the existing policy and regulatory framework and improving engagement of community-based organizations and groups.

Keun Faaba III's overall Theory of Change is **IF** the quality of literacy instruction is improved (IR 1.1); **IF** students attend school more regularly (IR 1.3) with increased attention (IR 1.2) and improved use of health and dietary practices (SO2); **IF** institutional capacities and the coordination of government, local educational organizations and community actors are improved (IR 1.4.3 & IR 1.4.4); and **IF** local communities increase engagement in the ownership of school feeding and are supported through the procurement of local commodities and improved savings practices (IR 1.4.4); **THEN** literacy and quality education will be equitably and sustainably

improved (SO1) in the targeted schools in the departments of Alibori and Borgou, Northeast Benin.

In response to needs, challenges, risks, constraints, and opportunities, Keun Faaba III is prioritizing teacher training, extracurricular literacy activities, providing nutritious school meals, WASH infrastructure, social behavior change (SBC) activities for education and nutrition, and capacity strengthening at community, regional and national levels for handover and sustainability. Keun Faaba III will include activities for the following outputs:

- Increasing the quality of teacher and school administrator training and supervision.
- Enhancing the capacity of government officials at all levels to develop and implement high-quality teacher training and literacy activities.
- Advocating for the integration of community teachers into the government teacher workforce, and for the construction of classrooms, latrines, and water points in schools.
- Promoting WASH-friendly school clubs/certification, including MHM activities.
- Promoting dietary diversity.
- Leveraging local produce in school canteens, thus supporting local farmers.
- Promoting changes in cultural and social norms and removing barriers that inhibit households from enrolling and retaining children (girls in particular) in school.
- Reinforcing household economic resilience and investments in education through SILC, financial education, and joint decision-making.
- Integrating child protection measures, in particular those pertaining to girls.
- Strengthening SMCs to manage canteens, community contributions and WASH infrastructure.
- Reinforcing parent engagement and collaboration among parents' and mothers' associations, teachers, and administrators in support of their children's education.

1.4. Purpose of the Evaluation

This baseline study was designed to establish the conditions at project start for Keun Faaba III. The indicators (outcomes/outputs) with non-zero baseline values and targets established at baseline, will be used during project implementation to regularly measure performance, and inform stakeholders of progress. The baseline study will create recommendations for adjusting project's indicators' target goals by years of project, and Life or Project (end target) based on values established at baseline. Last, the study will also provide recommendations on program activities and focus. These results will serve as a basis for comparison with the midterm and final evaluations and used to refine the intervention logic of the project in relation to the context if necessary. This baseline report will be submitted by CRS, TKG and their partners to the USDA and M&E policy.

2. Evaluation Design and Methodology

2.1. Evaluation Design

The design of this evaluation was a mixed-method approach, using both quantitative and qualitative data. Quantitative data included assessing students' reading ability using the Early Grade Reading Assessment (EGRA), as well as assessing teachers and school administrators' performance using a quantitative survey. Other surveys and observations gathered data on student attendance, presence, and attentiveness. Interviews with key stakeholders were used to assess views on the program and triangulate the quantitative data.

An informed consent statement at the beginning of all data collection activities was used to inform respondents that their participation is voluntary, as well as explaining the purpose of the study, how the data is being used, that participating involves minimal risk as data is of non-sensitive nature and the time required for their participation is short. The minimal personal identifiable information was collected to minimize the risk of respondent identification. We followed the best practices in case of research involving children and ensured all child protection protocols were in place, including obtaining consent from parents, guardians, teachers, and all children participating in research.

2.2. Sampling Methods and Sample Design

A two-stage cluster random sampling proportional to size approach was used to select all respondents for the quantitative surveys. At the first stage, schools were randomly selected proportionate to size as clusters using a Stata do file and then students, teachers, cooks, caregivers, and mothers (within the respective communities that feed into the schools) were selected at the second stage. For the interviews with parents and caregivers which happened outside the school premises the respondents selected had a child / ward in the school. The sample sizes were generated by equations to determine the largest possible size to detect a statistical difference in key outcome indicators over time between the evaluations. The equation is below:

$$n = 4 \left(\frac{CLtvalue \ DEFT \ SD}{CI_{width}} \right)^2$$

- CLtvalue is the t-value associated with the confidence interval.
- The standard 95% C.I was used which has a value of 1.96.

- DEFT is the square root of DEFF, calculated using the formula $DEFF = 1 + (\text{cluster size} - 1) \text{ ICC}$. Cluster size 120 / 25 extracted from the RFP based on previous studies and the Inter class correlation coefficient 0.12 was provided in the RFP.
- Standard Deviation (SD) of 0.44 was specified with a Confidence Interval width of 10.

Table 1 summarizes the planned sample size (number of schools and number of surveys) for each data collection method conducted for this evaluation per region, and additional explanatory text is provided below the table.

Table 1 Data Collection Sample (Planned and Achieved) *

# Schools (# Surveys)	BANIKOARA		BEMBEREKE		NIKKI		SINENDE		TOTAL	
	Expe- cted	Achie- ved	Expe- cted	Achie- ved	Expe- cted	Achie- ved	Expe- cted	Achie- ved	Expe- cted	Achie- ved
EGRA	14 (336)	14 (336)	20 (480)	20 (480)	8 (192)	8 (192)	8 (192)	8 (192)	50 (1,200)	50 (1,200)
TEACHER	14 (28)	15 (43)	20 (40)	20 (41)	8 (16)	8 (20)	8 (16)	8 (16)	50 (100)	51 (120)
PARENT	7 (70)	7 (70)	10 (100)	11 (109)	4 (40)	4 (40)	4 (40)	4 (40)	25 (250)	26 (259)
PRESENCE	40 (40)	45 (45)	48 (48)	48 (48)	19 (19)	22 (22)	33 (33)	25 (25)	140 (140)	140 (140)
ATTENTIVENESS	40 (120)	37 (109)	48 (144)	39 (94)	19 (57)	21 (61)	33 (99)	33 (104)	140 (420)	130 (368)
ATTENDANCE	32 (800)	32 (800)	42 (1050)	42 (1050)	16 (400)	16 (400)	28 (700)	28 (700)	118 (2,950)	118 (2,950)
NUTRITION & ANTHROP- METRIC	32 (800)	32 (798)	42 (1050)	42 (1147)	16 (400)	16 (366)	28 (700)	28 (700)	118 (2,950)	118 (3,011)
SEMANTIC	32 (240)	33 (299)	42 (315)	47 (379)	16 (120)	16 (132)	28 (210)	28 (199)	118 (885)	124 (1,009)

* Number of schools, and number of surveys in brackets, per region.

1. **Early Grade Reading Assessments (EGRA)** (face-to-face interviews) were conducted with 800 students of grade 2 in 50 clusters (16 from each cluster); and with 400 students of grade 5 in 50 clusters (8 from each cluster) i.e., a total of 1200 EGRA across 50 sampled schools.
2. **Teacher Surveys** (face-to-face interviews) were conducted with 120 teachers across 51 sampled schools. The actual sample size exceeds the planned sample of 100 teachers' surveys. The targeted teachers were Grade 2 teachers.

3. **Parents Surveys** (face-to-face interviews) were conducted to measure the percentage of parents spending time on literacy activities with their children in the last seven days. 259 surveys were conducted with parents and caregivers of students across 26 sampled schools (10 or more from each cluster). A stata.do file was used to randomly select these schools. This sample size exceeds the planned parents' sample of 250 surveys.
4. **Student Attendance** (observations) were observed and recorded during visits in 140 schools.
5. **Student Attentiveness** (observations), or students' attention was measured in three classrooms randomly selected in each observed school; in each classroom, 10 students were then randomly selected for the observations. The enumerators visited 130 schools and observed the attentiveness of 368 students. The lower than planned sample is because in some schools, less than three classes were active, and in others, the sample period was too close to the exam period.
6. **Student Attendance record** (document review) records of attendance for the academic year were collected at 115 schools (25 students per school), with a total of 2,875 students.
7. **Anthropometric and nutrition surveys** (face-to-face interviews) were collected from 3,011 students in 118 schools. This sample exceeded the planned surveys of 2,950 student surveys.
8. **Key Informant Interview** - eight KIIs have been conducted, as detailed in Table 2. Five (5) KIIs were not achieved as TKG could not set up meetings alas multiple efforts.
9. **Semantic** 1-minute audio recordings for language mapping data collection were collected upon request from the AIR team but were not analyzed by TKG and therefore not included in this report. Recordings were collected from 1,009 students from 124 schools. This sample exceeded the planned recordings of 885 students from 118 schools.
10. **Direct Observations (DOs)** were planned to be conducted with 20 teachers and 20 school administrators/principals. In conversations with the CRS team this data collection source was decided to be removed.

Table 2 summarizes the achieved and planned but not achieved KIIs.

Table 2 KII Collection Sample (Planned and Achieved)

	Achieved		Planned but not Achieved
#	Type/ Organization	#	Type/ Organization
1	Catholic Relief Service Staff	1	AME / APE
2	Implementing partners/ AIR		
3	Implementing partners/ CARITAS	3	AMC
4	Implementing partners/ DEDRAS	4	Local government stakeholders
5	National level/ Ministry		
6	School district/ DDEMP		
7	School district/ DDEMP		
8	School district/ DDEMP		

Table 3 summarizes the distribution of the final samples of each survey between departments, cities, ages (for children), and gender.

Table 3 Distribution of Survey Samples

Anthropometric and Nutrition Sample			
Variable	Department		
Commune	Alibori	Borgou	Total
Banikoara	798 (100.0)	0.0	798
Bembereke	0.0	1,147 (100.0)	1,147
Nikki	0.0	366 (100.0)	366
Sinende	0.0	700 (100.0)	700
Children Age			
5	4 (36.4)	7 (63.6)	11
6	56 (25.9)	160 (74.1)	216
7	150 (28.7)	373 (71.3)	523
8	152 (24.7)	463 (75.3)	615
9	175 (24.7)	533 (75.3)	708
10	261 (27.8)	677 (72.2)	938
Children gender			
Male	396 (26.7)	1086 (73.3)	1482

Female	402 (26.3)	1127 (73.7)	1529
Total	798	2,213	30,111

Teacher Survey Sample			
Variable	Department		
City	Alibori	Borgou	Total
Banikoara	43 (100.0)	0.0	43
Bembereke	0.0	41 (100.0)	41
Nikki	0.0	20 (100.0)	20
Sinende	0.0	16 (100.0)	16
Children gender			
Male	17 (27.4)	45 (72.6)	62
Female	26 (44.8)	32 (55.2)	58
Total	43	77	120

Parent Survey Sample			
Variable	Department		
City	Alibori	Borgou	Total
Banikoara	70 (100.0)	0.0	70
Bembereke	0.0	110 (100.0)	110
Nikki	0.0	40 (100.0)	40
Sinende	0.0	40 (100.0)	40
Children gender			
Male	34 (24.8)	103 (75.2)	137
Female	36 (29.5)	86 (70.5)	122
Total	70	189	259

2.3. Data Collection Methods

TKG worked with CRS to develop data collection instruments/tools for both qualitative and quantitative surveys. All tools were pre-tested, and pilot tested. Feedback from the enumerators and the respondents was incorporated in the finalized tools. The public elementary schools (EPP) Bararou and Souwinrou, both located in the commune of Parakou, were the locations of the pilot activity. The only tool that was tested in the school with 2nd and 5th pupils was the EGRA tool.

TKG employed a participatory approach and other interview best practices and standard guidelines to ensure that the questions are worded clearly, sequenced effectively, and asked in a neutral manner to elicit valid and reliable responses from the beneficiaries. TKG documented the interviews by taking detailed notes and recordings, which were organized according to key questions and sub-questions asked during the process. Responses were organized according to

topic areas, main issues, and common themes that emerge, to allow for both a qualitative and quantitative approach to analyzing the results. TKG collected data from key stakeholders through individual interviews, using interview guides that were semi-structured in nature, thus allowing for an open framework, conversational communication, and probing questions. Although the interview protocols, including the question list, allow the interviews to be focused on the key questions, the facilitators had the flexibility to pursue new lines of questioning during the discussions based on the respondents' answers.

The survey instruments were programmed in Survey CTO and Tangerine Survey data was collected using GPS-enabled tablets and software application (SurveyCTO). Access to the database could be achieved by using a secured connection through a laptop, an XML/API interface.

At the end of each day, each team uploaded all audio files from Key Informant Interviews to a secure Dropbox folder where our standby transcribers have begun transcription on the go. TKG granted the Client Team access to the Dropbox folder to enable a concurrent review of the audio files. The team named each audio file following a simple file name convention for tracking purposes. All audio recordings were transcribed verbatim by a team of transcribers which was done concurrently with data collection. Transcripts have time stamps at regular intervals, and this corresponds with the audio files. The qualitative data were coded and analyzed in Dedoose.

Quality Control of Data Collection

When collecting data, the field supervisor had the primary responsibility of coordinating and supervising all enumeration activities including the provision of quality assurance, spot checks, and back checks of enumeration areas during the survey implementation period. Field supervisors paid regular unannounced visits to enumerators as they conducted interviews to ensure that they were engaging respondents appropriately and recording data accurately. Supervisors validated a minimum of one in eight completed general population surveys.

The in-depth data cleaning process included checking for invalid numeric values, identifying outliers for numeric variables, applying uniform variable formats to maintain consistency, identifying ranges, and ensuring that missing data and not-applicable responses were correctly explained. Random data quality checks were also instituted using frequency counts, descriptive statistics, and analysis of missing variables for identifying any unusual patterns.

2.3.1. Enumerators' Training and Deployment

Training of field agents was conducted from May 21 to 27, 2022. The training was designed (1) to familiarize participants with the study objectives and methodology, (2) provide them opportunities to practice the working tools (questionnaires, manuals, software interfaces, etc.), (3) and as an opportunity for TKG to evaluate the candidates and recruit the best ones for the actual data collection. To achieve these objectives, TKG trainers and CRS representatives teamed up and collaborated. Once the training sessions were completed, fieldwork began. Field work ended on June 17, following a one-week suspension during the national exam of primary school certificate (CEP).

Given the large number of target populations and the time frame for training and fieldwork, TKG recruited many field agents - 109 candidates, to complete fieldwork in a relatively short period of time. Due to the large number of field agents included in the training workshop, they were divided into two groups: Group 1 included 64 candidates and trained on EGRA, Teacher Surveys, Parents Surveys, and Attendance, and Observations (Presence, and Attentiveness). Group 2 included 45 candidates and trained on the Anthropometric (Nutrition) and AIR (Semantic) surveys.

Some of the topics covered during the training workshop included familiarity with participants and TKG staff, presentation of the Keun Faaba III Project, detailed description of the survey targets, areas, and schedule, sample design, field teams' composition and roles (enumerators and team leaders), and an in-depth learning of the data collection tools. Each training day began with a review of the previous day's work, including clarification of any outstanding questions. Participants were encouraged to ask any questions that would help them understand the various parts of the questionnaire, technical concepts, and attitudes required for successful data collection.

At the end of the training workshop, TKG selected 82 out of the 109 candidates to carry on the data collection. This allowed us to assure that only high level and well-trained enumerators were included in the field data collection.

The pilot survey was held on May 23, 2022, in two schools in the commune of Parakou, the public elementary school (EPP) Borarou and EPP Souwinrou. Surveys were conducted on the premises of the school by the enumerators and under the supervision of members of the training team including both TKG and CRS. The pilot was followed by a debriefing session to address all issues that arise during the pilot survey. Corrections were made to the Tangerine form and retested.

2.3.2. Field Data Collection

Two enumerators' groups were deployed. Group 1 conducted all EGRA, Parent surveys, Teacher surveys, and Observation, and Group 2 conducted the Nutrition, Anthropometric, and Semantic surveys. Enumerators were assigned to areas based on their origins and language skills. The roles and responsibilities of the team members, the overall planning, and the rules of questionnaire administration were clearly described in the enumerators' manual, which, following the training workshop, each enumerator was deeply familiar with.

Table 4 Composition of Field Teams

	# of teams	# of enumerators per team	# of team lead	# of health care agent	Total
Group 1	10	4	1		50 (40+10)
Group 2	16	2		1	48 (32+16)

Group 1 included 50 field agents in ten groups, including four enumerators and a team leader in each group (Table 4). During the first five days of data collection, the teams completed all EGRA, Teacher and Parent surveys. For the next four days, the teams completed the Observations surveys (Presence, Attendance and Attentiveness). Group 2 included 16 pairs of enumerators teamed up with a health care agent; that is a total of 48 agents (Table 4). During eight days of fieldwork, all Nutrition and Semantic surveys were completed in all the 118 planned schools.

2.3.3. Data Analysis Methods

Data analysis was conducted on both qualitative and quantitative data using appropriate software tools.

Quantitative Analysis. Data analysis included descriptive statistics, such as measures of central tendency (mean and median), measures of dispersion, such as variance and inter-percentile ranges, distributional information (percentiles and frequency). Additional in-depth manipulation of data (inferential statistics and multivariate analysis) was conducted to identify biases and trends within the data. All data are disaggregated by sex, age, and other factors.

Data cleaning. The data was processed and cleaned using STATA software and Do-files. All variables were checked for consistency using raw data. The downloaded excel.csv file was transferred to STATA software for variable naming and labeling for proper identification using

STATA Dofile. Also, before data analysis, there was a high frequency and outliers check for variables such as age, weight, and date of birth etc. and all errors identified were cleaned. When allegedly detected errors, affected fieldworkers, the quality assurance/data manager first contacts the affected fieldworker to confirm that the detected errors are indeed errors. Dofile, a STATA software program, was used to document the process of variable naming, labeling, and cleaning.

Qualitative Analysis. Key informant interview data was analyzed by coding the text and group like codes back together in categories in Dedoose. Categories provided discrete and detailed information on each phenomenon.

Triangulation. After separately analyzing both types of data (qualitative and quantitative), a joint analysis was conducted using the triangulation process. This process was used to systematically compare the quantitative output and qualitative insights.

2.4. Evaluation Limitations

Issues related to the schedule of activities

The implementation period was the most challenging issue of the mission. The data collection was supposed to end before the 2021-2022 academic year closes. Thus, the ideal end date would be before the start of the national exam of primary school certificate (CEP) exams. Unfortunately, delays in the project's implementation at various stages have had a significant impact on data collection. Accordingly, the training and deployment schedules were revised, to accommodate the school calendar, particularly the CEP exams. This somewhat disrupted the organization of the work with the field agents.

Issues with questionnaire scheduling

Because of the extremely short time frame for deploying and completing fieldwork, most of the survey forms were deployed relatively earlier than planned. There was insufficient time both before and during agent training to adequately test the programmed questionnaires. As a result, at least two versions of each form were used during the actual data collection, meaning that corrections were made to all these forms after the fieldwork began, creating a risk that agents would use the outdated form when a new version was already deployed. To mitigate this type of problem, two approaches were used:

- All changes and updates to the tools or methodology were communicated to team leaders via WhatsApp messaging.
- Sessions were held to reiterate instructions after each update to ensure that updates are communicated by team leaders and understood by agents.

Additionally, in order to compute indicator "Percent of students in target schools who achieve a passing score on a test of good hygiene practices," the anthropometric data collection instrument deployed did not obtain enough information to satisfactorily calculate this indicator.

Sample bias

Our sampling methodology aimed to minimize bias and provide a representative sample from the project participants and affiliates, and much of the sampling was purposive. Analysis of the sample datasets shows that the sample is skewed toward the Borgou Department, possibly impacting the percentages of views, opinion, and response, and skewing the results toward the Borgou District (Table 5).

Table 5 Geographical Bias of Sample and Results

Data Collection Tool	Sample size in Alibori District (%)	Sample size in Borgou District (%)
Anthropometric Survey	26.5	73.5
Teacher Survey	35.8	64.1
Parent Survey	26.9	73.1

Additional Limitations and Biases

COVID-19. The sensitive nature of evaluations and the global economic and health instability due to the COVID-19 pandemic presented limitations for this evaluation. Shocks and crises can affect how people process and relay information. This crisis effect may cause the mean data collected to be more representative of the respondents' feelings during the time of crisis rather than during the entirety of the implementation period.

Subjectivity bias. The data collection done by TKG represented respondents' perspectives measured in a non-standardized way. While rigorous coding methodologies were used, this still left room for some subjectivity in both the responses given and the analysis and interpretation of patterns in the data.

3. Findings

The findings below summarize the results for the Baseline study and are organized by baseline tools.

3.1. Anthropometric and Nutrition

Below are the characteristics of a schoolchild regarding language, age and gender (Table 6). Of the children asked, 78% speak Bariba at home, 16% speak another language than those listed on the survey, 3% speak Dendi, and only 2% speak French. 61% of the students asked did not know their date of birth. Almost 33% of the kids were born in 2012, 25% in 2013, and 20% in 2014. 51% are female and 49% are male. The children interviewed were mostly (35%) in 2nd grade, 25% in 5th grade, 20% in 4th grade and almost 20% in 3rd grade.

Table 6 Characteristics of Surveyed Schoolchildren

Variable	Frequency N=3011	Percent (%)
What language do you speak most often at home?		
Francais	71	2.4
Dendi	95	3.2
Bariba	2350	78.0
Boo	3	0.1
Autre	492	16.3
Do you know your date of birth?		
No	1842	61.2
Yes	1169	38.8
Year of birth?	N=1169	
2011	34	2.9
2012	385	32.9
2013	299	25.6
2014	237	20.3

2015	167	14.3
2016	47	4.0
How old are you?	N=1842	
5	11	0.6
6	169	9.2
7	356	19.3
8	378	20.5
9	409	22.2
10	519	28.2
Gender		
Male	1482	49.2
Female	1529	50.8
	Average	Range
Average Child's weight (kg)	24.4 (SD=4.6)	(Min: 10 Max: 48.1)
What grade are you in?		
Grade 2	1057	35.1
Grade 3	592	19.7
Grade 4	602	20.0
Grade 5	760	25.2

The overall mean of the children's weight was 24.4 kg (SD=4.6), and more than half of the children (63%) were underweight (Table 7).

In Alibori, almost 44% of children were classified as underweight, almost 52% were healthy weight, and 4% overweight. In Borgou close to 37% were underweight, almost 57% healthy weight and 6% overweight. Both genders got a similar score in these categories, for example boys got 39.7% underweight, 54.9% healthy weight and close to 5.4% overweight. Of the four cities studied, Banikoara had the highest rate of underweight children at 43.9%, Bembereke with 37.1%, and both Nikki and Sinende had 33.6% and 39.4% respectively. Sinende had twice the

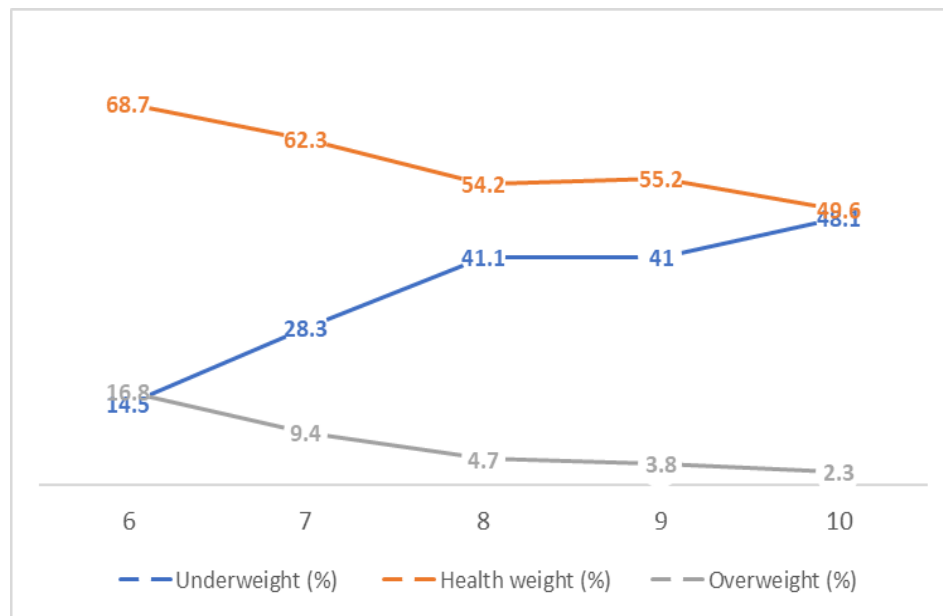
number of overweight children that Banikoara had, Banikoara having 4.3% while Sinende had 7.9%.

Table 7 Weight Classes by Gender, Department, City and Age

Variable	Underweight (%)	Healthy weight (%)	Overweight (%)	N
Gender				
Male	39.7	54.9	5.4	1482
Female	38.4	56.1	5.5	1529
Department				
Alibori	43.9	51.8	4.3	798
Borgou	37.3	56.9	5.8	2213
City				
Banikoara	43.9	51.8	4.3	798
Bembereke	37.1	58.4	4.5	1147
Nikki	33.6	59.8	6.6	366
Sinende	39.4	52.7	7.9	700
Age				
6	14.5	68.7	16.8	227
7	28.3	62.3	9.4	523
8	41.1	54.2	4.7	615
9	41.0	55.2	3.8	708
10	48.1	49.6	2.3	938

The age group found to suffer from being underweight the most were 10-year-olds, at the rate of close to 48.1%. It appears that underweight becomes increasingly more likely as children age, with 6-year-olds having a 14.5% rate of underweight kids. 6-year-olds also had the highest rate of overweight kids, 16.8% of the age group was found to be overweight, while less than 3% of 10-year-olds were found to be overweight (Figure 2).

Figure 2 Distribution of schoolchildren weight category with age



A third of the children who took the survey did not eat before coming to school that day (Table 8, extended table in Appendix I). 47% did not wake up early enough to eat breakfast at home, and 79% did not bring lunch with them to school that day. For breakfast the day before, 84% said their mom prepared the meal. Of the meal they had that day, 53% said they received it from a seller at school, 24% had the meal prepared by a sibling, and close to 13% did not know. Almost 96% of the students report that they eat vegetables and 98% said they eat fruit.

When asked how many meals they had the previous day, 77% said they had 3 or more meals, 18% had 2 meals, less than 3% had only 1 meal, while close to 0%, 6 kids did not eat a meal that day. Almost 95% of the kids said that the meals eaten yesterday were prepared by their mom, 24% said a seller at school, and 22% said a sibling prepared the meal. Of the kids surveyed, 70% said they eat 3 meals a day, yet 40% said they have gone hungry in the past week due to missing a meal. 98% of the kids reported eating during recess the day before. When asked if they ever get take-out from their school to take home, 81% said no.

Almost 99% of the kids reported that they wash their hands before eating breakfast, 98% said they do so before eating lunch, dinner, or snacks.

Table 8 School Nutrition (Shortened)

Variable	Frequency N=3011	Percent (%)
Did you eat today before coming to school?		
No	1003	33.3
Yes	2005	66.6
Don't know	3	0.1
Do you bring your lunch to school?		
No	2372	78.8
Yes	632	21.0
Don't know	7	0.2
How many meals did you eat yesterday?		
I didn't eat	6	0.2
I had 1 meal	74	2.5
I had 2 meals	546	18.1
I had 3 or more meals	2325	77.2
Don't know/don't answer	60	2.0
*Who prepared your meals yesterday?		
Mom	2489	94.4
Dad	21	0.8
Sibling	579	22.0
Guardian	14	0.5
Uncle/Aunt	110	4.2
Housekeeper	25	1.0
Seller at school	646	24.5
Don't know	32	1.2
Have you been hungry in the past week because you missed a meal?		
No	1778	59.0

Yes	1206	40.1
Don't know	27	0.9
Do you eat three meals a day?		
No	665	22.1
Yes	2331	77.4
Don't know	15	0.5
Do you wash your hands before eating lunch?		
No	47	2.1
Yes	2182	97.7
Don't know	4	0.2
*Multiple responses allowed		

The schoolchildren taking the survey were asked questions regarding their nutritional knowledge (Table 9). Overall, respondents had a high level of understanding of nutritional values, with 62% of the students gaining the “improved knowledge” score. Using ten indicators (Annex) each worth one point to grade students’ understanding of nutritional knowledge were used to separate them into three categories: those who received a score of 0 as having “no knowledge”, those scoring between a 1 and 6 “fair knowledge”, and those scoring above a 7 as “improved knowledge.” On average, students got a score of 7.

87% of the kids knew that eating fruits and vegetables daily is good for health. 56% knew that eating fats and oils is important for muscle and energy, while almost 73% knew eating too much fat makes you sick. The children responded correctly that a diet containing only millet rice and corn can create a healthy diet, and that overeating sugar can have negative effects, which 69% said is true. When asked if washing a water container only once a year is enough, 70% of the students answered correctly that it is not and must be washed more than once annually.

66% of the students answered correctly that dietary fiber can help with going to the bathroom, and close to 79% said protein is important for building muscle. When asked if cereal and milk strengthen bones 74% answered correctly, while separately 62% answered that milk does strengthen bones and teeth. Almost 91% of the schoolchildren knew that eating meals gives them the energy to participate in school and other activities, and 72% reported that if they do not eat a meal, they feel more tired in class.

Table 9 Nutritional Knowledge Test

Gender	Nutrition knowledge index			N
	No knowledge (%)	Fair knowledge (%)	Improved knowledge (%)	
Male	0.2	35.4	64.4	1,482
Female	0.2	39.2	60.6	1,529
Age				
5	0.0	36.4	63.6	11
6	0.9	38.0	61.1	216
7	0.0	41.5	58.5	523
8	0.3	38.4	61.3	615
9	0.0	32.2	67.8	708
10	0.2	38.2	61.6	938
Overall	0.2	37.4	62.4	3,011

Schoolchildren were also asked to identify which nutritional category each food ingredient fell under (Table 10). Once again, on average the students were able to respond to the questions correctly.

Respondents were able to correctly identify cereals, roots, and tubers as starchy foods at the rate of 72%, legumes and nuts as high protein foods at a rate of 65%, and milk and foura as dairy products at a rate of 86%. Close to 75% correctly stated that fresh foods such as meat, fish, poultry, and liver are counted as protein, and 70% were able to differentiate that eggs are not a dairy food. Almost 83% of the students were able to correctly answer that vitamin A can be derived from fruits and vegetables.

Table 10 Identifying Food

Variable	Frequency N=3011	Percent (%)
Are cereals, roots and tubers starchy foods?		
No	457	15.2
Yes	2172	72.1
Don't know	382	12.7
Are legumes and nuts high protein foods?		
No	501	16.6

Yes	1962	65.2
Don't know	548	18.2
Are milk and four dairy products?		
No	263	8.7
Yes	2583	85.8
Don't know	165	5.5
Are fresh foods (meat, fish, poultry, and liver/offal) protein foods?		
No	364	12.1
Yes	2246	74.6
Don't know	401	13.3
Are eggs a dairy food?		
No	2110	70.1
Yes	669	22.2
Don't know	232	7.7
Can you get vitamin A from fruits and vegetables?		
No	294	9.8
Yes	2493	82.8
Don't know	224	7.4

3.2. Early Grade Reading Assessment (EGRA)

Below, the figures and tables created illustrates the learning outcomes for pupils in grade level CP/CG2 and their performance on the various subcategories. The assessment was conducted in French. In summary, this section is organized by subtask and data for each subtask was analyzed to present student achievement for each subtask. A scale was created to measure pupils' performance for each subtask and classified into three categories: (a) Intermediate (b) Proficient and (c) Advance.

- a) Intermediate: categories for pupils who can identify/pronounce fewer than two words
- b) Proficient: categories for pupils who can identify/pronounce 3-4 words

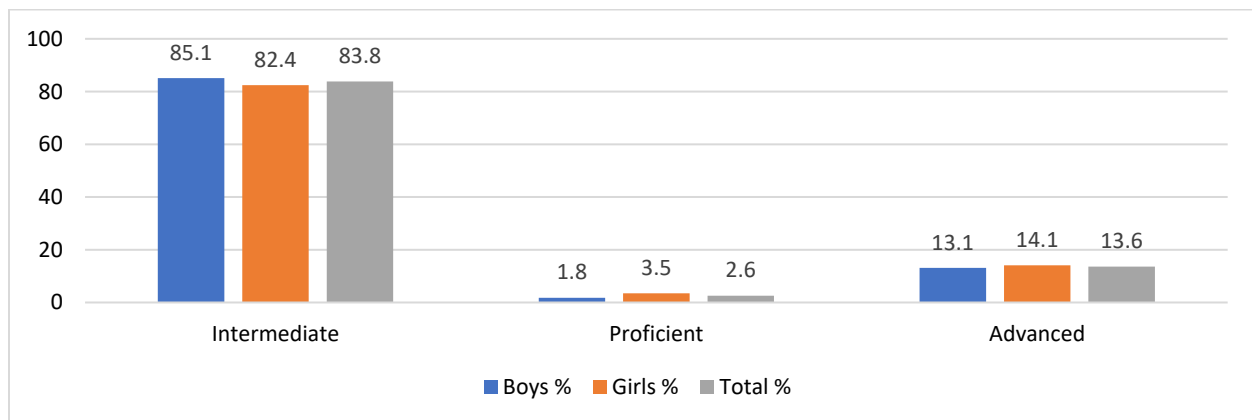
c) Advanced: categories for pupils who can identify/pronounce at least 5 words and above

A few different reading capabilities were measured in the EGRA survey for children in 2nd grades. Scores for the EGRA section identifying and pronouncing invented words correctly (Table 11 and Figure 3) were quite low among both boys and girls in CP/G2 (2nd Grade). A significant amount, 85% of boys in CP/G2, were unable to identify or correctly pronounce at least two invented word on the EGRA test. Similarly, 82% of girls in grade level CP/G2 could not pronounce at least two invented word correctly. Less than 14% and 13% of girls and boys respectively in CP/G2 were able to identify and pronounce more than five invented words at an advanced level.

Table 11 EGRA Survey Results for 2nd Grade Students

Invented words	Boys		Girls		Total	
	N	%	n	%	N	%
Intermediate	338	85.1	305	82.4	643	83.8
Proficient	7	1.8	13	3.5	20	2.6
Advanced	52	13.1	52	14.1	104	13.6
Total	397	100	370	100	767	100

Figure 3 EGRA Survey Results for 2nd Grade Students



Students in CP/G2 could identify letters or make pronunciation of the letter sounds presented to them at an advanced proficiency level at a rate of 100%.

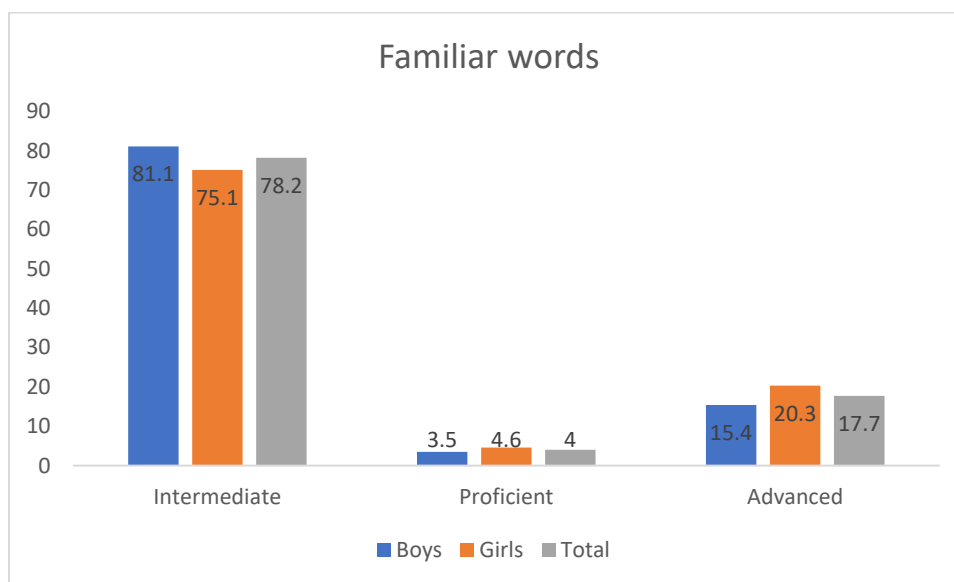
Students in CP/G2 had relatively low scores in correctly pronouncing or identifying familiar words (Table 12 and Figure 4). Overall, 78% of students in CP/G2 were unable to identify or pronounce at least two common words. About 81% of boys and 75% of girls in CP2/G2 got an intermediate

score on their fluency in familiar words, being unable to pronounce or identify at least two words. Of the students in CP2/G2, about 20% and 15% of girls and boys respectively were able to identify and pronounce five or more familiar words in an advanced level of fluency.

Table 12 2nd Grade Student's Fluency with Familiar Words

Familiar Words	Boys		Girls		Total	
	N	%	n	%	N	%
Intermediate	322	81.1	278	75.1	600	78.2
Proficient	14	3.5	17	4.6	31	4
Advanced	61	15.4	75	20.3	136	17.7
Total	397	100	370	100	767	100

Figure 4 2nd Grade Student's Fluency with familiar Words

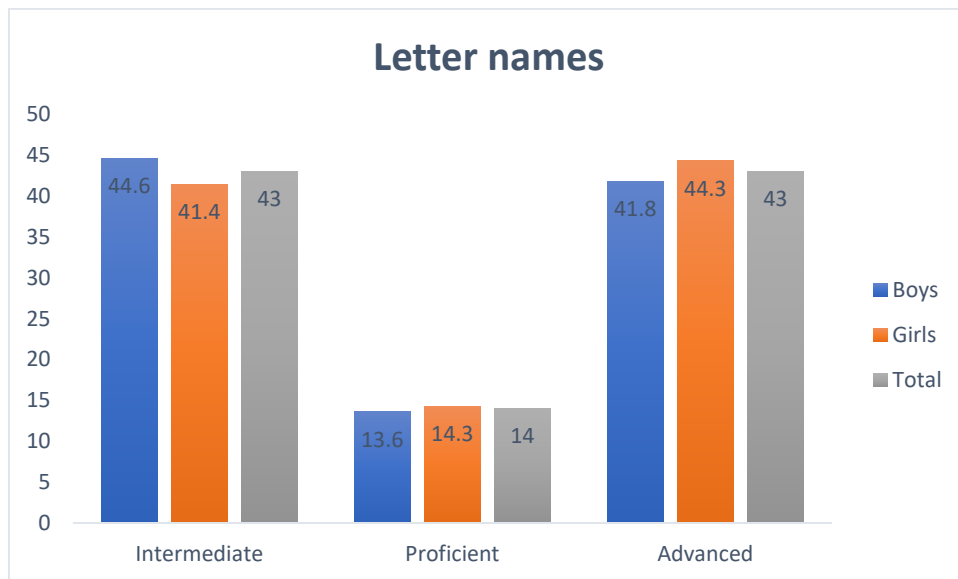


Roughly 43% of students in CP2/G2 were able to identify or pronounce at least five letters within the span of a minute (Table 13 and Figure 5). About 42% of boys and 44% of girls in CP2/G2 were able to identify or pronounce at least five letters per minute. Within the same student group in CP2/G2, 45% of boys and 41% of girls were unable to identify or correctly pronounce at least two letters per minute, gaining an intermediate score on this test.

Table 13: 2nd Grade Student' Score in Naming Letters per Minute

Letter names	Boys		Girls		Total	
	N	%	N	%	N	%
Intermediate	177	44.6	153	41.4	330	43
Proficient	54	13.6	53	14.3	107	14
Advanced	166	41.8	164	44.3	330	43
Total	397	100	370	100	767	100

Figure 5 2nd Grade Student' Score in Naming Letters per Minute



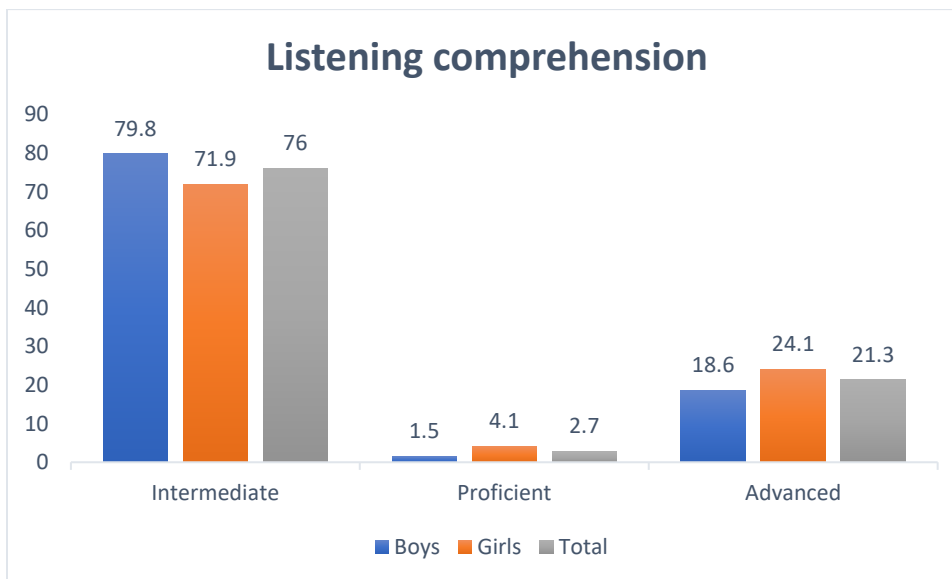
Students in CP2/G2 had a relatively poor listening comprehension when a story was being read to them (Table 14 and Figure 5). On average, 76% of CP2/G2 pupils struggled with comprehending the content of a story being read to them. While listening to the story, about 80% of boys and almost 72% of girls in CP2/G2 were struggling to comprehend the content, giving them an intermediate score on the test. In the same grade, only around 21% overall showed advanced listening comprehension, close to 24% for girls and 19% for boys.

Table 14 2nd Grade Students Listening Comprehension

Listening comprehension	Boys		Girls		Total	
	N	%	n	%	N	%
Intermediate	317	79.8	266	71.9	583	76

Proficient	6	1.5	15	4.1	21	2.7
Advanced	74	18.6	89	24.1	163	21.3
Total	397	100	370	100	767	100

Figure 5: 2nd Grade Students Listening Comprehension



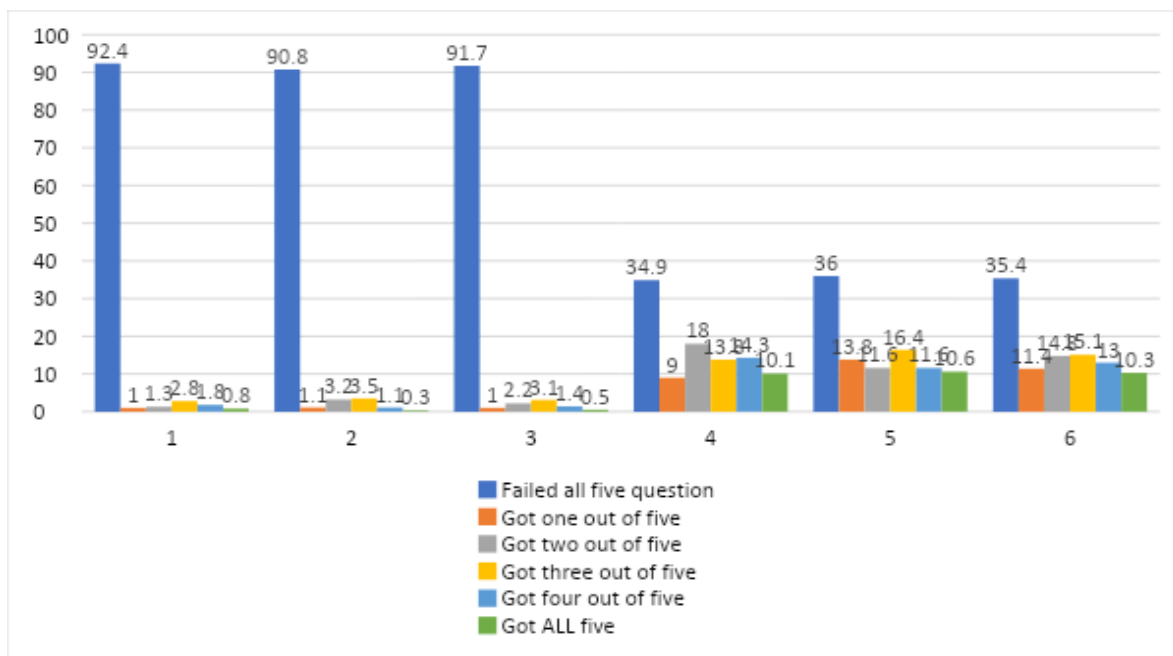
Students were then scored on how well they performed when given five questions relating to a story just read to them, which conveys their level of oral reading comprehension. Pupils in CP2/G2 demonstrated a generally low level of oral reading comprehension (Table 15 and Figure 6). Overall, in that age group, almost 92% of students failed to answer a single question on the story just read to them. In CP2/G2, 92% of boys and close to 91% of girls failed all five questions.

Table 15 Oral Reading Comprehension

Oral Reading Comprehension	CP2/G2		
	Boys	Girls	Total
	%	%	%
Failed All Five Questions	92.4	90.8	91.7

One Out of Five	1.0	1.1	1.0
Two Out of Five	1.3	3.2	2.2
Three Out of Five	2.8	3.5	3.1
Four Out of Five	1.8	1.1	1.4
Got All Five Questions	0.8	0.3	0.5

Figure 6 2nd Grade Oral reading comprehension



*1: Boys in CP2/G2; 2: Girls in CP2/G2; 3: Total in CP2/G2;

Understanding of grade level text

The grade level test was intended to gauge the students' comprehension to questions during the oral comprehension and story session. Students were classified as having understood the meaning of grade level text if they were able to respond correctly to 3-5 questions in the oral group discussion and the story session, as opposed to those who were only able to respond to 0-2 questions correctly.

Table: 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

The table below shows that only 15 (2%) of grade 2 students were able to correctly answer 3-5 questions in the oral comprehension session as well as the story session.

Scores	Frequency	Percentage
0-2	729	98
3-5	15	2
Total	744	100

Table: Distribution by Commune

The distribution of 2nd grade student reading and comprehension of grade level text is shown in Table 17 below. In the oral comprehension and story session, roughly 10 kids (4.50%) from Banikoara commune, 4 students (1.30%) from Bembereke, and 1 student (0.80%) from Nikki were able to accurately answer three to five questions. On table 17, it is evident that not a single student from Sinende commune was able to accurately respond to three to five questions during the oral comprehension and story session.

Scores	Banikoara (%)	Bembereke (%)	Nikki (%)	Sinende (%)
0-2	212 (95.50)	313 (98.70)	120 (99.20)	84 (100)
3-5	10 (4.50)	4 (1.30)	1 (0.80)	0 (0)
Total	222 (100)	317 (100)	121 (100)	84 (100)

Table: Distribution by Gender

The distribution of 2nd grade student reading and comprehension of grade level text is shown in the table below. In the oral comprehension and story session, only about 6(1.6%) boys and 9(2.5%) of girls were able to accurately answer three to five questions.

Scores	Boys (%)	Girls (%)	Total (%)
0-2	378 (98.4)	351 (97.5)	729 (98.0)
3-5	6 (1.6)	9 (2.5)	15 (2.0)
Total	384 (100)	360 (100)	744 (100)

3.3. Interviews with Stakeholders

Themes rising from interviewed stakeholders were organized around three main emerging concepts: project goals, possible challenges with program delivery, and ideas on improvement of project sustainability.

Appropriateness of Project Goals

Across the board, all staff, partners, and stakeholders interviewed believed in the project's goals and methodology. Interviewees indicated that the project is of high priority in Northern Benin, and that all program components are critical and all measures effective. They listed most of the program's components as being of high priority - improving literacy, reducing hunger, enhancing hygiene practices, training teachers. Yet, most indicated school feeding as the core of the program.

"The fragility of populations in the face of hunger is an opportunity that increases the project's chances of success", Head of School Food Service, DDEMP

Interviewees that were involved in the previous stages believe that some of the strength of this stage is the ability to build on previous success and lessons learned and produce effective and rapid results.

Possible Challenges with Program Delivery

Nearly all interviewees spoke of the deteriorating safety situation in Northern Benin. Partners and implementors are concerned of the rising threat from terrorist attacks, limiting activities, requiring additional resources such as secured transportation, and risking delays in project achievement. These partners ask that CRS will support them and help them resolve issues that may arise.

Other challenges raised by interviewees are the lack of collaboration from parents, literacy of teachers, and delays in programmatic delivery of resources such as materials, finance, and human resources, that may hamper achievement of program goals.

Sustainability and Possibilities for Improvement of Outcomes

Most interviewees (5 of 8) spoke of the need to work toward creating community farms in school. Some suggested directing the work to community members to attract more families and more children, and continuing the establishment of school farms, to help children acquire skills in

animal husbandry, agriculture. One interviewee suggested asking community members for contribution in kind or in cash to the school farm.

“The establishment of school farms will promote sustainability, at the end of the project schools will be able to continue to use them, children will be able to acquire useful skills, which can awaken entrepreneurship in them.” Head of School Food Service, DDEMP

A recurring element was the call for improved transparency in communication as a base for improved coordination and collaboration. Partners asked to establish good communications across project stakeholders.

“We want to make sure we know; who is on time? Who is not? What's the problem? How can we help?” Project partner.

Some partners suggested these collaborations can be strengthened by involving stakeholders in steering committees, or technical committees for planning, monitoring, and implementing activities. Others indicated that good communication and collaboration should be across all levels – from partners to teachers and parents, municipalities, and the government.

Last, a few interviewees highlighted the importance of installing boreholes in schools:

“The presence of water facilitates the implementation of all activities, cooking canteens, watering and hand washing.” Head of school feeding service, DDEMP

3.4. Parent Survey

Parents and caregivers surveyed were 41 years of age and average, and the majority (32%) were in the age range of 30-39, followed by 31% who were ages 40-49, 24% were 50+, and a minority of 14% of ages 18-29 (Table 16, extended table found in Appendix I).

Most parents (75%) primarily speak Bariba at home, 11.6% speak Dendi, 5% speak Fulani, 2% speak French, 0.4% each speak Boo and Mokole primarily at home, while 5% of respondents primarily speak other languages at home. Most respondents, making 57%, stated they do not speak French, less than 12% stated they speak French fluently. Of the respondents, 58% had no

formal education, 15% had a primary education while only 13% completed Cycle 1 of secondary school.

Nearly half of respondents work in the agricultural labor field, with housewives in second place of almost 18%. 85% of respondents do not belong to any association. Only 9% of parents who partook in the survey are part of a parent-teacher association, and 6% belong to a mother-teacher association.

Table 16 Characteristics of Parents and Caregivers Shortened

Variable	Frequency (N=259)	Percent (%)
Gender		
Male	137	52.9
Female	122	47.1
How many people live with you, including yourself?	Average: 10 SD: 6.6 (Min: 3 Max: 40)	
What is your reading level in French?		
I can read perfectly	37	14.2
I can read fairly well	18	7.0
I can read a little	34	13.1
I can't read	169	65.3
Don't know/No answer	1	0.4
Is there another person in your family (living with you) who reads French fluently?		
No	26	15.4
Yes	142	84.0
Don't know/No answer	1	0.6
Are you a member of a parent-teacher association or a mother-teacher association?		
APE	23	8.9
AME	15	5.8
None of the above	221	85.3

Parents and caregivers surveyed have 3 female and 3 male children on average, of which most respondents (72%) have 1-4 female children, of which about 92% are enrolled in schools (Table 17, extended table found in Appendix I). About 33% of respondents reported their female children are in the Preparatory Course (CP), 29% are in 2nd Grade, 25% in Elementary 1, 22% in Introductory Course (IC), 21% in CM1, 13% in 5th grade and 5% are in kindergarten.

Most respondents, at 68%, also have about 1-4 male children, of which 89% are enrolled in school. Respondents reported that 28% of their sons are in 2nd Grade, 27% are in Elementary 1, 26% are in CM1, 25% in CP, 23% are in IC, 16% in 5th Grade and 6% are in kindergarten.

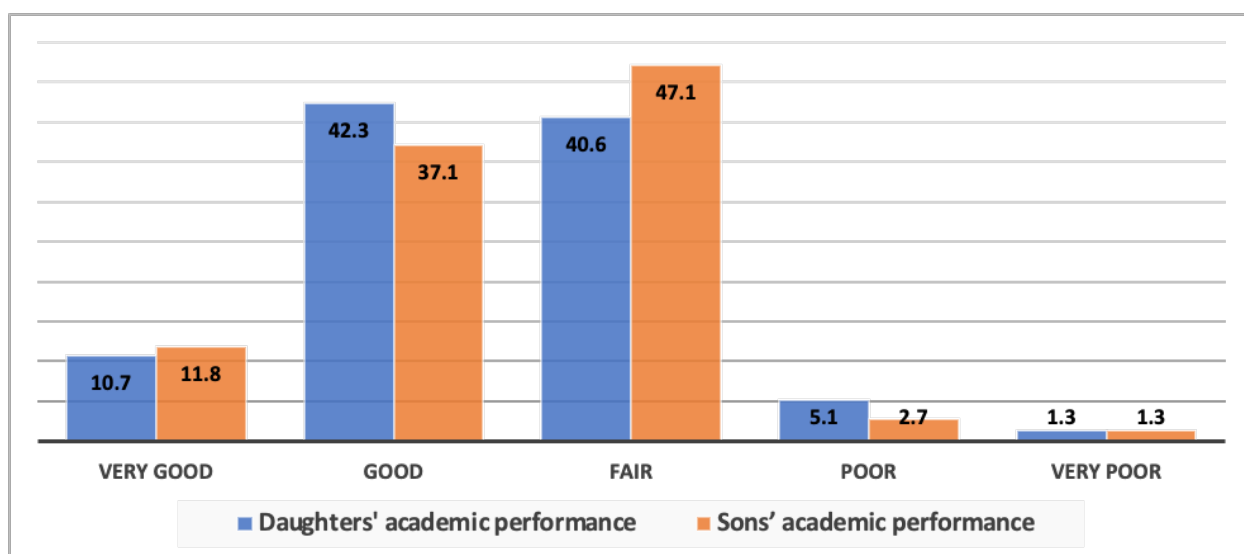
Table 17 Characteristics of the Children Shortened

Variable	Frequency (N=259)	Percent (%)
How many girls do you have?		
None	22	8.5
1-4	185	71.7
5+	51	19.8
	Average: 3 SD: 2.6 (Min:0 Max:19)	
How would you rate your daughter's academic performance?		
Very good	25	10.7
Good	99	42.3
Fair	95	40.6
Poor	12	5.1
Very Poor	3	1.3
How many boys do you have?		
None	28	10.8
1-4	206	89.2
5+	5	2.1

	Average: 2 SD: 1.2 (Min:0 Max:8)	
How would you rate your sons' academic performance?		
Very good	26	11.8
Good	82	37.1
Fair	104	47.1
Poor	6	2.7
Very Poor	3	1.3
	*Multiple responses allowed	

Parents rated their daughters' academic performance better than they rated their sons' (Figure 8). Most of the respondents, at 42%, rated their daughters' academic performance as "good," almost 41% rated their performance as "fair," 11% as "very good," 5% as "poor" and 1% as "very poor". Majority of the respondents, 47%, rated their sons' academic performance as "fair," 37% as "good," 11% as "very good," and only 3% and 1% rated their sons' performance as "poor" and "very poor" respectively.

Figure 8 Parent Rating of Children's Academic Performance by Gender



Parents and caregivers were asked about the hygiene health and practices of their children (Table 18, extended table found in Annex I). 54% reported that their youngest child washes their hands

3-5 times a day, about 22% wash 6+ times a day, while 9% reported that their youngest does not wash their hands on a daily basis.

The parents reported that while in school the majority, 79%, of their youngest children wash their hands using soap, 23% use dishwashing liquid and 10% use ash. At 83%, most of the respondents also confirmed that their youngest child knows if the water at school is safe to drink, while almost the rest 17% of children do not know. More than half, 51% of respondents' children defecate in a bush while not in school, about 42% defecate in a latrine at home, 7% in a latrine shared with the neighbors, 4% in a potty and around 2% in a shared community latrine.

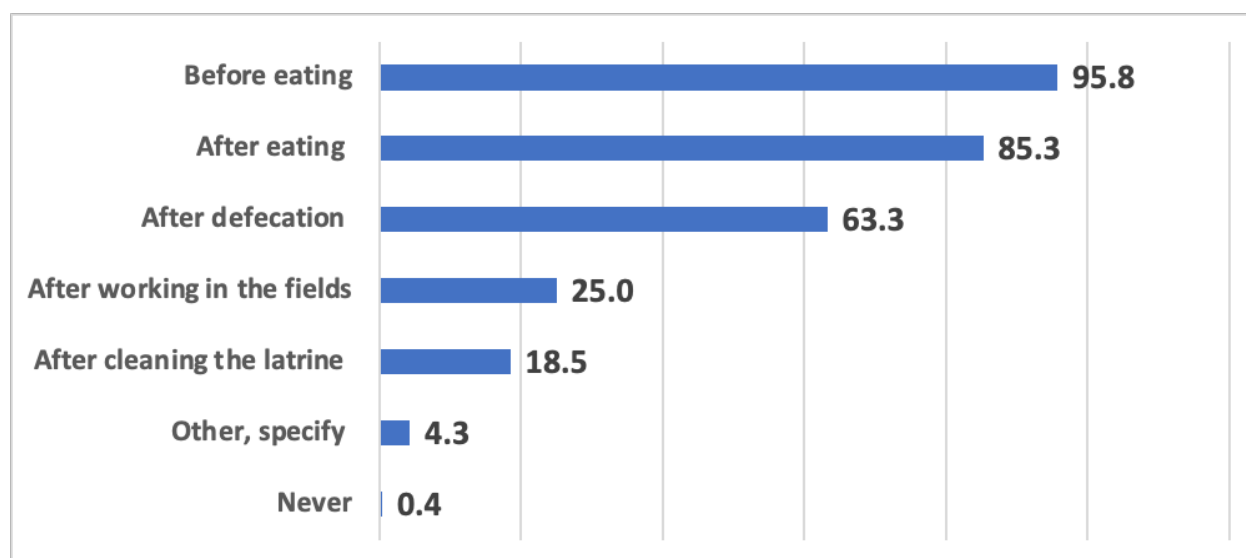
Table 18 Hygiene and Health Practices Shortened

Variable	Frequency (N=259)	Percent (%)
*When does your youngest child wash their hands in school?		
After defecation	164	63.3
Before eating	248	95.8
After eating	221	85.3
After cleaning the latrine	48	18.5
After working in the fields	65	25.0
Never	1	0.4
Don't know/No response	8	3.1
Other, specify	13	5.0
Does your youngest child in school know if the water is safe to drink or not?		
No	43	16.6
Yes	215	83.0
Don't know/No answer	1	0.4
*When they are not in school, where do your children defecate?		
In the latrine of my house	109	42.1
In the latrine at school	19	7.3

In the latrine shared with my neighbor	18	7.0
In a community latrine	6	2.3
In a potty	11	4.3
In the yard of my house	8	3.1
In the bush	132	51.0
Don't know/No answer	1	0.4
Other, specify	1	0.4
*Multiple responses allowed		

Almost all respondents, 96%, stated that their youngest child washes their hands before eating, 85% do so after eating and 63% after defecation (Figure 9).

Figure 9 When Does the Youngest Child Wash Their Hands in School



Other parent survey components related to general program questions relevant to future planning (Table 19, extended version found in Annex I). About 87% of respondents think the school lunchrooms “very much” help in reducing hunger, less than 2% think “not really”, and none believe that the school lunchrooms do not alleviate hunger for the students.

These beliefs were clearly demonstrated in KIIs, from all stakeholders, who identified feeding and school canteen programs to be of highest priority to future programming.

At 73%, most respondents “very much” believe that their children would benefit from availability to radio programs and booklets, and that they would improve their education and use of hygiene practices.

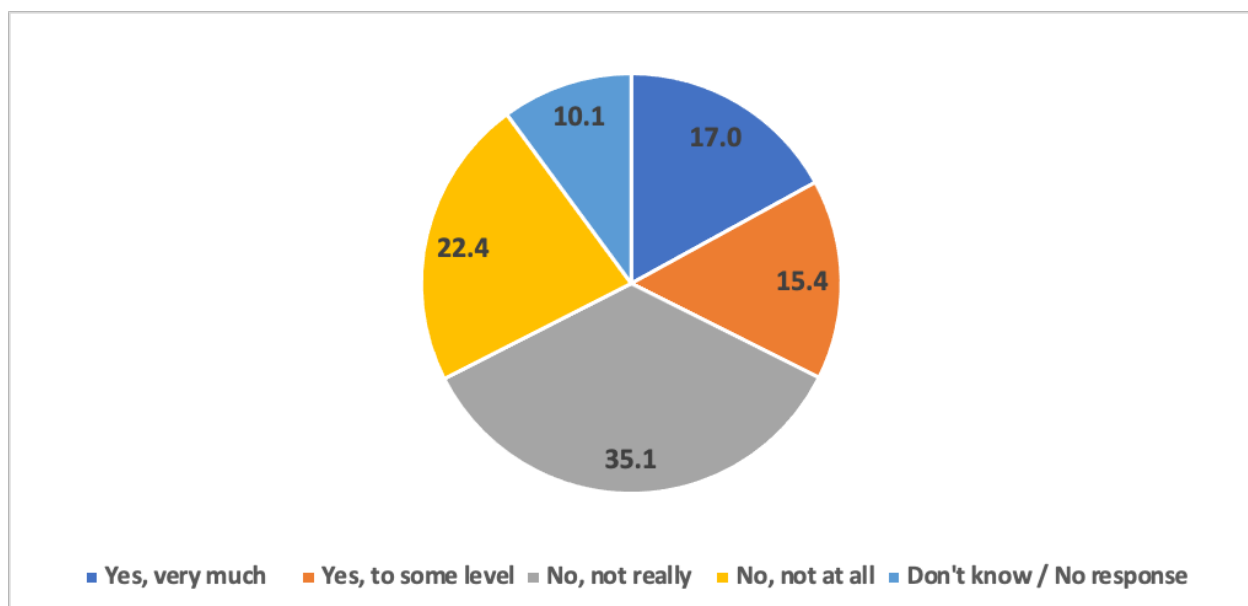
Table 19 Questions Relevant to Future Programming Shortened

Variable	Frequency (N=259)	Percent (%)
Do you think school lunchrooms help reduce hunger?		
Yes, very much	225	86.9
Yes, to some level	24	9.3
No, not really	4	1.5
No, not at all	0	0.0
Don't know/No response	6	2.3
Do you think that certificates of achievement given to diligent teachers is an effective measure to reduce teacher absences?		
Yes, very much	126	48.7
Yes, to some level	62	23.9
No, not really	13	5.0
No, not at all	12	4.6
Don't know, no response	46	17.8
Do you think that involvement of the PTA and AME is an effective method to reduce teacher absenteeism?		
Yes, very much	126	48.7
Yes, to some level	62	23.9
No, not really	13	5.0
No, not at all	12	4.6
Don't know/No answer	46	17.8
*What methods do you suggest for reducing teacher absenteeism?		

Implement a penalty system	113	43.6
Reduce staffing levels	15	5.8
Improve assignment system	69	26.6
Don't know/No answer	77	29.7
Other, please specify	27	10.4
*Multiple responses allowed		

Most parents (35%) do not believe that teacher absenteeism is a recurring issue in their children's school (Figure 10). On average, parents think that teachers' absenteeism is caused majorly 48% by illness, followed by 44% due to training, 33% due to work meetings, 23% were absent due to administrative reasons and around 11% due to lack of motivation. Almost 49% of parents who responded to the survey believe that awarding certificates of achievement to diligent teachers will be an effective measure to reduce teacher absenteeism. 52% of respondents also believe that involvement of the APE (Parent Teacher Association) and AME will be an effective method to reduce this absenteeism. When the respondents were asked to suggest methods to reduce teacher absenteeism, 44% suggested implementing a penalty system, 27% suggested improving the assignment system and 6% suggested reducing the staffing levels.

Figure 10 Teacher Absenteeism as a Recurring Problem



When asked about the importance of their children's education to them, 74% of respondents reported that their sons' education was "very important," 22% think it is "important" while less than 3% think it is "not very important" (Table 20). As for their daughters, 66% of the respondents stated that it is "very important", 25% believe it is "important" and 6% of the responding parents believe that their female children's education is "not very important."

Table 20 Importance of Education by Gender

Variable	Frequency (N=259)	Percent (%)
How important is your boys' education to you?		
Very important	191	73.8
Important	57	22.0
Not very important	7	2.7
Not at all important	0	0.0
Don't know/No answer	4	1.5
How important is your girls' school education to you?		
Very important	170	65.6
Important	65	25.1
Not very important	16	6.2
Not at all important	0	0.0
Don't know/No answer	8	3.1

Parents were asked about the level of involvement in their children's school life (Table 21, extended table found in Annex I). More than 57% of respondents and their family members do not tell stories to the children in their house, while only about 42% do so. Most of the parents (78%) do monitor how well their children do in school, and about 55% help their children with homework. The tasks in the homework respondents helped their children with include reading letters, reading words, reading text, mathematics, reciting lessons, and general help with homework. Of the respondents who do not help their children with reading and schoolwork, the most common reason, at 55%, was that the parents cannot read, followed by 47% of parents who do not speak French well enough, 43% who do not know how to help them, 25% who do not have the time, 14% of parents who do not feel it is their role, 11% who are not interested in school,

then 4% of parents do not help their children in school and reading because they do not think it is useful.

While many respondents do help their children with homework, almost 75% reported that they have not done any activities related to reading practice with their children in the past 7 days, but almost 58% reported that someone else in their household did do reading activities with their children in that period of time. When asked if their children ever receive any help with homework or reading, 29% said they have not. Of the rest of the children who did receive aid, close to 41% got help from a family member, 17% from a parent-organized support group, 13% a paid personal tutor and less than 4% received homework or reading help from a paid study group.

Table 21 Involvement in School Life Shortened

Variable	Frequency (N=259)	Percent (%)
Do you (or other family members) tell stories to your children?		
No	149	57.5
Yes	109	42.1
Don't know/No answer	1	0.4
Do you (or other family members) help your children with their homework?		
No	116	44.8
Yes	142	54.8
Don't know/No response	1	0.4
*Why?		
Parents are not interested in school	13	11.2
Parents feel it is not their role	16	13.8
Parents don't have the time	30	25.9
Parents don't think it is useful	4	3.5
Parents don't know how to help them	50	43.1
Parents don't speak French well enough	55	47.4

Parents cannot read	64	55.2
Other, specify	3	2.6
*Have your children ever receive help from anyone with homework or reading? If so, from whom?		
Yes, a family member	105	40.5
Yes, a parent-organized support group	44	17.0
Yes, a personal tutor/repeater (paid)	33	12.7
Yes, a study group (paid)	9	3.5
Yes, other specify	13	5.0
No	76	29.3
Don't know/No response	7	2.7
	*Multiple responses allowed	

Parents were asked to identify barriers for their children's education (Table 22, extended table found in Appendix I). At 71%, most of the respondents believe that the teachers are well trained to effectively teach their children, and 68% believe there are enough teachers to effectively educate the number of students within their school. Yet almost 41% of parents believe that their children's schools are overcrowded and falling apart, 38% believe the classrooms lack textbooks and other school supplies/tools, and 32% find that their children must share learning materials, as their nearest school does not have enough materials.

Close to 38% find that managing their finances impacts them if they send their child to school. Less than 21% find that exposure to violence and risk impacts their children's access to education, and 25% that their ability to feed their children affects whether or not they attend school. Only close to 14% stated that the distance of the nearest school is impacted if their child attends school. Most parents stated that their child's gender did not impact whether they receive an education at school, as was the belief of 90% of respondents.

Table 22 Parents' Barriers for Their Children's Learning Shortened

Variable	Frequency (N=259)	Percent (%)
Do you believe that the teachers are trained enough to teach your children effectively at school?		
No	20	7.7
Yes	183	70.1
Don't know/No answer	56	21.6
Does your household's financial management impact whether you send your child to school?		
No	153	59.0
Yes	97	37.5
Don't know/No answer	9	3.5
Does the nearest school have enough learning materials to teach your child, or must they share?		
No	70	27.0
Yes	84	32.4
Doesn't know/No answer	105	40.6
Does your ability to feed your child impact whether they attend school?		
No	191	73.8
Yes	65	25.1
Don't know/No answer	3	1.1

Parents were asked if and how they would like to be involved in future projects (Table 23). Parents reported that the best option to encourage them and others to participate in such projects is to improve collaboration between teachers and parents (48%), second being raising parents' awareness on the importance such projects would have for their children's education and giving them more information about such activities, which both got 46%. Other solutions to

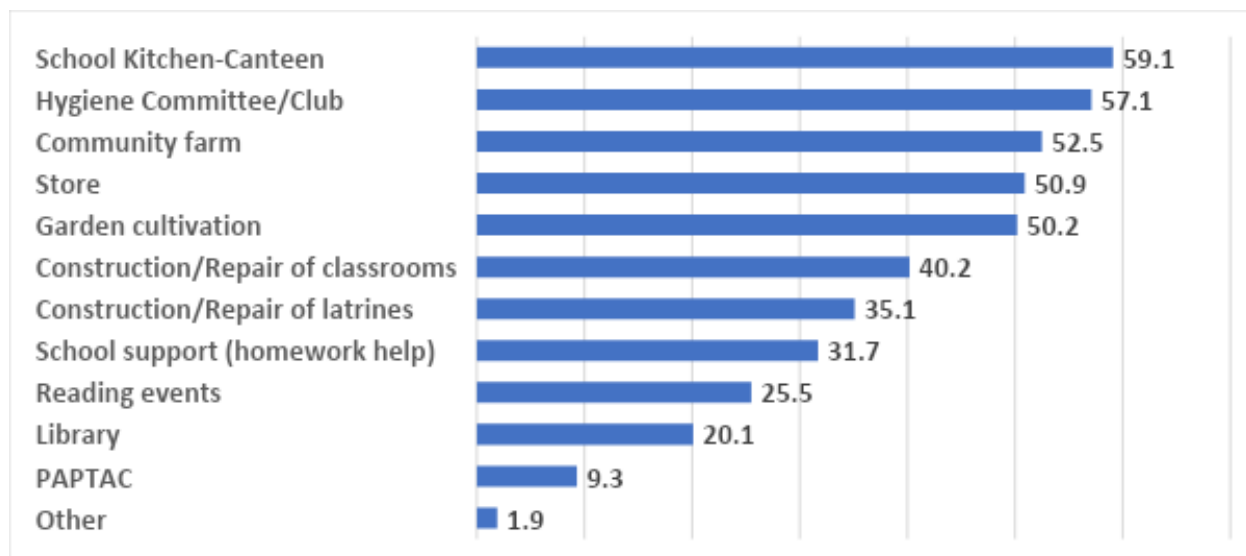
encourage parents were providing more training for parents with 44%, 33% for donating food to parents who work on the projects, 31% for showing parents previous Keun Faaba results, 28% for giving meals to parents who work on the projects, 26% for asking parents to be more active, and paying volunteers, which got 21%.

Table 23 Parent Involvement in Future Project Activities

Variable	Frequency N=259	Percent (%)
*What would it take to encourage you and other parents to participate in such school-related activities?		
Give meals to working parents	73	28.2
Donate food to working parents	88	33.9
Present Keun Faaba III results	79	30.5
Provide more training for parents	115	44.4
Improve collaboration between teachers and parents	125	48.3
Give parents more information about activities	118	45.6
Ask parents to be more active	67	25.9
Raise parents' awareness of the importance of the projects	120	46.3
Pay volunteers	54	20.9
Don't know/No answer	13	5.0
Other, specify	8	3.1
	*Multiple responses allowed	

When parents were asked what they would want to be involved with, a majority (59%) said they would be interested in working in a school kitchen, 57% said a hygiene committee, close to 53% said community farm, 51% said store, and 50% took interest in participating for garden cultivation projects (Figure 11). The less popular choices were taking part in constructing and repairing of classrooms at 40%, 35% in constructing or repairing latrines, 32% in school support, less than 26% took interest in reading events, 20% would participate in a library, and only 9% took interest in participating in a PAPTAC.

Figure 11 Future Activities Parents Take Personal Interest Participating in (%)



The socio-economic characteristics and financial management of respondents are shown below (Table 24, extended table found in Appendix I). 53% of parents have cement or tile floors within their home, and close to all the rest, 46%, use earth to floor their home. 51% use collected wood to cook with, 48% use wood or coal they buy, and less than 1% use gas. Most of the respondents, 84%, have a radio, 51% have a television within their home, and almost all reported that someone within their family has a cellphone, at a close to 99% rate.

A majority 75% of the respondents reported that they discuss household financial management with their partners. 81% said that both them and their partner are involved in decision-making towards their children's schooling, yet 80% of respondents reported that they take the larger role in their children's schooling. 64% of parents who responded to the survey conveyed that they do not have the necessary skills to aid their children with their education.

Table 24 Socio-Economic Characteristics Shortened

Variable	Frequency N=259	Percent (%)
What do you cook with in your home?		
Wood that you collect	133	51.3
Wood or coal that you buy	125	48.3

Gas	1	0.4
Do you have a television in your home?		
No	133	51.4
Yes	126	48.6
Do you discuss your household financial management with your partner?		
No	65	25.1
Yes	193	74.5
Don't know/No answer	1	0.4
Are you and your partner involved in the decision-making of your children's schooling?		
No	49	18.9
Yes	210	81.1
Do you have the skills to accompany or enable your children to learn?		
No	165	63.7
Yes	90	34.8
Don't know/No answer	4	1.5

3.5. Teacher Surveys

Below are the demographics of the teacher respondents within participating schools (Table 25, extended table found in Appendix I). According to the data gathered, teachers 35 years of age on average, and the majority (57%) were within the age group of 30-39, followed by teachers ages 40+ making 24% of respondents and ages 20-29 making the last 19%.

Males make up close to 52% of teachers responding to the survey, where women make the remaining 48%. Regarding the highest level of academic degree, the respondents acquired, 62% reported having a BEPC, 25% a BAC/DEAT, and close to 8% had a license certificate. About 61% of respondents reported having earned a CAP (Technical High School) as their highest professional degree, close to 28% hold a CEAP, while the remaining 12% have no professional

degree. Majority of the teachers work as contract agents of ACE for their school, at a rate of 43%, 33% are aspirants, 13% are community based, and the remaining 11% are permanent agents, or APE.

Table 25 Teacher Characteristics Shortened

Variable	Frequency (N=120)	Percent (%)
Gender		
Male	62	51.7
Female	58	48.3
For how many years have you been teaching?		
1-4	28	23.3
5-9	45	37.5
10+	47	39.2
	Average: 9 SD: 5.8 (Min: 1 Max: 38)	
For how many years have you been teaching at this school?		
1-4	84	70.0
5-9	35	29.2
10+	1	0.8
	Average: 4 SD: 2.6 (Min:1 Max:22)	
What is the highest professional degree you have earned?		
None	14	11.7
DEAP	33	27.5
CAP	73	60.8
What is your employment status?		
APE (permanent agent)	13	10.9

ACE (contract agent)	52	43.3
Aspirant	40	33.3
Community based	15	12.5

Of the teachers, 39% have been teaching for over a decade (10 years), 38% have taught between 5-9 years and 23% are newer teachers, having only taught between 1-4 years (Figure 12). A majority of the teachers are relatively newer to their current school, 70% have taught at their current school between 1-4 years, 29% have been teaching at the same place between 5-9 years, and below 1% have been teaching at the same place for 10+ years. On average, responding teachers have been teaching at their respective schools for 4 years.

Figure 12 Teaching Experience of Teachers

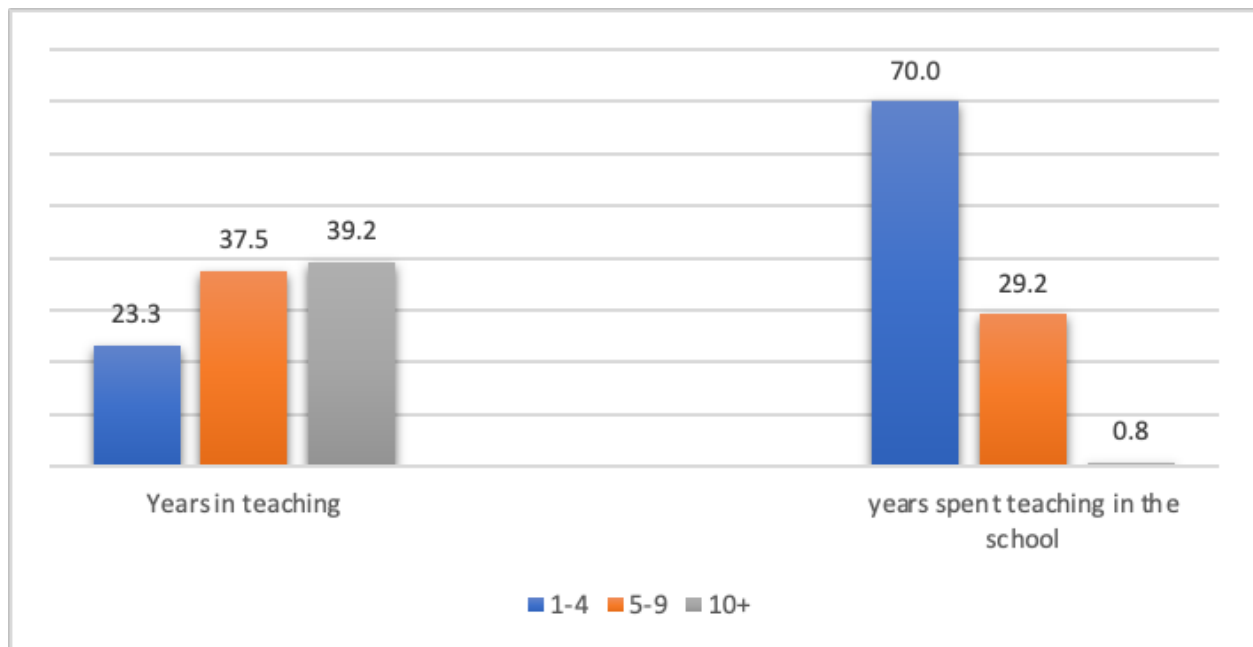
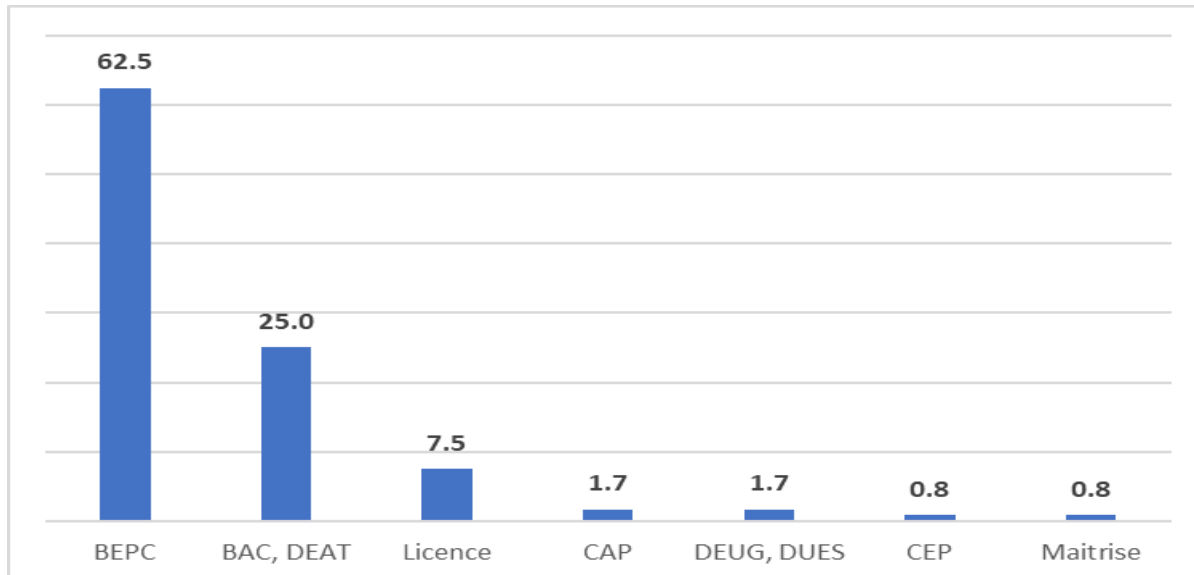


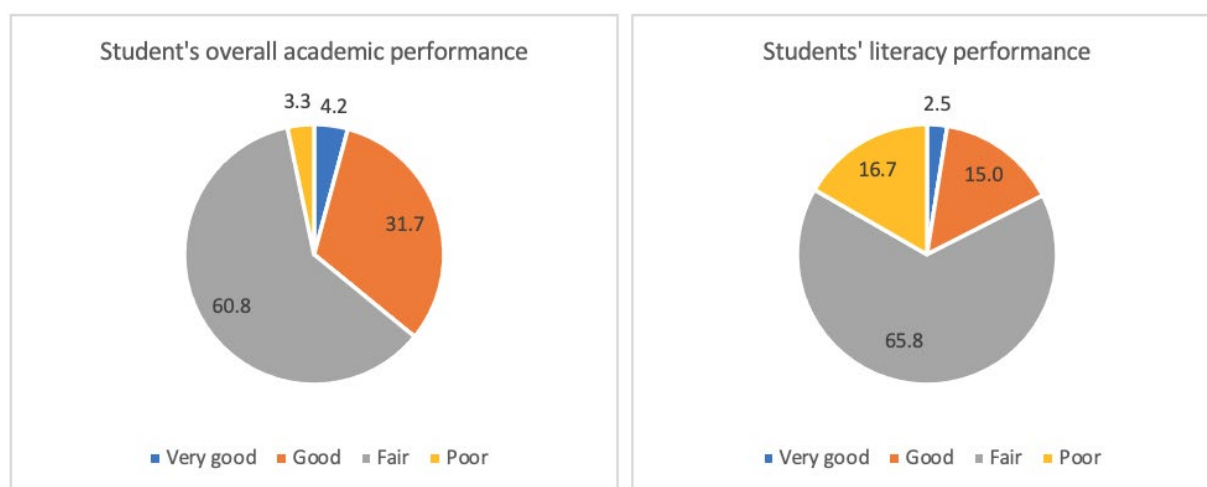
Figure 13 Highest Academic Degree Earned by Teachers (%)



Below is data about the demographics of the classes taught by respondents and what training the respondents are given (Table 26, extended table found in Appendix I). Of the teachers surveyed, 43% teach CP, followed by 24% who teach CM1, 13% who teach elementary 1, 10% who teach IC, then 2nd grade, and 5th grade, taught by 7% and 4% of teachers respectively. The teachers reported having an average of 28 boys in their class, 38% said they had between 21-30 boys, 36% said 31+, and 26% reported having 20 or less. They reported having an average of 28 girls in their classes as well, with 37% having above 31 girls, 34% having between 21-30, and 29% having 20 or less.

A majority of teachers, close to 61%, view their students' academic performance as "fair." Close to 32% of respondents see their students' academic performance as "good," while both the "very good" and "poor" responses got less than 5% each on that question. 66% of respondents view their students' literary performance as "fair," 17% view it as "poor," and 15% view it as "good" (Figure 14).

Figure 14 Teachers review of their student's academic and literacy performance (%)



Many of the schools in which teachers were surveyed seemed to get sufficient training from the government. Of the respondents, 69% reported that teachers within their school received training on improving their teaching techniques, of which 88% were provided by the government. The teachers who attended such training reported that almost all of them, 89%, use the techniques and tools learnt in their classes, and a majority of 77% reported the techniques they have used have helped improve students' literacy. Of the respondents, 64% have used the government approved literacy curriculum to teach their students within the last quarter, 70% stated they stick to the curriculum given to them at all times, while 17% use it at most times.

Table 26 Teachers' Training Shortened

Variable	Frequency (N=120)	Percent (%)
How many boys are in your class?		
1-20	31	25.9
21-30	46	38.3
31+	43	35.8
	Average: 28 SD:10.4 (Min: 7 Max: 60)	
How many girls are in your class?		
1-20	35	29.2

21-30	41	34.2
31+	44	36.6
	Average: 28 SD: 10.7 (Min: 8 Max: 63)	
How would you rate your students' overall academic performance?		
Very good	5	4.2
Good	38	31.7
Fair	73	60.8
Poor	4	3.3
How would you rate your students' literary performance?		
Very good	3	2.5
Good	18	15.0
Fair	79	65.8
Poor	20	16.7
Have any teachers in your school received training on improving teaching techniques?		
No	37	30.8
Yes	83	69.2
Did the training you receive help improve student literacy?		
No	2	2.4
Yes	64	77.1
To some level	14	16.9
Don't know/No response	3	3.6

60% of teachers have missed class less than 6 times, 28% missed between 6-15, and close to 8% missed more than 15 times. Only 5% of teachers reported not having missed a single day of class (Table 27, extended table in Appendix I). The highest amount of absences, at 28%, were due to administrative reasons, followed closely by personal illness at 23% and 20% due to work meetings. Other reasons include illness of a family member and ceremony, both with 18%, and training with 8%.

64% of respondents believe that giving certificates of achievement to diligent teachers would be an effective measure to reduce absences. 59% also believe that involving the PTA or AME in monitoring teacher attendance can also reduce absences. When asked about other tactics to aid in teacher attendance, a majority of 55% said an increase of salary will aid to subdue the issue. Followed by 38% who believe in implementing a penalty system and 24% who believe that providing teachers with appropriate documents for lesson preparation would help, as preparation at home often takes much of their time. 23% of teachers also believe that improving the assignment system would help, 18% believe in reducing the size of classes and reviewing the state of roads, and 16% believe in facilitating accessible transportation for teachers.

Table 27 Teachers' Absenteeism

Variable	Frequency (N=120)	Percent (%)
How many days of teaching did you miss (absent) in the most recent quarter of school?		
More than 15	3	7.5
Between 6 and 15	11	27.5
Less than 6	24	60.0
Never	2	5.0
*For what reasons were you absent?		
Strike	0	0.0
Illness (of self)	9	22.5
Illness of family member	7	17.5
Administrative reason (going to the bank, looking for administrative papers, etc.)	11	27.5
Training	3	7.5
Work meeting	8	20.0
Party (extension)	0	0.0

Ceremony (funeral, birth, wedding)	7	17.5
Transportation problem	0	0.0
Lack of motivation	0	0.0
Work too hard	0	0.0
Lack of professional awareness	0	0.0
Lack of love for the job	0	0.0
Geographical mobility (during a certain season the track is not accessible, water flooding)	0	0.0
Other, specify	5	12.5
*What should be put in place to reduce your absences or those of your colleagues?		
Increase salaries	66	55.0
Implement a penalty system	46	38.3
Reduce class sizes	22	18.3
Improve the assignment system	28	23.3
Review the state of the roads	21	17.5
Provide appropriate documents for lesson preparation sheets/preparation time at home is too long)	29	24.2
Facilitate access to transportation for teachers	19	15.8
Other, specify	20	16.7
	*Multiple responses allowed	

Below are the teachers' responses to questions on their students' parents' involvement with schoolwork and education (Table 28, extended table in Appendix I). Of the respondents, only 13% believe that their students' parents clearly understand the importance of their kids' education, while 45% believe that the parents do not really understand why such education is important. A majority of the teachers stated that only a few of the parents work with their kids on schoolwork at least once a week, 38% responding "only a few parents" and 35% responding "a small portion of the parents," less than 6% stated that most parents in their class help their children with schoolwork on a weekly basis. When asked what the parents are working on with their children, 58% stated reading letters, 50% stated reciting lessons, and both reading text and mathematics received close to 38%.

Majority of the teachers believe that the main reason parents do not help their children with schoolwork as much is due to not having the time to do so, as close to 53% of respondents

reported. Close to 45% believe that it is because parents are not interested in schoolwork, and 37% responded that it is because they do not believe it is part of their role as parents, or as 36% said the parents do not find it useful. They also responded that many of the parents do not speak French well enough, cannot read or simply do not know how to help them, as 34%, 33% and 29% of the teachers responded.

Table 28 Parent Involvement Shortened

Variable	Frequency (N=120)	Percent (%)
Do you feel that your students' parents understand the importance of the education their children are receiving at school?		
Yes, very much	16	13.3
Yes, to some level	24	20.0
Not very much	54	45.0
Not at all	26	21.7
Don't know/ no response	0	0.0
*What are the main reasons parents don't spend time with children on homework or reading?		
Parents are not interested in school	45	44.6
Parents feel it is not their role	37	36.6
Parents don't have the time	53	52.5
Parents don't think it's useful	36	35.6
Parents don't know how to help them	29	28.7
Parents don't speak French well enough	34	33.7
Parents cannot read	33	32.7
Other, specify	11	10.9
	*Multiple responses allowed	

When the teacher respondents were asked about their school's canteens and libraries in the data below (Table 29), close to 92% said their schools do not currently have a feeding program, while 8% of the respondents said their school has a feeding program currently and 93% do not have a

library. 79% of respondents believe that a school canteen will very much help reduce hunger between their students, and as such 81% believe it will help them be much more attentive in classes.

Although most schools do not have a library, 22% of teachers reported that their PTA, AME or another organization distribute books to students, yet the other 78% do not have access to such programs. 69% of the teachers believe that if their students had better access to books they would read a lot more, 25% believe that is true to some level, while only 5% believe that it would not truly have an effect.

Table 29 Nutrition, Libraries

Variable	Frequency (N=120)	Percent (%)
Are there any feeding programs currently at your school?		
No	110	91.7
Yes	10	8.3
Do you think that having a school canteen will help reduce hunger?		
Yes, very much	95	79.2
Yes, to some level	21	17.5
Not really	3	2.5
Don't know	1	0.8
Do you think that having a school canteen will help children become more attentive in classes?		
Yes, very much	98	81.7
Yes, to some level	15	12.5
Not really	6	5.0
Don't know	1	0.8
Is there a library at your school?		
No	111	92.5
Yes	9	7.5
Does the school's PTA/AME, or any other organization distribute books in your school?		
No	93	77.5
Yes	26	21.7

Don't know	1	0.8
Do you think that if students have better access to books, they will read more?		
Yes, very much	83	69.2
Yes, to some level	30	25.0
Not really	6	5.0
Don't know	1	0.8

Below teachers were asked questions when considering the following important hygiene practices (Table 30, extended table found in Appendix I): Hand washing, using soap, washing what you eat, and using a latrine. When asked how many of their students know about and understand these hygiene practices, 45% responded that their students understand all of the above, 29% said most of the practices, and only less than 7% responded that their students know only a few of the practices. With that in mind, less than 21% said that their students follow all the practices, 41% said they follow most of them, 21% said they follow about half, less than 8% follow a small portion, and 10% follow only a few of the mentioned hygiene practices.

When asked why their students many not follow the hygiene practices mentioned, 33% responded that the children are not aware of the risks, 23% said they do not have enough access to water, 19% said that their students are just too young, and 18% said the students do not know them. Other responses were that the kids do not have access to soap or ash, they think it is useless, or are uninterested, getting 16%, 15% and 14% respectively.

Over 53% of respondents did not know or did not answer when asked if the girls in their school received support, training, or information about how to practice safe hygiene regarding their menstrual cycle. Of those who responded 20% said they receive informative sessions, 8% distribute hygiene pads, and 6% receive written materials.

Table 30 Health, Hygiene Shortened

Variable	Frequency N=120	Percent (%)
Consider the following hygiene practices: hand washing, use of soap, wash what you eat, use of latrines.		
How many of these practices do you think your students know about, and understand the importance of to their health?		
All of the practices	54	45.0

Most of the practices	35	29.2
About half of the practices	11	9.2
A small portion of the practices	11	9.2
Only a few of the practices	8	6.6
Don't know/no response	1	0.8
How many of these practices do you think your students' practice?		
All of the practices	25	20.8
Most of the practices	49	40.8
About half of the practices	25	20.9
A small portion of the practices	9	7.5
Only a few of the practices	12	10.0
*Do girls in your school receive training, information, or other support on hygiene practices during menstrual cycles?		
Informative sessions/days	24	20.0
Written materials	7	5.8
Mentoring	1	0.8
Distribution of hygiene pads	10	8.3
Special latrines	3	2.5
Other (specify)	27	22.5
Don't know/no response	64	53.3
	*Multiple responses allowed	

3.6. Attendance Rate and Attentiveness of Students

Two different parameters were measured to gather information on student's participation in the sampled schools, as follows.

3.6.1. Attendance Rate

On the day of the evaluators' visit to the participating 140 schools, the evaluators counted the students in each class (presence) and compared it to the schools' registration. The total number

of registered students was 42,273, of which 38,488 students were present that day. Verified attendance rate was 91%. Attendance rates were identical for boys and girls. Borgou had a slightly higher attendance rate (93%) than Alibori (87%, Table 33).

Table 33 Attendance Rate by Department

Department	Schools	Total No. Student registered	Number present in school during classroom observations	Attendance Rate
Alibori	45	12295	10691	87%
Borgou	95	29978	27797	93%
Total	140	42273	38,488	91%

Attendance rate by Commune

Commune	Schools	Total No. Students registered	Number present in school during classroom observations	Attendance Rate
Banikoara	45	12295	10,691	87%
Bembereke	48	14558	13,836	95%
Nikki	22	7790	6,919	89%
Sinende	25	7630	7,042	92%
Total	140	42273	38,488	91%

3.6.2. Attentiveness

Students' attention was measured through classroom observation. Three classrooms between 1st and 5th grade were chosen randomly in each school to be observed. The investigator randomly selected 10 students to observe individually from each classroom. The attentiveness of the selected students was classified based on a predefined set of characteristics:

Attentive Student:

- All or most of the students' behaviors are related to actively completing the task the teacher has assigned.
- The student listens to the teacher or other students when they participate.
- The student takes notes that appear to be related to the content of the class.
- The student raises their hand to answer a question in a sincere manner.

Inattentive Student:

- The student is pointed out by the teacher reminding them of the purpose of the class.
- The student makes comments that disrupt the class.
- The student talks to other students during a time when they should be listening.
- The student is fidgeting in their seat to the point of disrupting other students around them.
- The student is asleep.
- The student forgets about class activities.

Of the 3,680 students observed, the majority (63.5%) were categorized as attentively participating in class (Table 34).

Table 34 Observed Student Attentiveness

Variable	Frequency (N= 3,680)	Percentage (%)
Attentiveness		
Yes	2336	63.5%
No	1344	36.5%
Department (Number of classrooms=N=368)		
Alibori	109	29.6%
Borgou	259	70.4%
Commune (Number of classrooms=N=368)		
BANIKOARA	109	29.6%
BEMBEREKE	94	25.5%
NIKKI	61	16.6%
SINENDE	104	28.3%
Classes (Number of classrooms=N=368)		
CI	59	16.0%
CP	68	18.5%
CE1	62	16.9%
CE2	70	19.0%
CM1	65	17.7%
CM2	44	12.0%

4. Conclusions and Recommendations

4.1. Conclusions

Results from this study confirm the need for a holistic school program in Northern Benin. Across the board, all stakeholders interviewed for this study said that a school feeding program and the establishment of canteens in school is a critical step for improving academic performance, which is low in Northern Benin. This need for a feeding program is strongly reinforced by the high number of underweight school children.

Results from the baseline study indicate that more than a few of the target indicators need to be adjusted. For example, recorded attendance rates were higher than anticipated (91% compared to 80%), and the number of students using hand-washing facilities with soap or potash before eating lunch (98%) was nearly equal to life of project (100%). It is therefore recommended to adjust project target goals, as well as adjust project activities by putting less focus on attendance (both for students and teachers), hygiene practices, and improving of nutritional knowledge. A complete list of these recommendation is provided below.

Early Grade Reading Assessments (EGRA) was able to indicate variable areas of strength and weaknesses for 2nd grade students. Results showed that while most students (74%) were able to identify or pronounce five or more invented words, less than 13% were able to identify and pronounce more than five invented words at an advanced level. Listening comprehension was low for CP/G2 pupils (76% struggled with comprehending the content of a story being read to them). Overall, scores were almost equal for girls and boys.

Nearly 75% of parents say that their children's education is important to them, but less than half believe that their children's academic performance is sufficient (42% rated their daughters' academic performance as "good," while more respondents (47%) rated their sons' at a lower academic performance, "fair"). Both teachers and parents think that the parents are lacking skills to support their children in homework and reading. Parents (and especially mothers) are interested in being involved in the schools, and especially in the school's canteen programs.

On the other hand, results from the study indicate that hygiene practices and understanding of nutrition were relatively good. Similarly, it appears that both student and teachers' absenteeism is not a major issue, as high attendance rates were recorded.

Security was a reoccurring issue, raised by parents and stakeholders. There is a concern, especially in North Benin on the Nigerian border, of increasing terrorist attacks. Partners are especially concerned about travel challenges to these remote locations.

4.2. Recommendations

- Continue to support a holistic school program approach for Northern Benin, that will include literacy, health, and nutrition.
- Design feeding programs at a community level, to mobilize food for the whole community by establishing school farms, strengthening the community by providing opportunities for food production, and enhancing economic resilience.
- Create programs to teach and help parents in supporting their children's learning.
- To improve parent's involvement, use various medias to increase awareness, including advocacy, community dialogs to share experiences, parent meetings, and involvement of local leaders.
- Design variable learning programs that address the different areas of strength and weaknesses for each school grade.
- Include follow-ups of children's progress at their homes. These visits can also be used to monitor children's wellbeing and nutrition.
- Adjust program targets:
 - .1. Indicator #1 - 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 – Year 1 should end with 4%.
 - .2. Indicator #7 - Percent of school age children (age 5-10) who are underweight (weight-for-age below <2z) per WHO growth standards – Year 1 should end with 12%.
 - .3. Indicator #10 - Average student attendance rate in USDA supported classrooms/schools – Year 1 should end with 95%.
 - .4. Indicator #21 - Percent of teachers using the national literacy curriculum and the related instructional materials – baseline values are based on the evaluators asking teachers to point to available instructional materials. Actual usage of these curriculum in class may need to be assessed. Baseline values were lower than anticipated by the project programmers.
 - .5. Indicator #31 - Average number of days missed per student per year due to health issues – throughout the project, values of less than 1 should be targeted.

- .6. Indicator #37 - Percent of parents in target communities who can name at least three benefits of primary education – Baseline values were lower than anticipated by the project programmers – Year 1 should end with 25%.
- .7. Indicator #46 - Percent of mothers using nutrient-dense neglected and underutilized foods in family meals in the previous 24 hours - Year 1 and the following years should end with values higher than 86%.
- .8. Indicator #50 - Percent of caregivers that have the skills to accompany/ enable student learning - Baseline values were higher than anticipated by the project programmers.
- .9. Indicator #54 - Percent of male and female members of AME/APEs stating they do discuss household financial management questions with their partner – Year 1 should end with 85%.
- .10. Indicator #56 - Percent of male and female members of AME/APEs who involve their partner in decision-making regarding schooling of children – Year 1 and the following years should end with values higher than 80%.

5. Appendixes

5.1. Appendix I: Detailed Survey Results

Table 8 School Nutrition Extended

Variable	Frequency N=3011	Percent (%)
Did you eat today before coming to school?		
No	1003	33.3
Yes	2005	66.6
Don't know	3	0.1
Do you wake up early enough to eat breakfast at home?		
No	1405	46.7
Yes	1595	53.0
Don't know	11	0.3
Do you bring your lunch to school?		
No	2372	78.8
Yes	632	21.0
Don't know	7	0.2
Was it your mom who prepared what you ate yesterday morning before coming to school?		
No	328	15.2
Yes	1806	83.8
Don't know	20	1.0
Who prepared this meal?		

Dad	8	2.4
Sibling	78	23.8
Guardian	5	1.5
Seller at school	173	52.7
Uncle/Aunt	21	6.4
Housekeeper	2	0.6
Don't know	41	12.5
Do you eat vegetables?		
No	115	3.8
Yes	2886	95.9
Don't know	10	0.3
Do you eat fruit?		
No	73	2.4
Yes	2934	97.5
Don't know	4	0.1
How many meals did you eat yesterday?		
I didn't eat	6	0.2
I had 1 meal	74	2.5
I had 2 meals	546	18.1
I had 3 or more meals	2325	77.2
Don't know/don't answer	60	2.0
*Who prepared your meals yesterday?		
Mom	2489	94.4
Dad	21	0.8
Sibling	579	22.0

Guardian	14	0.5
Uncle/Aunt	110	4.2
Housekeeper	25	1.0
Seller at school	646	24.5
Don't know	32	1.2
Have you been hungry in the past week because you missed a meal?		
No	1778	59.0
Yes	1206	40.1
Don't know	27	0.9
Do you eat three meals a day?		
No	665	22.1
Yes	2331	77.4
Don't know	15	0.5
*What meals do you eat in a day?		
Morning	2233	95.8
Afternoon	2157	92.5
Evening	2167	92.9
Do you wash your hands before eating Breakfast?		
No	31	1.4
Yes	2199	98.5
Don't know	3	0.1
Do you wash your hands before eating lunch?		
No	47	2.1

Yes	2182	97.7
Don't know	4	0.2
Do you wash your hands before eating dinner/snacks?		
No	41	1.9
Yes	2112	97.9
Don't know	4	0.2
Did you eat yesterday during recess?		
No	69	3.2
Yes	2096	96.7
Don't know	2	0.1
Did you ever get take-out from school for home?		
No	2432	80.8
Yes	537	17.8
Don't know	42	1.4
	*Multiple responses allowed	

Table 8b School Nutrition by gender

Variable	Male	Female	N
Did you eat today before coming to school?			
No	50.2	49.8	1003
Yes	48.8	51.2	2005

Don't know	0.0	100.0	3
Do you wake up early enough to eat breakfast at home?			
No	49.3	50.7	1405
Yes	49.5	50.5	1595
Don't know	9.1	90.9	11
Do you bring your lunch to school?			
No	50.4	49.6	2372
Yes	44.5	55.5	632
Don't know	71.4	28.6	7
Was it your mom who prepared what you ate yesterday morning before coming to school?			
No	50.0	50.0	328
Yes	48.5	51.5	1806
Don't know	60.0	40.0	20
Who prepared this meal?			
Dad	25.0	75.0	8

Sibling	48.7	51.3	5
Guardian	40.0	60.0	5
Seller at school	52.6	47.4	173
Uncle/Aunt	52.4	47.6	21
Housekeeper	50.0	50.0	100.0
Don't know	46.3	53.7	41
Do you eat vegetables?			
No	51.3	48.7	115
Yes	49.0	51.0	2886
Don't know	80.0	20.0	10
Do you eat fruit?			
No	49.3	50.7	73
Yes	49.2	50.8	2934
Don't know	50.0	50.0	4
How many meals did you eat yesterday?			
I didn't eat	50.0	50.0	6

I had 1 meal	54.1	45.9	74
I had 2 meals	48.4	51.6	546
I had 3 or more meals	49.3	50.7	2325
Don't know/don't answer	50.0	50.0	60
*Who prepared your meals yesterday?			
Mom	49.6	50.4	2489
Dad	47.6	52.4	21
Sibling	50.9	49.1	579
Guardian	42.9	57.1	14
Uncle/Aunt	54.6	45.4	110
Housekeeper	36.0	64.0	25
Seller at school	49.7	50.3	646
Have you been hungry in the past week because you missed a meal?			
No	49.2	50.8	1778
Yes	49.3	50.7	1206

Don't know	51.9	48.2	27
Do you eat three meals a day?			
No	50.4	49.6	665
Yes	48.9	51.1	2331
Don't know	46.7	53.3	15
*What meals do you eat in a day?			
Morning	49.0	51.0	2233
Afternoon	48.8	51.2	2157
Evening	48.9	51.1	2167
Do you wash your hands before eating Breakfast?			
No	45.2	54.8	31
Yes	49.0	51.0	2199
Don't know	100.0	0.0	3
Do you wash your hands before eating lunch?			
No	46.8	53.2	47

Yes	49.0	51.0	2182
Don't know	50.0	50.0	4
Do you wash your hands before eating dinner/snacks?			
No	51.2	48.8	41
Yes	48.7	51.3	2112
Don't know	50.0	50.0	4
Did you eat yesterday during recess?			
No	62.3	37.7	69
Yes	48.4	51.6	2096
Don't know	100.0	0.0	2
Did you ever get take-out from school for home?			
No	49.2	50.8	2432
Yes	49.5	50.5	537
Don't know	47.6	52.4	42

Table 8c School Nutrition by weight for age categorization

Variable	Underweight	Healthy weight	Overweight	N
Did you eat today before coming to school?				
No	41.0	54.6	4.4	1003
Yes	38.0	56.0	6.0	2005
Don't know	66.7	33.3	0.0	3
Do you wake up early enough to eat breakfast at home?				
No	39.5	54.7	5.8	1405
Yes	38.6	56.3	5.1	1595
Don't know	36.4	45.5	18.1	11
Do you bring your lunch to school?				
No	39.9	54.6	5.5	2372
Yes	35.6	58.9	5.5	632
Don't know	57.1	42.8	0.0	7
Do you eat vegetables?				

No	40.0	51.3	8.7	115
Yes	39.0	55.6	5.4	2886
Don't know	30.0	70.0	0.0	10
Do you eat fruit?				
No	28.8	57.4	13.7	73
Yes	39.3	55.4	5.3	2934
Don't know	25.0	75.0	0.0	4
How many meals did you eat yesterday?				
I didn't eat	33.3	50.0	16.7	6
I had 1 meal	35.1	60.8	4.1	74
I had 2 meals	43.4	51.8	4.8	546
I had 3 or more meals	38.2	56.3	5.5	2325
Don't know/don't answer	38.3	50.0	11.7	60
Have you been hungry in the past week because you missed a meal?				
No	42.2	53.8	4.0	1778

Yes	34.3	58.2	7.5	1206
Don't know	40.7	48.2	11.1	27
Do you eat three meals a day?				
No	39.9	54.0	6.1	665
Yes	38.8	56.0	5.2	2331
Don't know	33.3	53.4	13.3	15
Did you eat yesterday during recess?				
No	47.8	49.3	2.9	69
Yes	38.7	56.2	5.1	2096
Don't know	0.0	50.0	50.0	2
Did you ever get take-out from school for home?				
No	39.8	55.0	5.2	2432
Yes	35.0	58.9	6.1	537
Don't know	45.2	40.5	14.3	42

Table 10b Identifying Food by gender

Variable	Male	Female	N
Are cereals, roots and tubers starchy foods?			
No	50.6	49.4	457
Yes	49.6	50.4	2172
Don't know	45.6	54.4	382
Are legumes and nuts high protein foods?			
No	46.1	53.9	501
Yes	50.4	49.6	1962
Don't know	47.8	52.2	548
Are milk and foura dairy products?			
No	46.8	53.2	263
Yes	49.3	50.7	2583
Don't know	52.1	47.9	165

Are fresh foods (meat, fish, poultry, and liver/offal) protein foods?			
No	45.3	54.7	364
Yes	50.4	49.6	2246
Don't know	46.1	53.9	401
Are eggs a dairy food?			
No	49.9	50.1	2110
Yes	48.7	51.3	669
Don't know	44.4	55.6	232
Can you get vitamin A from fruits and vegetables?			
No	47.6	52.4	294
Yes	49.7	50.3	2493
Don't know	46.4	53.6	224

Table 15 Oral Reading Comprehension G2 and G5

Oral Reading Comprehension	CP2/G2			CM1/G5		
	Boys	Girls	Total	Boys	Girls	Total
	%	%	%	%	%	%
Failed All Five Questions	92.4	90.8	91.7	34.9	36.0	35.4
One Out of Five	1.0	1.1	1.0	9.0	13.8	11.4
Two Out of Five	1.3	3.2	2.2	18.0	11.6	14.8
Three Out of Five	2.8	3.5	3.1	13.8	16.4	15.1
Four Out of Five	1.8	1.1	1.4	14.3	11.6	13
Got All Five Questions	0.8	0.3	0.5	10.1	10.6	10.3

Table 16 Characteristics of Parents and Caregivers Extended

Variable	Frequency (N=259)	Percent (%)
What language do you primarily speak at home?		
Francais	5	1.9
Dendi	30	11.6
Bariba	195	75.3
Peulh	13	5.0
Boo	1	0.4
Mokole	1	0.4
Other	14	5.4

Gender		
Male	137	52.9
Female	122	47.1
How old are you?		
18-29	34	13.5
30-39	81	32.3
40-49	77	30.7
50+	59	23.5
Average age	41 SD:11.3 (Min: 19 Max: 86)	
How many people live with you, including yourself?	Average: 10 SD: 6.6 (Min: 3 Max: 40)	
What is your speaking level in French?		
I speak fluently	30	11.5
I understand and speak fairly well	19	7.3
I understand and speak a little	45	17.4
I understand a little but do not speak	16	6.2
I do not speak French	147	56.8
Don't know/No answer	2	0.8
What is your reading level in French?		
I can read perfectly	37	14.2
I can read fairly well	18	7.0
I can read a little	34	13.1
I can't read	169	65.3
Don't know/No answer	1	0.4

Is there another person in your family (living with you) who reads French fluently?		
No	26	15.4
Yes	142	84.0
Don't know/No answer	1	0.6
What is your level of education?		
None	151	58.3
Primary	39	15.1
Cycle 1 secondary	33	12.7
Cycle 2 secondary	19	7.3
Cycle 1 superior	8	3.1
Upper cycle 2	5	1.9
Literate	4	1.5
Other	0	0.0
Don't know/No answer	0	0.0
What is your main occupation?		
Unemployed	4	1.5
Housewife	46	17.8
Agricultural laborer	128	49.4
Landowner	0	0.0
Laborer	3	1.2
Merchant/Shopkeeper	40	15.4
Office worker	5	1.9
Artisan: Weaver, blacksmith, hairdresser, etc.	19	7.3
Retired	0	0.0

Other	14	5.4
Don't know/No answer	0	0.0
Are you a member of a parent-teacher association or a mother-teacher association?		
APE	23	8.9
AME	15	5.8
None of the above	221	85.3

Table 17 Characteristics of the Children Extended

Variable	Frequency (N=259)	Percent (%)
How many girls do you have?		
None	22	8.5
1-4	185	71.7
5+	51	19.8
	Average: 3 SD: 2.6 (Min:0 Max:19)	
How many girls are enrolled in this elementary school?		
None	12	5.1
1-4	218	91.9
5+	7	3.0
	Average: 2 SD: 1.1 (Min:0 Max:6)	
*What grade are they in?		
Kindergarten	13	5.7
IC	51	22.4
CP	75	32.9
Elementary 1	57	25.0

2nd Grade	65	28.5
CM1	47	20.6
5th Grade	30	13.2
How would you rate your daughter's academic performance?		
Very good	25	10.7
Good	99	42.3
Fair	95	40.6
Poor	12	5.1
Very Poor	3	1.3
How many boys do you have?		
None	28	10.8
1-4	206	89.2
5+	5	2.1
	Average: 2 SD: 1.2 (Min:0 Max:8)	
*What grade are they in?		
Kindergarten	13	6.2
IC	49	23.2
CP	53	25.1
Elementary 1	57	27.0
2nd Grade	58	27.5
CM1	54	25.6
5th Grade	34	16.1
How would you rate your sons' academic performance?		
Very good	26	11.8
Good	82	37.1
Fair	104	47.1

Poor	6	2.7
Very Poor	3	1.3
	*Multiple responses allowed	

Table 18 Hygiene and Health Practices Extended

Variable	Frequency (N=259)	Percent (%)
How many times a day does your youngest child wash their hands?		
6 or more times	56	21.6
3 to 5 times	141	54.4
1 to 2 times	37	14.3
Never	23	8.9
Don't know/No answer	2	0.8
*When does your youngest child wash their hands in school?		
After defecation	164	63.3
Before eating	248	95.8
After eating	221	85.3
After cleaning the latrine	48	18.5
After working in the fields	65	25.0
Never	1	0.4
Don't know/No response	8	3.1
Other, specify	13	5.0
Does your youngest child in school know if the water is safe to drink or not?		

No	43	16.6
Yes	215	83.0
Don't know/No answer	1	0.4
*What does your youngest child in school use to wash their hands?		
Soap	205	79.2
Dishwashing liquid	59	22.8
Ash	26	10.0
Lemon leaves	2	0.8
Do not wash hands	1	0.4
Don't know/No answer	20	7.7
Other, specify	13	5.0
*When they are not in school, where do your children defecate?		
In the latrine of my house	109	42.1
In the latrine at school	19	7.3
In the latrine shared with my neighbor	18	7.0
In a community latrine	6	2.3
In a potty	11	4.3
In the yard of my house	8	3.1
In the bush	132	51.0
Don't know/No answer	1	0.4
Other, specify	1	0.4
	*Multiple responses allowed	

Table 19 Questions Relevant to Future Programming Extended

Variable	Frequency (N=259)	Percent (%)
Do you think school lunchrooms help reduce hunger?		
Yes, very much	225	86.9
Yes, to some level	24	9.3
No, not really	4	1.5
No, not at all	0	0.0
Don't know/No response	6	2.3
If radio programs and booklets about improved education and use of hygiene practices would be available, would your children use and benefit from them?		
Yes, very much	189	73.0
Yes, to some level	52	20.1
No, not really	9	3.5
No, not at all	4	1.5
Don't know/No response	5	1.9
*What are the main reasons for teacher absenteeism?		
Strike	5	6.0
Illness (of self)	40	47.6
Illness of family member	15	17.9
Administrative reason (going to the bank, looking for administrative papers, etc.)	19	22.6
Training	37	44.1

Work meeting	28	33.3
Party (extension)	4	4.8
Ceremony (funeral, birth, wedding)	3	3.6
Transportation problem	1	1.2
Lack of motivation	9	10.7
Work too hard	3	3.6
Don't know/No answer	12	14.3
Other, please specify	6	7.1
Do you think that certificates of achievement given to diligent teachers is an effective measure to reduce teacher absences?		
Yes, very much	126	48.7
Yes, to some level	62	23.9
No, not really	13	5.0
No, not at all	12	4.6
Don't know, no response	46	17.8
Do you think that involvement of the PTA and AME is an effective method to reduce teacher absenteeism?		
Yes, very much	126	48.7
Yes, to some level	62	23.9
No, not really	13	5.0
No, not at all	12	4.6
Don't know/No answer	46	17.8
*What methods do you suggest for reducing teacher absenteeism?		

Implement a penalty system	113	43.6
Reduce staffing levels	15	5.8
Improve assignment system	69	26.6
Don't know/No answer	77	29.7
Other, please specify	27	10.4
	*Multiple responses allowed	

Table 21 Involvement in School Life Extended

Variable	Frequency (N=259)	Percent (%)
Do you (or other family members) tell stories to your children?		
No	149	57.5
Yes	109	42.1
Don't know/No answer	1	0.4
How often?		
Every day	14	12.8
2-3 times a week	18	16.5
Once a week	22	20.2
A few times a month	55	50.5
Do you (or other family members) monitor how well your children are doing in school?		
No	50	21.6
Yes	202	78.0
Don't know/No answer	1	0.4

Do you (or other family members) help your children with their homework?		
No	116	44.8
Yes	142	54.8
Don't know/No response	1	0.4
*For what types of activities		
Reading letters	91	64.1
Reading words	77	54.2
Reading a text	75	52.8
Mathematics	90	63.4
Reciting lessons	72	50.7
Help with homework	42	29.6
Other, specify	3	2.1
*Why?		
Parents are not interested in school	13	11.2
Parents feel it is not their role	16	13.8
Parents don't have the time	30	25.9
Parents don't think it is useful	4	3.5
Parents don't know how to help them	50	43.1
Parents don't speak French well enough	55	47.4
Parents cannot read	64	55.2
Other, specify	3	2.6
Have you personally done any reading activities with your children in the last 7 days (one week)?		

No	193	74.5
Yes	63	24.3
Don't know/No answer	3	1.2
Has anyone else in your household done any reading activities with your children in the last 7 days (one week)?		
No	100	38.6
Yes	152	58.7
Don't know/No answer	7	2.7
*Have your children ever received help from anyone with homework or reading? If so, from whom?		
Yes, a family member	105	40.5
Yes, a parent-organized support group	44	17.0
Yes, a personal tutor/repeater (paid)	33	12.7
Yes, a study group (paid)	9	3.5
Yes, other specify	13	5.0
No	76	29.3
Don't know/No response	7	2.7
*In the previous 24 hours did you prepare family meals with the following nutrition-dense and neglected/underutilized food items?		
Moringa leaf YOROU YARA (BARIBA). DAMBOU COSSOU (DENDI). MORINGA/YONKIHI (PEULH). ÉWÉ AGOUMALIYÉ (NAGO).	76	29.3
Wild spinach	67	25.9

SAMBINOUN WOUROUSOU (BARIBA). GOBITA KORSOU (DENDI). AFOOWA LADDE (PEULH). ÊFÔ OKO (NAGO)		
Baobab leaf MOUKOU-MOUKOU (BARIBA). KOR (DENDI). BOKKA (PEULH). ÔMON OTCHÉ (NAGO)	92	35.5
Fricassee tree fruit DIRÉM (BARIBA). FISSO (DENDI). PIISA (PEULH). OUTCHIN (NAGO).	45	17.4
Mushroom GONMI (BARIBA). GONMI (DENDI). GONMI (PEUHL). OSSOUNSOUN (NAGO).	29	11.2
White Guinea Sorrel SINRI KPIKA (BARIBA). GUISSIMAN (DENDI). POLLA DANEYA/GONTIIRE DANEERE. KPAKPARA FOUNFOUN (NAGO).	38	14.7
Red Guinea Sorrel SINRI SWAN (BARIBA). GUISSIMAN (DENDI). POLLA DANEYA/GONTIIRE DANEERE (PEUHL). KPAKPARA KPIKPA (NAGO).	23	8.9
Sesamum leaf DOSSI (BARIBA). DOSSI (DENDI). DOSSI (PEUHL). AGBO (NAGO).	73	28.2
Cotton plant KPARAROU GBINA (BARIBA). KPARARA (DENDI). TARIBO NAREERIHI (PEULH)	58	22.4
Eggplant leaves SAMBINOUN WOUROUSOU (BARIBA). GOBITA KORSOU(DENDI). AFOOWA LADDE (PEULH). ÊFÔ OKO (NAGO)	23	8.9
None	36	13.9
	*Multiple responses allowed	

Table 22 Parents' Barriers for Their Children's Learning Extended

Variable	Frequency (N=259)	Percent (%)
Do you believe that the teachers are trained enough to teach your children effectively at school?		
No	20	7.7
Yes	183	70.1
Don't know/No answer	56	21.6
Does your household's financial management impact whether you send your child to school?		
No	153	59.0
Yes	97	37.5
Don't know/No answer	9	3.5
Are there enough teachers trained at your child's school to deliver effective education to your child?		
No	16	6.1
Yes	176	68.0
Don't know/No answer	67	25.9
Is your child's classroom overcrowded or falling apart?		
No	107	41.3
Yes	106	40.9
Don't know/No answer	46	17.8

Does your child's classroom lack textbooks, school supplies, and other tools they need to excel?		
No	84	32.4
Yes	98	37.9
Don't know/No response	77	29.7
Does the nearest school have enough learning materials to teach your child, or must they share?		
No	70	27.0
Yes	84	32.4
Doesn't know/No answer	105	40.6
Does your child's gender impact whether they can receive an education at school?		
No	234	90.4
Yes	16	6.2
Don't know/No answer	9	3.4
Does your child's exposure to violence or risk impact their access to education?		
No	200	77.2
Yes	53	20.5
Don't know/No answer	6	2.3
Does your ability to feed your child impact whether they attend school?		
No	191	73.8
Yes	65	25.1
Don't know/No answer	3	1.1

Does the distance of your nearest school impact whether your child attends school?		
No	219	84.6
Yes	36	13.9
Don't know/No answer	4	1.5
Are there other things that hinder or affect your children's access to education?		
No	32	80.0
Yes	7	17.5
Don't know/No answer	1	2.5

Table 24 Socio-Economic Characteristics Extended

Variable	Frequency N=259	Percent (%)
What type of flooring do you have at home?		
Earth	118	45.6
Wood	4	1.5
Cement or tiles	137	52.9
What do you cook with in your home?		
Wood that you collect	133	51.3
Wood or coal that you buy	125	48.3
Gas	1	0.4
Do you have a radio in your home?		
No	41	15.8
Yes	218	84.2
Do you have a television in your home?		

No	133	51.4
Yes	126	48.6
Does anyone in your family have a cell phone?		
No	3	1.2
Yes	256	98.8
Do you discuss your household financial management with your partner?		
No	65	25.1
Yes	193	74.5
Don't know/No answer	1	0.4
Are you and your partner involved in the decision-making of your children's schooling?		
No	49	18.9
Yes	210	81.1
Are you more involved in the decision-making of your children's schooling or your partner?		
No	51	19.7
Yes	207	79.9
Don't know/No answer	1	0.4
Do you have the skills to accompany or enable your children to learn?		
No	165	63.7
Yes	90	34.8
Don't know/No answer	4	1.5

Table 25 Teacher Characteristics Extended

Variable	Frequency (N=120)	Percent (%)
Gender		
Male	62	51.7
Female	58	48.3
How old are you?		
20-29	23	19.2
30-39	68	56.7
40+	29	24.1
	Average: 35 SD: 6.7 (Min: 22 Max: 58)	
For how many years have you been teaching?		
1-4	28	23.3
5-9	45	37.5
10+	47	39.2
	Average: 9 SD: 5.8 (Min: 1 Max: 38)	
For how many years have you been teaching at this school?		
1-4	84	70.0
5-9	35	29.2
10+	1	0.8
	Average: 4 SD: 2.6 (Min:1 Max:22)	
What is the highest class you have attended?		
6th grade	0	0.0
5th grade	0	0.0
4th grade	0	0.0

3rd grade	17	14.1
2nd grade	13	10.9
1st grade	18	15.0
University	22	18.3
Other	0	0.0
What is the highest academic degree you have earned?		
CEP	1	0.8
BEPC	75	62.5
CAP	2	1.7
BAC, DEAT	30	25.0
DEUG, DUES	2	1.7
License	9	7.5
Maitrise	1	0.8
Master/DEA	0	0.0
Other	0	0.0
What is the highest professional degree you have earned?		
None	14	11.7
DEAP	33	27.5
CAP	73	60.8
What is your employment status?		
APE (permanent agent)	13	10.9
ACE (contract agent)	52	43.3
Aspirant	40	33.3
Community based	15	12.5

Table 26 Teachers' Training Extended

Variable	Frequency (N=120)	Percent (%)
What class(es) do you teach?		
Kindergarten	0	0.0
IC	12	10.0
CP	51	42.5
Elementary 1	15	12.5
2nd grade	8	6.6
CM1	29	24.2
5th grade	5	4.2
How many boys are in your class?		
1-20	31	25.9
21-30	46	38.3
31+	43	35.8
	Average: 28 SD:10.4 (Min: 7 Max: 60)	
How many girls are in your class?		
1-20	35	29.2
21-30	41	34.2
31+	44	36.6
	Average: 28 SD: 10.7 (Min: 8 Max: 63)	
How would you rate your students' overall academic performance?		
Very good	5	4.2
Good	38	31.7
Fair	73	60.8

Poor	4	3.3
How would you rate your students' literary performance?		
Very good	3	2.5
Good	18	15.0
Fair	79	65.8
Poor	20	16.7
Have any teachers in your school received training on improving teaching techniques?		
No	37	30.8
Yes	83	69.2
Who provides the training?		
Government	73	87.9
Others	10	12.1
How is the quality of the training you receive?		
Excellent	18	21.6
Good	51	61.5
Satisfactory	12	14.5
Not that good	1	1.2
Poor	1	1.2
Do you use any of the techniques and tools you learned in trainings within your classes?		
No	4	4.8
Yes	74	89.2
To some level	4	4.8
Don't know/No response	1	1.2

Did the training you receive help improve student literacy?		
No	2	2.4
Yes	64	77.1
To some level	14	16.9
Don't know/No response	3	3.6
In the recent school quarter, have you been using the government approved literacy curriculum to teach your students?		
No	19	15.8
Yes	77	64.2
To some level	13	10.8
Don't know/No response	11	9.2
How closely do you follow this curriculum?		
All the time	54	70.1
Most of the time	13	16.9
Sometimes	9	11.7
Do not use this curriculum	1	1.3
Can you show me the curriculum and these materials?		
Showed the national curriculum and other materials	27	62.8
Showed other materials	10	23.3
Showed only national curriculum	6	13.9

Table 27 Teachers' Absenteeism Extended

Variable	Frequency (N=120)	Percent (%)
In the last quarter, did you miss class (absent) for any reason?		
No	80	66.7
Yes	40	33.3

How many days of teaching did you miss (absent) in the most recent quarter of school?		
More than 15	3	7.5
Between 6 and 15	11	27.5
Less than 6	24	60.0
Never	2	5.0
*For what reasons were you absent?		
Strike	0	0.0
Illness (of self)	9	22.5
Illness of family member	7	17.5
Administrative reason (going to the bank, looking for administrative papers, etc.)	11	27.5
Training	3	7.5
Work meeting	8	20.0
Party (extension)	0	0.0
Ceremony (funeral, birth, wedding)	7	17.5
Transportation problem	0	0.0
Lack of motivation	0	0.0
Work too hard	0	0.0
Lack of professional awareness	0	0.0
Lack of love for the job	0	0.0
Geographical mobility (during a certain season the track is not accessible, water flooding)	0	0.0
Other, specify	5	12.5
Do you think that certificates of achievement given to diligent teachers can be an effective measure to reduce teacher absences?		
No	9	7.5
Yes	77	64.2
To some level	25	20.8
Don't know/no response	9	7.5
Do you think that the involvement of the PTA or the AME in the monitoring of teachers' attendance can reduce their absences?		

No	26	21.6
Yes	71	59.2
To some level	21	17.5
Don't know/no response	2	1.7
*What should be put in place to reduce your absences or those of your colleagues?		
Increase salaries	66	55.0
Implement a penalty system	46	38.3
Reduce class sizes	22	18.3
Improve the assignment system	28	23.3
Review the state of the roads	21	17.5
Provide appropriate documents for lesson preparation sheets/preparation time at home is too long)	29	24.2
Facilitate access to transportation for teachers	19	15.8
Other, specify	20	16.7
	*Multiple responses allowed	

*Note that there is a falsehood between question one and two, as in the first one teacher reported that close to 67% did not miss class, but in the second only 5% stated they never missed a day.

Table 28 Parent Involvement Extended

Variable	Frequency (N=120)	Percent (%)
Do you feel that your students' parents understand the importance of the education their children are receiving at school?		
Yes, very much	16	13.3
Yes, to some level	24	20.0
Not very much	54	45.0
Not at all	26	21.7
Don't know/ no response	0	0.0
Can you estimate how many of your students' parents spend time on school-related activities such as homework and		

reading stories with their children AT LEAST ONCE A WEEK?		
Almost all parents	1	0.8
Most parents	7	5.8
About a half of parents	13	10.8
A small portion the parents	42	35.0
Only a few parents	46	38.4
Don't know/no response	11	9.2
*If so, for what types of activities?		
Reading letters	14	58.3
Reading words	7	29.2
Reading a text	9	37.5
Mathematics	9	37.5
Reciting lessons	12	50.0
Help with homework	8	33.3
Other, specify	3	12.5
*What are the main reasons parents don't spend time with children on homework or reading?		
Parents are not interested in school	45	44.6
Parents feel it is not their role	37	36.6
Parents don't have the time	53	52.5
Parents don't think it's useful	36	35.6
Parents don't know how to help them	29	28.7
Parents don't speak French well enough	34	33.7
Parents cannot read	33	32.7
Other, specify	11	10.9
	*Multiple responses allowed	

Table 30 Health, Hygiene Extended

Variable	Frequency N=120	Percent (%)
Consider the following hygiene practices: hand washing, use of soap, wash what you eat, use of latrines.		
How many of these practices do you think your students know about, and understand the importance of to their health?		
All of the practices	54	45.0
Most of the practices	35	29.2
About half of the practices	11	9.2
A small portion of the practices	11	9.2
Only a few of the practices	8	6.6
Don't know/no response	1	0.8
How many of these practices do you think your students' practice?		
All of the practices	25	20.8
Most of the practices	49	40.8
About half of the practices	25	20.9
A small portion of the practices	9	7.5
Only a few of the practices	12	10.0
*Why don't your students practice hygiene practices?		
They don't know them	17	17.7
They are not interested	13	13.5
They think it is useless	14	14.6
They don't have access to water	22	22.9
They don't have access to soap/ash	15	15.6
They are not aware of the risks	32	33.3
They are too young	18	18.8
Other, specify	25	26.0
*Do girls in your school receive training, information, or other support on hygiene practices during menstrual cycles?		

Informative sessions/days	24	20.0
Written materials	7	5.8
Mentoring	1	0.8
Distribution of hygiene pads	10	8.3
Special latrines	3	2.5
Other (specify)	27	22.5
Don't know/no response	64	53.3
*Multiple responses allowed		

Table 35: Range Used for Weight Classification

Age	Underweight	Healthy weight	Overweight
Boys/Male			
5	<14.5	14.5-21.1	>21.1
6	<16.0	16.0-23.5	>23.5
7	<17.8	17.8-26.4	>26.4
8	<19.6	19.6-29.5	>29.5
9	<21.4	21.4-33.0	>33.0
10	<23.3	23.3-37.0	>37.0
Girls/Female			
5	<14.1	14.1-21.2	>21.2
6	<15.4	15.4-23.5	>23.5
7	<16.9	16.9-26.3	>26.3
8	<18.7	18.7-29.7	>29.7
9	<20.9	20.9-33.6	>33.6
10	<23.4	23.4-38.2	>38.2

Table 36: Nutritional Knowledge Test 12 Questions

Variable	Frequency N=3011	Percent (%)
Does eating fruits and vegetables every day keep your body healthy?		
No	290	9.6
Yes	2624	87.2
Don't know	97	3.2
Is eating fats and oils important to give you energy and allow your body to build muscle?		
No	1020	33.9
Yes	1802	59.9
Don't know	189	6.2
Could eating too much fat make you sick and put on weight?		
No	639	21.2
Yes	2185	72.6
Don't know	187	6.2
Is a diet containing only millet, rice, and corn balanced?		
No	928	30.8
Yes	1662	55.2
Don't know	421	14.0
Is it enough to wash the can or jar containing drinking water once a year?		
No	2110	70.1
Yes	810	26.9
Don't know	91	3.0
Could eating a lot of sugar damage your teeth and make you fat?		
No	763	25.3
Yes	2088	69.4

Don't know	160	5.3
Does eating a lot of dietary fiber like oranges help you go to the bathroom and keep you from getting sick?		
No	627	20.8
Yes	1990	66.1
Don't know	394	13.1
Does eating a lot of protein help you build muscle?		
No	433	14.4
Yes	2367	78.6
Don't know	211	7.0
Do cereals and milk strengthen your bones and are they good for your teeth?		
No	546	18.1
Yes	2219	73.7
Don't know	246	8.2
Does milk strengthen bones and teeth?		
No	880	29.3
Yes	1871	62.3
Don't know	252	8.4
Does eating meals give you energy to participate in school and other activities?		
No	194	6.4
Yes	2724	90.5
Don't know	93	3.1
If you do not eat meals, do you feel tired in class?		
No	740	24.6
Yes	2175	72.2
Don't know	96	3.2

Table 37A: Nutritional Questions

How many meals did you eat yesterday?	Does eating meals give you energy to participate in school and other activities?		N
	No	Yes	
I didn't eat	66.7	33.3	6
I had 1 meal	8.1	91.9	74
I had 2 meals	11.5	88.5	546
I had 3 or more meals	8.6	91.4	2325
Don't know/don't answer	25.0	75.0	60

Table 37B: Nutritional Questions

Gender	Does eating fruits and vegetables every day keep your body healthy?		N
	No	Yes	
Male	13.0	87.0	1482
Female	12.8	87.3	1529
Age			
5	18.2	81.8	11
6	12.5	87.5	216
7	12.6	87.4	523
8	13.5	86.5	615
9	13.7	86.3	708
10	11.9	88.1	938

Table 37C: Nutritional Questions

Gender	Is eating fats and oils important to give you energy and allow your body to build muscle?		N
	No	Yes	
Male	40.0	60.0	1482
Female	40.3	59.7	1529
Age			

5	36.4	63.6	11
6	34.7	65.3	216
7	47.4	52.6	523
8	39.7	60.3	615
9	36.7	63.3	708
10	40.3	59.7	938

Table 37D: Nutritional Questions

Gender	Could eating too much fat make you sick and put on weight?		N
	No	Yes	
Male	27.3	72.7	1482
Female	27.5	72.5	1529
Age			
5	36.4	63.6	11
6	34.3	65.7	216
7	30.4	69.6	523
8	28.5	71.5	615
9	22.3	77.7	708
10	27.3	72.7	938

Table 37E: Nutritional Questions

Gender	Is a diet containing only millet, rice, and corn balanced?		N
	No	Yes	
Male	44.0	56.0	1482
Female	45.6	54.4	1529
Age			
5	27.3	72.7	11
6	39.4	60.6	216
7	46.3	53.7	523
8	42.6	57.4	615
9	43.1	56.9	708
10	48.2	51.8	938

Table 37F: Nutritional Questions

Gender	Is it enough to wash the can or jar containing drinking water once a year?		N
	No	Yes	
Male	72.8	27.2	1482
Female	73.4	26.6	1529
Age			
5	90.9	9.1	11
6	61.1	38.9	216
7	72.7	27.3	523
8	70.6	29.4	615
9	74.4	25.6	708
10	76.6	23.4	938

Table 37G: Nutritional Questions

Gender	Could eating a lot of sugar damage your teeth and make you fat?		N
	No	Yes	
Male	29.3	70.7	1482
Female	32.0	68.0	1529
Age			
5	45.5	54.6	11
6	28.7	71.3	216
7	35.2	64.8	523
8	29.8	70.2	615
9	27.8	72.2	708
10	31.1	68.9	938

Table 37H: Nutritional Questions

Gender	Does eating a lot of dietary fiber like oranges help you go to the bathroom and keep you from getting sick?		N
	No	Yes	

Male	32.2	67.8	1482
Female	35.6	64.4	1529
Age			
5	27.3	72.7	11
6	31.9	68.1	216
7	34.0	66.0	523
8	33.7	66.3	615
9	30.7	69.4	708
10	37.0	63.0	938

Table 37I: Nutritional Questions

Gender	Does eating a lot of protein help you build muscle?		N
	No	Yes	
Male	20.2	79.8	1482
Female	22.5	77.5	1529
Age			
5	36.4	63.6	11
6	24.1	75.9	216
7	24.7	75.3	523
8	21.1	78.9	615
9	19.5	80.5	708
10	20.4	79.6	938

Table 37J: Nutritional Questions

Gender	Do cereals and milk strengthen your bones and are they good for your teeth?		N
	No	Yes	
Male	25.3	74.7	1482
Female	27.3	72.7	1529
Age			
5	27.3	72.7	11
6	28.7	71.3	216
7	27.7	72.3	523

8	27.2	72.8	615
9	22.3	77.7	708
10	27.4	72.6	938

Table 37K: Nutritional Questions

Gender	Does milk strengthen bones and teeth?		N
	No	Yes	
Male	36.1	63.9	1482
Female	39.2	60.8	1529
Age			
5	18.2	81.8	11
6	39.1	60.9	216
7	38.7	61.3	523
8	37.6	62.4	615
9	36.7	63.3	708
10	37.9	62.1	938

Table 38: Nutritional Quiz - Correct Answers

Variable	Correct answer
Does eating fruits and vegetables every day keep your body healthy?	Yes
Is eating fats and oils important to give you energy and allow your body to build muscle?	Yes
Could eating too much fat make you sick and put on weight?	Yes
Is a diet containing only millet, rice, and corn balanced?	No
Is it enough to wash the can or jar containing drinking water once a year?	No
Could eating a lot of sugar damage your teeth and make you fat?	Yes
Does eating a lot of dietary fiber like oranges help you go to the bathroom and keep you from getting sick?	Yes
Does eating a lot of protein help you build muscle?	Yes
Do cereals and milk strengthen your bones and are they good for your teeth?	Yes
Does milk strengthen bones and teeth?	Yes

Table 39: Schools Recorded for Attendance

Name of schools	Frequency	Percentage
GOMPAROU QUARTIER	1	1%
GOMPAROU/A	1	1%
GOUMORI/B	1	1%
OROU GNONROU/C	1	1%
SOMBOROU/A	1	1%
SOMBOROU/B	1	1%
YADIKPAROU/B	1	1%
YADIKPAROU/C	1	1%
YADIKPAROU/A	1	1%
DEMANOU/B	1	1%
DEROU GANROU	1	1%
OURO-GNONROU/A	1	1%
GOMPAROU/B	1	1%
TOURA/B	1	1%
OROUGNONROU/B	1	1%
SOMPEREKOU/A	1	1%
TOURA/A	1	1%
ARBONGA/A	1	1%
ARBONGA/B	1	1%
BANIKOARA/A	1	1%
BANIKOARA/C	1	1%
BONHANROU/A	1	1%
BONNI	1	1%
DEMANOU/A	1	1%
KOKEY/A	1	1%
KOMMON	1	1%
KOROGONE IGARI	1	1%
SIMPEROU/A	1	1%
TAKEY BANTA/A	1	1%
TIGANSON	1	1%
TOUMAROU	1	1%
GOMPAROU A	1	1%
BEROUBOUAY/A	1	1%
BOUAY	1	1%

GUERE	1	1%
KOKABO/A	1	1%
BASSON/B	1	1%
BEMBEREKE/A	1	1%
BOUANRI/B	1	1%
DEROU/B	1	1%
GAMIA/A	1	1%
GAMIA/B	1	1%
GANDO/A	1	1%
GUERA N'KALI	1	1%
INA CENTRE/B	1	1%
KOSSOU/B	1	1%
KOSSOU/C	1	1%
PEDAROU/A	1	1%
PEDAROU/B	1	1%
SAORE	1	1%
SONGOURA	1	1%
TASSE	1	1%
BEREKE SUD/A	1	1%
BEREKE SUD/B	1	1%
DEROU/A	1	1%
DEROU/C	1	1%
GAMARE	1	1%
GUESSOU-SUD/A	1	1%
KOKABO/B	1	1%
KOSSOU/A	1	1%
TEME/A	1	1%
TEME/B	1	1%
BASSON/A	1	1%
BEREKE/A	1	1%
GANDO-BOU	1	1%
GOUA	1	1%
GOUROU	1	1%
INA CENTRE/A	1	1%
KEROUKPOGOH	1	1%
KPEROU	1	1%
KPREGOUROU/A	1	1%

NASSA	1	1%
SOUWAWOLOU/A	1	1%
SOUWAWOLOU/B	1	1%
BIRO/C	1	1%
BOUYAKOU/B	1	1%
GORI MARO/B	1	1%
NIKKI CENTRE/A	1	1%
SEBE/A	1	1%
SEBE/B	1	1%
BOUYAKOU/C	1	1%
BOUYAKOU/A	1	1%
KOBI/B	1	1%
KOBI/C	1	1%
NIKKI CENTRE/D	1	1%
NIKKI MARO/A	1	1%
NIKKI/C	1	1%
SEREKALI/A	1	1%
SEREKALI/B	1	1%
TOTOROU	1	1%
DIADIA	1	1%
SEKO KPAROU/A	1	1%
SINENDE/A	1	1%
SOBEROU/A	1	1%
WARI	1	1%
YARRA GANDO	1	1%
YARRA GOUROU	1	1%
DANRIGOUROU/B	1	1%
NIMBO	1	1%
SEKERE GANDO	1	1%
SIKI GANDO	1	1%
SIKI/A	1	1%
DANRIGOUROU/A	1	1%
FO BOUKO/A	1	1%
FO BOURE	1	1%
FO GANNOU YERIMA	1	1%
GAKPEROU	1	1%
GUESSOU BANI	1	1%

KONE/A	1	1%
NIARO GANDO/B	1	1%
NIARO/A	1	1%
SIKI GOUROU	1	1%
SINAKPAROU	1	1%
SOKKA	1	1%
YAARA/A	1	1%
Total	115	100%

Table 45: Attendance Rate by Commune

Commune	Schools	Total No. Students registered	Number present in school during classroom observations	Attendance Rate
Banikoara	45	12295	10,691	0.86954
Bembereke	48	14558	13,836	0.95041
Nikki	22	7790	6,919	0.88819
Sinende	25	7630	7,042	0.922936
Total	140	42273	38,488	0.910463

5.2. Appendix II: Survey Tools

5.2.1. Tool 1: KIIs with Implementing Partners

[This section will be completed by the interviewer]:

Date (DD-MM-YYYY), start time (00:00) and end time (00:00)

Interview location:

Enumerator number:

Interviewer name:

Interviewee name:

Interviewee organization or affiliation:

Interviewee position at the organization:

Hello. My name is _____ and I am helping to conduct a Baseline Study in preparation for the implementation of the Keun Faaba III in Northern Benin. The project will be implemented by CRS and is funded by USDA.

I am working with TKG, a company commissioned by CRS. We would like to ask you to participate in this study by providing your perspective about the project goals and activities. The information you give us will be kept strictly confidential and will not be shown to others. Your identity will not be linked to your answers. Your participation is voluntary, and you may choose not to answer some or all the questions. Your participation in future CRS programs is not dependent on your responses to this survey.

Do you have any questions about this interview? [Allow time for questions and answers as needed].

Do you give me permission to continue the interview? Yes / No

[To the enumerator: if the interviewer provided yes/no or short answers, follow up with guiding questions such as: Can you tell me more? Can you provide more details? Can you please explain why you choose to answer this way? Can you give a few examples for this?]

Interview Questions

1. Do you know how you and your organization will be involved with the Keun Faaba III project? If yes, what will be your roles and responsibilities? What is the contribution of your organization to this project?

2. Keun Faaba III goals are to improve the literacy of school-aged children and increase the use of health and dietary practices. Do you think these objectives are of the highest priority for Northeast Benin?
3. What are some of the main factors that can influence the achievement or non-achievement of the projects' goals? What challenges or obstacles may inhibit or slow down the achievement of the goals, and what opportunities can be leveraged to enhance success? How should CRS work to decrease the challenges and increase success?
4. Keun Faaba III works to achieve these goals by improving the quality of literacy instruction, increasing student attentiveness by reducing hunger, and improving health and hygiene practices in the community. Do you believe these are the most effective steps that can be taken to improve the literacy of school-aged children, and why, or why not?
5. Considering the multiple project activities, which are of highest priority to you and your organization? Are there any activities the project should be focusing on more than others? Are there any alternative activities that could work better to achieve projects' goals?
6. If you are familiar with the previous phases of Keun Faaba, what do you think can be done differently this time, to increase the likelihood of achieving project goals by the end of the project term?
7. What are the main issues the project implementors (CRS) should focus on to achieve best project results?
8. What are the best practices CRS should follow for effective and successful collaboration with your organization?
9. How important are collaborations between CRS and Implementing Partners such as your organization? What should be done to assure that the relationships between CRS and your organization will be successful? Are there challenges, including the performance of the Benin Government, that should be taken into consideration?
10. What activities should Keun Faaba III do to strengthen the maintenance of project results after project completion?
11. Are there any steps, including policies, that can be made to improve the sustainability of project results, and the continuation of project activities after project termination?
12. Are you satisfied with your anticipated level of involvement in the project? If yes, why, and if not, why not? What can be done to assist you and your organization in your involvement in the project?

Is there anything else you would like to say?

Thank you for participating in this study and for providing us with your time and input.

5.2.2. Tool 1: KII with Governmental Representative

[This section will be completed by the interviewer]:

Date (DD-MM-YYYY), start time (00:00) and end time (00:00)

Interview location:

Enumerator number:

Interviewer name:

Interviewee name:

Interviewee organization or affiliation:

Interviewee position at the organization:

Hello. My name is _____ and I am helping to conduct a Baseline Study in preparation for the implementation of the Keun Faaba III in Northern Benin. The project will be implemented by CRS and is funded by USDA.

I am working with TKG, a company commissioned by CRS. We would like to ask you to participate in this study by providing your perspective about the project goals and activities. The information you give us will be kept strictly confidential and will not be shown to others. Your identity will not be linked to your answers. Your participation is voluntary, and you may choose not to answer some or all the questions.

Do you have any questions about this interview? [Allow time for questions and answers as needed].

Do you give me permission to continue the interview? Yes / No

[To the enumerator: if the interviewer provided yes/no or short answers, follow up with guiding questions such as: Can you tell me more? Can you provide more details? Can you please explain why you choose to answer this way? Can you give a few examples for this?]

Interview Questions

1. Do you know how you and your agency will be involved with the Keun Faaba III project? If yes, what will be your roles and responsibilities? What is the contribution of your agency to this project?
2. Keun Faaba III goals are to improve the literacy of school-aged children and increase the use of health and dietary practices. Do you think these objectives are of the highest priority for Northeast Benin?
3. Considering the multiple project objectives, which are of highest priority to the Benin Government?

4. What are some of the main factors that can influence the achievement or non-achievement of the projects' goals? What challenges or obstacles may inhibit or slow down the achievement of the goals, and what opportunities can be leveraged to enhance success? How should CRS work to decrease the challenges and increase success?
 5. Keun Faaba III works to achieve these goals by improving the quality of literacy instruction, increasing student attentiveness by reducing hunger, and improving health and hygiene practices in the community. Do you believe these are the most effective steps that can be taken to improve the literacy of school-aged children, and why, or why not?
 6. If you are familiar with the previous phases of Keun Faaba, what do you think should be done differently this time, to increase the likelihood of achieving project goals by the end of the project term?
 7. Considering the multiple project activities, which are of highest priority to the Benin Government? Are there any activities the project should be focusing on more than others? Are there any alternative activities that could work better to achieve projects' goals?
 8. What are the best practices CRS should follow for effective and successful collaboration with the Benin Government? Are there difficulties the Benin Government has in collaborating with this project that should be taken into consideration?
 9. How important are collaborations with Implementing Partners and local organizations to the success of the project? Do you feel that the project is designed to build these relationships and collaborations successfully? Is there anything that should be done differently?
 10. What activities should Keun Faaba III do to strengthen the maintenance of project results after project completion?
 11. Are there any steps, including policies, that can be made to improve the sustainability of project results, and the continuation of project activities after project termination?
 12. Are you satisfied with the anticipated level of involvement of the Benin Government in this project? If yes, why, and if not, why not? What can be done to assist you and your agency in your involvement in the project?
 13. What can be done to increase the satisfaction of the Benin Government with the Keun Faaba III project?
- Is there anything else you would like to say?

Thank you for participating in this study and for providing us with your time and input.

5.2.3. Tool 1: KII with USDA Representative

[This section will be completed by the interviewer]:

Date (DD-MM-YYYY), start time (00:00) and end time (00:00)

Interview location:

Enumerator number:

Interviewer name:

Interviewee name:

Interviewee organization or affiliation:

Interviewee position at the organization:

Hello. My name is _____ and I am helping to conduct a Baseline Study in preparation for the implementation of the Keun Faaba III in Northern Benin. The project, as you know, will be implemented by CRS and is funded by USDA.

I am working with TKG, a company commissioned by CRS. We would like to ask you to participate in this study by providing your perspective about the project goals and activities. The information you give us will be kept strictly confidential and will not be shown to others. Your identity will not be linked to your answers. Your participation is voluntary, and you may choose not to answer some or all the questions.

Do you have any questions about this interview? [Allow time for questions and answers as needed].

Do you give me permission to continue the interview? Yes / No

[To the enumerator: if the interviewer provided yes/no or short answers, follow up with guiding questions such as: Can you tell me more? Can you provide more details? Can you please explain why you choose to answer this way? Can you give a few examples for this?]

Interview Questions

1. How are you involved with the Keun Faaba III project, and what are your roles (past, current, and future) as a USDA representative?
2. Keun Faaba III goals are to improve the literacy of school-aged children and increase the use of health and dietary practices. Do you think these objectives are of the highest priority for Northeast Benin?
3. Considering the multiple project objectives, which are of highest priority to USDA?
4. What are some of the main factors that can influence the achievement or non-achievement of the projects' goals? What challenges or obstacles may inhibit or slow down the achievement of the goals, and what opportunities can be leveraged to

enhance success? How should CRS work to decrease the challenges and increase success?

5. If you are familiar with the previous phases of Keun Faaba, what do you think can be done differently this time, to increase the likelihood of achieving project goals by the end of the project term?
6. Keun Faaba III works to achieve these goals by improving the quality of literacy instruction, increasing student attentiveness by reducing hunger, and improving health and hygiene practices in the community. Do you believe these are the most effective steps that can be taken to improve the literacy of school-aged children, and why, or why not?
7. Considering the multiple project activities, which are of highest priority to USDA? Are there any activities the project should be focusing on more than others? Are there any alternative activities that could work better to achieve project's goals?
8. If you are familiar with the project's Monitoring and Evaluation mechanism, do you feel that the M&E mechanism is capable of optimally monitoring project activities and results with the intention of improving project implementation? Does anything in the M&E mechanism need to be changed?
9. What are the main issues CRS should focus on to achieve the best project results?
10. What are the best practices CRS should follow for effective and successful collaboration with USDA?
11. How important are collaborations with Implementing Partners, local organizations, and agencies such as Benin Government to the success of the project? Do you feel that the project is designed to build these relationships and collaborations successfully? Is there anything that should be done differently? Are there challenges, including the performance of the Benin Government, that should be taken into consideration?
12. What activities should Keun Faaba III do to strengthen the maintenance of project results after project completion?
13. Are there any steps, including policies, that can be made to improve the sustainability of project results, and the continuation of project activities after project termination?
14. Are you satisfied with your anticipated level of involvement in the project? If yes, why, and if not, why not? What can be done to assist you and your organization in your involvement in future project implementation?
15. What can be done to increase USDA's satisfaction with the Keun Faaba III project in Benin?

Is there anything else you would like to say?

Thank you for participating in this study and for providing us with your time and input.

5.2.4. Tool 1: KII with CRS Staff

[This section will be completed by the interviewer]:

Date (DD-MM-YYYY), start time (00:00) and end time (00:00)

Interview location:

Enumerator number:

Interviewer name:

Interviewee name:

Interviewee organization or affiliation:

Interviewee position at the organization:

Hello. My name is _____ and I am helping to conduct a Baseline Study in preparation for the implementation of the Keun Faaba III in Northern Benin. The project, as you know, will be implemented by CRS and is funded by USDA.

I am working with TKG, a company commissioned by CRS. We would like to ask you to participate in this study by providing your perspective about the project goals and activities. The information you give us will be kept strictly confidential and will not be shown to others. Your identity will not be linked to your answers. Your participation is voluntary, and you may choose not to answer some or all the questions.

Do you have any questions about this interview? [Allow time for questions and answers as needed].

Do you give me permission to continue the interview? Yes / No

[To the enumerator: if the interviewer provided yes/no or short answers, follow up with guiding questions such as: Can you tell me more? Can you provide more details? Can you please explain why you choose to answer this way? Can you give a few examples for this?]

Interview Questions

1. How did you become involved with the Keun Faaba project? What will be your roles and responsibilities with Keun Faaba III?
2. Keun Faaba III goals are to improve the literacy of school-aged children and increase the use of health and dietary practices. Do you think these objectives are of the highest priority for Northeast Benin?
3. Considering the multiple project objectives, which should be of highest priority to CRS?

4. Keun Faaba III works to achieve these goals by improving the quality of literacy instruction, increasing student attentiveness by reducing hunger, and improving health and hygiene practices in the community. Do you believe these are the most effective steps that can be taken to improve the literacy of school-aged children, and why, or why not?
 5. What are some of the main factors that can influence the achievement or non-achievement of the projects' goals? What challenges or obstacles may inhibit or slow down the achievement of the goals, and what opportunities can be leveraged to enhance success? How should CRS work to decrease the challenges and increase success?
 6. Considering the multiple project activities, which are of highest priority? Are there any activities the project should be focusing on more than others? Are there any alternative activities that could work better to achieve projects' goals?
 7. If you are familiar with the previous phases of Keun Faaba, what do you think should be done differently this time, to increase the likelihood of achieving project goals by the end of the project term?
 8. Is the M&E mechanism capable of optimally monitoring project activities and results with the intention of improving project implementation? Do you feel that the M&E mechanism set in place is a feasible one on CRS's side? Does anything in the M&E mechanism need to be changed?
 9. What does CRS need to do to assure that project activities are doable within the given timeframe?
 10. What are the best practices CRS should follow for effective and successful collaboration with the donor/USDA? Are there challenges that need to be taken into consideration?
 11. What are the best practices CRS should follow for effective and successful collaboration with implementing partners? Are there challenges that need to be taken into consideration?
 12. What activities should Keun Faaba III take to strengthen the maintenance of project results after the project completion? Are there any steps, including policies, that can be made to improve the sustainability of project results, and the continuation of project activities after project termination?
 13. Are you satisfied with your anticipated level of involvement in the project? If yes, why, and if not, why not? What can be done to assist you and CRS in your involvement in the project?
- Is there anything else you would like to say?

Thank you for participating in this study and for providing us with your time and input.

5.2.5. Tool 2: Parent Questionnaire

This section will be completed by the interviewer

Date: (DD-MM-YYYY), Start time (00:00), End Time (00:00)

Interviewers' Name: (Specify)

Enumerator Number: (Specify)

Department: (Specify)

City: (Specify)

Unique School ID Number: (Specify)

School Name: (Specify)

Control or Treatment School: (Specify)

Hello. My name is _____ and I am helping to conduct the baseline evaluation of the Keun Faaba III program implemented by CRS. I am working with TKG, a company commissioned by CRS. We are doing a study and we would like you to participate. I would like to ask you some questions about your children. This information will help us map out and adjust CRS's planned activities to improve education services, provide more food and medicine, and improve health and hygiene. The survey normally takes 20-30 minutes. The information you give us will be kept strictly confidential and will not be shown to others. Your identity will not be linked to your answers. Your participation is voluntary and you may choose not to answer some or all of the questions. Your participation in future CRS programs is not dependent on your responses to this survey. However, we hope you will participate in this survey because your opinion is important.

The responses you provide will be kept for the life of the project, which is 5 years.

NB: Offer to provide the respondent with CRS contacts if they wish

Now, do you have any questions about the survey? [Allow time for questions and answers as needed].

If you have any other questions, you can direct them to Mr. Maiga Ousmane, the Project Director, who can be reached at 66235819.

Do you give me permission to continue the interview? Yes / No

Nº	Question	Answer
1. Characteristics of the parent		
100	What language do you primarily speak at home?	<ul style="list-style-type: none"> • Français • Dendi • Bariba • Peulh • Boo • Mokole • Other
101	Gender (look at the parent and check)	<ul style="list-style-type: none"> • Male • Female
102	How old are you? [NB: put 99 if the person does not want to answer]	_____ years
103	How many people live with you, including yourself? (NB: put 99 if the person does not want to answer)	_____ people
104	What is your speaking level in French?	<ul style="list-style-type: none"> • I speak fluently • I understand and speak fairly well • I understand and speak a little • I understand a little but do not speak • I do not speak French • Don't know / No response
105	What is your reading level in French?	<ul style="list-style-type: none"> • I can read perfectly • I can read fairly well • I can read a little • I can't read • Don't know / No response
106	If not, is there another person in your family (living with you) who reads French fluently?	<ul style="list-style-type: none"> • Yes • No • o Don't know / no response

107	What is your level of education?	<ul style="list-style-type: none"> • None • Primary • Cycle 1 secondary • Cycle 2 secondary • Cycle 1 Superior • Upper cycle 2 • Literate • Other • Don't know / No response
108	What is your main occupation?	<ul style="list-style-type: none"> • Unemployed • Housewife • Agricultural labourer • Landowner • Labourer • Merchant / Shopkeeper • Office worker • Artisan: Weaver, blacksmith, hairdresser... • Retired • Other • Don't know / No response

109	Are you a member of a parent-teacher association or a mother-teacher association?	<ul style="list-style-type: none"> • APE • AME • None of the above
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2. Characteristics of the children

201	How many girls do you have? (NB: put 99 if the person does not want to answer)	_____ girls
202	[Q201 > 0] How many girls are enrolled in this elementary school (or group)?	_____ girls
203	[Q201 > 0] What grade are they in?	<ul style="list-style-type: none"> • - Kindergarten • - Introductory Course (IC) • - Preparatory Course (CP) • - Elementary 1 • - 2ND GRADE • - CM1 • - 5TH GRADE

204	[Q201 > 0] How would you rate your daughters' academic performance?	<ul style="list-style-type: none"> • Very good • Good • Fair • Poor • Very Poor
205	How many boys do you have? (NB: put 99 if the person does not want to answer)	_____ boys
206	[Q205 > 0] How many boys are enrolled in this elementary school (or group)?	_____ boys
207	[Q205 > 0] What grade are they in?	<ul style="list-style-type: none"> • Kindergarten • Introductory Course (IC) • Preparatory Course (CP) • Elementary 1 • 2ND GRADE • CM1 • 5TH GRADE
208	[Q201 > 0] How would you rate your sons' academic performance?	<ul style="list-style-type: none"> • Very good • Good • Fair • Poor • Very Poor

3. Hygiene - Health practices

301	How many times a day does your youngest child wash his or her hands?	<ul style="list-style-type: none"> • 6 or more times • 3 to 5 times • 1 to 2 times • Never • Don't know / No response
302	When does your youngest child in school wash his/her hands? (Check all that apply) (NB: Do not give answers - be sure to ask if they know of any other answers; after a response is provided, ask – any more?)	<ul style="list-style-type: none"> • -After defecation • - Before eating • - After eating • - After cleaning the latrine • - After working in the fields • - Never • - Don't know / No response • - Other, specify: _____

303	<p>What your youngest child in school use to wash their hands?</p> <p>(NB: Do not give answers - be sure to ask if they know of any other answers).</p>	<ul style="list-style-type: none"> • - Soap • - Dishwashing liquid • - Ash • - Lemon leaves • - Do not wash hands • - Don't know / No response • - Other, specify: _____
304	Does your youngest child in school know if the water is safe to drink or not?	<ul style="list-style-type: none"> ● Yes ● No ● Don't know / No response
305	<p>When they are not at school, where do your children defecate?</p> <p><i>[NB: If more than one child, ask for the youngest child in school].</i></p>	<ul style="list-style-type: none"> • • - In the latrine of my house • - In the latrine at school • - In the latrine shared with my neighbour • - In a community latrine • - In a potty • - In the yard of my house • - In the bush • - In the garden • - Don't know / No response • - Other, specify: _____
4. Questions relevant to future Programming		
401	Do you think school lunchrooms can help reduce hunger?	<ul style="list-style-type: none"> o Yes, very much o Yes, to some level o No, not really o No, not at all o Don't know / No response
402	If radio programs and booklets to improve education and use of hygiene practices would be available, would your children use and benefit from them?	<ul style="list-style-type: none"> o Yes, very much o Yes, to some level o No, not really o No, not at all o Don't know / No response o Other (specify) _____
404	Is teacher absenteeism a recurring problem in your children's school?	<ul style="list-style-type: none"> o Yes, very much o Yes, to some level o No, not really o No, not at all

		<input type="radio"/> Don't know / No response
405	<p>[Q404 = Yes]</p> <p>What are the main reasons for teacher absenteeism?</p> <p>[NB: Do not give answers]</p>	<ul style="list-style-type: none"> • - Strike • - Illness (of self) • - Illness of family member • - Administrative reason (going to the bank, looking for administrative papers, etc.) • - Training • - Work meeting • - Party (extension) • - Ceremony (funeral, birth, wedding) • - Transportation problem • - Lack of motivation • - Work too hard • - Don't know / No response • - Other, please specify: _____
406	<p>Do you think that certificates of achievement given to diligent teachers can be an effective measure to reduce teacher absences?</p>	<input type="radio"/> Yes, very much <input type="radio"/> Yes, to some level <input type="radio"/> No, not really <input type="radio"/> No, not at all <input type="radio"/> Don't know / No response
407	<p>Do you think that the involvement of the PTA and MEA can be an effective method to reduce absenteeism?</p>	<input type="radio"/> Yes, very much <input type="radio"/> Yes, to some level <input type="radio"/> No, not really <input type="radio"/> No, not at all <input type="radio"/> Don't know / No response
408	<p>What methods do you suggest for reducing teacher absenteeism?</p> <p>[NB: Do not give answers]</p>	<ul style="list-style-type: none"> • <ul style="list-style-type: none"> • - Increase salaries • - Implement a penalty system • - Reduce staffing levels • - Improve the assignment system • - Don't know / No response • - Other, please specify: _____
5. Importance of education		
501	<p>How important is your boys' school education to you?</p>	<ul style="list-style-type: none"> • <input type="radio"/> Very important <input type="radio"/> Important <input type="radio"/> Not very important <input type="radio"/> Not at all important

		o Don't know / No response
502	How important is the school education of your daughters to you?	o Very important o Important o Not very important o Not at all important o Don't know / No response
	What are some of the benefits your children's education can bring? If the school education for your children are important to you, what are the reasons for this? [NB: when one benefit is noted, ask – what else? Until the interviewee cannot think of any other benefits. Important: do not give any suggestions]	1. (Specify) _____ 2. (Specify) _____ 3. (Specify) _____ 4. (Specify) _____ 5. (Specify) _____ 6.
6. Involvement in school life		
601	Do you (or other family members) tell stories to your children? [NB: Whatever the language].	• Yes • No • Don't know / No response
602	[Q601 = Yes] How often?	• Every day • 2-3 times a week • Once a week • A few times a month • Don't know / No response
	Do you (or other family members) monitor how well your children are doing in school?	• Yes • No • Don't know / No response
603	Do you (or other family members) help your children with their homework?	• Yes • No • Don't know
604	If so, for what types of homework or school activities do you (or other family members) help with?	• - Reading letters • - Reading words • - Reading a text • - Mathematics • - Reciting lessons • - Help with homework • - Other, specify: _____

605	<p>[Q604 = No]</p> <p>Why not?</p> <p>NB: Do not give answers]</p>	<ul style="list-style-type: none"> • - Parents are not interested in school • - Parents feel it is not their role • - Parents don't have the time • - Parents don't think it's useful • - Parents don't know how to help them • - Parents don't speak French well enough • - Parents cannot read • - Other, specify: _____
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606	Have you personally done any reading activities with your children in the last 7 days (one week)?	<ul style="list-style-type: none"> • Yes • No • Don't know / No response
607	Has anyone else in your household done any reading activities with your children in the last 7 days (one week)?	<ul style="list-style-type: none"> • Yes • No <p>Don't know / No response</p>
608	Have your children ever received help from anyone with homework or reading? If so, from whom?	<ul style="list-style-type: none"> • - Yes, a family member • - Yes, a parent-organized support group • - Yes, a personal tutor/repeater (paid) • - Yes, study group (paid) • - Yes, other specify • -No • - Don't know / No response

7. Involvement in future project activities

711	<p>If offered, which of the following activities would you be interested to be personally involved with?</p> <p>[NB: List options, and for each, ask for a response:</p> <ul style="list-style-type: none"> • Yes (Y) • No (N) • Not sure/Don't know (NA) 	<ul style="list-style-type: none"> • School Kitchen-Canteen Y/N/NA • Store Y/N/NA • Garden cultivation Y/N/NA • Community farm Y/N/NA • Hygiene Committee / Club Y/N/NA • Construction / Repair of classrooms Y/N/NA • Construction / Repair of latrines Y/N/NA • Reading events Y/N/NA • PAPTAC Y/N/NA • Library Y/N/NA • School support (homework help) Y/N/NA • Other, specify _____
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714	<p>What would it take to encourage you and other parents to participate in such school-related activities?</p> <p>[NB: do not give answers]</p>	<ul style="list-style-type: none"> • - Giving meals to working parents • - Donate food to working parents • active • - Provide more training for parents • - Improve collaboration between teachers and parents • - Give parents more information about activities • - Ask parents to be more active • - Raise parents' awareness of the importance of school • - Pay volunteers • - Don't know / No response • - Other, specify _____
8. Socio-economic		
801	<p>What type of flooring do you have in your home?</p> <p>[NB: List options]</p>	<ul style="list-style-type: none"> • Earth • Wood • Cement or tiles • Don't know / No response
802	<p>What do you cook with in your home?</p> <p>[NB: List options]</p>	<ul style="list-style-type: none"> o Wood that you collect o Wood or coal you buy o Gas o Electricity o Don't know / No response
803	<p>Do you have a radio in your home?</p>	<ul style="list-style-type: none"> o Yes o No o Don't know / No response
804	<p>Do you have a television in your home?</p>	<ul style="list-style-type: none"> o Yes o No o Don't know / No response
805	<p>Does anyone in your family have a cell phone?</p>	<ul style="list-style-type: none"> o Yes o No o Don't know / No response
9. Comments		
901	<p>Do you have any comments?</p>	
902	<p>Interviewee comments (e.g., problems, clarifications, feedback):</p>	

Thank you very much for taking the time to complete this survey

End of the Survey

5.2.6. Tool 3: Student Anthropometric Questionnaire

This section must be completed by the interviewer

Date: (DD-MM-YYYY)

Interviewer Name: (Specify)

Enumerator Number: (Specify)

Department: (Specify)

City: (Specify)

Unique School ID Number: (Specify)

School Name: (Specify)

Control or Treatment School: (Specify)

Hello, my name is and I am part of a research team that is assessing the percentage of students' anthropometric measurement and nutrition practices in the Keun Faaba project schools. The study will ask you 46 questions, which you must answer Yes, No, True or False, and I will ask you some questions about your habits and also ask you to step on the scale so I can record your weight, please. Your answers will be strictly confidential and will not be shared with anyone.

Again, you do not have to participate if you do not want to. If you come up with a question you'd rather not answer, that's okay, we can skip it.

Do you have any questions? **[Allow time for questions and answers as needed]** Are you willing to participate? Can we start?

No	Question	Answer
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1. Student's Characteristics		
100	What language do you speak most often at home?	<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"/> Other
101	How old are you?	_____
102	Gender (look at the child and check)	<input type="radio"/> Male <input type="radio"/> Female
103	The child's weight (kg)? NB: Weigh the child without shoes on and heavy items that may adjust the results Please enter a decimal number, for example, 63.2kg	
103	What class are you in?	<input type="radio"/> Ce2 <input type="radio"/> Cm1 <input type="radio"/> cm2
104	Does the child demonstrate the use of the new child health and nutrition practice for the USDA assistance?	<input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> Don't know / No answer

No	Question	Answer
200	Did you eat today before coming to school?	<input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> Don't know / No answer
202	Do you wake up early enough to eat breakfast at home?	<input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> Don't know / No answer
203	Do you bring lunch to school?	<input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> Don't know / No answer
204	Who makes your breakfast in the morning?	<input checked="" type="radio"/> Mom <input type="radio"/> dad <input type="radio"/> sibling <input type="radio"/> Guardian

		<ul style="list-style-type: none"> ● Don't know/no answer
205	Do you eat vegetables?	<ul style="list-style-type: none"> ○ o Yes ○ o No ○ o Don't know / No answer
206	Do you eat fruits?	<ul style="list-style-type: none"> ○ o Yes ○ o No ○ o Don't know / No answer
207	How many meals did you have yesterday?	<ul style="list-style-type: none"> ● - I did not eat ● - I had 1 meal ● - I ate 2 meals ● - I ate 3 or more meals ● - Don't know / No answer
208	Who prepared your meals yesterday?	Mum dad Caregiver Don't know/ no answer
209	Have you been hungry in the previous week because you missed a meal?	<ul style="list-style-type: none"> ○ o Yes ○ o No ○ o Don't know / No answer
210	Are you supposed to eat three meals every day?	<ul style="list-style-type: none"> ○ True ○ o False ○ Don't know / No answer
211	Do you wash your hands before eating? Breakfast/Lunch/Dinner/Snacks	<ul style="list-style-type: none"> ○ o Yes ○ o No ○ o Don't know / No answer

	[NB ask for the yes/no for each meal above]	
212	Did you eat yesterday during recess? [NB or the last day you came to school].	<input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> Don't know / No answer
213	Do you ever receive meals to take home?	<input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> Don't know / No answer
3. Nutrition knowledge test		
300	Is this the food group? [NB show the child the image to identity if true or false]	<input type="radio"/> True <input type="radio"/> Don't know / No answer
301	Does eating fruits and vegetables everyday keep your body healthy?	<input type="radio"/> True <input type="radio"/> False <input type="radio"/> Don't know / No answer
302	Is eating some fats and oils important to give you energy and your body to build muscle?	<input type="radio"/> True <input type="radio"/> False <input type="radio"/> Don't know / No answer
303	Could eating too much fat make you sick and overweight?	<input type="radio"/> True <input type="radio"/> False <input type="radio"/> Don't know / No answer

304	A diet containing only bread, rice and corn is balanced	<input type="radio"/> True <input type="radio"/> False <input type="radio"/> Don't know / No answer
305	It is sufficient to wash the canister containing the drinking water once a year.	<input type="radio"/> True <input type="radio"/> False <input type="radio"/> Don't know / No answer
306	Could eating lots of sugar rot your teeth and make you fat?	<input type="radio"/> True <input type="radio"/> False <input type="radio"/> Don't know / No answer
307	Does eating lots of fibre help you go to the toilet and prevent you from getting sick?	<input type="radio"/> True <input type="radio"/> False <input type="radio"/> Don't know / No answer
308	Does eating a lot of protein help you build muscles?	<input type="radio"/> True <input type="radio"/> False <input type="radio"/> Don't know / No answer
309	Do cereals and milk strengthen your bones and are good for your teeth?	<input type="radio"/> True <input type="radio"/> False <input type="radio"/> Don't know / No answer
310	Eating meals gives you energy to participate at school and other activities?	<input type="radio"/> True <input type="radio"/> False <input type="radio"/> Don't know / No answer
311	If you skip meals, do you feel tired in class?	<input type="radio"/> True <input type="radio"/> False <input type="radio"/> Don't know / No answer

No	Question	Answer
4. Food		

No	Question	Answer
400	<p>Are Grains, roots and tubers starchy foods?</p> <p>NB: Bread, Rice, Pasta, Maize, Masa, Paté, other grain-based food, Potato, Tarot, white potatoes, white yams, cassava, or other tubers</p>	<input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> Don't know / No answer

401	<p>Are legumes and nuts protein rich foods?</p> <p>NB: Foods made from beans, peas, lentils, or nuts (including Alélé/Toubani)</p>	<ul style="list-style-type: none"> ○ Yes ○ No ○ Don't know / No answer
402	<p>Are milk and foura dairy foods?</p> <p>NB: milk, yogurt, cheese, butter, foura</p>	<ul style="list-style-type: none"> ○ Yes ○ No ○ Don't know / No answer
403	<p>Are fresh foods (meat, fish, poultry and liver/offal) protein foods?</p> <p>NB: Liver, kidney, heart, other offal or meat from animal organs; meat, such as beef, pork, lamb, goat, chicken or duck; fresh or dried fish or shellfish; snails, insects, or other small protein-containing foods</p>	<ul style="list-style-type: none"> ○ Yes ○ No ○ Don't know / No answer
404	<p>Are Eggs a dairy food?</p>	<ul style="list-style-type: none"> ○ Yes ○ No ○ Don't know / No answer
405	<p>Could you get vitamin A from fruits and vegetables?</p> <p>NB: Carrots or sweet potatoes that are yellow or orange inside, mangoes, ripe papayas, watermelons</p> <p>Dark green leafy vegetables (any of them: Lettuce or lettuce, cabbage, green beans, spinach, horsehair, baobab leaf, okra, afonu. Foods prepared with red palm oil, palm nut oil, or palm nut pulp</p>	<ul style="list-style-type: none"> ○ Yes ○ No ○ Don't know / No answer

6. Socio-economic

No	Question	Answer
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**Thank you very much for taking the time to complete this survey.
End of the survey**

5.2.7. Tool 4: Teacher Questionnaire

This section will be completed by the interviewer

Date: (DD-MM-YYYY), Start time (00:00), End Time (00:00)

Interviewer's Name: (Specify)

Enumerator Number: (Specify)

Department: (Specify)

City: (Specify)

Unique School ID Number: (Specify)

School Name: (Specify)

Control or Treatment School: (Specify)

Hello. My name is _____ and I am a staff of The Khana Group. I am helping to conduct a study in preparation for a project that will be implemented in this region by CRS. This project, called Keun Faaba III, will work to improve the literacy skills, health, and nutrition of students in this community. This is the 3rd phase of this project, so you may have heard about it before, as it was previously implemented in other communities in this department.

I am working with TKG, a company commissioned by CRS. We would like to ask you to participate in this study by answering a few questions about yourself and the school you work in. The survey normally takes 20-30 minutes. The information you give us will be kept strictly confidential and will not be shown to others. Your identity will not be linked to your answers. Your participation is voluntary, and you may choose not to answer some or all the questions. Your participation in future CRS programs is not dependent on your responses to this survey.

NB: Offer to provide the respondent with CRS contacts if they wish

Do you have any questions about the survey? [Allow time for questions and answers as needed].

Data collected through this interview will be kept for the life of the project, i.e., 5 years.

If you need further information, you could reach out Mr. Ousmane Maiga (+229 66235819), the Chief of Party of the Keun Faaba III project.

Do you give me permission to continue the interview? Yes / No

No	Question	Answer
1. Teacher Characteristics		
101	Gender (look at the teacher and check)	<ul style="list-style-type: none"> • Male • Female
102	How old are you? [NB: put 99 if the person does not want to answer and 98 if they do not know].	_____ years
103	For how many years have you been teaching?	_____ years
104	For how many years have you been teaching at this school?	_____ years
105	What is the highest class you have attended?	<ul style="list-style-type: none"> • 6th grade • 5th grade • 4th grade • 3rd grade • Grade 2 • Grade 1 • Grade 12 • University • Other
106	What is the highest academic degree you have earned?	<ul style="list-style-type: none"> • CEP • BEPC • CAP (technical high school) • BAC, DEAT o DEUG, DUES • Licence o Maitrise • Master/DEA o Other
107	What is the highest professional degree you have earned?	<ul style="list-style-type: none"> • None • CEAP • CAP

		<ul style="list-style-type: none"> • Other
108	What is your employment status?	<ul style="list-style-type: none"> • APE (Permanent Agent) • ACE (Contract Agent) • Aspirant • Community-based • Contracted by an external structure • Intern • Volunteer • Other, specify _____
2. Teacher's training		
201	What class(es) do you teach?	<ul style="list-style-type: none"> • Kindergarten • Introductory Course (IC) • Preparatory Course (CP) • Elementary 1 • 2ND GRADE • CM1 • 5TH GRADE
202	How many boys/girls are in your class? [NB: If more than one class, indicate the total]	____ Boys ____ Girls
203	How would you rate your students' overall academic performance?	<ul style="list-style-type: none"> • Very good • Good • Fair • Poor • Very Poor
204	How would you rate your students' literacy performance?	<ul style="list-style-type: none"> • Very good • Good • Fair • Poor • Very Poor
205	Has anyDo teachers in your school receive training on improved teaching techniques?	<ul style="list-style-type: none"> • Yes, regularly • Yes, sometimes • No • Don't know/no response

205i	(If yes on the above question) Who provides the training	<ul style="list-style-type: none"> • The Government • Others (Specify)
206	[If YES on the above question] How is the quality of the training you receive?	<ul style="list-style-type: none"> • Excellent • Good • Satisfactory • Not that good • Poor
207	[If YES on the above question] Do you use in your classes any of the techniques and tools you learned in trainings?	<ul style="list-style-type: none"> • Yes • To some level • No • Don't know/no response
208	[If YES on the above question] Did the training you receive helped improve student literacy?	<ul style="list-style-type: none"> • Yes • To some level • No • Don't know/no response
209i	Do you always use the national literacy curriculum and other approved materials for teaching literacy classes	<ul style="list-style-type: none"> • Yes • To some level • No • Don't know/no response
209 b	(If yes or to some extent) In the recent school quarter, have you been using the government approved literacy curriculum for teaching your students?	<ul style="list-style-type: none"> • Yes • To some level • No • Don't know/no response
209 c	If yes, how closely do you follow this curriculum?	<ul style="list-style-type: none"> • All the time • Most of the time. • Sometimes • I do not use this curriculum • Don't know • Refused

209d	(If no to 209) Why not? (Open ended)	•
209i	{If yes or to some level to the 209i question} Can you show me the curriculum and these materials	<ul style="list-style-type: none"> • Showed the national curriculum and other materials • Showed other materials alone • Showed only the national
XX. Teacher's Absentees		
211	In the last quarter, did you ever miss classes for any reason? How many days of teaching did you miss (absent) in the most recent quarter of school?	<ul style="list-style-type: none"> • Less than 6 • Between 6 and 15 • More than 15 • Don't know/No response • Yes • No • Don't know/no response
211i	{If yes to the above question} How many days of teaching did you miss (absent) in the most recent quarter of school?	<ul style="list-style-type: none"> • Less than 6 • Between 6 and 15 • More than 15 • Don't know/No response
212	For what reasons were you absent? [NB: Do not give answers]	<ul style="list-style-type: none"> • - Strike • - Illness (of self) • - Illness of family member • - Administrative reason (going to the bank, looking for administrative papers, etc.) • - Training • - Work meeting • - Party (extension) • - Ceremony (funeral, birth, wedding) • - Transportation problem • - Lack of motivation • - Work too hard • - Lack of professional awareness • - Lack of love for the job

		<ul style="list-style-type: none"> • - Geographical mobility (during a certain season the track is not accessible, water flooding) • - Other, specify _____ • - Don't know / No response
213	Do you think that certificates of achievement given to diligent teachers can be an effective measure to reduce teacher absences?	<ul style="list-style-type: none"> • Yes • To some level • No <p>Don't know/No response</p>
214	Do you think that the involvement of the PTA or the AME in the monitoring of teachers' attendance can reduce their absences?	<ul style="list-style-type: none"> • Yes • To some level • No <p>Don't know/No response</p>

215	What should be put in place to reduce your absences or those of your colleagues?	<ul style="list-style-type: none"> • - Increase salaries • - Implement a penalty system • - Reduce class sizes • - Improve the assignment system • - Review the state of the roads • - Provide appropriate documents for lesson preparation sheets/preparation time at home is too long) • - Facilitate access to transportation for teachers • - Other, specify _____ • - Don't know / No response
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XX. Parent Involvement

	Do you feel that your students' parents understand the importance of the education their children are receiving at school?	<ul style="list-style-type: none"> • Yes, very much • Yes, to some level • Not very much • Not at all • Don't know/ no response
	What are the main benefits parents see in their children's' education?	<ol style="list-style-type: none"> 1. (Specify) 2. (Specify) 3. (Specify) 4. (Specify) 5.
	Can you estimate how many of your students parents spend time with on school-related activities such as homework and reading stories AT LEAST ONES A WEEK?	<ul style="list-style-type: none"> • Almost all parents • Most parents • About a half of parents • A small portion the parents • Only a few parents • Don't know/no response
	If so, for what types of activities?	<ul style="list-style-type: none"> • - Reading letters • - Reading words • - Reading a text • - Mathematics • - Reciting lessons • - Help with homework • - Other, specify: _____
	<p>What are the main reasons parents don't spend time with children on homework or reading?</p> <p>NB: Do not give answers]</p>	<ul style="list-style-type: none"> • Parents are not interested in school • - Parents feel it is not their role • - Parents don't have the time • - Parents don't think it's useful • - Parents don't know how to help them • - Parents don't speak French well enough • - Parents cannot read • - Other, specify: _____
4. Nutrition, Libraries		

	Are there any feeding programs currently at your school?	<input type="radio"/> Yes, regularly <input type="radio"/> Yes, sometimes <input type="radio"/> No <input type="radio"/> Don't know
401	Do you think that having school canteen will help reduce hunger?	<input type="radio"/> Yes, very much <input type="radio"/> Yes, to some level <input type="radio"/> Not really <input type="radio"/> Not at all <input type="radio"/> Don't know
402	Do you think that having school canteen will help children become more attentive in classes?	<input type="radio"/> Yes, very much <input type="radio"/> Yes, to some level <input type="radio"/> Not really <input type="radio"/> Not at all <input type="radio"/> Don't know <input type="radio"/>
	Is there a library at your school?	<ul style="list-style-type: none"> • Yes • No • Don't know
	Does the school's PTA/AME, or any other organization distribute books in your school?	<ul style="list-style-type: none"> • Yes • No • Don't know
	Do you think that if students have better access to books, they will read more?	<ul style="list-style-type: none"> • Yes, very much • Yes, to some level • Not very much • Very little • Don't know
5. Health, hygiene		

501	<p>Consider the following hygiene practices: hand washing, use of soap, wash what you eat, use of latrines.</p> <p>How many of these practices do you think your students know about, and understand their important to their health?</p>	<ul style="list-style-type: none"> • Almost all of the practices • Most of the practices • About half of the practices • A small portion of the practices • Only a few of the practices • Don't know/no response
502	How many of these practices do you think your students practice ?	<ul style="list-style-type: none"> • Almost all of the practices • Most of the practices • About half of the practices • A small portion of the practices • Only a few of the practices • Don't know/no response
503	<p>Why don't your student practice hygiene practices?</p> <p>[NB: Do not give answers]</p>	<ul style="list-style-type: none"> • They don't know them • They are not interested • They think it is useless • They don't have access to water • They don't have access to soap/ash • They are not aware of the risks • They are too young • Other, specify _____ • Don't know / No response
	Do girls in your school receive training, information, or other support on hygiene practices during menstrual cycles?	<ul style="list-style-type: none"> • Informative sessions/days • Written materials • Mentoring • Distribution of hygiene pads • Special latrines • Other (specify) _____ • Don't know/no response

7. Comments	
701	Do you have any comments?
702	Interviewer comments (e.g., problems, clarifications, feedback):

Thank you very much for taking the time to complete this survey.
End of the survey

